

Guildford Education Partnership

**Annual Report
31 August 2020**



Company Limited by Guarantee
Registration Number: 07649091
(England & Wales)

GUILDFORD EDUCATION PARTNERSHIP

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GUILDFORD EDUCATION PARTNERSHIP

REFERENCE AND ADMINISTRATIVE DETAILS

Members	Mr C Griffin Mr G Hicks Mrs V Johnson Baroness M Sharp (to 12.10.20) Dr G Wyss	
Trustees	Dr J Cox Mr C Holyoak (to 3.5.20) Prof J Powell Mr F Roche (Chair) Prof P Smith (from 28.1.20) Mrs A Turner Ms C Wijnja Ms L Wilding Dr G Wyss (Vice-Chair) Mr J Yeomans	
Executive Team	Mr J Mayhew, Chief Executive Officer & Accounting Officer (from 1.6.20) Mr C Tweedale, Chief Executive Officer & Accounting Officer (to 31.5.20) Mr A Roach, Director of Education Mrs A Larcombe-Fish, Chief Operating Officer & CFO	
School Leadership	<u>Primary</u> Boxgrove Primary School Mrs A Fitch, Co-Headteacher Mrs R Stacey, Co-Headteacher Guildford Grove Primary School Miss R Mackie, Headteacher* (maternity 1.9.19) Miss L Ryder, Acting Headteacher* (from 1.9.19) * Co-Headteacher from 4.5.20 Loseley Fields Primary School Mrs A Pedder, Headteacher Sandfield Primary School Mrs K Collins, Headteacher <u>Secondary</u> Fullbrook School Mrs K Moore, Principal George Abbot School Mrs K Carriett, Principal Kings College, Guildford Mr A McKenzie, Principal George Abbot Teaching School Mrs K Carriett, Principal; CEO George Abbot SCITT CEO	
Operational Managers	Mrs J Coles, GEP HR Manager Mr G Lelliott, GEP Head of Governance & Clerk to Board of Trustees Mr B Sayers, GEP IT Manager Mrs L Wilde, GEP Financial Controller (from 4.10.19) Mr R Wiseman, GEP Estates Manager Mrs C Woods, GEP Bursar (until 30.11.19)	
Registered Office	c/o George Abbot School, Woodruff Avenue, Guildford, Surrey GU1 1XX	
Company Registration	Guildford Education Partnership – 07649091	
Independent Auditor	BDO LLP, 55 Baker Street, London W1U 7EU	
Bankers	HSBC, PO Box 160, 12a North Street, Guildford, Surrey GU1 4AF	
Solicitors	Browne Jacobson LLP, Mowbray House, Castle Meadow Road, Nottingham NG2 1BJ	

Striving for Excellence

Our academies strive for excellence in all that we do.

This is fundamental to who we are; our staff are focused on maintaining the highest standards and going further each year to help children achieve their potential.

Academically 2019-20 has been another encouraging year, despite the unprecedented challenges brought about by the pandemic. Schools have responded to the crisis with resolve and determination, using their creativity and technology to keep children learning.

In primary education, Loseley Fields Primary School has seen its recent school improvement work on behaviour, Special Educational Needs and curriculum design translate into strong Early Years outcomes consistently above national standards, and rapid progress for its Pupil Premium children.

Sandfield Primary School has had huge success with remote learning, using platforms Seesaw and Tapestry. Seeing our schools harness technology – and children and families enjoy using it - has been such a positive outcome from the pandemic. During the lockdown, 90% of children at Sandfield regularly engaged in online learning and it continues to be an important feature of school life since children returned.



Boxgrove Primary School, have laid the primary foundations to their KS2 children becoming independent, able writers, growing children's self-belief, independence and ambition. Teachers have consistently found that introducing children to a bank of stories and texts provides children with confidence and ability to write independently, as they already know the story structure and language used. One child who previously was a reluctant writer, who wouldn't pick up a pencil, shouted "I love writing!" in each lesson.

At GCSE, our three secondaries achieved excellent results. Fullbrook School had especially noteworthy scores in Maths and English, where 88% of students achieved grade 4 or higher in both subjects. In German, an astonishing 100% of students achieved a grade 5 or higher. George Abbot School continued its 5-year upwards trajectory, with students achieving grades placing them in the top 12% in the country.

Kings College, Guildford saw another improvement in progress, particularly among boys, who on average performed by around half a grade better overall than in 2019.



There were more success stories in post-16 education (Key Stage 5). The number of A and A* grades at Fullbrook increased once again and, as an academy recognised for STEM, we are particularly proud of the 75% of students who achieved A or A* in Further Maths. Fullbrook students went on to pursue a range of exciting degrees at top universities including Nottingham for Medicine, Swansea & Coventry for Mechanical Engineering, Loughborough for Architecture & Civil Engineering, Southampton for Physics, and Birmingham for Astrophysics. We are delighted to see so many of our students forge successful career paths.

At George Abbot, 44% of students achieved A or A* grades, placing them amongst the highest performing students in the country, and its Sixth Form was rated Outstanding by Ofsted in January. The school received a further accolade this year with an Outstanding Achievement for STEM Careers Leadership in the SATRO Awards 2020.

Collaborative Approach

Our strength comes from our collaborative approach. We use our deep knowledge and expertise to support and challenge each other.

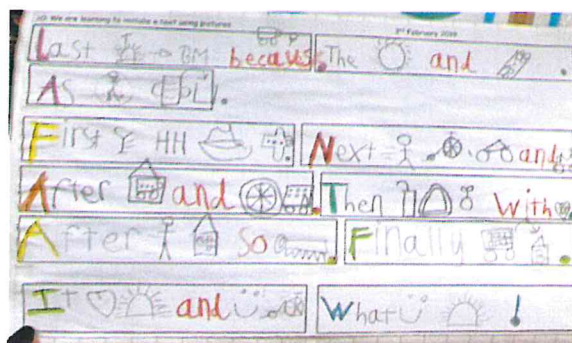
At GEP we believe schools are more effective when they work in partnership than when they stand alone. We encourage our school leaders to pool resources and share best practice as well as form their own partnerships in their communities. Never has this been more important than this year, where a cross-trust approach has been critical to our handling of school closures. We are extremely proud of how every single one of our schools – and our central GEP team - have risen to the enormous challenges we have faced.



Loseley Fields Primary School has made huge inroads in its community through a series of successful partnerships this year. The school was able to recruit and develop an eco-therapist to provide outdoor therapy to children, thanks to support from St Faith's Trust and the Centre for Eco-therapy in Brighton. During lockdown, Surrey Outdoor Learning Development provided exciting outdoor education activities on the Loseley Fields site. More recently Loseley has worked with charity Roots for the Future to provide workshops on sustainability. The school retains its support from the Surrey Wildlife Trust as it develops its outdoor teaching offer further this year.

Similarly, Guildford Grove Primary School collaborated with RHS Wisley to provide decking to the pond area that staff worked hard to renovate, enabling pupils to learn about the natural world around them.

This year Boxgrove Primary School staff, along with Stoughton Infants and Shalford Infants engaged in 'Talk 4 Writing' training delivered by Jane Ralphs. It uses pictorial representations, actions and verbal recall to help children first to learn text by heart, then to make it their own, and finally to apply concepts they have learnt to other parts of the curriculum.



In the face of school closures, Fullbrook School found new ways to support and facilitate the transition of students from GCSE to A-Level. It ran a four-week virtual programme giving pupils the chance to participate in lessons they had chosen for A-Level and made the sessions available to other local schools.

Kings College, Guildford has been supporting schools as part of the peer review process, as well as reviewing and improving schools' approaches to safeguarding.

The George Abbot Teaching School has been providing continued professional development and subject support for all our schools as well as those across the region. It continues to work in its local community to give children enriching experiences for example this year's Sixth Form Trip to Surrey Sports Park.

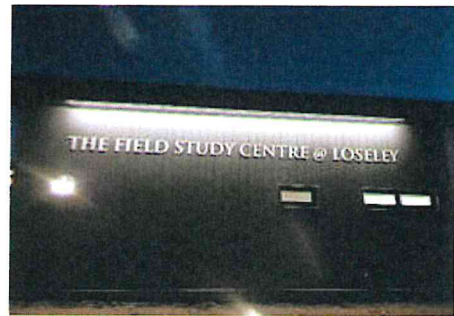
For all our schools, strong communication with parents has been critical to keeping everyone informed and supported during the lockdown.

Brave Innovators

We are brave innovators who know there is more than one way to provide an excellent education, inside and outside the classroom.

We have a culture of innovating and giving our schools freedom to explore new ways of learning, keeping pace with the latest educational research. Over the last academic year, our schools have embraced new technology to provide remote education and learning, extended site facilities for enhanced learning, as well as further developed the curriculum, with nature and nurture at the heart.

Our trust-wide capital programme goes beyond ongoing building maintenance; we proactively develop our sites to aid innovative and creative learning. Our state-of-the-art Field Study Centre @ Loseley, was completed in Autumn 2020 - a big moment for the entire school community and the culmination of a huge amount of hard work by staff and contractors. The team at Loseley Fields Primary School has also rewritten its curriculum, making outdoor learning a key feature. This has supported children with their mental health and wellbeing as well as helping them develop new skills.



Guildford Grove Primary School became our second school to embrace flexible working this year, by appointing Co-Heads, who bring different strengths to the role of headship. During lockdown, staff and pupils took part in gardening projects to improve the school grounds.



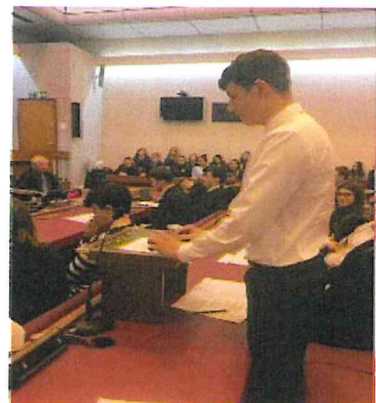
Outdoor learning has also continued to flourish at Boxgrove Primary School this year, with forest school sessions, orienteering, team building, bouldering, gardening and risky play for Early Years pupils. Children at Boxgrove prepare, plant and tend to fruit and vegetables in the school allotment, offering the produce to the local community.

Sandfield Primary School has created a new website; it is easy to navigate, informative, creative and dynamic, meticulously designed to cater for childrens' and families' needs.

Fullbrook School has seen great success in its remote learning offer, conducting lessons on Zoom, and producing materials for students to access via Show My Homework. As well as offering Year 6 transition programmes online, the school also held its parents evening via a video conference which proved hugely popular.

Kings College, Guildford took a new approach to its creative and performing arts curriculum allowing year groups to mix (pre pandemic restrictions), new relationships to flourish, and for deeper learning.

At George Abbot School, law students from Years 12 and 13 took part in mock trials in front of real Crown Court judges, prosecuting defendants for possession of cocaine with intent to supply. Both teams performed amazingly and secured convictions on three out of four charges against opponents from the Royal Grammar School.



Diverse & Inclusive Family

We are a local and diverse family that respects and includes everyone.

Our schools are each very different in character and specialism but united in their inclusive approach to education.

Guildford Grove Primary School has its Lighthouse specialist centre for deaf children, ensuring mainstream pupils can communicate with their deaf peers through signing. The school was visited by BBC South during the Easter holidays to film the excellent provision available for vulnerable pupils and children of key workers, with activities run by Sports4Kids. Across our trust we ran camps at four locations accommodating children from six other local schools across the maintained and independent sector, to help all parents in our community through a difficult period.

"My daughter has absolutely been loving her time at GEP Academies' Easter camp in Park Barn.

This has been vital to ensure our life has not been disrupted financially and emotionally.

It has also enabled me to continue providing care to my vulnerable health and social care clients."



At Loseley Fields Primary School staff have cultivated a strong sense of citizenship among pupils, encouraging 'giving back to others with no expectation of reward or thanks'. During lockdown, this sense of community spirit saw parents contributing to the school food bank, helping feed many families in need. Children also donated seeds from the school gardens to elderly residents unable to visit garden centres.

Boxgrove Primary School has made rapid progress with the development of its 'Café B', a lively place focused on supporting the wellbeing of its school community. It offers food to suit diverse needs, respecting different cultural traditions. The café is registered as a community interest company, with profits going directly back into the

school community. Once public health restrictions allow, it will soon offer a wide range of services from cooking classes to therapy sessions, yoga classes and access to health services. The Café exemplifies Boxgrove's family-centred approach, which gives children the very best chance to fulfil their potential in class.

This term, Sandfield Primary School introduced a Wrap Around Care offer run in partnership with Sports4Kids. It gives families quality care from 7:30am until 6:00pm. Many have embraced this offer, especially the flexibility of being able to book online on the day, giving that extra bit of support when they need it most.

Diversity is woven into every aspect of life at Fullbrook School, with a dedicated Equalities Co-ordinator. This year's equality theme was Racism & Xenophobia. Fullbrook also has strong LGBTQ+ support and members of staff who are 'Rainbow' badge wearers to highlight they are a trusted person to discuss issues or concerns relating to sexuality and gender identity.

There is a thriving LGBTQ+ community at Kings College, Guildford and the school continues to operate 'thank you' weeks, where students thank their friends, teachers, wider school staff and their families for helping them develop and grow.

At George Abbot School, 45 different languages are spoken. It is also proud to be a Surrey specialist provision for students with a visual impairment. The VI Specialist Centre promotes achievements of visually impaired students within a mainstream school; students work alongside their peers in every subject.



Unique Partnerships

We benefit from a unique set of relationships, with the University of Surrey and the Royal Grammar School. These partnerships mean we can offer a range of opportunities to our pupils that otherwise would not be available to them.

Our longstanding partnerships are a key asset for us as a trust and our schools benefit hugely from them. Children are given memorable and formative experiences they carry with them through life.

In 2020, Year 6 pupils at Guildford Grove Primary School took part in a science workshop at the University of Surrey about the body and blood which they enjoyed immensely, especially the practical experiments. Older pupils at the school were lucky enough to be invited to two university theatre performances of 'The Little Mermaid' and 'A Christmas Carol'. Watching the production of 'A Christmas Carol', particularly resonated for pupils who were studying it in literacy.



Sandfield Primary School provides every child in year 4 a weekly strings music lesson, in partnership with the Royal Grammar School strings scheme. Following careful risk assessment, it was possible to continue the lessons during lockdown.

Loseley Fields Primary School has recently formed a new link with Guildford High School, which it has found invaluable to helping design the learning space inside the new Field Study Centre. Loseley has also worked with Guildford High to refine its science curriculum.

Boxgrove Primary School are very grateful to local county councillor, Mark Brett-Warburton, who came to visit Café B and encouraged the school to make an application for funding, through the secured members community allocation. Having secured £1,800, the school was able to buy new furniture and equipment, essential for the continued running of the café.

Fullbrook School has a variety of partnerships, working particularly closely this year with the George Abbott Teaching School, the University of Surrey and the University of the Creative Arts in Farnham. The school also has a Parent Voice steering committee for fundraising which helped deliver its Careers Fair. More recently, Fullbrook has been drawing on online fundraising using platforms like Amazon & Donate and working with local businesses for charitable donations. An example of these partnerships paying dividends is a local restaurant gifting the school Fullbrook-branded personal hand sanitiser bottles for students and staff.

Kings College Guildford's 'Finding our Futures' programme in partnership with the University of Surrey continued during lockdown with book groups, taster sessions and one-to-one support as students considered their future paths. The Royal Grammar School gave Kings a large number of ICT devices and tablets to ensure that all students could continue to learn remotely during lockdown, despite economic circumstances. This was a major support to families isolated at home.

