

Bournemouth School

(A Company Limited by Guarantee)
Company Registration Number: 07745881 (England and Wales)

Annual Report and Financial Statements

Year ended 31st August 2021

BOURNEMOUTH SCHOOL

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BOURNEMOUTH SCHOOL

Reference and Administrative Details

Governors

Mr Michael Jones x^λ (Chair from 6th July 2021)
Dr Jeffery Bray (Appointed 8th December 2020)
Mr Eugene Brunet (Resigned 6th July 2021)
Mrs Sally Burrows*
Miss Michele Gosling
Ms Caroline Kelleway (Resigned 29th October 2020)
Dr Dorian Lewis* (Headteacher and Accounting Officer)
Mrs Cara Lloyd-Hopkins
Mrs Jennifer Roche
Mrs Kate Shaw♦ (Resigned 7th June 2021)
Mr David Sidwick* x^λ(Chair to 6th July 2021)
(Resigned 6th July 2021)
Ms Daphne Skotnicki (Appointed 8th December 2020)
Mr Noel Smith* x^λ (Resigned 3rd August 2021)
Mr Anthony Spotswood
Mr Alan Turle
Ms Angela Turton
Dr Catherine Vassallo (Appointed 8th December 2020)
Ms Danielle Watts♦ (Resigned 7th December 2020)

*Members of the Resources Committee that have finance and audit oversight responsibility.

♦ Parent Governors

x^λAudit Committee

Members

Mr Michael Jones x^λ (Chair from 6th July 2021)
Dr Jeffery Bray (Appointed 8th December 2020)
Mr Eugene Brunet (Resigned 6th July 2021)
Mrs Sally Burrows*
Miss Michele Gosling
Ms Caroline Kelleway (Resigned 29th October 2020)
Dr Dorian Lewis* (Headteacher and Accounting Officer)
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Mr Noel Smith* x^λ (Resigned 3rd August 2021)
Mr Anthony Spotswood
Mr Alan Turle
Ms Angela Turton
Dr Catherine Vassallo (Appointed 8th December 2020)
Ms Danielle Watts♦ (Resigned 7th December 2020)

Academy Trust (Company) Secretary Not appointed

BOURNEMOUTH SCHOOL

Reference and Administrative Details

Key School Personnel

Headteacher*	Dr Dorian Lewis
Deputy Headteacher*	Mr Jamie Anderson
Deputy Headteacher*	Mrs Katherine Ateaque
Assistant Headteacher*	Mrs Rebecca Issott (from 1 st September 2021)
Assistant Headteacher*	Mrs Clare Wood
Business Manager*	Mrs Julie Wheatley
Finance Manager	Mrs Karen Newton

**Senior Leadership Team*

Company Name	Bournemouth School
Principal and Registered Office	East Way Bournemouth Dorset BH8 9PY
Company Registration Number An exempt Charity	07745881 (England and Wales)

Independent Auditor	Moore (South) LLP 33 The Clarendon Centre Dairy Meadow Lane Salisbury Wiltshire SP1 2TJ
Bankers	Lloyds Bank PLC 45-47 Old Christchurch Road Bournemouth BH1 1ED
Solicitors	StoneKing LLP 13 Queen Street Bath BA1 2HJ

BOURNEMOUTH SCHOOL

Governors' Report

The Governors present their annual report together with the financial statements and auditor's report of the charitable company and group for the year ended 31 August 2021. The annual report is a trustees' report, and a directors' report under company law.

The trust operates an academy for pupils aged 11 to 18 serving Bournemouth and the locality. The school currently has 1,168 pupils on roll, 319 of whom are in the sixth form.

Structure, Governance and Management

Constitution

The Academy Trust is a company limited by guarantee and an exempt charity. The Charitable Company's Memorandum and Articles of Association are the primary governing documents of the Academy Trust.

The Governors act as the trustees for the charitable activities and are also the directors of the Academy Trust for the purposes of company law. The Academy Trust is known as Bournemouth School.

Details of the Governors who served during the year, and to the date these accounts are approved, are included in the Reference and Administrative Details on page 1.

Members' Liability

Each member of the Academy Trust undertakes to contribute to the assets of the charitable company in the event of it being wound up while they are a member, or within one year after they cease to be a member, such amount as may be required, not exceeding £10, for the debts and liabilities contracted before they ceased to be a member.

Governors Indemnities

The Academy Trust has purchased cover through the Department for Education Risk Protection Arrangement which includes Governors Liability (£10,000,000) and Employee and Third Party Dishonesty (£500,000). The cost of these items is not separately identifiable.

Method of Recruitment and Appointment or Election of Governors

Governors shall be appointed or elected, as the case may be, as set out in the Academy Trust's Articles of Association and Funding Agreement.

The Parent Governors shall be elected by parents of registered pupils at the Academy and must be a parent of a pupil at the Academy at the time when they are elected.

The Staff Governors shall be elected by staff members at the Academy.

Governors are appointed for a four-year period, except that this time limit does not apply to the Headteacher. Subject to remaining eligible to be a particular type of Governor, any Governor can be re-appointed or re-elected.

When co-opting new Governors, the Board will give consideration to the skills and experience mix of existing Governors in order to ensure that the Board has the necessary skills to contribute fully to the Academy's development.

BOURNEMOUTH SCHOOL

Governors' Report

Structure, Governance and Management (continued)

Policies and Procedures Adopted for the Induction and Training of Governors

Governors undergo an induction and mentoring process. The training and induction provided for new Governors will depend upon their existing experience but would always include a tour of the Academy and a chance to meet staff and pupils. All Governors have access to copies of policies, procedures, minutes, accounts, budgets, plans and other documents that they will need to undertake their role as Governors. As there are normally only two or three new Governors a year, induction tends to be done informally and is tailored specifically to the individual. The school subscribes to The Key Governor Support, providing all governors with up-to-date online support and guidance. Members of the Governing Body are also allocated on-line training modules to complete as and when appropriate.

Organisational Structure

Bournemouth School has a Governing Body, the composition of which is set out in the Academy's Articles of Association. The Academy has four main Governor Committees: Resources, Audit, Student Experience and Futures to which Governors are appointed. The Academy will also call on members of the Governing Body to sit on a Staff Dismissals Committee and Staff Dismissals Appeal Committee on an *ad hoc* basis should either committee be required. The Governing Body and its Committees have Terms of Reference which are reviewed annually.

The Board establishes an overall framework for the governance of the Academy and determines membership, terms of reference and procedures of Committees and other groups. It receives reports including policies from its Committees for ratification. It monitors the activities of the Committees through the minutes of their meetings. The Board may from time to time establish Working Groups to perform specific tasks over a limited timescale.

The following decisions are reserved to the Board of Governors:

- to consider any proposals for changes to the status or constitution of the Academy and its committee structure
- to appoint or remove the Chairman and/or Vice Chairman
- to appoint the Headteacher and Clerk to the Governors
- to approve the School Improvement Plan
- to approve the budget and variations to budget over £25,000
- to authorise expenditure/orders over £25,000 (excluding payroll).

The Trustees and Board of Governors have devolved responsibility for day-to-day management of the Academy to the Headteacher and Senior Leadership Team (SLT). The Scheme of Delegation was last reviewed at the AGM in December 2019. The SLT comprises of those persons listed on page 1. Their roles and responsibilities are reviewed annually by the Governing Body as part of the School Improvement Plan. This was last completed in March 2021. Financial and other authorities are confirmed annually by the Governing Body within the adopted Statement of Roles and Responsibilities. This was last completed on 8 December 2020.

The SLT implement the policies laid down by the Governors and report back to them on performance. Some spending control is devolved to Budget Holders which must be authorised in line with the Scheme of Delegation. The Headteacher is responsible for the appointment of staff, though appointment panels for senior teaching posts always include a Governor.

The Headteacher is the Accounting Officer.

BOURNEMOUTH SCHOOL

Governors' Report

Structure, Governance and Management (continued)

Arrangements for setting pay and remuneration of key management personnel

Pay and remuneration of key management personnel is determined by a number of contributory factors including the pay scales for each role determined by the Governing Body and published in the Pay Policy, the level of experience of the staff member and annual appraisal outcome. Levels of pay may be affected by any nationally agreed pay awards, the ability to recruit key management personnel and their retention in post. All amendments to key management personnel's pay and remuneration is discussed and agreed by the governing body's Pay Committee.

The remuneration policy for the school's senior leaders was last reviewed in December 2018. Governors were mindful that the statutory pay range for members of the leadership group in a maintained school in England (excluding the London area) is published in the School Teachers' Pay and Conditions Document (STPCD). Whilst the school, as an academy, is able to set its own pay scales, they felt it appropriate to use the same rationale to determine the pay of those on the leadership scale as we do for other teachers, *i.e.* staying within the recommendations of the STPCD. Governors are aware of a number of academies who have adopted a different approach, especially in respect of the pay for principals and executive principals.

Within the STPCD, a "unit score" determines the headteacher group and pay range. The unit score is determined by the number of pupils at each key stage on the school register. As part of their review, governors considered the number of students currently on the school register and that forecast in the future, and derived a unit score that indicated that the headteacher group should be set as Group 7 (for a unit score of 11,001 to 17,000). Governors were reassured by the headteacher's current remuneration falling within the range recommended for the headteacher of a Group 7 school in the STCPD.

Trade Union Facility Time

There are no trade union officials at the school.

Related Parties and Other Connected Charities and Organisations

After the year end the Academy joined the South West Academic Trust, a group of grammar schools in the South West, working in association with Exeter University to promote opportunities for staff and pupils to meet together and share best practice.

The Academy is associated with Bournemouth School Charitable Trust (a registered charity and company limited by guarantee) which does not have access to public funds. The Academy contributes £16,751 per annum to Bournemouth School Charitable Trust to secure the future of the Sir David English Sports Centre and associated facilities (to which the school has access).

The Academy is a beneficiary of the Bournemouth School Fund (registered charity 291760). The Academy provides support and administration as required. The School Fund exists for advancing the education of pupils by providing and assisting in the provision of facilities for the education of pupils at the school.

The Academy provides support and administration as required to the Roberts Thomson and Other Scholarships Foundation (registered charity 306304). The charity exists to enable boys of the School and old boys under the age of 25 to pursue their education.

Dr Lewis, a trustee of the Academy, is also a trustee of Bournemouth School Charitable Trust, the Bournemouth School Fund and the Robert Thompson and Other Scholarships Foundation.

BOURNEMOUTH SCHOOL

Governors' Report

Structure, Governance and Management (continued)

Mrs Burrows, a trustee of the Academy, is also a trustee of the Robert Thompson and Other Scholarships Foundation.

Due to the overall benefit and control the Academy has over the Bournemouth School Fund and the Roberts Thomson and Other Scholarships Foundation these entities have been consolidated with the Academy accounts.

There are no related parties which either control or significantly influence the decisions and operations of Bournemouth School. There are no sponsors associated with the Academy.

Objectives and Activities

Objects and Aims

In setting our objectives and planning our activities the Governors have given careful consideration to the Charity Commission's general guidance on public benefit.

Legal framework

The characteristics of the Academy as set down in section 482 (2) of the Education Act 1996, substituted by the Education Act 2002, are that the school: should have a broad curriculum with an emphasis on a particular subject area, or particular subject areas, specified in the Funding Agreement; and, should provide education for able students who are wholly or mainly drawn from the area in which the school is situated.

The Strategic Vision and Principles for Bournemouth School

The purpose of Bournemouth School, as a selective boys' grammar school with a limited number of girls in the sixth form, is to provide an outstanding education enabling all students to take a career path that is fulfilling, exciting and challenging. This will provide them with the skills to make the right development choices when leaving Bournemouth School, whether it be accessing the best universities or a skilled apprenticeship such as finance or engineering.

The school fully supports a wide range of extra-curricular activities and other appropriate qualifications to build talent, leadership and confidence. These activities form an integral part of school life.

In order to strengthen and enrich the community of the school all children should have a fair and equal chance to participate in all the activities of the school and should ideally live within the vicinity.

The Governing Body will provide the strategic vision for the school independent of any personal interest and hold the school accountable for the enactment of the vision.

BOURNEMOUTH SCHOOL

Governors' Report

Objectives and Activities (continued)

Goals

- To ensure that all students realise their academic potential and progress to a rewarding career.
- To enable students from all backgrounds to attend Bournemouth School.
- To enable students through a variety of experiences to develop their talents and capabilities to become future leaders and make a valuable contribution to society.
- To establish the school as one of the leading centres of educational excellence within the region, serving academically gifted students from the locality.
- To secure the school's financial sustainability,
- To secure the school's place within the local community.

Our Context

Bournemouth School is an over-subscribed grammar school for boys (with girls in the sixth form) serving Bournemouth and the surrounding area. The school's published admission number for Year 7 entry is currently 180. A number of students also join us in Year 12 from other local schools. The school has been an academy since 1st September 2011. In 2011 it was inspected by Ofsted and judged to be "outstanding".

The Governing Body and school leaders are committed to the belief that high ability students from all backgrounds should be able to access selective education and that disadvantaged children must not be held back due to financial or other barriers. There have been significant changes made to the School's Admissions Policy over the last 6 years to match this commitment. Priority is now given to boys eligible for the Pupil Premium Grant who have met the required standard in the entrance tests. The School has also determined a "priority area" to ensure that it provides education for students who are predominantly drawn from the area in which the School is situated. A reduction in the size of the catchment will over time increase participation by local, high achieving but disadvantaged students (as they have fewer students to compete with).

Despite these changes to the Admissions Policy, the proportion of students known to be eligible for free school meals (FSM) remains low (6.1% in October 2021) compared to nationally, as is the proportion of disabled students and those with special educational needs (4.5% SEND Support; 0.4% EHCP). Around 25% of students are from minority ethnic groups, with 4.3% having a first language not believed to be English.

Bournemouth School has a Combined Cadet Force (CCF) with membership also offered to girls from Bournemouth School for Girls (BSG). The School also has a Royal Navy accredited Sea-Scout Group, and is a Duke of Edinburgh (DofE) Award Directly Licensed Centre. We have a diverse curriculum offering excellent in and after school activities including music, art and sport. A number of students attend off-site provision to support their sporting excellence.

The School is not part of a Multi-Academy Trust and has no religious affiliations, but enjoys close links with many local schools and all of the main faith communities in the Bournemouth area. There is an extensive assembly programme, including House and year group assemblies that afford the opportunity to consider spiritual, moral, social and cultural development and to reinforce the school's ethos.

BOURNEMOUTH SCHOOL

Governors' Report

Objectives and Activities (continued)

The school does not enter students early for GCSE examinations. Students joining the sixth form are expected to follow three or four two-year A-level courses. A comprehensive offer, including the Pre-U, Core Maths, the Crest Gold Award, sport, volunteering and work experience enrich students' sixth form experience. The programme for each individual student is agreed with their tutor at the beginning of Year 12 to ensure that they make the most of the opportunities that are available to them and are well prepared for the next stage of their education or to enter the workplace.

As part of our recent, successful bid to the Selective Schools Expansion Fund we reaffirmed our commitment to working with local non-selective secondary schools and primary schools to raise aspirations, particularly for those students from disadvantaged backgrounds. We already enable students from a number of local primary schools to access our specialist facilities, equipment, and expertise. We believe that competition between schools does not prevent collaboration, especially as we share the moral purpose to ensure that all children, irrespective of background, earlier experience or status, achieve their best. We want to ensure that the most academically gifted children get support to fulfil their potential regardless of their circumstances (or indeed whichever primary or secondary school they attend).

Objectives, Strategies and Activities

Details of the main objectives for the year and the strategies for achieving them are included in the Strategic Report below.

Public Benefit

The Governors confirm that they have complied with their duty in Section 4 of the Charities Act 2006 to have due regard to the Charity Commission's general guidance on public benefit in exercising their powers or duties and in setting our objectives and planning our activities. They have referred to this guidance when reviewing the Academy's aims and objectives and in planning its future activities.

Strategic Report

The school is oversubscribed, has excellent GCSE and A-level outcomes and its finances are in good health. The Senior Leadership team are an excellent and committed team, staff turnover is low and construction of our new block, comprising extended dining facilities and a new sixth form centre will be completed by September 2022 allowing us to meet demand for places at the school.

Achievements and Performance

Summary of current position

- The School continues to be oversubscribed with 1,168 on roll including 320 in the Sixth Form.
- In September 2021, 182 students joined Year 7 (2 students were admitted as a result of successful admissions appeal).
- Construction of the new block started in July 2021, with it due to open for September 2022. We have endeavoured to ensure that the provision for students is not significantly affected by the building works, but some disruption is inevitable.
- Annual building improvement works have been undertaken following successful bids to the *Condition Improvement Fund* and work is currently underway which will improve site security and accessibility.
- The number of students registering to sit entrance tests to become eligible at the school continues to significantly exceed the number of places available.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

At GCSE (2019)¹

- A8 was 71.9 (72.9 in 2018; 74.0 in 2021)
- P8 was 0.47 (0.59 in 2018; 0.61² in 2021)
- The proportion of students achieving a strong pass in English and mathematics was 97% (99% in 2021)
- P8 score for disadvantaged students was 0.31, with all achieving a strong pass in English and mathematics (for the 8 students in the 2021 cohort, the P8 score was +0.06, A8 was 72, and all achieved a standard pass in English and mathematics)
- 88% of the cohort were entered for the English Baccalaureate (93% in 2021), with 73% (86% in 2021) achieving a strong pass (EBacc APS of 6.5)

At A-level (2019)³

- APS was 42.2 (39.6 in 2018; 44.2 in 2021)
- The proportion of students achieving 3 A levels at grades AAB or high with 2 facilitating subjects was 41% (36% in 2018; 40% in 2021)
- VA score was +0.22 (+0.04 in 2018)

Quality of education

Intent

Students study a broad curriculum (exemplified by the national curriculum) in Years 7 and 8 and by studying for 11 GCSEs continue to study a broad range of subjects in Years 9-11. Students are able to choose 4 options (including a language and either history or geography) in addition to our core subjects. All students study Religious Studies as it is important that they appreciate respect and tolerance of those with different faiths and beliefs.

The EBacc is at the heart of our curriculum and during Key Stage 3 all students study French, Spanish or German. At GCSE we already significantly exceed the government's 2022 target of 75% being entered for the EBacc. In 2019 88% (93% in 2021) of students were entered for the EBacc and of those 73% (86% in 2021) achieved a strong pass.

We are firmly committed to offering a curriculum that is academically, physically and socially enriching. Art, music, technology and sport are strengths of the school and feature prominently in our provision for all year groups (with all being offered at GCSE and A-level). Uptake in creative subjects is strong with approximately 25% studying a subject such as technology, PE, art or music to GCSE level.

¹ The 2021 GCSE results were based upon teacher-assessed grades submitted to the examination boards by the school, following the DfE's decision to cancel public examinations due the coronavirus pandemic. Caution must be exercised in comparing these outcomes with results from previous years and with those of other examination centres.

² Unvalidated data from Fischer Family Trust (October 2021)

³ The 2020 A-level results were also based on teacher-assessed grades; the same degree of caution in their interpretation should be exercised

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Offering a three-year GCSE course of 11 subjects enables students to study and benefit from a broad range of subjects and of experiences. For example:

- Year 9 reading lessons enable a focus on developing reading skills for 20th century classic literature reflecting the unseen texts in Paper 1 and non-fiction reading that mirrors Paper 2.
- Key Stage 4 opportunities to deepen scientific and mathematical knowledge by entering the Olympiad challenges which are extremely popular, and in which students are very successful.
- In Year 9 business studies students are able to undertake the Tenner Challenge and the Theme Park Challenge.
- In music all students are formally taught the ABRSM theory enabling them to gain grade 5+ theory in addition to their GCSE music qualification.

The curriculum offered is, on occasions, modified to meet the needs of individuals. Students with a SEND (approximately 5% of the cohort) have access to an Independent Learning Centre (ILC) and a very strong SENDCO and team of teaching assistants. As a consequence students with a SEND achieve very highly.

The volume of extra-curricular activities ensures that students receive better than excellent exam results. The school's curriculum, ethos and expectations promote students' outstanding spiritual, moral, social and cultural development and also fundamental British values (helped by the school Combined Cadet Force and Duke of Edinburgh Award Scheme). Prior to COVID a range of trips provide good opportunities to experience and learn about different cultures (and there are plans to relaunch these in 2022/23). The carefully planned curriculum ensures that students of all ages, including those in the sixth form, are encouraged to lead safe and healthy lives. Work is undertaken on a variety of themes and covers the adverse effects of drugs and alcohol, for example, as well as looking at topics such as sexual harassment, safe driving and e-safety.

Implementation

High-quality teaching based upon expert knowledge enables all students to make good progress and attain highly. Teachers have very high expectations for their students, which encourages them to progress well in lessons and over time. The excellent relationship between students and teachers lies at the heart of the school's continued success. There is a well-established culture and ethos of scholastic excellence. Effective teaching is supported by teachers' expert subject knowledge and their awareness of their students' needs. Schemes of Learning are carefully planned to include long-term planning and individual lessons which are carefully planned and structured, thereby enabling the students to extend their knowledge and understanding readily and to support any teachers teaching outside their specialised area at Key Stage 3.

