

Gawthorpe Community Academy Trust Trustees' Report

The Trustees present their annual report together with the financial statements and auditor's report of the charitable company and group for the year ended 31 August 2015. The annual report serves the purposes of both a trustees' report, and a directors' report under company law.

The principal activity of the Charitable Company is the operation of Gawthorpe Community Academy to provide a balanced and broadly based curriculum satisfying the requirements of the Education Act 2002 for pupils of different abilities between the ages of 3 to 11 serving the catchment area of Gawthorpe in Ossett, West Yorkshire.

The Academy had two subsidiary companies: GCAT Trading Limited (trading as Maypole Children's Centre) which operated the Sure Start Children's Centre providing support to children and families. Wakefield Metropolitan District Council transferred the Maypole Children's centre back in house from 1st April 2014, so GCAT Trading has not been providing Children Centre services since that date. Aspire Teaching School Limited provides educational consultancy services to other schools to support them in improving standards, Aspire Teaching School Limited was dissolved in August 2015, and the teaching school's activities are now carried on by Gawthorpe Community Academy under the name of Aspire.

Structure, Governance and Management

Constitution

The Academy Trust was incorporated on 11 October 2011 and 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 Gawthorpe Community Academy Trust Limited are also the directors of the Charitable Company for the purposes of company law. The Charitable Company is known as Gawthorpe Community Academy Trust.

Details of the Trustees who served throughout the year are included in the Reference and Administrative Details on page 1.

The school converted to an Academy on 1 November 2011. Assets and liabilities were transferred from Wakefield Metropolitan District Council.

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

A Trustee may benefit from any indemnity insurance purchased at the Academy Trust's expense to cover the liability of Trustees which by virtue of any law would otherwise attach to them in respect of any negligence, default or breach of trust or breach of duty of which they may be guilty in relation to the Academy Trust.

Method of Recruitment and Appointment or Election of Trustees

The Academy is governed by a Board of Trustees who shall have regard to guidance as to the governance of Academies that the Secretary of State may publish. The number of Trustees shall not be less than three but shall not be subject to any maximum. Each Trustee (excluding the Principal) will serve a term of four years. Subject to remaining eligible to be a particular type of Trustee, any Trustees may be reappointed or re-elected.

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Trustees of the Academy Trust may appoint up to nine Trustees. The Trustees may also appoint up to two staff Trustees through such processes as they may determine providing that the total number of Trustees (including the Principal who shall be treated for all purposes as being an ex officio Trustee) who are employees of the Academy Trust does not exceed one third of the total number of Trustees. There must be at least two parent Trustees, elected by parents of pupils at the Academy. Parent Trustees must be parents of pupils on roll at the Academy at the point at which a Parent Trustee is elected. If there are fewer parents nominated for election than vacancies available, the Trustees shall appoint a person who is the parent of a registered pupil at the Academy, or where it is not reasonably practical to do so, a person who is the parent of any child of compulsory school age.

The Trustees may appoint up to three co-opted Trustees. Trustees are appointed or co-opted to bring specific skills and experience to the board for the benefit of the Academy.

The Secretary of State may appoint additional Trustees.

Policies and Procedures Adopted for the Induction and Training of Trustees

The Trustees have an Induction of New Governors Policy in place ensuring that all new Trustees are adequately inducted and trained in order to fulfil their duties. Governor Training and Development was procured from an independent consultant to support governor induction in 2014/2015.

The Academy has a Governors' Code of Practice document in place and regularly undertakes a skills audit across the Board of Trustees. The Academy also provides training for Trustees on Safeguarding and Child Protection and Learning and Teaching. Training relating to Financial Management is delivered on an ad hoc basis.

Organisational Structure

The Board of Trustees meets at least six times per year, having one Annual General Meeting. Roles and responsibilities are as stipulated in the Academy Funding Agreement and Articles of Association.

There are additional Trustees' Committees with their own Terms of Reference and constitution, which are agreed annually at the first meeting of each academic year. There are two Committees that meet on a termly basis, these are:

1. Resources (responsible for finance, health and safety, premises and contracts)
2. Curriculum (responsible for learning and teaching, curriculum, student outcomes and quality assurance).

In addition, there are three Implementation Committees which are Personnel, Complaints and Student Discipline. These meet on a more irregular basis as and when needed.