Surrey Cricket continue to have their Surrey training base at George Abbot School. The partnership gives the school community access to professional coaching and a fantastic cricket training venue in the George Abbot Sports Hall.



1 INTRODUCTION

The trustees present their annual report together with the financial statements and auditor's report of the charitable company for the year 1 September 2019 to 31 August 2020. The annual report serves the purposes of both a trustees' report and a directors' report under company law.

Guildford Education Partnership (hereinafter referred to as "GEP Academies" or "the trust"), is a multi-academy trust, comprising a cross-phase family of schools. Founded in 2013 by George Abbot School and Boxgrove Primary School, the trust now operates seven academy schools for pupils aged 3 to 18 in Guildford, Godalming and West Byfleet and had a combined pupil roll of 5,238 in the schools' census in October 2020 (a 0.5% increase on 2019).

Our shared aim is continuous school improvement through challenge, collaboration and support. To achieve our aims, we are working in close partnership with the University of Surrey and the Royal Grammar School, Guildford.

At the time of writing, we are globally amidst the coronavirus pandemic 'COVID-19'. The implications of COVID-19 are reflected within this report. In such uncertain times, we extend our thoughts to all families and are doing our utmost to minimise impact within our community and provide additional support.

2 STRUCTURE, GOVERNANCE AND MANAGEMENT

2.1 Constitution

Guildford Education Partnership, trading as GEP Academies (the 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 trust. The trustees of GEP Academies are also the directors of the charitable company for the purposes of company law.

Details of the trustees who served throughout the year, except as otherwise noted, are included in the Reference and Administrative Details in the first section of this annual report.

2.2 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.

2.3 Trustees professional indemnity insurance

The academy trust has opted into the Department for Education's Risk Protection Arrangement (RPA), an alternative to insurance where UK government funds cover losses that arise. This scheme protects trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business, and provides cover up to £10,000,000. It is not possible to quantify the trustees and officers' indemnity element included in the overall cost of the RPA scheme.

2.4 Method of recruitment, appointment and election of trustees

The members may appoint up to five trustees to the Board. Remaining trustees are co-opted by the Board.

Trustees complete a proforma outline of their skills, experience and interests to enable regular reviews of the mix of skills that should be available to the Board. New trustees are recruited to fill any gaps in the portfolio of skills available to the Board, either as additional trustees, or replacements when existing trustees stand down. The most recent skills review was undertaken in October 2020.

Members of the Board include educational representatives from the independent sector (Royal Grammar School, Guildford) and the higher education sector (University of Surrey), as well as broader business-skilled members. During the year one appointment was made.

2.5 Policies and procedures adopted for the induction and training of trustees

New trustees are provided with an induction pack containing key documentation and are invited to meet with the Chief Executive Officer (hereinafter referred to as the "CEO") and the Chair of the GEP Academies Board. The induction process includes meetings with the CEO, other members of the Board and executive team as appropriate and visits to some of our schools. All information relevant to trustees is available on a dedicated governance intranet where they can access all agendas, previous minutes, related papers and the GEP Academies calendar. Individual trustees may attend training courses and conferences organised by appropriate bodies in order to ensure that their knowledge and understanding is fully up-to-date and are welcome to attend all committee meetings as observers in order to gain a deeper understanding of the organisation.

2.6 Organisational structure

The Board of Trustees (along with its committees covering education, resources and audit), governs the activities of the trust and oversees the work of the GEP Local Academy Committees (hereinafter referred to as the "GLACs"). The Board of Trustees is also ultimately responsible for the strategic direction of the trust and its overarching policies. Each GLAC governs the work and outcomes of its assigned academy, as outlined in the Scheme of Delegation.

The key management personnel of the trust are the CEO, director of education and chief operating officer. They lead and manage the trust, setting strategy and implementing policy in conjunction with the Board. Headteachers and principals lead and manage the individual schools.

In March 2020, we successfully ran a recruitment process for a chief executive officer, to address changes necessary for our growing organisation.

2.7 Arrangements for setting pay and remuneration of key management personnel

Performance management/appraisal procedures follow a timeline throughout the year for the CEO, executive team and headteachers. Performance is assessed against targets set for the school year. A pay review is undertaken as part of the performance management annual review. The Chairman of the Board undertakes the CEO's performance management/target setting review. Agreed targets and, if appropriate, any recommendation for a review of pay is submitted to the full Board of Trustees for final approval. The CEO undertakes the review for all executive team members and the performance management and target setting of headteachers together with the Chair of each GLAC.

In 2019, trustees agreed the parameters regarding executive pay including: pay boundaries between CEO, executive leaders and the lowest paid post; the principle that executive pay and benefits should not increase at a faster rate than that of teachers.

2.8 Trade union facility time

As an employer of over 49 full-time equivalent employees, in accordance with the Trade Union (Facility Time Publication Requirements) Regulations 2017, the trust advises that there were four employees who were relevant union officials during the relevant period, equating to 3.88 full-time equivalent employees. Three of these officials spent between 1-50% of their time on facility time (time off from their job to enable the representative to carry out their Trade Union role), costing £11,792 (2019: £5,852); the fourth spent 0% of their time on facility time. This represents 0.05% of the Trust pay bill for this period (2019: 0.02%). Additionally, these relevant union officials spent 1% of their paid facility time on paid trade union activities (2019: 85%).

2.9 Related parties and other connected charities and organisations

No trustee receives any remuneration in respect of their services during the year, nor for any other work undertaken on behalf of the trust. The CEO is not a director of the trust.

Fullbrook Sports Centre Limited (Company No: 07834828, incorporated in England and Wales), is a private company limited by shares and a 100% subsidiary undertaking of the trust. The Board of Directors of Fullbrook Sports Centre Limited comprises three of Fullbrook School's governors. The

GUILDFORD EDUCATION PARTNERSHIP

TRUSTEES' REPORT (Continued)

subsidiary operates Fullbrook's sports facilities on a commercial basis with a view to generating a profit from which Gift Aid donations can be made to the school.

Schools within the trust work with the Guildford 11-19 Partnership for which GEP Academies provides a financial service.

The trust is connected to Sandfield School Fund (Charity No: 1106381) by virtue of GEP Academies employees deployed to Sandfield Primary School (the headteacher and the data and finance officer), holding positions for this charity. The charity is used to raise funds for the benefit of the students in the school community.

The trust is an academy sponsor of Sandfield Primary School and Kings College Guildford, both of which have been supported from a governance, educational and operational perspective since conversion to GEP Academies in 2014 and have now achieved 'good' Ofsted judgements.

2.10 Engagement with employees

As an employer of over 500 professionals, we value the contribution of our staff at GEP Academies.

We have systems and processes in place that enable us to consult and inform employees on matters affecting them. Where appropriate, for example in regard to employment policies, the trust and/or individual schools consult employees on policy changes. GEP Academies' staff are informed of trust performance and major changes to the trust through a communications strategy, which involves a staff newsletter, an annual employee survey and an annual GEP in-service training (INSET) day.

Risk assessments for COVID-19 were consulted on with employees at all locations, in addition to union representatives. Schools are keeping them regularly monitored and updated. We have further developed communications since June to include upgrade the staff newsletter to a weekly stakeholder bulletin, published on our website.

The policy of the trust is to support the employment of disabled persons both in recruitment and by retention of employees who become disabled whilst in the employment of the trust, as well as generally through training and career development. Adaptations are made to the workplace, training and communication strategy on an ongoing basis.

2.11 Engagement with suppliers, customers and other business relations

As a large company, defined under Companies (Miscellaneous Reporting) Regulations 2018, we recognise the need to foster good relations with our suppliers, customers and business relations.

We have defined account managers for our larger contracts with suppliers and are in regular dialogue regarding our relationship. As part of monitoring and reporting on payment practices, we carefully consider our relationship with our supplier base.

Our schools engage with our pupils through pupil voice activities, school councils and ad hoc surveys, covering a range of school matters. We engage with parents through feedback surveys, pupil progress meetings, parent meetings, curriculum evenings and newsletters, in a cycle of continuous improvement of educational provision.

Our School Centred Initial Teacher Training, 'SCITT' (page 16) reviews weekly trainee-mentor meeting write-ups, liaise with the receiving schools directly and provide top-up support where required. Our Teaching School (page 16), tailors programmes for our educational customers through open dialogue and assessment of need, as well as revising programmes based upon participant evaluations.

Finally, through collaborative planning, review and deployment, we work with a number of strategic partners (a selection of which are outlined on pages 17-18), to enhance educational provision across the region.

GUILDFORD EDUCATION PARTNERSHIP

TRUSTEES' REPORT (Continued)

3 OBJECTIVES AND ACTIVITIES

3.1 Objects and aims

Charitable objectives

GEP Academies' primary charitable objectives are to seek:

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

Vision

We bring together a group of schools where we take joint responsibility for all the pupils in all our communities. We are using our expertise, our passion, our education partnerships and our resources to deliver the very best for every individual.

By uniting the talent and the energy of a diverse group of people, we can achieve something of significant and lasting benefit for all our pupils.

Aims

To do this we will:

- Promote excellence, personal achievement and the realisation of each and every pupil's potential, irrespective of their gender, race, ability or background.
- Ensure that pupils' learning, both academic and social, are at the centre of everything we do.
- Structure ourselves to deliver the maximum possible resource to impact positively on pupils' learning; leading, over time, to all our schools becoming outstanding.

Mission

We seek to be a network of schools where every pupil receives the best possible education. To deliver our aims we design our organisation to:

- Relentlessly focus on pupils' learning.
- Maximise the communication, teamwork and problem-solving skills of our pupils.
- Put the work of teachers and teaching at the heart of all we do.
- Underpin our approach with the latest educational research.
- Put a high value on developing the subject knowledge of our pupils and teachers.
- Provide multiple pathways for success for staff and pupils.
- Provide time, world class professional development opportunities and supportive challenge to staff.
- Utilise links with the independent sector, especially by working closely with the Royal Grammar School Guildford, industry, further education and the University of Surrey to enhance the aspirations and social and professional networks of our pupils and staff.
- Expect the very best from our community of pupils, staff and parents.

Ethos

GEP Academies believe that all schools are more effective when they work in partnership than when they stand alone. We value and embrace each school's uniqueness and the community it serves, while seeking to learn from and share with each other so that we spread excellence effectively.

Our parents and staff expect us to produce, through an inclusive approach:

- Kind, tolerant learners with aspiration, resilience and a life-long passion for learning.
- Excellent academic achievement for all.
- Learners with the communication, teamwork and problem-solving skills for life.

GUILDFORD EDUCATION PARTNERSHIP

TRUSTEES' REPORT (Continued)

3.2 Objectives, strategies and activities

From March 2020, schools were closed to all, except vulnerable pupils and children of key workers, as part of a national lockdown. For those who were not onsite, remote learning and remote education took place at this time. From June 2020, our primary and secondary schools all opened onsite provision to targeted additional year groups, in line with government strategy. Despite the national upheaval to the educational landscape caused by COVID-19, we continued to deliver against our annual objectives, as outlined below:

GEP 2019-20	OBJECTIVE	STRATEGY	ACTIVITIES
Pupil Achievement	Improve progress and educational outcomes of all pupils and especially disadvantaged pupils, particularly at secondary level.	Ensure detailed understanding of the performance of each school and to develop systems to support this understanding.	Implemented our collaborative school improvement strategy working in partnership with Athena Schools Trust. Conducted trust-wide reviews, focussing on disadvantaged pupils, secondary provision and safeguarding. Further improved our trust-wide data tracking tool.
		Action plans for all schools.	Implemented virtual learning environment and online lesson system for schools at start of COVID-19 lockdown. Provided IT equipment and free schools meals to disadvantaged pupils during COVID-19 lockdown. Deployed trust-wide and external resources. Provided focused financial support.
Governance	Improve effectiveness of governance.	Develop improved trustee and governor communications.	Further developed strategic direction with trustees and GLAC Chairs. Consulted governors/trustees on initiatives Introduced governance newsletter. Provided regular COVID-specific updates to all governors and trustees by COO. Implemented virtual meetings at the start of COVID-19 lockdown. Embedded educational, financial and governance reporting to trustees.
Kings College Guildford	Provide support for Kings College Guildford to improve financial position, grow numbers of pupils as well as improve pupil outcomes.	Build capacity to improve educational effectiveness and enhance reputation of the school.	Improved pupil recruitment and retention, with the number on roll rising by 12.5%, compared with 2019. Continued high pupil outcomes at Kings College Guildford, due to high quality leadership, teaching, learning and exemplary pupil behaviour.
		Dedicate trustee and executive resources to liaise with Local Authority and government stakeholders to improve the financial position of a school on low pupil numbers.	Agreed ESFA ¹ In-Year Adjustment funding, for increased pupil numbers in 2019-20. Agreed revised ESFA Pupil Number Adjustment payback. Kings remains on 5-year trajectory for pupil numbers and financial plan, as approved by trustees.

GUILDFORD EDUCATION PARTNERSHIP

TRUSTEES' REPORT (Continued)

GEP 2019-20	OBJECTIVE	STRATEGY	ACTIVITIES
Operations	Generate savings whilst mitigating risks.	Harmonise processes across schools associated with risk, financial planning and control, estates management, HR, IT and all aspects of operational support.	<p>Provided extensive multi-functional and risk management support to schools and leadership teams during COVID-19 lockdown and re-opening.</p> <p>Developed back-office services, with shared premises managers, enhanced central finance support and a managed IT service.</p> <p>Generated further savings through joint procurement.</p> <p>Further improved internal controls, incl financial.</p> <p>Conducted strategic estates management condition surveys and implemented improvement projects.</p> <p>Consulted on HR policies, terms and conditions.</p>

¹ Education Skills and Funding Agency

3.3 Public benefit

The trustees have complied with their duty to have due regard to the guidance on public benefit published by the Charity Commission in exercising their powers or duties. The principal activity of GEP Academies is to offer an outstanding education to all the pupils in all its schools. The vision and values of GEP Academies underpins all that the trust does.

GUILDFORD EDUCATION PARTNERSHIP
TRUSTEES' REPORT (Continued)

4 STRATEGIC REPORT

4.1 Achievements and performance

Schools

All seven GEP Academies' schools have been inspected since 2017. Apart from one school, all schools and the SCITT provision were either categorised as Ofsted 'good' or 'outstanding'. Both our sponsored academies have improved their Ofsted category since being under guidance of the trust.

GEP SCHOOL	CONVERSION DATE	CONVERSION CATEGORY	PAN ¹	OFSTED CATEGORY
PRIMARY				
Boxgrove Primary School	1.9.13	Converter	90	Good (2018)
Guildford Grove Primary School	1.11.16	Converter	60	Good (2018)
Loseley Fields Primary School	1.11.16	Converter	60	Requires Improvement (2018)
Sandfield Primary School	1.9.14	Sponsored	30	Good (2017) Requires Improvement (2013, pre-conversion)
SECONDARY				
Fullbrook School	1.9.15 ²	Converter	240	Good (2017)
George Abbot School	1.9.13	Converter	300	Good (2019) School
				Outstanding (2018) SCITT ³
Kings College Guildford	1.9.14	Sponsored	180	Good (2018) Requires Improvement (2012, pre-conversion)

¹ Published Admissions Number.

² Fullbrook School joined GEP Academies on 1.9.15, having previously converted as a single academy trust on 1.8.11.

³ School Centred Initial Teacher Training provision.

Since September 2019, only one school has been inspected by the Office for Standards in Education, Children's Services and Skills (hereinafter referred to as "Ofsted"). George Abbot secondary school was judged as a 'Good' school in the January 2020 Ofsted inspection report.

- The quality of education Good
- Behaviour and attitudes Good
- Personal development Good
- Leadership and management Good
- Sixth form provision Outstanding
- Overall effectiveness Good

Surrey Maths School

The University of Surrey and GEP Academies have been given approval to progress to the next stage of development for a new specialist Maths School in Guildford.

