

# The Queen Katherine School Multi Academy Trust

(A Company Limited by Guarantee)

## Annual Report and Financial Statements Year Ended 31 August 2015

Company Registration Number: 07472799  
(England & Wales)

# The Queen Katherine School Multi Academy Trust

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**Reference and Administrative Details**

		<b>Appointed</b>	<b>Resigned</b>
<b>Trustees who are Members and Directors</b>			
Richard Moore (Chairman)	#		
Suzanne Allen			17/09/2014
Beth Curl	#		
Peter Townley	#		
Stephen Parkman			24/06/2015
<b>Trustees who are Directors</b>			
Elizabeth Moffatt	#		
John Richardson	#		
Gareth Roscoe			31/08/2015
Stephen Wilkinson (Accounting Officer)	#		
Anne Hallam			17/09/2014
Heather Dixon	#		
Karen Baxter		13/07/2015	
Jon Hayes		01/09/2015	
# members of the Audit committee			
Company Secretary	Michael James Walby	13/11/2014	
<b>MAT Senior Management Team:</b>			
Executive Head Teacher	Stephen Wilkinson		
Vice Principal	Allison Chapman		
MAT Business Manager	Vanessa Lloyd		
The Queen Katherine School			
Head Teacher	Jon Hayes		
Walney School			
Head Teacher	John Richardson		
George Hastwell			
Head Teacher	Karen Baxter		

## Reference and Administrative Details (continued)

<b>Principal and Registered Office</b>	The Queen Katherine School Appleby Road Kendal LA9 6PJ
<b>Academy Addresses</b>	The Queen Katherine School Appleby Road Kendal LA9 6PJ  Walney School Sandy Gap Lane Barrow in Furness Cumbria LA14 3JL  George Hastwell Moor Tarn Lane Barrow in Furness Cumbria LA14 3LW
<b>Company Registration Number</b>	07472799 (England & Wales)
<b>Independent Auditor</b>	Saint & Co. Chartered Accountants The Old Police Station Church Street Ambleside Cumbria LA22 0BT
<b>Bankers</b>	Yorkshire Bank Plc 7 Stricklandgate Kendal Cumbria LA9 4NB  Lloyds Bank Plc 11 Finkle Street Kendal Cumbria LA9 4AG
<b>Solicitors</b>	Burnetts 6 Victoria Place Carlisle CA1 1ES

## Trustees' Report

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

The trust operates multi academy trust (MAT) for pupils aged 11 to 18 serving a catchment area in Cumbria. The MAT comprises of the following schools:

The Queen Katherine School which has a pupil capacity of 1440 and had a roll of 1364 in the school census on 1 October 2014.

Walney School which has a pupil capacity of 900 and had a roll of 652 in the school census on 1 October 2014.

## Structure, Governance and Management

### Constitution

The multi 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 The Queen Katherine Multi School Academy Trust Limited are also the directors of the charitable company for the purposes of company law. The charitable company is known as The Queen Katherine School Multi Academy Trust.

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

### Members' Liability

Each member of the charitable company undertakes to contribute to the assets of the charitable company in the event of it being wound up while they are a member, or within one year after they cease to be a member, such amount as may be required, not exceeding £10, for the debts and liabilities contracted before they ceased to be a member.

### Trustee's Indemnities

The Academy has purchased indemnity insurance to protect trustees and officers from claims arising in connection with Academy business.

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

The trustees are appointed under the terms of the academy's articles of association as follows:

- The members may appoint up to 30 trustees
- A minimum of two Local Parent trustees
- Up to 1 Local Authority trustee
- Number of staff trustees does not exceed one third of the total number of trustees
- Any Trustees elected by the Secretary of State for Education
- Number of co-opted trustees does not exceed one third of the total number of trustees

The term of office for all trustees, except the Executive Head Teacher and Head Teachers, is four years. The Executive Head Teacher and Head Teacher's term of office runs parallel with their contracts of employment. The trustees who were in office and who served throughout the period, are listed on the reference and administrative details.