Lastly, the Performance Management Committee meets annually to agree the Principal's Performance Management objectives for the year and assess performance against the previous year.

The Trustees delegate the day to day operation of the academy to the Senior Leadership Team, which for the year ended 31 August 2015, comprised of the Principal (who is also the Accounting Officer), the Vice Principal, Deputy Principal, the inclusion Manager and the Business Manager. Each has their own particular area of the Academy to lead and this is reviewed annually.

The staffing structure, including responsibilities, is reviewed on an annual basis.

The Trustees appointed a Responsible Officer to audit the academy financial and administrative procedures. She has undertaken two system checks covering purchases, income and payroll during 2015/2016 and reported to the Trustees about the work undertaken and his findings and recommendations.

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Related Parties and other Connected Charities and Organisations

Gawthorpe Community Academy is an Associate Member of Education Ossett Community Trust, which is an Educational Trust comprising of 10 schools geographically located within the town of Ossett. Additional partners to this Trust also include Burmatex, Jacob's Engineering, Leeds Metropolitan University and Neils Larson.

The Trust objectives are to ensure a "*first class entitlement for all*" and work to ensure common aims and experiences for the children of Ossett.

In addition to the principal activities the following additional services are delivered:

In 2007 the school was designated as a National Support School by the National College for School Leadership and has supported several schools. In the period ending 31 August 2015 the academy supported Hillcrest Academy, the value of this contract was £1,500.

In 2011 the Academy was designated as a Teaching School by the National College for School Leadership. Teaching Schools give outstanding schools a leading role in the training and professional development of teachers, support staff and Head teachers, as well as contributing to the raising of standards through school-to-school support. Work undertaken for the Teaching School has generated an income in the region of £35,152 during the period ending 31 August 2015.

The Academy works in partnership with a voluntary sector provider to deliver of a before, after and holiday childcare service. 16 wraparound childcare places are also available for pupils attending nursery on a part-time basis, this is delivered by the Academy. Income is received in the form of a minimal lettings charge for the before, after and holiday childcare service and running costs are covered for the wraparound childcare places. The charging was reviewed by the Governing Body in 2012/2013 and a new charging structure was implemented from September 2013.

Objectives and Activities

Our mission is to provide a happy, stimulating, inclusive, supportive environment in which all partners are valued and respected and there are equal opportunities for all.

The academy will continue to develop its work in order to provide quality education, rich learning opportunities, high expectations and challenge.

In these ways we seek to enable each child to achieve his/her potential in all aspects of development, year on year.

Objects and Aims

The objects set out in the Articles of Association are "advancing for the public benefit education... by establishing, maintaining ... and developing an academy offering a broad and balanced curriculum and providing childcare facilities and adult training to develop the capacity and skills ... of parents..."

The Academy's aims are to provide, for all partners:

- A happy, warm and welcoming environment where learning is fun and all can feel safe, secure and confident;
- Creative opportunities and provide an environment for children to encourage and plan their own learning journey;
- An inclusive academy which promotes a caring and sharing culture where everyone is valued;
- A stimulating, positive, productive learning environment through the mutual support and teamwork of children, staff, parents, the Governing Body and the wider community.

In our academy we aim to promote feelings of self-esteem and self-respect in children, staff and parents, in order to develop positive, confident, responsible attitudes towards:

- Ourselves and each other;
- Learning;
- Good behaviour – self-awareness of how to deal with our emotions and behaviour;

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- Our academy environment;
- Own community and wider world;
- Healthy lifestyles.

In our academy we aim to promote our values in all that we do.

We value:

- Each other;
- Quality in education and all aspects of academy life;
- The feeling of pride and sense of belonging;
- Successful partnerships with parents and the community;
- Links with local and wider community;
- Our resources and environment.

In our academy we aim to educate the whole child catering for different learning styles thereby enabling each one to develop physically, intellectually, creatively, spiritually, emotionally, morally, culturally and socially to their full potential.

In our academy we provide a curriculum to enable children to become:

- Successful learners who enjoy learning, make progress and achieve;
- Confident individuals who are able to live safe, healthy and fulfilling lives;
- Responsible citizens who make a positive contribution to society.

We aim to continually monitor our progress to ensure the development of all our children.

