

**Company Registration Number: 09154494 (England and Wales)**

**LANESEND PRIMARY SCHOOL**

**(A company limited by guarantee)**

**ANNUAL REPORT AND FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 AUGUST 2017**

**LANESEND PRIMARY SCHOOL**  
**(A company limited by guarantee)**

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**LANESEND PRIMARY SCHOOL**

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**REFERENCE AND ADMINISTRATIVE DETAILS OF THE ACADEMY, ITS MEMBERS/ TRUSTEES AND  
ADVISERS  
FOR THE PERIOD ENDED 31 AUGUST 2017**

**Members**

Scott Raven  
Kenneth Burns (resigned 31 August 2017)  
Katherine Palfrey  
Karen Herbert-Duff (appointed 1 September 2017)  
Joanna Hunter (appointed 9 October 2017)

**Trustees**

Kenneth Burns (resigned 31 August 2017)  
Tara Hopkinson, Staff Trustee 1  
Lauren Elliot  
Andrea Flux, Staff Trustee  
Karen Herbert-Duff, Chair  
Joanna Hunter, Vice Chair  
Emma Norton 1  
Katherine Palfrey (resigned 13 September 2017) 1  
Jeremy Robinson 1  
Caroline Sice, Head Teacher 1  
Paul Herbert (appointed 13 September 2017)

**1 Money Commissioning Group**

**Senior Management Team**

Caroline Sice Headteacher  
David Cooper Deputy Headteacher and Yr 5&6 Phase Leader

**Progression team**

Caroline Sice Headteacher  
David Cooper Deputy Headteacher and Yr 5&6 Phase Leader  
Tara Hopkinson Early Years Phase Leader  
Sally Coppen Yr 1&2 Phase Leader  
Graham Andre Yr 3&4 Phase Leader

**Company Name**

Lanesend Primary School

**Company registered number**

09154484

**Principal and registered office**

Lanesend Primary, Love Lane, Cowes, Isle of Wight, PO31 7ES

**LANESEND PRIMARY SCHOOL**  
**(A company limited by guarantee)**

**Company secretary**

**Carrie Almond**

**Independent auditors**

**James Cowper Kreston, 9<sup>th</sup> Floor, The White Building, 1-4 Cumberland Place, Southampton, Hampshire, SO15 2NP**

**Bankers**

**Lloyds Bank, 22 St Thomas' Square, Newport, Isle of Wight, PO30 1SQ**

**Solicitors**

**Paris Smith, 1 London Road, Southampton, Hampshire, SO15 2AE**

## **LANESEND PRIMARY SCHOOL**

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### **TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017**

The Trustees (who are also directors of the charity for the purposes of the Companies Act) present their annual report together with the audited financial statements and Auditors' report of Lanesend Primary (the academy) for the period starting 1<sup>st</sup> September 2016 to 31 August 2017. The annual report serves the purposes of both a trustees' report and a directors' report under company law.

The trust operates an academy for pupils aged 4-11 serving the local area of Cowes and has families from across the Isle of Wight too. It has a pupil capacity of 420 and had a roll of 349 as at the school census date, January 2017.

#### **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 Lanesend Primary School are also the directors of the charitable company for the purposes of company law. The charitable company is known as Lanesend Primary.

The principal objective of the academy is to provide education within a primary school setting.

Details of the trustees who served during the year 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**

Trustees third party indemnity is covered by a policy of insurance with the DFE through their RPA approved insurance scheme.

## **LANESEND PRIMARY SCHOOL**

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### **TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017**

#### **METHOD OF RECRUITMENT AND APPOINTMENT OR ELECTION OF TRUSTEES**

The number of Trustees will not be less than three but (unless otherwise determined by ordinary resolution) will not be subject to any maximum. The Members may appoint up to 10 Trustees, including Staff Trustees through any such process as they may determine. The total number of Trustees (including the Headteacher) who are employees of the Academy Trust shall not exceed one third of the total number of Trustees.

Parent Trustees are elected by parents of registered pupils at the academy and must be a parent of a pupil at the Academy at the time they are elected. The number of Parent Trustees required shall be made up by Parent Trustees appointed by the Governing Body if the number of parents standing for election is less than the number of vacancies.

The Trustees may also appoint Co-opted Trustees. The Trustees may not co-opt an employee of the Academy Trust as a Co-opted Trustee if the number of Trustees who are employees of the academy trust would then exceed one third of the total number of Trustees (including the Headteacher).

The term of office for any Trustee shall be four years and, subject to remaining eligible to be a particular type of Trustee, any Trustee may be re-appointed or re-elected. A Trustee shall cease to hold office if he resigns his office by notice to the Academy Trust (but only if at least three Trustees will remain in office when the notice of resignation is to take effect). A Trustee shall cease to hold office if he is removed by the person or persons who appointed him, however this does not apply in respect of a Parent Trustee.

Each school year the Trustees shall elect a chairman and a vice-chairman from among their number. A Trustee who is employed by the academy Trust shall not be eligible for election as chairman or vice-chairman.

#### **POLICIES AND PROCEDURES ADOPTED FOR THE INDUCTION AND TRAINING OF TRUSTEES**

All new Trustees complete in-house induction training and are given the opportunity to attend the Local Authority new Trustee training sessions. Each new Trustee is paired with an experienced Trustee who will provide additional support. All Trustees are provided with access to policies, procedures, minutes, accounts, budgets and other documents that they will need to undertake their role as Trustees. All Trustees are invited to external and in-house training throughout the year. We also provide access to the Hampshire Trustee Portal for all trustees and the school subscribes to Hampshire Trustee Services.

#### **ORGANISATIONAL STRUCTURE**

The academy has a leadership structure which consists of the Trustees and the Progression Team. The aim of the leadership structure is to devolve responsibility and to encourage involvement in the decision making at all levels. The Trustees are responsible for establishing general policy, adopting the School Improvement Plan and budget, approving the statutory accounts, monitoring the academy budget and school data both at local and national level. Trustees lead the strategic development about the direction of the academy, capital expenditure and staffing appointments. The Progression Team consists of the Headteacher, Deputy Headteacher and Phase Leaders. The Progression Team and Trustees with support from the School Development Manager implement the policies laid down by the Trustees and report back to them. The Headteacher is responsible for

## **LANESEND PRIMARY SCHOOL**

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### **TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017**

the appointment of staff, though appointment panels for teaching posts always include a Trustee. The academy also has Phase Leaders who assist with the day to day operation of the Academy, in particular overseeing teaching and learning quality, staff, and pupils. The Principal/Headteacher is the Accounting Officer. The School Development Manager is the Chief Financial Officer.

#### **ARRANGEMENTS FOR SETTING PAY AND REMUNERATION OF KEY MANAGEMENT PERSONNEL**

Pay and remuneration for key management is determined under the Performance Management Policy. The Headteacher's pay is determined by a performance management panel which is made up of 3 trustees and an independent consultant (who acts as an advisor to the panel). The panel decides the Headteacher's pay and is put forward for ratification to the Money Group who have been delegated powers by the Full Governing Body. All other staff are invited to a Performance Management review against targets set and overall school performance. The Headteacher will present the evidence from these meetings to the Money Group at a Performance Management and Pay review meeting. The members of the Money Group will then decide pay changes for staff. These decisions have been delegated to the Money Group by the Full Governing Body.

#### **RELATED PARTIES AND OTHER CONNECTED CHARITIES AND ORGANISATIONS**

Lanesend Primary is a standalone academy without any organisational connections to other schools, charities or companies.

### **Objectives and Activities**

#### **OBJECTIVES AND AIMS**

The company was set up on the 1<sup>st</sup> September 2014. The principal objective and activity of the Charitable Company is the operation of Lanesend Primary School. Our school ethos is to embed a love of learning; we want our children to foster a lifelong love of learning and truly believe that every member of staff within our team are responsible for supporting the children in this goal. For this to be achieved:

- Children should feel safe and secure in a caring and stimulating environment
- Have access to the whole curriculum and more
- The personal wellbeing and all round development of our children is given high priority
- ICT use to support children's learning and access to the curriculum
- Opportunities to help them engage in their learning and play
- A highly skilled and dedicated team
- Standout teaching and learning
- An outward looking school
- Strong parental partnerships
- Strategic vision and development from Member's and Trustee's through clear communication and insight into the school's strengths and development areas
- We do what needs to be done for all children

## **LANESEND PRIMARY SCHOOL**

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### **TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017**

#### **OBJECTIVES, STRATEGIES AND ACTIVITIES**

##### **Objectives**

The main objectives for the year ended 31 August 2017 were as follows:

- To ensure all children made expected progress from each data point across year groups and across phases.
- To continue to raise Good Level Development at the end of Reception, showing a rising trend and closing the gap between identified groups
- To ensure that children reached exceeding in some areas of the Early Years curriculum.
- To close the gap between Lanesend Primary and national results in Year 1 and Year 2 Phonics
- To improve results at KS1 to National results and ensure writing in the school continues to improve
- To be above floor expectations in the new KS2 assessments
- To improve our combined results at KS2 to 60%.
- To improve writing across the school with a particular focus on high achievers, Pupil Premium children and summer born children.
- To develop a programme to continue to support British Values across the school through a values curriculum to raise self-esteem, self-respect and life skills for all children, for all of life.
- To continue to increase our level of participation in sporting activities and events and work towards achieving the School Games Gold Award
- To develop learning in the outside areas and to achieve an Outdoor Learning award

##### **ACTIVITIES FOR ACHIEVING OBJECTIVES**

- Six terms of every day intervention for five weeks to close the gap between vulnerable groups.
- Planned progress tracking through pupil progress meetings to ensure attainment in Reading, Writing and Maths so that children meet expected progress.
- Further development on data and tracking procedures and proformas in school.
- EYFS focus on writing and giving opportunities to demonstrate exceeding, work with local EYFS provider on raising standards on entry.
- Children identified earlier as exceeding and then planned opportunities for those children to develop the depth of learning in their area of strength.
- Daily phonics intervention through phonic awareness training. Employment of a dyslexic specialist teacher with a focus on early reading.
- Changes to the timetable and format of phonic teaching sessions to ensure progress.
- Writing standard created in FLIC to ensure all children are regularly assessed against national expectations.
- Teachers in Year 2 organised to their strengths to support the children's needs in preparing for the assessments.
- Regular moderation opportunities both in school and within the Cluster.
- Training attended to deepen teachers' understanding of the assessment and national expectation.
- Pupils identified in Year 6 for 1:1 intervention to secure expected standard, writing focus across the year to ensure coverage for end of year teacher assessment. Courses attended by teachers' on national assessments and national expectations both in school and within the Cluster.



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### **TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017**

- Further develop our Remarkable Pupil programme to give opportunities outside of school or through planned competitions and activities that enhance their skills and interest.
- Learning Consultants procured to help support the School Improvement Plan through staff training days and twilight.
- Pupil Progress meetings half termly with teaching staff to identify children not achieving expected progress.
- Writing lessons across the school that support the new standards and expectations for the end of KS1 and 2.
- Half termly writing moderation alongside the use of consistent writing assessment.
- Organised author workshops to engage and extend writing opportunities for all pupils.
- A series of value assemblies to support PHSE and the values of the qualities of a standout learner through a range of different opportunities throughout the school including celebration assembly every week and activities in the classroom.
- The mutual respect for tolerance and different faiths and beliefs had a half termly focus on different concepts of faith.
- Parents updated through the newsletter regarding the values focus and certificates awarded weekly.
- We held several Empty Classroom Days to plan for outdoor learning.
- Planning had to support outdoor learning once a week for all classes.
- LSA continued to be employed to run a sport club every day after school. PE lead organised events such as triathlon and multi skills for KS1 as well as KS2. Children attended a range of clubs including a Remarkable Children club in the local area. We were successful in a bid for bicycles and helmets, and some teaching staff received training to enable them to hold cycling lessons.

#### **PUBLIC BENEFIT**

Every activity that Lanesend Primary engages in is always for the sole purpose of benefiting the children and enhancing the academy's reputation for delivering outstanding learning and extra-curricular experiences for all our children.

The Trustees have complied with their duty to have due regard to the guidance on public benefit published by the Charity Commission in exercising their powers or duties.

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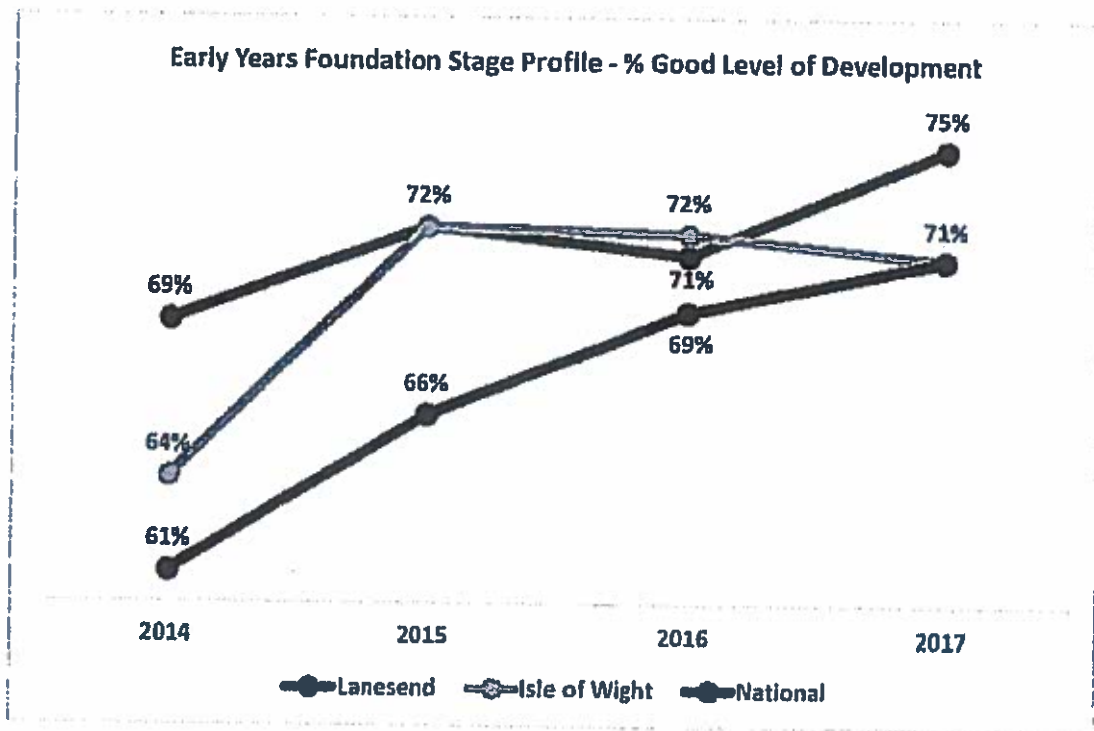
**TRUSTEES' REPORT (continued)**  
**FOR THE PERIOD ENDED 31 AUGUST 2017**

**Strategic Report**

**ACHIEVEMENTS AND PERFORMANCE**

**Lanesend Primary School – Early Years Foundation Stage Attainment: 2017**

**Good Level of Development**



In 2017, Lanesend Primary School had an Early Years Foundation Stage (EYFS) cohort of 51 pupils, each pupil counting for 2.0% in the overall performance figures. 75% of Lanesend pupils achieved a Good Level of Development which was 4% more than the National figure of 71%. Lanesend (75%) were also above the Isle of Wight average (71%) for the percentage of pupils achieving a Good Level of Development by 4%, a difference represented by two Lanesend pupils. This is the first time in three years that the Lanesend outcome for percentage achieving a Good Level of Development is above both the Isle of Wight and National averages. The Lanesend increase of 4% from 71% in 2016 to 75% in 2017 was also the first time in three years that the Lanesend improvement over an academic year was greater relative to the National increase over the same period.

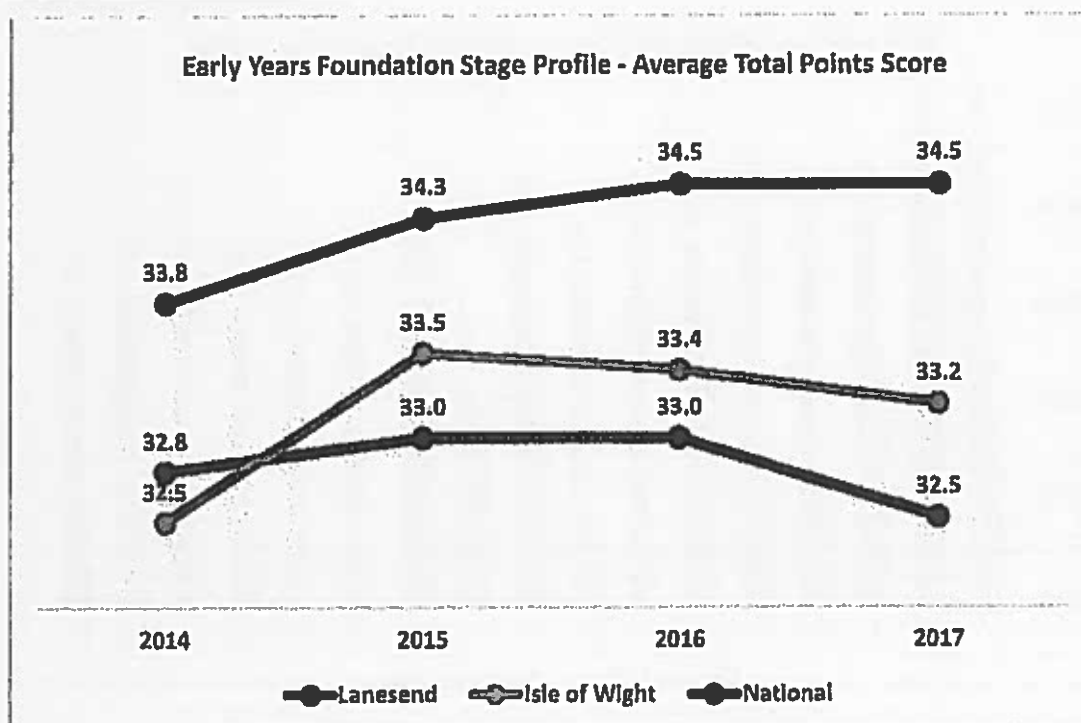
## LANESEND PRIMARY SCHOOL

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### TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017

Of the 51 pupils in the 2017 EYFS cohort, 13 did not achieve a Good Level of Development. All of these 13 pupils were assessed as 'Emerging' in the Writing Early Learning Goal (ELG). One pupil narrowly missed out on their Good Level of Development with Writing being the only ELG where they did not achieve an assessment of 2 or above. All but one of the 13 pupils also were assessed as 'Emerging' in the Reading Early Learning Goal.

