

CHORLTON HIGH SCHOOL

**REPORT AND FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2013**

**Company Limited by Guarantee
Registration number: 8321679 (England and Wales)**

CHORLTON HIGH SCHOOL

CONTENTS

	Page
Reference and administrative information	1
Governors' Report	3
Governance Statement	21
Statement on Regularity, Propriety and Compliance	24
Statement of Governors' Responsibilities	25
Independent Auditor's Report on Regularity to the Governing Body of Chorlton High School and the Education Funding Agency	26
Independent Auditor's Report to the Members of Chorlton High School	28
Statement of financial activities	30
Balance Sheet	31
Cash flow statement	32
Notes to the financial statements	33

CHORLTON HIGH SCHOOL

REFERENCE AND ADMINISTRATIVE INFORMATION

Governors

A Esmail (chairman)
P Topping (Vice-Chair)
F Christie
R Demby
M Fox
N Gardner
J Gibbons
S Humber (term ended 14/7/13)
R Marshall
C Noah
B Nunn
A Parrington
A Park (Headteacher and accounting officer)
S Penrose
P Woolley (term ended 29/4/13)

Company Secretary

K Moulder

Senior Leadership Team:

- Senior Deputy Headteacher Z Morris
- Deputy Headteacher Z Pearce
- Deputy Headteacher D Prophet
- Assistant Headteacher S Austin
- Assistant Headteacher P Banger
- Assistant Headteacher S Burke
- Assistant Headteacher (Acting) J Dawson
- Assistant Headteacher G Douglas
- Assistant Headteacher (Acting) L Galbraith
- Assistant Headteacher (Acting) N Gardner
- Assistant Headteacher K Scott
- Assistant Headteacher L Silcock
- Assistant Headteacher G Xiberras
- School Business Manager K Moulder

Principal and Registered Office

Nell Lane
Chorlton
Manchester
M21 9GE

Company Registration Number

08321679

Independent Auditor

Crowe Clark Whitehill LLP
Arkwright House
Parsonage Gardens
Manchester
M3 2HP

Bankers

Lloyds
King Street
Manchester
M2 4LQ

CHORLTON HIGH SCHOOL

REFERENCE AND ADMINISTRATIVE INFORMATION

Solicitors

Slater Heelis LLP
Lloyds Bank Buildings
16 School Road
Sale
M33 7XP

Internal Auditors

Manchester City Council
Town Hall
Albert Square
Manchester
M60 2LA

CHORLTON HIGH SCHOOL
REPORT OF THE GOVERNORS
FOR THE PERIOD ENDED 31 AUGUST 2013

The Governors present their annual report together with the financial statements and auditor's reports of the charitable company for the period 6th December 2012 (the incorporation date) to 31st August 2013. The school converted to an academy trust on the 1st January 2013.

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 Chorlton High School are also the directors of the charitable company for the purposes of company law, and are also the School Governors. The charitable company is known as Chorlton High School. Throughout this document the trustees will be referred to as Governors.

Details of the Governors 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 whilst 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.

Governors' Indemnities

There are no qualifying third party indemnity provisions.

Principal Activities

The Trust's principal activities are:

- a) to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing a school offering a broad and balanced curriculum; and
- b) to promote for the benefit of the inhabitants of Chorlton and the surrounding area the provision of facilities for the recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, affinity, or disablement, financial hardship or social or economic circumstances or for the public at large in the interests of social welfare and the object of improving the condition of life of said inhabitants.

Chorlton High School is a vibrant and truly comprehensive school for 11-16 year olds that prides itself on being a centre of learning excellence for the Chorlton community. The school converted to academy status on the 1st January 2013.

It is intended that the curriculum and ethos of the academy will place an emphasis on, and include a commitment to students learning about, the Co-operative Values with the aim of encouraging all students to become better citizens, not only while they are students but during the rest of their lives. The academy trust shall be a member of the Schools Co-operative Society and commits itself to conduct its affairs in a manner consistent with the Co-operative Values.

CHORLTON HIGH SCHOOL
REPORT OF THE GOVERNORS
FOR THE PERIOD ENDED 31 AUGUST 2013

Method of Recruitment and Appointment or Election of Governors

The Academy Trust has the following Governors:

- Staff Governors (elected by staff)
- Parent Governors (elected by parents)
- Community Governors (elected by the Community Member Constituency)
- Co-opted Governors (appointed by Governors)
- A Governor appointed by the Schools Co-operative Society
- A Governor or Governors appointed by Partner organisations
- The Headteacher
- Learner Representative(s) (the Chair and Vice Chair of the democratically elected student council)
- Appointment of additional Governors by the Secretary of State

In the event of a vacancy within the Governor's, every reasonable effort will be made to ensure the relevant constituency is aware of the vacancy and the means by which they can stand for election and vote within any subsequent election. This will include for example: emails, notices on the website, articles in school newsletter, letters to parents. Any elections which are contested will be held by secret ballot.

Policies and Procedures Adopted for the Induction and Training of Governors

Training is tailored for individual governors based on their previous experience. All newly appointed Governors receive an induction pack and spend time with senior staff to build their knowledge of different areas of the school, which includes a tour of the school and an introduction to key staff and a number of students. All new Governors are given a briefing by the Headteacher regarding the vision and values of the school.

All governors receive a copy of relevant agenda's, minutes, policies and procedures and any other key documents that they need in order to fulfil their role as governors.

A training programme is then implemented as part of Governor meetings throughout the year to build knowledge in key areas. Training completed during 2012/13 included:

- Financial management in academies
- Risk Management
- Responsibilities of Academy Governors
- Changes to the Ofsted Inspection Framework
- RAISE Online and the Ofsted Data Dashboard
- Changes to Attendance Legislation 2013
- Curriculum changes 2014 and beyond
- Accountability framework for schools and academies 2015 and beyond

The school has a Service Level Agreement in place with One Education Governor Support to provide training and support throughout the year.

CHORLTON HIGH SCHOOL
REPORT OF THE GOVERNORS
FOR THE PERIOD ENDED 31 AUGUST 2013

Organisational Structure

The organisational structure consists of three levels – the Members of the Trust, the Governors and the Senior Leadership Team. All Governors are also Members of the Trust excluding staff governors. The Members of the Trust are responsible for the major decisions of the Trust and overall strategy setting. The Governors are responsible for strategy implementation, policy setting, budget approval and monitoring, staff appointments, capital expenditure, and making major decisions in relation to the academy.

The Governors have agreed a number of sub-committees to the board who have delegated responsibility in key areas and perform a more rigorous review of their designated areas. In 2012/13 these committees included: Scrutiny, Personnel, Learning and Inclusion, Finance, Audit.

The Senior Leadership Team (SLT), led by the Headteacher who is also the Accounting Officer, controls the academy at an executive level and is responsible for implementing the policies and procedures agreed by the Governors and reporting back to them. As a group the SLT are responsible for the day to day running of the school and authorisation of expenditure up to agreed limits.

Risk Management

The academy has completed detailed work on risk analysis in its first year as an academy. This has involved support from the Internal Auditors including provision of advice and training to governors and senior staff.

A risk register has been developed as a result of discussions held within the Senior Leadership Team, the governor sub-committees and the Full Governing Body. This has involved a comprehensive review of all the risks to which the academy is exposed, a review of the control measures in place and actions required to further mitigate the risks. The Senior Leadership Team is responsible for ensuring these control measures and actions are delegated as appropriate within the school and that all staff understand how they can contribute to a risk management culture within the school.

A prioritisation exercise of key risks has been completed in September 2013 to produce a strategic risk register for the Governors. This will be reviewed during the year by the Audit Committee and on a termly basis by the Full Governors to ensure that it continues to be an accurate profile of the current risks.

Connected Organisations including Related Party Relationships

The academy has close working relationships with all of its feeder primary schools and has developed a number of transition activities to support these relationships and the transition of students into Year 7.

Members of the Senior Leadership Team maintain active relationships with their peers in other schools and academies within Manchester, including attendance at Manchester High School Heads' Meetings, the Central/South Leadership Collaborative, the Secondary Business Manager Forum, the Academy Finance Director forum and the School's Funding Forum.

The school is committed to working in partnership and collaboration with the Local Authority. The school actively supports all locally agreed policies and plays an active role in the development of Local Authority provision representing other schools on the Schools' Funding Forum, leading the Secondary Behaviour Partnerships Steering Group and playing a lead role in the development of the In-Year Fair Access Protocol across Manchester.

CHORLTON HIGH SCHOOL
REPORT OF THE GOVERNORS
FOR THE PERIOD ENDED 31 AUGUST 2013

The academy is part of the Manchester Teaching School Alliance which is a partnership between 5 South Manchester schools, led by Chorlton Park Primary School. The Alliance schools are working together to deliver outstanding outcomes for the children of Manchester and to professionally develop teachers at every level. The Manchester Teaching School Alliance will change lives by helping all children to:

1. Achieve success and maximise their potential
2. Participate in experiences for success in life
3. Develop knowledge, understanding and skills for success in life

Chorlton High School's initial role in the alliance is to develop a School Direct programme which trains the high quality entrants to the teaching profession by providing cross phase training experiences with embedded research and collaborative opportunities for trainees. The focus is on ensuring high quality mentoring, innovative training opportunities and promoting a deep understanding of outstanding teaching and learning during the course.

The school has strong partnerships with Manchester University and Manchester Metropolitan University through our engagement with Initial Teacher Training provision and actively work with a range of other Higher Education Institutes across the North West.

Objectives and Activities

Objects and Aims

The academy's charitable objects are:

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

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

CHORLTON HIGH SCHOOL
REPORT OF THE GOVERNORS
FOR THE PERIOD ENDED 31 AUGUST 2013

Chorlton High School Limited

Our vision is based on the belief that creativity is a vital component of lifelong learning. We nurture creativity and imagination throughout the school curriculum to help students discover the world, solve problems and visualise the future.

Chorlton High School is built on and driven by our core values and we are committed to enabling all our students to become:

Successful

Learners who go further, faster and have the foundations for lifelong success.

Creative

Learners who are imaginative risk takers who are prepared for lifelong adaptability.

Happy

Learners who are recognised and rewarded so their confidence comes from within.