Objectives, Strategies and Activities

The main objectives for academic year 2014 / 2015 and the achievements are set out below:

1. To improve progress in grammar, spelling and punctuation. To accelerate progress in higher level reading through further development of the reading curriculum

- To develop a cohesive and consistent grammar and spelling curriculum across the academy.
- To promote 'reading for pleasure'.
- To promote reading at home.
- To further develop a reading environment.
- To identify and target individuals who are 'at risk' of not achieving their potential in reading and put intervention in place.
- To ensure that at least 70% of children achieve at least a good level of development in reading in EYFS.
- To ensure that at least 90% of children achieve at least a good level of development in communication in EYFS.
- To ensure that at least 85 % of children at year 1 achieve the phonics screen.
- To ensure that at least 70% achieve 2a or above at the end of KS1 in reading.
- To ensure that at least 94% achieve level 4 at the end of KS2 in reading.
- To ensure that at least 60% achieve level 5 at the end of KS2 in reading.
- To ensure that 100% of children achieve 2 levels of progress in reading between the end of KS1 and the end of KS2.
- To ensure that at least 60% of children make at least 3 levels of progress in reading between the end of KS1 and the end of KS2.
- To ensure that at least 88% of children achieve a level 4 in the year 6 spelling and grammar tests at year 6.
- To ensure that at least 60% of children achieve a level 5 in the year 6 spelling and grammar tests at year 6
- To ensure that at least 9% of children achieve a level 6 in the year 6 reading test.
- To ensure that at least 85% of children achieve at least age related expectations in spelling and grammar in their assessments

Monitoring of Impact

A cohesive and consistent grammar and spelling curriculum is in place across the academy. Parents are able to access this through the Academy website. School leaders and governors have monitored lessons across the academy. All have been found to be good or better. Parents have welcomed the

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opportunity to take part in workshops, which has increased parental knowledge. An initial monitoring of grammar displays and delivery, followed by a book monitoring later in the year to check for appropriate level of grammar expectations of children across the curriculum.

High quality displays reflected children's engagement with summer fun reading activities raising the profile of reading for pleasure across the wider school community.

Additional opportunities have been created in FS to practise and consolidate reading skills. Significant rise in children visiting the school library during lunchtime, which is now open every day (approx. 30 children each lunchtime visit to develop reading for pleasure). This is in addition to 'reading for pleasure' being added to the school timetable for every class. The purchase of additional book has energised and motivated reading across school. A new sponsored reading prize has been set up to encourage children who find reading challenging, but who are making progress and showing commitment. The number of children taking books out and frequently changing books has substantially increased this year; riveting reads, in particular the new picture books strand has continued to raise interest in reading. The number of books bought at the book fair has also substantially increased.

Around school, additional resources such as the car magazines, science comics and a weekly children's newspaper have engaged hard-to-reach boy readers. Reading books in year 4 have been reorganised and furniture purchased, enabling the children to take a real pride in their reading environment. The reading co-ordinator has listened to the interests of children, and purchased resources accordingly. This needs to happen on an annual basis.

The impact of increasing the amount of times identified children read on a 1-to-1 basis with an adult has been that they are more engaged and motivated to read, and have increased confidence to hold 'reading conversations' with each other.

Additional staff being trained to deliver the FFT intervention has resulted in more early intervention in year 1.

The Ruth Miskin intervention has had a significant intervention on one targeted child, and has enabled children to be able to write about the texts that have shared at an age appropriate level (of the other 3 children, 1 is statemented for behaviour, 1 is on child protection register and is extremely vulnerable, 1 has significant learning barriers and complex needs relating to his home life).

A range of techniques have been tried across the academy to encourage reading at home; where these have been successful these will be developed next year by the reading co-ordinator.

To identify and target individuals who are 'at risk' of not achieving their potential in reading and put intervention in place.

