Trustees’ Report

**Jotmans Hall Primary School**

**2021**

*(for inclusion as part of the Year End statements for*

*Financial Year 1st September 2020 to 31st August 2021)*

**Reference & Administrative Details**

**Trustees**

Mrs L Allen Community Trustee

Mr L Brooks \* Parent Trustee

Mr I Harding\* Community Trustee

Mrs G Hindes \* Staff Trustee

Mrs L Holland \* Parent Trustee

Mr P Hodges \* Community Trustee – Chairman

Mrs J Lunn Community Trustee

Mrs C Savage Staff Trustee

Mrs S Price Community Trustee

Mr B Woolf \* Community Trustee – Vice Chairman

Ms S Warnes \* Staff Trustee – Headteacher – Accounting Officer

\* Members of the Finance & Premises Committee

**Trustee Resignations since September 2020**

Mrs D Onslow

Mr R Savage

**Company Secretary**

Mrs J Curtis

**Senior Leadership Team**

Ms S Warnes (Headteacher)

Mrs B Chapman (Assistant Headteacher)

Miss F Ward (Assistant Headteacher)

Mrs E Nunn (School Business Manager)

Ms C Fox (School Business Manager)

**Principal & Registered Office**

High Road,

Benfleet,

Essex SS7 5RG

**Company Registration Number**

07687947

**Independent Auditors**

Jon Gorridge,

MWS Limited,

Kingsbridge House,

London Road,

Westcliff on Sea

Essex SS0 9PE

**Bankers**

Lloyds Bank plc,

Hadleigh branch, 211 London Road, Benfleet SS7 2RD

**Solicitors**

Stone King

13 Queen Square, Bath BA1 2HJ

**Trustees’ Report**

The Trustees of Jotmans Hall Primary School present their annual report together with the financial statements and auditors’ report for the period 1st September 2020 to 31st August 2021. The company was incorporated on 29th June 2011 and converted to an Academy on 1st August 2011. The annual report serves the purposes of both a trustees’ report and a directors’ report under company law.

The financial statements have been prepared in accordance with the Academy’s accounting policies and comply with the Academy’s memorandum and articles of association, applicable laws and the requirements of the Statement of Recommended Practice on “Accounting and Reporting by Charities” SORP 2015 as amended by Charities SORP (FRS102) Update Bulletin 1 (together defined as SORP 2015), and Financial Reporting Standard [FRS] 102.

The principal activities of Jotmans Hall Primary School are to provide a Primary School curriculum which satisfies the requirements of section 78 of the Education Act 2002 – a balanced and broad curriculum. The Academy provides an education suitable for pupils aged 4 to 11 of different abilities and serves the local area in which it is sited, Benfleet, Essex. It had 311 pupils on roll as at the end of the summer term.

**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. At the beginning of the year, the Trustees of Jotmans Hall were also the directors of the charitable company for the purposes of company law. However, following the adoption of new Articles of Association there is now a separation between these roles (see later). The charitable company operates as Jotmans Hall Primary School.

Details of the trustees who served throughout the year (except as noted) are included in the Reference and Administration Details on page 2.

**Members’ Liability**

Each member of the Charitable Company 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[[1]](#footnote-1), for the debts and liabilities contracted before they ceased to be a member.

**Trustees’ Indemnities**

The Academy has not provided any indemnities to any third parties in respect of any action taken against the trustees in their roles as directors.

**Method of Recruitment & Appointment or Election of Trustees**

Each trustee holds a four year term of office and can choose to renew their term for further four year terms once approved by the Board of Trustees. The Chairman and Vice-Chair and the Chairmen of each sub-committee are elected yearly.

New trustees are recruited and elected on their ability to play an active role in the Governance of the Academy. Any person expressing an interest in becoming a trustee is invited to an informal discussion with the Headteacher and given a copy of Jotmans Hall Primary School’s Trustees’ Handbook so that they are aware of what the role entails and requirements for members of the Board of Trustees. If a particular weakness is identified in the knowledge and skills of the Board of Trustees, then applicants will be actively sourced by current members of the Board of Trustees who have the desired experience or expertise. When a vacancy occurs a new trustee is sought in a variety of ways, depending on the type of trustee vacancy; individuals with particular skills may be approached to see if they may be interested in becoming a trustee.

Parent Trustees are elected following an invitation to all parents/carers of pupils currently attending the Academy and a ballot will be held if there are more applicants then vacancies. Parents/carers then vote for their preferred candidate (s) based on a short paragraph written by the candidates seeking office.

Staff Trustees are elected following an invitation to all current staff and if there are more candidates than vacancies a ballot of current staff members will be held. A cross section of staff is favoured by the Academy and so staff are encouraged to apply and a copy of the Trustees’ Handbook is given to any interested candidate.

