

TEACH Poole  
(A Company Limited by Guarantee)  
Annual Report and Financial Statements  
Year ended 31 August 2022

Company Registration Number:  
09484306 (England and Wales)

# TEACH Poole

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# TEACH Poole

## Reference and Administrative Details

### Members

Mrs J Burke (from 1<sup>st</sup> June 2022)  
Mr A Dinnivan  
Mrs S Moore  
Mr G Neilson  
Mr D Pawling  
Mr P Taylor (stepped down on 1<sup>st</sup> June 2022)

### Trustees

Mrs E Hall (Chair)  
Mr P Squire (Vice chair / Chair of finance, staffing and audit committee)  
Mrs K Lasbury-Carter (CEO / Executive Headteacher)  
Mrs V Arbon  
Mrs L Duly (resigned 6<sup>th</sup> December 2021)  
Mr D Chown (appointed 8<sup>th</sup> November 2021)  
Mr S Frampton  
Mrs A Jolliffe (resigned 10<sup>th</sup> March 2022)  
Mrs S Moore  
Mr D Pawling  
Mr P Taylor  
Mr J White (resigned 20<sup>th</sup> April 2022)

### Company Secretary

Mrs K Groves

### Senior Management Team

Mrs K Lasbury-Carter	CEO/Accounting Officer/Executive Head
Ms T Farwell	Chief Finance Officer (resigned 24 <sup>th</sup> April 2022)
Mrs K Wischhusen	Chief Finance Officer (appointed 7 <sup>th</sup> June 2022)
Ms H Hemmings	HR/Payroll Manager
Mrs L Palmer	Head of School Canford Heath Infant School
Mr M Wilson	Head of School Canford Heath Junior School
Miss N Brown	Head of School Ad Astra Infant School
Miss L Waterhouse	Head of School Haymoor Junior School
Mrs K Spratt	Standards and Scrutiny Lead

# TEACH Poole

## Reference and Administrative Details

Company Name

TEACH Poole

Principal and Registered Office

Canford Heath Infant School

Learoyd Road

Poole

Dorset

BH17 8PJ

Company Registration Number

09484306 (England and Wales)

Independent Auditor

Hopper Williams & Bell Limited

Statutory Auditor

Highland House

Mayflower Close

Chandlers Ford

Eastleigh

Hampshire

SO53 4AR

Bankers

Lloyds Bank Plc

101 High Street

Poole

Dorset

BH15 1AJ

Solicitors

VWV Plus Limited

Narrow Quay House

Narrow Quay

Bristol

BS1 4QA

# TEACH Poole

## Trustees' Report

The Trustees present their annual report together with the financial statements and auditor's report of the charitable company for the year ended 31 August 2022. The annual report serves the purposes of both a trustees' report, and a directors' report under company law.

The company was incorporated on 11 March 2015 and commenced operating as an Academy Trust on 1 April 2015.

The Academy Trust operates as a Multi Academy Trust of four primary schools, serving pupils aged 4 to 11 within the area of Canford Heath, a locality of the Local Authority of Bournemouth, Christchurch and Poole (BCP). It has a pupil capacity of 1,470 and had a roll of 1,464 in the school census in January 2022. The Academy Trust is also the legal entity for Poole SCITT, an OFSTED-good Initial Teacher Training body.

### 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 Trustees of TEACH Poole are also the directors of the charitable company for the purposes of company law. The charitable company operates as TEACH, The Educational Alliance of Canford Heath.

Details of the Trustees 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 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, for the debts and liabilities contracted before they ceased to be a member.

#### Trustees' Indemnities

Governors' liability insurance covering £10m any one loss and any one membership year is provided by the Risk Protection Arrangement for academies provided by the Department for Education.

#### Method of Recruitment and Appointment or Election of Trustees

Trustees can be appointed by the members or delegated to the Trust Board. They are selected from a variety of sources such as the local community, businesses within the community, and local educational establishments. All prospective Trustees meet with the Chair of the Trust to discuss the position. The term of office for any Trustee is four years and thereafter they may be re-appointed. The make-up of the Board includes experienced non-educational professionals and the CEO/Executive Headteacher. The Chair of the Trust Board is elected annually at the first Board meeting of the year. Committee Chairs are elected from within their number at the first meeting of the year.

# TEACH Poole

## Trustees' Report

### Policies and Procedures Adopted for the Induction and Training of Trustees

Training and induction provided for new Trustees will depend on their existing experience. All new Trustees are provided with key documents such as the Induction pack, Trust Improvement Priorities, and The Essential Trustee. In addition, they are guided, via the Governance Professional, to appropriate training. Induction is carried out informally and is tailored specifically to the individual. The Governance Professional to the Trust Board retains a record of training undertaken.

### Organisational Structure

The organisational structure consisted of three layers: the Members, the Trust Board and various committees to cover differing aspects of the Trust's work and business:

- A Standards Committee which focused on outcomes and standards across all four schools, including all groups of pupils. This panel met five times last year and its composition was made up of Trustees and was attended by senior school staff responsible for standards across the Trust.
- A Finance, Staffing and Audit Committee, which focused on financial regularity; budget scrutiny; all staffing legal and well-being matters; and all matters regarding internal and external audit. This Panel met half termly, consisted of Trustees and was attended by the Chief Finance Officer.

In addition, a number of panels met to scrutinise and agree other Trust matters, as follows:

- Compliance/Pupil Safeguarding Panel which focused on safeguarding and child protection issues; and all aspects of the Trust's health and safety and compliance matters.
- The SCITT Management Board (SMB) which serves to ensure that TEACH is fully involved in the strategic operations of Poole SCITT, including its auditing and accounts.
- Parents' Forum which consisted of executive leadership, the Trust Chair and a broad selection of parents. This panel allowed parents and school leadership to discuss school matters and share views and give/receive feedback on school issues.

In addition, there existed specialist panels for CEO/EHT performance appraisal and a pay review panel. Two other specialist panels were convened, in addition to the above committees (disciplinary and exclusion). See Trust website for details of all meetings and attendance.

The Committees are accountable to the Board of Trustees. Any devolved and delegated authority from the Trust Board to the Committees is detailed in the agreed Governance Framework which includes the Scheme of Delegation, roles and responsibilities, and Terms of Reference for the Board and all Committees (see Trust website). The Trust Board is accountable to the Department for Education and the Education and Skills Funding Agency.

# TEACH Poole

## Trustees' Report

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

On conversion, the Trust adopted the Borough of Poole's Pay Policy and this is applied in respect of both teachers and support staff pay following normal performance review meetings. A pay review panel of selected Trustees is convened prior to each October half term to consider proposals. The CEO/Executive Head teacher presents her recommendations to the panel and decisions are minuted by the Governance Professional.

In respect of key management personnel (the CEO/Executive Head teacher), three nominated Trustees (including the Chair and the Vice Chair) meet with the CEO/ Executive Head teacher to review their performance. This takes place shortly after each October half term. Following this performance review a second pay panel is convened to consider Executive Pay. Guidance on the appropriate pay range for the CEO/EHT was provided through an independent external commissioned report to the Trust Board in 2015. This provided benchmarks and criteria for the Trustees to consider. Furthermore, extensive executive pay benchmarking and research was used from 2021 onwards to review and update the rationale for executive pay.

### Trade union facility time

No trade union facility time is provided.

### Related Parties and other Connected Charities and Organisations

The Trust is a strategic partner in a local Teaching School known as South West Teaching Schools Hub. There is no formal financial connection, but the Delta Education Trust CEO, John White, was one of the TEACH Trustees until his resignation. Katie Lasbury-Carter (TEACH CEO/Executive Head teacher) also sat on the Delta Education Trust board as a Trustee, until she resigned from Delta in August 2022.

### Objectives and Activities

#### Objects and Aims

In setting the objectives, the Trustees have given careful consideration to the Charity Commission's general guidance on public benefits and in particular to its supplementary public benefit guidance on advancing education.

The Academy Trust's objectives are:

- a) To advance, for the public benefit, education in the United Kingdom, in particular but without prejudice to the generality of the foregoing, by establishing, maintaining, carrying on, managing and developing schools offering a broad and balanced curriculum or educational institutions which are principally concerned with providing fulltime or part time education for children of compulsory school age, who by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless alternative provision is made for them.
- b) To promote for the benefit of the inhabitants of the areas in which the Academies are situated the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reasons of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances of for the public at large in the interests of social welfare and with the object of improving the condition of life of the said inhabitants.

# TEACH Poole

## Trustees' Report

### Objects and Aims (continued)

#### Children First

Our mission is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

#### Our vision

The TEACH Trust supports our children to become empowered citizens that make a meaningful contribution to society. Our curriculum reflects our locality and all it offers and aims to educate all children in matters which affect humanity in the wider world: these include all matters that relate to the climate and the world around us, such as climate change; the importance of respecting and celebrating the importance of equality and diversity; and being responsible global citizens. We have the highest aspirations for our children: the broad and balanced curriculum promotes learning, provides cultural capital and supports spiritual, moral, social and cultural development. The UNICEF Rights Respecting Gold awards and Anti Bullying awards reflect some of the many ways in which education for character are integral to the work of our schools and highlights our focus on the children's personal development. We aim to inspire our children to be socially conscious individuals who make a difference to the world. All our children secure the key learning and skills they will need to become lifelong learners and gain employment. Our ultimate aim is to improve all our children's life chances and prepare them to thrive in their future lives.

#### Our Values:

- Trust
- Excellence
- Aspiration
- Collaboration
- Honesty

In addition to the TEACH Trust values, our Trust promotes the British Values of:

- Democracy;
- Mutual respect and tolerance;
- Equality;
- Rule of law;
- Individual liberty

# TEACH Poole

## Trustees' Report

Objects and Aims (continued)

Our Strategic Priorities

Children come first in every decision that is made in the TEACH Trust. During 2021-2022, the new three-year Strategic Plan was created, to ensure Trustees and executive leadership are able to share their vision and direction to staff, leading to better outcomes for all. To achieve this mission, we have the following seven strategic priorities, which have targeted actions against them for the Board to review throughout the year:

### High Quality Teaching and Learning

- Ensuring basic skills are taught well, enabling every child to reach their potential.
- Providing a broad and balanced curriculum so that a wide range of skills are promoted and developed.
- Fostering strong British values of respect, democracy, rule of law, equality, individual liberty, tolerance and fair play through a Rights Respecting curriculum.
- Giving our children a sense of self-worth by promoting their self-esteem, confidence and sense enabling them to have high expectations of themselves.
- Fostering creativity and innovation in our children.
- Building an inspiring learning journey by working together to ensure effective transition to each new stage of learning for children.
- Improving pupil behaviour through clear and consistent policy.
- Ensuring the curriculum meets children's personalised needs.
- Develop children's learning skills and behaviours to ensure they develop a growth mindset.
- Recruiting outstanding practitioners to our schools.
- Engage children in a high-quality curriculum, which will engender a love of learning.
- Promote curiosity through stimulating and creative lessons and learning opportunities.
- High quality PSHC sessions to promote a social conscience and a desire to give back to the community.

# TEACH Poole

## Trustees' Report

Objects and Aims (continued)

### A relentless focus on school improvement

- Having clear and well understood assessment systems.
- Adopting common approaches to provision (workbooks, curriculum planning).
- Regular work scrutiny.
- Moderation of pupil outcomes.
- Common approaches to data collection.
- Regular external scrutiny/inspection.
- Robust self-evaluation and clear action planning.

### Outcomes for all pupils exceed national expectations

- Formulating a creative, coherent, and engaging curriculum that is understood and delivered across the Trust schools.
- Improving continuity in learning so that children do not lose momentum, or interest when they change classes or schools.
- Encouraging parents/carers and professionals to have high expectations of their children.