- *84 %of children achieved at least a good level of development in reading in EYFS.*
- *94% of children achieved at least a good level of development in communication in EYFS.*
- *80% of children at year 1 achieved the phonics screen.*
- *86 % achieved a 2a or above at the end of KS1 in reading.*
- *72% achieved level 4 at the end of KS2 in reading.*
- *38% achieve level 5 at the end of KS2 in reading.*
- *83% of children achieved 2 levels of progress in reading between the end of KS1 and the end of KS2.*
- *17% of children made at least 3 levels of progress in reading between the end of KS1 and the end of KS2.*
- *65% of children achieved a level 4 in the year 6 spelling and grammar tests at year 6.*
- *38% of children achieved a level 5 in the year 6 spelling and grammar tests at year 6*
- *80% of children in Y3, 83% of children in Y4 and 84% of children in Y5 achieved at least age related expectations in spelling and grammar in their assessments*

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2. To Further Development of Maths, with a specific focus on KS2.

- To ensure new curriculum formal methods of calculation are implemented across the academy.
- To ensure 100% of staff are confident to teach these calculation methods.
- To ensure 100% of children will be taught to use these methods in order to increase efficiency.
- To ensure 100% of parents will be given the opportunity to understand new methods of calculation through offering open mornings, parents guides and opportunities to discuss the methods of calculation with teachers. This will ensure that parents are clear & confident about methods being taught in school.
- To ensure maths lessons include opportunities for application of maths skills in real life contexts.
- To ensure 100 % of children are able to apply calculation skills to a range of contexts.
- To ensure that by the end of this academic year at least 85% of children in each cohort will be working at least age related expectations.

Monitoring of Impact

All staff are trained in new calculation policy and formal methods, enabling children to access the more challenging new curriculum.

100% of staff are confident to teach these calculation methods. Monitoring shows maths lessons are now good or better.

100% of children have been taught to use these methods. Using these methods children are more able to develop their higher level thinking and problem solving. Use of specific resources to develop higher level thinking ('we can do it', 'spotlight', 'convince me') and websites (NCETM and NRich) has enabled children to apply skills and deepen thinking in context. The 'Happy Puzzle' company engaged children's interest and launched the mastery element of our maths curriculum.

All parents have been given the opportunity to understand new methods of calculation through offering open mornings, parent's guides and opportunities to discuss the methods of calculation with teachers. This has ensured that parents are clear & confident about methods being taught in school. This has been shared at parent's evenings and parents have been given the new maths guide. Evidence from parent's questionnaires and feedback in the monitoring file shows that parents have engaged and are keen to support their children with these new methods. Open days from nursery to year 6 have occurred and have been very effective.

Monitoring and work scrutiny shows that maths lessons include opportunities for application of maths skills in real life contexts. Children are able to apply calculation skills to a range of contexts. This has been quality assured by external consultants from the LA.

The year 4 teacher has been on the 'Maths Hub' training from OIE, to explore mastery in mathematics for maths leaders. This has been disseminated at staff meeting, and will lead to a full day's INSET training for staff including support staff.

Numicon training was attended by early years and key stage 2 staff. Impact has been that children have become more confident with the new expectation of working with 20 in line with the changes to the maths curriculum.

Tracking show that the number of children working within the appropriate age related bands at the end of the year are:

Year 1: 93.3%, Year 3: 86.7%, Year 4: 93.1%, Year 5 87.1%. In year 2 100% of children attained a level 2+, with 33% attaining a level 3.

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3. Curriculum 2014 across school – to embed new curriculum.

To ensure at least 85% of children in the Academy are working at appropriate level for their age group.

To ensure the school is prepared for curriculum changes which will be implemented in the 2014/15 academic year ensuring that the curriculum supports the maintenance of outstanding levels of progress across each year group.

Monitoring of Impact

For the first year of the new curriculum, staff have delivered the new topics using all the planning materials purchased / produced which are available on the website. Children are accessing the new national curriculum at age appropriate levels. Monitoring of books shows that there is correct coverage of knowledge in topic, focus is to keep working on delivering age related skills as we become more familiar with expectations. The new science and computing resources purchased have enabled staff to develop an engaging and deliver curriculum. Staff have accessed external training in grammar, French, DT, science, maths which has been shared with staff and is impacting. Staff have reviewed the curriculum map and amended at the end of the year to prepare for next year. Governors have been heavily in the monitoring of the new curriculum, to ensure delivery is effective and in line with findings of the curriculum committee.

Children have been further engaged in the curriculum due to the increased numbers of visits and visitors. Speaking and listening and poetry are areas that we will develop as part of our visitors in.