Community Trustees contact the School to request to be a Community Trustee or they are approached by current Trustees. Their appointment is discussed and approved by the Board of Trustees.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Committee (\*statutory committee)** | **Membership** | **Others** | **\*Chairman** | **Quorum** | **Meetings** | **Clerk** | **Reporting Back** | **Review** |
| Admissions\* | 3 Trustees | \_ | To be decided when required | 3 | As required | Clerk to the Board of Trustees | Via minutes | AnnuallySummer term |
| Curriculum & Pastoral | 5 | 3 Assistant Headteachers (Associate Members) | 1st C&P meeting at beginning of each academic year | 3 | Termly & as required | Clerk to the Board of Trustees | Via minutes & verbal reports | AnnuallySummer term |
| Finance & Premises | 9 | - | 1st F&P meeting at beginning of each academic year | 3 | Bi-monthly (except Aug & Dec) & as required | School Business Manager – Personnel and Admin | Via minutes & verbal reports | AnnuallySummer term |
| Board of Trustees | 15 | 3 Assistant Headteachers (Associate Members) | 1st FGB meeting at beginning of each academic year. Term of office - 1 year | 50% -of existing membership | At least one per term except Autumn when there will be two | Clerk to the Board of Trustees | Via minutes | Annually1st meeting of Autumn term |
| Pay & Personnel | 7 | \_ | 1st P&P meeting at beginning of each academic year | 3 | Termly & as required | School Business Manager – Personnel and Admin | Via minutes & verbal reports | AnnuallySummer term |
| Headteacher’s Pay Committee | 3 | - | To be decided at meeting | 3 | Summer Term | School Business Manager – Personnel and Admin | Verbal Reports | As required |
| Pupil Discipline\* | 3  | \_ | To be decided when required | 3 | As required | Clerk to the Board of Trustees | Via minutes | AnnuallySummer term |
| Staff Capability & Dismissal\* | 3  | \_ | To be decided when required | 3 | As required | Clerk to the Board of Trustees | Via minutes | AnnuallySummer term |
| Staff Capability & Dismissal Appeals\*\* | 5 | \_ | To be decided when required | 3 | As required | Clerk to the Board of Trustees | Via minutes | AnnuallySummer term |

\*These Statutory Committees are to be formed as and when required, subject to the availability of Trustees and the following constraints detailed above.

\*\* This committee should not include the Head Teacher or the Trustees on the Staff Capability and Dismissal committee.

**Attendance at Meetings**

All Trustees are expected to attend the full Board of Trustee meetings and to choose at least one sub-committee to join. The composition and range of sub-committees is laid out in the Terms of Reference for the Board of Trustees and this includes both statutory and non-statutory committees. The number of trustees and the quorum for meetings and decisions required for each sub-committee varies and is laid down in the terms of reference for each individual committee.

In the first meeting of each academic year (generally in September) trustees are chosen to sit on the sub-committees of the Board of Trustees. Current members are asked if they wish to continue on the committee they are currently on. They may stay on, change or add another committee as they wish subject to a vacancy on the particular committee. Each sub-committee’s quota of members will be filled in this way, although there may be vacancies if the Board of Trustees has vacancies at that point.

**Policies & Procedures Adopted for the Induction & Training of Trustees**

**Prospective Trustees**

Prospective Trustees are given – Desirable Trustee Competences, Mutual expectations & the role of Trustees at Jotmans Hall. They are also informed that as a Trustee of Jotmans Hall Primary School, their details will be registered at Companies House and they will be a Director of the Academy for as long as they are a Trustee at the School.

Prospective trustees are invited to discuss their interest in the role with the Headteacher and have a tour of the Academy.

**Newly Appointed Trustees receive the following pack:-**

* Trustees Handbook;
* Articles of Association;
* Funding Agreement;
* The school’s current prospectus;
* Minutes of the most recent meetings of the Board of Trustees (including sub-committees);
* A calendar of Board of Trustee and committee meetings;
* The school’s current Development Plan;
* The school’s ‘Financial Regulations & Scheme of Delegation’;
* Academies Financial Handbook;
* The most recent OFSTED inspection report and any consequent action plan;
* Code of Conduct;
* Trustees Skill Evaluation sheet;
* Business Skills Form;
* Access to the statutory and non-statutory policies adopted by the Board of Trustees;
* Up to date Admissions Policy;
* Trustees in School Policy;
* Keeping Children Safe in Education.

**The Link Trustee (Clerk) will:**

* Discuss training possibilities especially if there is a specific interest in particular areas, e.g. special needs, curriculum or finance;
* Establish the availability of suitable courses; supply further details and book places.

Newly appointed trustees are invited to attend sub-committee meetings as an observer prior to choosing which Committee they wish to join, subject to a vacancy on that committee.

A “buddy” trustee will be chosen to help new trustees settle in, understand the role and answer any queries they may have.

All new trustees are encouraged to attend an Induction Course and any further training which they are interested in and which is relevant to the needs of the Board of Trustees at that time. Where a need is identified by the Board of Trustees, or by an individual trustee, then a course is sourced or in-house provision is arranged with a suitable trainer.

The Clerk to the Trustees attends regular training and briefing sessions with the Essex Clerks Association.

**Organisational Structure**

Jotmans Hall Primary School is governed by the Board of Trustees, constituted under a memorandum of association and articles of association. The structure of the Board of Trustees underwent a change in 2020-21 following a recommendation by the Academy’s accountants raised in the 2018-19 audit that the role of a Member and that of a Trustee should hold a significant degree of separation. Accordingly, the Academy’s solicitors were consulted and the Articles of Association amended to adopt the latest model Articles. The Funding Agreement was also accordingly amended. The Academy’s new organisational structure has created this separation with 5 appointed members and 11 trustees. Both the Chair of Governors and Vice-Chair hold both roles (i.e. member and trustee).

The Headteacher is the Accounting Officer and she is supported by the Senior Leadership Team who make decisions for the Academy, in conjunction with the Board of Trustees. The Board of Trustees has delegated the day-to-day running of the academy to the Headteacher and senior staff.

The Board of Trustees is responsible for ensuring that high standards of corporate governance are maintained, assisted by their internal auditor and external auditor. In exercising these powers and functions with a view to fulfilling a largely strategic leadership role in partnership with the Senior Leadership Team the Board of Trustees sees its role as:-

* Monitoring performance
* Developing polices and strategic development,
* Ensuring the sound management and administration of the Academy,
* Ensuring compliance with legal requirements,
* Ensuring that effective internal controls are in place,
* Managing resources
* Ensuring the Academy meets the needs of the local community and responding to these needs.