Delivering A Level education for 16-19-year olds with particular aptitude and promise in Maths, the Surrey Maths School ('SuMS'), will help increase the numbers of highly talented students applying to do Science, Technology, Engineering and Mathematics (STEM) degrees at university. Recruitment will particularly target female students who are still underrepresented in STEM subjects, as well as other groups who might otherwise not have had the support to win places on the most competitive and prestigious STEM courses at university.

Combining the University of Surrey's outstanding STEM expertise and GEP Academies' outstanding contribution to initial teacher training, SuMS will also play a leading role in supporting the development of maths teachers and teaching in local schools.

Furthermore, SuMS will focus on widening participation in higher education, focusing on young people from disadvantaged backgrounds, bringing additional benefit to local schools and the community more generally.

With the go-ahead to proceed to the next stage of development, the University of Surrey and GEP Academies will be working in close partnership to progress plans, as SuMS moves towards opening.

The Maths School remains in its pre-opening phase whilst a suitable site is sourced by the Department for Education. The identification of a site and the time associated building and refurbishment works and planning consents, will determine the exact opening date. We are currently working towards a September 2022 opening date.

Professional development - George Abbot School Centred Initial Teacher Training (SCITT)

Our SCITT, which offers primary and secondary teacher training to a partnership of over 50 schools, is directly governed by GEP Academies. Since 2001, George Abbot SCITT has trained 477 secondary teachers and since 2014 has trained 115 primary phase teachers. During 2019-20, the SCITT trained:

- 24 secondary trainees
- 32 primary trainees
- 8 trainees on the 'Teach Independent' route

Professional development - George Abbot Teaching School

George Abbot School is a designated Teaching School and a Newly Qualified Teacher (NQT) awarding body. For many years, teaching schools have been an integral part of a school-led school improvement system, operating as centres of excellence, focusing on three priorities:

- (1) Co-ordinating and providing high-quality school-led initial teacher training (ITT).
- (2) Providing high-quality school-to-school support to spread excellent practice, particularly to schools that need it most.
- (3) Providing evidence-based continuing professional and leadership development (CPLD) for teachers and leaders across their network.

The current teaching school model is subject to The Department for Education (DfE) policy change with the designation of fewer teaching schools across the county but with greater reach of schools. Applications for new teaching school hubs close at the end of October 2020. George Abbot Teaching School awaits news of its application.

As a teaching school we have delivered the following DfE-funded projects, in addition to a wide range of bespoke CPLD activities delivered to GEP and local schools:

- Teacher Subject Specialist Training in Maths
- Teacher Subject Specialist Training in Physics
- Teacher Subject Specialist Training in Modern Foreign Languages (Spanish)
- 'Paid Internship' programme for undergraduates providing paid school experience - this was cancelled due to school closure during the Summer term 2020.

GUILDFORD EDUCATION PARTNERSHIP

TRUSTEES' REPORT (Continued)

George Abbot Teaching School continued its role as the Regional Lead School for Teacher Subject Specialist Training (TSST) for a second year, in the South East and South London (SESL), supporting 26 lead schools in their delivery of TSST.

In April 2020, the George Abbot Teaching School successfully bid to deliver training for the new Relationships, Sex and Health Education (RSHE) curriculum, which is due to be delivered by all schools from Summer 2021. It is the sole provider of training for secondary school teachers across the SESL region. Due to coronavirus restrictions, we are delivering this remotely to over 150 schools, using a train-the-trainer model.

George Abbot Teaching School was one of six schools in the South East and South London area which are part of a Reducing Teacher Workload Toolkit project involving implementing one element of this toolkit with the specific aim to reduce teacher workload. The project explored collaborative planning within the maths faculty at George Abbot by providing 'directed time' for Y7 maths teacher to collaboratively plan and resource the curriculum. This project ran until Spring 2020 with the school invited to contribute to national DfE events to share research findings.

The Teaching School is Surrey's Science Learning Partnership School (SLP) belonging to a network of partnerships within the STEM Learning and funded by charities, businesses and the DfE. The SLP's main aim is to furnish teaching and support staff, not only within our MAT but throughout Surrey, with the opportunities to enhance their professional development and experience in order to provide a world-class science education for all young people across the county. Overall, we endeavour to arm teachers with the confidence and ability to boost achievement, aspiration and to increase student engagement by sparking enthusiasm. During the last academic year, we delivered over 250 days of CPD to over 140 teachers and 85 primary and secondary schools within Surrey. In September 2020, we established a Primary Science Network and a Secondary Science Network with twilight meetings held every half term and representatives from up to 50 primary schools and 35 secondary schools attending each meeting. These networks offer teachers the opportunity to reflect on issues and share good practice. We hope to add to these networks in the next academic year by establishing a Women in STEM group whereby the focal point will be encouraging more girls to take up STEM in further education.

Our teaching school is a founding school of the Surrey Teaching Schools Network (STSN), where the GEP Director of Education is Lead Facilitator for the National Professional Qualification for Senior Leaders (NPQSL). At a local level, STSN now formally brokers DfE-funded school-to-school support across Surrey and the south through the Schools Alliance for Excellence (SAFE).

Educational partnership – Royal Grammar School

GEP Academies continues to develop its close links with the Royal Grammar School, Guildford (hereinafter referred to as "RGS"), through the support brokered by RGS Headmaster and GEP Trustee, Dr J Cox and his Assistant Headteacher: Partnerships. A broad range of activities and events, a sample of which is outlined below, celebrates these close links in order to support and enhance provision in all GEP schools:

- **Governance:** The headmaster of RGS is a GEP trustee, with the RGS Bursar a member of Sandfield Primary School GLAC, the RGS HR Manager a member of Loseley Fields Primary School GLAC and the Head of Scholarship a member of the Boxgrove Primary School GLAC.
- **Staff deployment:** The RGS Head of Physics provided weekly tuition for Kings College, Guildford pupils to cover the separate science content of the curriculum. In addition, two English teachers have delivered enrichment lessons on GCSE texts and Y9 pupils attended RGS for enrichment maths sessions. Latin tuition was also provided to Boxgrove Primary School each week. RGS continued to deliver French lessons at Sandfield Primary School since September 2018 to Y4&5 along with supporting the organisation of a STEM project for science club. At Fullbrook RGS Chemistry, Biology and Physics staff taught weekly A-Level Y13 revision sessions in the period leading up to examinations for a second year. The Head of Technology leads sessions to enable pupils from Sandfield, Boxgrove and Guildford Grove attend a 5-week Design Technology programme.
- **'Enquiring Teachers' Programme:** RGS colleagues, working alongside GEP teachers and colleagues from Epsom College and City of London Freeman's School, have participated in this R&D programme and worked collaboratively on the leadership of this joint research initiative. RGS

GUILDFORD EDUCATION PARTNERSHIP

TRUSTEES' REPORT (Continued)

generously supported the publication of the Research Journal. This was the fifth year of this collaborative project.

- **Staff links:** Links have been further developed between Kings College, Guildford and RGS staff for English, Geography, Maths, MFL, RS, PHSME, Science and support for the Library. RGS teachers have attended several 'Teach Meets' at George Abbot School and the RGS continue to engage in the Teach Independent teacher training programme delivered by George Abbot SCITT.
- **String Scheme:** The RGS String Scheme is well established and is delivered at Sandfield Primary School and at Boxgrove Primary School, supported by the Community Foundation for Surrey (CFS) through the Investec International Music Festival (IIMF). Sandfield Primary School pupils performed at GLive alongside Southern Pro Musica orchestra at their Family Concert and again at the end of year RGS concert. String Scheme pupils also attended a Nicola Benedetti Rehearsal. The String Scheme Continuers Orchestra 'Strictly strings' was launched. Additionally, the RGS also supported one-day Samba workshops, taking place at Guildford Grove, Loseley Fields and Sandfield Primary Schools.
- **Device Donation:** During the COVID-19 lockdown, RGS community donated over 50 devices (tablets, laptops, desktops) to Kings College, Guildford, for dissemination to their pupils.
- **Other contributions to primary schools:** Tudor project, masterclasses, 6-week Technology project for 12 pupils per school, 'World Music Project' classes funded by Southern Pro Musica Orchestra (SPM) with Inspire works, sports coaching.
- **Other contributions to secondary schools:** annual RGS Careers Convention, annual RGS Economics Speakers' Day, RGS Pride event, mock Oxbridge interviews.

Educational partnership - Guildford High School

GEP Academies was approached by the newly appointed Director of Partnerships of Guildford High School (GHS), in the Spring term seeking to explore partnership links with GEP schools. Despite current challenges, a link has been developed between science teachers at GHS and Loseley Fields as they develop their new STEM Field Study Centre.

Educational partnership - University of Surrey

In addition to the collaboration with the University of Surrey through the plans for the maths school, we continue to be very grateful for the support provided by the University of Surrey for GEP schools in a range of ways, including significant work undertaken through the Widening Participation department and the work undertaken with the considerable support of the widening participation co-ordinator.

In the Autumn term 2019, Y7 disadvantaged pupils from Fullbrook School participated in a raising aspirations programme supported by the University. Pupils considered how they could be 'better than they ever thought they could be' through a range of activities including working with Surrey University students back at school, culminating in a visit to the Surrey University Campus where students gained an insight into what it would be like to go to university.

During the coronavirus pandemic the University of Surrey have been working with George Abbot to access book bundles, enabling our disadvantaged pupils to still access age-appropriate fiction and non-fiction literature whilst in lockdown. We are also grateful for their work in surveying Year 7 pupils and our most disadvantaged pupils to understand the impact of the pandemic on their learning and help develop a supportive widening participation programme in the forthcoming academic year. At Kings, the 'Finding our Futures' programme continued during lockdown with book groups, taster sessions and one-to-one support as students thought about developing their future paths.

Y6 Pupils at Guildford Grove took part in a science workshop about the body and blood. In addition, during the Autumn term pupils attended two drama performance of 'The little Mermaid' and 'A Christmas Carol'. Y5 also participated in a range of Healthy Schools workshops with pupils working in the science labs and exploring the importance of healthy eating.

Educational partnership – Athena Schools Trust

In September 2019, GEP Academies took the decision to combine their school improvement services with those of Athena Schools Trust to provide a more wide-ranging, improved and robust service to schools and school leaders for the academic years 2019-2021. The opportunities for enhanced

GUILDFORD EDUCATION PARTNERSHIP

TRUSTEES' REPORT (Continued)

professional dialogue, support capacity, expertise and school-to-school learning make this an exciting time to be part of both trusts. The twelve schools across our two trusts, and our additional associate member schools and organisations, all within South West Surrey, present the exciting prospect of developing and improving schools together. Investing in staff expertise and professional development, whilst also holding each other to account and delivering collectively for the children in our region, is the purpose of our collaboration. Whilst many of the collaborative activities were limited due to school closure, notable successes include greater opportunity for colleagues to work together through a range of curriculum learning networks, shared School Improvement Partner support, greater cross-Trust working through Headteachers and SLT and Governor Training opportunities.

4.2 Key performance indicators – educational

Effective collaboration and work between the headteachers and staff across all GEP schools remains a high priority. The trust works together in primary, secondary cross-phase groupings. January 2020 saw the second GEP trust-wide INSET day at GLive in Guildford, for all GEP staff to meet as one group. This GEP INSET day saw a keynote address from the Education Director for the World Wildlife Fund who spoke about climate change and education and an address from Dr Hellen Ward on Memory & Cognitive Load. This was followed by STEM-based training for science teachers across all schools.

Education Improvement work is undertaken by the following GEP team members who work for GEP in a range of capacities: CEO, director of education/director of George Abbot Teaching School, primary school improvement partners, headteacher/deputy network lead and primary practice development leads.

Pupil attendance data

GEP SCHOOL	% ATTENDANCE
	2 September 2019-14 February 2020
PRIMARY	
Boxgrove Primary School	96.2
Guildford Grove Primary School	92.3
Loseley Fields Primary School	95.7
Sandfield Primary School	96.4
SECONDARY	
Fullbrook School	95.6
George Abbot School	95.7
Kings College, Guildford	92.8

Source: Internal school data

The national average for 2017-18 was 95.8% for primary and 94.5% for secondary.

Primary school outcomes 2020

Due to COVID-19 and reduced school opening during the Summer term, no primary attainment or progress measures were published in Summer 2020. It is not possible therefore to update the 2019 school performance table below.

The national median progress is 0.	2019 SCHOOL PROGRESS SCORES		
	Reading	Writing	Maths
GEP PRIMARY SCHOOL			
Boxgrove Primary School	+0.3	-1.8	+0.5
Guildford Grove Primary School	0	+0.2	+1.1
Loseley Fields Primary School	-0.9	-3.9	-2.6
Sandfield Primary School	+0.4	-0.8	-0.7

Source: DfE Performance Tables 2019

GUILDFORD EDUCATION PARTNERSHIP

TRUSTEES' REPORT (Continued)

Focus for the trust remains on ensuring that pupil progress is strong in all schools. Pupils with multiple vulnerabilities and needs, often linked to lower attendance, remains a high priority for our schools. In addition, areas of progress below the national median and variation in the performance between schools continues to be a high priority for the trust. Curriculum review and development remains a priority for all schools under the new Ofsted inspection framework.

Secondary school outcomes 2020

Due to COVID-19 and reduced school opening during the Summer term, no external examinations were sat during Summer 2020. In order to provide a GCSE or A Level grade for each pupil, every centre needed to generate Centre Assessed Grades (CAG) using the following methodology:

- for each subject, a centre assessed grade needs to be provided for each pupil entered for a subject
- a rank order needs to be provided for each pupil within each of those centre-assessed subject grades

This grade was to be based on a holistic professional judgement, balancing the different sources of evidence.

Each school's CAGs were subject to standardisation by the examination boards and a GCSE or A Level grade awarded. Wider political pressure resulted in pupils being awarded either the CAG generated by each school or the examination grade, whichever was the higher. The following table details the grades awarded using this methodology.

SCHOOL OUTCOMES	GEP SECONDARY SCHOOL		
	Fullbrook	George Abbot	Kings College
Progress 8 score	+0.29	+0.62	-0.01
Grade 5 above in English & Maths	64%	66%	33%
Entering EBacc	87%	45%	17%
Achieving EBacc Grade 5 and above	30.53%	29.67%	8.7%
A Level: Grades A*-A	33%	45%	N/A
A Level: Grades A*-B	41%	67%	
A Level: Average Grade	C+	B+	

Source: Internal school unvalidated data.

4.3 Promoting the success of the company

Further to reporting requirements under section 172(1)(a) to (f) of the Companies Act 2006, we can confirm that:

- Our scheme of delegation sets out the decision-making authority of trustees, GLACs and senior executives which allows appropriate consideration of the likely consequences of any decision in the long term, including the impact on the community
- Section 2.10 Engagement with employees (page 11), outlines how the interests of the trust's employees are considered.
- Trustees recognise the need to foster the trusts' business relationships with suppliers, customers and others. Protocols are set out within the finance policy, charging and remissions policies and related procedures. Trustees also consider the organisation's practices bi-annually when reviewing payment practices reporting.
- Collaboration is one of the trusts' major strengths; see sections regarding educational partnerships on pages 17-18.
- Please refer to section 6 SECR (page 26), regarding environmental considerations.
- The trust actively seeks to maintain a reputation for high standards of business conduct; the seven principles of public life are embedded in finance and appraisal policies.