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

The training and induction provided for new trustees will depend on their existing experience. Where necessary an induction will provide training on charity and educational legal and financial matters. All new trustees are given a tour of the academy and the chance to meet with staff and students. All trustees are provided with copies of policies, procedures, minutes, accounts, budgets, plans and other documents that they will need to undertake their role as trustees and directors of the charitable company. As there is normally expected to be only a small number of new trustees each year, induction tends to be done informally and is tailored specifically to the individual.

## Trustees' Report (continued)

### Organisational Structure

The structure consists of the following levels: the members, the directors (trustees), the MAT officers and Academy Local Governing Bodies. The aim of the management structure is to devolve responsibility and encourage involvement in decision making at all levels whilst maintaining accountability.

The trustees control the academies at an executive level, whilst the Senior Leadership Teams in each academy (Head teachers and Deputies) implement the policies laid down by the trustees and report back to them. The Senior Leaders are responsible, in line with the Trust Schemes of Delegation, for the authorisation of spending within agreed budgets and the appointment of the majority of staff.

### Connected Organisations, including Related Party Relationships

The multi academy trust is made up of the following schools

- The Queen Katherine School
- Walney School (Joined MAT on 01/09/2014)
- George Hastwell (Joined MAT on 01/09/2015)

### The South Lakes Federation

The South Lakes Federation is made up of eight secondary schools, Kendal College and a special school within the South Lakes area. There is close collaboration between all the schools within the Federation providing an opportunity for curriculum enrichment, access for students to vocational courses and support for Gifted and Talented students.

### Kendal Collaborative Partnership

The Kendal Collaborative Partnership is made up of all 17 schools in total from Kendal primary schools, Kendal Nursery, Sandgate and two Kendal secondary schools. The joint vision of working together to enhance the educational opportunities and experience of young people by furthering high quality school improvement; raising achievement and access for all; and driving high aspirations through continuous professional development.

### QKS Meadowview Nursery Limited

QKS Meadowview is a wholly owned subsidiary of the academy. The Queen Katherine School Academy Trust rents a standalone single storey building to QKS Meadowview Nursery Limited, located adjacent to the school grounds. QKS Meadowview Nursery Limited provides a nursery provision to five year olds. QKS Meadowview Nursery Limited manages and runs a small nursery in the Kendal area called Stramongate Nursery.

### Furness Educational Consortium

The Furness Education Consortium consists of six secondary schools, one pupil referral unit, two special schools, two sixth form colleges and one college of further education. In addition to the core group members there is also representation from the Primary consortium. These establishments work in partnership to deliver educational provision for the young people of the Furness area.

## Objectives and Activities

### Objects and Aims

The principle activity of the academy trust is to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing schools (the mainstream academies) offering a broad and balanced curriculum.

An additional objective is to promote for the benefit of individuals living in areas where the academies are situated and the surrounding areas who have need by reason of their age, infirmity or disability, financial hardship or social and economic circumstances or for the public at large the provision of facilities for recreation or other leisure time activities in the interests of social welfare and with the object of improving the condition of life of the said individuals.

## Trustees' Report (continued)

### Objects and Aims (continued)

The aim of the academy trust is to provide education for pupils of different abilities between the ages of 11 and 18.

In accordance with the articles of association the charitable company has adopted a "Scheme of Government" approved by the Secretary of State for Education. The Scheme of Government specifies, amongst other things, the basis for admitting students to the academy, the catchment area from which the students are drawn, and that the curriculum should comply with the substance of the national curriculum.

### Objectives, Strategies and Activities

The main objectives of the academy trust during the year ended 31 August 2015 are summarised below:

- to ensure that every child enjoys the same high quality education in terms of resourcing, tuition and care;
- to raise the standard of educational achievement of all pupils;
- to improve the effectiveness of the academy by keeping the curriculum and organisational structure under continual review;
- to provide value for money for the funds expended;
- to comply with all appropriate statutory and curriculum requirements;
- to maintain close links with industry and commerce; and
- to conduct the academy's business in accordance with the highest standards of integrity, probity and openness.