### Collaborative, shared good practice which benefits the whole community

Work effectively with parents and carers, professionals and the wider community to promote pupil learning, health and wellbeing by:

- Appointing staff who will work and engage with parents to support their child (HALO, Pastoral, Inclusion leaders).
- Meet regularly with the Parents Forum.
- Encourage and support the PTA of each school by working collaboratively and with a common purpose.
- Parent workshops to help parents make an effective contribution to their children's learning.
- Inviting parents and carers to school events, exhibitions and performances etc.
- Regular parent consultation meetings.
- Provide high quality annual reports.
- Working with health professionals to support the promotion of well-being and child health.
- Central leadership staff shared across the Trust ensure consistency of provision.
- All four schools work in unison to ensure provision is of equally high standard regardless of which school is attended.

# TEACH Poole

## Trustees' Report

Objects and Aims (continued)

### Effective governance and leadership

The Trust Board must have:

- The right people around the table.
- An understanding of their role and responsibilities, including those which may relate to them as an employer, such as health and safety responsibilities.
- A good chair.
- Professional clerking.
- Good relationships based on trust.
- Relevant knowledge of the school and/or Trust – the curriculum, financial activities, data, the staff, the pupils, the parents, and the community.
- A commitment to asking challenging questions to hold school leaders to account.
- The confidence to have courageous conversations in the interests of the children and young people.

Trust/School leaders must have:

- An understanding of governance (which could come from direct experience of governing), including acknowledging the role of the school's accountable body.
- A willingness to provide information in the most appropriate way in order that the governing board can carry out its role.
- A willingness to be challenged.
- Reasonable time to devote to ensuring professional relationships are established with Trustees.
- The skills and understanding to develop effective working relationships.

Outstanding professional development/career progression and well-being:

- Actively encourage support staff, teachers and school leaders to share their expertise for the benefit of all members of our Trust.
- Retain and develop talented professionals within our schools.
- Good succession planning.
- Giving staff a sense of self-worth by promoting their self-esteem, confidence and sense of belonging.
- Sharing expertise and best practice.
- Providing relevant, high quality, effective professional development for all staff. Providing appropriate rewards and incentives.
- Providing mental health first aid and support, including a free counselling service.
- Robust line management/professional feedback and appraisal.
- Good accountability structures.
- Building capacity where needed.
- Consideration of work/life balance and staff well-being

# TEACH Poole

## Trustees' Report

### Objects and Aims (continued)

#### Financial stability:

- Maximise and develop the use of all our resources, including our financial resource, for the promotion of learning and wellbeing by:
- Effective deployment of staffing.
- Introducing a mobility clause in staff contracts.
- Re-structuring of staffing when necessary.
- Economies of scale through significant collective bargaining.
- Robust procurement.
- Centralising and creating uniform administration systems.
- Centralising leadership and management of a Trust Estates and Health and Safety team.
- High quality IT management and resources.
- Regular review of operations to ensure smooth running of the whole organisation.
- Sharing our expertise and learning from others.

#### Public Benefit

The key public benefit delivered by the four schools and Poole SCITT is the maintenance and development of high-quality education. In doing this, the Trust not only offers a broadly balanced academic education but aims to educate the whole individual by:

- Promoting the spiritual, moral and cultural development of its pupils through a careful relevant programme/scheme of work.
- Preparing the pupils for the opportunities and responsibilities of later life through a very wide and engaging programme of extra-curricular activity, including residential visits and trips. Many of these are offered and undertaken without charge.
- Providing training and qualification of new teachers into the profession.

In setting our objectives and planning our activities the Trustees have carefully considered the Charity Commission's general guidance on public benefit.

# TEACH Poole

## Trustees' Report

### Strategic Report

Achievements and Performance (including Key Performance Indicators)

OFSTED inspections / outcomes

All four TEACH Trust schools remain graded Good or Outstanding by Ofsted.

The outcomes and dates of inspections are as follows:

- Haymoor Junior School – Good – April 2018 (previously inspected in October 2012)
- Ad Astra Infant School – Good – January 2018 (previously inspected in January 2014)
- Canford Heath Junior School – Good – December 2017 (previously inspected in November 2011)
- Canford Heath Infant School – Outstanding – last inspected in February 2008

### Attainment outcomes

Following the Coronavirus pandemic (Covid-19), end of Key Stage assessments were re-introduced for the first time since 2019. However, school level performance data and league tables will not be published for 2022. Furthermore, the introduction of the statutory Reception Baseline Assessment on entry to Early Years replaces the requirement to report numbers of children achieving a Good Level of Development at the end of Reception. However, these outcomes were reported to BCP to aid monitoring of the cohort. The data in the following section relates to provisional 2022 national outcomes:

### Early years outcomes

Good level of development (GLD)	Ad Astra Infant School	Canford Heath Infant School	NCER National 2022
Outcome	68%	71%	65%

Both Infant Schools attained above the national average.

# TEACH Poole

## Trustees' Report

Achievements and Performance (continued)

Phonics outcomes

Phonics Outcome	Ad Astra Infant School	Canford Heath Infant School	NCER National 2022
Year 1	82%	88%	76%
By End of Key Stage One	87%	98%	87%

Both Infant Schools attained at or above the national average in both Year One and End of Key Stage One outcomes.

KEY STAGE ONE ATTAINMENT 2022	Ad Astra (90 pupils)		CHIS (120 pupils)		TEACH KS1 COMBINED (210 pupils)		NATIONAL KS1 2022		BCP KS1 2022	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading	64%	22%	78%	27%	72%	25%	67%	18%	70%	22%
Writing	58%	11%	64%	17%	61%	14%	58%	8%	61%	9%
Maths	72%	23%	78%	26%	76%	25%	68%	15%	71%	19%
Science	80%		80%		80%		77%		82%	
RWM combined	57%	10%	60%	14%	59%	12%	54%	6%	57%	7%

Key Stage One attainment at both Infant Schools was above national in all areas, except for Ad Astra EXS Reading.

KEY STAGE TWO ATTAINMENT 2022	Haymoor Junior School (91 pupils)		Canford Heath Junior School (120 pupils)		TEACH KS2 COMBINED (211 pupils)		NATIONAL KS2 2022		BCP KS2 2022	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading	79%	33%	77%	33%	78%	33%	74%	28%	75%	29%
Writing	67%	16%	73%	10%	70%	13%	69%	13%	71%	14%
Maths	76%	29%	81%	24%	79%	26%	71%	23%	73%	25%
Science	81%		82%		82%		79%		82%	
GPS	77%	34%	76%	35%	76%	35%	72%	28%	73%	31%
RWM combined	60%	10%	68%	8%	65%	9%	59%	7%	60%	8%

# TEACH Poole

## Trustees' Report

Achievements and Performance (continued)

Key Stage Two attainment at both Junior Schools was above national in all areas, except for Haymoor EXS writing and Canford Heath Junior GDS writing.

KEY STAGE TWO 2022 AVERAGE SCALED SCORE (provisional)	Haymoor Junior School	Canford Heath Junior School	NATIONAL KS2	BCP
Reading	106	105	104.8	105
Maths	104	105	103.8	104
GPS	105	106	105.1	105

KEY STAGE TWO PROGRESS 2022	Haymoor Junior School		Canford Heath Junior School		NATIONAL		BCP	
	All Pupils	Dis- advant- aged	All Pupils	Dis- advant- aged	All Pupils	Dis- advant- aged	All Pupils	Dis- advant- aged
Reading	+0.5	-0.7	-0.7	-1.5	0	-0.8	-0.4	-2.3
Writing	-1.2	-1.0	-1.4	-2.1	0	-0.7	-0.1	-1.5
Maths	-0.2	-0.6	+0.3	-1.1	0	-1.1	-0.2	-2.2

### Attendance information

All schools were fully reopened for the 2021-2022 academic year. However, school attendance was significantly impacted by illness caused by Covid, particularly the Omicron variant and associated symptoms of Covid Omicron variant. In addition, Ad Astra Infant School and Canford Heath Infant School experienced significant outbreaks of Chicken Pox and sickness and diarrhoea across year groups. Government attendance data was published in May 2022 for 2021-2022 Autumn Term. The national figure was 93.1%, authorised absence 5.3% (illness 4.4%) and unauthorised absence 1.6%.

	Ad Astra Infant School	Canford Heath Infant School	Haymoor Junior School	Canford Heath Junior School
	%	%	%	%
Whole School	93.0	94.0	94.4	93.5
Authorised absence	5.1	4.8	4.2	5.0
Illness (I Code)	4.7	4.4	3.8	4.6
Unauthorised absence	1.9	1.1	1.4	1.4
Unauthorised Leave of absence (G Code)	0.6	0.4	0.4	0.5

# TEACH Poole

## Trustees' Report

Achievements and Performance (continued)

### Other notable achievements

#### Covid-19 response

During the 2021-2022 academic year, schools were fully open and all staff and children were expected to be on site. However, the presence of the Omicron variant, and continuing guidelines to remain at home if testing positive, led to very high staff and pupil absences. Numerous, extremely detailed Risk Assessments continued to be written, developed and shared/reviewed with parents and staff, and communication with staff, pupils and parents has been clear and frequent – something which the Trust continues to be complimented on.

TEACH values and appreciates the importance of transition and particularly pupils' mental health and well-being, and as such, additional resources were put into pastoral care to help meet these needs.

#### UNICEF rights respecting awards

All TEACH schools are UNICEF Gold Rights' respecting Schools. According to UNICEF, having all schools in one Trust at Gold level is a very rare achievement, and one, of which, we are rightly very proud.

### Musical achievements

#### Curriculum

2021-2022 allowed us to return to a more normal music department but interweaved with aspects that we had altered and adapted from Covid. The lessons returned to the music room and all instruments were able to be used. Our music director made the decision to lead all the music lessons across the Trust on a two-week timetable, to try and support teacher confidence and reinstall the expectations across the department, because there had been so many alterations during Covid.

Over the course of two weeks, she taught every class at CHJS and CHIS and the following week the same at HJS and AA. During each lesson she demonstrated expectations for the teachers, in preparation for them leading their own class sessions the following week, and this worked as a great form of CPD. This set up has really helped the teachers to become more confident and knowledgeable about teaching music.

There has been a heavy focus this year on the Music Director updating the annual curriculum map, progression maps and curriculum planning. Adjustments have been made to the annual curriculum to include the new availability of all instruments and use of the music room.

#### Wider Opportunities

We welcomed Mr Penfold into each of our Junior schools to lead our SoundStorm First Access program in the Autumn term. Every child in year 4 was given their own brass instrument to take home for 10 weeks and had a one-hour lesson per week. This resulted in 19 children carrying on with lessons in the Summer term, as part of the progression project.

# TEACH Poole

## Trustees' Report

### Achievements and Performance (continued)

#### Events

For the first two terms of the academic year, we were unable to hold or participate in any concerts due to Covid restrictions.

- Some of our children successfully auditioned for the SoundStorm Elevate online project and took part in the online orchestra. Two of these ensembles took place throughout the year.
- Our choir at CHIS held a zoom carol concert with a local nursing home.
- We welcome Cathy Murray into CHIS and Kevin Morgan into AA as our SoundStorm Infant schools Musician in residency. They led the Around the World project in year 2, which resulted in a mini concert to year 1 and EYFS.
- Both the year 1 groups took part in the SoundStorm scary bones music and drama project with external musicians.
- Live and Inspired concerts took place in each of the Junior schools. This involved a Flamenco guitarist and dancer performing to the whole school, informing and sharing the beauty of the Spanish music.
- In May, both of our year three groups visited the Lighthouse to take part in the world premiere of the 'Midnight Magic' concert as part of the BSO children's concert. The children had spent half a term learning about the orchestra in their curriculum lessons and the new material by James Redwood ready for the concert.
- To continue to build our relationships with our local Secondary schools, we took our orchestra members and some Pupil Premium children from both our junior schools to watch a dress rehearsal of Matilda the musical at Magna Academy.