In addition, as a Co-operative School we place an emphasis on following the co-operative values throughout our curriculum and in our interactions with each other.

Self-help
Self-responsibility
Democracy
Equality
Equity

Solidarity
Honesty
Openness
Social Responsibility
Caring for others

Objectives, Strategies and Activities

The current School Development Plan covers the period September 2012 to August 2014 and therefore includes the main objectives for the current year.

The School Development Plan is written by the Headteacher in conjunction with the Senior Leadership Team and is approved by the Governors. The overriding objective of the current plan is to move the school from 'Good with Outstanding features' to 'Outstanding' at the next Ofsted inspection. It therefore includes challenging objectives to ensure the school continues on this trajectory. The plan informs individual staff objectives and workplans throughout the school and all staff members are encouraged,

throughout the Performance Management Process, to determine where their role contributes to the School Development Plan. Members of the Senior Leadership Team are assigned lead responsibility for different areas of the plan dependent on their key responsibilities within the school, and the plan is reviewed on a termly basis at Senior Leadership Team meetings to document progress and identify further action and priorities. This is then reported on a termly basis to the full Governing Body.

Please see the Achievements and Performance section below for an overview of key achievements from the School Development Plan.

CHORLTON HIGH SCHOOL
REPORT OF THE GOVERNORS
FOR THE PERIOD ENDED 31 AUGUST 2013

Public Benefit

The Governors confirm that as the academy trust's trustees they have had due regard to the guidance on public benefit published by the Charity Commission in reviewing the objectives and setting future priorities. The governors feel that the school is clearly providing a public benefit through the provision of education to the students and through the hire of the school facilities to the local community. Students gain admission to the school through the Manchester Local Authority admissions process. In the event of the school being over-subscribed during the Year 6 to Year 7 transition round the following oversubscription criteria will be applied to all applications. All applicants will be placed in a priority order determined by the oversubscription criteria. Places will be offered to the applicants with the highest priority until all places at the school have been offered. The school has an annual planned admission number of 300 students.

Secondary Admissions Round – Oversubscription Criteria

Category 1 - children who are looked after by a local authority and children who were previously looked after by a local authority. Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order);

Category 2 - children with exceptional medical/social needs;

Category 3 - children with a sibling at the school;

Category 4 - children who attend a Manchester LA maintained primary school or academy

Category 5 - all other children

Within each category, applicants will be prioritised according to the distance between the child's permanent address and the school. Distance will be measured in a straight line from the centre point of the child's permanent home address to the centre point of the school as defined by Local Land and Property Gazetteer (LLPG), and using the Local Authority's computerised measuring system, with those living closer to the school receiving higher priority.

CHORLTON HIGH SCHOOL
REPORT OF THE GOVERNORS
FOR THE PERIOD ENDED 31 AUGUST 2013

Achievements and Performance

The key performance measures used to analyse the school's academic performance are shown below. The figures show a very positive trend year on year, and on the majority of measures the school is also outperforming the national average (shown in brackets where available).

KS4 Results	2009	2010	2011	2012	2013
5 A*-C	65% (68%)	85% (75%)	92% (79%)	95%	91%
5 A*-C inc English and Maths	36% (50%)	54% (54%)	55% (57%)	64% (58%)	65%
5 A*-G	93% (92%)	92% (94%)	95% (94%)	99% (95%)	96%
1 A*-C	91%	97%	97%	99%	98%
1 A*-G	98%	100%	99%	100%	99%
Expected progress English (3+ Levels) ¹	52%	71%	67% (71%)	73% (67%)	75%
Better than expected progress English (4+ Levels) ²	n/a	n/a	24%	33% (28%)	42%
Expected progress Maths (3+ Levels)	43%	62%	66% (64%)	68% (68%)	72%
Better than expected progress Maths (4+ Levels)	n/a	n/a	33%	34% (31%)	37%
EBacc ³	-	3%	9%	15%	28%
1+ A*/A GCSE	31%	45%	53%	69%	62%
3+ A*/A GCSE	19%	24%	33%	49%	40%
5+ A*/A GCSE	14%	17%	20%	30%	25%
2 A*-C in Science	43%	78%	88%	82%	68%
1 A*-C in Modern Foreign Languages	11%	20%	17%	29%	40%
Value Added	n/a	n/a	1,015 (1,000)	1,026 (1,000)	Tbc
APS Capped (Best 8) ⁴	303 (314)	334 (327)	354 (335)	375 (340)	Tbc

¹ Refers to 3 levels progress throughout high school from year 7 to year 11.

² Refers to 4 levels progress throughout high school from year 7 to year 11.

³ EBacc recognises where pupils have secured a C grade or better across a core of academic subjects: English, mathematics, history or geography, the sciences and a language.

⁴ APS is Average Points Score. At Key Stage 4 every GCSE/equivalent grade is equal to a number of points. The Average Points Score is the total number of points achieved by students in all examination subjects divided by the number of eligible students. Capped Average Points Score is the total number of points achieved by students in their best 8 subjects divided by the number of eligible students.

CHORLTON HIGH SCHOOL
REPORT OF THE GOVERNORS
FOR THE PERIOD ENDED 31 AUGUST 2013

Closing the Gap – achievement of students in receipt of Pupil Premium Grant

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

The Government believes that head teachers and school leaders should decide how to use the Pupil Premium. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium
- the new reports for parents that schools now have to publish online

The table below shows how students in receipt of the Pupil Premium (PPG) compare to ALL students and the corresponding national statistics. The GAP relates to the difference in performance between the two groups. Obviously we are working hard to close the GAP between the performance of all students and those in receipt of the Pupil Premium. Shaded boxes indicate where we are above national average.

The results show that our school is making very pleasing progress, in a range of indicators, to improve the outcomes for students in receipt of the Pupil Premium and that in most indicators the GAP is closing year on year.

		2012			2013 results		
		All Students	PPG Students	GAP All-PPG	All Students	PPG Students	GAP All - PPG
% of all pupils achieving A*-C at GCSE including English and Mathematics	School	64	49	15	65.1	50.3	14.8 ↓
	National	59	38.5	20.5	59	38.5	20.5
Capped Average Point Score (Best 8 subjects)	School	375.4	356.8	18.6	355	334	21 ↑
	National	339.5	301.4	38.1	339.5	301.4	38.1
Average Point Score in English	School	39.9	35.6	4.3	41.5	38.3	3.2 ↓
	National	39.4	33.3	6.1	39.4	33.3	6.1
Average Point Score in Maths	School	39.6	35.9	3.7	39.4	35.8	3.6 ↓
	National	39.4	32.8	6.6	39.4	32.8	6.6
% all pupils achieving 3 levels progress in English	School	73	62	11	74.5	66	8.5 ↓
	National	67	54	13	67	54	13
% all pupils achieving 3 levels progress in Maths	School	68	57	11	71.9	61.5	10.4 ↓
	National	68	51	17	68	51	17
% Students achieving EBacc	School	15	8	7	28.2	9.8	18.4 ↑
	National	16	5	11	16	5	11

CHORLTON HIGH SCHOOL
REPORT OF THE GOVERNORS
FOR THE PERIOD ENDED 31 AUGUST 2013

1. Achievement and Standards

1.1. All students meet their target

- Attainment (5A*C in English and Maths) was significantly above the National Average in 2012 at 64%, with a similar outcome in 2013 (65% - at least well above National Average). Performance in this measure has improved significantly and consistently since 2009. The school has been recognised by the SSAT as being in the top 20% of most improved schools nationally with a 28% improvement between 2009 and 2012. This is a phenomenal achievement of which we are very proud.
- The school has seen a significant and consistent improvement in performance in nearly all major improvement indicators since 2009 and current evidence suggests that this position will be sustained and improved further. Indicators also show that the most able students are delivering improved outcomes and the least able are attaining improved outcomes in qualifications, including in English and Maths. The improvement in terms of middle ability students is clearly evidenced by the improvement in the range of national indicators at C+ threshold.
- The performance of groups across the school is impressive. In 2010 and 2011 the performance of the majority of groups was in line with the national average or higher. In 2012 our group performance was significantly above national average in a range of indicators. Analysis of the 2013 figures suggests that group performance has been maintained and again indicates that they perform well in line with national expectations. There are, however some groups within school where we feel further improvement in outcomes could be delivered.
- Our students acquire knowledge, develop understanding and learn and practise skills well. The students are keen to do well, apply themselves diligently in lessons and work at a good pace. They seek to produce their best work and are usually interested and enthusiastic about their learning in a range of subjects. A large majority of groups of pupils make at least good progress with some making outstanding progress.

1.2. Intervention processes and basic skill development impacts significantly on student outcomes

- Our 4Is (Inform, Identify, Intervene, Impact) process is evidencing clear improvement of outcomes for children in receipt of regular intervention.
- Increased staff accountability, a focus on diagnostic methods alongside clear, effective personalised intervention packages has ensured improved outcomes.
- As a result, outcomes for students in receipt of the Pupil Premium has improved again this year and the 'GAP' has been successfully narrowed in most indicators, although continued work in this area is necessary.
- The appointment of two new Assistant Headteachers, the Director of Aspiration and the Director of Achievement as well as the appointment of a new Curriculum Leader for Access and Achievement (SEN support) has impacted significantly on the quality of student interventions.
- Achievement Leader and Achievement Coordinators position have been created to develop effective Language and Literacy provision. Early evidence suggests they are having a positive impact on student outcomes particularly amongst those students with EAL.
- Reading, Writing, Communication and Maths (RWCM) strategy is being further developed across the school with specific Whole Staff INSET delivered as part of the CPD cycle.

2. Teaching and Learning

2.1. Improve the quality of Teaching and Learning

- At end of summer 2013 over 85% of teaching was consistently good or outstanding (figure calculated excluding those staff leaving Aug 13 and the 14 new teaching staff starting Sept 13).