Teachers systematically and effectively check students' understanding throughout lessons, anticipating where they may need to intervene, giving clear, direct feedback and doing so with notable impact on teaching and learning. Teachers seek to assess the effectiveness of their own teaching and adapt accordingly. Detailed marking and constructive feedback from teachers ensure that students make significant and sustained gains in their learning. Work in lessons is supplemented by relevant and challenging homework. A variety of online platforms for example Seneca, Educake and Hegarty Maths support homework. The implementation of MS Teams across the School has ensured that there is greater consistency in the delivery of material within subject areas and that remote provision is fully integrated into the School's curriculum. Homework is set through MS Teams and students can remotely access all lessons at any time.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Improving the quality of education is the mainstay of the *School and Department Improvement Plans* and is based on our “four pillars”, which together lead to outstanding teaching and learning: curriculum intent; developing ‘deep understanding’; appropriate stretch and challenge and creating an outstanding culture of learning.

Developing students’ levels of literacy across the curriculum continues to be important. All students in years 7 and 8 have a library lesson per fortnight where students are grouped according to ability and choose a book from a prescribed list to ensure there is challenge. Students who need more support do guided reading sessions where vocabulary and comprehension can be monitored more actively.

Our interactions with students are focused on enabling them to embed knowledge and eliminate weaknesses in performance, accentuate positives and achieve higher standards. All departments have their own bespoke “Tool Kit”, which incorporates their departmental assessment schedule and quality assurance cycle.

Students are assessed upon entry using CAT Tests and the School routinely uses *Fischer Family Trust* (FFT) data to set individual targets for students (and to establish benchmark estimates for whole school performance). The quantitative targets set seek to ensure that all students aspire to achieve highly, and are supplemented by formative assessment and qualitative targets that further encourage students to realise their potential. Student attainment within subjects is recorded centrally at least once per term. The progress made towards the target is reported formally to parents once per term, other than in those cases where a student is performing significantly below expectation, in which case intervention is more timely. Following a report to parents, heads of year, heads of faculty or departments analyse the performance of the cohort, groups and individuals against national benchmarks and the class, department and school targets (using *4Matrix*). The results of the analyses support individuals to improve and contribute significantly to the departments’ self-evaluation and influence the departmental improvement plan or necessitate the implementation of a short term action plan.

All staff can readily access appropriate information about vulnerable students to enable them to tailor their provision accordingly. Heads of Year and Heads of Department monitor the progress of vulnerable groups and intervene in an appropriate and timely manner.

Impact

Students enter the school with attainment levels above national averages. By the end of Year 11, the attainment of all students is very high in comparison with national averages. In all year groups students have developed detailed knowledge and skills across the curriculum and make substantial and sustained progress across a wide range of subjects. Their achievements are outstanding.

In 2019, there were 145 students at the end of key stage 4 with students being entered for 11 GCSEs on average, placing them in the top 3% nationally. EBacc subjects form a strong academic foundation for the KS4 curriculum and the EBacc entry rate in 2019 was 88% (93% in 2021). Overall 59% of entries were graded 9-7 (69% in 2021) with 38% of entries being awarded grade 8 or 9 (41.5% in 2021). The average attainment of students in their best 8 subjects was 71.88 (74.31 in 2021), with 73% of the cohort achieving a strong pass in the English Baccalaureate (86% in 2021) and 97% (98.6% in 2021) achieving a strong pass in both English and mathematics.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Overall Attainment 8 as well as the English, mathematics, EBacc and open elements have been in the highest 20% of all schools in 2017, 2018 and 2019.

The mathematics, EBacc, science and open element of Progress 8 are all significantly above the national average and in the top 20% of schools nationally. English Progress 8 has been improving steadily (a reflection of the success of the strategies that have been implemented over the last 3-4 years).

Our data shows that progress and attainment for SEN students are significantly above the national averages for non-SEN students.

Disadvantaged students performed well at GCSE in 2019. There were 6 students in total (11 in 2021). The A8 and P8 are calculated as 67.67 and 0.31 respectively with 83.33% achieving a strong pass in the English Baccalaureate (73.27 and 0.16 in 2021 and 73% achieving a strong pass in the English Baccalaureate). 100% of disadvantaged students achieved a strong pass in both English and mathematics.

It should be noted that the numbers of students in all sub-groups (SEND, disadvantaged, EAL, but not Gifted and Talented) are relatively low, making it statistically invalid to compare progress year on year. In the past 3 years, the progress of students within each sub-group has not been significantly different from the rest of the student body (given the sample size and confidence intervals), and well above national comparators.

Approximately 85% of Year 11 students continue their education in the sixth form. The students who choose to pursue their education at other institutions or to undertake an apprenticeship are very well supported in their choice of next stage.

Behaviour and attitudes

Students and staff play an important role in creating a culture that is characterised by a caring community where differences are respected and valued. The behaviour policy embodies the core values of; hard work, discipline, smart appearance and respect. Bournemouth School is committed to improving positive outcomes for all students and to eliminate any form of discrimination, harassment and/or bullying. Vulnerable students, including looked after children and those with protected characteristics such as SEN, physical or mental needs, receive support according to their individual need.

Student's consistent thoughtful behaviour is an outstanding factor in their successful learning and creates an extremely positive school ethos. Students are highly considerate and supportive of each other in lessons. The House System successfully brings together students from different year groups, helping the school to function cohesively. Students have a pride in themselves and the school, and develop a thirst for knowledge and love of learning. Students settle quickly on their own, and take a pride in their work. Incidents of low-level disruption in lessons are not tolerated and therefore are very rare. Students move sensibly around the school site, allowing others to pass on stairways or in corridors, holding doors open for each other and staff. Staff throughout the school model this behaviour.

Parents, staff and the students themselves are highly positive about the quality of behaviour. Incidents of misbehaviour (including bullying) are rare and are handled quickly, properly and effectively. Students have considerable confidence in the staff and trust them to help if any problems arise. Our approach to behaviour management was last reviewed in July 2021.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

The House system fosters an immensely powerful and strong sense of community amongst our students and it embodies the same principles: they are permanent, cross-sectional with a family-like theme. Through this system, students are involved actively in many activities that promote our ethos such as peer mentoring and raising money for charity (often around £8,000 – £10,000 per year).

We work closely with students and their parents to triangulate the support programmes we put in place. External agencies are frequently used for advice or assessment purposes and to this end we work closely with many external agencies. Each student's particular needs are addressed through the pastoral systems, departmental staff and SEND team and individual plans are drawn up to support those at risk. TAS meetings, for students of concern are held on a regular basis.

The school operates a system of achievement and behaviour points with achievement points exceeding behaviour points by a ratio of between 5 and 6 to 1 in a normal year. Achievement points usually recognise hard work, whilst the majority of behaviour points are issued for lack of equipment or homework being missed. 2020-2021 was an exceptional year with achievement points exceeding behaviour points with an average between 10 and 48 to 1. Staff were impressed by the students' ability to adapt to online learning and their resilience dealing with the pandemic and this is reflected in the higher than normal number of achievement points. Celebration assemblies happen each term and are conducted by the House Leaders, giving them an opportunity to praise individuals and year groups. These have been well received by the student body.

Exclusions

Both fixed and permanent exclusions have been significantly lower than the national average.

Bullying

Recorded incidents of bullying are extremely low. Most students consider that they do not experience the threat of physical bullying or intimidation and say that they feel safe at school (annual student and parent questionnaire). The pandemic has created a gap in the data which will be updated in 2022.

Student/staff relationships are very positive and students appreciate creating an atmosphere of trust and willingness to raise any issues. A box is available in the library for students to post their concerns anonymously, which is checked daily by the librarians.

The School and Sixth Form Councils are able to raise issues, but in recent years, they have not felt the need to raise concerns about bullying. The School Council helped to create our approach to dealing with Bullying, and have been involved in its subsequent reviews.

We take a restorative approach to resolving conflict and preventing harm amongst our students. We know that this has enabled those that have been harmed to convey the impact of their feelings to those that are responsible. We believe that by doing it this way the students can understand the impact of their actions and we have had no cases of repeated offending after this approach has been used. There has been a marked reduction in bullying over the last 3 years.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Discrimination

The Governing Body has adopted a Single Equality Scheme in the belief that all students and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. As a School, we are committed to creating a community that recognises, respects and celebrates differences. We appreciate that a culture that promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Moreover, we recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular. The Equality Policy was reviewed in January 2021.

Recorded incidents of racism and homophobia are extremely low. However, when these occur they are addressed immediately and robustly.

Addressing Sexual Harassment

The school is committed to maintaining an attitude of “it could happen here” towards sexual harassment, as stated in the statutory guidance for schools and colleges, Keeping Children Safe in Education 2021. Our approach can be summarised as:

- a “zero tolerance” approach towards sexual harassment at all times, to maintain a culture of care and respect towards everyone, by incorporating open discussions around the topic when appropriate for example: during lessons, tutor times, assemblies and PHSE lessons;
- ensuring approachability by identifying to students’ key members of staff (male and female) to whom they can confidently report any incidents of sexual violence or sexual harassment;
- ensuring all staff annually complete the KCSIE training;
- ensuring all staff understand how, in Bournemouth School, to report any incidents of sexual violence or sexual harassment;
- continually identifying opportunities to collaborate with the neighbouring girls’ school (Bournemouth School for Girls).

Addressing Radicalisation

The school is committed to fulfilling its duties under the Counter-Terrorism and Security Act, which came into force on 1 July 2015, including:

- Assessing the risk of students being drawn into terrorism, and having robust safeguarding policies in place to identify students at risk and refer them to relevant authorities;
- Ensuring that visiting speakers are suitable and appropriately supervised;
- Working in partnership with other local bodies and following local authority inter-agency procedures;
- Ensuring staff are trained to identify students at risk of being drawn into terrorism, challenge extremist ideas and refer children to appropriate authorities where necessary;
- Ensuring the school has internet filters in place to block terrorist and extremist material;
- The school’s leadership are aware of our students’ susceptibility to far-right politics and Incel

There is an annual briefing for all school staff and they have completed certificated on-line training on ‘Prevent’.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Attendance and Punctuality

Bournemouth School is committed to providing an education of the highest quality for all its students and recognises this can only be achieved by supporting and promoting excellent school attendance for all.

The whole school community (students, parents and carers, teaching and support staff and school governors) have a responsibility for ensuring good school attendance and have important roles to play. Our procedures for monitoring attendance start with first day calling for absence. We then have bi-weekly attendance checks with Heads of Year and their member of SLT, letters to parents, attendance contracts and panels with the SLT and a member of the Governing body. We work closely with the local authority to check attendance of any student missing education.

Attendance and punctuality are excellent. The attendance rate in the last four years has been 96%. Attendance is well above national averages and above the median FSM level. The percentage of persistent absentees is well below the national average. Unauthorised absence stands at less than 0.5%, whilst the number of students arriving late for school is consistently (<1.5%). This is due to the significant improvement in the attendance policy within school and the robust systems that are now in place. Closer monitoring and weekly lunchtime reflection sessions with Heads of Year have addressed punctuality issues with repeat offenders.

Attitudes to Learning

Data is harvested four times per year and teachers are required to comment on the student's attitudes towards their learning. Tutors use this data, alongside 'progress trackers' to inform the monitoring meetings that they have twice per year. Mentoring Appointments are integral to ensuring students fulfil their potential and ambitions whilst at Bournemouth School.

Personal Development

In 2021 the school has reworked its Personal Development programme so that it is integrated into all aspects of the students' education, supported through the "champion" roles fulfilled by our House Leaders the school community is able to focus on key areas with assemblies and tutor times themed to consider and highlight national celebrations such as Black History Month and Mental Health Awareness and promote British values of tolerance and respect. We follow the PSHE Association thematic programme of study and have introduced a spiral curriculum running from Year 7 to Year 13 that adopts their key themes.

Students engage well with the school's Personal Development programme, which deals with relevant issues in each year group, e.g. keeping healthy, road safety, drugs, alcohol and relationship education. Specific issues such as online safety, bullying and drugs awareness, managing mental health, positive relationships and values and work related learning are dealt with at appropriate stages and reinforced regularly. Internet safety is central to the ICT programme, in which all students in Years 7 and 8 participate, and is included in our overall PD curriculum each year. Parents are also offered advice and guidance relating to social media during information evenings. Before the pandemic we took part in "Save a Life September" and, in partnership with St John's Ambulance, trained KS3 students in emergency first aid. Awareness, and an understanding of the protected characteristics, of racism, sexism and homophobia are dealt with through the Personal Development programme, assemblies and relevant lessons in RS, History and Geography. As a result, incidents of racist and homophobic bullying and sexism are rare.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

There are a wide range of activities within the House Championship including music, singing, photography, chess, sporting events, debating, speeches, creative writing, reading, book illustrations and quizzes. The range of activities ensures that a wide range of talents are developed and stretched. Regular 'show case' events such as the Christmas Concert, Art and Design Exhibition and work with local galleries such as Russell Coates enables the fantastic work of our students to reach a wider audience. Students have plentiful opportunities to engage with extra-curricular activities and providers such as the Duke of Edinburgh Award Scheme and Combined Cadet Forces. There is a strong take-up and participation in CCF and just over half of the participants are from BSG. There are also extra-curricular opportunities within sports and music that are delivered by external specialists and coaches, for example, Judo, badminton, fencing, and woodwind, brass, string and percussion opportunities. Those eligible for the pupil premium grant are able to participate in events, either with a reduced cost or free of charge.

Our commitment to the effective pastoral support of students ensures that they are at the heart of what we do. The Student Hub (Pastoral Support Centre) offers support for the physical and mental well-being of students, as well as enabling preparation for their next steps through work experience and advice relating to post-18 options such as UCAS and apprenticeships. Students with additional needs are aided through the work of the Independent Learning Centre and their needs are met through SEND Plans and ongoing intervention such as 1:1 mentoring, anger management and developing students' social skills. Heads of Year lead the intervention for the majority of our

students using data to inform decisions and to reward/sanction students. A strategic approach to intervention is enabled through the use of "Rolling Agendas" which focus support around the attendance, behaviour and progress of students. We work closely with the Local Authority, utilising support from Early Help, and take on the Lead Professional role in TAF meetings where appropriate.

Students' consistently thoughtful behaviour is an outstanding factor in their successful learning and creates an extremely positive School ethos. Students are highly considerate and very supportive of each other in and outside lessons. Students have a pride in themselves and the school, and develop a thirst for knowledge and love of learning. Students settle quickly at the start of lessons, are well equipped, willing to ask questions, remain focused when working on their own, and take a pride in their work. Students move sensibly around the school site, allowing others to pass on stairways or in corridors, holding doors open for each other and staff. Students achieve well at GCSE and A level, and have high aspirations with the vast majority progressing to HE after Year 13.

Although our usual opportunities were disrupted due to the pandemic, alternative approaches were found to providing a range of personal development opportunities. The PE department set weekly exercise programmes and goals for all students as it was not possible to access sports. The Music department successfully put on a remote/recorded concert giving opportunities for singers and musicians to continue with their passions. The PSHCE (now called Personal Development (PD)) programme in school continued remotely, often with a live input from tutors. Each morning tutors would meet and greet their tutees on MS Teams and hold discussions and debates, as well as checking on general mental health and well-being.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Students make a very strong contribution, both as leaders and participants, to many activities and events at school. They lead and perform in assemblies and other presentations where they share and celebrate their experiences. The prefect system is a great strength in this respect; both creating and developing an expectation that students will have a stake in the on-going success of the school and helping to create a very strong collective identity. A mentoring programme is being embedded in order to support the transition of students in to our school. Older students take on the role of a peer mentor and work with year 6 through the summer transition phase, up to the end of the autumn term. There is a strong tradition of raising money for local and national charities; with such activities entirely run by students. Many students act as ambassadors for the school locally, for example volunteering at the local junior school and supporting the elderly.

Provision for the spiritual development of students

All students follow a GCSE Religious Studies course that is built on a KS3 curriculum which explores each of the 5 major world religions. Our RS department have offered training to all staff relating to the major religions, and we had whole school INSET led by the Dorset Race and Equality Council. Displays are routinely changed around the school to recognise and celebrate difference and to remind us of the consequences of intolerance by recognising events such as the Holocaust Memorial Day, 'Black Lives Matter' and PRIDE.

As a school we are enabling our students to adopt a set of values, principles and beliefs, which may or may not be religious, which inform their patterns of behaviour and perspective on life. They have an increasing ability to reflect and learn from their reflections.

Provision for the moral development of students

At Bournemouth School we have well-defined standards of acceptable behaviour, supported by codes of conduct and systems of rewards and sanctions. The curriculum and extra-curricular activities often focus on a variety of moral themes, raise ethical issues and provide opportunities for discussion and debate. Teachers act as powerful role models in enabling students to understand and appreciate the viewpoints of others. The role of the Tutor is paramount in supporting the moral development and evidence that this happens can be seen through learning walks and Tutor period/ lesson time drop-ins. Tasks are often planned within schemes of learning to enable such reflections and give students opportunities to investigate and give reasoned views.

Within the PD programme students are taught the legal boundaries in order to respect the civil and criminal law of England.

Provision for the social development of students

Our Student Council comprises representatives from every tutor group in every year group. A House Leader has responsibility for co-ordinating the work of the Council, but much of its operation is controlled by two Deputy School Captains. These senior prefects set agendas, chair meetings and report outcomes to the wider school community. Discussions are often wide-ranging, from considering the elements of effective teaching and learning to evaluating the quality of the food available in the Deli Bar and Dining Room. In recent years, the School Council have influenced the School's policies on the use of electronic devices, homework, anti-bullying and behaviour management.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Alongside academic rigour, students' characters are nurtured and developed through a variety of means. Character education is embedded in the School's ethos, in the classroom and on the playground, on the sports field and through our students' contribution to the local community. The school's provision of a Combined Cadet Force, a RN Sea Scout Group and the Duke of Edinburgh Award Scheme afford further character-building opportunities.

The House System is a vital component in developing the character traits, attributes and behaviours that underpin our students' success. Form tutors monitor students' progress and encourage them to take advantage of the opportunities available. Form and House Captains and House Prefects are selected on an annual basis and represent their House in a number of ways as well as being role models for others. The prefect system and School Council enable students to contribute to the on-going success of the school and create a very strong collective identity. Many Post-16 students act as ambassadors for the school locally, e.g. working at the local junior school and in care homes for the elderly.

Students undertake community service for a number of local schools and charities. Raising money for charity has always been important to us. Every year, each of the five Houses at Bournemouth School is tasked with organising a week of fundraising for their chosen House charity, from Leukaemia Busters to Julia's House (a local children's hospice). Typically the total raised for charity by the School exceeds £8,000.

Student successes in all fields of endeavour are reported in the School's newsletter and on our website. The House Competition culminates in our Sports' Day, to which parents are invited. Sporting, cultural and academic prizes are presented in assemblies and at our annual Speech Day. Parents, Old Bournemouthians and prominent members of the local community are invited to attend Speech Day, with the guest of honour usually a former student.

Provision for the cultural development of students

Bournemouth School embraces the challenge to improve students' understanding of change and diversity. This is evidenced by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

A large number of our students participate in after school sports clubs such as football and rugby (between 50-80 students from some year groups). We also hire in external coaches to enable specialist teaching and training for badminton, judo and fencing. Many students are involved in music events; orchestra, singing, woodwind, brass, House music and House singing. Specialist Music Peripatetics come in to school to teach students. All of those in receipt of the pupil premium grant are offered these at subsidised rates and have priority. It is then open to all of Year 7 and any student undertaking GCSE or A-level Music. As part of the House competitions the Science, Art and English departments run competitions that encourage all to participate.

The Humanities curriculum, along with elements within the PD curriculum cover and promote knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

Our Diversity and Equalities Champion has a focus to explore and improve understanding of cultural diversity and the extent to which students understand, accept, respect and celebrate diversity. This is evidenced through assemblies, tutor times and PD sessions.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Relationships, sex and health education

A Head of Year has driven our programme and this information is then disseminated to Tutors during weekly briefings. We have implemented the requirements for secondary schools contained within the DfE guidance "Relationships education, relationships and sex education (RSE) and health education" and will continue to refine the experience for students through the course of this academic year. Students will experience a combination of external speakers and classroom based activities in PD, science and RS in order to cover the following areas:

- families
- respectful relationships (including friendships)
- how to maintain healthy online and media relationships
- remaining safe
- intimate and sexual relationships, including sexual health

Where sex education is given to students at the school, it is delivered in such a manner as to encourage a due regard to moral considerations and the value of family life, tailored to the age and understanding of the students.

The teaching of the physical aspects of sexual behaviour is set within a clear moral framework in which students are encouraged to consider the importance of self-restraint, dignity and respect for themselves and for others, and helped to recognise the physical, emotional and moral risks of casual sexual behaviour. At the start of each academic year the PD curriculum for the year ahead is introduced and clear expectations are established to create a respectful safe environment in which students can explore the issues covered.