GUILDFORD EDUCATION PARTNERSHIP

TRUSTEES' REPORT (Continued)

5 FINANCIAL REVIEW

5.1 Financial performance

Most of the trust's income is obtained from the Department for Education ("DfE"), in the form of recurring grants, the use of which is restricted to particular purposes. The grants received from the DfE during the year ended 31 August 2020 and the associated expenditure are shown as restricted funds in the Statement of Financial Activities.

During the year ended 31 August 2020, the total expenditure of £36.7m (2019: £37.1m) was more than the total of incoming resources of £35.5m (2019: £33.5m), not including actuarial gains or losses. Incoming resources exceeded expenditure, not including LGPS service and net interest costs recognised in the Statement of Financial Activities (as per note 26.2, page 74), by £0.4m.

Multiple financial performance measures have been monitored throughout the year. Key measures to aid control of our in-year position are highlighted below:

GEP SCHOOL	Variance to Budget	Staff as % Income	% Income Self-Generated
PRIMARY			
Boxgrove Primary School	2.8%	78.9%	5.8%
Guildford Grove Primary School	4.2%	80.2%	1.1%
Loseley Fields Primary School	10.1%	74.6%	1.7%
Sandfield Primary School	2.5%	79.1%	2.9%
SECONDARY			
Fullbrook School	0.7%	79.7%	3.0%
George Abbot School	0.1%	78.8%	1.3%
Kings College, Guildford	3.6%	81.2%	2.2%

Source: Internal school data (Period 96, subject to accountancy and audit adjustments)

The trust continued to carry forward capital fund balances for planned condition and improvement works and revenue fund balances for utilisation in future years, as deemed necessary according to our long-term financial plans.

Movements in tangible fixed assets are shown in more detail in the notes to the financial statements. These assets were exclusively those used for our charitable aims, providing education and the associated support services to the students of the schools within the trust. When these assets are not in use for educational purposes, they are available for community use and for generating sundry lettings income. In the year ended 31 August 2020, £0.4m of income was self-generated from use of the facilities (2019: £0.6m).

From the actuarial valuations for the year ended 31 August 2020, the Financial Reporting Standard 102 pension deficit on the trust's proportion of the Surrey Local Government Pension Scheme increased and at 31 August 2020 stood at £18.8m (2019: £14.6m).

During the year the trust received £3.3m capital funding. This comprised the fifth consecutive award of £2.4m School Condition Allocation funding ("SCA"), half of the £1.1m additional SCA funding awarded in June 2020, retrospective payments of £0.3m from the SCA 2019-20 allocation and £0.1m Devolved Formula Capital.

All school sites have benefited from improvements and maintenance to their teaching and learning spaces in the academic year, a sample of which are listed below.

- Development of new science facility 'The Field Study Centre @ Loseley' and refurbishment of first floor classrooms.
- Refurbishment of library and offices at George Abbot School, including removal of asbestos.
- Renewal and upgrading to fencing for Fullbrook to improve safeguarding; ceiling replacements after pipe work installations.

GUILDFORD EDUCATION PARTNERSHIP

TRUSTEES' REPORT (Continued)

- Upgrade to water supplies for legionella management at our primary schools and fire prevention works as highlighted on fire risk assessments.
- Trust-wide toilet refurbishment programme including the provision of transgender toilets at some schools.
- General flat roofing renewals across the trust, as highlighted on condition surveys
- Heating pipework and radiator replacement at George Abbot and Fullbrook School, as part of an energy efficiency programme.
- Trust-wide LED lighting installation programme to reduce energy consumption and carbon emissions.

During Summer 2020, new condition surveys were undertaken at all seven schools, so that funds can be allocated according to our estate's strategy and condition-driven need. We have an identified programme of works for the forthcoming 5 years, based on condition needs and anticipated funding.

5.2 Reserves policy

The trust holds reserves in order to:

- Minimise any short-term financial risks, such as unexpected delays in the receipt of grants;
- Operate efficiently and without interruption;
- Meet financial obligations as they fall due;
- Fund potential deficits in the cash budget, for example, money may need to be spent before it is received;
- Provide a cushion to deal with the financial aspects of unexpected emergencies; and
- Maintain an adequate contingency against financial risk.

Financial targets for restricted and unrestricted income funds are to be set annually in advance to:

- Enable investment decisions to be made;
- Inform planning and decision-making across the trust; and
- Inform the budget setting process at both school and trust level.

The trust seeks to maintain reserves (restricted plus unrestricted income funds) equating to:

- 1 month's payroll; plus
- 1 month's operational expenses.

In addition to this, unless agreed in exceptional circumstances, all schools and business units are expected to set budgets with an in-year surplus, thereby no longer using reserves on a planned basis.

The reserves policy and targets are reviewed annually by trustees.

As at 31 August 2020, the trust held reserves (restricted plus unrestricted income funds), of £2,099,000, equating to 0.7 months (2019: 0.8 months), of payroll and operating expenses.

The trustees are confident that the majority of schools have sufficient working reserves to cover delays between spending and receipt of grants and to provide a cushion to cover the financial risks facing the trust such as the impact of COVID-19, or reductions in pupil funding. Regarding Kings College Guildford, the trust has agreed a Pupil Number Adjustment repayment plan with the ESFA, continues to liaise with the ESFA regarding in-year positive adjustments and is monitoring progress against a long-term financial plan.

Trust reserves comprise those restricted funds that could not be spent due to remote education delivery, which are being allocated for 2020-21, as well as free reserves, which will assist in cushioning the financial impact of COVID-19 throughout the coming year.

GUILDFORD EDUCATION PARTNERSHIP

TRUSTEES' REPORT (Continued)

As at 31 August 2020, free reserves amounted to £0.7m (2019: £1.7m), driven largely by a reclassification of funds and spend of designated insurance funds at George Abbot. This year, the trust has designated a total of £443k of its free reserves for specific projects, namely:

- Kings financial stability - created to aid Kings College, Guildford in redressing the balance of contribution to reserves, with assistance from schools and the central head office (£245k)
- For restocking equipment damaged by fire at George Abbot, covered by insurance (£33k)
- A provision for the future replacement costs of astroturf pitches (£114k)
- A COVID-19 fund created to cover costs originally planned to be incurred in 19-20 but now delayed until 20-21. This includes both a delay in the receipt of goods due to the COVID impact on supply chain, and a postponement of staff training unable to take place during lockdown (£30k)
- To ringfence surpluses made related to extended services provision (£21k).

5.3 Investment policy

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

The trust's current policy is to invest surplus funds in a short-term cash deposit account.

5.4 Principal risks and uncertainties

The major risks to which the trust is exposed are as follows

- (1) Uncertainty regarding Kings College, Guildford, due to low pupil numbers

Mitigation measures include: close liaison with the Local Authority and other schools regarding pupil numbers and marketing; ongoing liaison with the ESFA regarding funding; school improvement support to operate within financial benchmarks/targets; improved banking arrangements to assist cash flow management; and approved long-term financial roadmap monitored regularly.

- (2) COVID-19 impacts educational continuity

Trust-wide risk assessments in place, monitored and updated ongoing, including staff and union consultation; regular communications to parents, pupils, staff; assessment of educational needs with targeted curriculum, revised timetable and tutoring; continued option of 'remote' teaching for classes and home-working for staff; monitoring the effective use of 'catch up' funding.

- (3) Low capacity to improve, results in Ofsted downgrade

We have increased investment in educational support across all schools within the trust, which includes lead practitioners, school improvement partners and new roles for primary and secondary directors of education. We focus on curriculum learning through continued professional development networks and hold regular CPD events. Both primary and secondary schools are preparing a curriculum response to the new inspection framework.

- (4) Outcomes for disadvantaged pupils below national levels

To mitigate progress and attainment for disadvantage remaining below national levels, we provided additional support in 2020 through My Tutor on-line tool, are deploying our education team (as described above) and are effectively deploying the catch-up premium.

- (5) Inability to adapt to reduced funding with the risk of fewer pupils

In addition to the strategies deployed regarding (1), we will share marketing strategies, monitor pupil numbers on a termly basis and feature this into our long-term forecasting.

The trust has a rolling programme of risk assessment and management through which risks across all areas of the trust's operations are identified and managed. The risk register is reviewed regularly by trustees, governors and the schools' senior leadership teams. The trustees have overall responsibility

for ensuring that GEP Academies has an appropriate and effective system of control, both financial and operational.

The system is designed to manage risk so to provide as high a level of assurance as is reasonably practical without unduly constraining the trustees' wish to be an innovative organisation that leads by example. An element of risk is always present when treading new ground. The trustees recognise that risk cannot be completely eliminated, but it can be understood, managed and controlled.

The trustees' attitude to risk is conservative. Activities are undertaken with a clear understanding of the risk involved and no activity would be undertaken that risked the viability of our operations. All major decisions are taken with extensive discussion between trustees, officers and staff and where appropriate other stakeholders are involved.

5.5 Fundraising

Approach to fundraising

Our schools strive to follow best fundraising practice, ensuring that the school community and other supporters are treated fairly and with respect. Our schools adopt an open and transparent approach to fundraising, where supporters can 'opt in' to relevant activities.

All schools seek voluntary contributions from students' parents/carers towards the cost of educational trips/other contributions. The seeking of these contributions is covered by the schools' charging and remissions policies.

Most schools have a Parent Teacher Association ("PTA"), offering fundraising events, such as a Christmas or Summer fair. A sub-set of these are set up as registered charities. Some schools seek general voluntary parental donations, for example at induction – without coercion and with minimal follow-up communication. Gift Aid is set-up accordingly.

The trust's self-generated fundraising activities halted from lockdown until the start of the Autumn 2020 term, with our schools concentrating on hardship fundraising to support local families during the pandemic. During the second lockdown starting in November 2020, lettings activities and onsite fundraising activities were also paused.

Professional fundraiser or commercial participators

Fullbrook School let some of their facilities via a trading company, Fullbrook Sports Centre Limited. The annual profits of this company are passed to the school as a Gift Aid donation. During COVID-19 lockdown Fullbrook Sports Centre halted operations. Whilst it resumed in Autumn 2020 with a reduced offering, this was again shut down due to the second lockdown, impacting profitability and therefore the potential Gift Aid donation.

No schools work with any other professional fundraisers. Regarding commercial participators, some schools have received small donations for specific activities or where there is a staff/parent/ex-pupil link – all three secondary schools received dining facility improvements from a local business in Autumn 2020 and some schools' PTAs receive gifts in kind to offer as prizes in their fundraising events.

Fundraising standards and complaints

Communications regarding fundraising conform to recognised standards. Some of our schools have gained parental consent to pass on contact details to our PTAs, whilst others have gained consent from parents to receive fundraising direct marketing. Staff and Parent Teacher Associations are required to adhere to the GEP Data Protection and Information policy.

At GEP Academies we interact with supporters through a wide range of channels including events, newsletters, social media, face-to-face, over the telephone and on our collective websites. We value our relationship with supporters and welcome feedback as an important means of providing us with insight and improving their experience. We have a complaints procedure that is accessible, open and transparent. Any concerns raised by the school community, public or others are addressed in a timely manner. We have received no complaints regarding our fundraising in 2019-20, or since this date.

Monitoring of fundraising carried out on its behalf

We have active PTAs that raise funds on behalf of our schools by organising events and receiving cash or in-kind donations. These associations provide an important means of engaging our school communities with schools and raising funds. There is a close working relationship between the schools' leadership/governors and these associations, with regular dialogue to establish fundraising priorities, planning for joint fundraising strategies, training and monitoring of fundraising activities.

The operations of Fullbrook Sports Centre Limited are monitored by a member of the school's senior leadership team and its performance is reported to governors.

Protection from intrusive fundraising practices

Other than the letting of school facilities and provision of PTA-initiated community events, our schools do not participate in fundraising activities directed at the general public. Fundraising communications directed at parents/carers are carefully controlled and standardised in line with schools' charging and remission policies. The complaints policy provides a suitable methodology for anyone seeking redress if necessary. GEP Academies does not therefore participate in any unreasonable intrusive or persistent fundraising approaches, pressuring vulnerable people or the public to donate.

5.6 Going concern

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

Trustees have considered numerous scenarios regarding the impact of COVID-19 on pupil funding, self-generated income, curriculum delivery, operational costs and the resultant impact on liquidity. As part of stress testing, £0.62m is the lowest cash position reached in the 12 months to December 2021, even in our most severe scenario (which trustees concluded has low plausibility), where we modelled the following:

- No further private/lettings income ongoing (2020-21: £1.2m impact)
- Reduced pupil numbers by further 15% for October 21 census (2020-21: £0.6m impact)
- Additional 5% cost to teaching (supply cover) and 15% cleaning/PPE (2020-21: £0.9m impact)
- No cost savings effected through restructuring or operational savings
- SCA funding received in arrears

Whilst we operate in uncertain times regarding the evolution of COVID-19, trustees determined we have reasonable certainty over our ability to accommodate and/or mitigate the potential impact in a timely manner by revising our trust-wide cost base – adaptable curriculum offering and delivery methods, flexible staff deployment and reduced operating costs to business-critical elements. Trustees do not consider there are material uncertainties regarding this matter as any such adverse impact could therefore be accommodated.

The low pupil numbers at Kings College, Guildford and offering a good curriculum to pupils in this secondary school environment leads to uncertainty in our long-term financial planning. This will remain until pupil numbers at the school increase towards a break-even level and the ESFA funds increased pupil numbers. Pupil numbers are currently on target for a 5-year turnaround plan.

GUILDFORD EDUCATION PARTNERSHIP
TRUSTEES' REPORT (Continued)

6 STREAMLINED ENERGY AND CARBON REPORTING (SECR)

6.1 Measures taken to improve energy efficiency

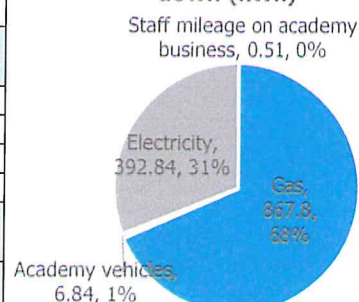
In accordance with Limited Liability Partnerships (Energy and Carbon Reporting) Regulations 2018, we report that we have taken the following measures to improve energy efficiency:

- We have invested in LED lighting across the trust estate with the aim of reducing energy consumption by over 20%
- We have a five-year plan to upgrade all our boilers saving over 15% on our gas bill
- We have installed PV panels on the roof of the trusts academies with the aim of reducing energy consumption by over 20%

UK greenhouse gas emissions and energy use data 1 September 2019 to 31 August 2020

ENERGY CONSUMPTION Used to calculate emissions (kWh)		6,433,605.62
Energy consumption break down (kWh):		
Scope	Energy Source	Emissions Tonnes (CO ₂ e)
1	Gas	867.80
	Academy vehicles	6.84
2	Electricity	392.84
3	Staff mileage on academy business	0.51
TOTAL EMISSIONS		1,267.99
INTENSITY RATIO		0.24

Energy consumption break down (kWh)



6.2 Methodology used

We have followed the 2019 HM Government Environmental Reporting Guidelines. We have also used the GHG Reporting Protocol – Corporate Standard and have used the 2020 UK Government's Conversion Factors for Company Reporting.

The chosen intensity measurement ratio is total gross emissions in metric tonnes CO₂e per pupil, the recommended ratio for the sector.