#### Average Total Points Score



The Average Total Points Score (ATPS) for the 2017 Lanesend cohort was 32.5 points, 0.7 points below the Isle of Wight average of 33.2 points and 2.0 points below the National average of 34.5. For Lanesend to have matched the National average in 2017, every pupil would have needed to have made a single higher outcome in two Early Learning Goals.

This is the third consecutive year where Lanesend have had an Average Total Points Score below both the Isle of Wight and National average. Lanesend's Average Total Points Score of 32.5 was a 0.5 drop from the outcome achieved by the school in 2016 and was the lowest Average Total Points Score achieved by Lanesend in four years. The National average has remained constant at 34.5 from 2016 to 2017 and therefore, with a decrease in Lanesend's outcome, a widening gap has emerged against National. Despite the 0.2 drop in Isle of Wight ATPS from 2016 to 2017, Lanesend's reduction of 0.5 over the same period has meant that the gap has widened between Lanesend Primary and the Isle of Wight too.

Whilst Lanesend have been above National for the percentage of pupils achieving a Good Level of Development since 2014, the school has been below the National Average Total Points Score over the same period. This would

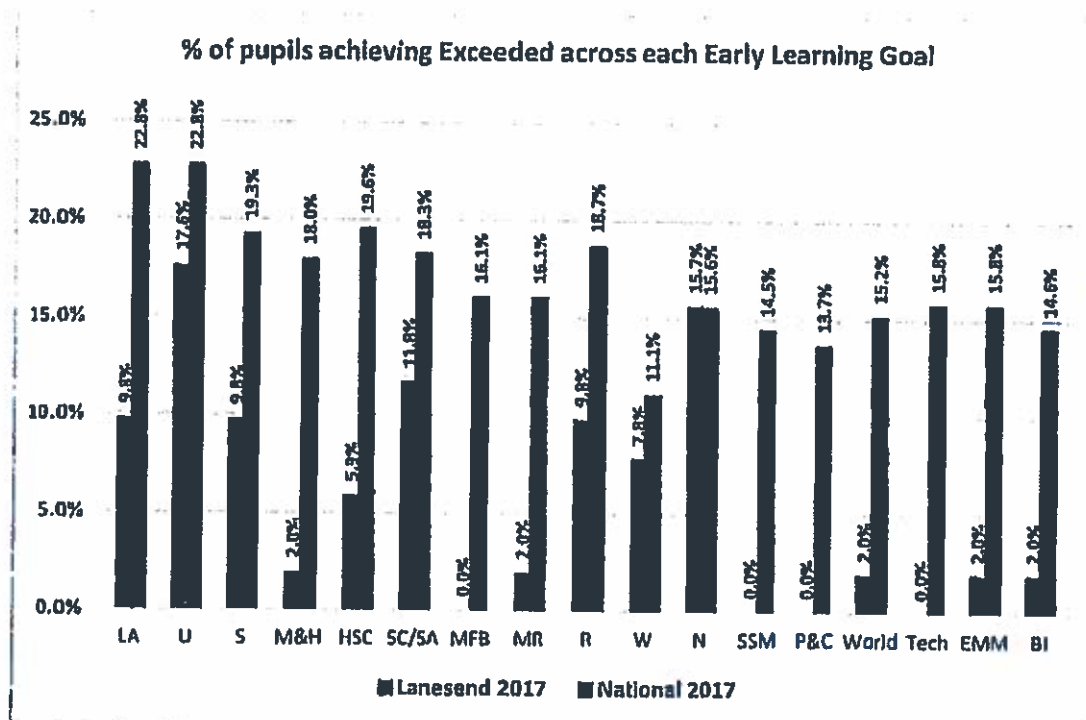
# LANESEND PRIMARY SCHOOL

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## TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017

suggest that for the last four years, there has been a larger proportion of pupils nationally who are attaining an 'Exceeding' outcome in their Early Learning Goals across the EYFS Profile, than the pupils at Lanesend.

The chart below indicates that in 2017, Lanesend were below the National average for the percentage of pupils achieving an 'Exceeded' outcome in 16 of the 17 Early Learning Goals, with the Numbers ELG being the only exception:



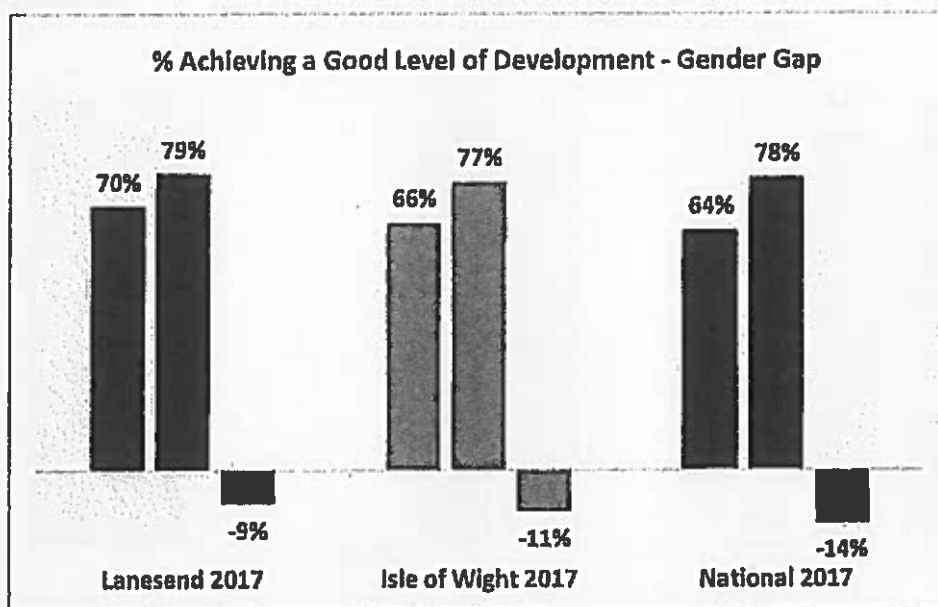
The challenge for Lanesend Primary School in 2018 is to convert more 'Expected' outcomes into 'Exceeding' outcomes and close the gap on National for the Average Total Points Score indicator.

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### TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017

#### Gender Analysis



Both the Lanesend Boys and Girls achieving a Good Level of Development was higher than their comparator groups at both Isle of Wight and National level.

79% of Lanesend girls achieved the Good Level of Development, 1% more than the National average for Girls (78%) and 2% above the Isle of Wight average for Girls (77%). Despite the positive performance of the Lanesend girls above the National average, in 2016 Lanesend Girls were 5% above the National average (82% vs 77%) whereas in 2017, the gap has reduced to being 1% above National (79% vs 78%).

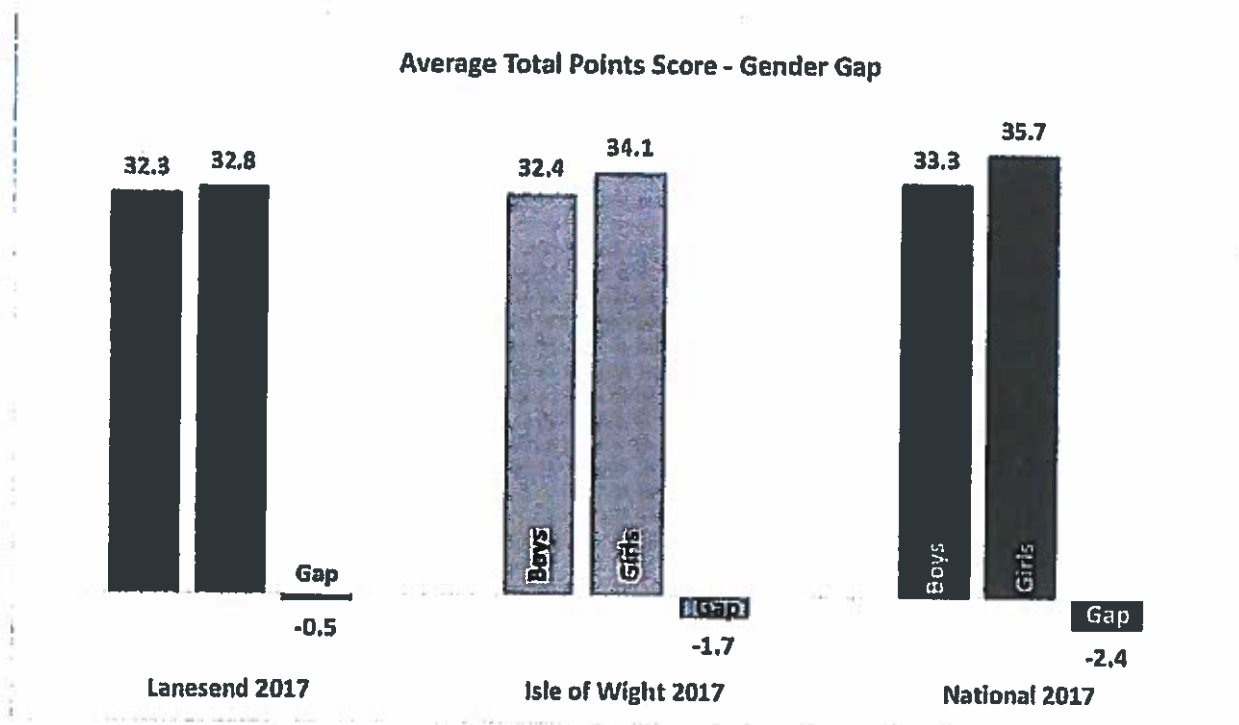
Lanesend Boys achieving a Good Level of Development (70%), performed 4% above the Local Authority average (66%) and 6% above the National average for Boys (64%). This outcome for the Lanesend Boys in 2017 demonstrates significant improvement from 2016 when the 61% of Lanesend Boys achieved a Good Level of Development, which was 1% below both the Isle of Wight and National averages of 62%.

The Lanesend gender gap (-9%) for '% achieving a Good Level of Development' is smaller than that of the Isle of Wight (-11%) and National (-14%). In 2016, Lanesend had a gender gap of -21% but as a result of the improved performance of the Boys and relative regression to National for the Girls in 2017, that gender gap has reduced to -9%, an improved narrowing of the gap by 12%.

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## TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017



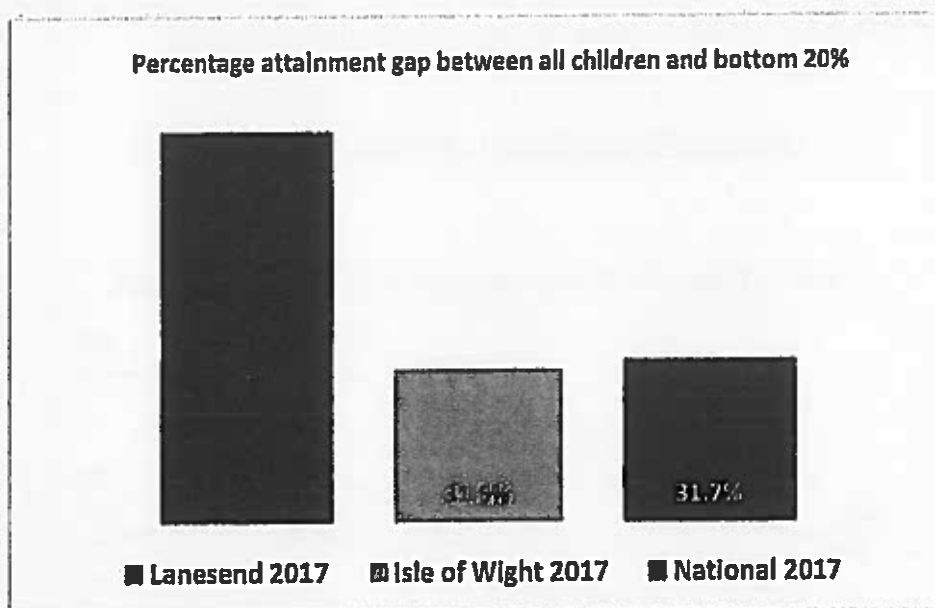
With the overall Lanesend cohort being below Average Total Points Score relative to the Isle of Wight and National averages, it is unsurprising that both the Girls and the Boys are below the Average Total Points Score for their Local Authority and National comparators. The gender gap however for Lanesend is -0.5 points, which is a smaller gender gap than the Isle of Wight gender gap (-1.7 points) and the National gender gap (2.4 points). However, the low Average Total Points Score outcomes for both the Girls and the Boys would indicate that in this instance, despite the small gender gap, raising the Average Total Points Score for both the Girls and the Boys is more of a priority than narrowing the gender gap.

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### TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017

#### Performance Gap Analysis



This indicator represents the performance gap (using Average Total Point Scores) between the average of the lowest 20% attaining children and the median of all pupils in the cohort. Please see the table below which provides a breakdown of these figures:

	Lanesend	Isle of Wight	National
Median (50th Percentile)	34.0	34.0	34.0
Average (All Children)	32.5	33.2	34.5
Average (Lowest 20% attaining children)	22.4	23.2	23.2
Percent attainment gap between all children and bottom 20%	34.1%	31.6%	31.7%

It is preferable to have a lower performance gap as this would indicate that the lower attaining EYFS pupils have not substantially underperformed relative to the other pupils in the cohort. In 2017, Lanesend Primary School had a performance gap of 34.1%, 2.5% above the Isle of Wight performance gap of 31.6% and 2.4% above the National performance gap of 31.7%. We are able to deduce from this that Lanesend low attaining pupils in the EYFS profile (the bottom 20%), were outperformed by the same cohort of low attaining pupils within the Local Authority and Nationally.

## LANESEND PRIMARY SCHOOL

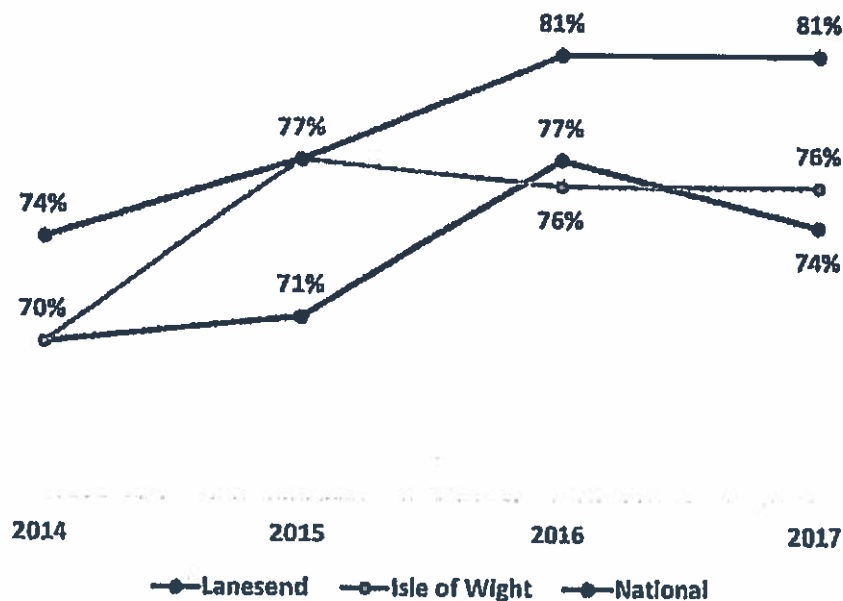
(A company limited by guarantee)

### TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017

Additionally, the performance gap for Lanesend in 2016 was 21.5% and therefore the Lanesend performance gap has increased by 12.6% to 34.1% in 2017. The Isle of Wight and National performance gaps have widened between 2016 (IOW: 27.6% & National: 31.4%) and 2017 (IOW: 31.6% & National: 31.7%), but not to the same extent as the widened performance gap at Lanesend between 2016 and 2017. This would therefore indicate a regression relative to Isle of Wight and National averages for Lanesend for this indicator in 2017.