In the final term, we saw restrictions lifted even more and we were able to hold small concerts for the children to perform.

- The Ad Astra choir sang at their summer fayre.
- We recorded a choir video with the CHIS choir and sent it home.
- The samba band, folk band, CHJS choir and string ensemble all performed at the CHJS summer fayre.
- The folk band and string band held mini concerts.
- Our year 4 first access held a brass concert to parents per class.

Unfortunately, due to Covid and ongoing risk assessments, a number of events did not take place in the autumn term: St George's Church Christmas concert; St Paul's Church Christmas concert; TEACH trust Lighthouse Concert; Nursing Home visits; Elf appeal; Carols by Torchlight; Meridian Drums workshop at both Junior Schools; Julia's House Carol Service; PSMA Carol Concert.

# TEACH Poole

## Trustees' Report

Achievements and Performance (continued)

### Music Therapy

Following on from a successful term's trial, the Trust agreed to fund the continuation of a music therapist from Nordoff Robbins into both Junior schools for seven months. A selection of children from both schools worked with the therapist either on a 1-1 basis or a year group bubble, to explore and use music as a form of expression and communication. This was a great success. Sadly, the therapist suddenly left the charity at the end of the academic year and the SLT made the hard decision to terminate the contract due to this.

### Instrument lessons

The instrumental lessons over 2021-2022 have mainly taken place face to face in school. Due to Covid ventilation regulations, we have had to use a wider variety of rooms to facilitate both the curriculum and instrumental lessons.

A record number of music grades have been achieved this year - over 15 across the Junior schools. During Covid, the examination boards changed the face-to-face rulings and pre-recorded examination videos were allowed to be sent in for grading. A lot of our children used this as a positive and have achieved well.

In order to improve pupil life chances and experiences, the TEACH Trust continues to allow pupils who are eligible for free school meals to be subsidised for annual musical tuition with peripatetic music teachers. By the end of the academic year, all of our instrumental teachers were back in school teaching face to face lessons. A couple of children have decided to maintain the zoom lessons.

# TEACH Poole

## Trustees' Report

Achievements and Performance (continued)

Music clubs

Throughout the year, the clubs have been steadily returning and it has been lovely to be able to join together in groups to make music.

The following clubs took place weekly:

Junior schools		Infant schools
Ukulele / recorder	Lunchtime club run by a TA	Choir Meets before school from 8.10am – 8.40am For all year groups Free Run by Mrs Turner
Choirs	Each Junior school has their own choir which runs at lunchtime Free Run by Mrs Turner	
Samba Band	Held at CHJS For both Junior schools, all welcome Free Run by Mrs Turner	
Orchestra	Held at CHJS For both Junior schools, all welcome Free Run by Mrs Turner	
String ensemble	Held at CHJS For both Junior schools, all welcome Free Run by Mrs Turner	
Folk band	Held at CHJS For both Junior schools, all welcome Free Run by Ms Stopps	

Sporting achievements

Sport has continued to be a high priority for schools within the TEACH Trust and PE budgets and Sports Premium funding is spent wisely on aspects of school sporting life that will make the biggest impact. As well as employing two specialist PE teachers across both junior schools, both infant schools have invested significantly in the development of physical education and healthy lifestyle education.

# TEACH Poole

## Trustees' Report

Achievements and Performance (continued)

Haymoor Junior School

With a full return to the School Games programme, Haymoor Junior School attained the Gold School Sport Award for 2021-2022. This is recognition of our continuing commitment to maintaining high levels of participation in school sport and sporting opportunities for all our pupils, alongside a strong Young Leadership programme. Continued use of the School Games Mark Framework, as a self-review tool to develop our PE, School Sport and Wellbeing offer, allowed reflection of pupil engagement and identified the need of provision of providing competitive opportunities for all our pupils. This resulted in establishing a programme of festivals within the Trust.

All pupils had the opportunity to take part in at least three intra-competitions this year and additionally all pupils in year 3, 4, and 5 took part in at least one inter-competition. We competed locally in cricket, handball, trigolf, girls and boys football, tag rugby, dance, specialised SEND events, quad athletics, sailing regattas and multiskills festivals. Our mixed Year 5 and 6 cricket team earned a place in the Dynamos Participation Final, which we went on to win. Our year 5 and 6 handball team were placed second in the Poole Schools Festival, earning a place at the Dorset School Games Final. We won the 'Fair Play' award at both the year 3-4 and 5-6 tag rugby festivals that we attended. Our sailors won the Primary School Games Regatta Final. We have maintained our commitment to the Bikeability scheme with 12 students taking up the offer this year and gaining their Level 2 award.

Our Leadership programme continues to develop and as a team this year the Leaders devised some fun ways to interact with other year groups, notably the 'wake and shake' sequence, which has become a legacy of their role. We increased the number of Leaders to 16 this year, and all gained their Bronze Ambassador Award. The Leaders were invaluable not only in planning our Sports Days, but in supporting all our Intra sporting events.

Links were maintained with community clubs with coaches delivering sessions in tag rugby, orienteering and cricket across year groups. We introduced handball as an after-school club following some curriculum input from a local coach.

Physically active lunchtimes have remained a focus this year and the installation of our play trail and purchase of extra equipment have certainly seen the pupils positively involved. This should only strengthen with the installation of our outdoor gym equipment.

The effects of lockdown and Covid restrictions on use of swimming pools are still evident in the lower number of swimmers achieving the minimum of 25m on their front and back. This remains at 71%, down by 14% from 2021. Swimming remains a focus for our current Year 4, 5, and 6 where we will offer additional swimming to each year group throughout the year.

# TEACH Poole

## Trustees' Report

Achievements and Performance (continued)  
Canford Heath Junior School

2021-2022 saw a full return to The School Games programme and Canford Heath Juniors attained the Gold Award recognising our continuing commitment to maintaining high levels of participation in school sport and sporting opportunities for all our pupils. This year, the School Games programme particularly focused on SEND opportunities and we attended 4 different SEND events – our Panathlon team came 3<sup>rd</sup> overall in the Poole Schools Panathlon. All children in all year groups participated in at least three, level 1 (intra-school) festivals/competitions from School Games sports days, swimming, cricket, football, indoor athletics, quadkids, multi-skills, badminton & orienteering. Again, each School Games Sports Day included at least one Paralympic Sport and, in the multi-sports round, each activity was fully inclusive.

We have had significant successes in level 2 sport this year. More than 400 children have participated in level 2 (inter-school) competition, the largest number ever, with pupils representing the school in: cross-country, football - including SEND football and girls teams, multi-sports – including SEND Panathlon, Indoor Athletics, Dance, Trigolf, Handball, Quadkids & Cricket. The year 6 football team won the PEDSSA football shield; the year 5-6 Indoor Athletics team won their Poole Schools round and went on to represent Poole in the County Finals (level 3 competition) where they came 4<sup>th</sup> overall; the Quadkids year 5 and 6 team won the Poole schools competition, with one girl and one boy coming 2<sup>nd</sup> place overall in their respective individual competitions; our year 6 Handball team came 3<sup>rd</sup> in the Poole Schools tournament and also went on to represent Poole at the Dorset School Games Finals (level 3) in July, where they came 4<sup>th</sup> overall. Also 34 year 5 and 6 children achieved their Level 2 Bikeability Award. Our ten Primary Sport Pupil Ambassadors focused on increasing participation levels through leading physical activities at lunchtime by organising and running the new Active Lunchtimes Library. Also in the summer, two year 5 boys attended the district schools' team trials and were selected to represent PEDSSA for the new academic year 6 team.

We also participated in the national Active Lives Survey and were awarded Silver level Healthy Schools award. We maintained community club links in tennis, karate and tag rugby.

Despite being able to return to swimming catch-up sessions, the restrictions of Covid are proving to be long reaching. 71% met the National requirements and 71% of pupils were able to perform safe self-rescue in different water-based situations (down 10% and up 4% respectively from 2020-2021).

# TEACH Poole

## Trustees' Report

### Achievements and Performance (continued)

#### High quality development of staff

The CEO/Executive Headteacher and two Heads of School continue to be involved in delivering the teaching programme with our own Poole SCITT (School Centred Initial Teacher Training) to help ensure the Trust's high profile is maintained for potential early career recruits. The Standards and Scrutiny Lead is a Poole SCITT professional tutor and also undertakes quality assurance of the ECT program on behalf of the Appropriate Body.

There is a strong, personalised CPD programme established for all staff and a well-received well-being focus within each school. Trust development focuses and additional CPD has greatly improved knowledge and skills, especially in SEND; child-on-child harassment and foundation curriculum learning. Two members of staff are undertaking government funded National Professional Qualifications through University College London, facilitated by South Central Teaching School Hub.

An online counselling and support service remains available for all staff and their families to access. Staff surveys continue to be overwhelmingly positive.

Furthermore, the Trust has four Specialist Leaders in Education (SLEs) and one Local Leader in Education (LLE) amongst its staff, who are used to regularly share their expertise with other schools.

#### Communication and relationships with parents

This year, due to the limitations enforced by the pandemic, the Trust has only been able to meet face to face with the members of the Parent Forum on two occasions. However, parental feedback has been ongoing throughout the year, and feedback is always well-received.

Pre Covid, parent workshops were also organised to help parents make an effective contribution to their children's learning and were arranged virtually this year. Parents and carers were only invited in to a limited number of school events due to the Covid restrictions but Christmas performances and open evening events etc. were arranged virtually.

Parental feedback was extremely positive and encouraging. The Trust's use of social media to keep children and parents in touch with the schools was repeatedly praised and the staff's contact with parents was excellent. During this year, brand new (much more user friendly) websites were launched for the four schools, which have been very well received by parents.

# TEACH Poole

## Trustees' Report

### Achievements and Performance (continued)

#### Poole SCITT/ School Direct

After two disrupted years of training, the course for 2021-2022 ran largely as intended. In addition to our 18 core SCITT trainees, 3 Linwood School Direct and 4 Twynham Learning School Direct trainees successfully completed the course and are now working as Early Career Teachers in our local schools. Two trainees took a break in their studies during the summer term due to personal circumstances and are due to return in the autumn to complete their training before Christmas.

During the summer term 2022, Poole SCITT was awarded a 'Good' outcome at its Ofsted inspection. The inspectors commented on trainees 'flourishing in the SCITT' and benefitting 'from a high-quality and tailored experience that helps them to learn well.' They also commented on the SCITT Management Board having clear oversight of the course.

The accreditation process for delivery of QTS beyond 2024 is at the time of writing still ongoing. Poole SCITT continued to be a presence in the locality, supporting teacher development beyond the Initial Teacher Training remit. In conjunction with the South Central Teaching School Hub, the SCITT was commissioned to coordinate the Appropriate Body services for over 250 Early Career Teachers and to facilitate the first two cohorts of the National Professional Qualification for Leading Teacher Development. In addition, Poole SCITT was commissioned by 3 organisations to provide End Point Assessment services for Level 6 Graduate Teacher Apprentices.

#### Health and Safety

Following four extensive external Health and Safety Audits (provided by Handsam) in January 2022, all four schools significantly improved their Health and Safety score, with a number of improvements in most areas. Scores rose from around 55% to 93%, which reflects the hard work and diligent focus on keeping the schools and Trust compliant, and safe for all pupils, staff and visitors.

#### Additional costs / income changes caused by the risks and uncertainties of Covid 19

The impact of Covid-19 on school operations in 2021-2022 reduced in accordance with the relaxation of restrictions and virus control measures that allowed schools to return to face to face operations. The Trust has considered the impact of Covid-19 on its financial position and in 2021-2022, there has been no significant impact on reserves.