CHORLTON HIGH SCHOOL
REPORT OF THE GOVERNORS
FOR THE PERIOD ENDED 31 AUGUST 2013

- This is evidenced through thorough Quality Assurance Curriculum Area Reviews (QACAR) which include: analysis of progress and achievement, curriculum planning scrutiny, assessment scrutiny, lesson observations, student voice, staff voice, data MOT, leadership interviews and learning walks. There is a relentless focus on developing Outstanding and World Class teaching evidenced through regular Teaching and Learning focussed Continued Professional Development (CPD), robust appraisal structures, personalised coaching programmes and standard operating procedures for leaders and teachers within the school.
- The development of the QACAR process has provided deep understanding of the strengths and weaknesses within the school and therefore action plans and support mechanisms are focussed, relevant and beginning to evidence impact (for example significant increases in Art and ICT achievement, continual year on year improvement against target and National Average in Maths, English, Separate Sciences, MFL, Drama). Curriculum Areas with the most consistently outstanding quality of teaching are English, Maths, ICT and Drama. Current curriculum areas requiring Teaching and Learning improvement are PE, History and Geography. There has been a roll out of best practice via published Case Studies from every QACAR.

2.2. Consistent application of Assessment for Learning (AfL) across the school

- The school has systematically addressed the quality of planning, delivery and assessment through the introduction of standard structures (The 'Chorlton Checklist, 'Curriculum Leaders' folder, Independent Learning Model and its synchronised lesson plan) to support all staff in understanding and consistently achieving 'good' or better standards of teaching and learning.
- Assessment in lessons is often outstanding; teachers questioning skills and ability to adapt teaching strategies to ensure progress have been enhanced through the whole school training on questioning and use of Kagan resources (question dice, timers, AfL cups), providing students with structures to ensure all can engage in questioning, can assess their own progress and know what they need to do to sustain good progress.

2.3. Develop independent learning strategies

- The development of the Chorlton High School (CHS) Qualities of Success and the CHS Teaching Wall underpin the development of students' learning in a metacognitive manner and therefore support independent, confident learners and teachers who consistently teach the same skills across the curriculum to ensure progress, success and transferrable skills.
- The vast majority of lesson observations evidence that teachers employ a highly effective range of teaching strategies matched well to the needs of students and the focus of CPD has shifted to further refine the development of outstanding differentiation in lessons to develop teacher's confidence in planning and delivering diagnostic, personalised and flexible strategies.

2.4. Outstanding care, guidance and support

- A range of support strategies have been enhanced or developed over the past twelve months:
- The restructuring of the Access and Achievement Team has led to a more focused and accountable support staff workforce. Teaching Assistants have been engaged in a range of CPD opportunities and now deliver a range of specialist interventions according to their strengths.
- The role of the Parent Support Adviser (PSA) continues to develop, with our PSA offering support and advice specifically to parents on a wide range of issues from Multi Agency signposting to accessing free transport and other available benefits. The engagement of 'hard to reach' families has improved significantly as a result of this work.
- The Green Room continues to develop as a centre of excellence and offering personalised learning opportunities for students from all year groups and has proved to be extremely successful in raising standards, not only in terms of academic success, but also attendance, punctuality and focus on learning and progress.

CHORLTON HIGH SCHOOL
REPORT OF THE GOVERNORS
FOR THE PERIOD ENDED 31 AUGUST 2013

- The recently restructured safeguarding team now operate a coordinated and strategic approach to multi Agency working clearly linked to supporting the most vulnerable of students achieve academic success.
- The attendance team has been strengthened with two additional appointments operating a well-coordinated and effective service. Attendance figures have continued to improve and there has been a significant reduction in students who are Persistently Absent (PA)

3. Climate for Learning

3.1. Outstanding behaviour and effective student rewards

- At Chorlton High School a positive climate for learning is engendered by pupils who are focussed on striving to achieve their potential and by the members of the school community who facilitate the opportunities to allow for this.
- Pupils' behaviour is welcoming, positive and they demonstrate a growing awareness of their personal responsibility for behaviour and safety.
- Pupils meet the expectations of school community members, which are clearly and consistently communicated, and respond appropriately to any additional guidance about how to conduct themselves.
- The school regularly measures students' progress in this area against agreed standard operating procedures and where necessary swiftly provides additional guidance and support to ensure they are followed.
- The ethos and spirit of the school ensures pupils set high standards for themselves and show respect and support when working with their peers and school community members, which generates a cohesive learning community.

3.2. Improved attendance and punctuality

- Attendance figures have improved year on year for the past three years and compare favourably against the Local Authority average, and are close to national average. (92.2% attendance in 2010 to 94.03 in 2013).
- Persistent Absence (PA) figures also show year on year improvement, with figures for 2012 coming in lower than national average and significantly below Local Authority average. (PA 2012 is 7.6% and for 2013 is 6.7%).
- The school remains committed to reducing the number of pupils who are late to school, and our endeavours have seen this figure improve year on year from 2010/11 to 2012/13 by 2%.

3.3. Increased student responsibility / self development

- Pupils are consistently encouraged and supported to become successful, creative and happy learners and are rewarded for their efforts. They proudly demonstrate their commitment to the school and its ethos through their approach to learning in lessons and through their enthusiastic participation in events that extend learning and showcase the school and it's community.
- The PR (Personal Responsibility) agenda launched across the school has had a positive impact on ensuring that students take responsibility for their own actions, including owning their own learning journey.
- The Chorlton Qualities of Success (QoS) has been developed across the school to focus students on a range of key skills such as 'resiliency', 'curiosity, and 'reflection' to support the Work Ethic' and independent Learning Agenda across the school.
- The Future Foundations Programme for Year 7 and 8 focuses students onto different skill development activities each half term based on a set of clear 'affirmations' related to Personal Responsibility, for example 'I hone my skills, if I fall down I get up, I try again'. Students have been really engaged in trying to secure their half termly reward badges.

CHORLTON HIGH SCHOOL
REPORT OF THE GOVERNORS
FOR THE PERIOD ENDED 31 AUGUST 2013

3.4. Outstanding educational environment

- Building work has commenced on the dining room extension which will relieve congestion and allow the school to review the current split lunch timetable. The new dining extension will approximately double capacity at lunchtime.
- New ICT infrastructure and ICT equipment has been implemented throughout the school including all new student PC's, interactive smart boards, a new CCTV system and a new wireless network throughout the school.
- Initial plans have been drawn up to redevelop the school toilets to allow more space and ease of access.
- New, more sustainable lighting along with sensor controls has been introduced in test areas of the school; further implementation will lead to less light units being needed across the school and a reduction in maintenance and energy costs.
- The Blue Box Theatre was refurbished during Summer 2013 to mark the 10 year anniversary of the venue opening. This will provide the backdrop to a yearlong series of student and community events to mark the occasion.

4. Leadership and Management

4.1. Uncompromised vision and drive

- The school's core purpose (Successful, Creative, Happy) and the pursuit of excellence in all areas underpins a relentless drive to secure high levels of improvement.
- The senior leadership team and middle leaders consistently communicate high expectations, galvanising the enthusiasm of staff and channel their efforts to good effect.
- Significant improvements have been made in all areas of school life over the past three years, through the use of a searching appraisal of the school strengths and weaknesses, clear goal setting and a use of a range of imaginative and impact evaluated improvement strategies.
- The school's uncompromised vision is clearly articulated in the new prospectus and marketing materials.
- The school website was re-launched in Summer 2013 in line with the new school branding. The website provides an increased level of information provision for current and prospective students, parents and the local community.
- Staff morale is high across the school and staff are committed and engaged in successfully moving the school forward. As a school, we are now focusing on ensuring that new initiatives and developments are carefully implemented to improve work-life balance for staff, allowing them to focus on successful development opportunities across the school.
- The Governing Body has a good understanding of the school strengths and weaknesses. It challenges and scrutinises the work of the school at a very high level, as it aims to best position the school to enable it to become 'an outstanding school for the local Chorlton Community that provides the very best educational opportunities for the students in our care irrespective of their ability or background'. It was the Governing Body's commitment to this pledge that led it to convert to a Cooperative Academy in 2013.

4.2. Outstanding quality assurance systems

- Target-setting is aspirational with clear direction given to students to enable them to strive to reach their targets. As a result of the improved focus on learning outcomes across the school there is very strong evidence that student outcomes have and will continue to improve significantly.
- A range of highly effective monitoring activities relating to teaching, literacy, other provision and outcomes are implemented rigorously with a strong emphasis on effective CPD to develop staff and enhance improvement. There is a strong shared commitment in the pursuit of outstanding teaching and learning by the staff, which is reinforced by an imaginative, extensive and high calibre CPD provision. This feeds into a strong appraisal and performance management system.

CHORLTON HIGH SCHOOL

REPORT OF THE GOVERNORS FOR THE PERIOD ENDED 31 AUGUST 2013

- Development is founded on robust evidence and good-quality data. Quality assurance systems and processes are effective and promote 'quality development', as the school aims to embed a culture of self-improving systems through all aspects of school life. Senior leaders frequently and thoroughly monitor the work of the school to promote consistency and the drive to raise standards across the school. It is tackling key areas of weakness, including those in teaching, systematically and building on areas of strength. As a result the quality of teaching across the school, and student outcomes, are improving rapidly.

4.3. Effective Professional Development

- Current appraisal practice supports staff development, encouraging Continued Professional Development (CPD) which is mapped into training plans and challenges underperformance. Performance Management structures support curriculum development and encourage collaborative learning practices and a high level of accountability.
- The school's highly extensive and individualised CPD routes have transformed Teaching and Learning and outcomes for the school. This was initiated with the school's Training School status which worked effectively with the school's strength in creativity through the Arts College status to develop highly effective CPD provision. The school operates tailored CPD programmes for Newly Qualified Teachers (NQT), Recently Qualified Teachers, teachers moving to good, Middle Leaders, Senior Leadership Team and support staff alongside individual, customised CPD opportunities.
- NQT provision is outstanding, with many staff arriving at the school as NQTs progressing into leadership roles within three years.
- CPD Monday allows for all staff across the school to benefit from high quality CPD opportunities with a joint focus on collaborative improvement.
- In addition Curriculum Areas play a significant role in delivering focused Curriculum Planning to staff through an additional hour of planning time per week for all members of teaching staff.