#### Lanesend Primary School – Phonics Attainment: 2017

Year 1 Phonics - % Working at the Expected Standard

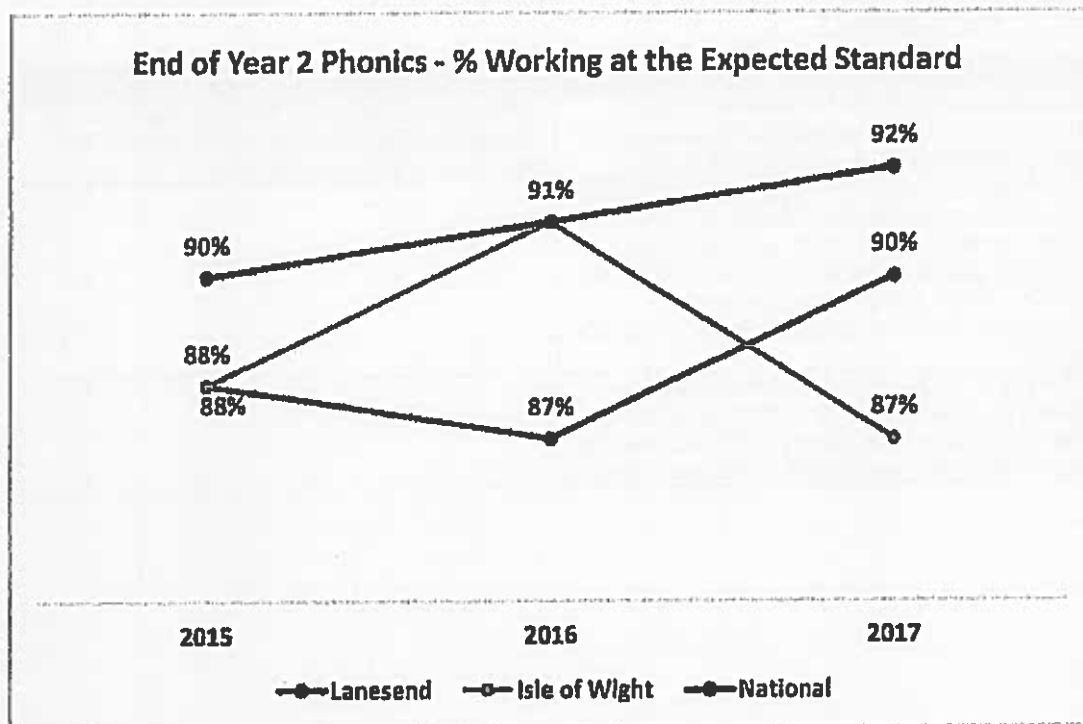




## LANESEND PRIMARY SCHOOL

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### TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017



#### Year 1 Phonics

Successes	Challenges
	The percentage of Year 1 pupils achieving the phonics standard decreased by 3% from 77% in 2016 to 74% in 2017, reversing an increasing trend seen over the past few years.
	The National average for percentage of pupils achieving the phonics standard has remained at 81% between 2016 and 2017. The Lanesend decrease of 3% means that the gap to National has been widened by 3% from 2016 to 2017.
	The percentage of Year 1 Lanesend pupils achieving the phonics standard (74%) is 7% below the National average (81%)

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**TRUSTEES' REPORT (continued)  
FOR THE PERIOD ENDED 31 AUGUST 2017**

**End of Year 2 Phonics**

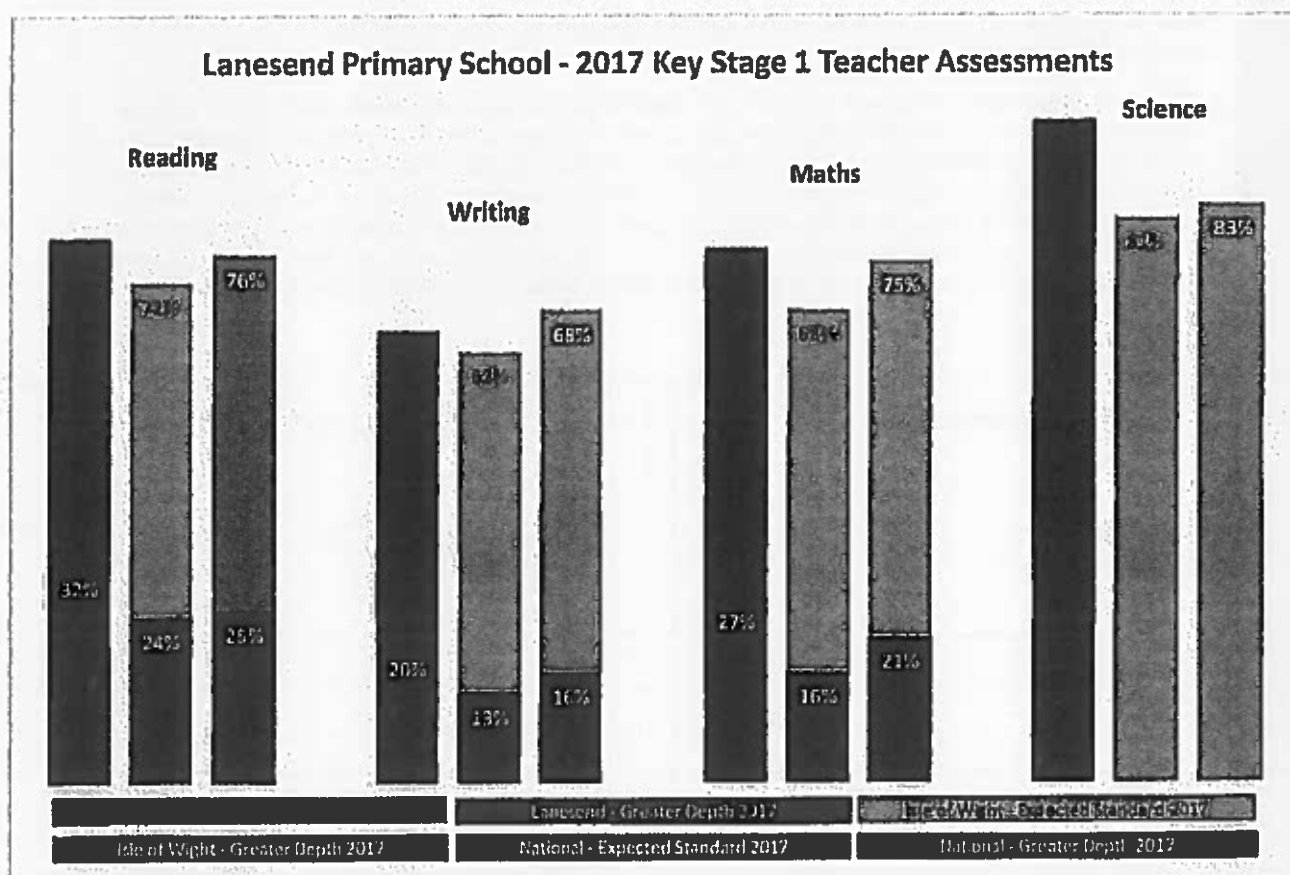
Successes	Challenges
The percentage of Year 2 Lanesend pupils having achieved the expected phonics standard increased from 87% in 2016 to 90% in 2017	90% of Lanesend pupils achieved the Expected Standard in Phonics at the end of Year 2, 2% less than the National average.
The National average of end of Year 2 phonics has improved by 1% from 2016 (91%) to 2017 (92%), whilst the Lanesend outcomes have shown a greater improvement from 2016 (87%) to 2017 (90%), therefore narrowing the Lanesend / National gap from 4% in 2016 to 2% in 2017.	
The Isle of Wight average decreased by 4% from 91% in 2016 to 87% in 2017 which means that the Lanesend outcome of 90% is above the Isle of Wight average for the first time in 3 years.	

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## TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017

### Lanesend Primary School – Key Stage 1 Attainment: 2017



### Headline Summary

In 2017, Lanesend Primary School had a Key Stage 1 cohort of 60 pupils, each pupil counting for 1.6% in the overall performance figures. In Reading, Maths and Science, this Key Stage 1 cohort achieved better outcomes than those of the Isle of Wight and National for '% achieving the Expected Standard+ (EXS)' and '% working at Greater Depth (GDS)'. The percentage of pupils achieving GDS in Reading (32%) was the headline Indicator showing the best performance relative to Local Authority (24%) and National (25%) averages which meant that at Lanesend, four more pupils achieved a GDS in Reading than would have from a class representing the National cohort.

The percentage of pupils achieving the Expected Standard in Reading (78%) and Maths (77%) exceed the National comparators (Reading 76%, Maths 75%) and the difference between Lanesend and the

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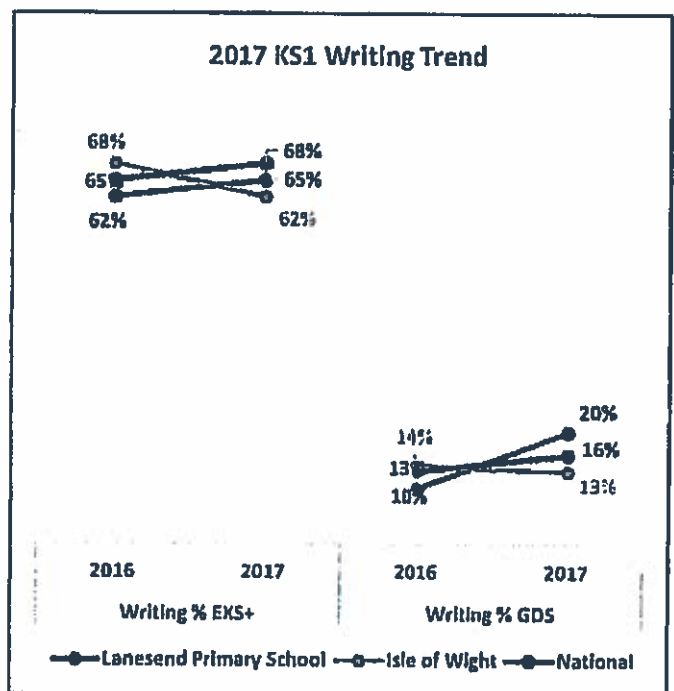
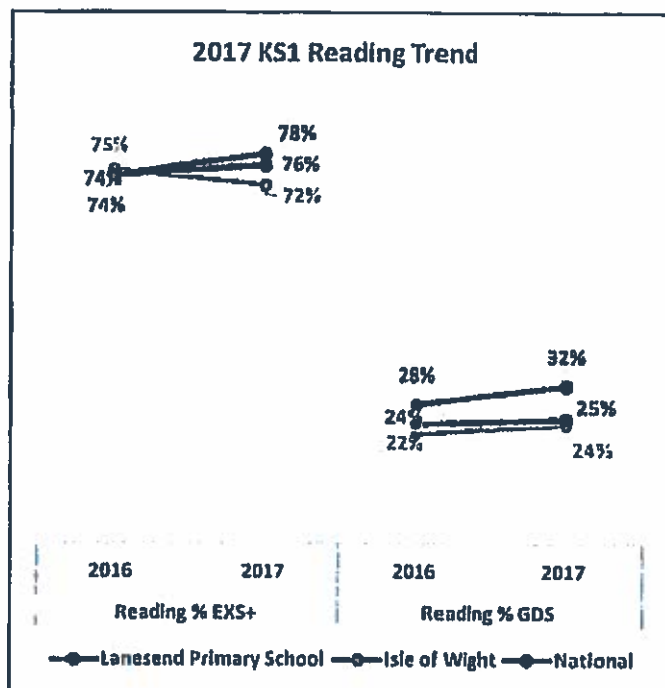
### TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017

National figures is represented by a count of two pupils in Reading and one pupil in Maths. 27% of Lanesend pupils achieved a GDS in Maths which was 11% and 6% greater than the Isle of Wight (16%) and National (21%) comparators.

95% (57 pupils from the cohort of 60) achieved the Expected Standard in Science. This is 12% greater than the National average of 83%.

Writing at Key Stage 1 proved to have the lowest performance outcomes relative to National comparisons and would be identified as the subject where Lanesend faces its greatest challenge. 65% of Lanesend pupils achieved the Expected Standard in Writing, 3% below the National average of 68%. Had 2 additional pupils of the 17 who achieved a 'Working towards the Expected Standard' in Writing able to convert to 'Working at the Expected Standard' then Lanesend's Writing outcome would have also been in-line with the National average. However, the percentage of pupils achieving a Greater Depth in Writing (20%) was in excess of the Local Authority average (13%) and National average (16%).

#### Trend Analysis



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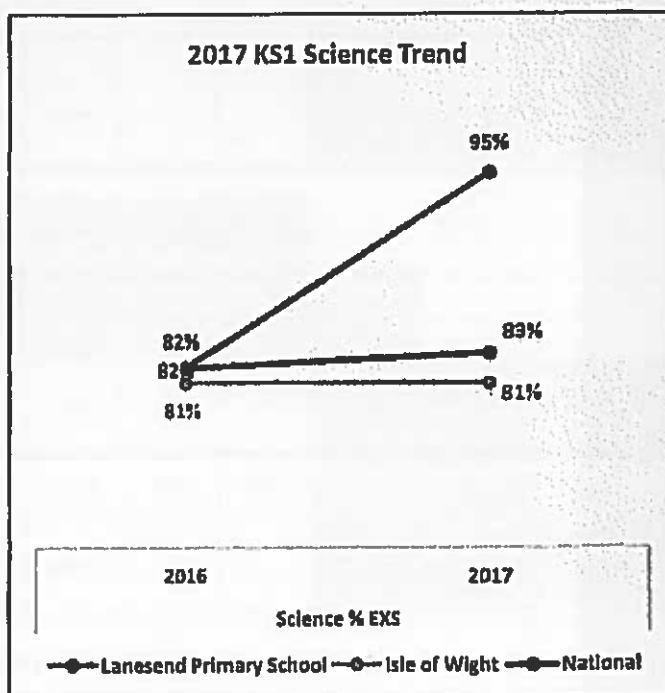
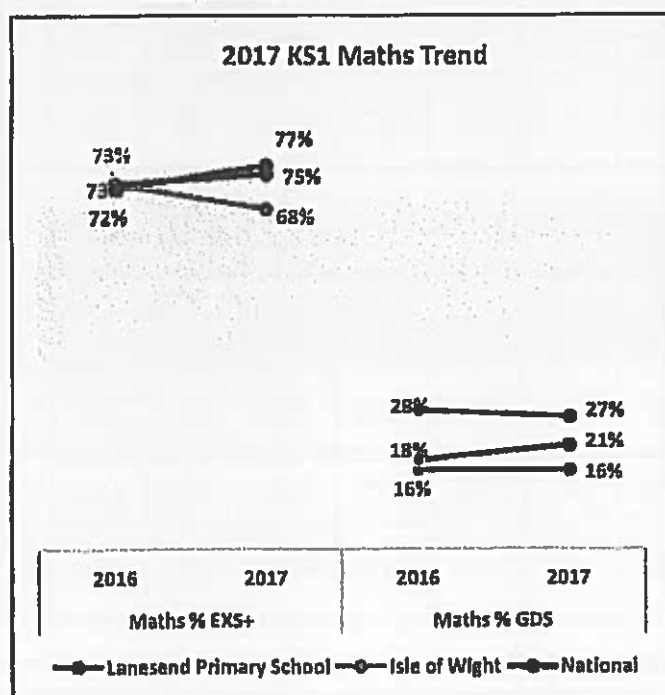
### TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017

The 2016 to 2017 trends for the '% achieving the Expected Standard' in Reading, in Writing and in Maths were above or in-line with the National rate of improvement for this threshold indicator. In Reading, Lanesend's outcome improved 2% more than National, in Writing, Lanesend had the same rate of improvement as National and in Maths, the school had a better rate of improvement than National by 3%.

Increasing trends, greater than National, were also evident in the '% achieving a Greater Depth' in both Reading and Writing. In Reading, Lanesend's '% achieving a Greater Depth' increased 4% from 2016 to 2017, while the National average increased 1% over the same period. KS1 pupils at Lanesend demonstrated a large improvement in Writing with 20% of pupils achieving Greater Depth in Writing compared to the 10% who achieved this threshold in 2016. Nationally, the increase for this indicator was 3% from 13% in 2016 to 16% in 2017. The '% achieving Greater Depth' in Maths at Lanesend decreased 1% from 2016 to 2017 while the National average for this indicator increased by 3%, meaning that Lanesend's performance, relative to National, regressed by 4%.

#### Key Stage 1 Progress and Prior Attainment

Lanesend have KS1 progress outcomes which are expected to be broadly in-line or above National average across all EYFS prior attainment groups for Reading and Maths and for the EYFS Expected and Exceeding prior attainment groups in Writing. The sole prior attainment group and subject for which Lanesend is expected to be below the National average for EYFS to KS1 progress are those pupils who achieved an EYFS outcome of Emerging in Writing. The 2017 Lanesend / National gap has been calculated provisionally using the 2016 National average taken from the RAISE online Inspection Dashboards.