A very clear framework is in place for the new curriculum, which is available on the school website. Some subject co-ordinators have done in house training on specific areas. INSET training on co-ordinator files has established consistent expectations of content.

4. Assessment - To ensure the academy adopts a rigorous, consistent and accurate set of assessment procedures to accurately track pupil progress and achievement over time, against age related expectations (year 2 and 6 learning alongside rest of academy).

- Staff clear about new age related expectations.
- Judgements will be consistent and shared across the academy
- School leaders will ensure the accuracy of the results

Monitoring of Impact

Using the new assessment materials, staff are confident and clear as to what age related expectations look like in the core subjects. The year 2 and 6 assessment changes that will occur this year will be looked at for next year. Where assessments need to be amended, following discussions with staff maths assessments in particular have been adjusted to increase effectiveness of these assessments. Writing assessments have been chosen for next year, following SLT attendance at the 'Standing Out' conference (Ros Wilson).

Literacy and Maths managers have quality assured these judgements.

Pupil progress meetings have been used effectively for SLT to identify individual CPD needs for staff ; the impact has been that children have continued to make progress. Each pupil progress meeting has identified any gaps in progress and as a result provision has been amended accordingly. External consultant (LA) has QA the process.

Governors have been trained in order to ensure they understand the new ARE assessments are being developed.

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Public Benefit

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

Strategic Report

Achievements and Performance

National Support School

Members of staff from the Senior Leadership Team were deployed to work at: Hillcrest Academy, Netherton Primary School, Oyster Park Primary School, Normanton Junior School

Aspire Teaching School

Gawthorpe Community Academy was one of the first 100 educational establishments in the country to be awarded Teaching School status in September 2011. Gawthorpe Community Academy now leads a single status teaching school.

The Aspire Teaching School Alliance comprises of 56 primary schools, 2 Higher Education Institutions and Wakefield Metropolitan District Council (WMDC). The first four years have concentrated on design and development of the company structure as well as delivery of a small range of continuing professional development courses to schools across the district.

Aspire has appointed 20 Specialist Leaders in Education to provide targeted support to teachers and middle leaders. Aspire also works closely in partnership with Outwood Institute of Education who holds a licence to deliver National College for Teaching and Leadership (NCTL) leadership development programmes.

Aspire has a strong strategic group of Head teachers to develop the six key areas for which the teaching school has responsibility for and accountability to the NCTL;

1. Initial Teacher Training;
2. Continuous Professional Development;
3. Succession Planning and Leadership Development;
4. School to School Support;
5. Specialist Leaders of Education and
6. Research and Development.
7. Middle Leadership Development Programme

Each key area will have refreshed leadership from September 2015 with Gawthorpe Community Academy as the overall lead school.

Key Performance Indicators

The main financial performance indicator in reporting to the Board of Trustees has been:

- Budget working document;
- Income and expenditure reports monitoring cumulative income against cumulative expenditure for key budget headings / items (for example salaries, building costs, maintenance)
- Statutory Budget returns to the EFA;

Alongside this the bank account is monitored for cash flow purposes on a weekly basis.

Other key performance indicators are key stage results and pupil attendance data.

Going Concern

After making appropriate enquiries, the Board of Trustees has a reasonable expectation that the Academy Trust has adequate resources to continue in operational existence for the foreseeable future. For this reason it continues to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the Statement of Accounting Policies.

Financial Review

The majority of the Academy's income is obtained from the Education Funding Agency in the form of the General Annual Grant (GAG). The Academy also receives other central government grants such as

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the Pupil Premium. Early Years funding is received directly from WMDC. In accordance with SORP (Statement of Recommended Practice) these lines are shown as restricted funding. The Academy also receives unrestricted funds, which includes:

- Consultancy support services delivered through the NSS and the Aspire Teaching School;
- Income from hire of the facilities;
- The management fee relating to the Maypole Children's Centre (ceased March 2015)
- The wrap around childcare service.

A Financial Management Policy and Procedures document was adopted in 2015. A range of accounting policies was also adopted.

Reserves Policy

The Trustees of the Academy consider it prudent that the Academy Trust maintains sufficient reserves to meet unexpected expenditure, but a formal target level of reserves has not yet been calculated.

Investment Policy

The funds of the Academy are held in a current account and a high interest investment account with instant access, which are low risk investments.