**Arrangements for setting pay and remuneration of key management personnel**

The key management personnel of the academy comprise the trustees and key staff, being the Headteacher and members of the Senior Leadership Team who are routinely in attendance at Board of Trustees meetings.

Jotmans Hall’s policy is that no trustees are remunerated for their services as a trustee. Jotmans Hall has a Pay & Personnel Committee and Headteacher’s Pay Committee made up of current trustees. These committees have responsibility for agreeing the pay and remuneration of key staff on an individual level and have access to external professional advice which includes benchmarking, market trends and the advice of a professional adviser with regard to the Headteacher’s pay.

The key staff are currently remunerated by base salary alone and based on a pay related performance management scheme. The objectives set by these committees have both individual and school-based elements (short-term and long-term) and are designed to promote the long-term success of the school.

Achievement against individual objectives for the Senior Leadership Team are assessed in the first instance by the Headteacher and achievement against individual objectives for the Headteacher are assessed by the Headteacher’s Pay Committee. Outcomes for school-based objectives are reviewed by the Headteacher annually.

The Pay Range for Leadership posts at this school have been divided into Pay Progression Stages and the Salary Range for the Headteacher consists of a range of 7 progression stages and the Salary Range for Deputy and Assistant Headteachers consists of 5 progression stages.

Progression within the Salary Range will be subject to the individual demonstrating a sustained high quality of performance having regard to the most recent review carried out under the Performance Management Policy.

Determination of whether there has been “sustained high quality of performance” will be made in accordance with set criteria.

Where the Pay Committee is satisfied that there has been a sustained high quality of performance, the employee will move up to the next Performance Pay Progression Stage. Where performance is considered to be exceptional, the Pay Committee may move the employee up two progression stages.

When determining the starting salary of a newly appointed member of the Leadership Group, the Board of Trustees will have regard to the extent to which the candidate meets the requirement of the post and whether this merits a starting salary higher than the minimum of the Range. The starting salary will allow for performance progression over time.

**Trade Union Facility Time**

No time provision or pay provision has been requested or allocated for staff members of Jotmans Hall Primary School.

**Related Parties and other Connected Charities and Organisations**

Jotmans Hall Primary School works in educational collaboration with The Robert Drake School. The two schools are separate legal entities, but work together on joint staff training programmes, have collaborative meetings for teachers and share curriculum expertise.

In addition to the above informal working arrangement, Jotmans Hall Primary School is part of The BATIC Partnership Trust (Company number 07655788). This Trust was formed on 2nd June 2011 and comprises primary, special and secondary schools in the Benfleet and Thundersley area. The BATIC Trust’s Mission Statement is “Working Together for a Stronger Community” and their priorities were reviewed to ensure that they focus on providing counselling services, CPD for staff and trustees and Sport.

The school has maintained close links with the Benfleet and Thundersley Inter-school Cluster group and in particular Glenwood School, a Community Special School maintained by the Local Authority. Jotmans Hall and Glenwood School pupils take part in joint cultural events during the year. Additionally, the school maintains close links with secondary schools in the local community and in particular The Appleton School. This facilitates the smooth transition of our pupils into their next phase of education.

The academy is an active promoter of the Benfleet School Teaching Alliance (BTSA) whose aim is to share excellent teaching practices, shape initial teacher training, offer tailored school-to-school support, develop leadership potential and provide high quality training for teachers.

The academy has used part of its Primary PE and Sports Premium funding to purchase membership of the CastlePoint and Rochford School Sport Partnership.

The academy is also a member of the South East Essex Schools Music Association (SEESMA) and the Academy’s infant pupils and junior choir take part in the SEESMA music festivals each year.

Tree Tots Pre-School operates from Jotmans Hall Primary School’s premises. The Pre-School is run for the benefit of the local community and is open to pre-school pupils living in the area. Jotmans Hall Primary School and Tree Tots Pre-School operate an informal educational partnership to support pupils moving from pre-school education into primary school. The main focus of this partnership is shared working practices and close liaison on educational issues to ensure a smooth transition from the Pre-School to the main school.

**Objectives and Activities**

**Objects and Aims**

The aims of the Academy are to advance for the public benefit, education, in particular establishing, maintaining, managing and developing a school offering a broad and balanced curriculum. At Jotmans Hall Primary School every child matters. We aim to inspire our pupils to enjoy thinking and learning, enabling them to achieve their potential and provide them with the skills to succeed in the 21st Century.

The Academy will be at the heart of our community, promoting community cohesion and sharing facilities with other schools and the wider community. There will be an emphasis on the needs of individual pupils, addressing their individual needs including pupils requiring SEN support and those with an Educational Health and Care Plan.

The Academy aims to promote, for the benefit of all inhabitants of the Benfleet area, provision of facilities for recreation and other leisure time occupation. These facilities will aim to address the needs of and improve the lives of local people, recognising their youth, age, infirmity or disablement, financial hardship, social and economic circumstances, in the interests of social welfare.

**Objectives, Strategies and Activities**

The School Development Plan is tailored to meet the overall objectives and aims of the school. This document underwent a total review when the new Headteacher was appointed and is now a more effective, workable document which sets out the academy’s key priorities. It is regularly updated throughout the year giving details of progress made and objectives achieved. It covers all aspects of achievement and standards across the curriculum, pupil progress, behaviour and wellbeing, attendance, staff and Trustee management, premises, finance and resources.

In terms of curriculum, the main targets within the School Development Plan for 2020-21 were as follows:-

* To continue to develop the curriculum in line with the new Ofsted requirements/subject Leaders to demonstrate positive impact and become “experts” in their subject
* To ensure the catch-up funding is used effectively, ensuring all groups make progress from their starting point and pupil premium and vulnerable children are able to “close the gap”
* To ensure that the school responds to any new developments surrounding COVID-19 promptly and effectively, whilst being mindful of staff wellbeing
* To ensure that phonics and reading remain a high priority throughout the school.