# LANESEND PRIMARY SCHOOL

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## TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017

		2017 Cohort	2016						2017			
			Lanesend		National		Gap		Lanesend		Gap*	
			EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reading	Emerging @ EYFS	10	30%	0%	36%	2%	-6%	-2%	40%	0%	4%	-2%
	Expected @ EYFS	43	88%	31%	85%	20%	3%	11%	91%	37%	6%	17%
	Exceeding @ EYFS	2	100%	100%	99%	65%	1%	35%	100%	100%	1%	35%

		2017 Cohort	2016						2017			
			Lanesend		National		Gap		Lanesend		Gap*	
			EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Writing	Emerging @ EYFS	12	31%	0%	30%	1%	1%	-1%	17%	0%	-13%	-1%
	Expected @ EYFS	41	77%	15%	82%	13%	-5%	2%	80%	22%	-2%	9%
	Exceeding @ EYFS	2	-	-	98%	52%	-	-	100%	100%	2%	48%

		2017 Cohort	2016						2017			
			Lanesend		National		Gap		Lanesend		Gap*	
			EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Maths	Emerging @ EYFS	7	33%	8%	36%	2%	-3%	6%	43%	0%	7%	-2%
	Expected @ EYFS	47	89%	37%	86%	18%	3%	19%	85%	32%	-1%	14%
	Exceeding @ EYFS	1	-	-	99%	59%	-	-	100%	100%	1%	41%

\* In the absence of 2017 National figures, the 2017 Gaps are calculated using the 2016 National averages.

# LANESEND PRIMARY SCHOOL

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## TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017

### Pupil Group Analysis: Disadvantaged Pupils

2016 Disadvantaged Cohort: 19 Pupils (49% of all pupils)

2017 Disadvantaged Cohort: 23 Pupils (38% of all pupils)

		2016		2017	
		Lanesend	National	Lanesend	National
EXS+ in Reading	Disadvantaged	63%	62%	78%	-
	Other Pupils	85%	78%	78%	79%
EXS+ in Writing	Disadvantaged	47%	53%	48%	-
	Other Pupils	75%	70%	76%	72%
EXS+ in Maths	Disadvantaged	58%	60%	70%	-
	Other Pupils	85%	77%	81%	79%

		Gap Analysis	
		Lanesend Disadvantaged vs Lanesend Other Pupils	Lanesend Disadvantaged vs Other Pupils Nationally *
2016		-22%	-15%
2017		0%	-1%
2016		-28%	-23%
2017		-28%	-24%
2016		-27%	-19%
2017		-12%	-9%

2017 KS1 Disadvantaged Pupils have demonstrated an improved set of outcomes across Reading and Maths relative to the school's outcomes in 2016. In KS1 Reading, the in-school gap has narrowed by 22% and the gap to Other Pupils nationally has narrowed by 14% meaning that the attainment of the Disadvantaged Pupils is broadly in line with the attainment of Other Pupils in school and Other Pupils nationally. In KS1 Maths, the in-school gap between Lanesend Disadvantaged pupils and Lanesend Other Pupils has halved between 2016 (gap of 27%) and 2017 (gap of 12%). The main gap between Lanesend Disadvantaged and Other Pupils Nationally has narrowed from 19% in 2016 to 9% in 2017. Performance outcomes in KS1 Writing has remained broadly similar for Disadvantaged pupils from 2016 (47% achieving Expected Standard +) to 2017 (48% achieving the Expected Standard+) and also for Lanesend's Other Pupils from 2016 (75% achieving the Expected Standard+) to 2017 (76% achieving the Expected Standard+). Therefore the in-school gap and gap to Other Pupils nationally in KS1 Writing has remained broadly the same between 2016 and 2017.



**LANESEND PRIMARY SCHOOL**

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**TRUSTEES' REPORT (continued)  
FOR THE PERIOD ENDED 31 AUGUST 2017**

**Pupil Group Analysis: SEN Pupils**

	2016		2017	
	Count	% of cohort	Count	% of cohort
No SEN	28	72%	40	67%
SEN Support Statement / EHCP	10	26%	16	27%
	1	3%	4	7%

		2016			2017		
		Lanesend	National	Gap	Lanesend	National	Gap*
EXS+ in Reading	No SEN	89%	82%	7%	95%	84%	11%
	SEN Support Statement / EHCP	40%	32%	8%	56%	34%	22%
		0%	14%	-14%	0%	14%	-14%
EXS+ in Writing	No SEN	75%	73%	2%	90%	77%	13%
	SEN Support Statement / EHCP	30%	22%	8%	19%	23%	-4%
		0%	9%	-9%	0%	9%	-9%
EXS+ in Maths	No SEN	86%	80%	6%	98%	83%	15%
	SEN Support Statement / EHCP	40%	33%	7%	38%	35%	3%
		0%	14%	-14%	25%	14%	11%

\* 2017 Gaps are calculated with 2016 National data until the 2017 National data becomes available.

2017 SEN support pupils had higher outcomes in KS1 Reading than in 2016 resulting in an increasing trajectory trend and a greater variance above the National average. One SEN Support pupil achieved a Greater Depth in Reading in 2017. 38% of SEN Support pupils achieved the Expected Standard+ in Maths which was broadly the same as the 40% of SEN Support pupils achieving the Expected Standard+ in Maths in 2016. Despite the increase of 2% in the National average for this indicator, Lanesend are still above the National average, albeit the National outcome is closer to the Lanesend outcome than it was in 2016.



## LANESEND PRIMARY SCHOOL

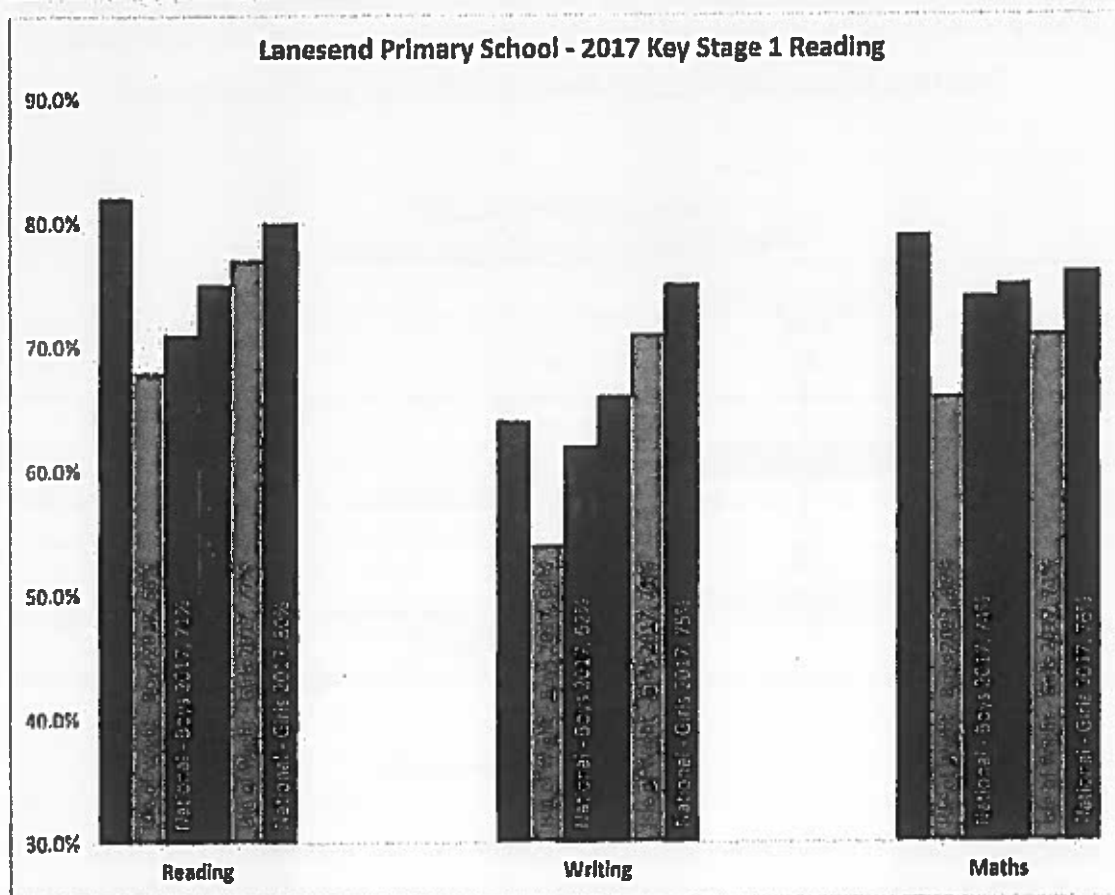
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### TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017

3 of the 16 SEN Support pupils (19%) achieved the Expected Standard+ in Writing in 2017, whereby 3 of the 10 SEN Support pupils (30%) in 2016 achieved the Expected Standard+ in Writing. Therefore, the gap to the National average will have widened between 2016 and 2017. To have achieved a better outcome in the Expected Standard+ in Writing in 2017 than in 2016, an additional 2 SEN Support pupils, out of the 10 who achieved 'Working Towards the Expected Standard', needed to have converted to the Expected Standard in Writing.

In 2017, one of the four KS1 Lanesend pupils with an EHCP achieved the Expected Standard in any subject, in this case, Maths. The single Statement / EHCP pupil from 2016 did not achieve the Expected Standard in any subject. In both Reading and Writing in 2017, three of the four EHCP pupils achieved a teacher assessment of 'Working towards the Expected Standard' and in the Reading KS1 test, these three pupils achieved an average scaled score of 90.3.

#### Pupil Group Analysis: Gender



## LANESEND PRIMARY SCHOOL

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### TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017

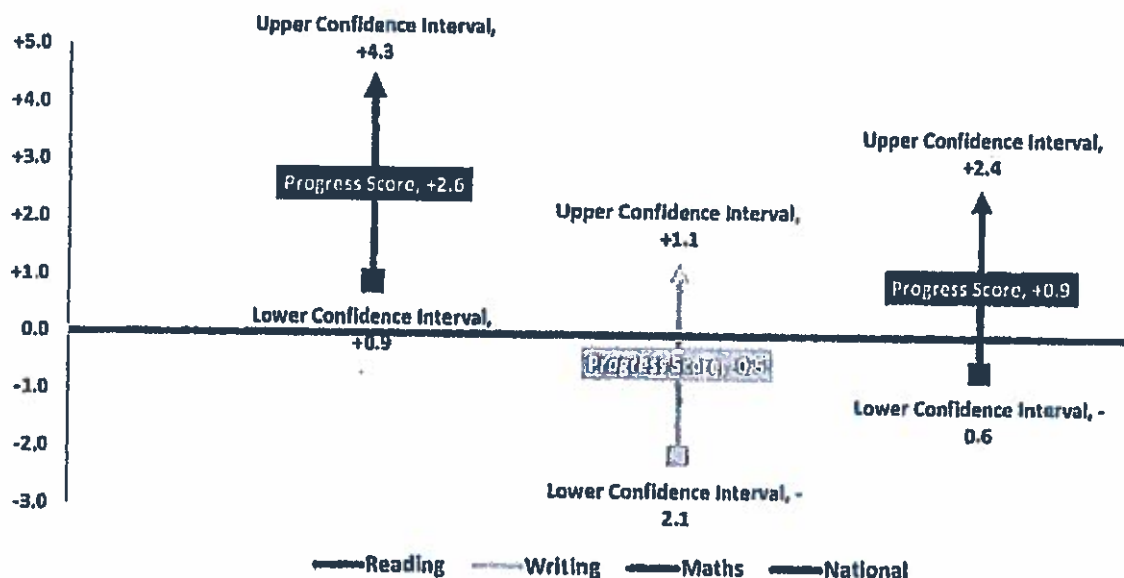
The percentage of Lanesend boys achieving the Expected Standard in each of Reading, Writing and Maths was above both the Isle of Wight and National average across all three subjects. The strongest performing subject for Boys, relative to the National average was in Reading where 82% achieved the Expected Standard+, 11% greater than the National average of 71%. The 2017 KS1 outcomes for Boys are a significant improvement from those in 2016 where the Lanesend Boys were below the Isle of Wight and National averages in all three subjects.

The 2017 KS1 Girls cohort had outcomes for the % achieving the Expected Standard+ in both Reading and Writing that were below both the Isle of Wight and National average. However, in Maths, 75% of Lanesend Girls achieved the Expected Standard+ which was 4% above the Isle of Wight average (71%) and broadly in line with the National average (76%). Conversely to the Boys in 2016, the Girls in 2016 were above the Isle of Wight and National averages for % achieving the Expected Standard+ in both Reading and Maths and were broadly in line with National for % achieving the Expected Standard in Writing.

The trends in gender performance from 2016 to 2017, couldn't have more disparity. The Boys have shown significant improvement relative to the National across all three subjects whilst the Girl's performance has regressed relative to the National average in all three subjects from 2016 to 2017.

#### Lanesend Primary School – Key Stage 2 Attainment and Progress: 2017

##### Lanesend KS2 Results 2017 Progress Scores and Confidence Intervals



## LANESEND PRIMARY SCHOOL

(A company limited by guarantee)

### TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017

#### Progress

In 2017, Lanesend Primary School achieved Improved Progress scores in Reading, Writing and Maths. Reading had the highest progress score of +2.6, which is a statistically significant outcome above the National average. Maths had a positive progress score of +0.9 and, as the lower confidence interval is below the National average, is considered to be broadly in line with the National average. Despite the negative progress score in Writing of -0.5, this outcome is considered to also be broadly in line with the National average.

The 2017 progress scores in each of Reading, Writing and Maths is were an improvement on those achieved in 2016:

	2016 Progress Score	2017 Progress Score	2017 vs 2016
Reading	+0.7		+1.9
Writing	-1.6	-0.5	+1.1
Maths		+0.9	+2.7

Shaded scores indicate results that are statistically significant. Lanesend's greatest improved progress score was in Maths with an increase in progress score from 2016 to 2017 of +2.7. The subject with the next highest improvement was Reading which increased by +1.9 from 2016 to 2017 and finally, Writing improved by +1.1 from last academic year.

From the 2017 cohort of 53 pupils, 52 had valid progress scores across all three subjects as one pupil did not have Key Stage 1 prior attainment from which progress could be measured. 63% (33 pupils) achieved a positive progress score in Reading, 44% (23 pupils) achieved a positive progress score in Writing and 58% (30 pupils) achieved a positive progress score in Maths. 27% (14 pupils) achieved positive progress scores in each of Reading, Writing and Maths. Of these 14 pupils:

- 6 were Boys
- 7 were Disadvantaged
- 5 were SEN Support
- and 2 had Low Prior Attainment

One of the pupils with a Low Prior Attainment (Level 1 in KS1 Reading, Writing and Maths) achieved progress scores of +22.03 in Reading, +2.57 in Writing and +12.07 in Maths, achieving a Higher Score in Reading too.

#### **Progress – Disadvantaged Pupils**

The progress made by Lanesend's Disadvantaged pupils in 2017 was greater than the progress made by Other Pupils nationally in 2016 in both Reading and Maths. In Writing, Lanesend's 2017 Disadvantaged cohort equalled the 2017 National average for progress of All Pupils and was broadly in line with the progress made by National Other Pupils in 2016.

**LANESEND PRIMARY SCHOOL**

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**TRUSTEES' REPORT (continued)  
FOR THE PERIOD ENDED 31 AUGUST 2017**

Subject	Pupil Group	Progress Score	Comparator Group	Comparator Group Progress	Gap
Reading	Disadvantaged Pupils	+3.6	2016 National Other	+0.3	+3.3
			2016 Lanesend Disadvantaged	+3.2	+0.4
			2017 Lanesend Other Pupils	+1.2	+2.4
Writing	Disadvantaged Pupils	0.0	2016 National Other	+0.1	-0.1
			2016 Lanesend Disadvantaged	+0.1	-0.1
			2017 Lanesend Other Pupils	-1.3	+1.3
Maths	Disadvantaged Pupils	+0.9	2016 National Other	+0.2	+0.7
			2016 Lanesend Disadvantaged	-1.8	+2.7
			2017 Lanesend Other Pupils	+0.8	+0.1

Lanesend Disadvantaged Pupils made more progress than the Lanesend Other Pupils in each of Reading, Writing and Maths in 2017.

There were 30 pupils in Lanesend's 2017 Disadvantaged cohort, of which 20 pupils (67%) achieved a positive progress score in Reading, 13 pupils (43%) achieved a positive progress score in Writing and 17 pupils (57%) achieved a positive progress score in Maths. 7 Disadvantaged pupils (23%) achieved positive progress scores in each of Reading, Writing and Maths, of which 4 of these pupils were SEN Support. Conversely, 5 Disadvantaged pupils (17%) achieved negative progress scores in each of Reading, Writing and Maths although one of those pupils had an EHCP.

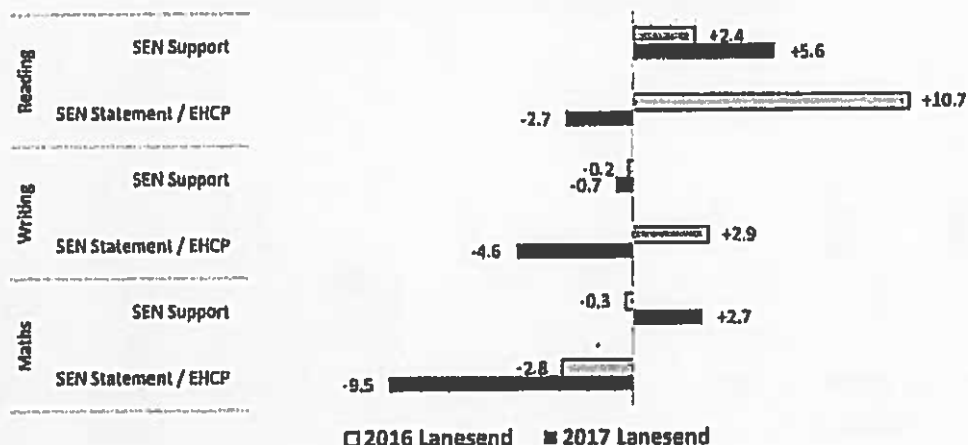
**Progress – SEN Pupils**

	2016		2017	
	Count	% of cohort	Count	% of cohort
No SEN	18	47%	28	53%
SEN Support	17	45%	21	40%
Statement / EHCP	3	8%	4	8%

**LANESEND PRIMARY SCHOOL**  
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**TRUSTEES' REPORT (continued)**  
**FOR THE PERIOD ENDED 31 AUGUST 2017**

**2016 & 2017 Progress Scores for SEN Groups**



In addition to the SEN Support pupils having made more progress in Reading and Maths than all pupils with a similar prior attainment nationally, in both subjects there has been greater progress than that made by Lanesend's SEN Support pupils in 2016. In Writing, 2017 SEN Support pupils made less progress than all pupils nationally with a similar prior attainment as well as less progress than the school's SEN Support cohort in 2016.