The Trust benefitted from Covid 19 recovery funding from the Government during 2021-2022. This funding has been used to deploy additional staff to carry out intervention work to improve outcomes for all children across the Trust and to also train all EYFS teachers in Forest School provision. Forest School approaches will enable us to support children's development of resilience, independence, confidence and creativity; these are attributes which have been particularly detrimentally affected by the pandemic. Additionally, all schools made maximum use of the National Tutoring Partnership funding to subsidise small group school-tutoring in reading and mathematics.

# TEACH Poole

## Trustees' Report

### Achievements and Performance (continued)

#### Outwards facing involvement in education

The TEACH Trust continues to offer a strong contribution to education from its involvement in a number of educational organisations.

We maintained a strong contribution to system leadership outside of the Trust through membership of key local working parties (BCP Learning Partnership Board; Virtual Schools' Board; Schools' Forum; moderator networks; BCP SEND development panels) in order to ensure good understanding of current effective practice and development of future policy and practice.

The CEO/Executive Headteacher has also provided Headship/Mentor support for a local SAT Infant School, which has supported a colleague new to Headship.

#### Special school satellite provision

Canford Heath Junior School continues to provide two satellite units for Winchelsea Special School, which successfully support the special education of approximately 25 children on the CHJS site.

#### 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.

# TEACH Poole

## Trustees' Report

### Financial Review

Most of the Trust's income is obtained from the Department for Education, via the Education and Skills Funding Agency (ESFA) in the form of recurrent grants, the use of which is restricted to particular purposes. The grants received from the Department for Education during the period ended 31 August 2022 are shown as restricted funds in the Statement of Financial Activities.

The Trust also receives grants for fixed assets from the Department of Education, which are shown in the Statement of Financial Activities as restricted income in the Fixed Asset Fund. The restricted fixed asset fund is reduced by annual depreciation charges over the expected useful life of the assets concerned.

During the year ended 31 August 2022, the Trust received total recurrent income (not including restricted fixed asset funds or restricted pension funds) of £7,873,417 (2021: £7,409,776) and incurred expenditure (not including fixed asset funds or pension reserves) of £7,320,210 (2021: £6,983,983). The in year surplus for the year ended 31 August 2022 (not including restricted fixed asset funds or restricted pension funds) was £553,207 (2021: £425,793) and the net cash increase for the year was £530,085 (2021: £258,217).

The Trust recognises the impact that Teacher and Staff Pay Awards will have on its future financial position and will continue to monitor this situation closely to ensure all schools remain financially sustainable over the coming years.

### SCITT finance

Most of the SCITT's income is from trainee tuition fees obtained from The Student Loan Company in termly instalments for the delivery of teacher training. In addition, SCITT generates income by providing Early Career Teacher (ECT) accreditation and support packages to schools in the local area.

### Employee consultation

The Trust established a Joint Consultative Committee with local Union representatives in February 2016. Current participation is from the following Unions: Unison, NASUWT, NEU (but all relevant trade unions are invited to attend.) The Trust now meets formally with the JCC annually (last meeting was 8th February 2022) but consults with the Unions on any updated staffing and employment policies.

# TEACH Poole

## Trustees' Report

### Reserves Policy

The purpose of the reserves policy for TEACH is to ensure the stability of the schools' operations, to protect it so it has the ability to adjust quickly to challenging financial circumstances. TEACH MAT holds reserves in order to:

- Provide sufficient working capital to cover delays between spending and receipt of grant income;
- Provide a cushion to deal with unexpected emergencies such as urgent maintenance or long term sickness where unforeseen costs are incurred;
- Build up funding for planned future capital projects;
- Provide adequate reserves for years when funding levels are under pressure and/or there are expected new cost drivers (Teacher pay, Teacher pensions, Employer NI costs, government funding cuts etc.)

The Trustees and Senior Leadership Team identify the need for access to overall reserve funds held by the Trust and confirm that the use is consistent with the purpose of the reserve as described in its policy. Authorisation to use reserves of any kind is made by the Trustees at the Finance, Audit and Staffing Committee up to a cumulative maximum of £60,000. Use in excess of this is taken to the Trust Board. The Trustees have determined that the appropriate level of free reserves should be equivalent to one month's average payroll costs, currently £500,000. The Trustees review the reserve levels termly. Reserves are reported and reviewed regularly at Finance meetings. All reserves held by the TEACH Trust will be used to further the educational activities of the Trust.

At 31 August 2022, the balances in the Trust's revenue funds were:

- Unrestricted (free) reserves of £608,016 (2021: £547,211)
- A restricted fixed asset fund of £11,857,020 (2021: £11,864,396), which can only be realised through disposal of tangible fixed assets
- A pension deficit of £2,220,000 (2021: £7,597,000)
- Other restricted funds of £954,552 (2021: £722,662)
- Total funds of £11,199,588 (2021: £5,537,269)

### Investment Policy

All monies within the Trust are currently held in bank current accounts with interest received at standard bank rates.

Other savings options providing better rates of interest are currently under investigation. Any savings options selected in the future will be of very low risk to the Trust and in accordance with ESFA guidance.

# TEACH Poole

## Trustees' Report

### Principal Risks and Uncertainties

The Board of Trustees have assessed the risks to which the Trust is exposed and have implemented actions to mitigate or eliminate them. The risk management process dictates that the Trust produce a detailed risk register which is accompanied by a range of mitigation strategies (including ensuring policies are up to date, and that relevant members of staff are assigned to each risk).

The internal audit function is designed to test that key risks have been identified and that mitigation strategies are in place and are robust. TEACH reviewed and renewed its approach to management of risk following the latest national guidance in June 2021. The 21 areas of risk on the 2021-2022 Risk Register are assessed and reviewed at each committee and main Trust Board meeting. Each risk is either tolerated, treated, transferred or terminated.

The categories of risk on the TEACH Risk Register are:

Budgetary Control; Compliance; Income; Fraud; Assets; Risk management; Trustees; Strategic Objectives; Staffing; HR; Safeguarding; Infrastructure; Pupil outcomes.

Risk register information as at end August 2022		
Risk areas	Summary of risk areas	Number of risks as high / medium / low
Strategy, Finance, Infrastructure and Compliance	Overall financial control of budgets; financial reporting requirements; failure to admit sufficient pupils/trainees; rising numbers of SEND pupils with inadequate funding; risk of fraud; risk of cyber-attacks; fixed asset procedures; adequate insurance cover; recruitment of Trustees; strategic objectives; GDPR regulations; ITT criteria compliance; maintenance of IT and MIS systems; SCITT re-accreditation;	13 risks 9 low 1 high – SEND income 3 medium – cyber security; fixed asset procedures; SCITT re-accreditation.
Staffing and Welfare	Cover for key staff personnel; leadership skills and expertise; employee legislation and equality; staff well-being and workload; staff recruitment;	5 risks 4 low 1 medium – staff recruitment
Pupils/trainees/safeguarding	Safeguarding practice; health and safety standards; pupil outcomes	3 risks 2 low 1 medium – pupil outcomes post Covid

# TEACH Poole

## Trustees' Report

### Fundraising

Fundraising has been significantly diminished this year due to Covid 19 restrictions and this will affect the extra-curricular and parent-led provision for the forthcoming academic year – due to lack of PTA funds. However, as part of its work within the community, the Academy Trust continued to undertake some fundraising activities, but on a much smaller scale. The Academy Trust raises funds in order to support its own operations and also to make donations to local and national charities. The Academy Trust undertakes all such activities itself, with the help of its students and their families. We confirm that when fundraising:

- No unsolicited approaches are made to members of the public.
- No commercial participators are used.
- No regularity schemes or standards are applicable.
- No complaints were made to the Academy Trust during the year.

### Plans for Future Periods

The TEACH Trust continues to pursue its strategic vision of working to ensure each of its Academies are high performing and successful schools, each delivering outstanding academic results and producing confident and engaged pupils. To deliver this vision the Trust strategic plans for the immediate future include:

#### S01: High quality teaching and learning

- Development of a high-quality curriculum
- Good or better Ofsted outcomes
- Post-Covid catch up

#### S02: Relentless focus on school improvement

- External reviews and challenge

#### S03: Outcomes for all pupils exceed national expectations

- SEND pupils achieve well
- Disadvantaged pupils achieve well
- Reduced suspensions
- Improve attendance

#### S04: Effective Governance and Leadership

- Development of growth plans for Trust
- Trustees self-review and strategic review
- Development of new Headteachers in role

#### S05: Collaborative, shared good practice which benefits the whole community

- Work towards better sustainability and carbon neutrality
- Attain SCITT re-accreditation

# TEACH Poole

## Trustees' Report

Plans for Future Periods (continued)

S06: Outstanding professional development, career progressions and well-being

- Improve staff mental health and well-being
- Development of Early Career Teachers (ECTs)
- Succession planning of key roles

S07: Financial stability

- Successful CIF bid application
- Adequate SEND/High Needs funding
- Adequate school funding and effective budgeting to support staff pay increases and rising utility costs.

Funds Held as Custodian Trustee on Behalf of Others

The Trust does not act as a custodian on behalf of others.

Auditor

Insofar as the Trustees are aware:

- there is no relevant audit information of which the charitable company's auditor is unaware
- 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 Trustees' report, incorporating a strategic report, was approved by order of the Board of Trustees, as the company directors, on 14 December 2022 and signed on the board's behalf by:

  
Emma Louise Hall (Dec 15, 2022 12:17 GMT)

Mrs E Hall  
Chair of Trustees

# TEACH Poole

## Governance Statement

### Scope of Responsibility

As Trustees, we acknowledge we have overall responsibility for ensuring that TEACH Poole 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 Trustees, we have reviewed and taken account of the guidance in DfE's Governance Handbook and Competency Framework for Governance.

The Board of Trustees has delegated the day-to-day responsibility to the Chief Executive Officer, 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 TEACH Poole 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 formally met six times during the year. Attendance during the year at meetings of the Board of Trustees was as follows:

Trustee	Meetings attended	Out of a possible
Mrs E Hall (Chair)	6	6
Mr P Squire (Vice chair / Chair of finance, staffing and audit committee)	5	6
Mrs K Lasbury-Carter (CEO / Executive Headteacher)	5	6
Mrs V Arbon	3	6
Mr S Frampton	6	6
Mrs A Jolliffe (resigned 10th March 2022)	3	3
Mrs S Moore	5	6
Mr D Pawling	6	6
Mr P Taylor	6	6
Mr J White (resigned 20th April 2022)	3	4
Mrs L Duly (resigned 6th December 2021)	-	1
Mr D Chown (appointed 8th November 2021)	5	5

# TEACH Poole

## Governance Statement

Governance (continued)  
Composition of the Board

Name	Position	Type	Term of office
Emma Hall	Trustee Chair	Academy	Commenced March 2017
Paul Squire	Trustee Vice Chair	Academy	Commenced November 2019
Katie Lasbury-Carter	CEO/Executive Headteacher / Accounting Officer / Trustee	Academy	Commenced April 2015
Val Arbon	Trustee	Academy	Commenced April 2015
Sean Frampton	Trustee	Academy	Commenced April 2018
Paul Taylor	Trustee	Academy	Commenced February 2021
Sandra Moore	Trustee	Academy	Commenced February 2021
David Pawling	Trustee	Academy	Commenced July 2021
Dean Chown	Trustee	Academy	Commenced October 2021
Anne Jolliffe	Trustee	Academy	Commenced November 2015 Resigned March 2022
Linda Duly	Trustee	Academy	Commenced July 2021 Resigned December 2021
John White	Trustee	Academy	Commenced May 2018 Resigned April 2022

The Trust Board have met six times in the year. There have been no key changes in the composition of the Board of Trustees.