Further school improvement objectives were:-

**Future Capital Projects:**

* To work with Mundy & Cramer/Academy Estates on school CIF bids:

1) Roofing project

2) Safeguarding and front entrance

**Kitchen Development**

* To work with LBA Safety to ensure compliance (including COVID measures), value for money, and accurate costings
* To work with new lunchtime procedures, with children in their bubbles
* To continue to develop the menus with an emphasis on freshly prepared food
* To improve the service; working towards less packaging and a ‘café’ atmosphere.

**Woodland Club Development**

* To improve attendance of the After School Club, following COVID shutdown
* To relocate Woodland Club into the main hall
* To develop a range of activities, both indoor and outdoor, that is communicated to parents
* To develop behaviour systems that link to main school provision
* To develop and streamline the After School Club finance systems

**Computing and IT Development**

* To continue to work towards the long-term IT development plan
* To continue with the rolling programme to upgrade Class televisions
* To purchase new iPads and/or laptops for the children to use

**Parental Engagement**

* To develop ways to run school events with COVID restrictions

**Public Benefit**

The Academy‘s trustees confirm that they have referred to the guidance in the Charity Commission’s guidance on public benefit when reviewing the Academies objectives and aims and in forward planning. The Academy’s trustees have ensured that the Academy’s aims are targeted towards the advancement of education. This is supported by the Academy’s aims to provide a balanced curriculum and support the health and welfare of all our pupils and staff with due regard for equality of opportunity.

**Strategic Report**

**Achievement and Performance**

The Academy re-opened fully in September 2020. A full Risk Assessment and Action Plan was carried out and measures put in place to prepare for the full opening and to ensure that the school continued to operate in a safe way. Bubbles and rotas continued to operate and a new timetable introduced to allow for social distancing.

A primary focus initially was on PSHE and wellbeing and settling the children back into school life. An initial baseline was carried out to assess the impact on children’s learning and intervention strategies put in place. A further assessment was carried out in November to gauge the impact of these interventions. Unfortunately, following several confirmed cases of COVID, children in all bubbles were forced to self-isolate at the end of the Autumn term ending in only the operation of a keyworker group at the end of the year. These isolations disrupted the catch-up strategies and remote learning was reinstated.

During the last week of the Autumn term, schools were informed that they would be closing for the first two weeks of the Spring term which was subsequently extended to 8th March 2021. The school remained open for keyworker and vulnerable children which operated in bubbles. EHCP children were invited into school and the dedicated SEN Hub remained open throughout.

Teaching staff worked fully from home concentrating on remote learning for their class and support staff covered the key worker groups. Contact was maintained with pupils and families through Google Classroom, Tapestry, Zoom, phone calls and doorstep visits.

The Academy re-opened on 8th March 2021 to all pupils. Bubbles continued and catch-up strategies were enhanced through intervention groups for all year groups and additional tutoring sessions for Years 3, 5 and 6. Emphasis was placed on replacing missed experiences, so as everything opened up trips were organised for all year groups. Year 6 had a day at Stubbers Adventure Centre followed by a sleepover on the school field. Trips to Colchester Castle and Barleylands also took place.

**Indicators, Milestones and Benchmarks**

The school monitors the progress of pupils, classes and year groups very closely, using several sources of comparative data to benchmark academic achievements, including the following:-

* Key Stage 1 and Key Stage 2 SATs results
* Year 1 Phonics Screening Test Outcomes
* EYFS Profile Outcomes
* Inspection Data Summary Report and Analyse School Performance Data
* Primary Target Tracker
* Tapestry
* Quality of Teaching and Learning
* Attendance Data
* Termly Internal Data Monitoring
* Staff development and turnover
* Number on school roll
* Take up of early year places
* School Development Plan
* Budget – value for money

**Statutory Assessment Outcomes 2021**

As a consequence of the school closure and impact of Covid, all government testing was cancelled again during 2020-21. KeyStage 1 and KeyStage 2 SATs and the Year 1 Phonics Screening Test were unable to go ahead. However the cohort of pupils who had missed the phonics testing in 2020 were tested in November 2020 with 83% passing.

Statutory tests together with other internal assessments are the way in which the academy monitors the progress of pupils, classes and year groups. All targets within the school development plan were suspended with the primary focus once again shifting to safeguarding the school’s families and supporting them during lockdown.

Delivery of on-line content for pupils going forward remained a priority and the academy’s use of Google Classroom and Tapesty to deliver home learning was further developed.

**Below is a summary of the Academy’s year:-**

* The number on roll remained high and we were over-subscribed in many year groups.
* There was an emphasis on training and continued professional development to ensure all staff remain highly skilled and motivated
* The Academy’s budget was carefully managed to ensure financial sustainability
* Targeted use and careful monitoring of the impact of Pupil Premium Funding and Primary PE & Sport Premium to ensure this funding was used effectively during the first two terms and during the school closure
* The premises continued to be maintained to a high standard meaning all pupils and staff were working in a safe, attractive and comfortable environment

A priority in the School Development Plan was to “further develop the long-term ICT Plan with the introduction of a combination of tablets and laptops for use throughout the school”. During 2020-21, the Academy secured competitive prices for a number of new ICT equipment to include:-

* A bank of 32 chromebooks for whole school use;
* A set of 15 Thinbooks for teacher use;
* Updated desktops for the Admin office;
* 5 additional interactive TVs to complete the programme to replace the old interactive whiteboards;
* Securing full allocation of DfE laptops to assist Pupil Premium and vulnerable families with remote learning.

