

The **trustees present their annual report** together with the financial statements and auditor's report of the charitable company for the period from 1st September 2022 to 31 August 2023. The annual report serves the purposes of both a trustees' report, and a directors' report including a strategic report under company law.

Hadleigh Infants and Nursery School is based in the borough of Castle Point. It is a larger than average-size infants school with just over 300 pupils. We provide an excellent creative learning experience for all pupils. The school's Nursery offers parents the opportunity to complete part-time sessions or apply for fully funded 30 hours provision. Parents can also purchase additional sessions on top of their state-funded hours if they do not qualify for 30 hours provision. The school provides full-time education for pupils in the reception classes and Key Stage 1. As part of the school's wrap around care, parents are offered to pay for childcare both before and after school. These sessions are run by members of staff from the school and are open to children who attend the Infant School.

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 Hadleigh Infants and Nursery School (Academy) are also the directors of the charitable company for the purposes of company law. The charitable company is known as Hadleigh Infants and Nursery School (Academy).

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 £10.00, for the debts and liabilities contracted before they ceased to be a member.

Trustees' Indemnities

The Academy through its Articles has indemnified its Trustees to the fullest extent permissible by law. During the period the Academy also purchased and maintained liability insurance for its Trustees.

Method of Recruitment and Appointment or Election of Trustees

The governors have set up procedures that review the mix of skills that should be available to the board. New governors will then be sought with these skills, either as additional governors or replacements when existing governors stand down. It is anticipated that the great majority of new governors will be drawn from the local community being either parents or guardians of pupils at the school or others that have shown an interest in the future well-being of the school and its pupils. Recruitment is therefore likely to be through a combination of approaches to individuals with known skills and by wider communication to those within the area.

New governors will be appointed to the board by the existing governors until the date of the next Annual General Meeting, at which time they are eligible for re-election for a period of 3 or 4 years. At the end of term, retiring governors are eligible for re-election for a further term.

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

Individual governors attend training courses and conferences organised by appropriate bodies in order to ensure their knowledge and understanding is fully up to date. These courses are in addition to the training and development sessions the Academy arranges and completes.

Organisational Structure

The governors have responsibility for setting and monitoring the overall strategic direction of the charitable company, approving decisions reserved to governors and appointing key members of staff.

The governors meet as a board six times a year. At these meetings the overall performance and direction of the Academy is reviewed - this includes key performance indicators, associated risks and mitigation for them. The majority of decisions reserved to the governors are taken by the board as a whole. Small working groups may be arranged during Full Governing Body meetings if the board would like to investigate individual matters further. These working groups then feedback their findings which could lead to recommendations being made to the full board. During the Full Governing Body meetings, the governors challenge and support school leaders linked to the areas stated below:

- Finance
- Curriculum
- Behaviour
- Personnel
- Safeguarding
- Wellbeing
- Premises / Health and safety
- Data protection

In addition to the Full Governing Body, the school also has three committees that meet when needed during the academic year. These committees are:

- Audit and Risk
- Disciplinary
- Pay (including Head Teacher's Pay)

The Audit and Risk Committee ensures that the school meets its statutory requirements as set out in the Academies Financial Handbook 2023. It also directs the school's reviewer as to which areas they would like him to audit throughout the academic year. The committee also holds the Accounting Officer and Chief Finance Officer to account for the recommendations set out from any external or internal audits that have been completed during the academic year. At each meeting the Accounting Officer and Chief Finance Officer set out what actions have been taken since the previous audits and update the committee of any further work that is required.

The Pay Committee ratify or challenge recommendations - linked to pay progression matters - if required. As part of these meetings, the Head Teacher will set out his recommendations with evidence of the outcomes of performance management that has been carried out by the staff. The Pay Committee also make decisions on the percentage increments, to annual salaries, as recommended by the School Teachers' Review Body and/or the DfE.