### Aspects of the Board's work

The CEO and the Trust board have worked together to set the strategic vision for the Trust. This year, a huge amount of time was spent creating a 3-year strategic plan for the Trust and the strategy to ensure our vision becomes a reality.

# TEACH Poole

## Governance Statement

Governance (continued)

Children come first in every decision that is made in the TEACH Trust. To achieve this mission, we have the following seven strategic objectives, which we aim to deliver every day.

The strategic objectives of TEACH are;

- High quality teaching and learning
- A relentless focus on school improvement
- Outcomes for ALL pupils exceed national expectations
- Effective Governance and Leadership
- Collaborative, shared best practice which benefits the whole community
- Outstanding professional development/career progression and well-being
- Financial stability

Our three-year plan sets out the key focus areas under each of these strategic objectives. These are reviewed by the CEO and shared with Trustees. As a Trust, we will continue to work together with the CEO to drive the strategic vision for our children so that they have the leadership, expertise, resources and educational practice to secure the best possible outcomes for every single child in our Trust.

### Conflicts of interest

TEACH Poole maintains an up-to-date register of interests which is published on the school websites. Declarations of interests remains a standing item on all committee and board agendas.

### Governance reviews

Self-evaluation

The Governance Handbook advises boards to evaluate themselves on a routine basis. Trustees on the Trust Board completed their own self-evaluation this year and this reflection covers;

- Board culture and practice
- Board structure
- Core functions
- Compliance
- Evaluation and impact

By reviewing our impact, our board will be more likely to:

- Deliver core functions in an effective, ethical and accountable way
- Assure compliance
- Continuously improve
- Achieve improved outcomes for pupils

### Actions Taken Following Governance Reviews

The governance review was completed at the end of the year, so agreed actions will take place in the 2022-2023 academic year.

# TEACH Poole

## Governance Statement

Governance (continued)

### Committees

#### Finance, Audit and Staffing Committee

##### Finance

The finance, audit and staffing committee is a sub-committee of the main Board of Trustees. This Committee has oversight of all financial matters pertaining to the Trust and their remit includes:

- Exercising responsibility for and oversight of the finances, assets and staff within the Trust and its Academies, including Poole SCITT
- Overseeing internal control, ensuring risk management processes and audit functions are in place and fit for purpose and that an effective internal control environment is established across the Trust and its Academies and ITT provision
- Reporting its findings annually to the Board of Trustees as a critical element of the Trust's annual reporting requirements
- Monitor levels of need and provision for Pupil Premium (Free School Meals/Service pupils/Looked After Children)
- Agree a Trust Lettings Policy
- To establish funding arrangements for the Trust and its Academies, including Poole SCITT
- Approve a three-year Estate management plan.
- To agree and monitor every Academy's and Poole SCITT's budget, expenditure and cash flow
- To ensure finances and investments of each Academy and Poole SCITT are managed prudently, ensuring value for money, including reviews of benchmarking information.
- To determine the extent of services provided centrally to each Academy and Poole SCITT including the allocation of cost and oversee the effectiveness of the delivery of centrally provided services
- To ensure that effective financial policies, controls and procedures are in place including appropriate levels of delegation
- To ensure financial risks are identified and managed, ensuring the Trust's compliance with the Academy Trust Handbook, 'ITT: Criteria and Supporting Advice' and other financial statutory requirements
- To oversee maintenance of proper accounting records and preparation of statements of financial activities and balance sheets as required notifying the Trust of any changes to fixed assets used by the Academy
- Consider and recommend to the Main MAT Board an annual budget, allocating finance to individual Academies and Poole SCITT, using the funding formula allocations and tuition fee incomes, but being sensitive to individual Academy and ITT circumstances.
- To receive regular reports from the Chief Finance Officer and make decisions on the need for any significant unplanned expenditure.
- Consider and recommend to the Board the annual financial report, returns and accounts
- Ensure compliance with Company/charity law, and arrangements with the DfE.
- Ensure all insurances are in place
- To review the effectiveness of the Trust's internal control system established to ensure that the aims, objectives and key performance targets of the organisation are achieved.

# TEACH Poole

## Governance Statement

### Governance (continued)

- Consider/approve any litigation or arbitration proceedings
- Inform the appropriate government agency if it suspects any irregularity affecting resources, and approve any write-offs/ other requirements of the ESFA/DfE
- Make recommendations to the MAT Board in relation to the procurement and appointment of Trust contractors/lettings and tenders that would exceed £60,000.
- Consider/approve any operating lease, licence, tenancy or similar arrangement for any of the Academy schools
- Take responsibility for any disposals or acquisitions of land to be used by any Academy. To set up and approve a Directors Expenses scheme.
- Approve relevant financial policies and procedures.

### Audit and Risk

- To review the Trust's internal and external financial statements and reports to ensure that they reflect best practice; that they are true and fair and conform to accounting standards (including the Academy Trust Handbook) and that accounting policies are appropriate and applied consistently. An annual statement to the Board will be produced by the Committee in this regard.
- To advise the Board on the appointment, re-appointment, dismissal and remuneration of the external and internal auditor.
- To direct the nature and scope of audits with the Trust's external auditor, review the external auditor's annual planning document and approve the planned audit approach.
- To consider all relevant reports by the appointed external auditor, including reports on the Trust's accounts, achievement of value for money and agree the programme of work proposed by management to address issues.
- To advise the Board on the need for, and then, where appropriate, the appointment, re-appointment, dismissal and remuneration of, an internal auditor or other assurance provider to enable the Board to sign the corporate governance statement in the annual accounts.
- To direct all aspects of internal audit, including the independent review of systems and controls, the framework of the work programme, and the monitoring of management in implementing recommendations raised by the internal auditor and other audit professionals.
- Receive reports (annual reports, management letters etc.) from the external auditor and other bodies, for example the ESFA, and consider any issues raised, the associated management response and action plans. Where it is deemed appropriate, reports should be referred to the Board or other committee for information and action.
- To monitor the assessment of significant risks (financial and non-financial) to which the Trust, its Academies and Poole SCITT are exposed, ensuring this is kept up to date and that management are charged with implementing controls to mitigate these risks within appropriate boundaries.
- To commission investigations or seek professional advice of potential instances of fraud, irregularity or cases of whistle blowing.

# TEACH Poole

## Governance Statement

Governance (continued)

As part of its Audit and Risk Management function committee is authorised:

- To investigate any activity within its terms of reference or specifically delegated to it by the Board.
- To request any information, it requires from any employee, external audit, internal audit or other assurance provider.
- To obtain outside legal or independent professional advice it considers necessary, normally in consultation with the Accounting Officer and/or Chair of the Trust.

Staffing

- Consider general staffing matters, vacancies, appointments, recruitment matters etc.
- Receive reports on Union engagement.
- Monitor and agree policies, procedures and information concerning staff well-being / mental health.
- Agreeing the annual staffing structure of the Trust.
- Consider proposals for re-structures/major staffing change.
- Review cost effectiveness of leadership/management/staff structures.
- To ensure good succession and retention of a quality workforce.
- Approve staff disciplinary, capability, conduct, and grievance policies.
- Approve and review relevant HR policies.

Attendance at meetings in the year was as follows:

Trustee attended	Meetings	Out of a possible
Paul Squire	6	6
Katie Lasbury-Carter	6	6
Sean Frampton	6	6
Paul Taylor	6	6
Dean Chown	5	5

# TEACH Poole

## Governance Statement

### Review of Value for Money

As Accounting Officer, the Chief Executive Officer 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 Academy 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 appropriate. The Accounting Officer for the Academy Trust has delivered improved value for money during the year by:

- Following the rules and regulations set down in the Academies Trust Handbook
- Securing high quality financial leadership
- Interrogating monthly management accounts and monitoring actual performance against budget to ensure that funds are being spent efficiently and areas of concern are addressed on a timely basis
- Ensuring that staffing models are appropriate and in line with Trust strategies
- Completing value for money evaluation on all contracts
- Using the Regional Schools Buying Hub and Department of Education's procurement frameworks to ensure smarter buying to meet areas of cost and compliance.

### 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 in TEACH Poole for the period 1 September 2021 to 31 August 2022 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 risks 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 the period 1 September 2021 to 31 August 2022 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Trustees.

# TEACH Poole

## Governance Statement

### 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, Audit and Staffing 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
- identification and management of risks

The Board of Trustees has considered the need for a specific internal audit function and has appointed separate internal reviewers.

The reviewers' role includes giving advice on financial matters and performing a range of checks on the Academy Trust's financial systems.

In particular, the checks carried out in the current period included:

- Review of Health and Safety management systems and compliance
- Review of Cyber Security measures in place

The internal reviewers report to the Board of Trustees, through the Finance, Audit and Staffing Committee, on the operation of the systems of control and on the discharge of the Board of Trustees' financial responsibilities and prepares an annual summary report to the committee outlining the areas reviewed, key findings, recommendations and conclusions to help the committee consider actions and assess year on year progress.

The internal reviewers have delivered their schedule of work as planned, and there were no material control issues arising as a result of the internal reviewers' work.

# TEACH Poole

## Governance Statement

### Review of Effectiveness

As Accounting Officer, the Chief Executive Officer 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 reviewers
- the work of the external auditor
- the school resource management self-assessment tool
- the work of the managers within the Academy Trust who have 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, Staffing and 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 Board of Trustees on 14 December 2022 and signed on its behalf by:

  
Emma Louise Hall (Dec 15, 2022 12:17 GMT)

Mrs E Hall  
Chair of Trustees

  
Katie Lasbury-Carter (Dec 15, 2022 14:16 GMT)

Mrs K Lasbury-Carter  
Accounting Officer

# TEACH Poole

## Statement of Regularity, Propriety and Compliance

As Accounting Officer of TEACH Poole I have considered my responsibility to notify the Academy Trust Board of Trustees and the Education & 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 Academy Trust Handbook 2021-22.

I confirm that I and the Academy Trust Board of Trustees are able to identify any material irregular or improper use of all 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 Academy Trust Handbook 2021-22.

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 Board of Trustees and ESFA.

  
Katie Lasbury-Carter (Dec 15, 2022 14:16 GMT)

Mrs K Lasbury-Carter  
Accounting Officer  
14 December 2022

# TEACH Poole

## Statement of Trustees' Responsibilities

The Trustees (who 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 Academies Accounts Direction published by the Education & Skills 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 2019 and the Academies Accounts Direction 2021 to 2022
- 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
- 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 of propriety and of good financial management. They are also responsible for ensuring grants received from 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 order of the members of the Board of Trustees on 14 December 2022 and signed on its behalf by:

  
Emma Louise Hall (Dec 15, 2022 12:17 GMT)

Mrs E Hall  
Chair of Trustees

# TEACH Poole

## Independent Auditor's Report on the Financial Statements to the Members of TEACH Poole

### Opinion

We have audited the financial statements of TEACH Poole ('the charitable company') for the year ended 31 August 2022 which comprise the Statement of Financial Activities (including the Income and Expenditure Account), the Balance Sheet, the Statement of Cash Flows, and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice), including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland', the Charities SORP 2019, and the Academies Accounts Direction 2021 to 2022 issued by the Education & Skills Funding Agency.

In our opinion the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2022 and of its 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 properly prepared in accordance with the Charities SORP 2019 and Academies Accounts Direction 2021 to 2022.

### 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 financial statements section of our report. We are independent of the charitable company in accordance with the ethical requirements that are relevant to our audit of the financial statements 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 Trustees' 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 charitable company'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 Trustees with respect to going concern are described in the relevant sections of this report.

# TEACH Poole

## Independent Auditor's Report on the Financial Statements to the Members of TEACH Poole

### Other information

The Trustees are responsible for the other information. The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. It includes the Reference and Administrative Details, the Trustees' Report (including the Strategic Report), and the Governance Statement. Our opinion on the financial statements 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.

Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of 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 this gives rise to a material misstatement in the financial statements themselves. 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.

### Opinion 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 Trustees' Report for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the Trustees' Report has 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 charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in 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;
- the financial statements are not in agreement with the accounting records and returns;
- certain disclosures of Trustees' remuneration specified by law are not made; or
- we have not obtained all the information and explanations necessary for the purposes of our audit.

# TEACH Poole

## Independent Auditor's Report on the Financial Statements to the Members of TEACH Poole

### Responsibilities of the Trustees

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

In preparing the financial statements, the Trustees are responsible for assessing the charitable company'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 Trustees either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

### Our responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue a Report of the Independent Auditors 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 financial statements.

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:

- We obtained an understanding of the legal and regulatory frameworks that are applicable to the Academy Trust, and the sector in which it operates. These include but are not limited to compliance with the Companies Act 2006, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice), including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland', the Charities SORP 2019, the Academy Trust Handbook 2021, and the Academies Accounts Direction 2021 to 2022.
- We obtained an understanding of how the Academy Trust is complying with these frameworks through discussions with management.

# TEACH Poole

## Independent Auditor's Report on the Financial Statements to the Members of TEACH Poole

- We enquired with management whether there were any instances of non-compliance with laws and regulations or whether they had knowledge of actual or suspected fraud. These enquiries are corroborated through follow-up audit procedures including but not limited to a review of legal and professional costs, correspondence and a review of board minutes.
- We assessed the susceptibility of the Academy Trust's financial statements to material misstatement, including the risk of fraud and management override of controls. We designed our audit procedures to respond to this assessment, including the identification and testing of any related party transactions and the testing of journal transactions that arise from management estimates, that are determined to be of significant value or unusual in their nature.
- We assessed the appropriateness of the collective competence and capabilities of the engagement team, including consideration of the engagement team's knowledge and understanding of the sector in which the Academy Trust operates in, and their practical experience through training and participation with audit engagements of a similar nature.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: [www.frc.org.uk/auditorsresponsibilities](http://www.frc.org.uk/auditorsresponsibilities). This description forms part of our Independent Auditor's Report.

### Use of our report

This report is made solely to the charitable company'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 charitable company'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 charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.

*Michaela Johns*  
Michaela Johns (Dec 15, 2022 16:00 GMT)

M Johns FCCA (Senior statutory auditor)  
For and on behalf of Hopper Williams & Bell Limited  
Statutory Auditor  
Highland House, Mayflower Close, Chandlers Ford, Eastleigh SO53 4AR

Date 15/12/2022 .....

# TEACH Poole

## Independent Reporting Accountant's Assurance Report on Regularity to TEACH Poole and the Education & Skills Funding Agency

In accordance with the terms of our engagement letter dated 1 September 2022 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2021 to 2022, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by TEACH Poole during the period 1 September 2021 to 31 August 2022 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 TEACH Poole and the ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to TEACH Poole 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 the TEACH Poole and the ESFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of TEACH Poole's Accounting Officer and the reporting accountant  
The Accounting Officer is responsible, under the requirements of TEACH Poole's funding agreement with the Secretary of State for Education dated 20 March 2015 and the Academy Trust Handbook, extant from 1 September 2021, 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 2021 to 2022. 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 2021 to 31 August 2022 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

# TEACH Poole

## Independent Reporting Accountant's Assurance Report on Regularity to TEACH Poole and the Education & Skills Funding Agency

### Approach

We conducted our engagement in accordance with the Framework and Guide for External Auditors and Reporting Accountant of Academy Trusts 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 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.

The work undertaken to draw to our conclusion includes:

- Consideration as to whether prior approval was sought from the Secretary of State where it is required by the Academy Trust Handbook (effective from 1 September 2021) (ATH).
- Review of any special payments to staff, including compromise agreements, to consider whether prior approval was sought where required by the ATH and that any payments are in line with the severance guidance published by ESFA.
- Consideration as to whether any borrowings have been made in accordance with the ATH.
- Review of any 'minded to' letters or Notices to Improve which have been issued to the Academy Trust.
- Review of any transactions with related parties to ensure that they have been carried out in accordance with the ATH.
- Review of governance arrangements to determine whether the requirements of the ATH have been met.
- Review of the Academy Trust's internal controls, including whether the general control environment has regard to the regularity of underlying transactions, including fraud management.
- Review of the Academy Trust's procurement policies to determine effectiveness and testing a sample of purchases to confirm that the policies have been correctly implemented.
- Identifying any conditions associated with specialist grant income and determining whether it has been spent as the purposes intended.

# TEACH Poole

## Independent Reporting Accountant’s Assurance Report on Regularity to TEACH Poole and the Education & Skills Funding Agency

### 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 2021 to 31 August 2022 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

*Michaela Johns*  
Michaela Johns (Dec 15, 2022 16:00 GMT)

M Johns FCA  
Reporting Accountant  
Hopper Williams & Bell Limited  
Chartered Accountants  
Highland House, Mayflower Close, Chandlers Ford, Eastleigh SO53 4AR

Date ..... 15/12/2022 .....

# TEACH Poole

## Statement of Financial Activities for the year ended 31 August 2022 (including Income and Expenditure Account)

	Note	Un- restricted funds £	Restricted General Funds £	Restricted Pension Funds £	Restricted Fixed Asset Funds £	2021/22 Total £	2020/21 Total £
Income and endowments from:							
Donations and capital grants	2	15,612	-	-	82,471	98,083	105,565
Other trading activities	4	186,060	152,292	-	-	338,352	270,263
Investments	5	536	-	-	-	536	263
Charitable activities:							
Funding for the academy trust's educational operations	3	-	7,518,917	-	-	7,518,917	7,132,103
<b>Total</b>		<b>202,208</b>	<b>7,671,209</b>	<b>-</b>	<b>82,471</b>	<b>7,955,888</b>	<b>7,508,194</b>
Expenditure on:							
Charitable activities:							
Academy trust educational operations	7	141,403	7,178,807	811,000	350,359	8,481,569	7,934,476
Net income / (expenditure)		60,805	492,402	(811,000)	(267,888)	(525,681)	(426,282)
Transfers between funds	15	-	(260,512)	-	260,512	-	-
Other recognised gains / (losses):							
Actuarial gains / (losses) on defined benefit pension schemes	23	-	-	6,188,000	-	6,188,000	(596,000)
Net movement in funds		60,805	231,890	5,377,000	(7,376)	5,662,319	(1,022,282)
Reconciliation of funds							
Total funds brought forward		547,211	722,662	(7,597,000)	11,864,396	5,537,269	6,559,551
Total funds carried forward		608,016	954,552	(2,220,000)	11,857,020	11,199,588	5,537,269

The notes on pages 49 to 73 form part of these financial statements.

# TEACH Poole

## Balance Sheet as at 31 August 2022

Company Number 09484306

	Note	2022 £	2022 £	2021 £	2021 £
Fixed assets					
Tangible assets	12		11,857,020		11,855,762
Current assets					
Debtors	13	257,284		225,271	
Cash at bank and in hand		<u>2,054,522</u>		<u>1,524,437</u>	
		2,311,806		1,749,708	
Liabilities					
Creditors: Amounts falling due within one year	14	<u>(749,238)</u>		<u>(471,201)</u>	
Net current assets			<u>1,562,568</u>		<u>1,278,507</u>
Total assets less current liabilities			13,419,588		13,134,269
Defined benefit pension scheme liability	23		(2,220,000)		(7,597,000)
Total net assets			<u>11,199,588</u>		<u>5,537,269</u>
Funds of the academy trust:					
Restricted funds					
Fixed asset fund	15	11,857,020		11,864,396	
Restricted income fund	15	954,552		722,662	
Pension reserve	15	<u>(2,220,000)</u>		<u>(7,597,000)</u>	
Total restricted funds			10,591,572		4,990,058
Unrestricted income funds	15		608,016		547,211
Total funds			<u>11,199,588</u>		<u>5,537,269</u>

The financial statements on pages 46 to 73 were approved by the trustees and authorised for issue on 14 December 2022 and are signed on their behalf by:

  
Emma Louise Hall (Dec 15, 2022 12:17 GMT)

Mrs E Hall  
Chair of Trustees

The notes on pages 49 to 73 form part of these financial statements.

# TEACH Poole

## Statement of Cash Flows for the year ended 31 August 2022

	Note	2022 £	2021 £
Cash flows from operating activities			
Net cash provided by (used in) operating activities	18	798,695	343,788
Cash flows from investing activities	19	(268,610)	(85,571)
Change in cash and cash equivalents in the reporting period		<u>530,085</u>	<u>258,217</u>
Cash and cash equivalents at 1 September 2021		1,524,437	1,266,220
Cash and cash equivalents at 31 August 2022	20	<u>2,054,522</u>	<u>1,524,437</u>

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 1 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

The financial statements of the Academy Trust, 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 (FRS 102), 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 (FRS 102) (Charities SORP (FRS 102)), the Academies Accounts Direction 2021 to 2022 issued by ESFA, the Charities Act 2011 and the Companies Act 2006. The financial statements are prepared in sterling which is the functional currency of the Academy Trust and are rounded to the nearest £1.

#### Going Concern

The trustees 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 trustees 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 Trust has adequate resources to continue in operational existence for the foreseeable future and there are no material uncertainties about the Academy Trust's ability to continue as a going concern, thus they continue to adopt the going concern basis of accounting in preparing the financial statements.

#### 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.

- 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.

- 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 grants 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.

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### Income (continued)

- Other Income

Other income, including the hire of facilities, is recognised in the period it is receivable and to the extent the Academy Trust 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 (excluding Transfers on conversion/into the Academy Trust)

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.

### 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 of time spent, and depreciation charges allocated on the portion of the asset's use.

- Charitable Activities

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

All resources expended are inclusive of irrecoverable VAT.

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### Tangible Fixed Assets

Assets costing £1,500 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.

Depreciation is provided on all tangible fixed assets other than 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 Land and Buildings	2-10% straight line on buildings; not provided on land
Furniture and Equipment	25% straight line
Computer Equipment	25% straight line

Where the Academy Trust can identify the value of major components of freehold or leasehold buildings based upon additions following conversion to academy status, the Academy Trust reviews whether one or more such components have significantly different patterns of consumption of economic benefits. In such cases, the Academy Trust allocates the cost of the asset to its major components and depreciates each component separately over its useful 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.

### Liabilities

Liabilities are recognised when there is an obligation at the balance sheet date as a result of a past event, it is probable 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 Trust 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.

### Provisions

Provisions are recognised when the Academy Trust has an obligation at the reporting date as a result of a past event which it is probable 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.

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 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 Trust 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. Prepayments are not financial instruments.

#### Cash at bank

Cash at bank is classified as a basic financial instrument and is measured at face value. An investment is treated as a cash equivalent when it has a short maturity of three months or less from the date of acquisition.

#### Financial liabilities

Trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost. 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.

#### 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 of 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.

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### Pensions Benefits

Retirement benefits to employees of the Academy Trust 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 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 based on 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 Trust 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 as 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 trustees.

Restricted fixed asset funds are resources which are to be applied to specific capital purposes imposed by 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 Department for Education Group.

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 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 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 pensions liability at 31 August 2022. 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.

The assumptions used are disclosed in note 23.

### Critical areas of judgement

There are no other critical areas of judgement.