The definition of protected characteristics (as defined in the Equality Act 2010) is explained to students. Students are taught about disability, gender reassignment, race, religion or belief, sex and sexual orientation, sexuality and gender identity. Teaching is integrated appropriately into all aspects of the PD curriculum and addressed in whole school assemblies, through the theme of the week, and in tutor periods. The protected characteristics are seen as principals that should permeate all aspects of school life.

The School has taken account of and implemented the recommendations in the DfE Guidance '*Keeping Children Safe in Education*' (updated 2021). All staff complete annually Level 2 Safeguarding training using an accredited on-line platform. Students feel safe in school and the curriculum supports them well in learning to stay safe. Students have a well-developed understanding about what constitutes unsafe situations, and have a well-tuned perspective on their own safety and that of others (including e-safety).

Mental health issues have been raised with the student body both as part of the PD programme and through a number of assemblies. The School has in the past supported the Campaign Against Living Miserably (CALM) and the Distinguished Gentleman's Ride (DGR), which is associated with the Movember Foundation; resources from both charities are used to raise students' awareness of mental health issues and how to access support. We encourage students to be active at lunchtimes and after school by promoting sport as being of benefit to both physical and mental well-being. We ensure that there are quiet spaces accessible to students throughout the school day, with the provision of support from a number of adults (one of whom is a trained counsellor). We work with external agencies to secure support for individuals as and when necessary. Through our website, any issues relating to bullying may be reported anonymously, so that action may be taken in a timely manner.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

All concerns regarding student well-being are reported and recorded centrally (through "My Concern") to ensure that all those who have contact with an individual may access readily appropriate information, and that a comprehensive and complete picture of all issues and interventions relating to a given individual is maintained.

Careers information, education, advice and guidance

Students are well prepared for the world of work through a variety of careers-based experiences. Careers education is embedded in the *Living in the Wider World* section of the Personal Development (PD) programme delivered to years 7-13. We have a number of staff from across the school who act as *Careers Ambassadors*, working to promote careers education in their departments and seeking to incorporate CEIAG into schemes of learning. Careers education is explicitly incorporated in the development of the school's teaching and learning pillars (pillar two). In Year 9 students visit Bournemouth University for subject based taster sessions and in Year 10 complete two weeks of work experience (note: in 2020 and 2021 the university visit and work experience placements were not available due to the coronavirus pandemic and consequent restrictions)

All students have access to high quality, independent careers advice through a school funded service provided by Hampshire Futures. All students in years 10 and 12 will be offered a careers interview and additional sessions are available for other year groups or for follow-up appointments. Students also have access to an online careers education resource (Kudos).

We work closely with the Careers and Enterprise Company (CEC) and benefit from our involvement in the local Careers Hub. We continue to develop our careers and work-related learning provision and are working towards meeting the Gatsby benchmarks and regularly review our progress toward achieving this by using the CEC's Compass Careers Benchmark Tool.

Information about CEIAG is published on our website (including information for students, parents, teachers and employers) and also includes a copy of our provider access arrangements. We fulfil the requirements of the Baker Clause.

Leadership and management

The school's leaders are relentless and uncompromising in their pursuit of excellence, striving to continually improve the already high levels of academic achievement, and ensuring that the education that the school provides has a positive impact on all its students; they have high expectations of all students. School leaders have an accurate understanding of the school's strengths, and identify where improvements are needed. Any identified shortcomings are addressed with determination. There is a strong focus on continually improving teaching and learning and to provide all staff with good training to enhance their professional effectiveness in delivering the curriculum and increase the School's capacity to bring about further improvement. Arrangements for the appraisal of staff are rigorous and have positive impact on students' achievement⁴. Leaders always take into account the workload and well-being of staff, while also developing and strengthening the quality of the workforce and provision.

⁴ In response to the coronavirus pandemic, the appraisal system was streamlined for 2019-2021. All teaching staff shared similar objectives focused upon student and staff well-being and the development of resources to facilitate "blended learning" through MS Teams. A more rigorous system has now been re-established.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Leadership is distributed effectively, with middle leaders playing an increasingly significant role in ensuring the quality of our provision and determining and leading areas for improvement. Colleagues at all levels are encouraged to progress their careers, with the appraisal process used to identify appropriate support and development opportunities. Teaching and learning is at the heart of teachers' professional development with school, departmental and individual targets aligned and centred on the development of the 4 pillars; Curriculum Intent, Developing Deep Understanding, Appropriate Stretch and Challenge, and Culture of Learning.

The School has in place structures to ensure that its work is evaluated at all levels, and that plans are implemented to consolidate success and secure further improvement. Challenging, yet realistic, targets are set for individual students, groups of students, teachers and subject areas. Clear lines of responsibility and monitoring exist to ensure that targets are met and that any required intervention is timely. The analysis of assessment data and systematic lesson observations are used to identify areas of concern, with targeted observations used to tackle the areas of underperformance. Improving line management, targeted support for underperforming staff, and the effective application of the appraisal policy have been instrumental in raising the quality of teaching. The school's self-evaluation is further enhanced by an accountability framework, a key feature of which are Deep Dives into subject areas which will resume in 2021/22. It was felt that the stress and anxiety this process would add to the school community during a pandemic outweighed the potential insight we would gain by carrying out such investigations. The quality of leadership and management at all levels across all areas of the School's work is constantly improving, with leaders sharing a vision that creates coherence and consistency across the School so that all students benefit from effective teaching and consistent expectations in all year groups and across all subjects. Continued professional development activities are embedded in subject area improvement plans and are focused upon improving teachers' subject-specific pedagogical knowledge.

Parental feedback was critical during 2020/21 in shaping our remote learning provision. We were able to refine the use of MS Teams to ensure a consistency of experience between department resources, setting of assignments covering the curriculum and the regularity of feedback. We also identified those families that would be considered digitally disadvantaged and supported them using Department for Education laptops and devices donated to the school by a third party.

Although historically the numbers of LAC, PP and SEN students has been relatively small, structures and procedures are in place to ensure that all are able to access a rich curriculum and are given tailored support to ensure that each individual's potential is realised. The way in which any additional funding is used is carefully evaluated, with its impact reported to the governing body annually.

The experienced and knowledgeable governing body effectively undertakes its statutory duties, for example under the Equality Act 2010, and in relation to safeguarding and the "Prevent" duty. Governors are highly supportive of the headmaster and all his staff, but they are highly resolute in holding leaders to account. Governors act to improve their knowledge and understanding through actively engaging in training and spending an increasing amount of time in school. They ensure that the school has a clear vision and strategy, and that resources are managed well.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

The School's finances are well-managed, ensuring that funding is spent wisely and contribute to improving student outcomes. Staffing and resources are deployed efficiently to the benefit of all groups of students. The implementation of the School's Financial Management Handbook, enables it to maintain and develop systems of financial control which conform to the requirements both of propriety and of good financial management. The handbook is reviewed and updated on a regular basis to ensure its contents are as up to date and accurate as possible, and it adheres to the latest financial standard for academies. The audited financial statements (annual accounts) are published by 31 December each year (relating to the period ending 31 August). All aspects of the school's financial management are scrutinised by the Governing Body's Audit Committee, external auditors (Moore (South) LLP) and internal auditors Kreston Reeves. The school is fully compliant with the Schools' Financial Values Standards.

Safeguarding

The School has a culture of safeguarding and has taken account of, and implemented, the recommendations in the DfE Guidance 'Keeping Children Safe in Education' (2021). The designated safeguarding lead provides support to staff members to carry out their safeguarding duties and liaises closely with other services such as children's social care. Other staff are appropriately trained (annual on-line Level 2 training from an accredited provider), with frequent updates in whole staff meetings. A specific member of the Governing Body has oversight of this area, and meets on a termly basis with the designated safeguarding lead.

During the recent periods of remote education, communication was frequent with our most vulnerable learners, including through MS Teams to maintain visual contact with those we were most concerned about. We have further refined our mobile devices policy to protect students online. We have also reviewed the e-safety aspect of the computing curriculum and maintained a whole school focus on e-safety through activities designed by our e-safety champion and their prefect team.

As a School we have developed the use of MyConcern to manage our safeguarding records. Concerns, and resulting actions, are logged using this platform enabling our contributions to strategy discussions to be effective and informed. The pastoral support team are alerted to welfare concerns and are able to respond appropriately. Bi-weekly meetings between the DSL and deputies ensure that concerns, and subsequent actions, are discussed and followed up appropriately. We have secured planning permission to enclose the school site with a fence following concerns relating to the ease of access by people outside of our community.

As a school community we are sensitive to the signs of abuse and will always seek advice from the First Response Hub whenever necessary. We work with the local authority to identify families in need of early help and utilise the termly Team Around the School meetings to discuss appropriate intervention for individuals with our educational psychologist, inclusion officer, safer schools community team and the family support hub.

All members of the senior leadership team have undertaken safer recruitment training and will form at least one member of the panel when appointing staff. Our recruitment processes are designed to deter, detect and reject any applicant that is not suitable, by law, to work with children in the role that they have applied for.

Allegations made against staff are handled appropriately with the Local Area Designated Officer informed of any incident that has met the threshold.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Sexual harassment, online sexual abuse and sexual violence

The school takes any allegations and instances of sexual harassment, online sexual abuse and sexual violence extremely seriously. The school's Personal Development programme has been revised to meet the statutory requirements relating to Relationship, Sex and Health Education with age appropriate resources developed for different year groups.

All staff have received training relating to part 5 of Keeping Children Safe in Education and are aware of the importance of dealing with allegations with sensitivity towards the victim. Concerns are taken seriously and dealt with swiftly and appropriately.

Students are able to use the "Report a Concern" button on the school website, speak to a trusted adult in the school or alert us to a concern using the anonymous box found in the library (which is checked daily). The culture in the school allows students to voice their concerns and mentoring sessions with their tutor is an important time to discuss their well-being.

Protected Characteristics

The school has a clear and effective plan for the teaching of the Personal Development curriculum, including meeting the statutory requirements on relationships education, relationships and sex education and health education. The school is an inclusive community that does not tolerate any form of discrimination or abuse based on any of the protected characteristics.

The Sixth Form

Quality of Education

A broad curriculum whose aim is to promote high academic achievement for all is adopted. We encourage students to develop good study habits (including attendance, punctuality, adherence to deadlines, high quality note-taking, consolidation of learning outside of the classroom) and prepare them for life after the sixth form whether that be university, an apprenticeship or a career. Given students' recent experiences, we recognise the need to systematically identify misconceptions and provide clear, direct feedback. There are no teachers who are teaching A level courses outside their area of expertise. In response to the pandemic, the Year 12 curriculum has been modified to ensure a smooth transition from Year 11, and in Year 13 additional lessons have been timetabled to provide additional support. Our sixth form curriculum is characterised by the leadership opportunities offered to students and the support we give them to develop their own enrichment experiences. Our intention is that our sixth form students will develop into well-rounded adults who have the attitude, resilience and skills that will allow them to follow their dreams, achieve their ambitions and ultimately flourish.

Students typically follow either a 4 A level or 3 'plus' route during their time at Bournemouth School. The former is designed for the most able in the cohort and for those who wish to keep their future options open. The 'plus' route has been carefully designed to develop the skills necessary for students to succeed in their A level subjects and beyond. The 'plus' option comprises the Gold CREST award, Core Maths or the Pre-U qualification. In order to support individuals with a medical condition or SEND it is possible to reduce their curriculum to 3 A levels or, in rare instances, an individual may be entered for an AS examination.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

The curriculum on offer to our sixth form is broader than that on offer at KS4, including new subjects such as psychology, economics and politics.

All departments have clear long term plans that map carefully the A level specification and clearly set out assessment opportunities to aid the checking of progress. FFT is used to set individual targets and 4Matrix is used to analyse the progress of different cohorts of students. Past paper questions are regularly used to prepare students for their forthcoming examinations. Assessment is regular and embeds knowledge, and the resulting feedback enables progress to be rapid and sustained. The teaching of new material is completed early to provide adequate time for the revision programme for each subject.

High-quality teaching enables students to make good progress and attain excellent standards. Teachers have very high expectations for their students, which encourages them to achieve and progress well in lessons and over time. The excellent relationship between students and their teachers lies at the heart of the school's continued success. There is a well-established culture and ethos of scholastic excellence. Effective teaching is supported by teachers' strong subject knowledge and their awareness of their students' needs. Lessons are challenging, carefully planned and structured, thereby enabling the students to extend their knowledge, technical vocabulary and understanding rapidly. The best lessons proceed at a rapid pace and succeed in meeting needs extremely well. Lessons are supported through challenging and extensive independent learning tasks designed to consolidate and extend learning.

Students' achievements in the sixth form are outstanding. Over the last five years the proportion gaining A* to B grades is well above the national average. The students' outstanding achievements can be linked to the high quality of advice they are given about their sixth form options and the quality of the monitoring procedures that are in place to secure such excellent outcomes.

In 2019⁵, 89 % of all entries were graded A*-C and the average point score for A Level results increased on the previous 2 years to 42.29. 48.6% of entries were awarded the top A*/A grades – well above the national average. The percentage of students attaining AAB or higher in 2 or more facilitating subjects in 2019 was 40.48%.

The 3+ option introduced in 2018 has proved popular, with typically around 50% of students following 3 A levels plus either Core Mathematics, Pre-U or a Gold Crest Award. Results in all 3 components have been very pleasing to date.

Behaviour and attitudes to learning in the Sixth Form

As with Key Stages 3 and 4 both students and staff play a central role in creating the ethos, learning culture and community spirit of the Sixth Form. Members of the Sixth Form have a greater level of autonomy in relation to organisation, time management and self-study, and through this take a greater responsibility for their progress. The use of this is monitored closely by Tutors and, when needed, assistance to individual students is given.

⁵ We have chosen to cite the 2019 results due to the cancellation of public examinations due to coronavirus in 2020 and 2021.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Students in the Sixth Form consistently behave in a thoughtful and responsible manner that is reflected both in the supportive and collaborative approach seen in lessons but also around the school in general. The Sixth Form enable the House system to flourish through the leadership not only of the senior and school prefect teams but equally through the house prefects. Students take a pride in these roles and the position of prefect, whether House, School or Senior Prefect, are strongly contested. The fact that so many students organise, run and participate in societies and school events is indicative of how they buy into and engage with the school. Open evenings offer ample evidence of their pride in the school and our students are our greatest asset and on which visitors make many positive comments. House charity events raise between £1,000 and £2,000 each per year (6 houses). These are organised and run by the 6th form students and are hugely successful.

Behaviour in the Sixth Form is exemplary. Relationships between student and staff, and between each other, are very positive. Exclusions in the Sixth Form continue to be rare and lower than the national average.

Personal development in the Sixth Form

The curriculum is delivered to all students through tutor time as well as in one lesson per fortnight. They focus explicitly on three stands identified by the PSHE Association and build on the work completed during Years 7 – 11. These lessons are tailored to the needs of our students and supplemented by the use of outside speakers and additional days during enrichment week.

On Wednesday afternoons students are given the opportunity to engage in wider enrichment activities. These include, but are not limited to, representative and recreational sport, online courses and MOOCS, and volunteering in local primary schools, hospitals and care homes⁶. Students may use this time to complete work experience related to their future careers.

We have a variety of student led societies that many sixth formers take part in. These often take place at lunchtimes and include: MedSoc (focussed on those applying to study medicine), Politics, Computing and Psychology societies. The meetings may be attended by visitors giving short presentations, or used to debate contemporary issues in that field e.g. research into the accuracy of algorithms. The broadening of these groups has been welcomed by students and proved an excellent place to foster curiosity and provide another opportunity for student leadership.

As with the lower school, students in the sixth form may also participate, and adopt leadership roles in CCF, Music and Duke of Edinburgh that take place at other times during the week

The House Championship is run by the House Captains and their prefect teams and supported by their House Leaders. Students flourish with the responsibility of organising teams and participants for the various events, and in galvanising the House during assemblies. Each House has a Deputy House Captain and student leaders responsible for: mentoring, arts, sports and charity work.

The staff duty team is supported by prefects from Years 10, 11, 12 and 13 on a daily basis, and are organised by the House Captain. Prefects regularly provide support at school events and are organised by the senior prefect team.

⁶ These experiences were limited during the coronavirus pandemic

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

The charity weeks organised by the Charity Captains raise money for organisations chosen by the students and often have a link with families involved with the school (for example CALM and The Brain Tumour Charity). In recent years they have welcomed visitors from Hope 4 Food, The John Thornton Young Achievers Foundation and the Steve Bernard Foundation to address the school community.

In preparation for their "next steps", students have talks from Universities on the UCAS process; including how to apply, interview techniques and student funding. ASK visits the school to give talks on Apprenticeships in addition to our regular careers service, Hampshire Futures. Students access this service through assemblies, individual appointments and a school designated online facility. Before the onset of the coronavirus pandemic, the School also works with two other local schools who in rotation host a careers convention on a yearly basis.

Leadership and Management of the Sixth Form

A Head of Sixth Form and a Deputy Head of Sixth Form assisted by a pastoral support assistant/UCAS coordinator oversee the School's sixth form provision. A dedicated team of tutors are key to monitoring student progress and ensuring students' well-being and academic progress. Clear lines of responsibility and monitoring exist to ensure that targets (for attendance, punctuality, behaviour and academic progress) are met and that any required intervention is timely and appropriate. Our expectations of sixth form students are very high; the sixth form is an integral part of Bournemouth School, and senior students are expected not only to act as role models for younger students, but also to take some responsibility for the school's leadership.

Students regularly meet with the tutors to discuss academic progress, set targets for the future, to modify the curriculum if needed and to offer general support and guidance. Those students who are underperforming in subjects either through lack of effort or direction are supported through the use of Independent Learning Booklets and Supervised Study sessions, and an increased level of contact with their tutor. Many departments run lunch time support sessions for students who need extra assistance and staff often make themselves available for one to one sessions as negotiated with individual students.

Where students have a SEND they are supported well by the SEND team. This may involve a modified curriculum to meet their needs, and a SEND Plan will be designed in order to inform teachers of how to best differentiate the learning for these students.

Eligible students are supported through the bursary scheme to support them in meeting the financial demands of school life. The criteria is in line with the DfE guidelines and in 2020/21 22 students were receiving bursaries.

The attendance, behaviour, progress and well-being of vulnerable students (SEND and disadvantaged) is monitored closely by both the tutor and the sixth form team.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Improvement Planning

Improvements since the last inspection

In the School's last Ofsted report (September 2011) inspectors advised the school to ensure that all lessons are good or better by:

- developing more rigorous monitoring of teaching and learning;
- eliminating any remaining inconsistencies in the quality of teaching and marking of students' work;
- ensuring all lessons fully engage students and proceed at a good pace.

It was recognised that improvement plans were clear and relevant and had a strong focus on tackling weaknesses in teaching. At the time, it was considered that these initiatives were at an early stage and had had only a limited impact on learning. It was also noted that the way leaders and managers monitor teaching and learning varied, and, in the case of middle managers, sometimes lacked rigour.

Since the last inspection, line management has become more rigorous through developing shared schedules for monitoring and evaluation (for members of the senior team, and for pastoral and subject leaders). Our accountability framework ensures that targets are being met and consistency between subject areas and houses/year groups. Revisions to the Appraisal and Capability Policy (since 2012) have made more explicit the relationship between the School Improvement Plan and the responsibilities of individual teachers. The monitoring and evaluation schedules and the appraisal process are supplemented with an on-going analysis of assessment data to identify areas for development and prompt early intervention, a comprehensive schedule of lesson observations and work scrutinies, and progress meetings. Teaching staff have undertaken a number of professional development activities, most recently focused upon stretching the most able, improving students' levels of literacy and ensuring that marking and feedback enables students to effect improvement.

The determination of the school's leaders to effect continuous improvement in all aspects of our provision has resulted in greater consistency in the quality teaching observed and consequently improved outcomes for students since the last inspection.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Overall Effectiveness and Areas for Development

Strengths <ul style="list-style-type: none">• Student outcomes (results at GCSE and A-level, destinations, participation in extra-curricular activities, development of leadership skills, and physical and mental well-being)• Challenging breadth and depth of curriculum at all key stages• Extensive range of extra-curricular opportunities• Support for students across all year groups (pastoral and academic)• The House System to enhance the sense of community and raise the profile of charitable works• Student leadership (particularly in the sixth form and through the House System)• Teachers' subject knowledge and professionalism	
Areas for development (2021-25)	<ul style="list-style-type: none">• teaching and learning• staff well-being and professional development• student well-being and personal development• partnership working with other schools and ensuring fair access• improving our facilities and infrastructure
Next steps	<ul style="list-style-type: none">• Engage subject leaders and teachers in reviewing teaching and learning at all key stages, focusing upon improving the student experience and reducing teachers' workload by sharing resources and best practice• Involve staff governors in establishing priorities for addressing staff well-being, with an action plan in place for implementation in 2022-23• Develop strategies to enhance student well-being focused upon dealing with bullying, discriminatory behaviours, and poor attendance, providing effective mentoring and counselling, and improving communication between all stakeholders• Ensure fair access for disadvantaged students through implementing strategies outlined in the <i>Fair Access and Partnership Plan</i>• Work more closely with partner schools, and develop a "<i>Partnership Raising Achievement Plan</i>" for future years• Progress current projects (SSEF and CIF), apply for further funding and ensure that the school's core business is not affected unduly

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Whole School Improvement Plan Priorities 2020/21

Before the onset of the COVID-19 pandemic, we had determined that the key areas for school improvement for 2019-22 would be:

- Curriculum intent and implementation
- Staff well-being
- Student well-being
- Extending and improving our facilities

Having reviewed these priorities, and as an acknowledgement of our desire to heighten the profile of teaching and learning within the plan, we have determined that the priorities for 2021-2025 are:

- Teaching and learning
- Staff well-being and professional development
- Student well-being and personal development
- Partnership working with other schools and ensuring fair access
- Improving our facilities and infrastructure

Working with colleagues across the School, we have developed an approach of how we will improve the quality of teaching and learning further. The approach is based upon "*Four Pillars of Educational Excellence*":

- Curriculum intent
- Developing deep understanding
- Stretch and challenge
- Culture of learning

The focus of next year's Continuing Professional Development (CPD) programme will be based on the pillars. We will seek "Champions" to lead the development of each pillar. In time, staff will be invited to join a Professional Learning Community focused upon one of the above and identified in Departmental Improvement Plans and Appraisal.