The three committees stated above report back to the Full Governing Body, after they have met, to outline the decisions they have made or to ask to consider any recommendations that cannot be made at committee level.

The Head Teacher is the Accounting Officer and works closely with governors and the senior staff of Hadleigh Infants and Nursery School (Academy).

The day-to-day management of the Hadleigh Infants and Nursery School (Academy) rests with the Head Teacher who has overall responsibility for the school. The Head Teacher is responsible for establishing a Senior Leadership Team to support the strategic and operational running of the school.

Arrangements for Setting Pay and Remuneration of Key Management Personnel

The Pay Policy is reviewed annually and updated taking into account the latest Department of Education guidance as well as Essex County Councils' model policy guidance. The school's Pay Policy is agreed by the school's Full Governing Body.

The Head Teacher's annual salary review is carried out by the Pay Committee consisting of the Chair of Governors and two non-teaching governors. At least one member of this committee has had training linked to Head Teachers Pay. The committee makes pay recommendations based on documentary evidence of the Head Teacher's achievements against their yearly objectives.

All other personnel's salary increases are directly related to their annual performance management objective outcomes. The Head Teacher may make pay recommendations, for the teaching staff, to the Pay Committee based on documentary evidence of their achievements against their yearly objectives. In these instances, the Pay Committee will approve the yearly pay recommendations.

Related Parties and Other Connected Charities and Organisations

Hadleigh Infants and Nursery School have close working relationships with both Hadleigh Junior School and the BATIC trust, with whom we share information and knowledge to assist each other in the day to day running of a school. The school also works closely with the Hadleigh Infants and Nursery School Parent Association (charity) - the school provides the charity with the premises and some personnel to help run charitable events. The school is the primary beneficiary of the majority of the proceeds that are raised. In July 2023 Hadleigh Infants and Nursery School entered in a partnership agreement with South Essex Academy Trust, the partnership agreements states that South Essex Academy Trust will offer advice and consultative services with regards to finance, HR, estates and leadership and teaching learning. All organisations named in the paragraph are separate companies.

Objectives and Activities

Objects and Aims

The charitable objectives for which the charitable company was established are set down in the governing document as follows.

To advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing a school offering a broad and balanced curriculum ("the Academy"); and

To promote for the benefit of the inhabitants of Hadleigh, Essex and the surrounding area the provision of facilities, for recreation or other leisure time occupations of individuals who have need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances, or for the public at large in the interests of social welfare, and with the object of improving the condition of life of the said inhabitants.

Objectives, Strategies and Activities

The Hadleigh Infants & Nursery School (Academy) provides a broad and balanced curriculum for the pupils who attend (currently 312).

The school's key objectives are:

- To ensure all pupils are safe both at school and at home
- To ensure all pupils no matter their background have the opportunity to fulfil their full potential
- To promote a lifelong love of learning by providing a memorable and exciting well balanced curriculum for all
- To develop life skills that pupils will be able to use in the future
- To ensure we enable the pupils to leave the school with the skills and knowledge they require to be successful during the next stage of their education

The school's strategic targets for 2022 - 2023 (post January under a change of leadership) were:

Quality of education -

Children to have a high quality vocabulary with words that they can use and recognise in range of different contexts

Behaviour and attitudes -

Children understand and consistently follow the behaviour expectations of Hadleigh Infants & Nursery School

Personal development -

Children to have consistently positive attitudes to learning and demonstrate resilience

Leadership and management -

Irrespective of prior attainment and FSM status, leaders, teachers and non-teaching staff are committed to the academic achievement of all pupils.

Quality of education in early years -

The curriculum and learning environment is effective in promoting independence and challenge

Safeguarding

Whole school attendance is increased to meet the target of 96%, Persistent absence is reduced.