4.4. Rich and relevant curriculum

Key Stage 3

- A strong Key Stage 3 encompasses imaginative approaches to learning and breadth of subject areas that fully match the needs and interests of our students. The needs of all students are supported through an appropriately differentiated curriculum and an extensive range of targeted support programmes.
- This is enriched by Extended Learning Experience (ELE) days that draw out new stimulating areas of learning for students and allow them to learn in different contexts.
- We have a dedicated transition curriculum, and a very supportive transition programme which enables students to make a successful start to High school because their learning is 'bridged' and they continue to make good progress
- The influence of the school's Arts College provision has left a legacy of creative approaches – which is evidenced in curriculum areas programmes of study, a vast array of extended learning experiences and through the wide and well used extra-curricular provision.
- As the school moves forward creativity is being embraced through the schools 'Creative Digital Strategy' as we work together to build the creative and digital curriculum, computing skills and community research projects, which will allow us to 'future proof' the learning experience for the CHS student.

Key Stage 4

- At Key Stage 4 there is a good breadth of provision through GCSE and BTEC courses. There are further vocational courses offered through links with Manchester College, which enables the school to plan for progression with a targeted group of lower ability students who are at risk of being identified as NEET (Not In Education, Employment or Training) at 16+.
- Gifted and Talented subject specific provision is enhanced through the offering of a focused A-level course at KS4 for a targeted group of students. This has led to a solid progression, via sixth form colleges, to Oxbridge and Russell Group Universities.

CHORLTON HIGH SCHOOL

REPORT OF THE GOVERNORS FOR THE PERIOD ENDED 31 AUGUST 2013

- The Creative Arts also focus heavily in the options pool, and our students thrive through learning in this way – here we see a very positive impact on self-esteem, cooperation, and pride in the school community. There are excellent links with the Arts industry developed initially for the Year 9 BTEC programme where the vast majority of students follow a programme of study based on a vocational course in the Arts in Year 9.
- Opportunities for performing in the school's own theatre, within the community and across regional performance spaces mean that all children have the experience of building their self-esteem and self-confidence. This links to the schools core purpose.
- The 'Qualities of Success' at Key Stage 4 helps students identify the skills that will make them independent and successful learners. These are explicitly linked into lessons and through the Tutor curriculum.

4.5. High quality partnerships

- We have created opportunities to extend parental participation in school life with a particular focus on reaching a wide range of parents. Direct intervention through our Parent Support Adviser (PSA), provision of parenting skills support, family intervention and support as well as family learning opportunities have all been successful in engaging parents with the school community.
- We use a range of external agencies to work with and support our students. For instance our 'ReachOut' Summer School targets students requiring additional maths and English support. This provision is extended throughout the year using a range of ReachOut mentors to support targeted students in weekly reading, writing and maths sessions.
- We continued to develop a range of engagement and transition strategies with partner primary schools.
- We have established links with Universities to provide aspirational guidance and support such as 'University is affordable workshops' and through Oxbridge Universities focusing on engaging and supporting Gifted and Talented pupils.
- We continue to work with School 35 in Beijing as part of the Dickens 200 initiative by the British Council and our link with Chisila Community School continues to grow with pupils developing their awareness of this link via the pastoral system and fundraising through the Winter Fayre.
- A whole host of other organisations regularly work alongside the school to enhance our provision including: Southway Housing, Manchester United Education Foundation, The Rugby Football Union, Arts providers across Manchester, local businesses and artists.

Going Concern

The academy continues to attract a high number of students and the September 2013 year 7 intake was full with a waiting list. In conjunction with Manchester Local Authority the school confidently projects that, should current projections continue, the school will be oversubscribed for entry into Year 7 from September 2014 onwards. The General Annual Grant (GAG) funding is currently directly linked to pupil numbers and therefore the Governors have a reasonable expectation that the academy trust has adequate resources to continue in operational existence for the foreseeable future. In addition, current funding allocates a significant amount of additional funding through the Pupil Premium for students who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The school currently has c.44% of its students in receipt of this funding which significantly increases the funds available. Future projections indicate that the Pupil Premium funding is likely to increase.

For these reasons the school continues to adopt the going concern basis in preparing the financial statements. Further details of the going concern basis can be found in the Statement of Accounting Policies.

CHORLTON HIGH SCHOOL
REPORT OF THE GOVERNORS
FOR THE PERIOD ENDED 31 AUGUST 2013

Financial Review

The academy trust has finished the year in a strong financial situation, mainly due to the large balance inherited on conversion from the Local Authority. Total surplus excluding Fixed Asset Funds and pension deficit is £2m. The balance inherited on conversion (£1.4m) had been accumulated by the predecessor school over a number of years specifically for the purpose of capital development work within the school. The main part of this work has now commenced with development of the dining space within the school to increase dining capacity and to improve the circulation of students around the school. This project will continue until February 2014 at which point the majority of the funds received on conversion will have been spent.

The funding from the Education Funding Agency, including the pupil premium, continues to be the main source of income (96% of restricted funds). A small amount of additional income is generated from the hire of school facilities to the local community (£11k).

Expenditure continues to be prioritised towards the benefit of the students at all times. 74% of the total expenditure is on teaching or direct educational support for the students. The academy completes a robust tendering exercise for large purchases and obtains 3 quotes for any purchases over £2,000 to ensure value for money is obtained on expenditure at all times.

The academy trust continues to benefit financially from a relatively young teaching workforce. The academy has a strong tradition of providing highly effective training and development for newly qualified teachers and is therefore able to recruit high quality teaching staff into the profession. This investment in quality developmental opportunities allows the academy to ensure that it is constantly securing the highest quality teaching provision. Due to this approach the academy does experience a relatively high turnover as staff progress to more senior roles both within the school and elsewhere. The academy is actively monitoring the turnover of staff to ensure that any financial implications do not negatively impact on the academy in the future.

As this is the first year as an academy (the school converted in January 2013) there has been a full review of the financial management policies in place, including the development of the following policies:

- Scheme of Financial delegation
- Fixed asset policy
- Gifts and Hospitality policy
- Whistleblowing policy

In addition a detailed finance procedure guide has been developed to document the key financial procedures and the controls that are in place.

The school has continued to monitor a range of Key Performance Indicators during the year. A robust process for setting academic targets and reviewing performance against these targets is followed through line management meetings, department meetings, Senior Leadership Team meetings and ultimately with the Governing Body. In addition, financial performance versus budget is reviewed and a cash flow is presented to each Finance Committee meeting.

CHORLTON HIGH SCHOOL
REPORT OF THE GOVERNORS
FOR THE PERIOD ENDED 31 AUGUST 2013

Financial and Risk Management Objectives and Policies

As detailed above, during the year the academy has completed a thorough process to identify the risks to which the organisation is exposed. These risks have been assessed for the likelihood and potential impact in order to effectively prioritise the risks.

Regarding financial risks, the academy has a good cash flow due in part to the funds received on conversion, however regardless of this the cash flow is healthy. A large proportion of income is received on a monthly basis through the GAG from the Education Funding Agency and this regular monthly cash income supports the healthy cash flow. The academy only has a small number of debtors through the community letting service and these debts are managed effectively and the majority of the time the income is received before the booking has taken place.

The academy has inherited a large deficit on the defined benefit pension scheme however the academy anticipates that it will be able to meet the contributions into the scheme in the future. It will be important for the academy to monitor the future pension contribution projections as this will likely increase over time in order to reduce the deficit.

Principal Risks and Uncertainties

Key risks currently identified include those in relation to the significant building works currently taking place within the academy, plus the Metrolink construction works taking place next to the school grounds. The risk analysis has shown that the school has a number of control steps in place to manage these high impact risks and the Senior Leadership Team are aware of the importance of ensuring these controls remain in place on an ongoing basis. In addition the academy has acknowledged risks in relation to external policy changes in education which are likely to have a significant impact on the future operations of the school and the future of our students. The school will continue to pay close attention to these changes and ensure it is responsive to change but in a planned and structured way to ensure minimal disruption for our students.

Reserves Policy

The level of free reserves at the end of the period is £1.6m. As detailed above, the majority of these funds are for the current dining room expansion programme.

The Governors have agreed to retain £350k of the free reserves in order to support the academy following any sudden decreases in income or sudden increases in expenditure. This amount has been calculated based on analysis of historical staffing trends and the amount by which the staffing costs might increase in a given year if staff turnover does not follow historical trends.

Following the current dining room expansion project, the Governors intend to develop an innovation fund in order to support the school to be responsive to change.

Investment Policy

The Governors have adopted a low risk investment policy and have chosen to use deposit accounts of reputable high street banks. The Governors decided to split the current high cash balances between 3 different banks (Lloyds, Virgin Money and Santander) to minimise the risk of lost deposits should any of the banks collapse.

CHORLTON HIGH SCHOOL
REPORT OF THE GOVERNORS
FOR THE PERIOD ENDED 31 AUGUST 2013

Plans for Future Periods

The current School Development Plan runs until August 2014 so this will continue to outline the key objectives for the organisation. Specifically, the school is targeting the achievement of an 'Outstanding' rating from Ofsted.

Targets have been set for the academic achievements of the school over the next two years, as follows:

	Results 2011	Results 2012	Results 2013	Tar 2014	Tar 2015
Cohort	298	293	301	303	302
APS	552	585	494	410	360
APS Capped	353	376	355	338	330
1 A*/A	53.7	70.3	61.5	58	55
5 A*/A	21.8	30.4	24.9	20	13
8 A*/A	12.1	17.7	11.6	10	8
5 A*-C	92.3	94.5	90.7	80	76
5 A*-C EM	55.4	63.8	65.1	73	70
5 A*-C (GCSE)	48.3	53.2	60.8	75	70
5 A*-C EM (GCSE)	48.0	52.2	59.1	73	65
1 A*-G	99.3	100	99.3	99	98
5 A*-G	95.3	99.3	96.0	98	97
5 A*- G EM	94.0	97.6	94.0	97	97
E-Bacc	9.1	15.0	28.2	43	40
2 A*-C Sci	88.3	80.9	67.8	65	65
1 A*-C MFL	17.4	29.4	40.2	55	55
3+ Levels Eng	67	73	74	77	80
3+ Levels Maths	66	68	72	72	80
3+ Levels Sci	74	74	62	70	75
4+ Levels Eng	24	33	42	45	45
4+ Levels Maths	32	34	37	45	45
4+ Levels Sci	34	40	32	35	40

Note: 2014 and 2015 Targets have been set using the expected progress measure methodology as agreed by DfE as of Sept 2013. This means that all the discounting measures have been adjusted for in predictions for 2014 and beyond. Targets for 2015 will be formally approved by the Full Governing Body in January 2014.