In 2021-22, the "catch-up" premium will be used to support school improvement in the following ways:

- The purchase of resources to develop students' reading skills;
- 1:1 support for reading in Years 7 and 8 at the beginning of next term;
- Providing additional staffing to enable Year 13 to have more face-to-face teaching;
- Enhancing the staffing in mathematics to accommodate an extra teaching group at GCSE and to enable small group intervention work in identified year groups;
- Facilitating greater support in MFL for the autumn term;
- The purchase of resources to enable students to revise more effectively for science
- The provision of additional 1:1 or small group tuition for disadvantaged students

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Priority 1	<i>Teaching and Learning</i>
Objectives	
Pillar 1	
<ul style="list-style-type: none"> • A "root and branch" review of all aspects of the curriculum is planned • Schemes of Learning within each subject area are reviewed to meet the needs of students (especially in Years 11 and 13) to take account of any lost learning • Examination preparation skills are taught explicitly • Homework and independent learning are incorporated into schemes of learning • A high quality remote education provision through MS Teams is maintained • Re introduce quality assurance processes (including learning walks and deep dives) to evaluate practice in curriculum delivery • 	
Pillar 4	
<ul style="list-style-type: none"> • Classroom and tutor time routines and expectations are consistent across the School • The classroom environment, students' exercise books, and teachers' marking and feedback reflect our ethos and ambitions as a School • There is a calm, orderly environment throughout the School at all times 	
Pillars 2 & 3	
<ul style="list-style-type: none"> • <i>Professional Learning Communities (PLCs)</i>, led by a <i>Champion</i>, are established to develop a shared approach to "<i>Developing Deep Understanding</i>" (Pillar 2) and "<i>Appropriate Stretch and Challenge</i>" (Pillar 3) • Each PLC presents their research findings and recommendations to colleagues to inform improvement planning for 2022-23 	

Priority 2	<i>Staff Well-Being and Professional Development</i>
Objectives	
<ul style="list-style-type: none"> • The current situation is audited and research undertaken to establish what good mental health and well-being would look like at our school • Priorities are established and a staff well-being policy and action plan are developed • All staff are consulted on proposed policy and action plan, both are revised for implementation in 2022-23 • Re-establish a rigorous system of appraisal to support colleagues' professional development • Achieve greater consistency amongst the Tutor teams, particularly in the delivery of the PSHCE programme through professional development activities led by Heads of Year • Develop a strategy to ensure the continued professional development of all staff over the next 2-5 years, using a variety of approaches (internal/external, face-to-face and on-line) 	

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Priority 3	<i>Student Well-Being and Personal Development</i>
Objectives	
<ul style="list-style-type: none">• Review the experience of female students to understand how we can improve the culture of Bournemouth School to tackle sexual harassment, abuse and violence• Implement the new Personal Development curriculum with specific reference to relationships education, relationships and sex education and health education• The extra-curricular provision is mapped across all year groups and published, re-establish a coherent programme of extra-curricular trips and visits, post-pandemic• Further involve the School Council in reviewing and improving policies and practice• Work with Careers Hub/CEC/ Hampshire Futures to improve scores in components 1 and 4 of the Gatsby Benchmarks (pillar 2)• Ensure that catch up funding and the Pupil Premium Grant supports the progress of vulnerable learners• Re introduce quality assurance processes (including learning walks and deep dives) to evaluate practice in securing student well-being	

Priority 4	<i>Partnership working with other schools and ensuring fair access</i>
Objectives	
<ul style="list-style-type: none">• Partnerships with a non-selective secondary school and primary schools are re-established• A primary to secondary transition programme is trialled• Sixth form students and staff offer mentoring and support in key skills (e.g. literacy and numeracy) to pupils identified by the primary partners• A "Partnership Raising Achievement Plan" for 2022-23 is established	

Priority 5	<i>Improving Our Facilities and Infrastructure</i>
Objectives	
<ul style="list-style-type: none">• The <i>Selective Schools Expansion Fund</i> building project is on target and within budget• The <i>Condition Improvement Fund</i> project to improve site security and accessibility is completed• Priorities for further improvements to our accommodation are established• Further funding is sought and secured to address improvement priorities	

School Infrastructure Improvements

Improvements in the quality of our provision are also affected by changes to the school's infrastructure. In the 2020/21 financial year, we undertook a number of projects, which are detailed below.

- Continuation of planning and preparations for the building of the new classroom block and dining facilities. Work commenced in July 2021 (*Selective Schools' Expansion Fund*)
- New laboratory equipment (*The Wolfson Foundation*)
- New ducted fume cupboard
- 7 new projectors
- New pc's in the library
- New pc's and monitors in technology

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Other Key Performance Indicators

The main financial performance indicator is the level of general reserves held at the Balance Sheet date. In the period under review £1,758,470 restricted general reserves (of which £1,634,276 relates to funds set aside for building works) were carried forward representing 29.2% of incoming resources of restricted general funds.

As funding is based on pupil numbers this is a key performance indicator. Pupil numbers for 2021 (School Census Autumn 2021) were 1169, compared to 1145 for 2020 (School Census Autumn 2020). The difference in numbers was mainly as a result of the increase in the published admission number from 150 to 180 in 2019/20.

Another key financial performance indicator is staffing costs as a percentage of General Annual Grant (GAG). Key ratios are shown below:

Staffing Costs as a % of Public/GAG income

%	2020/21	2019/20
Teaching & Educational Support Staff	81.0%	86.3%
Support Staff (excluding LGPS pension costs)	10.5%	11.2%
Catering Staff	2.2%	2.5%

The decrease in the teaching & educational support staff cost as a % of public/GAG income is mainly due to increases in the per pupil funding the school is now receiving as a result of the partial introduction of the national funding formula.

Admissions for Year 7 Main School Entry (including results from Appeals)

2021		2020	
Applications	Allocated	Applications	Allocated
463	182	362	186

Going Concern

The pupil numbers at the academy have increased in 2021/22 following a planned increase in PAN in 2019/20. Applications to the school for entrance continue to be high and it is therefore assumed that pupil numbers will remain at our post 2019 capacity of 180 per year group. During 2020/21 increased costs were incurred as a result of Covid 19. Through careful management of other costs savings were achieved in order to cover these.

Unrestricted general funds are showing a deficit as at 31st August 2021 due to losses incurred as a result of Covid 19, mainly in relation to catering costs exceeding revenue. The reserve levels held by the academy trust remain at a level considered to be acceptable by the governors for the continued operations of the academy. From 1st September 2021 the catering provision is again running at full capacity and it is hoped this will continue for the 2021/22 academic year. It is intended that the unrestricted general reserve negative balance will be reduced over the forthcoming years as the school continues to recover from the effects of Covid 19 on the school.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Investment is being made in the academy through CIF and SSEF grants to improve the quality of the infrastructure and provide accommodation for the future planned increase in pupil numbers.

After making appropriate enquiries, the Governing Body has a reasonable expectation that the Academy Trust has adequate resources to continue in operational existence for the foreseeable future. For this reason it continues to adopt the going concern basis in preparing the financial statements.

Financial Review

The principal source of income is grants from the Department for Education (DfE) via the Education and Skills Funding Agency (ESFA). The grants received from the DfE during the year ended 31 August 2021 and the associated expenditure are shown as Restricted Funds in the Statement of Financial Activities.

The Academy also receives grants for fixed assets from the DfE and these are shown in the Statement of Financial Activities as restricted income in the Fixed Asset Fund. The Restricted Fixed Asset Fund balance is reduced by annual depreciation charges over the useful life of the assets concerned, as defined in the Academy's accounting policies.

A breakdown of grant income received by the Academy is provided in note 4 to the Financial Statements

Two charities are under common control and are consolidated within the financial statements of the Academy - the Bournemouth School Fund and Robert Thomson and Others Scholarships Foundation. Both made small surpluses in the year, and have a total of £353,309 of reserves at 31 August 2021 (2020 - £326,033).

The change in the balance of restricted general funds (excluding pension reserve) plus unrestricted funds during the year was £365,826.

	2021	2020
	£	£
Net income/(expenditure)- see page 57	105,826	(365,696)
Deduct capital grant income included	(168,715)	(53,254)
Add back depreciation & loss on disposal of assets	321,130	315,830
Deduct revenue contribution to capital expenditure	-	-
Deduct gain on investments	(20,831)	(2,563)
Add back cost of pension scheme	260,000	211,000
Adjusted net income surplus for the year	<u>497,410</u>	<u>105,317</u>
Breakdown of income surplus		
Surplus on restricted funds (Government Funded)	551,155	103,042
(Loss)/Surplus on unrestricted funds (trips/unofficial/charities)	<u>(53,745)</u>	<u>2,275</u>
	<u>497,410</u>	<u>105,317</u>

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

The increase in net income surplus mainly relates to:

- utilising of brought forward capital grants where expenditure has been delayed by planning
- underspends as a result of Covid 19 lockdowns, an increased focus on dealing with Covid 19 issues and the receipt of additional income which had not been anticipated.

The school received a formula capital grant from the ESFA of £23,924. This income stream is shown in the restricted fixed asset funds. Additional capital grant income was also receivable in the year of:

- £13,877 relating to a capital grant for science equipment from the Wolfson Foundation.
- £130,914 relating to a capital improvement fund grant for improving safeguarding.

Expenditure by the group totalled £6,314,501 in the year (2020 - £6,078,199). A breakdown of this expenditure is included in note 8 to the financial statements.

£3,351,033 of capital income received in previous years was brought forward into 2020/21. £3,089,742 unspent capital income has been carried forward into the 2021/22 year, a decrease of £(261,291) in unspent capital funds. Additions to fixed assets of £430,006 were made in the year less depreciation and a small loss on disposal of £321,130 leading to a decrease in the fixed asset fund of £(152,415).

This reduction in the fixed asset fund of £(152,415) together with a surplus of £517,782 for the year (excluding pension fund costs and actuarial losses) has resulted in the increase in restricted general funds of £365,367. The surplus in the current year will be used to help fund future improvements within the school. It is also expected that there may be an increase in expenditure in the forthcoming year for some of the areas seeing an underspend in 20/21 with expenditure coming from the additional reserves generated from 20/21.

The deficit on the Pension reserve is dealt with in Reserves below and in note 29 to the Financial Statements.

COVID 19

Although additional costs were incurred during the year as a result of Covid 19, mainly in health and safety, cleaning and catering costs these were mitigated by underspends in other areas and the use of catering staff for cleaning and administrative tasks. The use of catering staff to help with the additional cleaning costs is reflected in the financial statements as a transfer of funds of £81,552 from restricted to unrestricted funds. Savings were experienced on utility costs and supply costs (high supply cost budget for the year due to expected absences) due to the Covid 19 lockdown. Underspends were seen in CPD, premises, ICT infrastructure improvements, curriculum spend and exams due to the focus of staff time being on managing the effects of Covid 19.

Income from other trading activities was £153,018 and income from donations was £61,894. Income from other trading activities was lower than in the prior year due to effects of Covid 19 reducing income in areas such as catering, after school activities and school trips.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Income specific to Covid 19 was also received during the year. £65,600 was received as a Covid 19 catch-up premium. This is being carried forward in reserves into 2021/22 to be utilised in providing resources to help students catch-up from the effects of Covid 19 on their education. £30,850 was received and spent to fund the mass testing required at the school during 2020/21 and £3,855 was received and spent to fund free school meals during the periods of lockdown.

Financial outlook

The 2021/22 Academy budget currently shows a small surplus.

Financial and Risk Management Objectives and Policies

The Academy has agreed a Risk Management Strategy, Risk Register and a Risk Management Plan. These have been discussed by the Governors and include the financial risks to the Academy. The register and plan are constantly reviewed in light of any new information and formally reviewed annually.

The Governors have assessed the major risks to which the Academy is exposed, in particular those relating to its finances, compliance and operational areas. The Governors have implemented systems to assess and minimise those risks, including internal controls described elsewhere. The Academy has ensured that they have adequate levels of insurance or risk protection arrangement cover which meet the guidance issued by the ESFA.

The Governors examine the financial health of the Academy Trust on a regular basis, reviewing performance against budgets and overall expenditure by means of monthly update reports and reporting at all full Governors' and Audit Committee meetings. The Finance Manager and Headteacher also regularly review cash flow forecasts and ensure sufficient funds are held to cover all known and anticipated commitments.

At the year end, the Academy had no significant liabilities arising from trade creditors or debtors where there would be a significant effect on liquidity.

The Governing Body recognises that the defined benefit scheme deficit (Local Government Pension Scheme), which is set out in Note 29 to the financial statements, represents a significant potential liability. However, any risk arising from this liability is considered to be low as the Governors consider that the Academy is able to meet its known annual contribution commitments for the foreseeable future. This risk is further minimised given that, at the request of the Secretary of State for Education, a guarantee has been given that, in the event of an academy trust closure, outstanding local government pension scheme liabilities would be met by the Department for Education. This guarantee came into force on 18th July 2013.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Reserves Policy

The Academy plans its expenditure so that grant funding should be expended each year to support the delivery of education provision to its students. However, the Academy has been planning for expansion and significant improvement works (which are now in construction) and this has necessitated the accumulation of reserves:

	Restricted	Unrestricted	Total
Fixed asset fund	17,296,512	-	17,296,512
Pension reserve	(3,603,000)	-	(3,603,000)
Site improvements	1,634,276	-	1,634,276
Unallocated general reserves	124,194	17,575	141,769
Total - School	15,451,982	17,575	15,469,557
School Fund	-	174,327	174,327
Roberts Thomson Fund	-	178,982	178,982
Total - Consolidated	15,451,982	370,884	15,822,866

The Academy's current level of consolidated reserves (total funds less the amount held in fixed assets and restricted pension funds) is £2,129,354 (£1,758,470 in General funds, of which £1,634,276 relates to funds set aside for building works, and £370,884 in Unrestricted funds).

Fixed asset fund

The current level of the restricted fixed asset fund is £17,296,512 which includes £3,089,742 of carried forward grant income. This fund can only be realised by disposing of tangible fixed assets, which are primarily the land and building from which the school operates.

Pension reserve

The Academy has inherited the deficit in the Local Government Pension Scheme, in respect of its non-teaching staff. The deficit is incorporated within the Statement of Financial Activities with details in Note 29 to the financial statements (see Balance Sheet, Pension Scheme £3,603,000 deficit). The existence of the pension scheme deficit does not mean an immediate liability crystallises and is addressed over a series of years through pension contributions recommended by the pension scheme actuaries during subsequent triennial valuations of the scheme.

The Governors acknowledge that the Local Government Pension Scheme (LGPS) represents a significant pension fund deficit. As this figure is included within restricted funds it represents a potential deficit on these funds and, should this occur, the disclosure does not mean that an immediate liability for this amount crystallises. The deficit position of the pension scheme would generally result in a cash flow effect for the Academy Trust in the form of an increase in employers' pension contributions over a period of years. Increased pension contributions will generally be met from the Academy Trust's budgeted annual income. Whilst the deficit might not be eliminated, there should be no actual cash flow deficit on the fund, or direct impact on the free reserves of the academy trust because of recognising the deficit.

Site improvements

The school is committing £1,634,276 for site improvements over and above its annual maintenance expenditure. These funds will be used with the funds from the Selective Schools Expansion Fund and Condition Improvement Fund bids to improve and update the buildings that the Academy occupies.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Unallocated general reserves

The Governors believe that the main financial risk to the academy is that of managing its short-term cash flow effectively. To mitigate this risk it has been agreed that a desirable reserves balance would equate to approximately £350,000. This is sufficient working capital to cover delays between spending and receipt of grants and to provide a cushion to deal with unexpected emergencies such as urgent maintenance.

There is currently a shortfall of £208,231 of unallocated general reserve to the target balance of £350,000. However, the Academy balance sheet also includes £174,327 which related to the School Fund and £178,982 which relates to Roberts Thomson and Other Scholarship Foundation. It is felt that on balance the level of unallocated general reserve is acceptable.

Review of levels of reserves

The Governors review the reserve levels of the Academy annually. This review encompasses the nature of income and expenditure streams, the need to match income with commitments and the nature of reserves and takes the future plans of the Academy into consideration.

Investment Policy

A small number of investments are held in the Roberts Thomson & Others Scholarship Foundation Trust which is consolidated into the these accounts. These investments are held in COIF (Charities Investment Fund Income Units) Charity Funds.

The Articles of Association list the powers that the Academy Trust has with regards to investments. The current economic conditions necessarily mean that investment returns from the types of account available are limited in scope. Nevertheless, the Resources Committee reviews this matter at its termly meetings to ensure that returns are maximised within prudent parameters. The Governors will develop a more sophisticated Investment Policy as and when required.

Principal Risks and Uncertainties

The principal risks and uncertainties facing the Academy are as follows:

Financial – the Academy has considerable reliance on continued Government funding through the ESFA. In the last year, 96% of the Academy's incoming resources were ultimately Government funded and, whilst this level is expected to continue, there is no assurance that Government policy or practice will remain the same or that public funding will continue at the same levels or on the same terms.

Failures in governance and/or management – the risk in this area arises from potential failure to effectively manage the Academy's finances, internal controls, compliance with regulations and legislation, statutory returns, etc. The Governors continue to review and ensure that appropriate measures are in place to mitigate these risks.

Reputational – the continuing success of the Academy is dependent on continuing to attract applicants in sufficient numbers by maintaining the highest educational standards. To mitigate this risk the Governors ensure that student success and achievement are closely monitored and reviewed.

BOURNEMOUTH SCHOOL

Governors' Report

Strategic Report (continued)

Safeguarding and child protection – the Governors continue to ensure that the highest standards are maintained in the areas of selection and monitoring of staff, the operation of child protection policies and procedures, health and safety and discipline.

Staffing – the success of the Academy is reliant on the quality of its staff and so the Governors monitor and review policies and procedures to ensure continued development and training of staff as well as ensuring there is clear succession planning.

Fraud and mismanagement of funds – the monitoring of the financial systems and records is carried out by the Audit Committee and internal and external audit in order to manage this risk.

As reported within the Risk Management Statement earlier in this Report, the major risks to which the Academy Trust is exposed, as identified by the Governors, the Senior Leadership Team and others, have been reviewed, and systems or procedures have been established to manage those risks. Internal control systems and the exposure to risks are considered on a regular basis by the Governors and the Academy Leadership Team at their routine meetings. The Risk Register was reviewed by Governors in June 2021.

Fundraising

The Academy Trust as an individual entity does not carry out any fundraising activities.

The Bournemouth School Fund which is a related charity and is consolidated into these accounts sends out a request to all new students for a monthly donation amount. There is no obligation to make a monthly contribution and this is clearly stated in the documentation sent out by the School.

Any voluntary contributions made by parents to support the delivery of extra-curricular activities (such as trips and visits) are used for their intended purpose. There were no fundraising complaints during 2020/21.

BOURNEMOUTH SCHOOL

Governors' Report

Plans for Future Periods

Bournemouth School will continue to strive to provide outstanding education and improve the levels of performance of its pupils at all levels. The Academy will continue to aim to attract high quality teachers and support staff in order to develop its objectives.

Development of teaching and learning and raising of standards will be pursued in accordance with the targets set within the School Improvement Plan, produced by the Senior Leadership Team in consultation with Governing Body Committees, and that has been adopted by Governors.

The improvement of school facilities will continue to be pursued. The current CIF bid to improve site security and the current SSEF bid to provide increased accommodation for a larger number of pupils will help to improve the overall site infrastructure over the forthcoming years.

The effect of the COVID-19 virus

Our risk assessment and the extent of the control measures in place are being kept under constant review. We are working closely with the local authority, the public health authority and other schools. We have been emphasising the need to maintain high levels of hygiene, including encouraging frequent hand-washing and promoting the 'catch it, bin it, kill it' approach. Hand-sanitiser is available throughout the school and anti-viral wipes are available for students to wipe down keyboards/mice, etc. before and after use.