In addition, a large element of the School Sports Premium was used to fund the installation of an eight piece outdoor multi-gym to improve health and activity for all pupils.

Our main achievement, however, during this period was responding quickly and calmly to the ever-evolving COVID situation. Staff moral remains positive and children’s attendance, since being back in school, is high.

**Key Performance Indicators**

Key financial performance indicators are monitored by the Board of Trustees to ensure the financial position remains sufficient to fund future needs. Achieving pupil capacity across the school secures regular pupil funding (see below) which is integral for forward planning. Consistency in teaching staff costs are also important. The Board of Trustees makes use of “benchmarking” data and statistical data analysis. Comparison is between local schools and similar funded schools across the country. Performance measures are largely educational and pastoral, and these are detailed within our objectives, strategies and activities. However, continual analysis of this data helps to make informed judgements regarding short and long-term planning, goals and efficiencies. The table below details some examples:-

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2018-19** | **2019-20** | **2020-21** |
| FTE teaching staff as at 31st August | 12.6 | 13.4 | 12.4 |
| Average cost per teacher | £48,167 | £51,337 | £53,756 |
| FTE support staff (excluding catering) | £448,778 | £463,723 | £490,140 |
| Annual teaching staff cost | £606,910 | £687,928 | £666,586 |
| Gross teacher salaries as % of GAG income = teaching staff costs / GAG | 55.3% | 60.2% | 56.4% |
| GAG Funding | £1,097,572303 pupils | £1,142,450317 pupils | £1,182,585313 pupils |
| Average Class Size | 31.7 | 31.3 | 31.3 |
| Total reserves – year end | £179,841 | £183,955  | £236,143 |

**Going Concern**

After making appropriate enquiries, the Board of Trustees 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. Further details regarding the adoption of the going concern basis can be found in the Statement of Accounting Policies.

**Financial Review**

The Academy received the majority of its Grant income from the Education and Skills Funding Agency (E.S.F.A.) an agency of the Department for Education, in the form of recurrent grants, the use of which is restricted to the Academy’s key educational objectives.

Pupil Premium funding remained consistent with a slight increase in pupils eligible for this funding by the end of the year. Careful use of this funding generally provides free access to all the opportunities afforded to the more affluent members of the School community – such as educational visits and residential trips, music lessons and 1:1 tuition. However, as the majority of these activities did not take place during 2020-21, an element of the pupil premium funding remained unspent and will be carried forward into 2021-22. All staffing interventions funding by the Pupil Premium Plan continued where possible and progress continued to be carefully monitored by SLT and Trustees to ensure that pupils in this group made progress in line with their peers. Supporting pupils’ attendance throughout the year was a key area of expenditure from this funding, including supporting pupils to attend early morning support clubs and ensuring that they arrived at school on time by a variety of means.

Following the national lockdown from 4th January 2021, the priorities of the school once again changed dramatically as did the needs of pupil premium families.

The academy was able to continue to provide support for pupil premium families in many ways. These included:

* Weekly phone calls from the Pastoral Manager and school counsellor where appropriate.

(These were additional to the phone calls made to all children by the Senior Leadership Team and Class Teachers.)

* A dedicated Wellbeing email address for the whole school, monitored by the Pastoral Manager and school counsellor.

This allowed the school to monitor not only the existing pupil premium families, but those whose situation had changed due to the COVID-19 lockdown measures.

* School meals were offered to all pupil premium families, for collection from the school until the national voucher scheme was in place.
* Laptops received as part of the DfE allocation were distributed to families to assist with remote learning.
* In some cases, weekly food boxes were still delivered.
* Basic stationery was provided for some pupil premium families.
* Christmas hampers and vouchers were obtained from CAVs and Penn UK and distributed to families
* Additional work was provided and delivered (if necessary), to accommodate children unable to access on-line learning.
* As part of the vulnerable group, pupil premium children were invited into the key worker provision.
* One family had a taxi funded for them to enable the children to attend the key worker provision.

The School Sports Initiative Funding remained at the higher allocation for 2020-21. COVID-19 Lockdown resulted in all class based and external Sports initiatives being suspended. The academy was able, however, to continue to provide a weekly sports coach for key worker and vulnerable children. As an alternative to many of the activities which had been planned at the beginning of the year a decision was made to upgrade the playground equipment and to install an eight piece multi-gym set for whole school use. Quotes were obtained and research carried out into the most competitive, reliable company and the equipment was installed at the beginning of June. The equipment has proved to be enormously popular promoting exercise and motion both within the curriculum and during break times and will be a valuable addition to the school for many years to come.

In addition, under the Service Level Agreement with CRSSP online lessons and after-school clubs were provided during term time. Family sports clubs (both online and face to face) ran through the summer holiday and sports packs were distributed to families.

**Reserves Policy**

The Board of Trustees regularly monitors the reserves to ensure that sufficient funds are maintained to meet anticipated future needs whilst avoiding long term accumulation of excessive sums.

The Academy has seen a consistent year on year increase in the total reserves from £125,000 in 2016-17 to £236,143 at the end of 2020-21.

Due to the inclusion of the Local Government Pension Scheme (LGPS) deficit, the restricted funds are in deficit at the year end. However, this does not mean that an immediate liability for this commitment has crystallised. This Local Government Pension Scheme (LGPS) deficit has resulted in an increase in the employers’ pension contributions over a period of years. The Academy Trust will continue to monitor its budget plans to ascertain how this additional cost might affect its future funds.

**Investment Policy**

The charitable company’s current policy is to invest surplus funds in short term cash deposits. There are no investments held beyond cash deposits retained with the major UK clearing banks. Speculative investments are not permitted.