The Head Teacher, along with the school's Senior Leaders, developed the school's strategic plan to meet the targets outlined above. The school's strategic plan was reviewed and discussed on a half termly basis. The targets were broken down on a term by term basis to assess if we were on track to meet them. During the academic year, the Head Teacher provided the members and trustees with an update related to these targets. During these updates, the Head Teacher provided evidence of the progress made towards each of the targets and the members and trustees raised questions. The school's strategic plan clearly identified a range of staff who were to carry out tasks to ensure the targets and key objectives were met. By the end of August 2023, the Academy had made progress in all of the targets set out above; however, there are still some areas that need further development to ensure that they are fully embedded.

The Head Teacher, members, trustees and senior leaders have ensured that the teaching staff have been provided with the training and resources they need to ensure that the school continues to meet and exceed its aims and objectives.

The Head Teacher, school staff and governors still believe that the partnership between school and the families of pupils plays a vital role in improving outcomes for our pupils. Communication between the school and its stakeholders has continued to improve over the past year. Parents are better informed about the progress their pupils are making and given timely information about what additional support could be provided to improve outcomes and progress. This has been further developed this academic year with the introduction of a new home school communication app (Class Dojo)

Public Benefit

The Academy provides educational services to all pupils in the local area. The Trustees confirm that they have complied with the duty in Section 4 of the Charities Act 2006 to have due regard to the public benefit guidance provided by the Charity Commission.

Strategic report

Achievements and Performance

Reception

EFYS Teacher Assessment 2021/2022

	GLD	Expected in all ELG
Reception School Average 2022/23	70%	70%

The school's percentage of children working at a Good Level of Development (GLD) was 70% - this was above the National average of 65%. This reception cohort included 4 children who now have EHCPs. The cohort was taught by 2 first year ECT's and a member of staff who returned from work from long term sickness absence.

Year 1

End of Year 1 Teacher Assessment 2022/2023

	Reading	Writing	Maths	RWM
Year 1 School Average 2022/2023	71%	61%	67%	61%
Year 1 School Average 2021/2022	83%	70%	81%	67%
Year 1 School Average 2020/2021	70%	64%	70%	63%
KS 1 2021/2022*	67%	58%	68%	

End of Year 1 Phonics Screening Check 2021/2022

	Cohort Size	Passed	Did not pass
Phonics Screening Check 2022/2023	86	68%	32%
Phonics Screening Check 2021/2022	87	86%	14%
National Average		75%	

Year 2

Year 2 Phonics Screening Check 2022/2023

	Cohort Size	Passed	Did not pass
Phonics Screening Check 2022/2023	90	92%	8%
Phonics Screening Check 2021/22	87	90%	10%
Phonics Screening Check 2020/2021	82	82%	18

End of Year 2 Teacher Assessment 2021/2022

	Reading	Writing	Maths	RWM
Year 2 School Average 2022/23	81%	77%	77%	
Year 2 School Average 2021/2022	72%	62%	70%	60%
Year 2 School Average 2020/2021	71%	66%	71%	59%
Local Authority Average 2021/22	70%	63%	73%	
National Average 2022/2023*	67%	58%	68%	56%

The Year 1 cohort this year had a much level of SEND need than the previous cohort, with 16 children on the SEND register compared to 3 in the previous cohort. Most of these children present with SEMH difficulties which impacts their ability to access learning. A new behaviour policy has been adopted and staff are engaging in TPP (Trauma Perceptive Practice) training to enable them to better understand the needs of the cohort. Despite the disappointing phonics screening results the reading, writing and maths levels remained broadly in line with National Averages (with only maths following 3% below)

Year 2 data was positive with scores increasing year on year. Reading and Writing Data exceeded the National average scores by more than 10%, maths by 9%. The phonics screening score was also very positive (the highest the school has seen to date) with 92% of children leaving the school at the national expectation.

The school's leadership team have created plans which will be implemented during 2023/2024 to ensure that the children in Key Stage 1 are provided with best education and support. We are working hard with the Year 2 cohort to ensure that they demonstrate a good level of progress. The leadership team will holding teachers to account each term using pupil progress meetings which will delve in to the specifics of what each child needs to make expected levels of progress.