Principal Risks and Uncertainties

A description of the principal risks and uncertainties facing the Academy Trust has been established as part of the approach to the organisational strategic management of risk within the Academy. Financial risks are assessed annually and control measures implemented, the details are set out in a Risk Register.

Risk Management

The Trustees have adopted a strategic approach to risk management and are in the process of assessing the major risks to which the Academy Trust is exposed, in particular those relating to teaching, provision of facilities, financial, health and safety and other operational areas of the Academy. Systems, policies, procedures and training will be further developed alongside control measures to manage those risks. Insurance cover was reviewed in August 2015.

The Board of Trustees acknowledges that it has overall responsibility for ensuring that Gawthorpe Community Academy has an effective and appropriate system of control for financial management. The Trustees are also responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the Academy Trust and ensure that the financial statements comply with the Companies Act 2006. The Trustees also acknowledge responsibility for safeguarding the assets of the Academy Trust and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities and to provide assurance that:-

- The Academy Trust is operating efficiently and effectively;
- Its assets are safeguarded against unauthorised use or disposal;
- Proper records are maintained and financial information used within the Academy Trust is reliable;
- The Academy Trust complies with relevant laws and regulations.

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

- Submission of comprehensive income and expenditure reports each term to the Resources Committee which are reviewed, questioned and approved by Trustees;
- Monthly reviews of all delegated budgets with budget holders ensuring that the financial information is accurate and expenditure is on track;
- Clearly defined financial procedures within the Academy;
- Open tendering procedures and clear processes for procuring goods and services;
- Effective delegation of authority and segregation of duties;
- Identification and management of risk.

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The Trustees are satisfied with the in-depth financial testing undertaken by the Responsible Officer.

The arrangements made to safeguard the resources and assets of Gawthorpe Community Academy are, in the Trustees' opinion, robust and fit for purpose. However, the current arrangements can provide only reasonable and **not absolute** assurance.

Financial and Risk Management Objectives and Policies

The Academy's dealings with financial instruments are limited to bank accounts, creditors and debtors. This limitation serves to minimise credit and liquidity risks when this is combined with the nature of the Academy's debtors (being principally government bodies and other schools) and therefore the risk to cash flow is also minimal.

Plans for Future Periods

The three high priority objectives set out in the 2015/2016 Academy Development Plan and the strategies for achieving these are briefly summarised below:

1. To close any cohort specific gaps in attainment or progress and accelerate the progress of specific year groups identified through data analysis; to ensure reading, writing, maths and grammar continue to develop to prevent any further gaps from opening.

- Nursery; Whole cohort: To ensure at least 85% of children make 3 steps progress or 4 steps progress if they start from a lower than average starting point.
- Reception: Use entry baseline in half term to identify gaps; Whole cohort: To ensure at least 85% of children make 3 steps progress or 4 steps progress if they start from a lower than average starting point.
- Year 1: To develop writing through pencil control, ensure accurate application of phonics to support the phonics screen, develop reading for children with a lack of parental involvement and develop gifted and talented children in reading and maths; To ensure at least 85% of the cohort secure at least the 1s/1s+ in all core subjects.
- Year 2: To close the small gap in reading between boys and girls; to close the gap in attainment in writing for pupil premium children; To ensure at least 85% of the cohort secure at least the 2s/2s+ step in all core subjects.
- Year 3: To accelerate the progress of boys and pupil premium children; to ensure at least 85% of the cohort secure at least the 3s/3s+ step in all core subjects.
- Year 4: To close the gap between pupil premium children in writing progress and attainment; to ensure at least 85% of the cohort secure the 4w step in all core subjects.
- Year 5: To accelerate the progress of pupil premium children; to accelerate girl's progress in writing and maths to close any gaps; to ensure at least 85% of the cohort secure the 5w step in all core subjects.
- Year 6: To accelerate progress in boys in reading, writing, grammar and maths to close any gaps in attainment; to ensure that KS2 target predictions are secured which are: 94% Working within ARE in reading and maths and 96% in writing, 55% secure in Maths, 48% in writing and 35% in reading, and 23% achieve mastery in maths, 16% in writing and 10% in reading.
- To ensure children and staff are prepared for the new statutory testing in reception, year 2 and year 6.