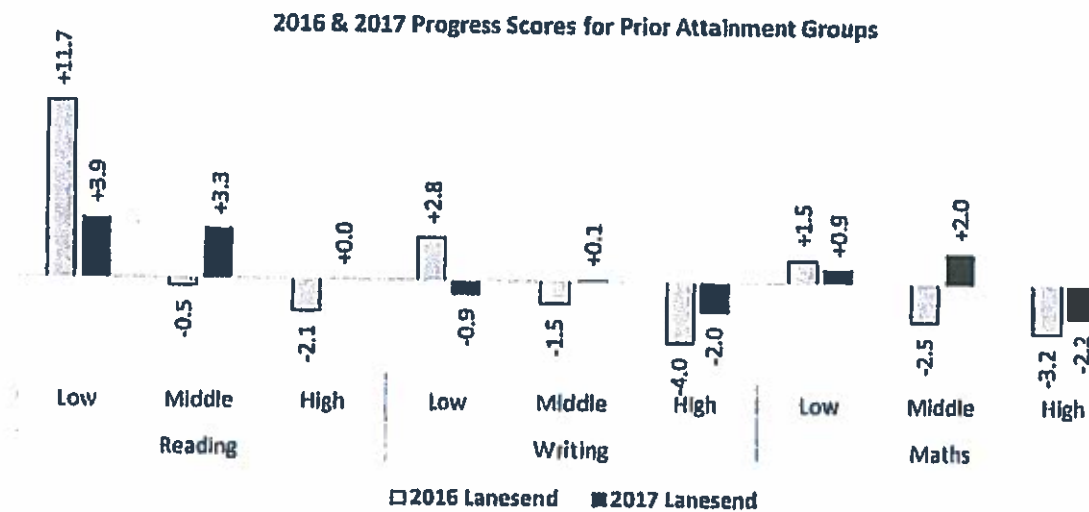
The 2017 SEN Statement / EHCP cohort comprised of only 4 pupils and a small change in the outcome of an individual pupil can have a disproportionate impact on the outcome of the pupil group. Bearing the group size in mind, progress of SEN Statement / EHCP pupils has dropped from being above the National average in Reading and Writing in 2016 to being below the National average in 2017. Progress for SEN Statement / EHCP pupils in Maths (-9.5) is also below the 2017 National average for all pupils and substantially below the 2016 progress score at Lanesend of -2.8. This decrease in Maths progress for SEN Statement / EHCP pupils demonstrates an opposing trend to the increased progress overall in Maths for the whole KS2 Lanesend cohort.

# LANESEND PRIMARY SCHOOL

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## TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017

### Progress – Prior Attainment



Progress in Reading and Maths for pupils with a low prior attainment remains higher than the National average although lower than the progress scores achieved by Lanesend in 2016. Low prior attainment pupils made less progress in Writing than similar pupils nationally, a decrease from the positive progress score made in this subject in 2016.

The middle prior attainment group showed the most consistent improvement from the 2016 to 2017. In each of Reading, Writing and Maths this pupil group were below the National average in 2016 but are now above the National average in 2017 in all three subjects.

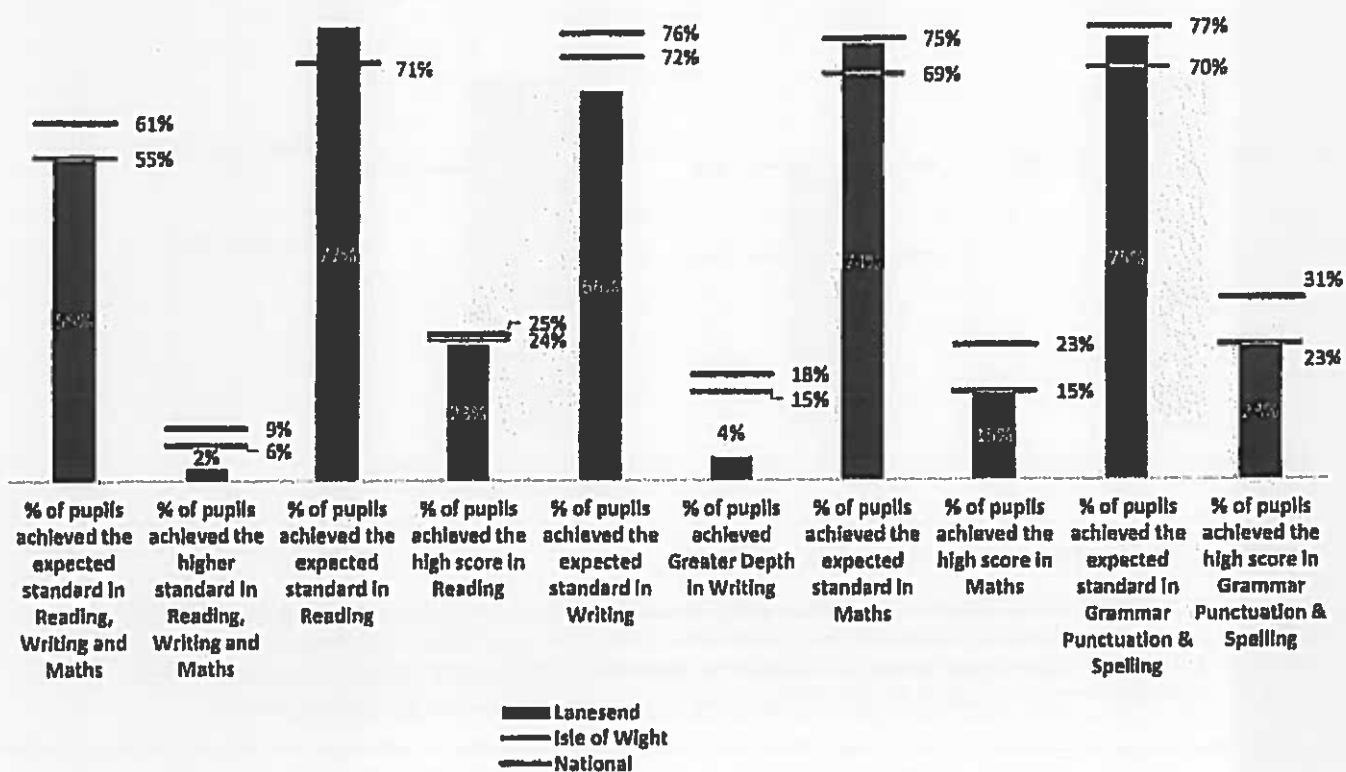
Pupils with a high prior attainment improved from a 2016 progress score in Reading of -2.1 to a 2017 progress score in Reading of +0.0, an improvement which has seen this group meet the National average. Improvements in 2017 were also evident in the Writing and Maths progress scores for the high prior attainment group, although there still remains a challenge with this group in these subjects as progress is still below the National average.

# LANESEND PRIMARY SCHOOL

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## TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017

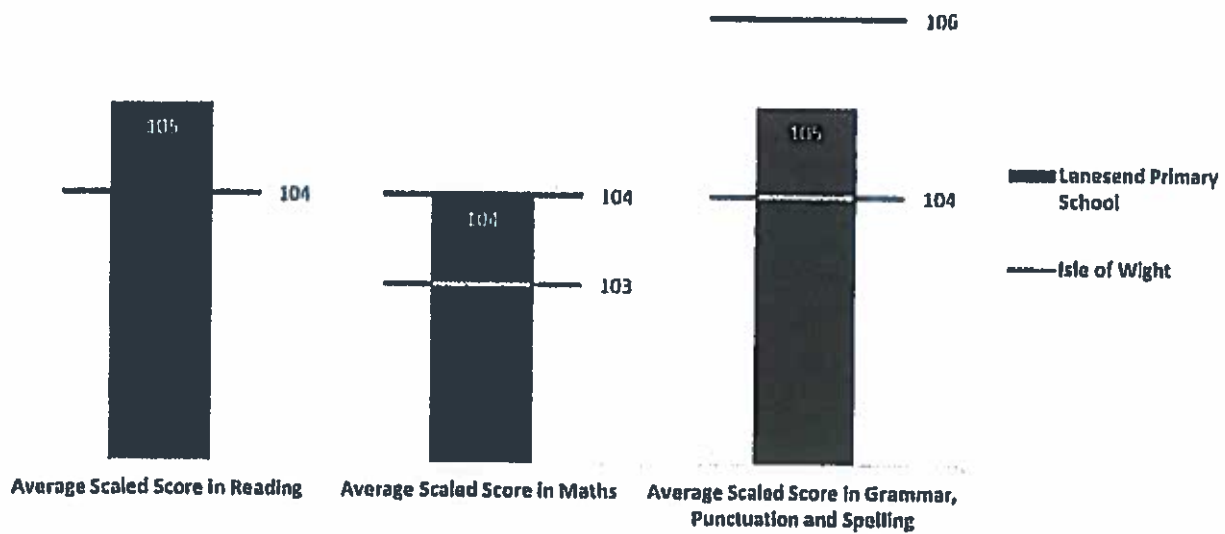
### Attainment



## LANESEND PRIMARY SCHOOL

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### TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017



#### ***Expected Standard & Higher Standard***

In 2017, Lanesend Primary School had a Key Stage 2 cohort of 53 pupils, of which 55% (29 pupils) achieved the Expected Standard+ in Reading, Writing and Maths combined. The National average was 61% for all state funded schools in England, a difference of four pupils within the Lanesend cohort. Lanesend Primary equaled the Isle of Wight average for this key headline attainment measure.

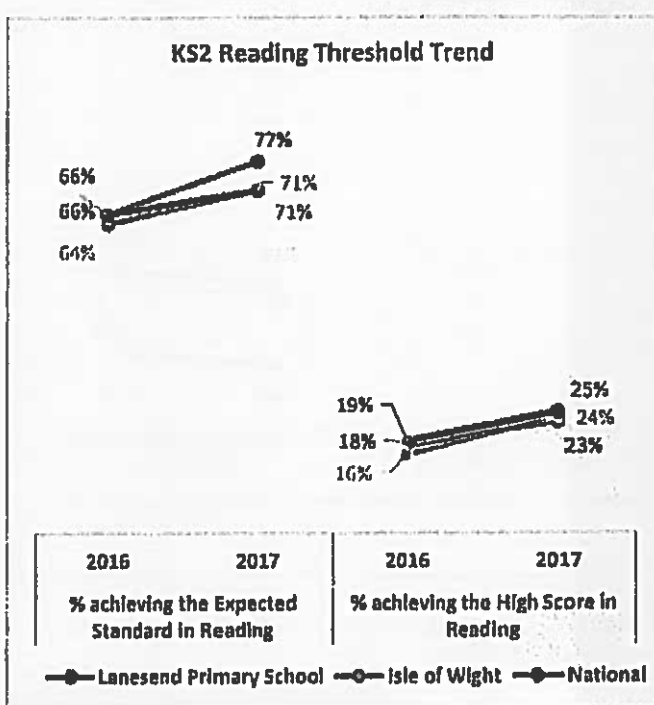
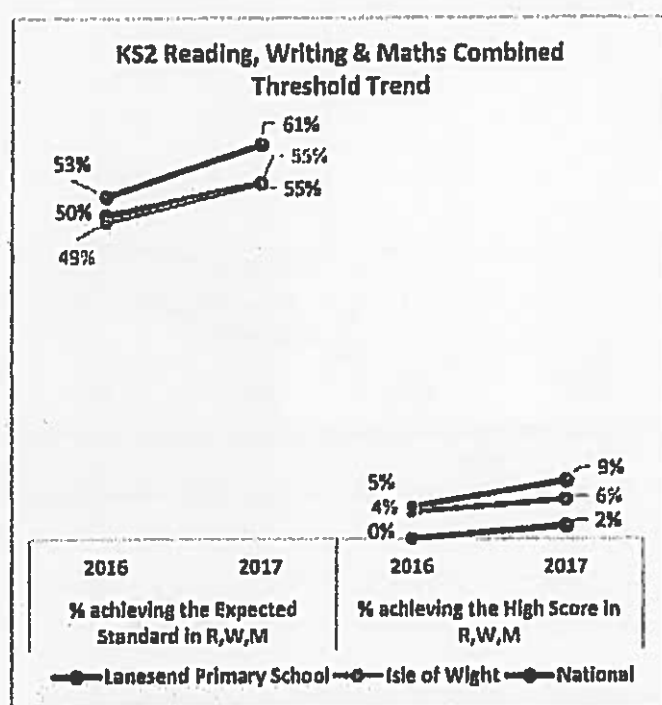


# LANESEND PRIMARY SCHOOL

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## TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017

The charts below demonstrate the attainment performance of the 2017 Lanesend KS2 cohort in terms of their outcomes at the Expected Standard+ and Higher Standard for each individual subject and the three subjects combined. The Isle of Wight and National averages have been included to provide context:



To provide additional context to the attainment measures above it is important to acknowledge the Key Stage 1 outcomes of the 2017 KS2 cohort relative to the National average in 2013.

This table shows the difference in threshold indicators, represented by pupil numbers, between the performance outcomes of the 2013 KS1 cohort and the 2017 KS2 cohort. With the exception of '% achieving the Expected Standard+ in Reading', all other 2017 headline measures are below the National average. However, as the table demonstrates, the gap between Lanesend and the National average, in terms of threshold indicator outcomes, has narrowed significantly between the 2013 KS1 cohort and the 2017 KS2 cohort. The only indicator in which the school has regressed, relative to National, is '% achieving Greater Depth in Writing'. All other indicators represent an improvement greater or equal to the improvement made nationally.

# LANESEND PRIMARY SCHOOL

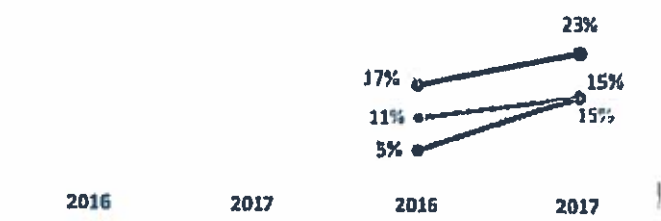
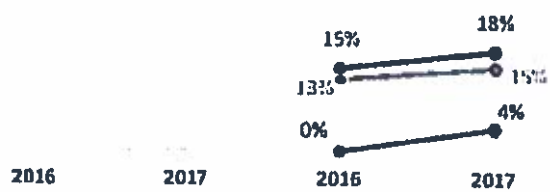
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## TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017

**KS2 Writing Threshold Trend**



**KS2 Maths Threshold Trend**



2016 2017  
% achieving the Expected Standard in Writing  
% achieving the High Score in Writing  
— Lanesend Primary School — Isle of Wight — National

2016 2017  
% achieving the Expected Standard in Maths  
% achieving the High Score in Maths  
— Lanesend Primary School — Isle of Wight — National

2013 KS1 Cohort: 47  
2017 KS2 Cohort: 53

		2013 KS1 outcomes			2017 KS2 outcomes			KS1 vs KS2: Difference
		Threshold Indicator	%	School vs National: Pupil Count	Threshold Indicator	%	School vs National in Pupil Count	
Reading	School	L2B+	72%	-3	EXS+	77%	+3	+6
	National		78%			71%		
	National	L3+	17%	-6	GDS	23%	-1	+5
Writing	School	L2B+	55%	-5	EXS+	66%	-5	0
	National		67%			76%		
	National	L3+	11%	-2	GDS	4%	-8	-6
Maths	School	L2B+	64%	-7	EXS+	74%	-1	+6
	National		78%			75%		
	National	L3+	13%	-5	GDS	15%	-4	+1
			23%			23%		

# LANESEND PRIMARY SCHOOL

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## TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017

### Attainment – Disadvantaged Pupils

Lanesend Primary School's 2017 performance at Key Stage 2 is more contextualised when considering the key pupil group aggregations, particularly as this cohort was 57% pupil premium, a group proportionally larger than the National average. In the absence of 2017 National averages for Other Pupils, we are able to draw comparisons on the in-school gap (Disadvantaged Pupils vs Other Pupils in School) and the gap between the 2017 Lanesend Disadvantaged pupils and 2016 Other Pupils nationally.