In addition the below attendance targets have been set:

	2011 Actuals	2012 Actuals	2013 Actuals	Target 2014	Target 2015
% Attendance	93.2%	93.9	94.0	96.0	96.0
% Persistent Absence	4.4% <i>(based on 20%)</i>	6.3% <i>(Based on 15%)</i>	6.7% <i>(based on 15%)</i>	5.0% <i>(based on 15%)</i>	5.0% <i>(based on 15%)</i>
% Permanent Exclusions	2	0	0	0	0

CHORLTON HIGH SCHOOL
REPORT OF THE GOVERNORS
FOR THE PERIOD ENDED 31 AUGUST 2013

Auditor

Insofar as the Governors are aware:

- there is no relevant audit information of which the charitable company's auditor is unaware; and
- the Governors 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.

Approved by the board of Governors on 10th December 2013 and signed on its behalf by:



A Esmail
Chair of Governors

CHORLTON HIGH SCHOOL
GOVERNANCE STATEMENT
FOR THE PERIOD ENDED 31 AUGUST 2013

Scope of Responsibility

As Governors we acknowledge we have overall responsibility for ensuring that Chorlton High 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 of loss.

The Governors have 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 them in the funding agreement with the Secretary of State for Education. The Accounting Officer is also responsible for reporting to the Governors any material weaknesses or breakdowns in internal control.

Governance

The information on governance provided here supplements that described in the Governors' Report and in the Statement of Governors' Responsibilities. The Governors have formally met 4 times during the year since 1st January 2013. Attendance during the year at the Full Governing Body meetings was as follows:

Trustee	Meetings attended	Out of a possible
A Esmail (Chairman)	3	4
P Topping (Vice-Chair)	4	4
F Christie	2	4
R Demby	3	4
M Fox	3	4
N Gardner	2	4
J Gibbons	3	4
S Humber (term ended 14/7/13)	0	4
R Marshall	3	4
C Noah	3	4
B Nunn	3	4
A Parrington	0	4
A Park (Headteacher and accounting officer)	4	4
S Penrose	3	4
P Woolley (term ended 29/4/13)	0	2

The Governing Body were aware that the work commitments of both A Parrington and S Humber in the period would mean that attendance at the Governing Body meetings would be unlikely. Both have continued, however, to regularly attend subcommittee meetings during the period. The Governing Body reluctantly accepted the resignation of S Humber when her term of office ended in July.

During the period the board of Governors has focused on understanding its requirements as an academy and ensuring that all relevant policies and procedures are in place. The board has also reviewed the governance structure and has approved a new governance structure for 2013/14.

The Finance Committee is a sub-committee of the main board of Governors. Its purpose is to ensure that the school operates within all appropriate Financial Regulations and to guide and assist the Headteacher and the governing body in all budget and financial matters.

During the period the Finance Committee has reviewed and approved a number of policies including a revised Financial Scheme of Delegation and other finance related policies. It has also reviewed and approved a number of large tender processes including the construction firm appointed to complete the Dining Room project and the insurance tender. The committee also reviewed revised and enhanced budget monitoring reports and approved submissions to the EFA.

CHORLTON HIGH SCHOOL
GOVERNANCE STATEMENT
FOR THE PERIOD ENDED 31 AUGUST 2013

Attendance at Finance Committee meetings in the year was as follows:

Trustee	Meetings attended	Out of a possible
A Parrington (Chair)	4	4
A Esmail	3	4
J Gibbons	3	4
A Park	4	4

The Audit Committee is a sub-committee of the main board of Governors. It has been set up with the same membership as the Finance Committee but operates under its own Terms of Reference, agenda and minutes. Its purpose is to review the overall risk profile of the Academy and to monitor the risk management techniques employed at all levels within the Academy. In addition it reviews the effectiveness of financial controls and advises the governing body of all aspects of internal and external audit.

During the period the Audit Committee approved the appointment of both internal and external auditors following a tender process and agreed the programme of work for the internal auditors.

Attendance at meetings in the year was as follows:

Trustee	Meetings attended	Out of a possible
A Parrington (Chair)	2	2
A Esmail	2	2
J Gibbons	2	2
A Park	2	2

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 these 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 at Chorlton High School for the period 1 January 2013 to 31 August 2013 and up to the date of approval of the annual report and financial statements.

Capacity to Handle Risk

The board of Governors 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 Governors 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 January 2013 to August 2013 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the board of Governors.

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 Governors

CHORLTON HIGH SCHOOL
GOVERNANCE STATEMENT
FOR THE PERIOD ENDED 31 AUGUST 2013

- regular reviews by the Finance Committee or 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 Governors has considered the need for a specific internal audit function and has decided to appoint Manchester City Council as internal auditor following a tender process.

The internal auditor's role includes giving advice on financial matters and performing a range of checks on the academy trust's financial systems. On a quarterly basis the internal auditor reports to the Audit Committee on the operation of the systems of internal control and on the discharge of the board of Governors' financial responsibilities. The internal auditor then produces a written formal report at the end of the year to the board of Governors.

The contract for internal audit was only agreed in June and therefore the programme of work has only just begun. The programme has been agreed until July 2014. During the summer term the internal auditor supported the board of Governors' regarding developing the risk register and provided training and analysis on risk for the board and senior staff.

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 internal auditor
- the work of the external auditor
- the financial management and governance self-assessment process completed in April 2013
- 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 development of the system is in place.

Approved by order of the members of the board of Governors on 10th December 2013 and signed on its behalf by:



A Esmail
Chair of Governors



A Park
Accounting Officer

CHORLTON HIGH SCHOOL

**STATEMENT ON REGULARITY, PROPRIETY AND COMPLIANCE
FOR THE PERIOD ENDED 31 AUGUST 2013**

Statement on Regularity, Propriety and Compliance

As Accounting Officer of Chorlton High School, I have considered my responsibility to notify the Academy Governing Body 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 and the Secretary of State. As part of my consideration I have had due regard to the requirements of the Academies Financial Handbook.

I confirm that I and the Academy Governing Body 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'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.



A Park
Accounting Officer

10 December 2013

CHORLTON HIGH SCHOOL

STATEMENT OF GOVERNORS' RESPONSIBILITIES FOR THE PERIOD ENDED 31 AUGUST 2013

Statement of Governors' Responsibilities

The Governors (who act as Governors for charitable activities of Chorlton High School and are also the directors of the Charitable Company for the purposes of Company Law) are responsible for preparing the Governors' Report and the Financial Statements in accordance with the Annual Accounts Requirement issued by the Education Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company Law requires the Governors to prepare Financial Statements for each financial year. Under Company Law the Governors 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 Governors are required to:-

- Select suitable accounting policies and then apply them consistently;
- Observe the methods and principles in the Charities SORP;
- Make judgments and estimates that are reasonable and prudent;
- State whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements; and
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the Charitable Company will continue in business.

The Governors 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 Governors 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 the EFA/DfE have been applied for the purposes intended.

The Governors 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 Governing Body on 10th December 2013 and signed on its behalf by:



A. Esmail
Chair of Governors

Independent Auditor's Report on Regularity to the Governing Body of Chorlton High School and the Education Funding Agency

the Education Funding Agency (EFA) as included in the Academies: Accounts Direction 2013, we have carried out an engagement to obtain limited assurance about whether, the expenditure disbursed and income received by the Chorlton High School Academy Trust during the period 1 January 2013 to 31 August 2013 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 the governing body and the EFA in accordance with the terms of our engagement. Our work has been undertaken so that we might state to the Chorlton High School Academy Trust and the EFA those matters we are required to state in a report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the governing body and the EFA, for our review work, for this report, or for the conclusion we have formed.

Respective responsibilities of Chorlton High School Academy Trust's accounting officer and the reporting accountant

The accounting officer is responsible, under the requirements of Chorlton High School Academy Trust's funding agreement with the Secretary of State of Education dated 27 July 2012 and the Academies Financial Handbook, extant from 1 September 2012, 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 2013. We report to you whether anything has come to our attention in carrying out our work which suggests that in all material respects, expenditure disbursed and income received during the period 1 January 2013 to 31 August 2013 have not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Approach

We conducted our engagement in accordance with the Academies Accounts Direction 2013 issued by the EFA. We performed a limited assurance engagement as defined in our engagement letter.

The objective of a limited assurance engagement is to perform such procedures as to obtain information and explanations in order to provide us with sufficient appropriate evidence to express a negative conclusion on regularity.

A limited assurance engagement is more limited in scope than a reasonable assurance engagement and consequently does not enable us to obtain assurance that we would become aware of all significant matters that might be identified in a reasonable assurance engagement. Accordingly, we do not express a positive opinion.

Our engagement includes examination, on a test basis, of evidence relevant to the regularity and propriety of the academy trust's income and expenditure.

Independent Auditor's Report on Regularity to the Governing Body of Chorlton High School and the Education Funding Agency

Conclusion

In the course of our work, nothing has come to our attention which suggests that in all material respects the expenditure disbursed and income received during the period 1 January 2013 to 31 August 2013 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Crowe Clark Whitehill LLP

Crowe Clark Whitehill LLP

Statutory Auditor

Arkwright House
Parsonage Gardens
Manchester
M3 2HP

17th December 2013

CHORLTON HIGH SCHOOL

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS FOR THE PERIOD ENDED 31 AUGUST 2013

We have audited the financial statements of Chorlton High School for the period ended 31 August 2013 which comprise the Statement of Financial Activities, the Summary Income and Expenditure Account, the Balance Sheet, the Cash Flow Statement and the related notes numbered 1 to 26 .

The financial reporting framework that has been applied in their preparation is applicable law, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and the Academies' Accounts Direction 2013 issued by the Education Funding Agency.

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the company's members as a body, for our audit work, for this report, or for the opinions we have formed.

Respective responsibilities of governors and auditor

As explained more fully in the Statement of Governors' Responsibilities, the governors (who are also the directors of the charitable company for the purpose of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view.