The layout of the school makes it difficult to maintain social distancing when members of our community are moving around. We have operated a one-way system in the main school and continue to employ rotas for access to the catering facilities.

Throughout the pandemic, our focus has been on the well-being of all members of our community – emphasising that by working together we can get through anything that may confront us. We have also been emphasising everyone's responsibility to everyone else not to come into school if they have any symptoms of the virus. That said, attendance rates have been exceptionally high given the circumstances.

From the full re-opening of the school in September, we have accepted that students would be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. We continue to work with students to contextualise these feelings as normal responses to an abnormal situation. Some have needed support to re-adjust to school; very few have been reluctant to return; a minority have shown signs of more severe anxiety or depression.

We will continue to provide pastoral and extra-curricular activities to all pupils designed to:

- support the rebuilding of friendships and social engagement
- address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- support pupils with approaches to improving their physical and mental well-being

We are also providing more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.

We did not consider it necessary to update our approach to behaviour management with any new rules, as it is founded upon the principle of having respect for each other. The emphasis of our approach to behaviour management has been upon supporting students to return to school successfully and engage with their learning, and only using punitive measures when other approaches have been unsuccessful.

BOURNEMOUTH SCHOOL

Governors' Report

Plans for Future Periods (continue)

The key principles that have underpinned our curriculum planning over the last 18 months have been:

- all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- the curriculum remains broad and ambitious: all pupils will continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- remote education, through MS Teams, is high quality and aligns as closely as possible with in-school provision.

For the current academic year, we have committed to:

- teach an ambitious and broad curriculum in all subjects but create time to cover the most important missed content, due to the impact of the pandemic;
- use the assessment of pupils' starting points to inform curriculum planning and address the gaps in their knowledge and skills, by making effective use of regular formative assessment;
- continue to develop remote education, through MS Teams so that it is integrated into our curriculum planning. Remote education may need to be an essential component in the delivery of the curriculum for some pupils, alongside classroom teaching, or in the case of a further lockdown. We will plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

Contingency planning

The School has in place an Emergency Plan. The purpose of the plan is to minimise the impact of crises on students, parents/carers, governors and our community in the event of an emergency. It aims to deal with the school's response to all forms of emergency and critical incidents. Potential critical incidents include:

- death of any member of the school community
- violence and assault caused by an internal or external agency
- intentional destruction or vandalism of part of the site
- hostage taking of any member of the school community
- road, sea or air traffic accident involving any member of the community
- natural disaster in the school, immediate or national community
- death or injuries on school journeys
- civil disturbances and terrorism
- fire or bomb threat
- bad/inclement weather

In addition, our School leaders understand the nature of the threat and the potential for ransomware to cause considerable damage to the School in terms of lost data (including evidence required to support teacher assessed grades should they be required) and access to critical services.

The School will follow The Department for Education and National Crime Agency's recommendations not to pay any ransom demands, as such payments offer no guarantee of restoring access or services and will likely result in repeat incidents to educational settings. Our existing defences have been recently reviewed and the necessary steps to protect our networks from cyber-attacks have been taken. We have the ability to restore the systems and recover data from backups, which are held offline.

BOURNEMOUTH SCHOOL

Governors' Report

Plans for Future Periods (continue)

Through the developing use of MS Teams, we have in place remote education plans for individuals or groups of self-isolating students. In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. If this were to be the case, we may return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we now have the capacity to offer immediate remote education through MS Teams. We are continuing to improve the quality of our existing offer and develop a stronger contingency plan for remote education provision. When teaching pupils remotely, we will aim to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- facilitate interaction, assessment and feedback
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, with, where possible, daily contact with school staff
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

Funds held as Custodian Trustee on behalf of others

The Academy and its Governors does not act as a Custodian Trustee for any other Charity.

BOURNEMOUTH SCHOOL

Governors' Report

Auditor

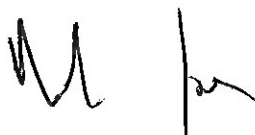
In so far as the Governors are aware:

- there is no relevant audit information of which the charitable company's auditor is unaware; and
- the Governors have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

Re-appointment of Auditors

A resolution is to be proposed at the Annual General Meeting for the reappointment of Moore (South) LLP as Auditor of the Academy Trust.

The Governors' Report, incorporating a strategic report, was approved by order of the members of the Governing Body, as the company directors, on 7 December 2021 and signed on its behalf by:



Mr Michael Jones
Chair of the Governing Body and Academy Trust

7 December 2021

BOURNEMOUTH SCHOOL

Governance Statement

Scope of Responsibility

As Governors, we acknowledge we have overall responsibility for ensuring that Bournemouth School has an effective and appropriate system of control, financial and otherwise. However, such a system is designed to manage rather than eliminate the risk of failure to achieve business objectives, and can provide only reasonable and not absolute assurance against material misstatement or loss.

As Governors, we have reviewed and taken account of the guidance in DfE's Governance Handbook and competency framework for governance.

The Governing Body has delegated the day-to-day responsibility to the Headteacher, as Accounting Officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between Bournemouth School and the Secretary of State for Education. They are also responsible for reporting to the Governing Body any material weaknesses or breakdowns in internal control.

Governance

The information on governance included here supplements that described in the Governors' Report and in the Statement of Governors' Responsibilities.

Bournemouth School has a Governing Body, the composition of which is set out in the Academy's Articles of Association. The Academy has four main Governor Committees: Resources, Audit, Student Experience and Futures to which Governors are appointed. The Academy will also call on members of the Governing Body to sit on a Staff Dismissals Committee and Staff Dismissals Appeal Committee on an ad hoc basis should either committee be required. The Governing Body and its Committees have Terms of Reference which are reviewed annually and contain details of meeting dates, compositions, responsibilities, delegated authorities and matters reserved for the Governing Body itself.

Meetings of the Governing Body continued during the COVID-19 pandemic, with the majority held remotely. The use of MS Teams has enabled all Governors to have improved access to documentation in advance of meetings on governance arrangements. We believe that the measures put in place ensured that there was little impact upon the effectiveness of the Governing Body's risk and control framework.

BOURNEMOUTH SCHOOL

Governance Statement (continued)

The Governing Body has formally met 4 times during the year. Attendance during the year at meetings of the governing body was as follows:

Governor	Meetings attended	Out of a possible
Dr J Bray	3	3
Mr E Brunet	2	3
Mrs S Burrows (Vice Chair)	4	4
Miss M Gosling	4	4
Mr M Jones	4	4
Mrs C Kelleway	0	1
Dr D Lewis (Headteacher and accounting officer)	4	4
Mrs C Lloyd-Hopkins	4	4
Mrs J Roche	4	4
Mrs K Shaw	3	4
Mr D Sidwick (Chair)	4	4
Ms D Skotnicki	3	3
Mr N Smith	3	4
Mr T Spotswood	4	4
Mr A Turle	4	4
Ms A Turton	4	4
Dr C Vassallo	3	3
Ms D Watts	2	2

During the 2020/21 academic year, Mr Eugene Brunet, Ms Caroline Kelleway, Mrs Kate Shaw, Mr David Sidwick, Mr Noel Smith and Ms Danielle Watts resigned. Dr Jeffery Bray, Ms Daphne Skotniki and Dr Catherine Vassallo were appointed as governors. On the resignation of Mr David Sidwick, Mr Michael Jones was appointed as the new Chair of Governors.

The Governing Body reviews the balance of skills of the Governors as a whole and across all the Committees on an annual basis. A review of attendance and contribution of each member is also undertaken. The last review was carried out Summer Term 2021.

The governing body engages the services of a school improvement partner to provide external moderation of the quality and effectiveness of school leadership and governance. Due to Covid 19 there were no visits during 2020/21. Each visit is documented and reported at a governing body meeting. Any consequent actions required are incorporated into the school improvement plan.

The Resources Committee is a sub-committee of the main Governing Body. Its main functions are to consider and monitor the staffing establishment and staff appointment procedures, the condition of the school, health and safety and security policies and relevant sections of the school self-evaluation form.

Attendance at meetings in the year was as follows:

Governor	Meetings attended	Out of a possible
Mrs S Burrows	3	3
Miss M Gosling	3	3
Mr M Jones	1	3
Dr D Lewis	3	3
Mr D Sidwick	1	3
Mr N Smith (Chair to 2 nd March 21)	3	3
Mr A Turle	2	3
Ms A Turton	3	3
Mr T Spotswood (Chair from 2 nd March 21)	3	3

BOURNEMOUTH SCHOOL

Governance Statement (continued)

The Audit Committee is also a sub-committee of the main board of trustees. Its main purpose is to review the effectiveness of financial controls and financial risk management. Also, to liaise with the internal and external auditors and to monitor the financial management within the Academy.

Attendance at meetings in the year was as follows:

Governor	Meetings attended	Out of a possible
Mr M Jones (Chair)	2	2
Mr D Sidwick	2	2
Mr N Smith	2	2

Details of attendance at other governor meetings can be found on the school's website.

Review of Value for Money

As accounting officer the Headteacher has responsibility for ensuring that the academy trust delivers good value in the use of public resources. The accounting officer understands that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received.

The accounting officer considers how the trust's use of its resources has provided good value for money during each academic year, and reports to the board of trustees where value for money can be improved, including the use of benchmarking data where available. The accounting officer for the academy trust has delivered improved value for money during the year by:

- continuing to recruit and deploy staff effectively. We have benchmarked our staffing costs with that of other similar schools and have ensured that the proportion of grant income used for staff salaries has not increased substantially;
- ensuring that adequate resources have been allocated to routine maintenance enhancing the environment for all members of the community and extending the longevity of the accommodation.

Throughout the COVID-19 pandemic, the School has supported suppliers by continuing to pay invoices promptly (in line with our normal practices). There have been few, if any, instances of the School not being able to secure value-for-money during this period, but the timescales in obtaining quotations and lead times once goods have been ordered or work commissioned have increased. During the pandemic there was a decrease in the income generated from catering and from membership of the School's CCF. Fortunately, believing these effects to be short-term, the School's financial position has been such that the decrease in income has not had a significant effect upon the rest of our provision (especially given that the pandemic resulted in some areas of expenditure being reduced).

The Purpose of the System of Internal Control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can, therefore, only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an on-going process designed to identify and prioritise the risks to the achievement of Academy Trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place at Bournemouth School for the period 1 September 2020 to 31 August 2021 and up to the date of approval of the annual report and financial statements.

BOURNEMOUTH SCHOOL

Governance Statement (continued)

Capacity to Handle Risk

The Governing Body has reviewed the key risks to which the Academy Trust is exposed to together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Governing Body is of the view that there is a formal on-going process for identifying, evaluating and managing the Academy Trust's significant risks that has been in place for the period 1 September 2020 to 31 August 2021 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Governing Body.

The Risk and Control Framework

The Academy Trust's system of internal financial control is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. In particular, it includes:

- comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the Governing Body;
- regular reviews by the Audit Committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes;
- setting targets to measure financial and other performance;
- clearly defined purchasing (asset purchase or capital investment) guidelines;
- delegation of authority and segregation of duties; and,
- identification and management of risks.

The Governing Body considered the need for a specific internal audit function and decided to appoint Kreston Reeves LLP as internal auditor for the year to 31 August 2021. The internal auditor's role includes giving advice on financial and other matters and performing a range of checks on the Academy Trust's financial and other systems. In particular, the checks carried out in the current period included:

- review of quality of pupil data
- review of safeguarding

The internal auditor reports to the board of trustees, through the Audit Committee, on the operation of the systems of control and on the discharge of the board of trustees' financial responsibilities. An annual summary report is prepared for the Governors outlining the areas reviewed, key findings, recommendations and conclusions to help the committee consider actions and assess year on year progress.

The internal auditor has carried out a review in two areas during the 2020/21 year.

BOURNEMOUTH SCHOOL

Governance Statement (continued)

Quality of Pupil Data Overall Conclusions and Number of Recommendations

Audit area	Controls exist and operate in practice	Efficiency and effectiveness	Audit opinion	Number of recommendations and reference		
				High	Medium	Low
Confirmation of accuracy of data input	Yes	Yes	Full assurance	High	-	-
				Medium	-	-
				Low	-	-
				Advisory	-	-
Confirmation of accuracy of data extraction for census return	Yes	Yes	Full assurance	High	-	-
				Medium	-	-
				Low	-	-
				Advisory	-	-

Safeguarding Overall Conclusions and Number of Recommendations

Audit area	Controls exist and operate in practice	Efficiency and effectiveness	Audit opinion	Number of recommendations and reference		
				High	Medium	Low
Designated Safeguarding Leads	Yes	Yes	Full assurance	High	-	-
				Medium	-	-
				Low	-	-
				Advisory	-	-
Training	Yes	Yes	Satisfactory	High	-	-
				Medium	2	4.2.1 4.2.2
				Low	-	-
				Advisory	1	4.2.3
Recruitment	Yes	Yes	Full assurance	High	-	-
				Medium	-	-
				Low	-	-
				Advisory	-	-
Complaints and incidents	Yes	Yes	Full assurance	High	-	-
				Medium	-	-
				Low	-	-
				Advisory	-	-
Security at the school	Yes	Yes	Full assurance	High	-	-
				Medium	-	-
				Low	-	-
				Advisory	1	4.5.1
Trustee Involvement	Yes	Yes	Full assurance	High	-	-
				Medium	-	-
				Low	-	-
				Advisory	-	-

BOURNEMOUTH SCHOOL

Governance Statement (continued)

No material control issues as a result of the internal auditor's work have been identified. Any issues arising have been discussed within the Senior Leadership team to ensure that they are addressed. Such issues have been monitored by Governors, through the Audit Committee, with supporting evidence of delivery as may be required.

4.2.1 Response

Governors are not considered to be in regulated activity with children and so will receive a copy of KCSIE Part 1 on appointment. They will be required to read this before fulfilling any governor responsibilities. Governors will then receive updates through FGB meetings and a yearly update relating to KCSIE.

A review of all required training for governors will take place each term, including completion data, and any gaps will be followed up at this point and a deadline set for completion. This will be done at the FGB meeting at the end of each term.

4.2.2. Response

A review of safeguarding training will be undertaken before October 2021. Online training is now planned into our continued professional development programme and deadlines are set. Completion data is reviewed routinely and shared with line managers to follow up. New staff now complete a 'core package' of Health and Safety training and then feed into the programme of updates organised by the school.

4.2.3. Response

The renewal dates for courses will be reviewed before November 2021 to be in line with national guidelines.

4.5.1 Response

Planning permission has been granted and we aim to complete the project this academic year.

Review of Effectiveness

As Accounting Officer, the Headteacher has responsibility for reviewing the effectiveness of the system of internal control. During the year in question the review has been informed by:

- the work of the internal auditor;
- the work of the external auditor;
- the work of the Senior Leadership Team within the academy who have responsibility for the development and maintenance of the internal control framework;
- the financial management and self-assessment process.

The Accounting Officer has been advised of the implications of the result of their review of the system of internal control by the Audit Committee and a plan to address weaknesses and ensure continuous improvement of the system is in place.

Approved by order of the members of the Governing Body on 7 December 2021 and signed on its behalf by:



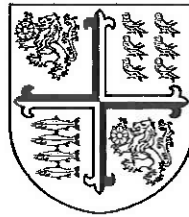
.....
Dr Dorian Paul Lewis
Headteacher and Accounting Officer



.....
Mr Michael Jones
Chair of the Governing Body and Academy Trust

BOURNEMOUTH SCHOOL

Statement on Regularity, Propriety and Compliance



Bournemouth School

As accounting officer of Bournemouth School I have considered my responsibility to notify the Academy Trust Governing Body and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of all funding received by the Academy Trust, under the funding agreement in place between the Academy Trust and the Secretary of State for Education. As part of my consideration I have had due regard to the requirements of the Academies Financial Handbook 2020.

I confirm that I and the Academy Trust Governing Body are able to identify any material irregular or improper use of funds by the Academy Trust, or material non-compliance with the terms and conditions of funding under the Academy Trust's Funding Agreement and the Academies Financial Handbook 2020.

I confirm that no instances of material irregularity, impropriety or funding non-compliance have been discovered to date. If any instances are identified after the date of this statement, these will be notified to the Governing Body and ESFA.

A handwritten signature in black ink, appearing to read 'D Lewis', positioned above a dotted line.

.....
Dr Dorian Paul Lewis
Accounting Officer

7 December 2021

BOURNEMOUTH SCHOOL

Statement of Governors' Responsibilities

The Governors (who act as trustees of Bournemouth School and are also the directors of the Charitable Company for the purposes of company law) are responsible for preparing the Governors' report and the financial statements in accordance with the Academies Accounts Direction published by the Education and Skills Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the Governors to prepare financial statements for each financial year. Under company law the Governors must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the Charitable Company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the Governors are required to:

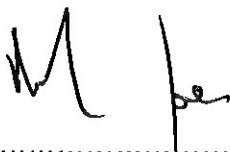
- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP 2019 and the Academies Accounts Direction 2020 to 2021;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the Charitable Company will continue in business.

The Governors are responsible for keeping adequate accounting records that are sufficient to show and explain the Charitable Company's transactions and disclose with reasonable accuracy at any time the financial position of the Charitable Company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the Charitable Company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The Governors are responsible for ensuring that in its conduct and operation the Charitable Company applies financial and other controls, which conform with the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from the ESFA/DfE have been applied for the purposes intended.

The Governors are responsible for the maintenance and integrity of the corporate and financial information included on the Charitable Company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Approved by order of the members of the Governing Body on 7 December 2021 and signed on its behalf by:



.....
Mr Michael Jones
Chair of the Governing Body and Academy Trust

BOURNEMOUTH SCHOOL

Independent Auditor's Report on the Financial Statements to the Governing Body of Bournemouth School

Opinion

We have audited the accounts of Bournemouth School (the parent academy trust) for the year ended 31 August 2021 which comprise the consolidated statement of financial activities, the consolidated balance sheet, the Academy trust balance sheet, the consolidated statement of cash flows and the notes to the consolidated accounts, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (United Kingdom Generally Accepted Accounting Practice), the Charities SORP 2019 and the Academies Accounts Direction 2020 to 2021 issued by the Education and Skills Funding Agency.

In our opinion the accounts:

- give a true and fair view of the state of the group's and parent academy trust's affairs as at 31 August 2021 and of the group's incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- have been prepared in accordance with the requirements of the Companies Act 2006; and
- have been prepared in accordance with the Charities SORP 2019 and the Academies Accounts Direction 2020 to 2021.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the 'Auditor's responsibilities for the audit of the accounts' section of our report. We are independent of the group and parent academy trust in accordance with the ethical requirements that are relevant to our audit of the accounts in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the Governors' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the academy trust's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the Governors with respect to going concern are described in the relevant sections of this report.

Other information

The Governors are responsible for the other information, which comprises the information included in the governors annual report other than the accounts and our auditor's report thereon. Other information includes the governors' report (incorporating the strategic report and directors' report), the governance statement and the statement of regularity, propriety and compliance. Our opinion on the accounts does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

BOURNEMOUTH SCHOOL

Independent Auditor's Report on the Financial Statements to the Governing Body of Bournemouth School (continued)

In connection with our audit of the accounts, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the consolidated accounts or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the accounts or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the Governors' report, which includes the directors' report and the strategic report prepared for the purposes of company law, for the financial year for which the consolidated accounts are prepared is consistent with the consolidated accounts; and
- the strategic report and the directors' report included within the Governors' report have been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the academy trust and its environment obtained in the course of the audit, we have not identified material misstatements in the strategic report or directors' report, included within the trustees' report.

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the accounts are not in agreement with the accounting records and returns; or
- certain disclosures of Governors' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of Governors

As explained more fully in the statement of Governors' responsibilities, the Governors (who are also directors of the academy trust for the purposes of company law) are responsible for the preparation of the accounts and for being satisfied that they give a true and fair view, and for such internal control as the Governors determine is necessary to enable the preparation of accounts that are free from material misstatement, whether due to fraud or error.

In preparing the accounts, the Governors are responsible for assessing the group and parent academy trust's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Governors either intend to liquidate the group or parent academy trust, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the accounts

Our objectives are to obtain reasonable assurance about whether the accounts as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these accounts.

BOURNEMOUTH SCHOOL

Independent Auditor's Report on the Financial Statements to the Governing Body of Bournemouth School (continued)

A further description of our responsibilities for the audit of the accounts is located on the Financial Reporting Council's website at: <http://www.frc.org.uk/auditorsresponsibilities>. This description forms part of our auditor's report.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud, is detailed below.

Explanation as to what extent the audit was considered capable of detecting irregularities, including fraud

The objectives of our audit in respect of fraud, are; to identify and assess the risks of material misstatement of the accounts due to fraud; to obtain sufficient appropriate audit evidence regarding the assessed risks of material misstatement due to fraud, through designing and implementing appropriate responses to those assessed risks; and to respond appropriately to instances of fraud or suspected fraud identified during the audit. However, the primary responsibility for the prevention and detection of fraud rests with both management and those charged with governance of the academy trust.