The Queen Katherine School Multi Academy Trust aims to develop individuals to achieve their full potential. As an academy, it provides education of the highest quality on a well-resourced campus. Relationships are constructive, with individuals being valued, nurtured and supported.

This is achieved through developing:

- a trusting, open, caring, inclusive friendly and structured atmosphere with comfortable relationships, clear expectations and with every individual valued; expectations and with every individual valued.
- a focus on learning, guidance and monitoring for all students and staff, both inside and outside the classroom;
- showing commitment in our work, desire to learn, hard work, a spirit of enquiry and creativity, initiative.

The curriculum offered is distinctive and personalised.

At key stage 3 we have a major focus on ensuring that all students develop core English, mathematics, science and ICT skills and the personal, learning and thinking skills to equip them with the competence and confidence to pursue both academic and vocational pathways in the future.

We focus on the development of vocational and work related education.

All students, at any age, are able to access the most appropriate provision offered in the academy to suit their particular interests and needs.

The academies enable a common approach to be taken to values and principles, standards, utilisation of management expertise, use of resources, and to the creation of a broad and rich opportunity for young people to achieve their maximum potential.

The academies also provides enriched provision and integrated services for children and young people in the area, including comprehensive extended services, and enable a wide range of services and facilities to be made available to the community which supports and complements the local authority's children's services vision.

### Public Benefit

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

The objective of the academies is 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.

**Trustees' Report (continued)**

**Strategic Report**

**Achievements and Performance**

*The Queen Katherine School Multi Academy Trust achievements in the year include:*

- conversion of Walney School to academy status
- the ongoing work undertaken in developing a shared services model to realise economies of scale and reduce costs for the academies
- the ongoing close working relationship between the academies to share knowledge and expertise. to seek out best practice and to realise the vision of the Trust.

*The Queen Katherine School achievements and performance*

The Queen Katherine School Academy is now in its fifth year of operation, with the MAT being created in February 2014. Student numbers are strong, bearing in mind the local context of falling rolls, are still buoyant with over 1340 students currently on roll. Our performance in examinations has dipped in 2015 to 54% 5A\*-C EM. At advanced level, we maintained our usual high standards with an A level residual of +.24 grades meaning we are significantly above national averages and one of the highest in the county. It is also of note that all our year 11 students progress onto education, employment or training.

The work of the teaching school was recognised by a successful second review. We have become a centre of CPD with over 750 teachers and leaders benefiting from the courses delivered. The teaching school also co-ordinated a successful SCITT bid on behalf of the two other teaching schools in the local area. The first cohort of SCITT trainees was recruited for teaching in September 2015. The first cohort of school direct trainees successfully completed their course and all found employment in the local area. The development of the Multi Academy Trust continues with the sponsorship of George Hastwell School bringing the total number of schools in the MAT to 3.

*Walney School achievements and performance*

Walney School is in its second year of operation within The Queen Katherine School MAT, having converted to become a sponsored Academy in September 2014. The school was placed into Special Measures by OFSTED in December 2013 and the new Headteacher commenced post in January 2014. Improvements in teaching, student progress and the culture for learning within the school have been recognised by both Ofsted and other external reviews. The progress of students across the school, in all year groups is improving. The disappointing 2015 GCSE examination results are not reflective of the learning and progress of students currently within the school.

The school has seen significant staffing changes over the last two years. A newly constituted Governing Body effectively holds a new Senior Leadership Team to account. Almost half of the teaching staff in the school has changed and the curriculum structure now is now academically challenging, balanced and efficient. The school is in a strong position to continue to rapidly move forward.

**Key Financial Performance Indicators**

The trust established a financial budget at the start of the year and then monitored performance against budget during the period. Further financial and non-financial indicators will be introduced as the trust develops. It is anticipated that benchmarking will be a key tool in ensuring the academy is delivering value for money.