Our responsibility is to audit and express an opinion on the financial statements in accordance with applicable law and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's Ethical Standards for Auditors.

Scope of the audit of the financial statements

An audit involves obtaining evidence about the amounts and disclosures in the financial statements sufficient to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or error. This includes an assessment of: whether the accounting policies are appropriate to the company's circumstances and have been consistently applied and adequately disclosed; the reasonableness of significant accounting estimates made by the directors; and the overall presentation of the financial statements.

In addition, we read all the financial and non-financial information in the Governors' Report to identify material inconsistencies with the audited financial statements. If we become aware of any apparent material misstatements or inconsistencies we consider the implications for our report.

Opinion on financial statements

In our opinion the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2013 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, including the Academies' Accounts Direction 2013 issued by the Education Funding Agency; and
- have been prepared in accordance with the requirements of the Companies Act 2006.

Opinion on other matter prescribed by the Companies Act 2006

In our opinion the information given in the Governors' Report for the financial year for which the financial statements are prepared is consistent with the financial statements.

CHORLTON HIGH SCHOOL

**INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS
FOR THE PERIOD ENDED 31 AUGUST 2013**

Matters on which we are required to report by exception

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

- adequate accounting records have not been kept; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of governors' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit



Vicky Szulist

Senior Statutory Auditor

For and on behalf of

Crowe Clark Whitehill LLP

Statutory Auditor

Arkwright House
Parsonage Gardens
Manchester
M3 2HP

Date *17th December 2013*

CHORLTON HIGH SCHOOL
STATEMENT OF FINANCIAL ACTIVITIES
(including Income and Expenditure Account and Statement of Total
Recognised Gains and Losses)

FOR THE PERIOD ENDED 31 AUGUST 2013

	Note	Unrestricted Funds £000	Restricted General Funds £000	Restricted Fixed Asset Funds £000	Total 2013 £000
Incoming resources					
<i>Incoming resources from generated funds:</i>					
Voluntary income - transfer from local authority on conversion	2	1,532	-	29,400	30,932
Activities for generating funds	3	107	-	-	107
Investment income	4	2	-	-	2
<i>Incoming resources from charitable activities:</i>					
Funding for the academy trust's educational operations	5	-	6,208	29	6,237
Other incoming resources	5	122	102	-	224
Total incoming resources		1,763	6,310	29,429	37,502
Resources expended					
<i>Charitable activities:</i>					
Academy trust educational operations	7	131	5,922	377	6,430
<i>Governance costs</i>	8	-	35	-	35
Total resources expended	6	131	5,957	377	6,465
Net incoming resources before transfers		1,632	353	29,052	31,037
Transfers					
Gross transfers between funds	15	-	-	-	-
Net incoming for the year		1,632	353	29,052	31,037
Other recognised gains and losses					
Introduction of FRS17 liability	24	-	(433)	-	(433)
Actuarial losses on defined benefit pension schemes	15 24	-	(55)	-	(55)
Net movement in funds		1,632	(135)	29,052	30,549
Reconciliation of funds					
Total funds brought forward at 1 January 2013	15	-	-	-	-
Total funds carried forward at 31 August 2013	15	1,632	(135)	29,052	30,549

All of the Academy Trust's activities derive from acquisitions in the current financial periods.

A Statement of Total Recognised Gains and Losses is not required as all gains and losses are included in the Statement of Financial Activities.

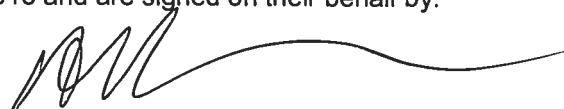
CHORLTON HIGH SCHOOL

BALANCE SHEET
Company Number 8321679

FOR THE PERIOD ENDED 31 AUGUST 2013

	Notes	2013 £000	2013 £000
Fixed assets			
Tangible assets	12		29,373
Current assets			
Debtors	13	511	
Cash at bank and in hand		1,740	
		2,251	
Creditors: Amounts falling due within one year	14	(561)	
Net current assets			1,690
Total assets less current liabilities			31,063
Pension scheme liability	24		(514)
Net assets including pension liability			30,549
Funds of the academy trust:			
Restricted income funds			
. Fixed asset fund(s)	15		29,052
. General fund(s)	15		379
. Pension reserve	15		(514)
Total restricted funds			28,917
Unrestricted funds			
. General fund(s)	15		1,632
Total unrestricted funds			1,632
Total Funds			30,549

The financial statements were approved by the Governors, and authorised for issue on 10th December 2013 and are signed on their behalf by:



A Parrington
Chair of Finance

CHORLTON HIGH SCHOOL
CASH FLOW STATEMENT
FOR THE PERIOD ENDED 31 AUGUST 2013

		2013 £000
Net cash inflow from operating activities	19	556
Cash transferred on conversion to an academy trust		1,532
Returns on investments and servicing of finance	20	2
Capital expenditure	21	(350)
Increase in cash in the year	22	<u>1,740</u>
Reconciliation of net cash flow to movement in net funds		
Net funds at 1 January 2013		-
Net funds at 31 August 2013		<u>1,740</u>

All of the cash flows are derived from acquisitions in the
current financial period

CHORLTON HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE PERIOD ENDED 31 AUGUST 2013

1. STATEMENT OF ACCOUNTING POLICIES

Basis of preparation

The financial statements have been prepared under the historical cost convention in accordance with applicable United Kingdom Accounting Standards, the Charity Commission 'Statement of Recommended Practice: Accounting and Reporting by Charities' ('SORP 2005'), the Academies Accounts Direction issued by the EFA and the Companies Act 2006. A summary of the principal accounting policies, which have been applied consistently, except where noted, is set out below.

Going Concern

The Governors assess whether the use of going concern is appropriate i.e. whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the company to continue as a going concern. The Governors make this assessment in respect of a period of one year from the date of approval of the financial statements.

The academy continues to attract a high number of students and the September 2013 year 7 intake was full with a waiting list. In conjunction with Manchester Local Authority the school confidently projects that, should current projections continue, the school will be oversubscribed for entry into Year 7 from September 2014 onwards. The General Annual Grant (GAG) funding is currently directly linked to pupil numbers and therefore the board of Governors therefore has a reasonable expectation that the academy trust has adequate resources to continue in operational existence for the foreseeable future. In addition, current funding allocates a significant amount of additional funding through the Pupil Premium for students who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The school currently has c.44% of its students in receipt of this funding which significantly increases the funds available. Future projections indicate that the Pupil Premium funding is likely to increase.

For these reasons it continues to adopt the going concern basis in preparing the financial statements.

Incoming Resources

All incoming resources are recognised when the academy trust has entitlement to the funds, certainty of receipt and the amount can be measured with sufficient reliability.

Grants Receivable

Grants are included in the Statement of Financial Activities on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the balance sheet. Where income is received in advance of 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 year for which it is receivable and any unspent amount is reflected as a balance in the restricted grant fund. Capital grants are recognised when receivable 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.

CHORLTON HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE PERIOD ENDED 31 AUGUST 2013

1. Statement of Accounting Policies

Sponsorship Income

Sponsorship income provided to the academy trust which amounts to a donation is recognised in the Statement of Financial Activities in the period in which it is receivable, where there is certainty of receipt and it is measurable.

Donations

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

Other Income

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

Donated Services and Gifts in Kind

The value of donated services and gifts in kind provided to the academy trust are recognised at their open market value in the period in which they are receivable as incoming resources, where the benefit to the academy trust can be reliably measured. An equivalent amount is included as expenditure under the relevant heading in the Statement of Financial Activities, except where the gift in kind was a fixed asset in which case the amount is included in the appropriate fixed asset category and depreciated over the useful economic life in accordance with academy trust's policies.

Lease of property and land on conversion

The conversion from a state maintained school to an academy trust involved the transfer of identifiable assets and liabilities and the operation of the school for £nil consideration and has been accounted for under the acquisition accounting method.

The assets and liabilities transferred on conversion from Chorlton High School to an academy trust have been valued at their fair value being a reasonable estimate of the current market value that the Governors would expect to pay in an open market for an equivalent item. Their fair value is in accordance with the accounting policies set out for Chorlton High School Academy Trust Limited. The amounts have been recognised under the appropriate balance sheet categories, with a corresponding amount recognised in voluntary income as net income in the Statement of Financial Activities and analysed under unrestricted funds, restricted general funds and restricted fixed asset funds. Further details of the transaction are set out in note 26.

Resources Expended

All expenditure is recognised in the period in which a liability is incurred and has been classified under headings that aggregate all costs related to that category. Where costs cannot be directly attributed to particular headings they have been allocated on a basis consistent with the use of resources, with central staff costs allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use. Other support costs are allocated based on the spread of staff costs.

CHORLTON HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE PERIOD ENDED 31 AUGUST 2013

1. Statement of Accounting Policies

Costs of Generating Funds

These are costs incurred in attracting voluntary income, and those incurred in trading activities that raise funds.

Charitable Activities

These are costs incurred on the academy trust's educational operations.

Governance Costs

These include the costs attributable to the academy trust's compliance with constitutional and statutory requirements, including audit, strategic management and Governors' meetings and reimbursed expenses.

All resources expended are inclusive of irrecoverable VAT.

Tangible Fixed Assets

Assets costing £1,000 or more are capitalised as tangible fixed assets and are carried at cost, net of depreciation and any provision for impairment.

Where tangible fixed assets have been acquired with the aid of specific grants, either from the government or from the private sector, they are included in the Balance Sheet at cost and depreciated over their expected useful economic life. The related grants are credited to a restricted fixed asset fund in the Statement of Financial Activities and carried forward in the Balance Sheet. Depreciation on such assets is charged to the restricted fixed asset fund in the Statement of Financial Activities so as to reduce the fund over the useful economic life of the related asset on a basis consistent with the academy trust's depreciation policy.

Depreciation is provided on all tangible fixed assets other than freehold land, at rates calculated to write off the cost of each asset on a straight line basis over its expected useful life, as follows:

Freehold buildings	50 years
Long leasehold buildings	50 years
Fixtures, fittings and equipment	10 years
Audiovisual and music equipment	3 years
ICT equipment	3 years
Motor Vehicles	10 years

Assets in the course of construction are included at cost. Depreciation on these assets is not charged until they are brought into use.