Key Performance Indicators

KPI 1 - Maintain an Ofsted rating of Good or better.

The school's main academic KPI is the Ofsted Framework for Inspection. During an Ofsted inspection, inspectors must judge the quality of education provided by the school. This is an overarching judgement. Inspectors will also make graded judgements on the following areas using the four-point scale:

- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management.

As stated in previous reports, the school was recently inspected under the framework set out above and was deemed to be Good (February 2020). Although the school continues to be good, it is clear that the school has made huge amounts of progress from its previous inspection.

By the end of the August 2022, the Academy had made progress in all of the targets set out above; however, due to the additional disruption caused by periods of isolation, there are still areas that need further development to ensure that they are fully embedded.

KPI 2 - Continue to generate at least 4% of GAG in additional income.

Current GAG Total - £1,109,677

Current income from BC - £21,218

Current income from ASC - £32,867

Current income from additional nursery sessions - £11,485

Current income from catering income - £13,445

Current generated income - £79,015

Current percentage of generated income to GAG – 7.12%

KPI 3 - To ensure that Staffing costs are less than 93% of GAG and additional central government funding.

Income	
Allocation	£1,109,677
Pupil premium	£60,910
Nursery pay and pension grant	£10,074
Early years designated	£169,167
Catering less food costs	£58,246
SEN	£37,083
Mainstream school additional grant	16,824
	£1,461,981

Projected staffing costs for 2022-2023 as at 30th Sept 2023	
Teaching	£735,545
Supply	£3,505
Admin	£108,057
Classroom Support Staff	£127,099
Nursery Nurse	£50,525
SEN Welfare	£126,205

HLTA	£27,513
Learning Mentor	£23,008
Catering Staff	£48,386
Breakfast Club	£8,727
Premises	£57,894
Midday	£25,882
After School Club	£18,193
Support Staff Supply	£12,105
	£1,372,644

total % of GAG spent on staffing	93.89%
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As at the end of September 2023 we show staffing costs at 93.89 % of GAG and additional funding. This represents a reduction of 1.3% compared to May 2023 (95.19%) and a 6.08% reduction compared to the end of October 2022 (99.97%) This saving consists of additional funding via the mainstream additional grant, an increase in nursery funding, a reduction in overall staffing and also includes support staff increases resulting from increased weeks per year, expected support staff increase and support staff scale restructure as at the end of April 2023.

KPI 4 - To complete capital projects to ensure the school reduces energy bills and the school's carbon footprint in a sustainable way without negatively impacting on the stakeholders.

The new Asset Management Plan has now been completed

Energy efficiency audit complete.

Work has been completed where possible.

Going Concern

It is the responsibility of the trustees to consider the most appropriate basis under which the financial statements should be prepared. After making appropriate enquiries, the trustees have agreed to join a multi-academy trust during the next academic year. For this reason, the board of trustees have adopted the break up basis in preparing the accounts. Further details regarding the adoption of the break up basis basis can be found in the statement of accounting policies.

Financial Review

AUDITORS TO INSERT

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Reserves Policy

The governors' policy is to generate reserves to provide funds to continue to enhance the educational facilities and services of the school and to fund future projects. The governors intend to review the reserves policy annually to ensure that this aim can be achieved. The review encompasses the nature of income and expenditure streams. It has been determined that the appropriate level of free reserves should be a minimum of 2% of the years restricted income, approximately £29,000. This provides sufficient working capital to cover delays between spending and receipt of grants and to provide a cushion to deal with unexpected emergencies such as urgent maintenance.

Investment Policy

The governors' investment powers are set down in the charitable company's Memorandum and Articles of Association, which permit the investment of monies of the charitable company that are not immediately required for its purposes in such investments, securities or property as may be thought fit subject to restrictions which may from time to time be imposed or required by law.