		2016		2017		Gap Analysis		
		Lanesend	National	Lanesend	National	Lanesend Disadvantaged vs Lanesend Other Pupils	Lanesend Disadvantaged vs Other Pupils Nationally *	
EXS+ in Reading	Disadvantaged	74%	53%	73%	-	2016	16%	2%
	Other Pupils	58%	72%	83%	-	2017	-9%	1%
EXS+ in Writing	Disadvantaged	63%	64%	60%	-	2016	-5%	-16%
	Other Pupils	68%	79%	74%	-	2017	-14%	-19%
EXS+ in Maths	Disadvantaged	53%	58%	67%	-	2016	-26%	-23%
	Other Pupils	79%	76%	83%	-	2017	-16%	-9%
EXS+ in Reading, Writing and Maths	Disadvantaged	53%	39%	47%	-	2016	6%	-7%
	Other Pupils	47%	60%	65%	-	2017	-19%	-13%

\* 2017 Disadvantaged Pupils are compared with 2016 Other Pupils Nationally until the 2017 data becomes available.

Despite the strong progress performance by the 2017 Disadvantaged pupils, their performance in the threshold attainment measures is generally below the performance of the school's 2016 Disadvantaged pupils. With the exception of Maths, the in-school gap and gap to Other Pupils has widened since 2016. The gap between Disadvantaged pupils and 2016 Other Pupils nationally has remained broadly the same in Reading, widened by 3% in Writing, narrowed by 14% in Maths and widened by 6% in Reading, Writing and Maths combined.

**LANESEND PRIMARY SCHOOL**

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**TRUSTEES' REPORT (continued)  
FOR THE PERIOD ENDED 31 AUGUST 2017**

**Attainment – SEN Pupils**

	2016		2017	
	Count	% of cohort	Count	% of cohort
No SEN	18	47%	28	53%
SEN Support	17	45%	21	40%
Statement / EHCP	3	8%	4	8%

		2016			2017		
		Lanesend	National	Gap	Lanesend	National	Gap*
EXS+ in Reading	SEN Support Statement / EHCP	65%	32%	33%	67%	-	35%
		67%	14%	53%	25%	-	11%
EXS+ in Writing	SEN Support Statement / EHCP	59%	32%	27%	29%	-	-3%
		0%	13%	-13%	25%	-	12%
EXS+ in Maths	SEN Support Statement / EHCP	65%	38%	29%	57%	-	21%
		0%	14%	-14%	0%	-	-14%
EXS+ in Reading, Writing and Maths	SEN Support Statement / EHCP	47%	16%	31%	19%	-	3%
		0%	7%	-7%	0%	-	-7%

\* 2017 Gaps are calculated with 2016 National data until the 2017 National data becomes available.

40% (21 pupils) of the 2017 Lanesend KS2 cohort were SEN Support. In the absence of 2017 National data for SEN pupils, comparisons in school performance from 2016 and 2017 is made against 2016 National data. In Reading, SEN Support pupils achieved a higher outcome in percentage achieving the Expected Standard+ in 2017 (67%) than 2016 (65%). In Writing, the percentage of SEN Support pupils achieving the Expected Standard+ dropped 30% from 59% in 2016 to 29% in 2017, which meant that Lanesend went from being above National for this indicator in 2016 to below National in 2017. Therefore, Writing was the subject that had most greatly contributed to the 28% drop in '% achieving the Expected Standard+ in Reading, Writing and Maths' from 47% in 2016 to 19% in 2017. SEN attainment in Maths decreased slightly from 65% achieving the Expected Standard+ in Maths in 2016 to 57% in 2017. However, this 2017 outcome is still significantly above the 2016 National average.

## **LANESEND PRIMARY SCHOOL**

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### **TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017**

The 2017 SEN Statement / EHCP cohort comprised of only 4 pupils and please bear in mind that a small change in the outcome of an individual pupil can have a disproportionate impact on the outcome of the pupil group. 1 pupil with an SEN Statement / EHCP achieved the Expected Standard+ in Reading and Writing. None of the SEN Statement / EHCP pupils achieved the Expected Standard+ in Maths and subsequently no SEN Statement / EHCP pupils achieved the Expected Standard in Reading, Writing and Maths'.

#### ***Grammar, Punctuation and Spelling Attainment***

Attainment for Lanesend in Grammar, Punctuation and Spelling is represented by 75% of pupils achieving the Expected Standard+, 2% below the National average of 77% and 6% above the Isle of Wight average (70%). The 2017 outcome for this indicator was a 4% increase on the 2016 outcome of 71%. The National average increased 5% over the same period, widening the gap between Lanesend and National by 1%.

Lanesend achieved an average scaled score of 105 in Grammar, Punctuation and Spelling, exceeding the Isle of Wight average of 104 and 1 scaled score below the National average of 106.

#### **Whole school attendance**

We set a target of 97.65% for the academic year 2016-2017. We attained 97.34%. When compared to attendance figures of schools with similar levels of deprivation our attendance is excellent and when compared with national levels it is within the top 10% of all UK schools. Our pupils who have been awarded the Pupil Premium Grant achieved 97.26% attendance for this academic year. Persistent absenteeism is low at 5 children (1.39%) 2016-17. We have had no exclusions for three years.

#### **Whole school achievements**

Celebrations across 2016-17 include an OFSTED inspection on 12<sup>th</sup> July 2017. The school continued to be rated as a good school. The report says we have made a good quality education and is now well regarded as a good school within the local community. There is energy and ambition with clear vision for improving the school, the school ensures a wide range of interesting and stimulating opportunities within a nurturing environment. The school has gone from strength to strength and have significantly increased over the academic year 2016-2017 with for the first time Reception intake for 2017-18 being oversubscribed. This is now a pattern in several of our year groups too. It was noted that each individual children's learning and welfare needs are a high priority and that we establish strong teams and work together to support all the children. Safeguarding was noted to be effective and the high priority that we put on the wellbeing and safety of all children and staff was clearly evidenced. Children are keen to come to school because they enjoy learning which is interesting and exciting.

Another busy year at Lanesend, with three whole school topics; Roald Dahl, Made on the Isle of Wight and India. From the very beginning with our whole school Roald Dahl dress up day to our trips to Matilda the Musical in London, BFG cinema trip, Isle of Wight Literary Festival, our cardboard challenge day, Christmas production, Christmas Fayre and our beautiful outside Nativity. It continued with Global Rock, trips around the island, pancake races, STEM activities, RE days, swimming, sailing, trips to France and Little Canada plus our numerous visitors across the year. We were winners of the Isle of Wight Spelling Bee and also took several places in the Isle of Wight Speech and Drama competition. We ran our first

## **LANESEND PRIMARY SCHOOL**

**(A company limited by guarantee)**

### **TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017**

Business Buddies who raised £500 for school funds. Our year ended with the Indian Street Market with our Holi paint festival and our traditional Leavers breakfast and assembly.

In 15/16 we set ourselves the goal of setting up growing beds and in 16/17 we achieved this around the school, producing food for classes to cook with, The Squirrel's Den to provide snacks with and the main kitchen to provide school meals with.

Family engagement continued through Facebook, our website, Class Dojo and School Story. Invitation to all families to join their child for lunch. Along with Parent Council, LEAF and Parent Forum meetings providing a wide range of mediums for families to engage with school.

We also featured in a BBC documentary called 'No More Boys and Girls' which explored stereotyping and gender equality. The programme was aired nationally and we have had positive feedback as well as schools wanting to visit and the DfE in talks with us and the Equalities department on creating curriculum material to enable all children realise that they have equal choices. Mr Andre has also been a guest speaker at several conferences and been contacted by authors who have written gender neutral books.

#### **GOING CONCERN**

After making appropriate enquiries, the board of trustees has a reasonable expectation that the academy 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 Accounting Policies.

#### **FINANCIAL REVIEW**

Most of the School's income is obtained from the Education and Skills Funding Agency (ESFA) in the form of current and capital grants, the use of which is restricted to particular purposes. The grants received during 2016/17 and the associated expenditure is shown as restricted funds in the Statement of Financial Activities. We have a Financial Management Procedures Policy which includes all processes and rules relating to our finances. The total funds held on the balance sheet at 31 August 2017 was £1,853,862.

#### **RESERVES POLICY**

Available reserves at 31 August 2017 (excluding pension provision and restricted fixed assets are £273,232 (2016: £265,137). Our aim is to use the allocated funding each year for the full benefit of the children currently attending the school. However we do budget a small amount each year for unforeseen circumstances, to support planned projects to benefit the future development plans of the school and the upkeep of the building.



## **LANESEND PRIMARY SCHOOL**

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### **TRUSTEES' REPORT (continued) FOR THE PERIOD ENDED 31 AUGUST 2017**

#### **INVESTMENT POLICY AND PERFORMANCE**

Our funds are held in 2 bank accounts with Lloyds Bank and accrue interest. We currently do not invest in any investment activities which could pose a risk. Any investments are made with regard to the Charity Commission guidance in relation to investments.

#### **PRINCIPAL RISKS AND UNCERTAINTIES**

All administrative and support staff are entitled to membership of the Local Government Pension Scheme. The School's share of the Scheme's assets is currently assessed to be less than its liabilities in the Scheme, and consequently the School's balance sheet shows a net liability of £471,000. The Actuary's assumptions are very much influenced by the current economic climate both nationally and internationally.

The Trustees' have developed a Risk Register which is reviewed regularly by the Money Group.

#### **Plans for future periods**

#### **FUTURE DEVELOPMENTS**

The Trustees will continue working with the learners, staff and families of the school, to enhance provision in the local area to outstanding. We are committed to improving the educational and wellbeing outcomes for all our children, ensuring positive futures.

Lanesend Primary School is committed to developing education and learning for the 21<sup>st</sup> century both at a local and national level.

- To further improve pupils' social expectations, manners and etiquette in order to be more confident in life
- To further support emotional development/mental health issues in pupils and families
- To structure SIP so improvements and actions are clearly evidenced by the trustees
- To ensure 100% of adults in school recognise their responsibilities
- To consider ways to improve the quality of local Early Years provision
- To further develop Leadership and Management throughout the school by becoming a teaching school
- To target use of Pupil Premium to raise attainment for disadvantaged higher achievers
- To target use of Sports Premium to instill a habit of a healthy lifestyle
- To increase the proportion of outstanding lessons to at least 50%
- Further development of the new tracking system for Reading, Writing and Maths
- To further develop girls' self-belief and confidence
- To further develop boys' ability to communicate emotions and feeling
- Further development of speaking and listening across the school
- Further development of EYFS/KS1 phonics programme
- Focused development of writing for all pupil groups
- Further development of phonics into spelling across the school
- Focused development of knowledge and application of multiplication tables (part of national

**LANESEND PRIMARY SCHOOL**

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**TRUSTEES' REPORT (continued)  
FOR THE PERIOD ENDED 31 AUGUST 2017**

- testing Y4 summer 2020)
- To increase the Average Point Score in EYFS to national levels
  - To increase the number of children achieving Stage 4+ phonics in EYFS
  - To improve progress rates in elements of writing in EYFS
  - Further development of mathematical language using the learning environment and influencing home confidence in EYFS
  - To increase opportunities for self-assessment in EYFS

**DISCLOSURE OF INFORMATION TO AUDITORS**

Each of the persons who are Trustees at the time when this Trustees' report is approved has confirmed that:

- so far as that Trustee is aware, there is no relevant audit information of which the charitable company's auditors are unaware, and
- that Trustee has taken all the steps that ought to have been taken as a Trustee in order to be aware of any relevant audit information and to establish that the charitable company's auditors are aware of that information.

The auditors, James Cowper, were appointed at the Member's meeting 10<sup>th</sup> May 2017

This Trustees' report, incorporating a strategic report, was approved by order of the board of trustees, as the company directors, on 18/12/17 and signed on the board's behalf by:



**Karen Herbert-Duff  
Chair of Trustees**



**LANESEND PRIMARY SCHOOL**  
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**GOVERNANCE STATEMENT**

**SCOPE OF RESPONSIBILITY**

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

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

**GOVERNANCE**

The information on governance included here supplements that described in the Trustees' report and in the Statement of Trustees' responsibilities. The board of trustees has formally met 9 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
Kenneth Burns	7	9
Lauren Elliott	6	9
Andrea Flux	8	9
Karen Herbert-Duff, Chair	9	9
Joanna Hunter, Vice Chair	8	9
Emma Norton	7	9
Katherine Palfrey	8	9
Jeremy Robinson	8	9
Caroline Sice	9	9
Tara Hopkinson	9	9
Paul Herbert	0	0

Review of governance took place in September 2017 regarding the 3rd year as an academy (2016/2017). The School Improvement Plan for 2015 - 2018 was reviewed and changes made to fulfil targets for July 2017. The trustees also completed a skills audit to identify gaps in the group of trustees which can be filled as new trustees are appointed or co-opted. The trustees also held several question and answer sessions on being OFSTED ready and a self-evaluation, this was then put into practice during the OFSTED inspection in July 2017. It was reported that the trustees knew the school well and make a strong contribution to school improvement, making sure that areas of development have improved for example the outcomes in maths are now much stronger and the quality of teaching enables them to make good progress from their starting points. The trustees had a clear awareness of how to further improve outcomes for children particularly in writing and the most able.

The trustees are developing new systems to identify priorities in meetings as well as challenges to the leadership team so that their effectiveness can be clearly identified at any point. There will be a clearer School Improvement Plan which will show who is responsible for each priority, how it will be achieved and measured and what activities will bring improvement.

The trustees are very keen to develop a preschool provision either with a merger with a local provider or in-house as part of Lanesend Primary, this is to improve incoming attainment data and ensure a child's journey is seamless. Early meetings have taken place during this year.

The Money Group is a sub group of the main board of trustees. Its purpose is to oversee the financial affairs and report as appropriate to the board of trustees. They undertake a regular review of financial policies and procedures, monitor and review income/expenditure ensuring compliance with the overall financial plan for the Academy. The group also considers and recommends the acceptance/non-acceptance of the Academy's budget at the start of the year. This group also monitors and reviews the overall effectiveness of leadership and management; contributes to the monitoring of matters concerning the school premises and grounds, Human Resources, security and Health and Safety and safeguarding.

**LANESEND PRIMARY SCHOOL**  
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**GOVERNANCE STATEMENT (continued)**

Attendance at meetings in the year was as follows:

Trustee	Meetings attended	Out of a possible
Caroline Sice	8	9
Kenneth Burns	3	4
Emma Norton	8	9
Tara Hopkinson	9	9
Katherine Palfrey	7	9
Jeremy Robinson	4	9

**REVIEW OF VALUE FOR MONEY**

As Accounting Officer, the Headteacher has responsibility for ensuring that the academy 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'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 has delivered improved value for money during the year by:

- Good OFSTED July 2017
- Significant book purchase were made to improve the guided reading books
- Significant developments in the Early Years outside provision
- Key skills and values for the children's future success is built upon every day, including British values.
- E-learning is developing alongside the curriculum as well as purchasing a third set of ipads
- Outside area used regularly in teaching and learning and we built a chicken coup and developed and installed growing areas for the whole school
- Training with our learning consultant for teaching and learning
- ICT training for all staff in September 2016
- Team building activity for all staff October 2016
- Further investment in Performance Arts
- Investment in new sports equipment for whole school
- Continued to provide opportunities for our Remarkable Children through a range of activities.
- Secured Teaching School pilot with Portswood Teaching Alliance – further development in 17/18
- Audit for 15/16 was signed off as appropriate
- Continue to invest in apprenticeships
- All school trips subsidised

Lanesend is extremely effective in its deployment of resources because:

- Its resources are of high quality.
- All individual needs can be and are met both academically and emotionally.
- The outcomes achieved recognise the value added that the school provides.
- The school employs a Family Team to support the all children and families
- The school employs an AEN Team to support the needs of individual children
- The school, employs a Finance and Admin team who support the whole school community
- We have volunteer mentors to help support vulnerable children.
- The school environment is maintained to a high level.
- Staff want to work at Lanesend and comprehensive training and development for example ICT teaching and learning, geography and history, as well as first aid and safeguarding completed in a cycle.
- Funding streams are explored to enable new projects throughout the school
- We have a highly efficient and effective School Development Manager and Finance Team that promote careful and accurate accounting.
- Children contribute ideas for resources through the Pupil Council
- The school continues to work with our Data Consultant to develop effective tracking and data systems in school to reflect the assessment made in the classroom
- We invested in another set of ipads so that more children can access these at one time
- We used a grant plus our own funds to invest in a Balance Bike program and set of bikes to develop cycling skills and gross motor skill

**LANESEND PRIMARY SCHOOL**  
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**GOVERNANCE STATEMENT (continued)**

- We used our PE and Sports Grant alongside some of our delegated funding to improve the sporting engagement of all our children, this included the purchase of new sports equipment and the continued employment of an LSA to run sports clubs every day after school. We bought in independent sports coaches such as ballet and dance to widen children's experiences. The PE lead attended cluster meetings and organised extra events. We celebrated sporting achievements both in and out of school more widely. We are currently working towards our Gold Sports for All Award.

**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 ongoing process designed to identify and prioritise the risks to the achievement of academy policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in Lanesend Primary School for the year 1 September 2016 to 31 August 2017 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 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 ongoing process for identifying, evaluating and managing the academy's significant risks, that has been in place for the year 1 September 2016 to 31 August 2017 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the board of trustees.

**THE RISK AND CONTROL FRAMEWORK**

The academy'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 Money Group of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes;
- setting targets to measure financial and other performance;
- clearly defined purchasing (asset purchase or capital investment) guidelines;
- delegation of authority and segregation of duties;
- identification and management of risks.

The board of trustees has considered the need for a specific internal audit function and has decided not to appoint an internal auditor. However, the Trustees have appointed Emma Norton, a Trustee, as Responsible Officer (RO).