Our approach was as follows:

- The engagement partner selected staff for the audit, led by persons who it was deemed had sufficient experience and who had the required competence and skills to be able to identify or recognise non-compliance with laws and regulations.
- We assessed the risk of irregularities as part of our audit planning, and ongoing review, including those due to fraud. Management override was identified as a significant fraud risk. This is due to the ability to bypass controls through inappropriate expenditure and accounting policies adopted.
- Completeness of income was identified as a significant risk to the audit, as grant income may not be recognised in accordance with the SORP.
- We obtained an understanding of the legal and regulatory requirements applicable to the academy and group and we considered the most significant to be Academies Accounts Direction, the Charity SORP, Companies Act 2006, UK financial reporting standards as issued by the Financial Reporting Council and UK Taxation legislation. We considered how the academy trust and group complies with these requirements by discussions with management and those charged with governance.
- We inquired of management and those charged with governance as to any known instances of non-compliance or suspected non-compliance with laws and regulations. Consideration was also made of the internal controls in place to mitigate the identified risks.
- We assessed the control environment, documenting the systems, controls and processes adopted. The audit approach incorporated a combination of controls where appropriate, analytical review and substantive procedures involving tests of transactions and balances. Any irregularities noted were discussed with management and additional corroborative evidence was obtained as required.
- We obtained an understanding and assessed the impact of Covid-19 on the operations of the Academy Trust and adapted our audit approach accordingly. We enquired and obtained evidence to support the going concern assumption and reviewed support received through the Coronavirus support schemes, dovetailed with work undertaken on management override.
- The consolidated accounts of the Group incorporate the results of the connected charities. Moore (South) LLP are auditors of the whole group and independent examiners to the connected charities and the same approach has been adopted for the connected charities.

BOURNEMOUTH SCHOOL

Independent Auditor's Report on the Financial Statements to the Governing Body of Bournemouth School (continued)

To address the risk of fraud through management override we:

- performed analytical procedures to identify any unusual or unexpected relationships;
- tested journal entries to identify any unusual transactions;
- tested items of expenditure to ensure that they were valid and appropriate;
- confirmed monthly management accounts were reviewed by the board;
- assessed whether judgements and assumptions made in determining the accounting estimates were indicative of potential bias;
- reviewed the disclosures within the accounts to ensure they meet the requirements of the accounting standards and relevant legislation.

In response to the risk of irregularities with regards to completeness of income we:

- completed analytical work, to include comparison with prior periods;
- agreed a sample of documentation to confirm that relevant entries were reflected in the accounting records and allocated to the correct period and
- reviewed minutes of governors meetings and confirmed income sources mentioned were included correctly within the accounts.

There are inherent limitations in our audit procedures described above. The more removed that laws and regulations are from financial transactions, the less likely it is that we would become aware of non-compliance. Auditing standards also limit the audit procedures required to identify non-compliance with laws and regulations to enquiry of the directors and other management and the inspection of regulatory and legal correspondence, if any.

Material misstatements that arise due to fraud can be harder to detect than those that arise from error as they may involve deliberate concealment or collusion.

Use of our report

This report is made solely to the parent academy trust's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the parent academy trust's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the parent academy trust and the parent academy trust's members as a body, for our audit work, for this report, or for the opinions we have formed.

Ann Mathias
Ann Mathias (Senior Statutory Auditor)
for and on behalf of Moore (South) LLP

Chartered Accountants
Statutory Auditor

10 December 2021

33 The Clarendon Centre
Dairy Meadow Lane
Salisbury Business Park
Salisbury
Wiltshire
SP1 2TJ

BOURNEMOUTH SCHOOL

Independent Reporting Accountant's Assurance Report on Regularity to Bournemouth School and the Education and Skills Funding Agency

In accordance with the terms of our engagement letter dated 3 July 2019 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2020 to 2021, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by Bournemouth School during the period 1 September 2020 to 31 August 2021 have been applied to the purposes identified by Parliament and the financial transactions conform to the authorities which govern them.

This report is made solely to Bournemouth School and the ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Bournemouth School and the ESFA those matters we are required to state in a report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than Bournemouth School and the ESFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of Bournemouth School's accounting officer and the reporting accountant

The accounting officer is responsible, under the requirements of Bournemouth School's funding agreement with the Secretary of State for Education dated 31 July 2019 and the Academies Financial Handbook, extant from 1 September 2020, for ensuring that expenditure disbursed and income received is applied for the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

Our responsibilities for this engagement are established in the United Kingdom by our profession's ethical guidance and are to obtain limited assurance and report in accordance with our engagement letter and the requirements of the Academies Accounts Direction 2020 to 2021. We report to you whether anything has come to our attention in carrying out our work which suggests that in all material respects, expenditure disbursed and income received during the period 1 September 2020 to 31 August 2021 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

Approach

We conducted our engagement in accordance with the Academies Accounts Direction 2020 to 2021 issued by the ESFA. We performed a limited assurance engagement as defined in our engagement letter.

The objective of a limited assurance engagement is to perform such procedures as to obtain information and explanations in order to provide us with sufficient appropriate audit evidence to express a negative conclusion on regularity.

A limited assurance engagement is more limited in scope than a reasonable assurance engagement and consequently does not enable us to obtain assurance that we would become aware of all significant matters that might be identified in a reasonable assurance engagement. Accordingly, we do not express a positive opinion.

Our engagement includes examination, on a test basis, of evidence relevant to the regularity and propriety of the academy trust's income and expenditure.

BOURNEMOUTH SCHOOL

Independent Reporting Accountant's Assurance Report on Regularity to Bournemouth School and the Education and Skills Funding Agency (continued)

The work undertaken to draw to our conclusion includes;

- consideration of the evidence supporting the accounting officers statement on regularity, propriety and compliance;
- analytical procedures on the general activities of the academy trust;
- a review of minutes of committees and board meetings which may be relevant to regularity;
- consideration of discussions with key personnel including the accounting officer and governing body;
- tests of control have been carried out on a control activity which are relevant to regularity;
- substantive testing of individual transactions.

Conclusion

In the course of our work nothing has come to our attention which suggests that in all material respects the expenditure disbursed and income received during the period 1 September 2020 to 31 August 2021 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Moore (South) LLP

Moore (South) LLP

Chartered Accountants

For and on behalf of Moore (South) LLP, Statutory Auditor

33 The Clarendon Centre

Dairy Meadow Lane

Salisbury Business Park

Salisbury

Wiltshire

SP1 2TJ

10 December 2021

BOURNEMOUTH SCHOOL

Consolidated Statement of Financial Activities for the year ended 31 August 2021 (including Income and Expenditure Account)

		Unrestricted Funds	Restricted General Funds	Restricted Fixed Asset Funds	Total 2021 £	Total 2020 £
	Note	£	£	£	£	£
Income from:						
Donations and capital grants	3	61,894	3,781	168,715	234,390	121,868
<i>Charitable activities:</i>						
- Funding for the Academy's educational operations	4	-	6,007,354	-	6,007,354	5,294,804
Other trading activities	5	146,848	6,170	-	153,018	284,259
Investments	6	4,734	-	-	4,734	9,009
Total income		213,476	6,017,305	168,715	6,399,496	5,709,940
Expenditure on:						
Raising funds						
<i>Charitable activities:</i>						
- Academy's educational operations	7,8	267,221	5,726,150	321,130	6,314,501	6,078,199
Total expenditure	7	267,221	5,726,150	321,130	6,314,501	6,078,199
Net investment gains	13	20,831	-	-	20,831	2,563
Net income/(expenditure)		(32,914)	291,155	(152,415)	105,826	(365,696)
Transfers between funds	18	33,373	(33,373)	-	-	-
Other recognised (losses) / gains						
Actuarial losses on defined benefit pension schemes	18,29	-	(118,000)	-	(118,000)	(400,000)
Net movement in funds		459	139,782	(152,415)	(12,174)	(765,696)
Reconciliation of funds						
Total funds brought forward	18	370,425	(1,984,312)	17,448,927	15,835,040	16,600,736
Total funds carried forward	18	370,884	(1,844,530)	17,296,512	15,822,866	15,835,040

BOURNEMOUTH SCHOOL

Consolidated Balance Sheet as at 31 August 2021

Company Number 07745881

	Notes	2021 £	2021 £	2020 £	2020 £
Fixed assets					
Tangible assets	12		14,206,770		14,097,894
Investments	13		139,063		118,232
			<u>14,345,833</u>		<u>14,216,126</u>
Current assets					
Stock	14	1,791			
Debtors	15	3,420,876		3,903,250	
Cash at bank and in hand		<u>2,540,114</u>		<u>1,768,533</u>	
		<u>5,962,781</u>		<u>5,671,783</u>	
Liabilities					
Creditors: Amounts falling due within one year	16	(573,360)		(517,037)	
Net current assets			<u>5,389,421</u>		<u>5,154,746</u>
Total assets less current liabilities			<u>19,735,254</u>		<u>19,370,872</u>
Creditors: Amounts falling due after more than one year	17		<u>(309,388)</u>		<u>(310,832)</u>
Net assets excluding pension liability			<u>19,425,866</u>		<u>19,060,040</u>
Defined benefit pension scheme liability	29		<u>(3,603,000)</u>		<u>(3,225,000)</u>
Total net assets			<u>15,822,866</u>		<u>15,835,040</u>
Funds of the Academy Trust:					
Restricted funds					
- Fixed asset fund	18	17,296,512		17,448,927	
- General fund	18	1,758,470		1,240,688	
- Pension reserve	18	<u>(3,603,000)</u>		<u>(3,225,000)</u>	
Total restricted funds			<u>15,451,982</u>		<u>15,464,615</u>
Unrestricted income funds					
- General fund	18	17,575		44,392	
- School fund	18	174,327		171,495	
- Roberts Thomson fund	18	<u>178,982</u>		<u>154,538</u>	
Total unrestricted funds			<u>370,884</u>		<u>370,425</u>
Total funds			<u>15,822,866</u>		<u>15,835,040</u>

The current asset debtors figure includes an amount of £179,068 in respect of accrued income for our ongoing Selective School's Expansion Fund project which will be due in more than one year.

The financial statements on pages 57 to 85 were approved by the Governors, and authorised for issue on 7 December 2021 and are signed on their behalf by:


Mr Michael Jones

Chair

BOURNEMOUTH SCHOOL

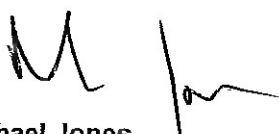
Academy Balance Sheet as at 31 August 2021

Company Number 07745881

	Notes	2021 £	2021 £	2020 £	2020 £
Fixed assets					
Tangible assets	12		<u>14,206,770</u>		<u>14,097,894</u>
Current assets					
Stock	14	1,791		-	
Debtors	15	3,410,252		3,884,444	
Cash at bank and in hand		<u>2,334,536</u>		<u>1,541,576</u>	
		5,746,579		5,426,020	
Liabilities					
Creditors: Amounts falling due within one year	16	(571,404)		(479,075)	
Net current assets			<u>5,175,175</u>		<u>4,946,945</u>
Total assets less current liabilities			<u>19,381,945</u>		<u>19,044,839</u>
Creditors: Amounts falling due after more than one year	17		<u>(309,388)</u>		<u>(310,832)</u>
Net assets excluding pension liability			<u>19,072,557</u>		<u>18,734,007</u>
Defined benefit pension scheme liability	29		<u>(3,603,000)</u>		<u>(3,225,000)</u>
Total net assets			<u>15,469,557</u>		<u>15,509,007</u>
Funds of the Academy Trust:					
Restricted funds					
- Fixed asset fund	18	17,296,512		17,448,927	
- General fund	18	1,758,470		1,240,688	
- Pension reserve	18	<u>(3,603,000)</u>		<u>(3,225,000)</u>	
Total restricted funds			<u>15,451,982</u>		<u>15,464,615</u>
Unrestricted income funds					
- General fund	18	<u>17,575</u>		<u>44,392</u>	
Total unrestricted funds			<u>17,575</u>		<u>44,392</u>
Total funds			<u>15,469,557</u>		<u>15,509,007</u>

The current asset debtors figure includes an amount of £179,068 in respect of accrued income for our ongoing Selective School's Expansion Fund project which will be due in more than one year.

The financial statements on pages 57 to 85 were approved by the Governors, and authorised for issue on 7 December 2021 and are signed on their behalf by:


 Mr Michael Jones
 Chair

BOURNEMOUTH SCHOOL

Consolidated Statement of Cash Flows for the year ended 31 August 2021

		2021	2020
		£	£
	Notes		
Cash flows from operating activities			
Net cash (used in) provided by operating activities	22	1,028,860	979,677
Cash flows from investing activities	23	(256,557)	(1,323,283)
Cash flows from financing activities	24	(722)	-
Change in cash and cash equivalents in the reporting year		<u>771,581</u>	<u>(343,606)</u>
Cash and cash equivalents at 1 September 2020		<u>1,768,533</u>	<u>2,112,139</u>
Cash and cash equivalents at 31 August 2021	25	<u>2,540,114</u>	<u>1,768,533</u>

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

1. Statement of Accounting Policies

A summary of the principal accounting policies adopted (which have been applied consistently, except where noted), judgements and key sources of estimation uncertainty, is set out below.

Basis of Preparation and Consolidation

The financial statements of the Academy, which is a public benefit entity under FRS 102, have been prepared under the historical cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) (Charities SORP (FRS102)), the Academies Accounts Direction 2019 to 2020 issued by the ESFA, the Charities Act 2011 and the Companies Act 2006.

Bournemouth School meets the definition of a public benefit entity under FRS 102.

The Statement of Financial Activities (SoFA) and Balance Sheet consolidate the financial statements of the Charity and of its connected charities, Bournemouth School Fund and Roberts Thomson and Other Scholarships Foundation, over which it has overall control. The results of the connected charities are consolidated on a line by line basis. No separate SoFA has been presented for the Charity alone as permitted by section 408 of the Companies Act 2006.

These financial statements comprising the consolidated Statement of Financial Activities, the consolidated and Charity Balance Sheet, consolidated Cash Flow Statement and the related notes 1 to 30 constitute the consolidated financial statements of Bournemouth School for the financial year ended 31 August 2021.

Going Concern

The Governors assess whether the use of going concern is appropriate i.e. whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the company to continue as a going concern. The governors make this assessment in respect of a period of at least one year from the date of authorisation for issue of the financial statements and have concluded that the Academy has adequate resources to continue in operational existence for the foreseeable future and there are no material uncertainties about the Academy's ability to continue as a going concern, thus they continue to adopt the going concern basis of accounting in preparing the financial statements.

The pupil numbers at the academy have increased in 2021/22 following a planned increase in PAN in 2019/20. Applications to the school for entrance continue to be high therefore it is assumed that pupil numbers will remain constant for the foreseeable future. During 2020/21 increased costs were incurred as a result of Covid 19. Through careful management of other costs, savings were achieved in order to cover these increases. The reserve levels held by the academy trust remain at a level considered to be acceptable by the governors for the continued operations of the academy. Investment is being made in the academy through CIF and SSEF grants to improve the quality of the infrastructure and provide accommodation for the future planned increase in pupil numbers. The governors do not therefore believe that there are any material uncertainties about the academy trust's ability to continue as a going concern.

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

1. Statement of Accounting Policies (continued)

Income

All incoming resources are recognised when the academy trust has entitlement to the funds, the receipt is probable and the amount can be measured reliably.

- **Grants**

Grants are included in the Statement of Financial Activities on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the balance sheet. Where income is received in advance of meeting any performance-related conditions there is not unconditional entitlement to the income and its recognition is deferred and included in creditors as deferred income until the performance-related conditions are met. Where entitlement occurs before income is received, the income is accrued.

General Annual Grant is recognised in full in the Statement of Financial Activities in the year for which it is receivable and any abatement in respect of the period is deducted from income and recognised as a liability.

Capital grants are recognised in full when there is an unconditional entitlement to the grant. Unspent amounts of capital grant are reflected in the balance sheet in the restricted fixed asset fund. Capital grants are recognised when there is entitlement and are not deferred over the life of the asset on which they are expended. Grants received for capital purposes are spent on capital projects in line with the terms and conditions for the grant.

- **Sponsorship income**

Sponsorship income provided to the Academy trust which amounts to a donation is recognised in the Statement of Financial Activities in the period in which it is receivable (where there are no performance-related conditions), where the receipt is probable and it can be measured reliably.

- **Donations**

Donations are recognised on a receivable basis (where there are no performance-related conditions) where the receipt is probable and the amount can be reliably measured.

- **Other income**

Other income, including the hire of facilities, is recognised in the period it is receivable and to the extent the Academy has provided the goods or services.

- **Donated goods, facilities and services**

Goods donated for resale are included at fair value, being the expected proceeds from sale less the expected costs of sale. If it is practical to assess the fair value at receipt, it is recognised in stock and 'Income from other trading activities'. Upon sale, the value of the stock is charged against 'Income from other trading activities' and the proceeds are recognised as 'Income from other trading activities'. Where it is impractical to fair value the items due to the volume of low value items they are not recognised in the financial statements until they are sold. This income is recognised within 'Income from other trading activities'.

- **Donated fixed assets**

Where the donated good is a fixed asset it is measured at fair value, unless it is impractical to measure this reliably, in which case the cost of the item to the donor should be used. The gain is recognised as income from donations and a corresponding amount is included in the appropriate fixed asset category and depreciated over the useful economic life in accordance with the academy trust's accounting policies.

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

1. Statement of Accounting Policies (continued)

Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis on time spent, and depreciation charges allocated on the portion of the asset's use.

- **Expenditure on Raising Funds**

This includes all expenditure incurred by the Academy to raise funds for its charitable purposes and includes costs of all fundraising activities events and non-charitable trading.

- **Charitable activities**

These are costs incurred on the Academy's educational operation, including support costs and costs relating to the governance of the Academy apportioned to charitable activities.

All resources expended are inclusive of irrecoverable VAT.

Tangible Fixed Assets

Assets costing £2,000 or more are capitalised as tangible fixed assets and are carried at cost, net of depreciation and any provision for impairment.

Where tangible fixed assets have been acquired with the aid of specific grants, either from the government or from the private sector, they are included in the Balance Sheet at cost and depreciated over their expected useful economic life. Where there are specific conditions attached to the funding requiring the continued use of the asset, the related grants are credited to a restricted fixed asset fund in the Statement of Financial Activities and carried forward in the Balance Sheet. Depreciation on the relevant assets is charged directly to the restricted fixed asset fund in the Statement of Financial Activities. Where tangible fixed assets have been acquired with unrestricted funds, depreciation on such assets is charged to the unrestricted fund.

Depreciation is provided on all tangible fixed assets other than freehold land and assets under construction, at rates calculated to write off the cost of each asset on a straight-line basis over its expected useful life, as follows:

Freehold buildings	2% straight line
ICT equipment	25% straight line
Furniture & Equipment	10% straight line
Motor Vehicles	25% straight line

Assets in the course of construction are included at cost. Depreciation on these assets is not charged until they are brought into use and reclassified to freehold or leasehold land and buildings.

Where an asset comprises of two or more components which have substantially different lives e.g. roof, boilers, lifts, each component is depreciated separately over its useful economic life.

A review for impairment of a fixed asset is carried out if events or changes in circumstances indicate that the carrying value of any fixed asset may not be recoverable. Shortfalls between the carrying value of fixed assets and their recoverable amounts are recognised as impairments. Impairment losses are recognised in the Statement of Financial Activities.

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

1. Statement of Accounting Policies (continued)

Liabilities

Liabilities are recognised when there is an obligation at the balance sheet date as a result of a past event, it is probably that a transfer of economic benefit will be required in settlement, and the amount of the settlement can be estimated reliably. Liabilities are recognised at the amount that the Academy anticipates it will pay to settle the debt or the amount it has received as advanced payments for the goods or services it must provide.

Provision

Provisions are recognised when the Academy trust has an obligation at the reporting date as a result of a past event which it is probably will result in the transfer of economic benefits and the obligation can be estimated reliably.

Provisions are measured at the best estimate of the amounts required to settle the obligation. Where the effect of the time value of money is material, the provision is based on the present value of those amounts, discounted at the pre-tax discount rate that reflects the risks specific to the liability. The unwinding of the discount is recognised within interest payable and similar charges.

Leased Assets

Rentals under operating leases are charged on a straight line basis over the lease term.

Financial instruments

The Academy trust only holds basic financial instruments as defined in FRS 102. The financial assets and financial liabilities of the Academy and their measurement basis are as follows:

Financial assets – trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 15. Prepayments are not financial instruments.

Cash at bank – is classified as a basic financial instrument and is measured at face value.

Financial liabilities – trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost as detailed in notes 16 and 17. Taxation and social security are not included in the financial instruments disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument. Amounts due to a charity's wholly owned subsidiary are held at face value less any impairment.

Taxation

The Academy trust is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes.

Accordingly, the academy trust is potentially exempt from taxation in respect of income or capital gains received within categories covered by part 11, chapter 3 the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

1. Statement of Accounting Policies (continued)

Pensions Benefits

Retirement benefits to employees of the Academy are provided by the Teachers' Pension Scheme ('TPS') and the Local Government Pension Scheme ('LGPS'). These are defined benefit schemes.