7 PLANS FOR FUTURE PERIODS

The trust's future plans are focused on the following priority areas:

<p>1. Support & engage schools</p> <p>Provide robust, effective & efficient school improvement</p>	<p>2. Align with Athena Schools Trust</p> <p>Implement a vision for trust alignment which benefits all</p>	<p>3. Deliver operational benefits & efficiencies</p> <p>Develop trust operations to provide effective services</p>
<p>4. Establish balance at Kings</p> <p>Embed and sustainably secure Kings progress</p>	<p>5. Launch & grow Maths School</p> <p>Establish Surrey Maths School SuMS) in Guildford</p>	<p>6. Develop powerful partnerships</p> <p>Grow partnerships for the benefit of all our community</p>

8 FUNDS HELD AS CUSTODIAN TRUSTEE ON BEHALF OF OTHERS

Although the trust maintains restricted funds to deal with incoming resources that are earmarked for a particular purpose by donors, sponsors and other funders, GEP Academies does not hold, and the trustees do not anticipate that it will in the future hold, any funds as custodian for any third party. There are no funds held as custodian trustee on behalf of others.

9 AUDITOR


9.1 Statement as to disclosure of information to the auditor

The trustees have confirmed that, as far as they are aware, there is no relevant audit information of which the auditor is unaware. Each of the trustees have confirmed that they have taken all the steps that they ought to have taken as trustees in order to make themselves aware of any relevant audit information and to establish that it has been communicated to the auditor.

9.2 Auditor appointment

BDO LLP have been appointed to provide an external audit service for the year ending 2020. The trustees and members will be reviewing the reappointment (or appointment), of an independent auditor, for the financial year starting 1 September 2020.

The Trustees' Report, including the Strategic Report, was approved by the Board of Trustees in their capacity as the Directors of the charitable company at their meeting on 14 December 2020 and signed on its behalf by:



Mr F Roche
14 December 2020

Chair

GOVERNANCE STATEMENT

1 SCOPE OF RESPONSIBILITY

As trustees, we acknowledge we have overall responsibility for ensuring that GEP Academies 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 Chief Executive Officer, as Accounting Officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and are in accordance with the requirements and responsibilities assigned to it in the Funding Agreement between GEP Academies and the Secretary of State for Education. He is also responsible for reporting to the Board of Trustees any material weaknesses or breakdowns in internal control.

2 GOVERNANCE

The information on governance included here supplements that described in the Trustees' Report and in the Statement of Trustees' Responsibilities.

2.1 Composition of the Board

In the previous year, GEP Academies has recruited one further trustee.

J Mayhew assumed the post of CEO and Accounting Officer from 1.6.20, replacing C Tweedale. Neither CEO elected to join the Board of Trustees, to ensure there is clear separation in duty between trustees holding the CEO to account and the executive team.

2.2 Performance of the Board

The Chairman of the Trust, F Roche, reviewed his leadership with feedback from trustees and the executive. The trust participated in an externally run governance survey during March 2020.

2.3 Meetings of the Board

The 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:

Trustee	Meetings attended	Out of a possible
J Cox	3	8
C Holyoak (to 3.5.20)	6	6
J Powell	5	8
F Roche (Chair)	8	8
P Smith (from 28.1.20)	3	5
A Turner	6	8
C Wijnja	7	8
L Wilding	5	8
G Wyss (Vice-Chair)	8	8
J Yeomans	6	8

GUILDFORD EDUCATION PARTNERSHIP

GOVERNANCE STATEMENT (Continued)

Audit Committee

The trustees have an established Audit Committee to focus on risk management, financial controls and audit arrangements and held 4 formal meetings during the year.

Audit Committee members	Meetings attended	Out of a possible
C Holyoak (Chair and committee member to 3.5.20)	3	3
C Wijnja	4	4
G Wyss (Chair from 4.5.20)	4	4
J Yeomans	4	4

Education Committee

The Education Committee primarily has responsibility for maintaining and promoting high educational standards across the trust. 4 formal meetings were held during the year.

Education Committee members	Meetings attended	Out of a possible
J Cox	2	4
M Michell (as an independent member)	4	4
J Powell	3	4
F Roche	3	4
A Turner (Chair)	4	4
L Wilding	3	4

Resources Committee

The Resources Committee focuses on matters of finance, administration, personnel and property and held 5 formal meetings during the year.

Resources Committee members	Meetings attended	Out of a possible
C Holyoak (to 3.5.20)	3	3
R Hubbard (as an independent member from 26.3.20)	2	2
F Roche	4	5
L Wilding (Chair and committee member from 6.5.20)	2	3
C Wijnja	5	5
G Wyss (Chair to 5.5.20)	5	5

3 REVIEW OF VALUE FOR MONEY

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

The accounting officer considers how the trust's use of its resources has provided good value for money during each academic year, and reports to the Board of Trustees where value for money can be improved, including the use of benchmarking data where appropriate.

The accounting officer for the academy trust has delivered improved value for money during through the provision of central services as follows:

- Professional administrative support targeting complex activities – statutory return submissions and review, trust-wide policy and local procedure development, admissions consultations, exclusion hearings, human resource case management, senior leadership recruitment, financial systems selection and implementation, EU procurement, long-term budget planning, internal and external monthly financial reporting, internal and external audit support, local and national government premises approvals to support income generation, health and safety auditing, capital improvement planning, data protection compliance training, subject access request support, freedom of information response service, cloud-based backup service, systems and equipment for home-learning blended with class-based learning, training safeguarding and security measures for remote teaching and learning, public relations and press release service, emergency response support, disaster recovery planning and COVID risk management.

GUILDFORD EDUCATION PARTNERSHIP

GOVERNANCE STATEMENT (Continued)

- Central buying of educational supplies and services – for example cleaning, PPE equipment, energy, accountancy and audit services, insurance, legal support, professional service level agreements and software licenses (for governance, leadership, education, finance and administration) and catering arrangements.
- Training and continuous professional development for governors, support staff and teachers. Our programmes for teachers help develop and support trainees, newly qualified teachers and established professionals, including subject leaders, middle leaders and those considering headship. See SCITT and Teaching School services on page 16.
- Educational support services delivered through exceptional practitioners. The trust has initiated a collaborative arrangement with Athena Schools Trust (see page 18), to access a range of school improvement experts who are regularly deployed for the benefit of schools within the trust. Our education improvement arm provides targeted and sustained school improvement through primary and secondary School Improvement Advisor visits, identifying targeted additional school improvement support needs, undertaking external and peer reviews (including safeguarding, 6th Form provision and pupil premium strategies), planning and delivering interventions and support through our primary and secondary practitioners. The trust continues to use the most talented members of its teaching workforce to support school-to-school improvement.

Links with the Royal Grammar School, Guildford and the University of Surrey (as outlined on page 17-18), have also enabled us to deploy resources to a number of activities across the trust, from Board-level governance, to targeted school improvement initiatives and teacher collaboration.

4 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 and as such it can 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 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 GEP Academies for the year ended 31 August 2020 and up to the date of approval of the annual report and financial statements.

5 CAPACITY TO HANDLE RISK

The Board of Trustees has reviewed the key risks to which the trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Board of Trustees considers that there is an appropriate formal on-going process for identifying, evaluating and managing the trust's significant risks on an on-going basis. This process is regularly reviewed by the Board of Trustees.

6 THE RISK AND CONTROL FRAMEWORK

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

- Comprehensive budgeting and monitoring systems with an annual budget set within the context of a five-year budget plan and periodic financial reports which are reviewed and agreed by the Board of Trustees;
- Regular reviews by the Resources and Audit Committees of monthly management accounts 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; and
- Identification and management of risks.

GUILDFORD EDUCATION PARTNERSHIP

GOVERNANCE STATEMENT (Continued)

Additionally, a central risk register is proactively managed at each school and across the trust, which is reviewed on a regular basis by the schools' senior leadership teams, governors and trustees. The process of risk management is reviewed by the Audit Committee on an ongoing basis.

7 REVIEW OF EFFECTIVENESS


As Accounting Officer, the Chief Executive Officer 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 audit function;
- The work of the external auditor;
- The financial management and governance self-assessment process; and
- The work of the Audit Committee within the trust who have responsibility for the oversight of the internal control framework.

The Accounting Officer has been advised of the implications of the result of the review of the system of internal control by the Audit Committee. As with all reviews, action plans are in place when any weaknesses are found, plans are monitored for completion and processes are adapted to ensure continuous improvement of the system.

Trustees have considered the need for a specific internal audit function and decided to appoint TIAA Limited, with effect from 2019 to perform additional checks, on an independent basis, instead of appointing a GEP Academies employee as internal auditor. This role includes performing a range of checks on the trust's financial systems and providing recommendations to inform management. As part of a rolling programme, checks carried out this academic year included budgetary control and creditor payments. The appointee reports to the Board of Trustees via the Audit Committee, on the operation of controls and on the discharge of the Board of Trustees' financial responsibilities. In the year ending 31 August 2020, no fundamental control issues were reported.

Approved by order of the members of the Board of Trustees on 14 December 2020 and signed on its behalf by:


Chair
Mr F Roche
14 December 2020


Chief Executive Officer
Mr J Mayhew
14 December 2020

GUILDFORD EDUCATION PARTNERSHIP

STATEMENT ON REGULARITY, PROPRIETY AND COMPLIANCE

As Accounting Officer of GEP Academies, I have considered my responsibility to notify the Board of Trustees and the Education Skills and Funding Agency (ESFA), of any material irregularity, impropriety and non-compliance with ESFA terms and conditions of funding, under the funding agreement in place between the trust and the Secretary of State. As part of my consideration, I have had due regard to the requirements of the Academies Financial Handbook 2019.

I confirm that I and the Board of Trustees are able to identify any material irregular or improper use of all funds by the trust, or material non-compliance with the terms and conditions of funding under the trust's funding agreement and the Academies Financial Handbook 2019.

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

Signed by the Accounting Officer:

 Chief Executive Officer
Mr J Mayhew
14 December 2020

GUILDFORD EDUCATION PARTNERSHIP

STATEMENT OF TRUSTEES' RESPONSIBILITIES

The trustees (who 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 published by the Education and Skills Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the trustees to prepare financial statements for each financial year. Under company law the trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the trust 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:

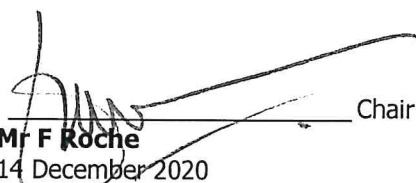
- Select suitable accounting policies and then apply them consistently;
- Observe the methods and principles in the Charities Statement of Recommended Practice 2019 (SORP 2019) and the Academies Accounts Direction 2019-20;
- Make judgments and accounting estimates that are reasonable and prudent;
- State whether applicable UK Accounting Standards, Financial Reporting Standard 102 (FRS 102), 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 trust will continue in business.

The trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the trust's transactions and disclose with reasonable accuracy at any time the financial position of the trust 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 trust 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 trust applies financial and other controls, which conform to the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from the ESFA/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 trust'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 2020 and signed on its behalf by:



Mr F Roche Chair
14 December 2020

GUILDFORD EDUCATION PARTNERSHIP

INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS

1 OPINION

We have audited the financial statements of Guildford Education Partnership ("the Academy") for the year ended 31 August 2020 which comprise the consolidated Statement of Financial Activities (incorporating income and expenditure account), the group and charitable company balance sheet, the consolidated statement of cash flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice) and the Academies Accounts Direction 2019 to 2020 issued by the Education & Skills Funding Agency (ESFA).

In our opinion, the financial statements:

- give a true and fair view of the state of the Group's and the Parent Charitable Company's affairs as at 31 August 2020 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;
- have been prepared in accordance with the requirements of the Companies Act 2006; and
- have been prepared in accordance the Academies Accounts Direction 2019 to 2020.

2 BASIS FOR OPINION

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the Academy in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

3 CONCLUSIONS RELATING TO GOING CONCERN

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

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

4 OTHER INFORMATION

The other information comprises the information included in the annual report, other than the financial statements and our auditor's report thereon. The Trustees are responsible for the other information. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

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

GUILDFORD EDUCATION PARTNERSHIP

INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS (Continued)

We have nothing to report in this regard.

5 OPINIONS ON OTHER MATTERS PRESCRIBED BY THE COMPANIES ACT 2006

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the Trustees' report, which includes the Directors' Report and the Strategic report prepared for the purposes of Company Law, for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the Strategic report and the Directors' Report, which are included in the Trustees' report, have been prepared in accordance with applicable legal requirements.

6 MATTERS ON WHICH WE ARE REQUIRED TO REPORT BY EXCEPTION

In the light of the knowledge and understanding of the Academy and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' report or the Strategic report.

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

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

7 RESPONSIBILITIES OF TRUSTEES

As explained more fully in the Statement of Trustees' Responsibilities, the trustees are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the Academy's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the Academy or to cease operations, or have no realistic alternative but to do so.

8 AUDITOR'S RESPONSIBILITIES FOR THE AUDIT OF THE FINANCIAL STATEMENTS

We have been appointed as auditor under the Companies Act 2006 and report in accordance with the Act and relevant regulations made or having effect thereunder.

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

A further description of our responsibilities for the audit of the financial statements is located at the Financial Reporting Council's website at: <https://www.frc.org.uk/auditorsresponsibilities>. This description forms part of our auditor's report.

We have been appointed as auditor under the Companies Act 2006 and report in accordance with the Act and relevant regulations made or having effect thereunder.

GUILDFORD EDUCATION PARTNERSHIP

**INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENTS TO
THE MEMBERS (Continued)**

9 USE OF OUR REPORT

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

BDO LLP

Heather Wheelhouse

for and on behalf of

BDO LLP (Senior Statutory Auditor)

London, UK

11 January 2021

BDO LLP is a limited liability partnership registered in England and Wales (with registered number OC305127).

GUILDFORD EDUCATION PARTNERSHIP

INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO GUILDFORD EDUCATION PARTNERSHIP AND THE EDUCATION AND SKILLS FUNDING AGENCY

In accordance with the terms of our engagement letter dated 12 February 2019 and further to the requirements of the Education & Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2019 to 2020, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by Guildford Education Partnership during the period 1 September 2019 to 31 August 2020 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 Guildford Education Partnership and ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Guildford Education Partnership and ESFA those matters we are required to state in a report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than Guildford Education Partnership and ESFA, for our work, for this report, or for the conclusion we have formed.

1 RESPECTIVE RESPONSIBILITIES OF GUILDFORD EDUCATION PARTNERSHIP'S ACCOUNTING OFFICER AND THE REPORTING ACCOUNTANT

The accounting officer is responsible, under the requirements of Guildford Education Partnership's funding agreement with the Secretary of State for Education dated 1 July 2011 and the Academies Financial Handbook, extant from 1 September 2019, 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 2019 to 2020. 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 September 2019 to 31 August 2020 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

2 APPROACH

We conducted our engagement in accordance with the Academies Accounts Direction 2019 to 2020 issued by ESFA. We performed a limited assurance engagement as defined in our engagement letter.

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

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

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

The work undertaken to draw our conclusion includes an assessment of the level of risk associated with the specific categories of income and expenditure and the potential for irregularities to be identified.

Our procedures included, but not limited to, the following:

- Reviewing minutes of meetings, management accounts and made enquiries of management;
- Performing sample testing of expenditure ensuring items are for the academy trust's purposes and are appropriately authorised;
- Reviewing the procedures for identifying and declaring related parties and other business interests;

GUILDFORD EDUCATION PARTNERSHIP

INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO GUILDFORD EDUCATION PARTNERSHIP AND THE EDUCATION AND SKILLS FUNDING AGENCY (Continued)

- Scrutinising journals, and other adjustments posted during the year for evidence of unusual entries and made further enquiries into any such items where relevant;
- Taking a selection of nominal ledger accounts for evidence of unusual entries and made further enquiries into any such items where relevant;
- Performing an evaluation of the general control environment of the academy trust;
- Reviewing nominal ledger accounts for any large or unusual entries and obtaining supporting documentation;
- Reviewing any family members of directors or senior leadership team appointed in the period, checking that the academy trust's processes have been followed and the remuneration appears reasonable;
- Performing a review of the tendering policy, enquiring of any tenders completed in the period and completing a review of tenders completed for the appropriate documentation and authorisation;
- Enquiries of management of new leases in the period, ensuring they are entered into in line with the financial handbook policies;
- Review of the academy trust's website for the correct disclosure of governance information in line with ESFA guidelines;
- Performing a review of the Business Continuity Plan in place by the academy trust.