Principal Risks and Uncertainties

The principle risks facing the Academy identified on the risk register are:

- The impact that changes in government policy and rising inflation/costs could have on funding. Staffing rises along with huge increases in some services will provide the school with future challenges. The controls in place to mitigate the risk is that the school's three-year plan considers different possibilities to ensure that the school can still be sustainable even in the worst-case scenario. The school was able to fix the energy rates until October 2023 which will keep energy bills lower than many others. The school also has a good relationship with the local MP and networks with other academies in the area in order to monitor the current situation.
- Possible problems of escalating maintenance/service costs (gas/electric) as the building gets older. The controls in place to mitigate the risk are that the school benchmarks costs against other schools and a programme of routine maintenance, including servicing where appropriate, is in place. The school's capital bids are also focused on reducing energy bills. The budgets always reflect anticipated increased costs.
- The impact of the loss of further senior members of staff. The headteacher is in the process of increasing Senior Leadership team capacity by advertising two TLR positions. Existing staff are also being encouraged to take NPQ (National Professional Qualifications) while they are gov't funded.
- The impact of further national rises in staffing costs including pensions, employees National Insurance payments, annual rises and increased teacher starting salaries. The control in place is that a working group will produce the school's Pay Policy and only approve salary rises if affordable and funded by government additional grants.
- The impact of not filling the cohorts - as the school's funding is linked directly with the number of children on roll. The control in place to mitigate this is to continue to promote the school better using a range of sources: local media, social media and the school's own website. The school also advertises during the academic year to fill spaces that were not filled at the beginning of the year.
- Increasing levels of children with Special Educational Needs entering school has implications for finances due to the £6000 notional funding allocation before an EHCP can be applied for.

Risk Management

The Academy maintains a risk register which is regularly monitored during Risk and Audit meetings. The risk register is also seen and reviewed by the Full Governing Body. Both groups make necessary changes/ suggestions each time the register is reviewed. Both groups ensure that any new risks are identified and existing risks can be managed to ensure they do not materialise.

Financial and Risk Management Objectives and Policies

Risk categories are identified as compliance, strategic, reputational, operational and financial. All areas are regularly monitored and adjusted during either Full Governing Body meetings or Risk and Audit meetings. Changes are minuted and the risk register is updated accordingly.

Plans for Future Periods

The Headteacher, CFO and a select group of trustees/members will continue to meet to plan and deliver a strategy to further reduce spending without having a negative impact on the overall outcomes of the pupils. This group will look specifically at how to maximise the most from each of the cost centres increasing the school's value for money spent. This group will also continue to look at the long-term vision for the school and consider any further changes that may be required within the staffing structure to ensure that costs are manageable. Both of these actions will support the school's long-term sustainability and reduce the percentage of staffing costs in the overall expenditure of the school. Any further reductions to salaries will also have a positive impact on reducing overall staffing costs such as pensions and national insurance contributions. This group will also look at how we can continue to maximise the income from the school's wrap around care provision.

The school is going to continue to offer 30-hour provision for the next academic year and continue to offer more 30-hour places to parents. We have seen an increase in Nursery numbers converting to the number of children attending the school as 95% of pupils attending the Nursery now attend the Infant School (September 23) and hope to maintain this. This enabled the school to generate thousands of pounds in additional income.

During the past few years, the school has started to develop areas around the school. Over 95% of the school has now been decorated or redeveloped. This continual level of improvements will continue into the next financial year. The school's capital funding will be used to allow for continued improvement during 2023/2024. These changes should positively impact on the overall progress and outcomes for pupils as well as appealing to possible new parents bringing their pupils to the school. Maintaining pupil numbers is essential in the long-term stability of the school.

During 2023/24, the school will continue to explore creative and sustainable methods to continuously improve the technology and resources within the school. We have already started this process with the support of our newly appointed IT support supplier.