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the academy trust in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary on the basis of quadrennial valuations using a prospective unit credit method. TPS is an unfunded multi-employer scheme with no underlying assets to assign between employers. Consequently, the TPS is treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

The LGPS is a funded multi-employer scheme and the assets are held separately from those of the Academy in separate trustee administered funds. Pension scheme assets are measured at fair value and liabilities are measured on an actuarial basis using the projected unit credit method and discounted at a rate equivalent to the current rate of return on a high quality corporate bond of equivalent term and currency to the liabilities. The actuarial valuations are obtained at least triennially and are updated at each balance sheet date. The amounts charged to net income/(expenditure) are the current service costs and the costs of scheme introductions, benefit changes, settlements and curtailments. They are included as part of staff costs incurred. Net interest on the net defined benefit liability/asset is also recognised in the Statement of Financial Activities and comprises the interest cost on the defined benefit obligation and interest income on the scheme assets, calculated by multiplying the fair value of the scheme assets at the beginning of the period by the rate used to discount the benefit obligations. The difference between the interest income on the scheme assets and the actual return on the scheme assets is recognised in other recognised gains and losses.

Actuarial gains and losses are recognised immediately in other recognised gains and losses.

Fund Accounting

Unrestricted income funds represent those resources which may be used towards meeting any of the charitable objects of the academy trust at the discretion of the governors.

Restricted fixed asset funds are resources which are to be applied to specific capital purposes imposed by the funders where the asset acquired or created is held for a specific purpose.

Restricted general funds comprise all other restricted funds received with restrictions imposed by the funder/donor and include grants from the Education and Skills Funding Agency/Department for Education Group.

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

1. Statement of Accounting Policies (continued)

Critical accounting estimates and areas of judgement

Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

Critical accounting estimates and assumptions

The Academy trust makes estimates and assumptions concerning the future. The resulting accounting estimates and assumptions will, by definition, seldom equal the related actual results. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are discussed below.

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost (income) for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 29, will impact the carrying amount of the pension liability. Furthermore, a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2019 has been used by the actuary in valuing the pension liability at 31 August 2021. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

Critical areas of judgement

The governors have considered the accounting treatment of land and buildings utilised by the Academy Trust. The land and buildings were valued on the depreciated replacement cost method in an exercise undertaken by the Education and Skills Funding Agency as at 31 August 2011. Within freehold land and buildings is land valued at £2,179,163 and buildings valued at £11,852,369. A separate valuation has not been obtained as the governors deemed it to be not an effective use of public funds. The valuations entail an element of judgement and the governors believe that the method of valuation is appropriate and in line with acceptable valuation methods.

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

2. Prior Year Consolidated SoFA for year ended 31 August 2020

	Note	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	Total 2020 £
Income from:					
Donations and capital grants	3	66,572	2,042	53,254	121,868
<i>Charitable activities:</i>					
- Funding for the Academy's educational operations	4	-	5,294,804	-	5,294,804
Other trading activities	5	277,763	6,496	-	284,259
Investments	6	9,009	-	-	9,009
Total income		353,344	5,303,342	53,254	5,709,940
Expenditure on:					
Raising funds					
<i>Charitable activities:</i>					
- Academy's educational operations	7,8	351,069	5,411,300	315,830	6,078,199
Total expenditure	7	351,069	5,411,300	315,830	6,078,199
Net investment gains	13	2,563	-	-	2,563
Net income/(expenditure)		4,838	(107,958)	(262,576)	(365,696)
Transfers between funds	18	(50,540)	50,540	-	-
Other recognised (losses) / gains					
Actuarial losses on defined benefit pension schemes	18,29	-	(400,000)	-	(400,000)
Net movement in funds		(45,702)	(457,418)	(262,576)	(765,696)
Reconciliation of funds					
Total funds brought forward	18	416,127	(1,526,894)	17,711,503	16,600,736
Total funds carried forward	18	370,425	(1,984,312)	17,448,927	15,835,040

3. Donations and capital grants

	Unrestricted Funds £	Restricted Funds £	Total 2021 £	Total 2020 £
Capital Grants	-	168,715	168,715	53,254
Capital Donations	-	3,781	3,781	-
Other Donations	61,894	-	61,894	68,614
	61,894	172,496	234,390	121,868

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

4. Funding for the Academy's educational operations

	Unrestricted Funds £	Restricted Funds £	Total 2021 £	Total 2020 £
DfE/ESFA revenue grants				
General Annual Grant (GAG)	-	5,345,737	5,345,737	4,764,978
Other DfE / ESFA grants				
- 16-19 Bursary	-	16,934	16,934	22,579
- Pupil Premium	-	61,789	61,789	58,414
- Rates Reclaim	-	38,143	38,143	37,798
- Teachers Pay Grant	-	76,356	76,356	72,894
- Teachers Pensions Grant	-	215,763	215,763	205,642
Other DfE Group Grants	-	6,000	6,000	6,000
	<u>-</u>	<u>5,760,722</u>	<u>5,760,722</u>	<u>5,168,305</u>
Other Government grants				
- SEN from LA	-	15,912	15,912	10,678
- Growth Funding from LA	-	120,540	120,540	114,682
	<u>-</u>	<u>136,452</u>	<u>136,452</u>	<u>125,360</u>
COVID-19 Additional Funding (DfE/ESFA)				
- Catch-up Premium	-	65,600	65,600	-
- Other DfE/ESFA COVID-19 funding	-	34,705	34,705	-
	<u>-</u>	<u>100,305</u>	<u>100,305</u>	<u>-</u>
Other income for the Academy's educational operations	-	9,875	9,875	1,139
	<u>-</u>	<u>9,875</u>	<u>9,875</u>	<u>1,139</u>
	<u>-</u>	<u>6,007,354</u>	<u>6,007,354</u>	<u>5,294,804</u>

The academy received £65,600 of funding for catch-up premium. Costs incurred during the year in respect of this funding totalled £nil, with the remaining £65,600 to be spent in 2021/22.

Following the reclassification in the Academies Accounts Direction 2020/21 of some grants received from the Department for Education and ESFA, the academy trust's funding for Rates and post 16 High Needs is no longer reported under the General Annual Grant heading, but as separate lines under the Other DfE/ESFA grants and Other DfE Group Grants headings. The heading of Other DfE/ESFA grants in the prior year has also been disclosed more fully in the current year as Teachers Pay Grant and Teachers Pensions Grant. The prior year numbers have been reclassified.

5. Other trading activities

	Unrestricted Funds £	Restricted Funds £	Total 2021 £	Total 2020 £
Other Income	10,623	5,891	16,514	15,372
Parental Contributions	1,588	279	1,867	30,786
Catering Income	90,173	-	90,173	170,732
Exam fee Income	945	-	945	5,313
Visit and trip income	15,470	-	15,470	2,784
After School Activities Income	28,049	-	28,049	59,272
	<u>146,848</u>	<u>6,170</u>	<u>153,018</u>	<u>284,259</u>

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

6. Investment Income

	Unrestricted Funds £	Restricted Funds £	Total 2021 £	Total 2020 £
Dividend Income	3,609	-	3,609	3,539
Bank Interest Received	1,125	-	1,125	5,470
	<u>4,734</u>	<u>-</u>	<u>4,734</u>	<u>9,009</u>

7. Expenditure

	Staff Costs £	Non Pay Expenditure		Total 2021 £	Total 2020 £
		Premises £	Other Costs £		
Academy's educational operations					
- Direct costs	4,332,237	321,130	299,746	4,953,113	4,766,260
- Allocated support costs	946,646	241,148	173,594	1,361,388	1,311,939
	<u>5,278,883</u>	<u>562,278</u>	<u>473,340</u>	<u>6,314,501</u>	<u>6,078,199</u>

Net income/(expenditure) for the year include:

	2021 £	2020 £
Operating lease rentals	14,496	14,496
Depreciation	320,628	315,830
Gain/(loss) on disposal of fixed assets	(502)	-
Fees payable to auditor		
- audit	8,950	7,215
- other services	2,408	3,891

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

8. Charitable Activities

	Unrestricted Funds £	Restricted Funds £	Total 2021 £	Total 2020 £
Direct costs – educational operations				
Teaching and educational support staff costs	31,130	4,301,107	4,332,237	4,113,108
Other direct staff costs & expenses	-	17,435	17,435	11,451
Depreciation	-	320,628	320,628	315,830
Educational supplies	5,481	70,875	76,356	87,223
Examination fees	945	87,915	88,860	103,963
Educational consultancy	-	11,151	11,151	9,176
Technology costs	-	36,541	36,541	44,219
Other direct costs	38,322	31,583	69,905	81,290
	<u>75,878</u>	<u>4,877,235</u>	<u>4,953,113</u>	<u>4,766,260</u>
Support costs – educational operations				
Support staff pay costs	-	823,783	823,783	747,436
Catering staff pay costs	122,863	-	122,863	119,743
Other support staff costs	-	4,206	4,206	5,330
Maintenance of premises and equipment	651	40,574	41,225	31,234
Cleaning	-	2,144	2,144	4,403
Operating lease rentals	-	14,495	14,495	14,496
Rent & rates	-	54,895	54,895	54,381
Energy	-	60,262	60,262	60,431
RPA	-	19,476	19,476	18,702
Security and transport	1,040	10,092	11,132	13,940
Catering	64,636	-	64,636	103,799
Technology costs	-	46,723	46,723	40,038
Other premises costs	-	55,207	55,207	51,789
Legal costs - other	-	-	-	4,867
Other professional costs	-	10,774	10,774	10,688
Governance costs	798	11,827	12,625	11,727
Other support costs	1,355	15,587	16,942	18,935
	<u>191,343</u>	<u>1,170,045</u>	<u>1,361,388</u>	<u>1,311,939</u>
Total charitable activity costs	<u>267,221</u>	<u>6,047,280</u>	<u>6,314,501</u>	<u>6,078,199</u>

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

9. Staff

a. Staff costs

	2021 £	2020 £
Staff costs during the period were:		
Wages and salaries	3,760,730	3,594,570
Social security costs	381,145	354,826
Pension costs	1,086,626	988,679
	<u>5,228,501</u>	<u>4,938,075</u>
Agency staff costs	42,620	42,452
Staff restructuring costs	7,762	-
	<u>5,278,883</u>	<u>4,980,527</u>
Staff restructuring costs comprise:		
Severance payments (Statutory/contractual payments)	7,762	-
	<u>7,762</u>	<u>-</u>

Off payroll payments are now being included in the above figures. The 2020 figures have been restated to reflect this.

b. Staff numbers

The average number of persons employed by the Academy during the year were as follows:

Charitable Activities	2021 No	2020 No
Teachers	71	73
Administration and support	50	53
Management	5	5
	<u>126</u>	<u>131</u>

The average number of persons employed by the Academy during the year expressed as full time equivalents were as follows:

Charitable Activities	2021 No	2020 No
Teachers	64	61
Administration and support	36	36
Management	5	5
	<u>105</u>	<u>102</u>

c. Higher paid staff

The number of employees whose employee benefits (excluding employer pension costs) exceeded £60,000 was:

	2021 No	2020 No
£60,001 - £70,000	2	2
£70,001 - £80,000	1	1
£90,001 - £100,000	1	1
	<u>1</u>	<u>1</u>

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

9. Staff (continued)

d. Key management personnel

The key management personnel of the Academy comprise the governors and the senior management team as listed on page 1. The total amount of employee benefits (including pension contributions and employer national insurance contributions) received by key management personnel for their services to the Academy was £609,309 (2020: £543,004).

10. Related Party Transactions - Governors' Remuneration and Expenses

One or more trustees has been paid remuneration or has received other benefits from an employment with the Academy. The principal and other staff trustees only receive remuneration in respect of services they provide undertaking the roles of principal and staff members under their contracts of employment.

The value of governors' remuneration and other benefits was as follows:

D Lewis (Headteacher and Governor):		
Remuneration	£95,001 - £100,000	(2020: £95,001 - £100,000)
Employer's pension contributions	£20,001 - £25,000	(2020: £20,001 - £25,000)
M Gosling (Other Staff Governor):		
Remuneration	£40,001 - £45,000	(2020: £40,001 - £45,000)
Employer's pension contributions	£5,001 - £10,000	(2020: £5,001 - £10,000)
C Lloyd-Hopkins (Other Staff Governor):		
Remuneration	£10,001 - £15,000	(2020: £10,001 - £15,000)
Employer's pension contributions	£0 - £5,000	(2020: £0 - £5,000)
J Roche (Other Staff Governor):		
Remuneration	£30,001 - £35,000	(2020: £20,001 - £25,000)
Employer's pension contributions	£5,001 - £10,000	(2020: £5,001 - £10,000)

During the year ended 31 August 2021, reimbursement of expenses incurred by staff Governors through employment at the school were as follows:

D Lewis	£nil	(2020: £1,320)
C Lloyd-Hopkins	£171	(2020: £nil)

During the year ended 31 August 2021, travel and subsistence expenses totalling £nil were reimbursed or paid directly to Governors (2020: £nil). Other related party transactions involving the trustees are set out in Note 30.

11. Governors' and Officers' Insurance

In accordance with normal commercial practice the academy has purchased cover via the ESFA Risk Protection Arrangement (RPA) to protect governors and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business. The RPA provides cover up to £10,000,000 (2020: £10,000,000) on any one claim. The cost of this cover is not separately identifiable (2020: not separately identifiable).

The cost of this cover is included in the RPA cost.

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

12. Tangible Fixed Assets

	Freehold Land and Buildings £	Assets Under Construction £	Furniture and Equipment £	Computer Equipment £	Motor Vehicles £	Total £
Cost						
At 1 September 2020	15,896,999	328,737	37,392	245,485	33,595	16,542,208
Additions	29,050	344,149	16,991	39,816	-	430,006
Transfer	-	-	-	-	-	-
Disposals	-	-	-	(51,140)	-	(51,140)
At 31 August 2021	15,926,049	672,886	54,383	234,161	33,595	16,921,074
Depreciation						
At 1 September 2020	2,218,829	-	13,908	177,982	33,595	2,444,314
Charged in year	275,898	-	5,438	39,292	-	320,628
Disposals	-	-	-	(50,638)	-	(50,638)
At 31 August 2021	2,494,727	-	19,346	166,636	33,595	2,714,304
Net book values						
At 31 August 2021	13,431,322	672,886	35,037	67,525	-	14,206,770
At 31 August 2020	13,678,170	328,737	23,484	67,503	-	14,097,894

The additions to freehold land and buildings comprise the following items:

- Roof and windows renewal

The assets under the course of construction comprise the following items:

- Costs incurred to date in respect of the schools new building to accommodate the increase in pupil numbers
- Costs incurred to date in respect of improving safeguarding

13. Fixed Asset Investments

	Group	
	2021 £	2020 £
Market value		
At 1 September 2020	118,232	115,669
Donations in year	-	-
Change in value in the year	20,831	2,563
	<u>139,063</u>	<u>118,232</u>

The historic cost of the investments is not disclosed as it is unknown. When the investment accounts were transferred from the Charity Commission in 1992 no historic cost information was provided.

The investments held by the group are COIF Income Shares.

14. Stock

	Group		Academy	
	2021 £	2020 £	2021 £	2020 £
Laptops from ESFA	1,791	-	1,791	-
	<u>1,791</u>	<u>-</u>	<u>1,791</u>	<u>-</u>

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

15. Debtors

	Group		Academy	
	2021	2020	2021	2020
	£	£	£	£
Trade debtors	15,336	16,565	15,335	16,566
VAT recoverable	82,443	30,277	82,443	30,277
Other debtors	10,623	10,207	-	-
Prepayments and accrued income	3,312,474	3,846,201	3,312,474	3,837,601
	<u>3,420,876</u>	<u>3,903,250</u>	<u>3,410,252</u>	<u>3,884,444</u>

Included within prepayments and accrued income is £179,068 (2020: £3,395,322) in respect of accrued income for our ongoing Selective School's Expansion Fund project which will be due in more than one year.

16. Creditors: amounts falling due within one year

	Group		Academy	
	2021	2020	2021	2020
	£	£	£	£
Trade creditors	420,148	142,170	420,147	142,153
Other Taxation & Social Security	-	85,995	-	85,995
Loans	1,444	722	1,444	722
Other creditors	-	89,782	-	89,782
Accruals and deferred income	151,768	198,368	149,813	160,423
	<u>573,360</u>	<u>517,037</u>	<u>571,404</u>	<u>479,075</u>

Deferred income	Group		Academy	
	2021	2020	2021	2020
	£	£	£	£
Deferred Income at 1 September 2020	152,038	111,273	114,093	109,283
Resources deferred in the year	93,888	152,038	91,333	114,093
Amounts released from previous years	(152,038)	(111,273)	(114,093)	(109,283)
Deferred Income at 31 August 2021	<u>93,888</u>	<u>152,038</u>	<u>91,333</u>	<u>114,093</u>

Deferred income relates to income which was received in the period to 31 August 2021 but actually relates to the year ended 31 August 2022.

Deferred income as at 31 August 2021 relates to rates relief, income from school trips, after school activities, 6th form resources fee, lockers, photocopying and lunch top-ups income received in advance.

17. Creditors: amounts falling due in greater than one year

	Group		Academy	
	2021	2020	2021	2020
	£	£	£	£
Loans	309,388	310,832	309,388	310,832
	<u>309,388</u>	<u>310,832</u>	<u>309,388</u>	<u>310,832</u>

Loans are made up of the following:

A loan of £300,000 from the ESFA under Selective School Expansion Fund with an interest rate of 2.07%. The loan is repayable over 120 monthly repayments. Repayments were originally due to commence in September 2020. Due to project delays repayments are not expected to commence until September 2022. £187,319 of the loan is due for repayment in more than 5 years.

A loan of £10,832 (£1,444 in creditors: amounts falling due within one year, £9,388 in creditors: amounts falling due in greater than one year) from Salix under the Condition Improvement Fund with an interest rate of 0%. The loan is repayable over 8 years with repayments being made six monthly commencing March 2021. £2,166 of the loan is due for repayment in more than 5 years.

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

18. Funds

Group	Balance at 1 September 2020 £	Incoming Resources £	Resources Expended £	Gains, Losses and Transfers £	Balance at 31 August 2021 £
Restricted general funds					
General Annual Grant (GAG)	1,233,569	5,345,737	(4,856,165)	(33,373)	1,689,768
Pupil Premium Fund	-	61,789	(61,789)	-	-
16-19 Bursary	7,119	16,934	(20,951)	-	3,102
Other DfE/ESFA Grants	-	336,262	(336,262)	-	-
Catch-up Premium	-	65,600	-	-	65,600
Other DfE/ESFA COVID-19 funding	-	34,705	(34,705)	-	-
Other Government Grants	-	136,452	(136,452)	-	-
Other Income	-	19,826	(19,826)	-	-
Pension reserve	(3,225,000)	-	(260,000)	(118,000)	(3,603,000)
	(1,984,312)	6,017,305	(5,726,150)	(151,373)	(1,844,530)
Restricted fixed asset funds					
DfE Group capital grants	5,269,751	154,838	(48,988)	-	5,375,601
Voluntary Income	92,248	13,877	(8,519)	-	97,606
Donated assets	11,891,286	-	(237,047)	-	11,654,239
Capital expenditure from GAG	195,642	-	(26,576)	-	169,066
	17,448,927	168,715	(321,130)	-	17,296,512
Total restricted funds	15,464,615	6,186,020	(6,047,280)	(151,373)	15,451,982
Unrestricted funds					
Unrestricted general funds	44,392	137,620	(197,810)	33,373	17,575
School Fund	171,495	72,243	(69,411)	-	174,327
Roberts Thomson	154,538	3,613	-	20,831	178,982
Total unrestricted funds	370,425	213,476	(267,221)	54,204	370,884
Total funds	15,835,040	6,399,496	(6,314,501)	(97,169)	15,822,866

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

18. Funds (continued)

Academy

	Balance at 1 September 2020 £	Incoming Resources £	Resources Expended £	Gains, Losses and Transfers £	Balance at 31 August 2021 £
Restricted general funds					
General Annual Grant (GAG)	1,233,569	5,345,737	(4,807,986)	(81,552)	1,689,768
Pupil Premium Fund	-	61,789	(61,789)	-	-
16-19 Bursary	7,119	16,934	(20,951)	-	3,102
Other DfE/ESFA Grants	-	336,262	(336,262)	-	-
Catch-up Premium	-	65,600	-	-	65,600
Other DfE/ESFA COVID-19 funding	-	34,705	(34,705)	-	-
Other Government Grants	-	136,452	(136,452)	-	-
Other Income	-	68,005	(68,005)	-	-
Pension reserve	(3,225,000)	-	(260,000)	(118,000)	(3,603,000)
	(1,984,312)	6,065,484	(5,726,150)	(199,552)	(1,844,530)
Restricted fixed asset funds					
DfE Group capital grants	5,269,751	154,838	(48,988)	-	5,375,601
Voluntary Income	92,248	13,877	(8,519)	-	97,606
Donated assets	11,891,286	-	(237,047)	-	11,654,239
Capital expenditure from GAG	195,642	-	(26,576)	-	169,066
	17,448,927	168,715	(321,130)	-	17,296,512
Total restricted funds	15,464,615	6,234,199	(6,047,280)	(199,552)	15,451,982
Unrestricted funds					
Unrestricted general funds	44,392	139,441	(247,810)	81,552	17,575
Total unrestricted funds	44,392	139,441	(247,810)	81,552	17,575
Total funds	15,509,007	6,373,640	(6,295,090)	(118,000)	15,469,557

The specific purposes for which the funds are to be applied are as follows:

Restricted general funds are those which are for a specific purpose and the funds are only spent in accordance with the agreement or restriction placed upon them. The restricted general funds are made up of the General Annual Grant received, to be spent on education within the academy, and other related DfE and other authority grants. During 2020/21 a transfer was made from restricted funds to unrestricted funds of £81,552 in respect of additional cleaning and other administrative work required as a result of Covid which was carried out by the catering staff when the catering function was not running at full capacity.