2. To further develop learner's personal development, behaviour and welfare.

- To further develop the whole school approach to PSHCE and behaviour management to ensure that respect and courtesy are the norm.
- To actively teach an understanding of what impeccable conduct and self-discipline are, ensuring incidences of low-level disruption are extremely rare.
- To further develop excellent attitudes for learning, to ensure a positive impact on progress.
- To further develop pupil's understanding of how education equips them with the behaviours and attitudes needed for the next stages of development and adult life.
- To ensure identified individuals and groups with particular needs are supported to continue a sustained improvement in behaviour.
- To further develop pupil's understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.

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3. To consolidate and develop outstanding teaching and learning through working with a partner school. In acknowledgement of Gawthorpe's recognition as a Multi Academy Trust sponsor, to prepare systems and capacities to enable this to take place as appropriate.

- To continuously improve and develop teaching and learning in both schools, for the benefit of learners, developing a culture that enables pupils to excel. To ensure 100% teaching across both schools is consistently good or better.
- To develop the pupil progress and accountability systems in both school through collaborative working.
- To share best practise in subject leadership across both schools.
- To develop best practice governance across both schools in order to ensure all governors are able to systematically challenge leaders so that the effective deployment of staff and resources ensures excellent outcomes for all groups of pupils.
- To enhance the extra-curricular provision for both schools, to broaden learning and enjoyment.
- To ensure clear succession planning in place and further development of leadership opportunities for both schools, including staff retention and developing a culture that enables staff to excel.
- To ensure governors and leaders are clear about the expectations and responsibilities of multi-academy sponsorship.

The Academy has also been successful in applying to become a sponsoring academy and is looking to sponsor one or possibly two other primary schools as part of a newly formed multi academy trust. This will be a key objective in 2015/2016.

Funds Held as Custodian Trustee for Others

The group does not hold any funds as custodian trustee for other persons or organisations.

Auditors

In so far as the Trustees are aware:

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

Gibson Booth Chartered Accountants having expressed their willingness to continue in office, will be deemed reappointed for the next financial year in accordance with section 487(2) of the Companies Act 2006, unless the charitable company receives notice under section 488(1) of the Companies Act 2006.

Trustees' report, incorporating a strategic report, approved by order of the members of the Board of Trustees on and signed on its behalf by:

.....
G S Tottles
Chair of Trustees

Gawthorpe Community Academy Trust Governance Statement

Scope of Responsibility

As trustees we acknowledge we have overall responsibility for ensuring that Gawthorpe Community Academy Trust 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 Principal, 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 Gawthorpe Community Academy Trust 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 6 times during the year. Attendance during the year at meetings of the board of trustees was as follows:

Governor	Attended	Meetings
David Casarejos	1	1
Faye Coates	4	6
M Ellerker	2	6
Paula Gill	6	6
Debbie Hardaker	2	3
Hilary Hodson	5	6
Joanne Marsden	5	5
Andrea Mitchell	6	6
Joanne Mitchell	3	5
John North	6	6
Beryl Rigg	6	6
Katie Stevenson	6	6
Stuart Tottles	6	6
Sue Vickerman	5	6
Steven Walker	6	6

The Resources Committee is a sub-committee of the main Board of Trustees. Its purpose is:

- To assist the decision making of the board of Trustees, by enabling enabling more detailed consideration to be given to the best means of fulfilling the Board of Trustees' responsibility to ensure sound management of the academy's financial and resources, including proper planning, monitoring and probity.
- To make appropriate comments and recommendations on such matters to the Board of Trustees on a regular basis.
- To refer major issues to the full Board of Trustees for ratification.

**Gawthorpe Community Academy Trust
Governance Statement (continued)**

Attendance during the year at meetings of the Resources Committee was as follows:

Governor	Attended	Meetings
S Tottles	5	5
H Hodson	3	5
K Stevenson	4	5
F Coates	1	2
S Vickerman	3	5
J Mitchell	0	3
A Mitchell - Observer		
H Hill	5	5

Governance Review

The trust did not carry out any evaluation or review on the effectiveness of the board of trustees during the academic year 2014/2015. However a review of governance will take place on 1st December 2015, and will be carried out by Wakefield MDC.