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 2 Donations and capital grants

	Unrestricted funds £	Restricted funds £	2021/22 Total £	2020/21 Total £
Capital grants	-	32,392	32,392	32,318
Donated fixed assets	-	50,079	50,079	66,100
Other donations	15,612	-	15,612	7,147
	<u>15,612</u>	<u>82,471</u>	<u>98,083</u>	<u>105,565</u>
 Total 2021	 <u>7,147</u>	 <u>98,418</u>	 <u>105,565</u>	

### 3 Funding for the Academy Trust's educational operations

	Unrestricted funds £	Restricted funds £	2021/22 Total £	2020/21 Total £
DfE / ESFA grants				
General Annual Grant (GAG)	-	6,106,982	6,106,982	5,514,005
Pupil Premium	-	402,183	402,183	399,594
UFSM	-	214,270	214,270	247,704
Rates reclaim	-	29,338	29,338	29,338
PE and sports grant	-	76,500	76,500	76,410
Teachers' pay grant	-	-	-	68,422
Teachers' pension grant	-	-	-	200,114
Other DfE grants	-	176,888	176,888	-
	<u>-</u>	<u>7,006,161</u>	<u>7,006,161</u>	<u>6,535,587</u>
 Other government grants				
Local authority grants	-	215,620	215,620	185,162
 COVID-19 additional funding (DfE/ESFA)				
Catch-up premium	-	-	-	116,880
Other DfE/ESFA Coronavirus funding	-	-	-	14,117
	<u>-</u>	<u>-</u>	<u>-</u>	<u>130,997</u>
 Other income from the Academy Trust's educational operations				
Catering income	-	-	-	17,541
Other income	-	297,136	297,136	262,816
	<u>-</u>	<u>297,136</u>	<u>297,136</u>	<u>280,357</u>
	<u>-</u>	<u>7,518,917</u>	<u>7,518,917</u>	<u>7,132,103</u>
 Total 2021	 <u>-</u>	 <u>7,132,103</u>	 <u>7,132,103</u>	

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 4 Other trading activities

	Unrestricted funds £	Restricted funds £	2021/22 Total £	2020/21 Total £
Hire of facilities	15,437	53,900	69,337	3,694
Trip income	-	63,990	63,990	41,765
Other trading income	170,623	34,402	205,025	224,804
	<u>186,060</u>	<u>152,292</u>	<u>338,352</u>	<u>270,263</u>
Total 2021	<u>153,051</u>	<u>117,212</u>	<u>270,263</u>	

### 5 Investment income

	Unrestricted funds £	Restricted funds £	2021/22 Total £	2020/21 Total £
Short term deposits	536	-	536	263
	<u>263</u>	<u>-</u>	<u>263</u>	
Total 2021	<u>263</u>	<u>-</u>	<u>263</u>	

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 6 Expenditure

	Staff costs £	Non Pay Expenditure		Total 2021/22 £	Total 2020/21 £
		Premises £	Other £		
Academy's educational operations:					
Direct costs	5,044,013	-	478,061	5,522,074	5,216,908
Allocated support costs	1,562,683	395,310	1,001,502	2,959,495	2,717,568
	<u>6,606,696</u>	<u>395,310</u>	<u>1,479,563</u>	<u>8,481,569</u>	<u>7,934,476</u>
Total 2021	<u>6,210,180</u>	<u>429,741</u>	<u>1,294,555</u>	<u>7,934,476</u>	

Net income/(expenditure) for the period includes:

	2021/22 £	2020/21 £
Operating lease rentals	27,131	29,164
Depreciation	352,781	310,493
(Gain)/loss on disposal of fixed assets	(2,422)	-
Fees payable to auditor for:		
Audit	10,825	9,830
Other services	<u>7,919</u>	<u>7,411</u>

Included within expenditure are the following transactions:

	Total £	Individual items above £5,000	
		Amount £	Reason
Gifts made by the Academy Trust	461	-	-

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 7 Charitable activities

	2021/22 Total £	2020/21 Total £
Direct costs – educational operations	5,522,074	5,216,908
Support costs – educational operations	2,959,495	2,717,568
	<u>8,481,569</u>	<u>7,934,476</u>

#### Analysis of support costs:

	Educational operations £	2021/22 Total £	2020/21 Total £
Support staff costs	1,562,683	1,562,683	1,428,264
Depreciation	352,781	352,781	310,493
Premises costs	395,310	395,310	429,741
Other support costs	590,302	590,302	497,302
Governance costs	58,419	58,419	51,768
Total support costs	<u>2,959,495</u>	<u>2,959,495</u>	<u>2,717,568</u>
Total 2021		<u>2,717,568</u>	<u>2,717,568</u>

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 8 Staff

#### a) Staff costs

Staff costs during the period were:

	2021/22	2020/21
	£	£
Wages and salaries	4,459,114	4,327,369
Social security costs	399,936	372,980
Pension costs	1,688,085	1,488,577
	<u>6,547,135</u>	<u>6,188,926</u>
Agency staff costs	42,541	2,186
Other staff costs	17,020	14,620
Staff restructuring costs	-	4,448
	<u>6,606,696</u>	<u>6,210,180</u>

Staff restructuring costs comprise:

Redundancy payments	-	4,448
	<u>-</u>	<u>4,448</u>

#### b) Staff numbers

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

	2021/22	2020/21
	No.	No.
Teachers	69	59
Administration and support	131	138
Management	13	13
	<u>213</u>	<u>210</u>

#### c) Higher paid staff

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

	2021/22	2020/21
	No.	No.
£60,001 - £70,000	1	1
£120,001 - £130,000	1	1

#### d) Key management personnel

The key management personnel of the academy trust comprise the trustees and the senior management team as listed on page 1. The total amount of employee benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the academy trust was £642,628 (2021: £620,105).

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 9 Related Party Transactions – Trustees’ remuneration and expenses

One or more trustees has been paid remuneration or has received other benefits from employment with the Academy Trust. 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 trustees’ remuneration and other benefits was as follows:

		2021/22	2020/21
		£000	£000
Mrs K Lasbury-Carter	Remuneration	120-125	120-125
(CEO and Executive Head of Schools)	Employer’s pension contributions paid	25-30	25-30

During the period ended 31 August 2022, no trustees received any reimbursement of expenses (2021: £30 to one trustee).

### 10 Trustees and officers insurance

The Academy Trust has opted into the Department for Education’s risk protection arrangement (RPA), an alternative to insurance where UK government funds cover losses that arise. This scheme protects trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business, and provides cover up to £10m. It is not possible to quantify the Trustees and officers indemnity element from the overall cost of the RPA scheme.

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 11 Central Services

The Academy Trust has provided the following central services to its academies during the year:

- Support staff
- Premises Staff
- Administration staff
- IT staff
- HR Staff and Finance Staff
- Insurance
- Minibus
- Music resources
- Software
- Telephones
- Sign-in system
- Subscriptions and licences
- Finance and budgeting systems
- Assessment systems
- HR and payroll system
- CFO professional services cost
- School development
- Accountancy/audit costs
- Health and Safety
- GDPR and DPO services
- Website
- IT Broadband and support costs
- EAP scheme
- CPD costs

The Academy Trust charges for these services on the basis of pupil numbers. The actual amounts charged during the year were as follows:

	2021/22	2020/21
	£	£
Ad Astra Infant School	189,753	161,220
Canford Heath Infant School	256,524	223,908
Canford Heath Junior School	349,319	295,572
Haymoor Junior School	237,274	214,956
	<u>1,032,870</u>	<u>895,656</u>

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 12 Tangible fixed assets

	Freehold Land and Buildings £	Furniture and Equipment £	Computer Equipment £	Total £
<b>Cost</b>				
At 1 September 2021	13,270,053	250,480	221,768	13,742,301
Acquisitions	116,953	115,879	121,207	354,039
Disposals	-	(3,092)	-	(3,092)
At 31 August 2022	<u>13,387,006</u>	<u>363,267</u>	<u>342,975</u>	<u>14,093,248</u>
<b>Depreciation</b>				
At 1 September 2021	1,607,360	178,294	100,885	1,886,539
Charged in year	269,073	41,743	41,965	352,781
Disposals	-	(3,092)	-	(3,092)
At 31 August 2022	<u>1,876,433</u>	<u>216,945</u>	<u>142,850</u>	<u>2,236,228</u>
<b>Net book values</b>				
At 31 August 2021	11,662,693	72,186	120,883	11,855,762
At 31 August 2022	<u>11,510,573</u>	<u>146,322</u>	<u>200,125</u>	<u>11,857,020</u>

### 13 Debtors

	2021/22 £	2020/21 £
Trade debtors	17,798	21,525
VAT recoverable	52,817	33,389
Other debtors	403	-
Prepayments and accrued income	186,266	170,357
	<u>257,284</u>	<u>225,271</u>

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 14 Creditors: amounts falling due within one year

	2021/22	2020/21
	£	£
Trade creditors	168,922	30,004
Other taxation and social security	85,930	81,889
Other creditors falling due within one year	118,890	110,762
Accruals and deferred income	375,496	248,546
	<u>749,238</u>	<u>471,201</u>

	2021/22	2020/21
	£	£
Deferred income at 1 September 2021	163,470	173,805
Released from previous years	(163,470)	(173,805)
Resources deferred in the year	162,777	163,470
Deferred income at 31 August 2022	<u>162,777</u>	<u>163,470</u>

At the balance sheet date the academy trust was holding funds received in advance for grants and other income received in respect of the forthcoming financial year.

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 15 Funds

	Balance at 1 September 2021 £	Income £	Expenditure £	Transfers £	Gains and losses £	Balance at 31 August 2022 £
Restricted general funds						
General Annual Grant (GAG)	477,321	6,106,982	(5,604,206)	(260,512)	-	719,585
Pupil premium	-	402,183	(402,183)	-	-	-
UIFSM	-	214,270	(214,270)	-	-	-
Rates reclaim	-	29,338	(29,338)	-	-	-
PE and sports grant	36,577	76,500	(113,077)	-	-	-
Other DfE grants	-	176,888	(176,888)	-	-	-
Local authority grants	-	215,620	(215,620)	-	-	-
SCITT	208,764	297,136	(270,933)	-	-	234,967
Other educational activities	-	152,292	(152,292)	-	-	-
	<u>722,662</u>	<u>7,671,209</u>	<u>(7,178,807)</u>	<u>(260,512)</u>	<u>-</u>	<u>954,552</u>
Pension reserve	(7,597,000)	-	(811,000)	-	6,188,000	(2,220,000)
	<u>(6,874,338)</u>	<u>7,671,209</u>	<u>(7,989,807)</u>	<u>(260,512)</u>	<u>6,188,000</u>	<u>(1,265,448)</u>
Restricted fixed asset funds						
Fixed asset fund	11,855,762	-	(350,359)	351,617	-	11,857,020
ESFA capital grants (DFC)	8,634	32,392	-	(41,026)	-	-
Donated fixed assets	-	50,079	-	(50,079)	-	-
	<u>11,864,396</u>	<u>82,471</u>	<u>(350,359)</u>	<u>260,512</u>	<u>-</u>	<u>11,857,020</u>
Total restricted funds	<u>4,990,058</u>	<u>7,753,680</u>	<u>(8,340,166)</u>	<u>-</u>	<u>6,188,000</u>	<u>10,591,572</u>
Total unrestricted funds	<u>547,211</u>	<u>202,208</u>	<u>(141,403)</u>	<u>-</u>	<u>-</u>	<u>608,016</u>
Total funds	<u>5,537,269</u>	<u>7,955,888</u>	<u>(8,481,569)</u>	<u>-</u>	<u>6,188,000</u>	<u>11,199,588</u>

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 15 Funds (continued)

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

#### General annual grant

This includes all funding received from the ESFA to carry out the objectives of the academy. It includes the school budget share; minimum funding guarantee; education services grant; insurance; rates; and pre-16 high needs funding streams.

#### Other DfE/ESFA grants

This is funding received from the ESFA for specific purposes.