For the period ended 31st August 2020, the charitable company’s cash balances generated a return of £35.35.

**Principal Risks & Uncertainties – Updated in accordance with Risk Register**

The Academy Trust regularly undertakes a comprehensive assessment of possible risks to the future of the Academy (Risk Register). The Risk Register is regularly reviewed by the Board of Trustees. The chief risks identified include issues relating to academic performance and funding. The Academy has developed policies and procedures to mitigate these risks. Where significant financial risk still remains, the school has ensured there is adequate insurance cover in place. There are effective systems of internal financial control (explained in more detail in the Governance Statement). The Finance and Premises Committee conducted a full review of the risk register to assess its suitability and effectiveness. The areas of risk included in the register were fully considered and the format of the register was reviewed in comparison to other recommended templates. The review confirmed that the risk register was still an effective document which addressed the potential risks the Academy faced.

**Fundraising**

At various times during the year the pupils of the Academy are involved in raising funds for specific charities. These include The Royal British Legion Poppy Appeal, BBC Children in Need and Red Nose Day. Christmas parcels for local families affected by COVID-19 were donated by our families and distributed by Penn UK. Other charity events included a Harvest Festival collection for the Salvation Army and a stamp collection in support of The Bone Cancer Research Trust.

The academy also runs fundraising events throughout the year to raise funds for particular initiatives/programmes within the school. The academy took part in “Hares About Town” a spectacular public art event taking place across Southend raising money for Havens Hospices. This involved the school purchasing and the children decorating a hare sculpture to be included in a “hare” art trail.

In addition, a clothing bank recycling bin was installed on the Academy’s site allowing parents and staff to donate unwanted items of clothing, bric-a-brac, books or bedding thereby reducing waste at landfill sites. By donating these unwanted goods, funds are raised for both the Academy and a local charity of choice.

The academy is fortunate to have an active Parent Teacher Association, Friends of Jotmans Hall (FOJH) which co-ordinates and runs a variety of fundraising events throughout the year. These events generally include an inflatable day, summer fete, Christmas bazaar and sales for celebration events i.e. Mothers’ Day/Fathers’ Day. Unfortunately, many of the school’s regular fundraising events were cancelled due to COVID-19 and the school closure at the beginning of 2021. However, FOJH still managed to put on some fundraising events i.e. a Christmas Santa Run, Christmas Present Sale and sponsored Fun Swim raising approximately £8,000.

Fundraising is a small part of the academy’s approach to raising money. The academy complies with the legal duties set out in the Charity Commission’s publication “Charity fundraising : a guide to trustee duties (CC20)” by:-

* Acting in the charity’s best interest;
* Managing the charity’s resources responsibly; and
* Acting with reasonable care and skill.

The academy and PTA work close together and the Senior Leadership Team is involved in all fundraising events. All fundraising events take place on site and marketing is proportionate with event information included in letters, newsletters, website and social media. No external or professional fundraisers are used.

**Plans for Future Periods**

The Academy’s plans for the future include:-

|  |
| --- |
| 1. To continue to embed and develop a safe system of operation ensuring welfare and safety of pupils and staff
2. To provide adequate “catch-up” interventions to bring pupils back on track
3. To further develop online learning and extend Google Classroom in the event of a further lockdown/school closure
4. To embed the new curriculum and develop the subject leader role further in order to monitor its impact
 |
| 1. To further develop the long-term ICT Plan with the introduction of a combination of tablets and laptops for use throughout the school
2. To create and develop a dedicated school library
 |
| 1. To gain capital funding to improve the security of the school
 |

**Funds held as Custodian Trustee on behalf of others**

The Academy Trust does not hold, and the Trustees do not anticipate that it will in the future hold, any funds as custodian for any third party.

**Disclosure of Information to Auditors**

Insofar as the trustees are aware:

* There is no relevant audit information of which the charitable company’s auditor is unaware; and
* The trustees 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.

The Board of Trustees has re-appointed the current Auditors MWS Ltd for the next financial year beginning 1st September 2021..

The Trustees’ Report, incorporating a strategic report, was approved by order of the board of trustees, as the company directors, on ………………………….. and signed on its behalf by:

Mr. Paul Hodges

Chairman of Trustees

**Governance Statement**

The Trustees are satisfied that the internal control systems in operation at the Academy during the period from 1st September 2020 – 31st August 2021 were adequate and effective.

The Trustees’ views have been informed by:-

* Monthly management reports which were received by Trustees,
* Bi-monthly Finance and Premises Committee Meetings to monitor the Academy’s performance and to ensure that the Academy’s resources are appropriately managed and controlled.
* Regular scrutiny of financial and other performance monitoring data
* Regular reports from the Headteacher and other managers to the Board of Trustees
* The Internal Evaluations Control reports

Trustees have ensured that the Academy has kept proper accounting records during the period which have enabled the financial position of the Academy to be accurately tracked. The Academy has maintained and operated an effective system of internal control to safeguard all the resources delegated, granted or otherwise entrusted to the school and ensured they are used cost effectively.

The system of internal control has been developed and is coordinated by the Accounting Officer. It aims to provide as much assurance as is reasonably possible (not absolute assurance) that assets are safeguarded, transactions are properly authorised and recorded and that material errors or irregularities are either prevented or can be detected promptly.

**Scope of Responsibility**

As Trustees we acknowledge we have overall responsibility for ensuring that Jotmans Hall Primary 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.

The board of trustees 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 Jotmans Hall Primary School and the Secretary of State for Education. They are also responsible for reporting to the board of trustees any material weaknesses or breakdowns in internal control.