The fixed asset fund was created with the donation of the school's land and buildings to the academy. Additional assets are added to the fund which is also written down by depreciation each year.

In the current year capital grants of £168,715 were accounted for as receivable. £23,924 is the devolved formula capital grant received from the ESFA. £13,877 is a grant from the Wolfson Foundation for the purchase of science equipment. £130,914 is a condition improvement fund grant for improving safeguarding.

Unrestricted general funds are general donations and fund raising activities of the academy and are used to support the provision of education within the academy.

The School Fund exists for advancing the education of pupils by providing and assisting in the provision of facilities for the education of pupils at Bournemouth School.

The Roberts Thomson fund exists to provide current and past pupils of Bournemouth School assistance with their further education or profession with a bias towards sports and the arts.

Under the funding agreement with the Secretary of State, the academy trust was not subject to a limit on the amount of GAG that it could carry forward at 31 August 2021.

The transfer of funds from restricted to unrestricted funds represents pupil premium funds being used for school trips and funding of free school meals.

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

18. Funds (continued)

Comparative information in respect of the preceding period is as follows:

Group	Balance at 1 September 2019 £	Incoming Resources £	Resources Expended £	Gains, Losses and Transfers £	Balance at 31 August 2020 £
Restricted general funds					
General Annual Grant (GAG)	1,075,846	4,808,776	(4,701,593)	50,540	1,233,569
Other Income	-	9,677	(9,677)	-	-
Pupil Premium Fund	-	58,414	(58,414)	-	-
16-19 Bursary	11,260	22,579	(26,720)	-	7,119
LEA and other grants	-	403,896	(403,896)	-	-
Pension reserve	(2,614,000)	-	(211,000)	(400,000)	(3,225,000)
	(1,526,894)	5,303,342	(5,411,300)	(349,460)	(1,984,312)
Restricted fixed asset funds					
DfE Group capital grants	5,289,546	23,080	(42,875)	-	5,269,751
Voluntary Income	69,637	30,174	(7,563)	-	92,248
Donated assets	12,128,333	-	(237,047)	-	11,891,286
Capital expenditure from GAG	223,987	-	(28,345)	-	195,642
	17,711,503	53,254	(315,830)	-	17,448,927
Total restricted funds	16,184,609	5,356,596	(5,727,130)	(349,460)	15,464,615
Unrestricted funds					
Unrestricted general funds	95,424	282,363	(282,855)	(50,540)	44,392
School Fund	171,741	67,428	(67,674)	-	171,495
Roberts Thomson	148,962	3,553	(540)	2,563	154,538
Total unrestricted funds	416,127	353,344	(351,069)	(47,977)	370,425
Total funds	16,600,736	5,709,940	(6,078,199)	(397,437)	15,835,040
Academy					
	Balance at 1 September 2019 £	Incoming Resources £	Resources Expended £	Gains, Losses and Transfers £	Balance at 31 August 2020 £
Restricted general funds					
General Annual Grant (GAG)	1,075,846	4,808,776	(4,651,053)	-	1,233,569
Other Income	-	60,217	(60,217)	-	-
Pupil Premium Fund	-	58,414	(58,414)	-	-
16-19 Bursary	11,260	22,579	(26,720)	-	7,119
LEA and other grants	-	403,896	(403,896)	-	-
Pension reserve	(2,614,000)	-	(211,000)	(400,000)	(3,225,000)
	(1,526,894)	5,353,882	(5,411,300)	(400,000)	(1,984,312)
Restricted fixed asset funds					
DfE Group capital grants	5,289,546	23,080	(42,875)	-	5,269,751
Voluntary Income	69,637	30,174	(7,563)	-	92,248
Donated assets	12,128,333	-	(237,047)	-	11,891,286
Capital expenditure from GAG	223,987	-	(28,345)	-	195,642
	17,711,503	53,254	(315,830)	-	17,448,927
Total restricted funds	16,184,609	5,407,136	(5,727,130)	(400,000)	15,464,615
Unrestricted funds					
Unrestricted general funds	95,424	282,363	(333,395)	-	44,392
Total unrestricted funds	95,424	282,363	(333,395)	-	44,392
Total funds	16,280,033	5,689,499	(6,060,525)	(400,000)	15,509,007

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

19. Analysis of net assets between funds

Group

Fund balances at 31 August 2021 are represented by:

	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	Total Funds £
Tangible fixed assets	-	-	14,206,770	14,206,770
Fixed asset investments	139,063	-	-	139,063
Current assets	302,890	2,259,317	3,400,574	5,962,781
Current liabilities	(71,069)	(500,847)	(1,444)	(573,360)
Non-current liabilities	-	-	(309,388)	(309,388)
Pension scheme liability	-	(3,603,000)	-	(3,603,000)
Total net assets	370,884	(1,844,530)	17,296,512	15,822,866

Academy

Fund balances at 31 August 2021 are represented by:

	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	Total Funds £
Tangible fixed assets	-	-	14,206,770	14,206,770
Current assets	86,688	2,259,317	3,400,574	5,746,579
Current liabilities	(69,113)	(500,847)	(1,444)	(571,404)
Non-current liabilities	-	-	(309,388)	(309,388)
Pension scheme liability	-	(3,603,000)	-	(3,603,000)
Total net assets	17,575	(1,844,530)	17,296,512	15,469,557

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

19. Analysis of net assets between funds (continued)

Comparative information in respect of the preceding period is as follows:

Group

Fund balances at 31 August 2020 are represented by:

	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	Total Funds £
Tangible fixed assets	-	-	14,097,894	14,097,894
Fixed asset investments	118,232	-	-	118,232
Current assets	389,367	1,619,829	3,662,587	5,671,783
Current liabilities	(137,174)	(379,141)	(722)	(517,037)
Non-current liabilities	-	-	(310,832)	(310,832)
Pension scheme liability	-	(3,225,000)	-	(3,225,000)
Total net assets	370,425	(1,984,312)	17,448,927	15,835,040

Academy

Fund balances at 31 August 2020 are represented by:

	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	Total Funds £
Tangible fixed assets	-	-	14,097,894	14,097,894
Current assets	143,603	1,619,830	3,662,587	5,426,020
Current liabilities	(99,211)	(379,142)	(722)	(479,075)
Non-current liabilities	-	-	(310,832)	(310,832)
Pension scheme liability	-	(3,225,000)	-	(3,225,000)
Total net assets	44,392	(1,984,312)	17,448,927	15,509,007

20. Capital commitments

	2021 £	2020 £
Contracted for, but not provided in the financial statements	<u>4,300,825</u>	<u>40,050</u>

This figure represents amounts contracted for but not provided in the financial statements in respect of the ongoing new building works (Selective School Expansion Fund) and safeguarding improvements (Condition Improvement Funding)

21. Commitments under operating leases

Operating leases

At 31 August 2021 the total of the Academy's future minimum lease payments under non-cancellable operating leases was:

	2021 £	2020 £
Other		
Amounts due within one year	3,624	14,496
Amounts due between one and five years	-	3,624
	<u>3,624</u>	<u>18,120</u>

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

22. Reconciliation of net income/(expenditure) to net cash flow from operating activities

	2021 £	2020 £
Net income for the reporting period (as per the statement of financial activities)	105,826	(365,696)
Adjusted for:		
Depreciation (Note 12)	320,628	315,830
Loss on disposal of fixed assets	502	-
Capital grants from DfE and other capital income	(168,715)	(53,254)
Dividend income (Note 6)	(3,609)	(3,539)
Interest receivable (Note 6)	(1,125)	(5,470)
Net gains on investments	(20,831)	(2,563)
Defined benefit pension scheme cost less contributions payable (Note 29)	208,000	163,000
Defined benefit pension scheme finance cost (Note 29)	52,000	48,000
Increase in stocks	(1,791)	-
Decrease in debtors	482,374	828,101
Increase in creditors	55,601	55,268
Net cash provided by / (used in) operating activities	1,028,860	979,677

23. Cash flows from investing activities

	2021 £	2020 £
Dividends and Interest from investments	4,734	9,009
Proceeds from sale of tangible fixed assets	-	-
Purchase of tangible fixed assets	(430,006)	(1,385,546)
Capital grants from Dfe/ESFA	154,838	23,080
Capital funding received from sponsors and others	13,877	30,174
Net cash provided by / (used in) investing activities	(256,557)	(1,323,283)

24. Cashflows from financing activities

	2021 £	2020 £
Repayments of borrowing	(722)	-
Cash inflows from new borrowing	-	-
Net cash provided by / (used in) financing activities	(722)	-

25. Analysis of cash and cash equivalents

	2021 £	2020 £
Cash in hand and at bank	2,540,114	1,768,533
Total cash and cash equivalents	2,540,114	1,768,533

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

26. Analysis of changes in net debt

	At 1 September 2020	Cash flows	Acquisition/ disposal of subsidiaries	New finance leases	Other non- cash changes	At 31 August 2021
	£	£	£	£	£	£
Cash	1,768,533	771,581	-	-	-	2,540,114
Cash Equivalents	-	-	-	-	-	-
Overdraft facility repayable on demand	-	-	-	-	-	-
	1,768,533	771,581	-	-	-	2,540,114
Loans falling due within one year	(722)	(722)	-	-	-	(1,444)
Loans falling due after more than one year	(310,832)	1,444	-	-	-	(309,388)
Finance lease obligations	-	-	-	-	-	-
	1,456,979	772,303	-	-	-	2,229,282

27. Contingent Liabilities

The Academy had no contingent liabilities as at 31 August 2021.

28. Members' Liability

Each member of the charitable company undertakes to contribute to the assets of the company in the event of it being wound up while he/she is a member, or within one year after he/she ceases to be a member, such amount as may be required, not exceeding £10 as stated in the memorandum and articles of association for the debts and liabilities contracted before he/she ceases to be a member.

29. Pension and similar obligations

The Academy's employees belong to two principal pension schemes: the Teachers' Pension Scheme England and Wales (TPS) for academic and related staff; and the Local Government Pension Scheme (LGPS) for non-teaching staff, which is managed by Dorset Council. Both are multi-employer defined benefit schemes.

The latest actuarial valuation of the TPS related to the period ended 31 March 2016 and of the LGPS 31 March 2019.

Contributions amounting to £nil (2020: £89,621) were payable to the schemes at 31 August 2021 and are included within creditors.

Teachers' Pension Scheme

Introduction

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pensions Regulations (2014). Membership is automatic for teachers in academies. All teachers have the option to opt-out of the TPS following enrolment.

The TPS is an unfunded scheme to which both the member and employer makes contributions, as a percentage of salary - these contributions are credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

29. Pension and similar obligations (continued)

Valuation of the Teachers' Pension Scheme

The Government Actuary, using normal actuarial principles, conducts a formal actuarial review of the TPS in accordance with the Public Service Pensions (Valuation and Employer Cost Cap) Directions 2014 published by HM Treasury every 4 years. The aim of the review is to specify the level of future contributions. Actuarial scheme valuations are dependent on assumptions about the value of future costs, design of benefits and many other factors. The latest actuarial valuation of the TPS was carried out as at 31 March 2016. The valuation report was published by the Department for Education on 5 March 2019. The key elements of the latest valuation and subsequent consultation are:

- Employer contribution rates set at 23.68% of pensionable pay (including a 0.08% administration levy).
- total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £218,100 million, and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £196,100 million, giving a notional past service deficit of £22,000 million.
- The SCAPE rate set by HMT, is used to determine the notional investment return. The current SCAPE rate is 2.4% above the rate of CPI. Assumed real rate of return is 2.4% in excess of prices and 2% in excess of earnings. The rate of real earnings growth is assumed to be 2.2%. The assumed nominal rate of return including earnings growth is 4.45%.

The next valuation result is due to be implemented from 1 April 2023.

The employer's pension costs payable to TPS in the period amounted to £682,434 (2020: £645,495).

A copy of the valuation report and supporting documentation is on the Teachers' Pension website.

Under the definitions set out in FRS 102, the TPS is an unfunded multi-employer pension scheme. The academy trust has accounted for its contributions to the scheme as if it were a defined contribution scheme. The academy trust has set out above the information available on the scheme.

Local Government Pension Scheme

The LGPS is a funded defined-benefit pension scheme, with the assets held in separate trustee-administered funds. The total contributions made for the year ended 31 August 2021 was £187,000 (2020: £172,000), of which employer's contributions totalled £144,000 (2020: £131,000) and employees' contributions totalled £43,000 (2020: £41,000). The agreed contribution rates for future years are 21% for employers Apr 2021 to Mar 2022 (22% for 22/23) and ranges from 5.5-8.5% for employees.

Parliament has agreed, at the request of the Secretary of State for Education, to guarantee that, in the event of an academy trust closure, outstanding Local Government Pension Scheme liabilities would be met by the Department for Education. The guarantee came into force on 18 July 2013.

Principal Actuarial Assumptions

	2021	2020
Rate of increase in salaries	3.9%	3.3%
Rate of increase for pensions in payment/inflation	2.9%	2.3%
Discount rate for scheme liabilities	1.65%	1.6%
Inflation assumption (CPI)	2.9%	2.3%
Commutation of pensions to lump sums	50%	50%

Notes to the Financial Statements for the year ended 31 August 2021

29. Pension and similar obligations (continued)

These assumptions have been set with reference to market conditions at 31 August 2021. The estimate of the employer's past service liability duration is 23 years. An estimate of the employer's future cashflows is made using notional cashflows which in turn are used to derive a Single Equivalent Discount Rate (SEDR). The discount rate derived is such that the net present value of the notional cashflows, discounted at this single rate, equates to the net present value of the cashflows, discounted using the annualised Merrill Lynch AA rated corporate bond yield curve (where the spot curve is assumed to be flat beyond the 30 year point). This is consistent with the approach used at the previous accounting date.

Similar to the approach used to derive the discount rate, the Retail Prices Index (RPI) increase assumption is set using a Single Equivalent Inflation Rate (SEIR) approach, using the notional cashflows previously described. The single inflation rate derived is that which gives the same net present value of the cashflows, discounted using the annualised Merrill Lynch AA rated corporate bond yield curve, as applying the BoE implied inflation curve. As above, the Merrill Lynch AA rated corporate bond yield spot curve is assumed to be flat beyond the 30 year point and the BoE implied inflation spot curve is assumed to be flat beyond the 40 year point. This is consistent with the approach used at the previous accounting date.

The Bank of England (BoE) implied inflation curve may suggest a higher rate of inflation, over longer terms, than actually expected by market participants due to a willingness to accept a lower return on investments to ensure inflation linked returns. To reflect this, we include a Inflation Risk Premium (IRP) adjustment such that our assumed level of future annual RPI increase is 0.25% p.a. lower than the SEIR calculated using the BoE inflation curve alone. This differs from the previous accounting date.

As future pension increases are expected to be based on the Consumer Prices Index (CPI) rather than RPI, a further assumption about CPI has been made which is that it will be 0.3% pa below RPI i.e. 2.90% pa. It is believed this is a reasonable estimate for the future differences in the indices, based on the different calculation methods, recent independent forecasts and the duration of the Employer's liabilities. The difference between RPI and CPI is less than assumed at the previous accounting date. This reflects the anticipated reform of RPI inflation following the UK Statistics Authority's proposal to change how RPI is calculated and subsequent announcements from the Chancellor suggesting this reform is now likely to take effect from 2030.

Salaries are assumed to increase at 1.0% pa above CPI. This is consistent with the approach at the previous accounting date.

The sensitivity analysis for the principal assumptions used to measure scheme liabilities, showing how the measurement of scheme liabilities would have been affected by changes in the relevant assumption that were reasonably possible at the balance sheet date are as follows:

Sensitivity Analysis	£000	£000	£000
Adjustment to discount rate	+0.1%	0.0%	-0.1%
Present value of total obligation	6,181	6,323	6,468
Projected service cost	393	405	418
Adjustment to long term salary increase	+0.1%	0.0%	-0.1%
Present value of total obligation	6,341	6,323	6,305
Projected service cost	406	405	405
Adjustment to pension increases and deferred revaluation	+0.1%	0.0%	-0.1%
Present value of total obligation	6,448	6,323	6,200
Projected service cost	417	405	393
Adjustment to life expectancy assumptions	+ 1 Year	None	- 1 Year
Present value of total obligation	6,586	6,323	6,070
Projected service cost	423	405	388

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

29. Pension and similar obligations (continued)

The current mortality assumptions include sufficient allowance for future improvements in mortality rates. The assumed life expectations on retirement age 65 are:

	2021	2020
<i>Retiring today</i>		
Males	23.1	23.3
Females	24.6	24.8
<i>Retiring in 20 years</i>		
Males	24.4	24.7
Females	26.1	26.2

The Academy's share of the assets in the scheme were:

	Fair Value at 31 August 2021 £	Fair Value at 31 August 2020 £
Equities	1,491,000	1,095,000
Liability Driven Investment	321,000	256,000
Cash	43,000	22,000
Other Bonds	151,000	169,000
Diversified Growth Fund	180,000	122,000
Secured Income Funds	-	11,000
Property	238,000	211,000
Infrastructure	168,000	144,000
Multi Asset Credit	128,000	96,000
Total market value of assets	2,720,000	2,126,000

The actual return on the scheme assets was £467,000 (2020: £(90,000)).

Amounts recognised in the statement of financial activities

	2021 £	2020 £
Current service cost (net of employee contributions)	(352,000)	(294,000)
Past service costs, including curtailments	-	-
Interest income	35,000	39,000
Interest cost	(85,000)	(86,000)
Administrative expenses	(2,000)	(1,000)
Total amount recognised in the SOFA	(404,000)	(342,000)

Changes in the present value of defined benefit obligations were as follows:

	2021 £	2020 £
At 1 September	5,351,000	4,663,000
Current service cost	352,000	294,000
Past service costs, including curtailments	-	-
Interest cost	85,000	86,000
Employee contributions	43,000	41,000
Changes in financial assumptions	707,000	337,000
Change in demographic assumptions	(66,000)	(101,000)
Experience loss on defined benefit obligation	(91,000)	58,000
Estimated benefits paid net of transfers in	(56,000)	(25,000)
Unfunded pension payments	(2,000)	(2,000)
At 31 August	6,323,000	5,351,000

BOURNEMOUTH SCHOOL

Notes to the Financial Statements for the year ended 31 August 2021

29. Pension and similar obligations (continued)

Changes in the fair value of the Academy's share of scheme assets:

	2021	2020
	£	£
At 1 September	2,126,000	2,049,000
Interest on assets	35,000	39,000
Return on assets less interest	432,000	(129,000)
Other actuarial gains / (losses)	-	23,000
Administrative expenses	(2,000)	(1,000)
Employer contributions	144,000	131,000
Employee contributions	43,000	41,000
Benefits paid	(58,000)	(27,000)
At 31 August	<u>2,720,000</u>	<u>2,126,000</u>

30. Related Party Transactions

Owing to the nature of the academy trust and the composition of the board of trustees being drawn from local public and private sector organisations, transactions may take place with organisations in which the trustees have an interest. All transactions involving such organisations are conducted in accordance with the requirements of the Handbook, including notifying the ESFA of all transactions made on or after 1 April 2019 and obtaining their approval where required, and with the academy trust's financial regulations and normal procurement procedures relating to connected and related party transactions. The following related party transactions took place in the financial period.

Expenditure Related Party Transactions

During the year the Academy contributed £16,751 to Bournemouth School Charitable Trust, of which Dr D Lewis, a governor and headteacher, is a trustee.

During the year related parties of two of the governors were employed within the school.

Mrs D Lewis, the wife of Dr D Lewis, a governor and headteacher, was employed as an invigilator at the school during the year.

Mr R Lloyd-Hopkins, the father of Mrs C Lloyd-Hopkins, a governor, was employed as a cleaner at the school during the year.

All the above appointments were made in open competition and none of related governors were involved in the decision making process regarding appointment. All the above employees are paid within the normal pay scale for their roles and they receive no special treatment as a result of their relationship with a governor.

Income Related Party Transactions

During the year two governors donated amounts to Bournemouth School Fund which is consolidated into these accounts. These donations were made as a parent in the normal course of operations.

Mr M Jones, £120 (2020: £120)

Mrs D Watts, £45 (2020: £180)

No other related party transactions took place in the period of account, other than certain Governors' remuneration and expenses already disclosed in note 10.

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