A review of 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.

Leased Assets

Rentals under operating leases are charged on a straight line basis over the lease term.

CHORLTON HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE PERIOD ENDED 31 AUGUST 2013

1. Statement of Accounting Policies

Stock

No significant stock levels are held by the school.

Taxation

The academy trust is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes. Accordingly, the academy trust is potentially exempt from taxation in respect of income or capital gains received within categories covered by 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.

Pensions Benefits

Retirement benefits to employees of the academy trust are provided by the Teachers' Pension Scheme ('TPS') and the Local Government Pension Scheme ('LGPS'). These are defined benefit schemes and the assets are held separately from those of the academy trust.

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 trust in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary on the basis of quinquennial valuations using a prospective benefit method. As stated in Note 24, the TPS is a multi-employer scheme and the academy trust is unable to identify its share of the underlying assets and liabilities of the scheme on a consistent and reasonable basis. The TPS is therefore treated as a defined contribution scheme and the contributions recognised as they are paid each year.

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 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 gains and losses on settlements and curtailments. They are included as part of staff costs. Past service costs are recognised immediately in the Statement of Financial Activities if the benefits have vested. If the benefits have not vested immediately, the costs are recognised over the period until vesting occurs. The expected return on assets and the interest cost are shown as a net finance amount of other finance costs or credits adjacent to interest. Actuarial gains and losses are recognised immediately in other gains and losses.

Fund Accounting

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

Restricted fixed asset funds are resources which are to be applied to specific capital purposes imposed by the Education Funding Agency or other funders where the asset acquired or created is held for a specific purpose.

Restricted general funds comprise all other restricted funds received and include grants from the Education Funding Agency.

CHORLTON HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE PERIOD ENDED 31 AUGUST 2013

2. Voluntary Income

	Unrestricted Funds £000	Restricted Funds £000	2013 Total £000
Income from Local Authority on conversion	1,486	29,400	30,886
Income from School Fund on conversion	45	-	45
	<u>1,531</u>	<u>29,400</u>	<u>30,931</u>

3. Activities for Generating Funds

	Unrestricted Funds £000	Restricted Funds £000	2013 Total £000
Hire of Facilities	11	-	11
Catering Income	40	-	40
Receipts from supply teacher insurance claims	56	-	56
	<u>107</u>	<u>-</u>	<u>107</u>

4. Investment Income

	Unrestricted Funds £000	Restricted Funds £000	2013 Total £000
Interest	2	-	2
	<u>2</u>	<u>-</u>	<u>2</u>

CHORLTON HIGH SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2013

5. Funding for the Academy's educational operations

	Unrestricted Funds £000	Restricted Funds £000	Total 2013 £000
DfE / EFA revenue grants			
. General Annual Grant (GAG)	-	5,701	5,701
. Start Up Grants	-	25	25
. Devolved Formula Capital allocations		29	29
. Other DfE / EFA grants	-	463	463
	-	6,218	6,218
Other Government grants			
. Local authority grants	-	10	10
. Special educational projects	-	9	9
	-	19	19
Other incoming resources			
LIG Banker School	-	102	102
Ticket sales and trip income	108	-	108
Parental contributions for music lessons	11	-	11
Initial Teacher Training income	3	-	3
	122	102	224
	122	6,339	6,461

CHORLTON HIGH SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2013

6. Resources expended

	Staff Costs	Non Pay expenditure		Total
		Premises	Other Costs	2013
	£000	£000	£000	£000
Academy's educational operations				
. Direct costs	4,071	-	686	4,757
. Allocated support costs	439	690	544	1,673
	4,510	690	1,230	6,430
Governance costs including allocated support costs	-	-	35	35
	4,510	690	1,265	6,465
Net Incoming resources for the year include:				2013
				£000
Operating leases				
Fees payable to auditor - audit				11
- other services				11
				<u>1</u>

CHORLTON HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE PERIOD ENDED 31 AUGUST 2013

7. Charitable Activities – Academy’s educational operations

	Unrestricted Funds £000	Restricted Funds £000	Total 2013 £000
<i>Direct costs</i>			
Teaching and educational support staff costs	-	4,071	4,071
Educational supplies	101	307	408
Examination fees	-	109	109
Staff development	-	29	29
Educational consultancy	12	128	140
	113	4,644	4,757
<i>Allocated support costs</i>			
Support staff costs	-	444	444
Depreciation	-	377	377
Recruitment and support	-	22	22
Maintenance of premises	-	114	114
Maintenance of equipment	-	39	39
Cleaning	-	119	119
Rent and rates	-	28	28
Water Rates	-	32	32
Energy	-	94	94
Insurance	-	121	121
Security and transport	-	6	6
Catering	13	88	101
Occupancy costs	1	12	13
Other support costs	4	159	163
	18	1,655	1,673
	131	6,299	6,430

CHORLTON HIGH SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2013

8. Governance costs

	Unrestricted Funds £000	Restricted Funds £000	Total 2013 £000
Legal and professional fees	-	23	23
Auditors' remuneration			
. Audit of financial statements	-	11	11
. Responsible officer audit	-	1	1
	<u>-</u>	<u>35</u>	<u>35</u>

9. Staff costs

Staff costs during the period were:

	Total 2013 £000
Wages and salaries	3,614
Social security costs	279
Other pension costs	474
	<u>4,367</u>
Supply teacher costs	93
Agency staff admin	19
Compensation payments	11
	<u>4,490</u>

The average number of persons (including senior management team) employed by the Academy during the year expressed as full time equivalents was as follows:

	2013 No.
Charitable Activities	
Teachers	99
Administration and support	63
Management	13
	<u>175</u>

CHORLTON HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE PERIOD ENDED 31 AUGUST 2013

The number of employees whose emoluments fell within the following bands was:

	2013 No.
£60,001 - £70,000	2
£120,001 - £130,000	1

All three of the above employees participated in the Teachers' Pension Scheme. During the period ended 31 August 2013, pension contributions for these staff amounted to £22,627.

10. Related Party Transactions – Governors' remuneration and expenses

The Headteacher and staff governors only receive remuneration in respect of services they provide undertaking the roles of Headteacher and staff and not in respect of their services as governors. Other governors did not receive any payments, other than expenses, from the Academy in respect of their role as governors. The value of staff governor's remuneration was as follows:

A Park (Headteacher and governor):	£120,001 - £125,000
E Nunn (staff governor)	£30,001 - £35,000
N Gardner (staff governor)	£50,001 - £55,000
S Penrose (staff governor)	£20,001 - £25,000

During the period ended 31 August 2013, no travel and subsistence expenses were reimbursed to governors.

Other related party transactions involving the Governors are set out in note 25.

11. Governors' and Officers' Insurance

In accordance with normal commercial practice the academy has purchased insurance to protect governors and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business. The insurance provides cover up to £5m on any one claim and the cost for the year ended was part of our total insurance costs with Manchester City Council which cost £60 per pupil.

The cost of this insurance is included in the total insurance cost.

CHORLTON HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE PERIOD ENDED 31 AUGUST 2013

12. Tangible Fixed Assets

	Leasehold Land and Buildings	Furniture and Equipment	Motor Vehicles	Assets under Construction	Total
	£000	£000	£000	£000	£000
Cost					
Additions	-	-	-	350	350
Transfer on conversion	29,245	109	31	15	29,400
At 31 August 2013	29,245	109	31	365	29,750
Depreciation					
Charged in year	364	9	3	-	377
Disposals	-	-	-	-	-
At 31 August 2013	364	9	3	-	377
Net book values					
At 31 August 2013	28,881	100	28	365	29,373

13. Debtors

	2013 £000
Trade debtors	8
VAT recoverable	117
Other debtors	3
Prepayments and accrued income	383
	511

CHORLTON HIGH SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2013

14. Creditors: Amounts falling due within one year

	2013 £000
Trade creditors	399
EFA creditor: abatement of GAG	43
Other creditors	27
Accruals and deferred income	92
	561
Deferred income	2013 £000
Deferred Income at 1 January 2013	-
Resources deferred in the year	27
Amounts released from previous years	-
Deferred Income at 31 August 2013	27

At the balance sheet date the academy trust was holding funds received in advance for a rates refund from the EFA (payment received for rates costs for the period Sept 13 - Mar 14), plus £560 of parent contributions for music classes to take place in 2013/14.

CHORLTON HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE PERIOD ENDED 31 AUGUST 2013

15. Funds

	Incoming Resources	Resources Expended	Gains, losses and transfers	Balance at 31 Aug 2013
	£000	£000	£000	£000
Restricted general funds				
SEN	52	(52)	-	-
General Annual Grant (GAG)	5,700	(5,360)	(12)	328
Start Up Grant	25	(35)	10	-
Pupil Premium	390	(390)	-	-
LIG Banker School	102	(52)	-	50
Music Grant	10	(10)	-	-
Looked After Children	2	(4)	2	-
Golden Hello	6	(6)	-	-
Sports Development	3	(3)	-	-
Summer School	20	(19)	-	-
Pension reserve	-	(26)	(488)	(514)
	6,310	(5,957)	(488)	(136)
Restricted fixed asset funds				
DfE/EFA capital grants	29	-	-	29
Assets inherited on conversion	29,400	(377)	-	29,023
	29,429	(377)	-	29,052
Total restricted funds	35,739	(6,334)	(488)	28,916
Unrestricted funds				
Unrestricted funds	1,763	(131)	-	1,632
Total unrestricted funds	1,763	(131)	-	1,632
Total funds	37,502	(6,465)	(488)	30,549

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

SEN funding is provided specifically to support the education of children with Special Educational Needs.

The General Annual Grant (GAG) is the primary funding for academy schools paid by the Education Funding Agency (EFA). The funding is based on pupil numbers.

Start up grant was specific funding made available to the academy to support the conversion process.

Pupil premium is additional funding given to schools that they can support their disadvantaged pupils and close the attainment gap between them and their peers. Funding is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

CHORLTON HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE PERIOD ENDED 31 AUGUST 2013

The LIG Banker School is a collaborative arrangement with a number of Manchester schools, which began as a result of a specific funding scheme a number of years ago. When the funding stopped, the schools in the collaborative decided to contribute directly to allow the work to continue. The collaborative provides a range of training opportunities for teaching staff within the collaborating schools. Chorlton High School operates as the 'banker school' for the collaborative, managing the income and expenditure associated with the arrangement.