Governance

The information on governance included here supplements that described in the Trustees’ Report and in the Statement of Trustees’ responsibilities. The Board of Trustees has met twice face to face, and 4 times virtually during the year. Attendance during the year at meetings of the Board of Trustees was as follows:

Trustee Meetings attended Out of possible

Mr L Brooks 0 5

Mr I Harding 5 5

Mrs G Hindes 3 3

Mrs L Holland 5 5

Mr P Hodges 5 5

Mrs J Lunn 3 5

Mrs D Onslow – resigned 20th October 2020 0 1

Mrs S Price 5 5

Mrs C Savage 2 3

Mr R Savage 4 4

Ms S Warnes 3 3

Mr B Woolf 4 5

Mrs L Allen 4 4

Senior Leadership Team – Associate Members

Mrs P Lovett 2 3

Ms C Fox 5 5

Mrs E Nunn 4 5

Mrs B Chapman 4 5

Miss F Ward 5 5

The academy has a strong Board of Trustees and attendance at meetings is typically very high, hosting meetings via zoom has had a positive impact on meeting attendance; however work commitments for some members of the Board of Trustees makes attendance at all meetings difficult. Owing to COVID-19 FGB meetings for the 2020 – 2021 academic year have been held remotely via zoom.

**Changes in the composition of the Board of Trustees**

We started the year with a total of 12 Trustees made up as follows:

* 3 Staff Trustees (including the Head Teacher)
* 3 Parent Trustees
* 6 Community Trustees.

There has been 1 resignation from the Board of Trustees; Mrs D Onslow resigned her position of parent Trustee. Mrs L Allen joined The Board of Trustees as a community Trustee in October 2020. In 2021 Jotmans Hall adopted a new set of Articles of Association; consequently the composition of the Board of Trustees changed. All Trustees resigned as Members; Mr R Savage resigned as a Trustee and was reappointed as a Member; Mr B Woolf and Mr P Hodges were appointed joint roles as Member and Trustees; Mr A Keeble and Mrs P Lovett were appointed as Members. At 31st August 2021 the Board of Trustees is made up of 11 Trustees and 5 Members (2 of which are also Trustees) as follows:

* 3 Staff Trustees (including the Head Teacher)
* 2 Parent Trustees
* 5 Community Trustees
* 3 Members
* 2 Members and Trustees

**Governance Statement – Governance review**

Review of governance

During 2020/21 the Board of Trustees aimed to set itself targets as part of the School Development Plan. These targets were to be monitored and evaluated and success criteria put in place. The ongoing COVID-19 pandemic resulted in no formal Trustee targets being set. The Trustees did however achieve the following:

1. Owing to COVID-19 trustees were unable to complete climate walks throughout the academic year, it was agreed at the March FGB meeting that climate walks would not be appropriate in the current climate.

1. Subject Monitoring was completed during the Summer term.
2. Owing to COVID-19 Trustees were unable to visit the School Council, Eco Council or Digital Council.
3. A trustee completed a review of the single central record.
4. The Safeguarding Trustee reviewed and discussed safeguarding.

The Board of Trustees also carried out a skills audit in July 2021. All Trustees were asked to complete a questionnaire to identify any gaps in skills or knowledge which would need to be consideration for future vacancies. (The questionnaire is designed by the National Trustees’ Association specifically for single academy trusts.) Individual members of the Board of Trustees completed the skills audit (rating their experience between 1 and 5, 1 meaning none and 5 meaning extensive experience); these were then analysed by the Clerk using a tool provided by the National Trustees’ Association. The skills against which the Trustees were asked to rate themselves are classified as either ‘essential’ or ‘desirable’.

Analysis of the ‘essential’ skills showed that of the 6 Trustees who completed the surveys rated themselves highly (4 or 5) in most areas. However, the Trustees rated their experience average (3) when it came to

* experience of financial planning, budgeting, monitoring and compliance
* experience of HR policy and processes both within and outside the school sector

Analysis of the ‘desirable’ characteristics showed that the Trustees have a lack of experience of board membership in other sectors or schools; there is also a general lack of experience of members who have chaired a Board of Trustees or committee.

Conclusions:- No area scored consistently weakly. All areas had Trustee(s) that rated themselves highly, however when the next Trustee is selected someone with experience of school accountability and strategic leadership either within a school or another sector, would be an asset.

This exercise will continue to be completed annually during the Summer Term to identify any gaps and to evidence any increase in skills/knowledge as the current Trustees’ terms of office extend.

**Finance & Premises Committee**

This is a sub-committee of the main Board of Trustees with delegated powers to consider and make decisions in respect of various functions of the Board of Trustees. The Committee carries out the audit functions as part of their terms of reference and closely monitors Pupil Premium Plans, Sports Initiative Plans and fundholding monitoring. Since the committee meets bi-monthly, with monthly reports and memos they have a very good understanding and involvement in the monitoring of the Academy’s financial and premises issues.

The Chairman of the Finance and Premises Committee is very experienced and the Chairman of Trustees also attends this Committee and both bring high level financial management expertise and understanding from careers in a business environment. High levels of attendance by members ensures continuity across this area of expertise and, in addition, members have a wide range of skills, backgrounds and interests (due to careful selection of new Trustees) ensuring that the Committee is very effective.

Attendance at meetings in the year was as follows:

Trustee Meetings attended Out of possible

Ms S Warnes 4 4

Mr P Hodges 6 6

Mr B Woolf 6 6

Mr R Savage 3 4

Mrs L Holland 5 6

Mr I Harding 5 6

Mr L Brooks 2 6

Mrs G Hindes 4 4

Mrs Fox continued to attend Committee meetings in her capacity as School Business Manager and Clerk to the Committee. Mrs Nunn continued to attend Committee meetings in her capacity as School Business Manager.