Review of Value for Money

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

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

Improving Educational Results

Early Years

Despite the school deprivation indicator being broadly in line with National, attainment on entry to nursery is below age-related expectations because historically 50% of our pupils, do not demonstrate all of the elements in the 22-36 month band in prime and specific areas of learning.

The proportion of children achieving a Good Level of Development in 2015 was well above 2014 National data at 75%. The progress of pupil premium children in Early Years is very strong, with all children making exceptional progress from their starting points.

KS1

Outcomes at KS1 demonstrate strong progress for all groups of pupils from their starting points on entry to KS1. For example, in the 2015 cohort only 56% achieved expected standards in writing with none exceeding. At the end of KS1 this figure increased to 93% achieving the expected standard with 70% achieving above expected levels.

Progress of pupil premium also demonstrates strong progress. In reading, for example, 43% achieved expected levels at the end of Early Years, by the end of KS1 this rose to 83% achieving above expected levels.

KS2

The 2014/15 cohort of children had extremely complex needs, of the 29 children 17 had a wide range of agencies and additional significant support for a prolonged period of time. 11 cases became more complex during the children's time in Year 6. The school gave all these identified children a wide range of support, for example, an additional learning mentor was appointed, an additional member of the leadership team worked in Y6 4 mornings a week and a number of outside agencies became heavily involved with these children. Whilst writing standards at both Level 4 and Level 5 remained higher than

Gawthorpe Community Academy Trust Governance Statement (continued)

Nation

al with all making expected progress and 41% making better than expected progress. Standards and progress in reading fell. Level 4 in maths was above National but fell at the higher Level 5. Attainment and progress in reading also fell significantly from a historically strong picture.

In school documentation demonstrates the complexities of the cohort and provision which was given. The SLT are confident that this is very cohort reflective and in no way reflects a trend. The academy are confident in predicting that at the end of Y6 this years' cohort will be back on track to, once again, reflect the high levels of progress and attainment which has been historically seen.

The Development of the Academy

A high priority has been given to developing the efficiency and environment of the academy:-

Parents are now able to pay online for trips, school goods, and clubs and also for school dinners. The pupils select their dinner choices on the interactive classroom white board or online for parents of younger pupils. The Academy now pays for its goods and services by electronic transfer (BACS). This has improved financial systems, audit trails and reduced administration time significantly.

Using a capital maintenance grant the roof of the main school building has been refurbished and repaired. The work addressed health and safety /building condition issues.

The Academies own funds were used to repair windows, and damp areas to improve the aesthetics of the building

The Purpose of the System of Internal Control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can, therefore, only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an on-going process designed to identify and prioritise the risks to the achievement of academy trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in Gawthorpe Communtiy Academy Trust for the period 1st September 2014 to 31st August 2015 and up to the date of approval of the annual report and financial statements.

Capacity to Handle Risk

The board of trustees has reviewed the key risks to which the academy trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The board of trustees is of the view that there is a formal on-going process for identifying, evaluating and managing the academy trust's significant risks that has been in place for the period 1st September 2014 to 31st August 2015 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 trust's system of internal financial control is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. In particular it includes:

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

**Gawthorpe Community Academy Trust
Governance Statement (continued)**

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 Mrs F Coates a trustee to carry out a programme of internal checks. Her role includes giving advice on financial matters and performing a range of checks on the academy trust's financial systems. In particular the checks carried out in the current period included:

- testing of payroll systems
- testing of purchase systems
- testing of control account/ bank reconciliations

On a quarterly basis she reports to the board of trustees, through the resources committee on the operation of the systems of control and on the discharge of the board of trustees' financial responsibilities.

Review of Effectiveness

As accounting officer the principal 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 Mrs Coates
- the work of the external auditor
- the work of the executive managers within the academy trust who have responsibility for the development and maintenance of the internal control framework

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

Approved by order of the members of the board of trustees on
on its behalf by:

and signed

.....
G S Tottles
Chair of Trustees

.....
S J Vickerman
Trustee Accounting Officer

**Gawthorpe Community Academy Trust
Statement on Regularity, Propriety and Compliance**

As accounting officer of Gawthorpe Community Academy Trust I have considered my responsibility to notify the academy trust board of trustees and the Education Funding Agency of material irregularity, impropriety and non-compliance with EFA 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.

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

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

.....
S J Vickerman
Trustee Accounting Officer