The RO's role (carried out by a trustee) includes giving advice on financial matters and performing a range of checks on the academy's financial systems. In particular the checks carried out in the current period included:

- Follow up on previous year's checks on the banking of funds received within school. The process is now being followed correctly.
- Checks on the sales invoicing process for room hire etc, all found to be complete and process being followed as per the Finance Management policy
- Observation of the census process for entering information on the system
- Review of the system for recording the spending of the Pupil Premium Fund, how this is spent per child and the interventions in place.

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**GOVERNANCE STATEMENT (continued)**

**REVIEW OF EFFECTIVENESS**

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

- the work of the Responsible Officer;
- the work of the external auditors;
- the financial management and governance self-assessment process;
- the work of the executive managers within the academy 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 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 18/12/17 and signed on their behalf, by:



**Karen Herbert-Duff**  
Chair of Trustees

  
**Caroline Sice**  
Accounting Officer

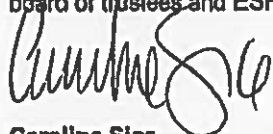
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**STATEMENT ON REGULARITY, PROPRIETY AND COMPLIANCE**

As Accounting Officer of Lanesend Primary School I have considered my responsibility to notify the academy trust board of trustees and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with ESFA terms and conditions of funding, under the funding agreement in place between the academy trust and the Secretary of State for Education. As part of my consideration I have had due regard to the requirements of the Academies Financial Handbook 2016.

I confirm that I and the academy trust board of trustees are able to identify any material irregular or improper use of funds by the academy trust, or material non-compliance with the terms and conditions of funding under the academy trust's funding agreement and the Academies Financial Handbook 2016.

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.



**Caroline Sice**  
**Accounting Officer**

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**STATEMENT OF TRUSTEES' RESPONSIBILITIES**  
**FOR THE YEAR ENDED 31 AUGUST 2017**

The Trustees (who act as governors of Lanesend Primary School and are also the directors of the charitable company for the purposes of company law) are responsible for preparing the Trustees' report and the financial statements in accordance with the Annual Accounts Direction issued by the Education and Skills Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the 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 of the Charities SORP 2015 and the Academies Accounts Direction 2016 to 2017;
- make judgments and accounting estimates that are reasonable and prudent;
- 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 ESFADfE 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 18/12/17 and signed on its behalf by:



**Karen Herbert-Duff**  
**Chair of Trustees**

**LANESEND PRIMARY SCHOOL**  
**(A company limited by guarantee)**

**INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF  
LANESEND PRIMARY SCHOOL**

**OPINION**

We have audited the financial statements of Lanesend Primary School for the year ended 31 August 2017 which comprise the Statement of financial activities incorporating Income and expenditure account, the Balance sheet, the Statement of cash flows and the related notes, 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 FRS 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland', the Charities SORP 2015 and the Academies Accounts Direction 2016 to 2017 issued by the Education and Skills Funding Agency.

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

In our opinion the financial statements:

- give a true and fair view of the state of the academy's affairs as at 31 August 2017 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; and
- have been prepared in accordance with the requirements of the Companies Act 2006, the Charities SORP 2015 and the Academies Accounts Direction 2016 to 2017 issued by the Education and Skills Funding Agency.

**BASIS OF 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 academy in accordance with the ethical requirements that are relevant to our audit of the financial statements in the United Kingdom, including the Financial Reporting Council'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**

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the Trustees' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the Trustees have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the academy's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

**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. Our opinion on the financial statements does not cover the information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.



**LANESEND PRIMARY SCHOOL**  
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**INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF  
LANESEND PRIMARY SCHOOL**

In connection with our audit of the financial statements, 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 audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

**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 including the Strategic Report for which the financial statements are prepared is consistent with the financial statements.
- 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 our knowledge and understanding of the academy and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' Report including the Strategic Report.

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

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

**RESPONSIBILITIES OF TRUSTEES**

As explained more fully in the Statement of Trustees' responsibilities, the Trustees (who are also the directors of the academy 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 the 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 academy'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 academy's or to cease operations, or have no realistic alternative but to do so.



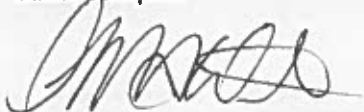
**LANESEND PRIMARY SCHOOL**  
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**INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF  
LANESEND PRIMARY SCHOOL**

**AUDITOR'S 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 an Auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

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). The description forms part of our Auditor's report.



**Louise Hallsworth (Senior statutory auditor)**

for and on behalf of

**James Cowper Kreston**

**Chartered Accountants and Statutory Auditor**

9th Floor  
The White Building  
1-4 Cumberland Place  
Southampton  
Hampshire  
SO15 2NP

Date: 19.12.2017

**LANESEND PRIMARY SCHOOL**  
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**INDEPENDENT REPORTING ACCOUNTANTS' ASSURANCE REPORT ON REGULARITY TO LANESEND  
PRIMARY SCHOOL AND THE EDUCATION AND SKILLS FUNDING AGENCY**

In accordance with the terms of our engagement letter dated 10 May 2017 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2016 to 2017, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by Lanesend Primary School during the year 1 September 2016 to 31 August 2017 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 Lanesend Primary School and the ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Lanesend Primary School and the ESFA those matters we are required to state in a report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than Lanesend Primary School and the ESFA, for our work, for this report, or for the conclusion we have formed.

**RESPECTIVE RESPONSIBILITIES OF LANESEND PRIMARY SCHOOL'S ACCOUNTING OFFICER AND  
THE REPORTING ACCOUNTANT**

The Accounting Officer is responsible, under the requirements of Lanesend Primary School's funding agreement with the Secretary of State for Education dated 27 August 2014, and the Academies Financial Handbook extant from 1 September 2016, 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 2016 to 2017. 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 year 1 September 2016 to 31 August 2017 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

**APPROACH**

We conducted our engagement in accordance with the Academies Accounts Direction 2016 to 2017 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's income and expenditure.

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**(A company limited by guarantee)**

**INDEPENDENT REPORTING ACCOUNTANTS' ASSURANCE REPORT ON REGULARITY TO LANESEND  
PRIMARY SCHOOL AND THE EDUCATION AND SKILLS FUNDING AGENCY (continued)**

**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 year 1 September 2016 to 31 August 2017 have not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.



**James Cowper Kreston**

**Chartered Accountants and Statutory Auditor**

**9th Floor  
The White Building  
1-4 Cumberland Place  
Southampton  
Hampshire  
SO15 2NP**

**Date:** 12.12.2017

**LANESEND PRIMARY SCHOOL**  
(A company limited by guarantee)

**STATEMENT OF FINANCIAL ACTIVITIES INCORPORATING INCOME AND EXPENDITURE ACCOUNT  
FOR THE YEAR ENDED 31 AUGUST 2017**

	Note	Unrestricted funds 2017 £	Restricted funds 2017 £	Restricted fixed asset funds 2017 £	Total funds 2017 £	Total funds 2016 £
<b>INCOME FROM:</b>						
Donations and capital grants	2	7,074	-	7,398	14,472	15,999
Charitable activities	5	105,265	1,785,796	-	1,891,061	1,827,841
Other trading activities	3	31,971	-	-	31,971	34,373
Investments	4	233	-	-	233	472
<b>TOTAL INCOME</b>		<b>144,543</b>	<b>1,785,796</b>	<b>7,398</b>	<b>1,937,737</b>	<b>1,878,685</b>
<b>EXPENDITURE ON:</b>						
Charitable activities		72,321	1,912,254	60,995	2,045,570	1,778,073
<b>TOTAL EXPENDITURE</b>	6	<b>72,321</b>	<b>1,912,254</b>	<b>60,995</b>	<b>2,045,570</b>	<b>1,778,073</b>
<b>NET INCOME / (EXPENDITURE) BEFORE TRANSFERS</b>						
Transfers between Funds	19	72,222 (8,669)	(126,458) -	(53,597) 8,669	(107,833) -	100,612 -
<b>NET INCOME / (EXPENDITURE) BEFORE OTHER RECOGNISED GAINS AND LOSSES</b>						
		63,553	(126,458)	(44,928)	(107,833)	100,612
Actuarial gains/(losses) on defined benefit pension schemes	23	-	111,000	-	111,000	(184,000)
<b>NET MOVEMENT IN FUNDS</b>		<b>63,553</b>	<b>(15,458)</b>	<b>(44,928)</b>	<b>3,167</b>	<b>(83,388)</b>
<b>RECONCILIATION OF FUNDS:</b>						
Total funds brought forward		14,292	(260,155)	2,096,558	1,850,695	1,934,083
<b>TOTAL FUNDS CARRIED FORWARD</b>		<b>77,845</b>	<b>(275,613)</b>	<b>2,051,630</b>	<b>1,853,862</b>	<b>1,850,695</b>

The notes on pages 53 to 71 form part of these financial statements.

**LANESEND PRIMARY SCHOOL**  
(A company limited by guarantee)  
REGISTERED NUMBER: 09154494

**BALANCE SHEET**  
**AS AT 31 AUGUST 2017**

	Note	£	2017 £	£	2016 £
<b>FIXED ASSETS</b>					
Tangible assets	15		2,051,830		2,098,558
<b>CURRENT ASSETS</b>					
Stocks	16	6,720		4,817	
Debtors	17	77,598		77,971	
Cash at bank and in hand		321,870		340,985	
		<u>406,186</u>		<u>423,773</u>	
<b>CREDITORS: amounts falling due within one year</b>	18	<u>(132,954)</u>		<u>(158,636)</u>	
<b>NET CURRENT ASSETS</b>			<u>273,232</u>		<u>265,137</u>
<b>TOTAL ASSETS LESS CURRENT LIABILITIES</b>			<u>2,324,862</u>		<u>2,361,695</u>
Defined benefit pension scheme liability	23		<u>(471,000)</u>		<u>(511,000)</u>
<b>NET ASSETS INCLUDING PENSION SCHEME LIABILITIES</b>			<u><u>1,853,862</u></u>		<u><u>1,850,695</u></u>
<b>FUNDS OF THE ACADEMY</b>					
Restricted income funds:					
Restricted income funds	19	195,387		250,845	
Restricted fixed asset funds	19	<u>2,051,830</u>		<u>2,098,558</u>	
Restricted income funds excluding pension liability		<u>2,247,017</u>		<u>2,347,403</u>	
Pension reserve		<u>(471,000)</u>		<u>(511,000)</u>	
Total restricted income funds			<u>1,776,017</u>		<u>1,836,403</u>
Unrestricted income funds	19		<u>77,845</u>		<u>14,292</u>
<b>TOTAL FUNDS</b>			<u><u>1,853,862</u></u>		<u><u>1,850,695</u></u>

The financial statements on pages 50 to 71 were approved by the Trustees, and authorised for issue, on and are signed on their behalf, by:

  
Karen Herbert-Duff  
Chair of Trustees

The notes on pages 53 to 71 form part of these financial statements.

**LANESEND PRIMARY SCHOOL**  
**(A company limited by guarantee)**

**STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED 31 AUGUST 2017**

	Note	2017 £	2016 £
<b>Cash flows from operating activities</b>			
Net cash (used in)/provided by operating activities	21	(3,281)	175,199
<b>Cash flows from investing activities:</b>			
Dividends, interest and rents from investments		233	472
Purchase of tangible fixed assets		(16,067)	(128,575)
<b>Net cash used in investing activities</b>		(15,834)	(128,103)
<b>Change in cash and cash equivalents in the year</b>		(19,115)	47,096
Cash and cash equivalents brought forward		340,985	293,889
<b>Cash and cash equivalents carried forward</b>	22	321,870	340,985

The notes on pages 53 to 71 form part of these financial statements.

**LANESEND PRIMARY SCHOOL**  
**(A company limited by guarantee)**

**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2017**

**1. ACCOUNTING POLICIES**

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

**1.1 Basis of preparation of financial statements**

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 2016 to 2017 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

Lanesend Primary School constitutes a public benefit entity as defined by FRS 102.

**1.2 Fund accounting**

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

Restricted fixed asset funds are resources which are to be applied to specific capital purposes imposed by the Department for Education 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 and include grants from the Department for Education.

**1.3 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 academy 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.

**LANESEND PRIMARY SCHOOL**  
**(A company limited by guarantee)**

**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2017**

**1. ACCOUNTING POLICIES (continued)**

**1.4 Income**

All income is recognised once the academy has entitlement to the income, it is probable that the income will be received and the amount of income receivable can be measured reliably.

Grants are included in the Statement of financial activities incorporating income and expenditure account 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 entitlement of receipt, its recognition is deferred and included in creditors as deferred income. Where entitlement occurs before income is received, the income is accrued.

General Annual Grant is recognised in full in the Statement of financial activities incorporating income and expenditure account 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 when there is entitlement and are not deferred over the life of the asset on which they are expended. Unspent amounts of capital grant are reflected in the balance in the restricted fixed asset fund.

Donations are recognised on a receivable basis where receipt is probable and the amount can be reliably measured.

Other income, including the hire of facilities, is recognised in the period in which it is receivable and to the extent the goods have been provided or on completion of the service.

**1.5 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.

Expenditure on charitable activities are costs incurred on the academy's educational operations, including support costs and those costs relating to the governance of the academy appointed to charitable activities.

All expenditure is inclusive of irrecoverable VAT.



**LANESEND PRIMARY SCHOOL**  
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**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2017**

**1. ACCOUNTING POLICIES (continued)**

**1.6 Tangible fixed assets and depreciation**

All assets costing more than £2,000 are capitalised 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 incorporating income and expenditure account 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 incorporating income and expenditure account. Where tangible fixed assets have been acquired with unrestricted funds, depreciation on such assets is charged to the unrestricted fund.

Depreciation is provided on all tangible fixed assets other than freehold land, at rates calculated to write off the cost of these assets, less their estimated residual value, over their expected useful lives on the following bases:

Long-term leasehold property	-	Land - Straight line over 125 years
		Buildings - Straight line over 50 years
Fixtures and fittings	-	25% Reducing balance
Outside area	-	Straight line over 10 years

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 incorporating income and expenditure account.

**1.7 Interest receivable**

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the academy; this is normally upon notification of the interest paid or payable by the Bank.

**1.8 Stocks**

Stocks are valued at the lower of cost and net realisable value after making due allowance for obsolete and slow-moving stocks. Cost includes all direct costs and an appropriate proportion of fixed and variable overheads.

**1.9 Debtors**

Trade and other debtors are recognised at the settlement amount after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

**1.10 Cash at Bank and in hand**

Cash at bank and in hand includes cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

**LANESEND PRIMARY SCHOOL**  
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**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2017**

**1. ACCOUNTING POLICIES (continued)**

**1.11 Liabilities and provisions**

Liabilities and provisions 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 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 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.

**1.12 Financial instruments**

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

*Financial assets* - trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 17. Prepayments are not financial instruments. Amounts due to the academy's wholly owned subsidiary are held at face value less any impairment. Cash at bank is classified as a basic financial instrument and is measured at face value.

*Financial liabilities* - trade creditors, accruals and other creditors are financial instruments, and are measured at amortised costs as detailed in note 18. 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 instruments. Amounts due to the academy's wholly owned subsidiary are held at face value less any impairment.

**1.13 Taxation**

The academy 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 is potentially exempt from taxation in respect of income or capital gains received within categories covered by Chapter 3 Part 11 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.

**1.14 Pensions**

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

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the academy in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary on the basis of quadrennial valuations using a prospective unit credit method. As stated in note 23, the TPS is a multi-employer scheme and there is insufficient information available to use defined benefit accounting. The TPS is therefore treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

**LANESEND PRIMARY SCHOOL**  
**(A company limited by guarantee)**

**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2017**

**1. ACCOUNTING POLICIES (continued)**

The LGPS is a funded 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 operating surplus 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 incorporating income and expenditure account 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.

**LANESEND PRIMARY SCHOOL**  
**(A company limited by guarantee)**

**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2017**

**1. ACCOUNTING POLICIES (continued)**

**1.15 Critical accounting estimates and areas of judgment**

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

**Critical accounting estimates and assumptions:**

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

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost (income) for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 23, 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 2016 has been used by the actuary in valuing the pensions liability at 31 August 2017. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

**Critical areas of judgment:**

**Tangible fixed assets**

Tangible fixed assets are depreciated over their useful lives taking into account residual values, where appropriate. The actual lives of the assets and residual values are assessed annually and may vary depending on a number of factors. Residual value assessments consider issues such as the remaining life of the asset and projected disposal values.

**Operating lease commitments**

The academy trust has entered into commercial lease contracts and as a lessee it obtains use of property, plant and equipment. The classification of such leases as operating or finance lease requires the academy trust to determine, based on an evaluation of the terms and conditions of the arrangements, whether it retains or acquires the significant risks and rewards of ownership of these assets and accordingly whether the lease requires an asset and liability to be recognised in the Balance Sheet.