#### Local authority grants

This is funding received from the local authority for specific purposes, for example Special Educational Needs funding.

#### SCITT

This is ring-fenced funding and other income relating to initial teacher training.

#### Other educational activities

This includes all other educational income/expenditure.

#### Pension reserve

This represents the negative reserve in respect of the liability on the LGPS pension scheme which was transferred to the Academy Trust on conversion.

#### Fixed asset fund

The fund includes the value of the tangible fixed assets of the academy on conversion, and amounts transferred from GAG or other restricted funds specifically for expenditure on tangible fixed assets, and the annual charges for depreciation of these assets.

#### DfE/ESFA capital grants

This is funding received from the DfE/ESFA specifically for expenditure on tangible fixed assets.

#### Transfers between funds

Transfers to the restricted fixed asset fund represent the cost of fixed asset additions which have been funded from restricted or unrestricted general funds.

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 2022.

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 15 Funds (continued)

#### Total funds analysis by academy

Fund balances at 31 August 2022 were allocated as follows:

	2021/22	2020/21
	£	£
Ad Astra Infant School	3,385	(11,715)
Canford Heath Infant School	331,332	274,315
Canford Heath Junior School	820,535	715,158
Haymoor Junior School	119,339	31,718
SCITT	234,967	207,728
Central services	53,010	52,669
Total before fixed assets and pension reserve	<u>1,562,568</u>	<u>1,269,873</u>
Restricted fixed asset fund	11,857,020	11,864,396
Pension reserve	(2,220,000)	(7,597,000)
Total	<u>11,199,588</u>	<u>5,537,269</u>

#### Total cost analysis by academy

Expenditure incurred by each academy during the year was as follows:

	Teaching and Educational Support Staff Costs £	Other Support Staff Costs £	Educational Supplies £	Other Costs (excl. dep- reciation) £	2021/22 Total £	2020/21 Total £
Ad Astra Infant School	966,676	275,714	47,001	218,410	1,507,801	1,413,137
Canford Heath Infant School	1,226,597	392,024	67,465	314,619	2,000,705	1,871,910
Canford Heath Junior School	1,601,230	444,438	120,950	265,161	2,431,779	2,316,021
Haymoor Junior School	1,249,013	348,378	117,446	203,769	1,918,606	1,796,349
SCITT	497	102,129	125,199	42,072	269,897	226,566
	<u>5,044,013</u>	<u>1,562,683</u>	<u>478,061</u>	<u>1,044,031</u>	<u>8,128,788</u>	<u>7,623,983</u>

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 15 Funds (continued)

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

	Balance at 1 September 2020 £	Income £	Expenditure £	Transfers £	Gains and losses £	Balance at 31 August 2021 £
Restricted general funds						
General Annual Grant (GAG)	193,925	5,514,005	(5,217,188)	(13,421)	-	477,321
Pupil premium	-	399,594	(399,594)	-	-	-
UIFSM	-	247,704	(247,704)	-	-	-
Rates reclaim	-	29,338	(29,338)	-	-	-
PE and sports grant	50,316	76,410	(38,739)	(51,410)	-	36,577
Teachers' pay grant	-	68,422	(68,422)	-	-	-
Teachers' pension grant	-	200,114	(200,114)	-	-	-
Local authority grants	-	185,162	(185,162)	-	-	-
Catch-up premium	-	116,880	(116,880)	-	-	-
Other DfE/ESFA C-19 funding	-	14,117	(14,117)	-	-	-
SCITT	176,521	258,809	(226,566)	-	-	208,764
Other educational activities	-	138,760	(138,760)	-	-	-
	420,762	7,249,315	(6,882,584)	(64,831)	-	722,662
Pension reserve	(6,361,000)	-	(640,000)	-	(596,000)	(7,597,000)
	(5,940,238)	7,249,315	(7,522,584)	(64,831)	(596,000)	(6,874,338)
Restricted fixed asset funds						
Fixed asset fund	11,982,003	-	(310,493)	184,252	-	11,855,762
ESFA capital grants (DFC)	29,637	32,318	-	(53,321)	-	8,634
Donated fixed assets	-	66,100	-	(66,100)	-	-
	12,011,640	98,418	(310,493)	64,831	-	11,864,396
Total restricted funds	6,071,402	7,347,733	(7,833,077)	-	(596,000)	4,990,058
Total unrestricted funds	488,149	160,461	(101,399)	-	-	547,211
Total funds	6,559,551	7,508,194	(7,934,476)	-	(596,000)	5,537,269

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 16 Analysis of net assets between funds

	Un- restricted funds £	Restricted general funds £	Restricted pension funds £	Restricted fixed asset funds £	Total funds £
Tangible fixed assets	-	-	-	11,857,020	11,857,020
Current assets	608,016	1,703,790	-	-	2,311,806
Current liabilities	-	(749,238)	-	-	(749,238)
Pension scheme liability	-	-	(2,220,000)	-	(2,220,000)
<b>Total net assets</b>	<b>608,016</b>	<b>954,552</b>	<b>(2,220,000)</b>	<b>11,857,020</b>	<b>11,199,588</b>

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

	Un- restricted funds £	Restricted general funds £	Restricted pension funds £	Restricted fixed asset funds £	Total funds £
Tangible fixed assets	-	-	-	11,855,762	11,855,762
Current assets	547,211	1,193,863	-	8,634	1,749,708
Current liabilities	-	(471,201)	-	-	(471,201)
Pension scheme liability	-	-	(7,597,000)	-	(7,597,000)
<b>Total net assets</b>	<b>547,211</b>	<b>722,662</b>	<b>(7,597,000)</b>	<b>11,864,396</b>	<b>5,537,269</b>

### 17 Long-term commitments, including operating leases

#### Operating leases

At 31 August 2022 the total of the Academy Trust's future minimum lease payments under non-cancellable operating leases was:

	2021/22 £	2020/21 £
Amounts due within one year	1,097	12,401
Amounts due between one and five years	-	1,005
	<b>1,097</b>	<b>13,406</b>

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 18 Reconciliation of net income/(expenditure) to net cash flow from operating activities

	2021/22	2020/21
	£	£
Net expenditure for the reporting period	(525,681)	(426,282)
Adjusted for:		
Depreciation	352,781	310,493
(Gain)/loss on disposal of fixed assets	(2,422)	-
Capital grants from DfE and other capital income	(82,471)	(98,418)
Interest receivable	(536)	(263)
Defined benefit pension scheme cost less contributions payable	685,000	538,000
Defined benefit pension scheme finance cost	126,000	102,000
Increase in debtors	(32,013)	(16,459)
Increase / (decrease) in creditors	278,037	(65,283)
Net cash provided by Operating Activities	<u>798,695</u>	<u>343,788</u>

### 19 Cash flows from investing activities

	2021/22	2020/21
	£	£
Dividends, interest and rents from investments	536	263
Proceeds from sale of tangible fixed assets	2,422	-
Purchase of tangible fixed assets	(303,960)	(118,152)
Capital grants from DfE Group	32,392	32,318
Net cash used in investing activities	<u>(268,610)</u>	<u>(85,571)</u>

### 20 Analysis of cash and cash equivalents

	2021/22	2020/21
	£	£
Cash at bank and in hand	<u>2,054,522</u>	<u>1,524,437</u>

### 21 Analysis of changes in net debt

	At 1 September 2021	Cash flows	Acquisition/ disposal of subsidiaries	New finance leases	Other non-cash changes	At 31 August 2022
	£	£	£	£	£	£
Cash	1,524,437	530,085	-	-	-	2,054,522
Total	<u>1,524,437</u>	<u>530,085</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2,054,522</u>

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 22 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 for the debts and liabilities contracted before he/she ceases to be a member.

### 23 Pension and similar obligations

The Academy Trust'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 County 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 £114,202 were payable to the schemes at 31 August 2022 (2021: £104,891) and are included within creditors.

#### Teachers' Pension Scheme

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pension Scheme 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.

#### 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 (Valuations and Employer Cost Cap) Directions 2014 published by HM Treasury every four 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 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. The 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%.

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 23 Pension and similar obligations (continued)

The next valuation result is due to be implemented from 1 April 2024.

The employer's pension costs paid to TPS in the period amounted to £630,490 (2021: £601,740).

A copy of the valuation report and supporting documentation is on the Teachers' Pensions 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 contribution made for the year ended 31 August 2022 was as follows:

	2022	2021
	£	£
Employer's contributions	364,000	351,000
Employees' contributions	98,000	99,000
	<u>462,000</u>	<u>450,000</u>

The agreed contribution rates for future years are 22.0% for employers and 5.5% to 12.5% for employees.

Parliament has agreed, at the request of the Secretary of State for Education, to a 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

	2022	2021
Rate of increase in salaries	3.95%	3.90%
Rate of increase for pensions in payment/inflation	2.95%	2.90%
Discount rate for scheme liabilities	4.25%	1.65%
Inflation assumption (CPI)	<u>2.95%</u>	<u>2.90%</u>

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

	2022	2021
Retiring today		
Males	22.1	23.1
Females	<u>24.2</u>	<u>24.6</u>
Retiring in 20 years		
Males	23.4	24.4
Females	<u>25.6</u>	<u>26.1</u>

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## Notes to the Financial Statements for the Year Ended 31 August 2022

### 23 Pension and similar obligations (continued)

#### Sensitivity analysis

	Increase/(reduction) in defined benefit obligation	
	2022	2021
	£	£
Discount rate +0.1%	(179,000)	(315,000)
Discount rate -0.1%	183,000	323,000
Mortality assumption – 1 year increase	217,000	511,000
Mortality assumption – 1 year decrease	(211,000)	(491,000)
CPI rate +0.1%	174,000	296,000
CPI rate -0.1%	(170,000)	(288,000)

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

	2022	2021
	£	£
Equities	2,740,000	2,716,000
Gilts	558,000	593,000
Corporate bonds	254,000	296,000
Property	507,000	445,000
Cash and other liquid assets	101,000	99,000
Other	914,000	790,000
Total market value of assets	<u>5,074,000</u>	<u>4,939,000</u>

The actual return on scheme assets was -£216,000 (2021: £833,000).

Amount recognised in the Statement of Financial Activities

	2021/22	2020/21
	£	£
Current service cost	1,049,000	889,000
Interest income	(81,000)	(60,000)
Interest cost	207,000	162,000
Total amount recognised in the SOFA	<u>1,175,000</u>	<u>991,000</u>

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2022

### 23 Pension and similar obligations (continued)

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

	2021/22	2020/21
	£	£
At 1 September	12,536,000	10,114,000
Current service cost	1,049,000	889,000
Interest cost	207,000	162,000
Employee contributions	98,000	99,000
Actuarial (gain) / loss	(6,485,000)	1,369,000
Benefits paid	(111,000)	(97,000)
At 31 August	<u>7,294,000</u>	<u>12,536,000</u>

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

	2021/22	2020/21
	£	£
At 1 September	4,939,000	3,753,000
Interest income	81,000	60,000
Actuarial (loss) / gain	(297,000)	773,000
Employer contributions	364,000	351,000
Employee contributions	98,000	99,000
Benefits paid	(111,000)	(97,000)
At 31 August	<u>5,074,000</u>	<u>4,939,000</u>

### 24 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. The following related party transactions took place in the financial period:

#### Income Related Party Transactions:

The Delta Education Trust - a charitable company in which Mrs K Lasbury-Carter (trustee) and Mr J White (trustee until 20 April 2022) were trustees. Mrs K Lasbury-Carter and Mr J White resigned as trustees of The Delta Education Trust on 15 August 2022 and 9 December 2021 respectively.

- The Academy Trust received income from The Delta Education Trust totalling £33,559 (2021: £2,400) during the period. There were no amounts outstanding at 31 August 2022 (2021: £nil).