The school will also continue to look at additional means to identify children eligible for Pupil Premium funding and advertising available spaces for children. Both with the view of increasing incoming revenue.

Funds held as Custodian Trustee on behalf of others

None held

Auditor

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.

The trustees' report, incorporating a strategic report, was approved by order of the board of trustees, as the company directors, on **insert date** and signed on the board's behalf by:

.....

Mrs.L.Wyatt (Acting Chair of Governors as from 01/09/2022 until 31/01/2022)

HADLEIGH INFANTS AND NURSERY SCHOOL (ACADEMY)

Governance Statement

For the year ended 31 August 2022

Scope of Responsibility

As trustees, we acknowledge we have overall responsibility for ensuring that Hadleigh Infants and Nursery School (Academy) 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 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 Hadleigh Infants and Nursery (Academy) 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.

HADLEIGH INFANTS AND NURSERY SCHOOL (ACADEMY)

Governance Statement

For the year ended 31 August 2022

Governance

The information on governance included here supplements that described in the Trustees' Report and in the Statement of Trustees' Responsibilities. The Governing Body has formally met 6 times during the year. Attendance during the year at meetings of the Governing Body was as follows:

		Meetings attended	Out of a possible
D	Glanville	6	6
P	Burls (PB)	1	6
L	Bicknell (LB)	1	6
L	Wyatt (LW)	5	6
P	Hayman (PH)	6	
R	Fry(R)	5	6
D	Turner (D)	5	6
Y	Mistry(Y)	4	4
L	Fynn	4	4

The Audit and Risk Committee is a sub-committee of the main board of trustees. Its purpose is to:

Review and monitor the financial position of the academy and provide recommendations to the full governing body as appropriate.

	Title	First Name Initial	Surname	Meetings attended	Out of a possible
1	Mrs	G	Glanville	2	3
3	Mrs	L	Wyatt	2	3
4	Dr	P	Hayman (PH)	3	3

The Head Teacher's Pay Committee is a sub-committee of the main board of trustees. Its purpose is to:

Review the Head Teacher's performance against targets set and make recommendations to the full governing body linked to future pay increases.

Trustee

Meetings attended

Out of a possible

New Head appointed in Jan 2023, Head teachers pay review took place in November 2023

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.

HADLEIGH INFANTS AND NURSERY SCHOOL (ACADEMY)

Governance Statement

For the year ended 31 August 2022

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

- DPO - The Trustees, Members, CFO and Head Teacher decided to buy into a service for a shared DPO. The academy has a SIRO and IC within school who liaise with the DPO to ensure that the school remains GDPR compliant. The cost of a shared DPO provides better value for money compared to having a sole DPO within the school setting.
- Training for support staff to enable them to teach classes. Training each member of support staff has allowed the school to use them as cover during times where teachers have been absent for either sickness or on courses. As a result of the training, we have been able to cover classes for PPA and staff absences at a very low cost compared to what supply teachers would have cost the school. The school spent considerably less on cover by using the HLTAs to cover. Without the support staff completing the cover, the Academy would have seen cover costs increase considerably as the school struggled to manage staffing shortages during 2022-2023 academic year.
- Key training is delivered by the school's senior leaders. The Head Teacher has completed high level training linked to Safeguarding and Health and Safety; this training has allowed her to complete regular and routine training which the school had previously paid for. We have also subscribed to new systems which allow training to take place via online learning which has reduced the need for external experts.
- The school has also made use of the current fully funded NPQ programmes to upskill teachers and enable them to work towards National Professional Qualifications which usually incur a significant cost. In 2022/23 three members of teaching staff started courses, a further two (at least) will take up this opportunity.
- Collaboration. As a trust we work with many local schools in the area. The school pays a small membership fee annually. The school receives support in many different ways including: training, sharing of resources and technical support. This support has led to a greater consistency across the schools and mutual sharing of expertise. We are also working closely with South Essex Academy Trust to access group discounts, teaching support, CPD opportunities and central team support
- The school has looked at investing in technology using the option of operational leasing. This has resulted in new technology being installed in all ten classrooms at a sustainable fixed fee over a period of time. The school previously invested in technology at one time which resulted in the majority of the technology needing to be replaced within a short space of time. Using the leasing option allowed the school to continue to function at a high standard, be cost effective and allowed the school to better plan for future investment.
- Financial governance and oversight. Our trustees provide strong oversight and regularly question and challenge decisions made by the Academy.