The Music Grant is funding from the Local Authority to support the provision of music education within schools.

The Looked After Children funding is from the Local Authority to support the provision of education to Looked After Children within the school.

Golden Hello is income received for a member of staff who was eligible to receive this funding following completion of their first year as a qualified teacher.

Sports Development Grant is funding from the Local Authority to support the provision of sports education within schools.

The Summer School is a grant provided by the Department for Education to support the provision of a summer school for students about to join the school in Year 7 and who are eligible for the Pupil Premium.

Restricted fixed asset funds provide for the installation, maintenance and repair of the fixed assets of the Academy.

Unrestricted funds are those other resources which may be used to further the objectives of the Academy.

Under the funding agreement with the Secretary of State the academy trust was not subject to a limit on the amount of GAG that it could carry forward at 31 August 2013.

CHORLTON HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE PERIOD ENDED 31 AUGUST 2013

16. Assets of net assets between funds

Fund balances at 31 August 2013 are represented by:

	Unrestricted general fund £000	Restricted general fund £000	Restricted fixed asset fund £000	Total 2013 £000
Tangible fixed assets	350	-	29,023	29,373
Current assets	1,282	940	29	2,251
Current liabilities	-	(561)	-	(561)
Pension scheme liability	-	(514)	-	(514)
Total net assets	1,632	(135)	29,052	30,549

17. Capital Commitments

	2013 £000
Contracted for, but not provided in the financial statements	973

£373,000 relates to the remaining contractual payments for the current Dining Room extension project which is scheduled to complete by March 2014.

£600,000 relates to the contractual commitment in relation to the Capita ICT implementation. The school is contracted to pay c. £200,000 per annum for the next 3 years (2013/14 – 2015/16) and as a result will gain a total of £1.6m of ICT assets and services.

18. Financial Commitments

Operating leases

At 31 August 2013 the Academy had annual commitments under non-cancellable operating leases as follows:

	2013 £000
<u>Other</u>	
Expiring within one year	-
Expiring within two and five years inclusive	17
Expiring in over five years	-
	17

CHORLTON HIGH SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2013

19. Reconciliation of Net Income to Net Cash Inflow from Operating Activities

	2013
	£000
Reconciliation of Net Income to Net Cash Inflow from Operating Activities	
Net income	31,037
Depreciation (note 12)	377
Income from Local Authority on conversion	(1,532)
Assets received on conversion	(29,400)
Interest receivable (note 4)	(2)
FRS 17 pension cost less contributions payable (note 24)	22
FRS 17 pension finance income (note 24)	4
(Increase) in debtors	(511)
Increase in creditors	561
Net Cash Inflow from Operating Activities	556

20. Returns on investments

	2013
	£000
Interest received	2
Net cash inflow from returns on investment and servicing of finance	2

21. Capital Expenditure and Financial Investment

	2013
	£000
Purchase of tangible fixed assets	(350)
Capital grants from DfE/EFA	29
Net cash outflow from capital expenditure and financial investment	(321)

22. Analysis of changes in net funds

	At 1 Jan 2013	Cash flows	At 31 Aug 2013
	£000	£000	£000
Cash in hand and at bank	-	1,740	1,740
	-	1,740	1,740

CHORLTON HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE PERIOD ENDED 31 AUGUST 2013

23. 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.

24. Pension and similar obligations

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

The pension costs are assessed in accordance with the advice of independent qualified actuaries. The latest actuarial valuation of the TPS related to the period ended 31 March 2004 and of the LGPS 31 March 2010.

The LGPS obligation relates to the employees of the academy trust, who were the employees transferred as part of the conversion from the maintained school and new employees who were eligible to, and did, join the Scheme in the year. The obligation in respect of employees who transferred on conversion represents their cumulative service at both the predecessor school and the academy trust at the balance sheet date.

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

Teachers' Pension Scheme

The School participates in the Teachers' Pension Scheme (England and Wales) ("the TPS"), for its teaching staff. This is a multi-employer defined benefits pension scheme and it is not possible or appropriate to consistently identify the liabilities of the TPS which are attributable to the School. As required by FRS17 "Retirement Benefits", the School accounts for this scheme as if it were a defined contribution scheme.

The pension charge for the year includes contributions payable to the TPS of £361,000. At the year-end £nil was accrued in respect of contributions to this scheme.

On 4 July 2012 the Chief Secretary to the Treasury confirmed that the Government would be taking forward legislation based on the reformed scheme design for the Teachers' Pension Scheme to be introduced in 2015 as set out in the Teachers' Pension Scheme – Proposed Final Agreement ("the TPS Agreement"). The TPS Agreement sets out the main parameters for both the provision of future pension benefits and the structuring of the future contributions to the TPS including the basis for increasing average employee contribution rates up to 2015.

CHORLTON HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE PERIOD ENDED 31 AUGUST 2013

On 31 January 2013, the Department for Education published the outcome of the consultation on further contributions increases that will apply to members of the TPS in financial year 2013-14 as well as the removal of provisions governing scheme valuations and cap and share arrangements. A revised eight tier salary and employee contribution rate structure has been introduced from 1 April 2013 with employee rates varying between 6.4% and 11.2%. Employer contributions will continue for this period at the current rate 14.1%.

On 25 April 2013 the Public Service Pensions Act 2013 was enacted and provides the arrangements for managing the future TPS costs, including a requirement for scheme regulations which must set an employer cost cap which will be required to be in accordance with Treasury directions.

In light of the new arrangements for setting contribution rates the Government has concluded that there is now no need to carry out the currently suspended TPS actuarial review or the cap and share processes.

Local Government Pension Scheme

The LGPS is a funded defined-benefit scheme, with the assets held in separate trustee-administered funds. The total contribution made for the period ended 31 August 2013 was £156,000, of which employer's contributions totalled £113,000 and employees' contributions totalled £43,000. The agreed contribution rates for future years are 16.6% for employers and between 5.5% and 12.5% depending on pay 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 of Education. The Guarantee came into force on 18 July 2013.

Principal Actuarial Assumptions

At 31 Aug
2013

Rate of increase in salaries	4.6%
Rate of increase for pensions in payment	2.8%
Discount rate for scheme liabilities	4.6%

The sensitivities regarding the principal assumption used to measure the scheme liabilities as at 31 August 2013 are :

	Approximate % increase to Employer Liability	Approximate monetary amount £'000
0.5% increase in Real Discount Rate	14	348
1 year increase in member life expectancy	3	75
0.5% increase in the salary inflation rate	7	166
0.5% increase in the pension inflation rate	7	172

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

CHORLTON HIGH SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2013**

At 31 Aug 2013

Retiring today

Males	20.1 years
Females	22.9 years

Retiring in 20 years

Males	22.5 years
Females	25.0 years

The academy's share of the assets and liabilities in the scheme and the expected rates of return were:

	Expected return at 31 August 2013	Fair value at 31 August 2013
	%	£000
Equities	6.6	1,435
Bonds	3.9	359
Property	4.7	120
Cash	3.6	80
Total market value of assets		1,994
Present value of scheme liabilities		
- Funded		(2,508)
Deficit in the scheme		(514)

The actual return on the scheme assets was £189,000.

	2013 £000
Current service cost (net of employee contributions)	135
Past service cost	-
Total operating charge	135

Analysis of pension finance income

Expected return on pension scheme assets	(60)
Interest on pension liabilities	64
Pension finance income	4

CHORLTON HIGH SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2013

The actual gains and losses for the current year are recognised in the statement of financial activities. The cumulative amount of actuarial gains and losses recognised in the statement of financial activities since the adoption of FRS 17 is a £55,000 loss.

	2013 £000
Opening defined benefit liabilities at 01/01/2013	2,082
Current service cost	135
Interest cost	64
Employee contributions	43
Actuarial loss	184
At 31 August	2,508

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

	2013 £000
Opening fair value of plans' assets at 01/01/2013	1,649
Expected return on assets	60
Actuarial gains	129
Employer contributions	113
Employee contributions	43
At 31 August	1,994

The estimated value of the employer contributions for the year ended 31 August 2014 is £169,000.

CHORLTON HIGH SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2013

The five year history of experience adjustments is as follows:

	2013 £000
Present value of defined benefit obligation at end of year	(2,508)
Fair value of plan assets at end of year	1,994
Deficit	(514)
Experience adjustments on share of scheme assets	
Amount £'000*	129
Experience adjustments on scheme liabilities:	
Amount £'000*	-

25. Related Party Transaction

Owing to the nature of the academy trust's operations and the composition of the board of governors being drawn from local public and private sector organisations, transactions may take place with organisations in which a member of the board of governors may have an interest. All transactions involving such organisations are conducted at arm's length and in accordance with the Academy's financial regulations and normal procurement procedures.

No related party transactions took place in the period of account.

26. Conversion to an academy trust

On 1 January 2013 Chorlton High School converted to academy trust status under the Academies Act 2010 and all the operations and assets and liabilities were transferred to Chorlton High School Limited from Manchester Local Authority for £nil consideration.

The transfer has been accounted for using the acquisition method. The assets and liabilities transferred were valued at their fair value and recognised in the balance sheet under the appropriate headings with a corresponding net amount recognised as net income in the Statement of Financial Activities as voluntary income.

The following table sets out the fair values of the identifiable assets and liabilities transferred and an analysis of their recognition in the SOFA.

CHORLTON HIGH SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2013

	Unrestricted Funds £000	Restricted General Funds £000	Restricted Fixed Asset Funds £000	Total 2013 £000
Tangible fixed assets				
. Freehold / leasehold land and buildings	-	-	29,260	29,260
. Other tangible fixed assets	-	-	140	140
Budget surplus / (deficit) on LA funds	1,486	-	-	1,486
Budget surplus / (deficit) on other school funds	-	45	-	45
LGPS pension surplus / (deficit)		(433)		(433)
Net assets	1,486	(388)	29,400	30,498

The above net assets include £1.5m that were transferred as cash.