<b>The Queen Katherine School</b>	<b>2015</b>	<b>2014</b>
Pupil numbers	1364	1392
Staff costs as % of total costs	76.91%	75.34%
Full time equivalents teachers	81	81
Pupil teacher ratio	16.8	17.2



## Trustees' Report (continued)

### Key Financial Performance Indicators (continued)

Walney School	2015
Pupil numbers	652
Staff costs as % of total costs	74.67%
Full time equivalents teachers	36
Pupil teacher ratio	18.1

### Going Concern

After making appropriate enquiries, the MAT board has a reasonable expectation that each academy has adequate resources to continue in operational existence for the foreseeable future. For this reason it adopts the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the Statement of Accounting Policies.

## Financial Review

### Overview

The majority of each academy's income is obtained from the Education Funding Authority (EFA) in the form of grants, the use of which is restricted to particular purposes. The grants received from the EFA during the year ended 31 August 2015 and the related expenditure are shown as restricted funds in the statement of financial activities.

During the period ended 31 August 2015, total general expenditure of £14,078,415 this was covered by recurrent grant funding from the DfE together with other incoming resources and reserves brought forward. The excess of general expenditure over income for the year was £1,270,072 (including £1,257,000 pension deficit on conversion of Walney School to academy status).

At 31 August 2015 the net book value of fixed assets was £16,395,578 and movements in tangible fixed assets are shown in note 16 to the financial statements. The assets were used exclusively for providing education and the associated support services to the pupils of each Academy.

### Reserves Policy

The level of reserves held takes into account the nature of income and expenditure streams, the need to match them with commitments, including future capital projects, and the nature of the reserves. The trustees will keep the level of reserves under review.

The general unrestricted fund balance was £646,014 (2014: £732,916) at the year end. The trustees believe that this level of reserves is required to support the running of the MAT during an anticipated reduction in funding.

The designated all weather pitch fund balance was £156,447 (2014: £149,433) at the year end, this fund is for the replacement of the all weather pitch.

The designated pension deficit set aside fund balance was £80,000 (2014: £80,000) at the year end, the trustees have agreed that this is a prudent approach at this time. There is a consultation being undertaken by the DfE, which may result in the 'pooling' of all pension funds under the Cumbria LA.

### Funds in Deficit

Pension Reserve Fund - this fund represents the deficit on the Local Government Pension Scheme (LGPS) at the year end.

### Investment Policy

Reserves are currently held in an instant access account with the academy trust's bankers.

## Trustees' Report (continued)

### Principal Risks and Uncertainties

The board has considered the risks faced by the trust throughout its normal operational business. It has sought to address the risks faced by the trust by establishing appropriate governance and management arrangements, including the appointment of senior staff and other managers, and establishing robust operational policies. The board considers that these arrangements have been effective throughout the period being reported.

The board intends to build on this success by establishing a formal risk management policy, which will formally document the managerial action that is taking place, and should enable future risk management to be more systematic.

### Financial and Risk Management Objectives and Policies

For each academy a budget for the period was agreed prior to the beginning of the accounting period. Management accounts were presented at each termly Business, Finance and Audit Trustee Committee meeting for each academy and income and expenditure monitored against budget.

The Trust's financial and risk management objectives are documented in its:

- Official budgets
- Scheme of delegation
- Finance manual
- Risk management policy

### Principal Funding Sources

The majority of the academy's income is obtained from the Education Funding Authority (EFA) and the Local Authority in the form of grants, the use of which is restricted to particular purposes.

### Plans for Future Periods

The Queen Katherine School became a Multi Academy Trust (MAT) on 18 February 2014, sponsoring the first academy on 1 September 2014 – Walney School. The MAT structure is currently set up to sponsor up to 5 academies, sharing knowledge, resources, achieving economies of scale. Currently, the Trust will guarantee as much autonomy to our schools as possible to allow us to concentrate on the quality of education in each school. On 1 September 2015 George Hastwell Special School joined the Trust as a sponsored school.

The SCITT recruited the first cohort of secondary trainees from September 2015. This new model of teacher training will provide the next generation of teachers for QKS and the local area. 12 trainees were recruited and the programme progresses well.