**Review of Value for Money**

As accounting officer, the Headteacher has responsibility for ensuring that the academy trust delivers good value for money 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 the 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 value for money during the year by:

* Challenging the functions of the Academy;
* Monitoring outcomes of our pupils and our financial performance;
* Consulting with our stakeholders before we make major decisions;
* Ensure fair competition and value for money through quotes and tenders.

The Accounting Officer for the academy has delivered improved value for money during the year by:

* Finalising the programme to replace classroom whiteboards with interactive TVs; 5 new interactive TVs were installed over the May half-term bring the total to 11 and meaning that all classes now had the use of this new technology. An extremely competitive price was obtained by placing a larger order and a free extended three year warranty was secured on all new equipment.
* Regular lettings support programme of income generation and support community activities.

Financial

Other examples demonstrating good value for money were by:-

* Regular budget monitoring and reporting to Trustees, with an annual independent review of controls
* Benchmarking exercise against similar schools to look for areas that required improvement – none were found
* Annual review of contracts to ensure the Academy achieves a good mix of quality and effectiveness at a fair price.
* Collaboration with other local schools to ensure best prices for purchases and the sharing of good practice to raise standards
* The Academy constantly strives to reduce waste by raising the awareness of all staff to the principles of value for money.

Partnerships

Useful collaboration with partner schools continued:-

* The School’s involvement in the Benfleet and Thundersley Interschool’s Cluster Trust continued, enabling excellent value for money to be attained for a wide range of training courses for Site Staff, Associate Staff and teaching staff. The Trust enabled various groups of staff to meet regularly and share best practice, including the School Business Managers.

Use of the premises by the local community continued to be a strength of the School. Partnerships with a local community fitness club was disrupted during 2020-21 due to Covid restrictions, however this was reinstated in April 2021 and continued throughout the summer holidays. Additional letting opportunities were explored and a number of individual day lettings took place throughout the summer holiday offering activities to the local community.

General

Income generation from the after-school club was significantly lower than usual at the beginning of the year. The need for bubbles to isolate in December and the lockdown between January and April had a huge impact on the Woodland Club income and a potential loss of approximately £11,000 was projected for 2020-21 at this time. Where possible, staff were furloughed but this unfortunately did not make a significant difference to the predicted loss.

Children returned to school in April and Woodland Club numbers steadily increased throughout the Summer term. This increased income and effective use of staff had a positive impact on the Woodland Club trading account and the £11,000 predicted loss was reduced to a loss of approximately £3,500 by the end of the academic year.

**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 policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be 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 in the Academy Trust for the year 1st September 2020 to 31st August 2021 and up to the date of approval of the annual report and financial statements.

**Capacity to Handle Risk**

The Board of Trustees has reviewed the key issues to which the academy trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Board of Trustees 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 period 1st September 2020 to 31st August 2021 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Trustees and a review of the Risk Register was carried out in January 2021, with the relative risk ratings reconsidered.

**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 Board of Trustees
* regular reviews by the Finance & Premises 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
* identification and management of risks

Juniper Education continued to be instructed to carry out the academy’s internal controls evaluation and carried out two reviews during 2020-21. Both reviews were carried out remotely. Any areas for information or action were taken to the Board of Trustees and procedures put in place to address these.

In addition, the Accountants provide support and guidance to the School Business Managers when they are preparing and submitting financial returns.

The academy adopts the local authority’s Financial Regulations and Scheme of Delegation template which incorporates any amendments reflected in the Academies Financial Handbook each 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 external auditor and the Responsible Officer;
* the financial management and governance self-assessment process;
* the work of the Finance Director within the Academy Trust who has responsibility for the development and maintenance of the internal control framework.

The Accounting Officer has been advised of the implications of the result of their review of the system of internal control by the Finance & Premises 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 board of trustees on …………………….. and signed on its behalf by:

Signed …………………………………………………………… Signed …………………………………….

Name: Mr. Paul Hodges Name : Ms Sarah Warnes

Chairman of Trustees Accounting Officer

**Statement on Regularity, Propriety & Compliance**

As Accounting Officer of Jotmans Hall Primary School I have considered my responsibility to notify the Academy Trust Board of Trustees and the Education Funding Agency of material irregularity, impropriety and on-compliance with ESFA terms and conditions of funding, under the Funding Agreement in place between the Academy Trust and the Secretary of State. As part of my consideration I have had due regard to the requirements of the Academies Financial Handbook.

I confirm that I and the Academy Trust Board of Trustees 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.

I confirm that no instances of material irregularity, impropriety or funding non-compliance have been discovered to date.

Signed……………………………..

Ms Sarah Warnes

Accounting Officer**Statement of Trustees’ Responsibilities**

The Trustees (who act at trustees for charitable activities of Jotmans Hall Primary School and are also the directors of the Charitable Company for the purposes of company law) are responsible for preparing the Trustees’ Report and the financial statements in accordance with the Annual Accounts Requirements issued by the Education Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the Trustees to prepare financial statements for each financial year. Under company law the Trustees 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 Trustees are required to:

* select suitable accounting policies and then apply them consistently
* observe the methods and principles in the Charities SORP
* make judgements 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
* prepare the financial statements on the going concern basis unless it is inappropriate to presume that the Charitable Company will continue in business

The Trustees 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 Trustees are responsible for ensuring that in its conduct and operation the Charitable Company applies financial and other controls, which conform with the requirements both 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 Trustees 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 other of the members of the Board of Trustees on ………………….. and signed on its behalf by:

Signed ……………………………………………………….

Mr. Paul Hodges

Chairman of Trustees

1. As required in the academy trust’s funding agreement and articles of association. [↑](#footnote-ref-1)