3 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 September 2019 to 31 August 2020 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

BDO LLP

for and on behalf of
BDO LLP (Reporting Accountant)
London, UK

11 January 2021

BDO LLP is a limited liability partnership registered in England and Wales (with registered number OC305127).

GUILDFORD EDUCATION PARTNERSHIP
**CONSOLIDATED STATEMENT OF FINANCIAL ACTIVITIES FOR THE YEAR
ENDED 31 AUGUST 2020**

	Note	Unrestricted Funds £000	Restricted General Funds £000	Restricted Fixed Assets Funds £000	Total 2020 £000	Total 2019 £000
Income from:						
Donations & capital grants	2	32	290	3,186	3,508	891
Charitable activities:						
Funding for the academy trust's educational operations	3	594	30,563	-	31,157	31,475
Other trading activities	4	424	-	-	424	559
Teaching School	29	-	418	-	418	576
Investments	5	3	-	-	3	7
Total		1,053	31,271	3,186	35,510	33,508
Expenditure on:						
Raising funds		115	-	-	115	111
Charitable activities:						
Academy trust educational operations	6	1,028	32,112	3,105	36,245	36,397
Teaching School	6,29	-	344	-	344	560
Total		1,143	32,456	3,105	36,704	37,068
Net income/(expenditure)		(90)	(1,185)	81	(1,194)	(3,560)
Transfers between funds	16	(889)	289	600	-	-
Other recognised gains / (losses):						
Actuarial (losses)/gains on defined benefit pension schemes	16,25	-	(2,515)	-	(2,515)	(4,119)
Net movement in funds		(979)	(3,411)	681	(3,709)	(7,679)
Reconciliation of funds						
Total funds brought forward		1,671	(13,971)	81,403	69,103	76,782
Total funds carried forward		692	(17,382)	82,084	65,394	69,103

All of the Academy Trust's activities derive from continuing operations during the above financial period.

The Statement of Financial Activities includes all gains and losses recognised in the period.

The net movement in funds for the year arises from the trust's continuing operations (see note 16).

The notes on pages 43 onwards form part of these financial statements.


GUILDFORD EDUCATION PARTNERSHIP


CONSOLIDATED BALANCE SHEET AS AT 31 AUGUST 2020

Company Number: 07649091

	Note	2020 £000	2020 £000	2019 £000	2019 £000
Fixed assets					
Tangible assets	11		79,403		80,257
Current assets					
Debtors	13	933		1,143	
Cash at bank and in hand	23	5,952		5,017	
		6,885		6,160	
Liabilities					
Creditors: Amounts falling due within one year	14	(1,724)		(2,682)	
		(1,724)		(2,682)	
Net current assets			5,161		3,478
Total assets less current liabilities			84,564		83,735
Creditors: Amounts falling due after one year	15		(381)		-
Net assets excluding pension scheme liability			84,183		83,735
Defined benefit pension scheme liability	25		(18,789)		(14,632)
Total net assets	17		65,394		69,103
Funds of the academy trust:					
Restricted funds					
Fixed asset fund	16	82,084		81,403	
Restricted income fund	16	1,407		661	
Pension reserve	16	(18,789)		(14,632)	
Total restricted funds			64,702		67,432
Unrestricted income funds	16		692		1,671
Total funds			65,394		69,103

The financial statements were approved by the trustees and authorised for issue on 14 December 2020 and are signed on their behalf by:


Mr F Roche
 14 December 2020
 Chair


Mr J Mayhew
 14 December 2020
 Chief Executive Officer

The notes on pages 43 onwards form part of these financial statements.

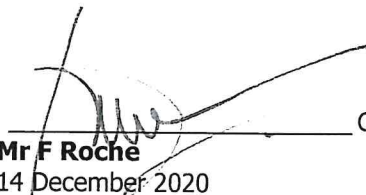
GUILDFORD EDUCATION PARTNERSHIP


ACADEMY TRUST BALANCE SHEET AS AT 31 AUGUST 2020

Company Number: 07649091

	Note	2020 £000	2020 £000	2019 £000	2019 £000
Fixed assets					
Tangible assets	11		79,403		80,257
Current assets					
Debtors	13	923		1,133	
Cash at bank and in hand		5,956		4,989	
		6,879		6,122	
Liabilities					
Creditors: Amounts falling due within one year	14	(1,718)		(2,743)	
		(1,718)		(2,743)	
Net current assets			5,161		3,379
Total assets less current liabilities			84,564		83,636
Creditors: Amounts falling due after one year	15		(381)		-
Net assets excluding pension scheme liability			84,183		83,636
Defined benefit pension scheme liability	25		(18,789)		(14,632)
Total net assets	17		65,394		69,004
Funds of the academy trust:					
Restricted funds					
Fixed asset fund	16	82,084		81,403	
Restricted income fund	16	1,407		661	
Pension reserve	16	(18,789)		(14,632)	
Total restricted funds			64,702		67,432
Unrestricted income funds	16		692		1,572
Total funds			65,394		69,004

The financial statements were approved by the trustees and authorised for issue on 14 December 2020 and are signed on their behalf by:


Mr F Roche
 14 December 2020
 Chair


Mr J Mayhew
 14 December 2020
 Chief Executive Officer

The notes on pages 43 onwards form part of these financial statements.

GUILDFORD EDUCATION PARTNERSHIP**CONSOLIDATED STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 AUGUST 2020**

	Notes	2020 £000	2019 £000
Cash flows from operating activities			
Net cash provided by/(used in) operating activities	20	(365)	1,503
Cash flows from investing activities	21	1,300	(2,277)
Cash flows from financing activities	22	-	(13)
Change in cash and cash equivalents in the reporting period		935	(787)
Cash and cash equivalents at 1 September 2019		5,017	5,804
Cash and cash equivalents at 31 August 2020	23	5,952	5,017

The notes on pages 43 onwards form part of these financial statements.

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2020**

1 STATEMENT OF ACCOUNTING POLICIES

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

1.1 Basis of preparation of financial statements

Basis of preparation

The financial statements of the academy trust, which is a public benefit entity under FRS 102, have been prepared under the historical cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), the Academies Accounts Direction 2019 to 2020 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

Basis of consolidation

The consolidated financial statements consolidate the financial statements of the trust and its wholly owned subsidiary, Fullbrook Sports Centre Limited, on a line-by-line basis.

1.2 Going concern

Trustees have considered numerous scenarios regarding the impact of COVID-19 on pupil funding, self-generated income, curriculum delivery, operational costs and the resultant impact on liquidity. As part of stress testing, £0.62M is the lowest cash position reached in the 12 months to December 2021, even in our most severe scenario, which trustees concluded has low plausibility.

Whilst we operate in uncertain times regarding the evolution of COVID-19, trustees determined we have reasonable certainty over our ability to accommodate and/or mitigate the potential impact in a timely manner by revising our trust-wide cost base – adaptable curriculum offering and delivery methods, flexible staff deployment and reduced operating costs to business-critical elements. Trustees do not consider there are material uncertainties regarding this matter as any such adverse impact could therefore be accommodated.

1.3 Income

All incoming resources are recognised when the academy trust has entitlement to the funds, the receipt is probable and the amount can be measured reliably.

Grants

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 meeting any performance related conditions there is not unconditional entitlement to the income and its recognition is deferred and included in creditors as deferred income until the performance-related conditions are met. Where entitlement occurs before income is received, the income is accrued.

General Annual Grant is recognised in full in the Statement of Financial Activities in the year for which it is receivable and any abatement in respect of the period is deducted from income and recognised as a liability.

Capital grants are recognised in full when there is an unconditional entitlement to the grant. Unspent amounts of capital grants are reflected in the balance sheet in the restricted fixed asset fund. Capital grants are recognised when there is entitlement and are not deferred over the life of the asset on which they are expended.

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued) **FOR THE YEAR ENDED 31 AUGUST 2020**

1.3 Income (Continued)

Exceptional government funding

Exceptional government funding, such as the coronavirus job retention scheme grant and the coronavirus exceptional support funding is recognised in full in the Statement of Financial Activities in the year for which it is receivable.

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 are no performance-related conditions), where the receipt is probable and it can be measured reliably.

Donations

Donations are recognised on a receivable basis (where there are no performance-related conditions) where the receipt is probable 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 academy trust has provided the goods or services.

Donated goods, facilities and services

Goods donated for resale are included at fair value, being the expected proceeds from sale less the expected costs of sale. If it is practical to assess the fair value at receipt, it is recognised in stock and 'Income from other trading activities'. Upon sale, the value of the stock is charged against 'Income from other trading activities' and the proceeds are recognised as 'Income from other trading activities'. Where it is impractical to fair value the items due to the volume of low value items they are not recognised in the financial statements until they are sold. This income is recognised within 'Income from other trading activities'.

Transfer on conversion

Where assets and liabilities are received by the academy trust on conversion to an academy, the transferred assets are measured at fair value and recognised in the balance sheet at the point when the risks and rewards of ownership pass to the academy trust. An equal amount of income is recognised as transfer on conversion within Donations and capital grant income to the net assets received.

Donated fixed assets

Where the donated good is a fixed asset, it is measured at fair value, unless it is impractical to measure this reliably, in which case the cost of the item to the donor should be used. The gain is recognised as income from donations and a corresponding amount is included in the appropriate fixed asset category and depreciated over the useful economic life in accordance with the academy trust's accounting policies.

Interest receivable

Interest receivable is included within the Statement of Financial Activities on a receivable basis.

1.4 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity.

Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use.

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued) FOR THE YEAR ENDED 31 AUGUST 2020

1.4 Expenditure

Expenditure on raising funds

This includes all expenditure incurred by the academy trust to raise funds for its charitable purposes and includes costs of all fundraising activities events and non-charitable trading.

Charitable activities

These are costs incurred on the academy trust's educational operations, including support costs and costs relating to the governance of the academy trust apportioned to charitable activities.

All resources expended are inclusive of irrecoverable VAT.

1.5 Tangible fixed assets

Assets costing £5,000 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. Where there are specific conditions attached to the funding requiring the continued use of the asset, the related grants are credited to a restricted fixed asset fund in the Statement of Financial Activities and carried forward in the Balance Sheet. Depreciation on the relevant assets is charged directly to the restricted fixed asset fund in the Statement of Financial Activities. Where tangible fixed assets have been acquired with unrestricted funds, depreciation on such assets is charged to the unrestricted fund.

Depreciation is provided on all tangible fixed assets other than freehold land and assets under construction, at rates calculated to write off the cost of each asset on a straight-line basis over its expected useful life with a nil residual value.

The trust separately identifies the major components of its schools' buildings and charges depreciation so as to write-down the cost of each component to its estimated residual value, over its expected useful life.

The useful lives are as follows:

ASSET GROUP	USEFUL LIFE
Freehold land	Not depreciated
Freehold buildings & building improvements	50 years
Leasehold land	125 years
Leasehold buildings & building improvements	50 years
Assets under construction	These are not depreciated until the asset is brought into use.
School building components:	
Bathrooms / kitchens	15 years
Lifts	25 years
Windows	30 years
Doors	30 years
Plant & machinery	15 years
Furniture & Fittings	10 years
Equipment (incl. sports equipment)	10 years
Kitchen Equipment	5 years
Computer equipment and software	4 years
Motor vehicles / minibuses	10 years

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued) **FOR THE YEAR ENDED 31 AUGUST 2020**

1.5 Tangible fixed assets (Continued)

Assets in the course of construction are included at cost. Depreciation on these assets is not charged until they are brought into use and reclassified to freehold or leasehold land and buildings.

A review for impairment of a fixed asset is carried out if events or changes in circumstances indicate that the carrying value of any fixed asset may not be recoverable. Shortfalls between the carrying value of fixed assets and their recoverable amounts are recognised as impairments. Impairment losses are recognised in the Statement of Financial Activities.

1.6 Liabilities

Liabilities are recognised when there is an obligation at the balance sheet date as a result of a past event, it is probable that a transfer of economic benefit will be required in settlement, and the amount of the settlement can be estimated reliably. Liabilities are recognised as at the amount that the academy trust anticipates it will pay to settle the debt or the amount it has received as advanced payments for the goods or services it must provide.

1.7 Provisions

Provisions are recognised when the academy trust has an obligation at the reporting date as a result of a past event which it is probable will result in the transfer of economic benefits and the obligation can be estimated reliably.

Provisions are measured at the best estimate of the amounts required to settle the obligation. Where the effect of the time value of money is material, the provision is based on the present value of those amounts, discounted at the pre-tax discount rate that reflects the risks specific to the liability. The unwinding of the discount is recognised within interest payable and similar charges.

1.8 Leased assets

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

Where assets are financed by leasing agreements that give rights approximating to ownership ("finance leases"), the assets are treated as if they had been purchased outright. The amount capitalised is the present value of the minimum lease payments payable during the lease term. The corresponding leasing commitments are shown as obligations to the lessor.

Lease payments are treated as consisting of capital and interest elements, and the interest is charged to the statement of financial activities in proportion to the remaining balance outstanding.

All other leases are "operating leases" and the annual rentals are charged to the Statement of Financial Activities on a straight-line basis over the lease term.

1.9 Investments

The academy's shareholding in the wholly owned subsidiary, Fullbrook Sports Centre Limited, is included in the balance sheet at the cost of the share capital owned less any impairment. There is no readily available market value and the cost of valuation exceeds the benefit derived.

1.10 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 part 11, chapter 3 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.

NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

1.11 Pension benefits

Retirement benefits for 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.

Teachers' Pension Scheme

The TPS is an unfunded scheme and contributions are calculated 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 based on quadrennial valuations using a prospective unit credit method. TPS is an unfunded multiemployer scheme with no underlying assets to assign between employers. Consequently, the TPS is treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

Local Government Pension Scheme

The LGPS is a funded multi-employer scheme and the assets are held separately from those of the academy trust in separate trustee administered funds. Pension scheme assets are measured at fair value and liabilities are measured on an actuarial basis using the projected unit credit method and discounted at a rate equivalent to the current rate of return on a high quality corporate bond of equivalent term and currency to the liabilities. The actuarial valuations are obtained at least triennially and are updated at each balance sheet date. The amounts charged to net income/(expenditure) are the current service costs and the costs of scheme introductions, benefit changes, settlements and curtailments. They are included as part of staff costs as incurred. Net interest on the net defined benefit liability/asset is also recognised in the Statement of Financial Activities and comprises the interest cost on the defined benefit obligation and interest income on the scheme assets, calculated by multiplying the fair value of the scheme assets at the beginning of the period by the rate used to discount the benefit obligations. The difference between the interest income on the scheme assets and the actual return on the scheme assets is recognised in other recognised gains and losses.

Actuarial gains and losses are recognised immediately in other recognised gains and losses.

1.12 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 trustees.

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

Restricted general funds comprise all other restricted funds received with restrictions imposed by the funder/donor and include grants from the Department for Education Group.

1.13 Agency arrangements

The academy trust receives two types of 16-19 bursary funds from the ESFA. The first being for defined vulnerable groups (non-discretionary), the second being discretionary bursaries which are awarded in line with the policies set by the trust. The trust acts as an agent in distributing non-discretionary bursary funds. Non-discretionary payments received from ESFA and subsequent disbursements to students are therefore excluded from the Statement of Financial Activities as the academy trust does not have control over the charitable application of the funds. Discretionary fund income expenditure however is recognised within the Statement of Financial Activities. The academy trust can use up to 5% of the allocation towards its own administration costs. The funds received and paid and any balances held are disclosed in note 27.

NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

1.14 Critical accounting estimates and areas of judgement

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

1.15 Critical accounting estimates and assumptions

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

- (1) The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost (income), for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 25, will impact the carrying amount of the pension liability. Furthermore, a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2016 has been used by the actuary in valuing the pensions liability at 31 August 2020. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.
- (2) On conversion to the academy trust, the assets and liabilities of a school are measured at fair value. This includes any land and buildings. The valuation of the land and buildings involves a significant degree of estimation. Refer to note 11 for further details on this estimation.

2 DONATIONS AND CAPITAL GRANTS

	Unrestricted Funds £000	Restricted Funds £000	Total 2020 £000
Capital grants (DfE / ESFA)	-	3,342	3,342
Other donations	32	134	166
Donated fixed assets	-	-	-
	<u>32</u>	<u>3,476</u>	<u>3,508</u>

	Unrestricted Funds £000	Restricted Funds £000	Total 2019 £000
Capital grants (DfE / ESFA)	-	325	325
Other donations	166	-	166
Donated fixed assets	-	400	400
	<u>166</u>	<u>725</u>	<u>891</u>

GUILDFORD EDUCATION PARTNERSHIP**NOTES TO THE FINANCIAL STATEMENTS (Continued)**
FOR THE YEAR ENDED 31 AUGUST 2020**3 FUNDING FOR THE ACADEMY TRUST'S EDUCATIONAL OPERATIONS**

	Unrestricted Funds £000	Restricted Funds £000	Total 2020 £000
DfE / ESFA grants			
General Annual Grant (GAG)	-	25,699	25,699
Rates and insurance	-	156	156
Universal infant free school meals	-	203	203
Pupil premium	-	829	829
PE & Sports Grant	-	77	77
16-19 Bursary income	-	27	27
	-	26,991	26,991
Other Government grants			
Special educational projects	-	1,090	1,090
	-	1,090	1,090
Exceptional Government funding			
Coronavirus job retention scheme grant	-	45	45
Coronavirus exceptional support	-	2	2
	-	47	47
Other income from the academy trust's educational operations			
Guildford Confederation	-	12	12
11-19 Partnership income	-	211	211
Graduate teacher programme	-	705	705
Children's Centre early years	-	(19)	(19)
Growing school income	-	197	197
Other educational income	342	1,329	1,671
Proceeds from insurance claim	252	-	252
	594	2,435	3,029
Total funding	594	30,563	31,157

Other educational income includes £1,091,036 relating to school fund activities.

The trust has been eligible to claim additional funding in year from government support schemes in response to the coronavirus outbreak. The funding received is shown above under 'exceptional government funding'.

The funding received for coronavirus exceptional support covers £2,483 of supermarket vouchers for free school meals families issued prior to the government scheme becoming fully operational. These costs are included within note 6 as appropriate.

The trust also furloughed 23 after school club staff and 4 swimming teachers at Boxgrove School, under the government's Coronavirus Job Retention Scheme (CJRS). The funding received of £45K related to staff costs in respect of these 27 staff, which are included within note 7, as appropriate.

Additional CJRS funding of £14,731 was received by the trust's subsidiary, Fullbrook Sports Centre. This funding has been included within the Statement of Financial Activities for the year but does not fall within the 'Educational Operations' category and hence is not reported above.

GUILDFORD EDUCATION PARTNERSHIP**NOTES TO THE FINANCIAL STATEMENTS (Continued)**
FOR THE YEAR ENDED 31 AUGUST 2020**3 FUNDING FOR THE ACADEMY TRUST'S EDUCATIONAL OPERATIONS (Cont)**

	Unrestricted Funds £000	Restricted Funds £000	Total 2019 £000
DfE / ESFA grants			
General Annual Grant (GAG)	-	24,807	24,807
Rates and insurance	-	140	140
Universal infant free school meals	-	224	224
Pupil premium	-	976	976
PE & Sports Grant	-	77	77
16-19 Bursary income	-	29	29
	-	26,253	26,253
Other Government grants			
Special educational projects	-	894	894
	-	894	894
Other income from the academy trust's educational operations			
Guildford Confederation	-	138	138
11-19 Partnership income	-	217	217
Graduate teacher programme	-	679	679
Children's Centre early years	-	394	394
Growing school income	-	147	147
Other educational income	1,083	822	1,905
Proceeds from insurance claim	848	-	848
	1,931	2,397	4,328
Total funding	1,931	29,544	31,475

Other educational income includes £635,725 relating to school fund activities.

GUILDFORD EDUCATION PARTNERSHIP**NOTES TO THE FINANCIAL STATEMENTS (Continued)**
FOR THE YEAR ENDED 31 AUGUST 2020

4 OTHER TRADING ACTIVITIES

	Unrestricted Funds £000	Restricted Funds £000	Total 2020 £000
Other trading income	13	-	13
Letting and hire of facilities	411	-	411
	<u>424</u>	<u>-</u>	<u>424</u>

	Unrestricted Funds £000	Restricted Funds £000	Total 2019 £000
Other trading income	40	-	40
Letting and hire of facilities	519	-	519
	<u>559</u>	<u>-</u>	<u>559</u>

5 INVESTMENT INCOME

	Unrestricted Funds £000	Restricted Funds £000	Total 2020 £000
Interest receivable	3	-	3
	<u>3</u>	<u>-</u>	<u>3</u>

	Unrestricted Funds £000	Restricted Funds £000	Total 2019 £000
Interest receivable	7	-	7
	<u>7</u>	<u>-</u>	<u>7</u>

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

6 EXPENDITURE

	Staff Costs £000	Non Pay Expenditure Premises £000	Other £000	Total 2020 £000
Expenditure on raising funds:				
Direct costs	75	-	40	115
Academy trust's educational operations:				
Direct costs	22,623	2,876	4,101	29,600
Allocated support costs	3,383	-	3,262	6,645
Teaching School	93	-	251	344
	26,174	2,876	7,654	36,704

	Staff Costs £000	Non Pay Expenditure Premises £000	Other £000	Total 2019 £000
Expenditure on raising funds:				
Direct costs	69	-	42	111
Academy trust's educational operations:				
Direct costs	22,361	2,852	4,211	29,424
Allocated support costs	2,903	-	4,070	6,973
Teaching School	-	-	560	560
	25,333	2,852	8,883	37,068

Net income/(expenditure) for the period includes:

	2020 £000	2019 £000
Operating lease rentals	64	27
Depreciation	2,876	2,852
Fees payable to auditor for:		
Audit	33	33
Other services	24	15

6.1 Expenditure on charitable activities

	Total 2020 £000	Total 2019 £000
Academy trust's educational operations - direct costs		
Teaching and educational support staff costs	22,624	22,361
Depreciation	2,876	2,852
Educational supplies	1,390	1,619
Technology costs	253	338
Examination fees	297	405
Staff expenses	125	-
Staff development	75	968
Other direct costs	1,960	881
	29,600	29,424

2019 staff development costs included apprenticeship levy of £53,549 (included within staff costs in 2020), staff expenses of £134,437 and school fund expenditure of £680,082 (included within other direct costs in 2020).

GUILDFORD EDUCATION PARTNERSHIP**NOTES TO THE FINANCIAL STATEMENTS (Continued)**
FOR THE YEAR ENDED 31 AUGUST 2020**6.1 Expenditure on charitable activities (Continued)**

	Total 2020 £000	Total 2019 £000
Academy trust's educational operations - allocated support costs		
Support staff costs	3,383	2,872
Pension finance costs	278	272
Maintenance of premises & equipment	675	777
Cleaning	751	718
Rent and rates	243	316
Energy costs	401	406
Insurance	113	131
Bank interest and charges	13	14
Other support costs	628	842
Impairment	-	497
Technology costs	92	24
Governance costs	68	104
	6,645	6,973
Total expenditure on charitable activities	36,245	36,397

The trust analyses expenditure as direct costs when transactions are being processed; thereafter, the trust allocates support costs on the basis of estimated staff time involved and/or the nature of the cost. There are no amounts, included in resources expended above, that relate to ex-gratia/compensation payments, fixed asset losses, stock losses, unrecoverable debts or cash losses.

Prior year governance costs included staff costs of £31,000, whilst governance staff costs for 2020 are included within support staff costs.

The LGPS annual pension deficit costs are included in full within teaching and educational support staff costs, and not apportioned across educational support and support staff costs.

7 STAFF COSTS**7.1 Staff costs**

Staff costs during the period were:

	2020 £000	2019 £000
Wages and salaries	18,618	19,045
Social security costs	1,793	1,724
Operating costs of defined benefit pension schemes	5,419	4,189
	25,830	24,958
Agency staff costs	308	351
Staff restructuring costs	36	24
	26,174	25,333
Staff restructuring costs comprise:		
Redundancy payments	36	7
Severance payments	-	17
	36	24

7.2 Non statutory/non-contractual staff severance payments

Included in staff restructuring costs are non-statutory/non-contractual severance payments totalling £nil (2019: £16,777). The 2019 payment of £16,777 was made to one individual.

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued) **FOR THE YEAR ENDED 31 AUGUST 2020**

7.3 Staff numbers

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

	2020 No.	2019 No.
Teachers	311	317
Administration and support ¹	481	459
Management	17	17
	809	793

¹ Note that this category covers all support staff who are not management and therefore includes education support staff, as well as administrative and operational staff.

7.4 Higher paid staff

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

	2020 No.	2019 No.
£60,001 - £70,000	6	4
£70,001 - £80,000	5	6
£80,001 - £90,000	1	1
£90,001 - £100,000	1	1
£100,001 - £110,000	1	1
£110,001 - £120,000	1¹	-
£140,001 - £150,000	-	1¹

¹ This employee received a full-time equivalent salary of £120,000 but did not receive pension contributions. In lieu of pension contributions an additional full-time equivalent allowance of £25,000 was paid.

7.5 Key management personnel

The key management personnel of the academy trust comprise the trustees and the executive team as listed on page 3. The total amount of employee benefits (including employer pension contributions and national insurance contributions) received by key management personnel for their services to the academy trust was £327,646 (2019: £355,758). This does not include key management personnel procured through seconded services, amounting to £21,600.

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued) FOR THE YEAR ENDED 31 AUGUST 2020

8 CENTRAL SERVICES

The trust has provided the following central services to its academy schools during the current year:

The accounting officer for the academy trust has delivered improved value for money during through the provision of central services as follows:

- Professional administrative support targeting complex activities – statutory return submissions and review, trust-wide policy and local procedure development, admissions consultations, exclusion hearings, human resource case management, senior leadership recruitment, financial systems selection and implementation, EU procurement, long-term budget planning, internal and external monthly financial reporting, internal and external audit support, local and national government premises approvals to support income generation, health and safety auditing, capital improvement planning, data protection compliance training, subject access request support, freedom of information response service, cloud-based backup service, systems and equipment for home-learning blended with class-based learning, training safeguarding and security measures for remote teaching and learning, public relations and press release service, emergency response support, disaster recovery planning and COVID risk management.
- Central buying of educational supplies and services – for example cleaning, PPE equipment, energy, accountancy and audit services, insurance, legal support, professional service level agreements and software licenses (for governance, leadership, education, finance and administration) and catering arrangements.
- Training and continuous professional development for governors, support staff and teachers. Our programmes for teachers help develop and support trainees, newly qualified teachers and established professionals, including subject leaders, middle leaders and those considering headship. See SCITT and Teaching School services on page 16.
- Educational support services delivered through exceptional practitioners. The trust has initiated a collaborative arrangement with Athena Schools Trust (see page 18), to access a range of school improvement experts who are regularly deployed for the benefit of schools within the trust. Our education improvement arm provides targeted and sustained school improvement through primary and secondary School Improvement Advisor visits, identifying targeted additional school improvement support needs, undertaking external and peer reviews (including safeguarding, 6th Form provision and pupil premium strategies), planning and delivering interventions and support through our primary and secondary practitioners. The trust continues to use the most talented members of its teaching workforce to support school-to-school improvement.

The trust's charging structure is a top slice of 3% from each of its academy schools and a fixed fee of £30,000. The actual amounts charged during the year were as follows:

	2020 £000	2019 £000
Boxgrove Primary School	96	95
Fullbrook School	232	236
George Abbot School	315	309
Guildford Grove Primary School	88	91
Kings College, Guildford	88	96
Loseley Fields Primary School	79	81
Sandfield Primary School	55	53
	953	961

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued) FOR THE YEAR ENDED 31 AUGUST 2020

9 RELATED PARTY TRANSACTIONS - TRUSTEES' REMUNERATION AND EXPENSES

In the period ended 31 August 2020, no trustees were paid remuneration or received other benefits from an employment with GEP Academies (2019: nil).

During the year ended 31 August 2020, travel and subsistence expenses totalling £nil (2019: £nil) were reimbursed.

Other related party transactions involving the trustees are set out in note 27.

10 TRUSTEES' AND OFFICERS' INSURANCE

The academy trust has opted into the Department for Education's Risk Protection Arrangement (RPA), an alternative to insurance where UK government funds cover losses that arise. This scheme protects trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business, and provides cover up to £10,000,000. It is not possible to quantify the trustees and officers indemnity element from the overall cost of the RPA scheme.

11 TANGIBLE FIXED ASSETS – GROUP AND ACADEMY TRUST

	Freehold Land & Buildings £000	Leasehold Land & Buildings £000	Plant & Machinery £000	Property under construction £000	Total £000
Cost					
At 1 September 2019	41,430	50,003	4,935	811	97,179
Additions	411	1,064	421	354	2,250
Policy change ¹	-	(15)	(190)	-	(205)
Disposals	(12)	(59)	(13)	-	(84)
Transfers	530	163	84	(777)	-
At 31 August 2020	42,359	51,156	5,237	388	99,140
Depreciation					
At 1 September 2019	7,044	6,934	2,944	-	16,922
Charged in year	1,364	1,200	410	-	2,974
Policy change ¹	(1)	(1)	(98)	-	(100)
On disposal	-	(46)	(13)	-	(59)
Transfers	(1,639)	1,640	(1)	-	-
At 31 August 2020	6,768	9,727	3,242	-	19,737
Net book values					
At 31 August 2020	35,591	41,429	1,995	388	79,403
At 31 August 2019	34,386	43,069	1,991	811	80,257

¹ Adjustments have been made to remove both the cost and accumulated depreciation of any assets costing less than £5,000, due to a policy change in capitalisation threshold. The net book value of these assets being £106,408.

GUILDFORD EDUCATION PARTNERSHIP**NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020****11 TANGIBLE FIXED ASSETS – GROUP AND ACADEMY TRUST (CONTINUED)**

Leasehold property is owned by the Local Authority and leased to the trust.

The cost of the above tangible assets was funded by:

	2020	2019
	£000	£000
Fixed assets transferred upon conversion	84,054	84,054
General Annual Grant funded	707	707
Capital grant funded	13,646	12,064
Special Educational Needs funded	6	6
Funded from unrestricted resources	727	348
	99,140	97,179

When not used for educational purposes, land and building assets are leased on a short-term basis for community use and to generate sundry lettings income.

12 INVESTMENT IN SUBSIDIARY

The trust has a subsidiary company, Fullbrook Sports Centre Limited (registered number 07834828), which is wholly owned and incorporated in Great Britain. The principal activity of the company is to generate income through lettings. It was incorporated, and also commenced trading, on 3 November 2011.