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 the academy trust's 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 Hadleigh Infants and Nursery School (Academy) for the period 1 September 2022 to 31 August 2023 and up to the date of approval of the annual report and financial statements.

HADLEIGH INFANTS AND NURSERY SCHOOL (ACADEMY)

Governance Statement

For the year ended 31 August 2022

Capacity to Handle Risk

The board of trustees regularly reviews the key risks to which the academy trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The board of trustees is of the view that there is a formal on-going process for identifying, evaluating and managing the academy trust's significant risks that has been in place for the period 1 September 2022 to 31 August 2023 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 Governing Body;
- Regular reviews by the Governing Body and Risk and Audit committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes;
- Setting targets to measure financial and other performance;
- Clearly defined purchasing (asset purchase or capital investment) guidelines;
- Delegation of authority and segregation of duties;
- Identification and management of risks.

The board of trustees has considered the need for a specific internal audit function and has decided to retain the services of The School Business Management Services as the school's internal auditor. The Risk and Audit committee set the areas that were to be reviewed by the group. These areas were identified by the group working with the CFO and analysing previous audits and considering potential concerns.

The outcomes of both internal and external audits are shared with the Risk and Audit committee as well as the Full Governing Body. The CFO and Accounting Officer also provide regular updates as to the actions that have been completed following any audit.

There were no material control or other issues reported by the reviewer to date.

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 the responsible officer;
- The work of the external auditor;
- The financial management and governance self assessment process;
- 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 Audit Committee and a plan to address weaknesses and ensure continuous improvement of the system is in place.

HADLEIGH INFANTS AND NURSERY SCHOOL (ACADEMY)

Governance Statement

For the year ended 31 August 2022

Approved by order of the members of the board of trustees on **Insert date** and signed on its behalf by:

.....
Mrs L Wyatt(Acting COG 01/09/2022-31/12/2022)

.....
Mrs D Glanville (Acting Head 01/09/2022-31/12/2022)

HADLEIGH INFANTS AND NURSERY SCHOOL (ACADEMY)

Statement on Regularity, Propriety and Compliance

For the year ended 31 August 2022

As accounting officer of Hadleigh Infants and Nursery School (Academy) I have considered my responsibility to notify the academy trust board of trustees and the Education Funding Agency (EFA) 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 2023.

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 2023.

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.

Financial issues

- [X]
- [X]

Non-financial issues

- [X]
- [X]

[Signature]

Mrs. D Glanville

[Accounting officer]

[Date]

HADLEIGH INFANTS AND NURSERY SCHOOL (ACADEMY)

Statement of Trustees Responsibilities

For the year ended 31 August 2022

The trustees (who act as governors of Hadleigh Infants and Nursery School and are also directors of Hadleigh Infants and Nursery School for the purposes of company law) are responsible for preparing the Trustees' Annual Report including the Strategic Report and the financial statements in accordance with applicable law, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and the Academies Accounts Direction published by the Education Funding Agency.

Company law requires the trustees to prepare financial statements for each financial year, which give a true and fair view of the state of affairs of the charitable company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for the year. In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP 2015 and the Academies Accounts Direction 2018 to 2019;
- make judgements and estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards [FRS 102] have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in operation.

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 to the requirements both of propriety and good financial management. They are also responsible for ensuring that grants received from the Education Funding Agency and Department for Education 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.