**LANESEND PRIMARY SCHOOL**  
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 AUGUST 2017**

**2. INCOME FROM DONATIONS AND CAPITAL GRANTS**

	Unrestricted funds 2017 £	Restricted funds 2017 £	Restricted fixed asset funds 2017 £	Total funds 2017 £	Total funds 2016 £
LEAF donation	7,074	-	-	7,074	4,646
Capital Grants	-	-	7,398	7,398	11,353
	<u>7,074</u>	<u>-</u>	<u>7,398</u>	<u>14,472</u>	<u>15,999</u>
<i>Total 2016</i>	<u>4,646</u>	<u>-</u>	<u>11,353</u>	<u>15,999</u>	

**3. OTHER TRADING ACTIVITIES**

	Unrestricted funds 2017 £	Restricted funds 2017 £	Total funds 2017 £	Total funds 2016 £
Squirrels Den income	30,439	-	30,439	33,527
Hire of facilities	1,532	-	1,532	846
	<u>31,971</u>	<u>-</u>	<u>31,971</u>	<u>34,373</u>
<i>Total 2016</i>	<u>34,373</u>	<u>-</u>	<u>34,373</u>	

**4. INVESTMENT INCOME**

	Unrestricted funds 2017 £	Restricted funds 2017 £	Total funds 2017 £	Total funds 2016 £
Bank Interest	233	-	233	472
	<u>472</u>	<u>-</u>	<u>472</u>	
<i>Total 2016</i>	<u>472</u>	<u>-</u>	<u>472</u>	

**LANESEND PRIMARY SCHOOL**  
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**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 AUGUST 2017**

**5. FUNDING FOR ACADEMY'S EDUCATIONAL OPERATIONS**

	Unrestricted funds 2017 £	Restricted funds 2017 £	Total funds 2017 £	Total funds 2016 £
<b>DfE/ESFA grants</b>				
General Annual Grant (GAG)	-	1,357,292	1,357,292	1,342,751
Other DfE/ESFA grants	-	240,386	240,386	216,353
	-	1,597,678	1,597,678	1,559,104
<b>Other government grants</b>				
Local authority grants	-	188,118	188,118	195,441
	-	188,118	188,118	195,441
<b>Other funding</b>				
Uniform and sundry income	35,050	-	35,050	22,778
Meals income	30,032	-	30,032	23,923
Trip income	40,183	-	40,183	26,595
	105,265	-	105,265	73,296
	105,265	1,785,796	1,891,061	1,827,841
<b>Total 2016</b>	73,296	1,754,545	1,827,841	

**6. EXPENDITURE**

	Staff costs 2017 £	Premises 2017 £	Other costs 2017 £	Total 2017 £	Total 2016 £
<b>Educational Activities:</b>					
Direct costs	795,626	39,412	137,309	972,347	907,961
Support costs	763,320	57,186	252,717	1,073,223	870,112
	1,558,946	96,598	390,026	2,045,570	1,778,073
<b>Total 2016</b>	1,366,270	83,244	328,559	1,778,073	

**LANESEND PRIMARY SCHOOL**  
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**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 AUGUST 2017**

**7. DIRECT COSTS**

	Total 2017 £	Total 2016 £
Educational supplies	54,699	55,480
Staff development	7,231	10,821
Educational consultancy	53,796	52,393
Wages and salaries	636,093	587,443
National Insurance	59,756	49,489
Pension cost	99,777	92,175
Depreciation	60,995	60,160
	<u>972,347</u>	<u>907,961</u>
<i>At 31 August 2016</i>	<u>907,961</u>	

**8. SUPPORT COSTS**

	Total 2017 £	Total 2016 £
Pension finance charge	12,000	12,000
Technology costs	21,117	3,504
Staff development	12,357	7,098
Maintenance of premises and equipment	44,627	23,084
Cleaning	6,338	17,590
Rent & rates	6,221	6,609
Energy costs	18,106	17,626
Insurance	8,034	6,090
Security and transport	3,338	1,946
Catering	98,740	81,186
Bank interest and charges	225	205
Other support costs	32,610	18,437
Trip expenditure	39,706	29,801
Governance costs	8,484	7,773
Wages and salaries	582,300	512,014
National Insurance	22,984	18,235
Pension cost	158,036	108,914
	<u>1,073,223</u>	<u>870,112</u>
<i>At 31 August 2016</i>	<u>870,112</u>	

During the year ended 31 August 2017, the academy incurred the following Governance costs:  
£8,484 (2016 - £7,773) included within the table above in respect of Educational activities.

**LANESEND PRIMARY SCHOOL**  
**(A company limited by guarantee)**

**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2017**

**9. NET INCOME/(EXPENDITURE)**

This is stated after charging:

	2017 £	2016 £
Depreciation of tangible fixed assets: - owned by the charity	<u>60,995</u>	<u>60,160</u>

**10. AUDITORS' REMUNERATION**

	2017 £	2016 £
Fees payable to the academy's auditor and its associates in respect of:		
Auditing of financial statements of the academy	4,000	3,750
All other non-audit services not included above	<u>1,800</u>	<u>1,835</u>



**LANESEND PRIMARY SCHOOL**  
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**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 AUGUST 2017**

**11. STAFF COSTS**

Staff costs were as follows:

	2017 £	2016 £
Wages and salaries	1,170,015	1,082,757
Social security costs	82,740	87,724
Operating costs of defined benefit pension schemes	257,813	199,089
	<u>1,510,568</u>	<u>1,349,570</u>
Supply teacher costs	48,378	16,700
	<u><u>1,558,946</u></u>	<u><u>1,366,270</u></u>

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

	2017 No.	2016 No.
Teachers	15	16
Administration and support	80	56
Management	2	2
	<u>77</u>	<u>74</u>

Average headcount expressed as a full time equivalent:

	2017 No.	2016 No.
Teaching staff	15	15
Administration and support staff	29	23
Management	2	2
	<u>46</u>	<u>40</u>

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

	2017 No.	2016 No.
In the band £60,001 - £70,000	1	1

During the year retirement benefits were accruing to 4 trustees in respect of defined benefit pension schemes.

The total expense included in the accounts for key personnel amounted to £133,843 (2016 - £129,000)

**LANESEND PRIMARY SCHOOL**  
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**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 AUGUST 2017**

**12. TRUSTEES' REMUNERATION AND EXPENSES**

One or more Trustees has been paid remuneration or has received other benefits from an 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 other staff members under their contracts of employment, and not in respect of their role as Trustees. The value of Trustees' remuneration and other benefits was as follows:

		2017 £	2016 £
Caroline Sice	Remuneration	60,000-65,000	60,000-65,000
	Pension contributions paid	10,000-15,000	5,000-10,000
Tara Hopkinson	Remuneration	35,000-40,000	30,000-35,000
	Pension contributions paid	5,000-10,000	5,000-10,000
Andrea Flux	Remuneration	30,000-35,000	15,000-20,000
	Pension contributions paid	0-5,000	0-5,000
David Cooper	Remuneration		45,000-50,000
	Pension contributions paid		5,000-10,000

During the year, no Trustees received any reimbursement of expenses (2016 - £NIL).

**13. 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 £10,000,000. It is not possible to quantify the Trustees and officers indemnity element from the overall cost of the RPA scheme.

**14. OTHER FINANCE INCOME**

	2017 £	2016 £
Interest income on pension scheme assets	12,000	15,000
Interest on pension scheme liabilities	(24,000)	(27,000)
	<u>(12,000)</u>	<u>(12,000)</u>

**LANESEND PRIMARY SCHOOL**  
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**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 AUGUST 2017**

**15. TANGIBLE FIXED ASSETS**

	Long-term leasehold property £	Plant and machinery £	Outdoor area £	Total £
<b>Cost</b>				
At 1 September 2016	2,082,141	61,948	80,988	2,205,077
Additions	1,405	9,139	5,523	16,067
At 31 August 2017	<u>2,083,546</u>	<u>71,087</u>	<u>86,511</u>	<u>2,221,144</u>
<b>Depreciation</b>				
At 1 September 2016	78,065	22,355	8,099	108,519
Charge for the year	40,161	12,183	8,651	60,995
At 31 August 2017	<u>118,226</u>	<u>34,538</u>	<u>16,750</u>	<u>169,514</u>
<b>Net book value</b>				
At 31 August 2017	<u>1,945,320</u>	<u>36,549</u>	<u>69,761</u>	<u>2,051,630</u>
At 31 August 2016	<u>1,984,076</u>	<u>39,593</u>	<u>72,889</u>	<u>2,096,558</u>

**16. STOCKS**

	2017 £	2016 £
Finished goods and goods for resale	<u>6,720</u>	<u>4,817</u>

**17. DEBTORS**

	2017 £	2016 £
Trade debtors	5,706	10,490
VAT recoverable	13,860	18,128
Other debtors	9,867	3,118
Prepayments and accrued income	48,163	46,237
	<u>77,596</u>	<u>77,971</u>

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**18. CREDITORS: Amounts falling due within one year**

	2017 £	2016 £
Trade creditors	49,225	97,425
Other taxation and social security	22,217	20,770
Other creditors	16,503	-
Accruals and deferred income	45,009	40,441
	<u>132,954</u>	<u>158,636</u>
	2017 £	2016 £
<b>Deferred income</b>		
Deferred income at 1 September 2016	23,439	26,384
Resources deferred during the year	35,904	23,439
Amounts released from previous years	(23,439)	(26,384)
Deferred income at 31 August 2017	<u>35,904</u>	<u>23,439</u>

The majority of the deferred income amount relates to UIFSM, the remaining balance relates to other sundry income streams.

**19. STATEMENT OF FUNDS**

	Balance brought forward £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance carried forward £
<b>Unrestricted funds</b>						
General Funds	14,292	144,543	(72,321)	(8,669)	-	77,845
<b>Restricted funds</b>						
General Annual Grant (GAG)	250,845	1,357,292	(1,412,750)	-	-	195,387
Other ESFA/DfE grants	-	240,386	(240,386)	-	-	-
Local authority grants	-	188,118	(188,118)	-	-	-
Pension reserve	(511,000)	-	(71,000)	-	111,000	(471,000)
	<u>(260,155)</u>	<u>1,785,796</u>	<u>(1,912,254)</u>	<u>-</u>	<u>111,000</u>	<u>(275,613)</u>
<b>Restricted fixed asset funds</b>						
Restricted fixed asset funds	2,096,558	7,398	(60,995)	8,669	-	2,051,630
Total restricted funds	<u>1,836,403</u>	<u>1,793,194</u>	<u>(1,973,249)</u>	<u>8,669</u>	<u>111,000</u>	<u>1,776,017</u>
Total of funds	<u>1,850,695</u>	<u>1,937,737</u>	<u>(2,045,570)</u>	<u>-</u>	<u>111,000</u>	<u>1,853,862</u>

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

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**19. STATEMENT OF FUNDS (continued)**

**Unrestricted funds**

These funds are for the general use of the academy and may be used towards meeting any of the charitable objects of the academy trust at the discretion of the trustees.

**Restricted funds**

The General Annual Grant represents funding received from the ESFA during the year to fund the continuing activities of the academy. Other ESFA grant income is specific to pupils or the academy itself. Local authority grants fund pupils from the local area for specific additional needs.

**Restricted fixed asset funds**

These funds are those specifically designated for capital expenditure.

Under the funding agreement with the Secretary of State, the academy was not subject to a limit on the amount of GAG that it could carry forward at 31 August 2017.

**20. ANALYSIS OF NET ASSETS BETWEEN FUNDS**

	Unrestricted funds 2017 £	Restricted funds 2017 £	Restricted fixed asset funds 2017 £	Total funds 2017 £
Tangible fixed assets	-	-	2,051,630	2,051,630
Current assets	77,845	328,341	-	406,186
Creditors due within one year	-	(132,954)	-	(132,954)
Provisions for liabilities and charges	-	(471,000)	-	(471,000)
	<u>77,845</u>	<u>(275,613)</u>	<u>2,051,630</u>	<u>1,853,862</u>

**21. RECONCILIATION OF NET MOVEMENT IN FUNDS TO NET CASH FLOW FROM OPERATING ACTIVITIES**

	2017 £	2016 £
Net (expenditure)/income for the year (as per Statement of Financial Activities)	(107,833)	100,612
Adjustment for:		
Depreciation charges	60,995	60,160
Dividends, interest and rents from investments	(233)	(472)
Increase in stocks	(1,903)	(995)
Decrease in debtors	375	18,114
Decrease in creditors	(25,682)	(31,220)
Defined benefit pension scheme finance cost	71,000	29,000
Net cash (used in)/provided by operating activities	<u>(3,281)</u>	<u>175,199</u>

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**22. ANALYSIS OF CASH AND CASH EQUIVALENTS**

	2017 £	2016 £
Cash in hand	321,870	340,985
Total	<u>321,870</u>	<u>340,985</u>

**23. PENSION COMMITMENTS**

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

The latest actuarial valuation of the TPS related to the period ended 31 March 2012 and of the LGPS 31 March 2016.

There were no outstanding or prepaid contributions at either the beginning or the end of the financial year.

**Teachers' Pension Scheme**

**Introduction**

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pensions Regulations (2010) and, from 1 April 2014, by the Teachers' Pension Scheme Regulations 2014. Membership is automatic for full-time teachers in academies and, from 1 January 2007, automatic for teachers in part-time employment following appointment or a change of contract, although they are able to opt out.

The TPS is an unfunded scheme and members contribute on a 'pay as you go' basis – these contributions along with those made by employers 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. 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 2012 and in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014. The valuation report was published by the Department for Education on 9 June 2014. The key elements of the valuation and subsequent consultation are:

- employer contribution rates set at 16.48% of pensionable pay, including a 0.08% employer administration charge (currently 14.1%)
- total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £191,500 million, and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £176,600 million giving a notional past service deficit of £14,900 million
- an employer cost cap of 10.9% of pensionable pay will be applied to future valuations
- the assumed real rate of return is 3.0% in excess of prices and 2% in excess of earnings. The rate of real earnings growth is assumed to be 2.75%. The assumed nominal rate of return is 5.06%.

During the previous year the employer contribution rate was 14.1%. The TPS valuation for 2012

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**23. PENSION COMMITMENTS (continued)**

determined an employer rate of 16.4%, which was payable from September 2015. The next valuation of the TPS is currently underway based on April 2016 data, whereupon the employer contribution rate is expected to be reassessed and will be payable from 1 April 2019.

The employer's pension costs paid to TPS in the period amounted to £99,777 (2016 - £92,175).

A copy of the valuation report and supporting documentation is on the Teachers' Pensions website ([www.teacherspensions.co.uk/news/employers/2014/08/publication-of-the-valuation-report.aspx](http://www.teacherspensions.co.uk/news/employers/2014/08/publication-of-the-valuation-report.aspx)).

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

**Local Government Pension Scheme**

The LGPS is a funded defined benefit scheme, with assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2017 was £122,000 (2016 - £112,000), of which employer's contributions totalled £99,000 (2016 - £90,000) and employees' contributions totalled £23,000 (2016 - £19,000). The agreed contribution rates for future years are 23.6% for employers and between 5.5% and 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 academy 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:

	2017	2016
Discount rate for scheme liabilities	2.50 %	2.10 %
Expected return on scheme assets at 31 August	2.80 %	3.00 %
Rate of increase in salaries	2.80 %	4.10 %
Rate of increase for pensions in payment / inflation	2.40 %	2.10 %

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

	2017	2016
Retiring today:		
Males	22.3	22.4
Females	24.8	24.5
Retiring in 20 years:		
Males	23.9	23.8
Females	26.5	26.7

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**23. PENSION COMMITMENTS (continued)**

The academy's share of the assets in the scheme was:

	Fair value at 31 August 2017 £	Fair value at 31 August 2016 £
Equities	496,000	345,000
Property	36,000	26,000
Cash and other liquid assets	7,000	-
Bonds	190,000	152,000
<b>Total market value of assets</b>	<b>729,000</b>	<b>523,000</b>

The amounts recognised in the Statement of financial activities incorporating income and expenditure account are as follows:

	2017 £	2016 £
Current service cost	(158,000)	(107,000)
Interest income	12,000	15,000
Interest cost	(24,000)	(27,000)
<b>Total</b>	<b>(170,000)</b>	<b>(119,000)</b>
<b>Actual return on scheme assets</b>	<b>76,000</b>	<b>60,000</b>

Movements in the present value of the defined benefit obligation were as follows:

	2017 £	2016 £
Opening defined benefit obligation	1,034,000	634,000
Current service cost	158,000	107,000
Interest cost	24,000	27,000
Employee contributions	23,000	22,000
Actuarial (gains)/losses	(35,000)	244,000
Benefits paid	(4,000)	-
<b>Closing defined benefit obligation</b>	<b>1,200,000</b>	<b>1,034,000</b>



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**NOTES TO THE FINANCIAL STATEMENTS  
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**23. PENSION COMMITMENTS (continued)**

Movements in the fair value of the academy's share of scheme assets:

	2017 £	2016 £
Opening fair value of scheme assets	523,000	336,000
Interest income	12,000	15,000
Actuarial losses	76,000	60,000
Employer contributions	99,000	90,000
Employee contributions	23,000	22,000
Benefits paid	(4,000)	-
	<hr/>	<hr/>
Closing fair value of scheme assets	729,000	523,000
	<hr/>	<hr/>

**24. OPERATING LEASE COMMITMENTS**

At 31 August 2017 the total of the Academy trust's future minimum lease payments under non-cancellable operating leases was:

	2017 £	2016 £
Amounts payable:		
Within 1 year	2,184	1,426
Between 1 and 5 years	3,786	-
	<hr/>	<hr/>
Total	5,950	1,426
	<hr/>	<hr/>

**25. 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.

**26. RELATED PARTY TRANSACTIONS**

No related party transactions took place in the period of account, other than certain trustees' remuneration and expenses already disclosed in note 12.

**27. CONTROLLING PARTY**

There is no overall controlling party.