Each school's development plans concentrate on improving student attainment with a focus on narrowing the gap for disadvantaged students. Two new headteachers were appointed to the trust schools in 2015. An experienced and outstanding leader (Ofsted) was recruited to QKS and a Deputy Headteacher who was part way through her NPQH qualification at GHS. All our schools are being supported by the MAT and QKTS.

Within The Queen Katherine Multi Academy Trust there is a commitment to continue with each schools refurbishment projects, alongside a successful Condition Improvement Fund bid at Walney School for asbestos removal and flat roof replacement works.

The Trustees also hope to realise their ambition of extending the successful co-location of Sandgate School by providing space for accommodation for their Key Stage 3 provision.

**Trustees' Report (continued)**

**Plans for Future Periods (continued)**

It is the vision of the academy trust that Walney School will once again become the school of choice for the community it serves. The number of students leaving our island for the education provision continues to reduce and community confidence increases. Although the school has the physical capacity for 900 students, the curriculum structure is designed and staffed for a five form entry. 640 students are currently on role, representing maintained school numbers against a falling local demographic and increased availability of school places across the Furness area.

**Funds Held on Behalf of Others**

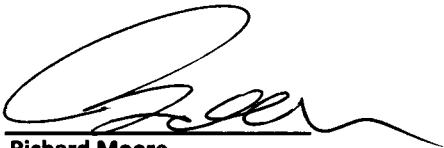
The multi academy trust acts as an intermediary for the 16-19 Bursary fund, but has no responsibility, the trust distributes the funds to students as an agent for the EFA.

**Auditor**

Insofar as the trustees are aware:

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

The Trustees' report, incorporating a strategic report, was approved by order of the members of the board of trustees on 14 December 2015 and signed on its behalf by:



**Richard Moore**  
**Chair of Trustees**

**Governance Statement**

**Scope of Responsibility**

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

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

**Governance**

The information on governance included here supplements that described in the Trustees' Report and in the Statement of Trustees' Responsibilities. The **MAT board** of trustees has formally met 8 times during the year. Attendance during the year at meetings of the board of trustees was as follows:

<b>Trustee</b>	<b>Meetings attended</b>	<b>Out of a possible</b>
Richard Moore (Chairman)	6	8
Beth Curl	6	8
Steve Parkman	5	7
Peter Townley	5	6
Liz Moffatt	6	8
Gareth Roscoe (Appointed 03/12/2013)	4	8
Heather Dixon (Appointed 01/09/2013)	7	8
Stephen Wilkinson (Executive Head Teacher)	8	8
John Richardson	6	8
Suzanne Allen	0	0
Karen Baxter	1	1

The **Audit Committee** is a sub-committee of the main board of trustees. Its purpose is to assist the decision making of the board of trustees by ensuring sound management of the academy's finances and resources, including proper planning, monitoring and probity. Attendance at meetings in the year was as follows:

<b>Trustee</b>	<b>Meetings attended</b>	<b>Out of a possible</b>
Richard Moore	6	8
Beth Curl	6	8
Steve Parkman	5	7
Peter Townley	5	6
Liz Moffatt	6	8
Gareth Roscoe	4	8
Heather Dixon (Chairman)	7	8
Stephen Wilkinson (Executive Head Teacher)	8	8
John Richardson	6	8
Suzanne Allen	0	0
Karen Baxter	1	1

## Governance Statement (continued)

### Governance Review

The governors of The Queen Katherine School Multi Academy Trust have undertaken a restructuring of their governing committees resulting in each academy following the same structure including new terms of references being adopted. The new structures were adopted in September 2015.

### Value For Money

I accept that as accounting officer of The Queen Katherine Multi Academy Trust I am responsible and accountable for ensuring that the academy trust delivers good value in the use of public resources. I am aware of the guide to academy value for money statements published by the Education Funding Agency and understand that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received.

Set out below are examples of how the academy trust's use of its resources has provided good value for money during the academic year:-

- Investment in the professional development of staff who work in support e.g. training up Senior Science Technician to undertake fume cupboard maintenance, replacement of filters and testing of air flows, previously undertaken at cost by a third party.
- Working in the feeder schools to provide, IT services, support and advice at an affordable level to the primary schools i.e. below market IT consultancy rates. This generates income for the academy whilst enabling primary schools to promote the use of IT for students.
- Intervention at Year 7, using a specialist company Pet-Xi, to aid students coming in from primary school at below English and Maths target levels. The two week intensive learning programme covered reading, writing and arithmetic with the objective of narrowing the educational gap.
- The MAT has sought to generate external revenues and maximise synergistic benefits by producing generic policies and procedures, which can be sold to other schools and utilising skills within the MAT that would otherwise have had to be bought in e.g. HR.

### The Purpose of the System of Internal Control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives; it can therefore only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an ongoing process designed to identify and prioritise the risks to the achievement of multi academy trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in The Queen Katherine School Multi Academy Trust for the year ended 31 August 2015 and up to the date of approval of the annual report and financial statements.

### Capacity to Handle Risk

The board of trustees have reviewed the key risks to which the academy trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The board of trustees is of the view that there is a formal on-going process for identifying, evaluating and managing the academy's significant risks that has been in place for the period 1 September 2014 to 31 August 2015 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the board of trustees.

**Governance Statement (continued)**

**The Risk and Control Framework**

The academy trust's system of internal financial control is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. In particular, it includes:

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

The board of trustees has considered the need for a specific internal audit function and has decided:

- not to appoint an internal auditor for Queen Katherine School. However the trustees have appointed Stables Thompson & Briscoe as Responsible Officer.
- not to appoint an internal auditor for Walney School. However the trustees have appointed, the external auditor, to perform additional checks.

The role of the responsible officer and external auditor includes giving advice on financial matters and performing a range of

- testing of payroll systems
- testing of purchase systems
- testing of bank reconciliations

The reports are provided to the local governing bodies on the operations of the systems of control. The schedule of works has been delivered as planned and any action has been taken as appropriate.

**Review of Effectiveness**

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

- The work of the Responsible Officer;
- The work of the External Auditor;
- The financial management and governance self-assessment process;
- The work of the executive managers within the academy trust who have responsibility for the development and maintenance of the internal control framework.

The Accounting Officer has been advised of the implications of the result of their review of the system of internal control by the Business, Finance and Audit Committee and a plan to address weaknesses and ensure continuous improvement of the systems is in place.

Approved by order of the members of the board of trustees on 14 December 2015 and signed on its behalf by:



**Richard Moore**  
Chair of Trustees



**Stephen Wilkinson**  
Accounting Officer

**Statement on Regularity, Propriety and Compliance**

As Accounting Officer of The Queen Katherine School Multi Academy Trust I have considered my responsibility to notify the academy trusts governing body and the Education Funding Agency of material irregularity, impropriety and non-compliance with Education Funding Agency terms and conditions of funding, under the funding agreement in place between the academy trust 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 multi academy trust board of trustees are able to identify any material irregular or improper use of funds by the academy trust, or material non-compliance with the terms and conditions of funding under the academy trust's funding agreement and the Academies Financial Handbook.

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



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**Stephen Wilkinson**  
**Accounting Officer**

## Statement of Trustees' Responsibilities

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

Company law requires the trustees to prepare financial statements for each financial year. Under company law the trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the charitable company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP 2005;
- make judgements and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements; 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 trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the charitable company's transactions and disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

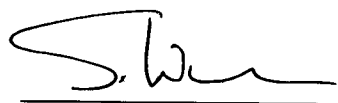
The trustees are responsible for ensuring that in its conduct and operation the charitable company applies financial and other controls, which conform with the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from the EFA/DfE have been applied for the purposes intended.

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Approved by order of the members of the board of trustees on 14 December 2015 and signed on its behalf by:



**Richard Moore**  
Chair of Trustees



**Stephen Wilkinson**  
Accounting Officer