The following is a summary of the financial statements of Fullbrook Sports Centre Limited for the period ended 31 August 2020, which have been included in the consolidated financial statements:

	2020	2019
	£000	£000
Turnover	169	206
Administrative expenses	(105)	(107)
Net profit for the period	64	99
Retained profit at 1 September	99	77
Distribution	(163)	(77)
Retained profit at 31 August	-	99

13 DEBTORS

	Group		Academy Trust	
	2020	2019	2020	2019
	£000	£000	£000	£000
Trade debtors	53	70	44	62
VAT recoverable	253	374	253	374
Prepayments and accrued income	626	680	625	679
Other debtors	1	19	1	18
	933	1,143	923	1,133

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

14 CREDITORS - AMOUNTS FALLING DUE WITHIN ONE YEAR

	Group		Academy Trust	
	2020	2019	2020	2019
	£000	£000	£000	£000
Trade creditors	408	831	406	831
Other taxation and social security	654	624	654	624
Other creditors	14	18	14	18
Amounts owed to subsidiary undertaking	-	-	-	65
ESFA creditor: abatement of GAG	95	476	95	476
Accruals and deferred income	553	733	549	729
	1,724	2,682	1,718	2,743
Deferred income at 1 September	254	257	254	257
Amounts released in the year	(254)	(257)	(254)	(257)
Resources deferred in the year	259	254	259	254
Deferred income at 31 August	259	254	259	254

Deferred income includes income which relates to the trust's educational operations for the 2020-21 academic year. This income mainly relates to Universal Infant Free School Meals grant.

Included within creditors is a balance of £nil (2019: £6,922), in relation to a loan agreement entered into by Fullbrook School with the government's Salix loan provider to obtain funding for energy efficient lighting and boilers. The Salix loan was interest free, repayable by instalments every six months, and was fully paid as at 31 August 2020.

15 CREDITORS - AMOUNTS FALLING DUE AFTER ONE YEAR

	Group		Academy Trust	
	2020	2019	2020	2019
	£000	£000	£000	£000
ESFA creditor: abatement of GAG	381	-	381	-
	381	-	381	-

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

16 FUNDS

16.1 Funds - Group

	Balance at 1.9.19 £000	Income £000	Expenditure £000	Gains, losses & transfers £000	Balance at 31.8.20 £000
Restricted general funds					
General Annual Grant (i)	-	25,699	(25,481)	-	218
Rates and Insurance fund (ii)	-	156	(156)	-	-
Capital Grants fund (revex) (iii)	-	240	(240)	-	-
Pupil Premium (xxvii)	-	829	(788)	-	41
SCITT fund (iv)	39	705	(702)	-	42
PE & Sports grant (v)	6	77	(61)	2	24
Special Educational Needs fund (vi)	-	1,090	(1,049)	-	41
16 -19 Bursary fund (vii)	5	27	(11)	9	30
Teaching School fund (viii)	198	418	(344)	1	273
Guildford Confederation fund (ix)	27	12	-	-	39
11- 19 Partnership fund (x)	205	211	(133)	-	283
Children's Centre Early Years fund (xii)	109	(19)	(88)	(2)	-
Universal Free School Meals (xxi)	-	203	(203)	-	-
Other grants (xxvi)	-	335	(323)	2	14
*School fund (xi)	-	1,091	(1,100)	277	268
Growing Schools fund (xiii)	-	197	(123)	-	74
Surrey Maths School (xxii)	25	-	(12)	-	13
Cricket Centre (xx)	47	-	-	-	47
LGPS deficit fund	(14,632)	-	(1,642)	(2,515)	(18,789)
- pension reserve (xiv)					
	(13,971)	31,271	(32,456)	(2,226)	(17,382)
Restricted fixed asset funds					
Transfer on Conversion (xv)	70,191	-	(2,974)	-	67,217
Capital expenditure from GAG (xvi)	4,537	-	-	-	4,537
Capital Grants fund (capex) (xvii)	6,669	3,186	(131)	600	10,324
SEN Fixed Asset fund (xviii)	6	-	-	-	6
	81,403	3,186	(3,105)	600	82,084
Total restricted funds	67,432	34,457	(35,561)	(1,626)	64,702
General funds (xix)	1,243	585	(794)	(785)	249
<i>Designated funds:</i>					
Extended services (xxiii)	22	200	(201)	-	21
Astroturf fund (xxiv)	98	16	-	-	114
Insurance fund (xxv)	308	252	(148)	(379)	33
Kings financial stability fund (xxviii)	-	-	-	245	245
COVID fund (xxix)	-	-	-	30	30
Total unrestricted funds	1,671	1,053	(1,143)	(889)	692
Total funds	69,103	35,510	(36,704)	(2,515)	65,394

*School fund has been reclassified as restricted funds for the current year with a transfer being made from unrestricted funds in relation to brought forward balances.

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued) FOR THE YEAR ENDED 31 AUGUST 2020

16.1 Funds – Group (Continued)

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

- i. The General Annual Grant (GAG) represents the core funding for the educational activities of the school that has been provided to the trust by the Department for Education, via the Education and Skills Funding Agency. The General Annual Grant Fund has been set up because the GAG must be used for the normal running costs of the Academy. Under the funding agreement with the Secretary of State, the trust was not subject to a limit on the GAG that it could carry forward at 31 August 2020.
- ii. The Rates and Insurance fund has been created to recognise the restricted funding received from the Department for Education to cover the cost to the trust of rates and insurance.
- iii. The Capital Grants fund (revex) has been created to recognise the restricted grant funding received from all sources towards capital expenditure projects undertaken throughout the trust which do not meet the capitalisation threshold. Capital Grants for projects that exceed the threshold are shown within the Capital Grants fund (capex).
- iv. The School Centred Initial Teacher Training (SCITT) fund has been created to recognise the restricted funding received, including funding from the National College of Teaching and Leadership, to cover the operating costs of running the teacher training schemes.
- v. The PE & Sports Grant fund has been created to recognise restricted funding received by way of compensation to the trust for allowing a PE teacher to spend part of his or her time working with local infant and primary schools. This funding is ring-fenced and covers the salary costs of those relevant PE teachers.
- vi. The Special Educational Needs (Local Authority) fund has been created to recognise all restricted income from various sources that is intended to be used to partially fund the costs incurred by the trust in meeting the additional educational needs of some of its pupils. The relevant restricted expenditure is then also recorded through this fund with any overspend being covered by a transfer from the General Annual Grant fund.
- vii. The 16-19 Bursary fund has been created to recognise restricted funding which enables the trust to provide mandatory bursaries under the Department for Education scheme for certain categories of qualifying student as well as discretionary payments awarded by the governors to other students in need of support.
- viii. The Teaching School fund has been created to recognise the restricted funding received from the Department for Education to cover the operating costs associated with the running of the Teaching School.
- ix. The Guildford Confederation fund was created to recognise the restricted funding received from Surrey County Council, the Local Authority, to cover the operating costs associated with the running of the Guildford Confederation fund.
- x. The 11-19 Partnership fund has been created to recognise the restricted funding received from Surrey County Council, the Local Authority, and local schools within the Partnership to cover the operating costs associated with the running of the 11-19 Partnership.
- xi. The School Fund has been created to recognise the donations received towards school trips, primarily from parents / carers and other donations restricted to the school.
- xii. The Children's Centre fund was used for our Sure Start Children's Centres, which provided free or heavily subsidised activities both for children under 4 and their parent/carers.

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued) **FOR THE YEAR ENDED 31 AUGUST 2020**

16.1 Funds – Group (Continued)

- xiii. The Growing Schools fund has been created to recognise the funding received from Surrey County Council to cover the costs of school expansion at Loseley Fields Primary School.
- xiv. The Local Government Pension Scheme (LGPS) deficit fund has been created to separately identify the pension deficit inherited from the Local Authority upon conversion to academy status, and through which all the pension scheme movements are recognised.
- xv. The Transfer on Conversion Fixed Asset fund has been set up to recognise the tangible assets gifted to the trust upon conversion of each school to academy status and represents the value of the school sites including the land and buildings and all material items of plant and machinery included therein. Depreciation charged on those inherited assets is allocated to the fund.
- xvi. The Capital Expenditure from GAG fund has been set up to recognise the tangible assets purchased by the trust that have been funded from the General Annual Grant. This fund has been created by a transfer from the General Annual Grant fund of an amount equivalent to the cost of the tangible assets involved. Depreciation charged on those tangible assets is allocated to the fund.
- xvii. The Capital Grants fund (capex) has been set up to recognise the tangible assets purchased by the trust that have been funded from capital grants. This fund has been created by a transfer from the Capital Grant Fixed Asset fund of an amount equivalent to the cost of the tangible assets involved. Depreciation charged on those tangible assets is allocated to the fund.
- xviii. The Special Educational Needs (SEN) Fixed Asset fund has been set up to recognise the tangible assets purchased by the trust that have been funded from Special Educational Needs income. This fund has been created by a transfer from the Special Educational Needs fund of an amount equivalent to the cost of the tangible assets involved. Depreciation charged on those tangible assets is allocated to the fund.
- xix. General Funds include income generated from sponsorship, hire of facilities, etc.
- xx. The Cricket Centre fund has been created to recognise the income received from Surrey County Cricket Club to cover maintenance costs of the Cricket Centre at George Abbot.
- xxi. The Universal Infant Free School meals (UIFSM) fund has been created to recognise the ESFA funding received in order to provide free school meals to all pupils in reception, year 1, and year 2.
- xxii. The Surrey Maths School (SuMs) fund has been created to recognise the funding received from the ESFA which is to be invested in the creation of a new specialist 16-19 maths school in Guildford, in partnership with the University of Surrey.
- xxiii. The Extended Services (designated) fund has been created to recognise the income received in relation to before and after school provision, which is to be spent on the provision of these services to pupils.
- xxiv. The Astroturf (designated) fund has been created to set aside a provision for the future replacement costs of astroturf pitches.
- xxv. The insurance (designated) fund sets aside the income received from insurers in relation to the fire at George Abbot in 2018. These funds were set aside to cover the fire reinstatement and refurbishment works now complete and the restocking of damaged supplies and equipment.

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued) FOR THE YEAR ENDED 31 AUGUST 2020

16.1 Funds – Group (Continued)

- xxvi. The Other grants fund has been created to recognise both government and non-government funding received in relation to the educational activities of the trust.
- xxvii. The Pupil Premium fund has been created to recognise the funding provided by the Department for Education to support disadvantaged pupils.
- xxviii. Kings financial stability (designated) fund has been created to aid Kings College, Guildford in redressing the balance of contribution to reserves, with assistance from schools and the central head office.
- xxix. The COVID (designated) fund has been set aside in order to cover costs planned to be incurred in year, but delayed as a result of the COVID impact on supply chain, alongside the costs of staff training unable to take place during lockdown, and hence deferred to the following academic year.

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

16.1 Funds – Group (Continued)

Comparative information in respect of the preceding period is as follows:

	Balance at 1.9.18 £000	Income £000	Expenditure £000	Gains, losses & transfers £000	Balance at 31.8.19 £000
Restricted general funds					
General Annual Grant (i)	-	24,807	(24,807)	-	-
Rates and Insurance fund (ii)	-	140	(140)	-	-
Capital Grants fund (revex) (iii)	-	-	-	-	-
Pupil Premium (xxviii)	-	976	(976)	-	-
SCITT fund (iv)	149	679	(789)	-	39
PE & Sports grant(v)	-	77	(71)	-	6
Special Educational Needs fund (vi)	-	894	(894)	-	-
16 -19 Bursary fund (vii)	-	29	(24)	-	5
Teaching School fund (viii)	182	576	(560)	-	198
Guildford Confederation fund (ix)	99	138	(210)	-	27
11- 19 Partnership fund (x)	151	217	(163)	-	205
Kings College fund (xi)	-	-	-	-	-
Children's Centre Early Years fund (xii)	-	394	(312)	27	109
Universal Free School Meals (xxi)	-	224	(224)	-	-
Other grants (xxvi)	-	772	(1,861)	1,089	-
Growing Schools fund (xiii)	-	147	(147)	-	-
Surrey Maths School (xxii)	-	30	(5)	-	25
Cricket Centre (xx)	-	20	-	27	47
LGPS deficit fund	(9,274)	-	(1,239)	(4,119)	(14,632)
- pension reserve (xiv)					
	(8,693)	30,120	(32,422)	(2,976)	(13,971)
Restricted fixed asset funds					
Transfer on Conversion (xv)	73,200	400	(3,409)	-	70,191
Capital expenditure from GAG (xvi)	4,537	-	-	-	4,537
Capital Grants fund (capex) (xvii)	6,005	325	-	339	6,669
SEN Fixed Asset fund (xviii)	6	-	-	-	6
	83,748	725	(3,409)	339	81,403
Total restricted funds	75,055	30,845	(35,831)	(2,637)	67,432
General funds (xix)	1,617	1,611	(710)	(1,275)	1,243
<i>Designated funds:</i>					
Extended services (xxiii)	10	204	(192)	-	22
Astroturf fund (xxiv)	100	-	(2)	-	98
Insurance fund (xxv)	-	848	(333)	(207)	308
Total unrestricted funds	1,727	2,663	(1,237)	(1,482)	1,671
Total funds	76,782	33,508	(37,068)	(4,119)	69,103

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

16.2 Funds – Academy Trust

	Balance at 1.9.19 £000	Income £000	Expenditure £000	Gains, losses & transfers £000	Balance at 31.8.20 £000
Restricted general funds					
General Annual Grant (i)	-	25,699	(25,481)	-	218
Rates and Insurance fund (ii)	-	156	(156)	-	-
Capital Grants fund (revex) (iii)	-	240	(240)	-	-
Pupil Premium (xxviii)	-	829	(788)	-	41
SCITT fund (iv)	39	705	(702)	-	42
PE & Sports grant (v)	6	77	(61)	2	24
Special Educational Needs fund (vi)	-	1,090	(1,049)	-	41
16 -19 Bursary fund (vii)	5	27	(11)	9	30
Teaching School fund (viii)	198	418	(344)	1	273
Guildford Confederation fund (ix)	27	12	-	-	39
11- 19 Partnership fund (x)	205	211	(133)	-	283
Children's Centre Early Years fund (xii)	109	(19)	(88)	(2)	-
Universal Free School Meals (xxi)	-	203	(203)	-	-
Other grants (xxvi)	-	335	(323)	2	14
*School fund (xi)	-	1,091	(1,100)	277	268
Growing Schools fund (xiii)	-	197	(123)	-	74
Maths School (xxii)	25	-	(12)	-	13
Cricket Centre (xx)	47	-	-	-	47
LGPS deficit fund	(14,632)	-	(1,642)	(2,515)	(18,789)
- pension reserve (xiv)					
	(13,971)	31,271	(32,456)	(2,226)	(17,382)
Restricted fixed asset funds					
Transfer on Conversion (xv)	70,191	-	(2,974)	-	67,217
Capital expenditure from GAG (xvi)	4,537	-	-	-	4,537
Capital Grant fund (capex) (xvii)	6,669	3,186	(131)	600	10,324
SEN Fixed Asset fund (xviii)	6	-	-	-	6
	81,403	3,186	(3,105)	600	82,084
Total restricted funds	67,432	34,457	(35,561)	(1,626)	64,702
General funds (xix)	1,144	579	(689)	(785)	249
<i>Designated funds:</i>					
Extended services (xxiii)	22	200	(201)	-	21
Astroturf fund (xxiv)	98	16	-	-	114
Insurance fund (xxv)	308	252	(148)	(379)	33
Kings financial stability fund (xxviii)	-	-	-	245	245
COVID fund (xxix)				30	30
Total unrestricted funds	1,572	1,047	(1,038)	(889)	692
Total funds	69,004	35,504	(36,599)	(2,515)	65,394

*School fund has been reclassified as restricted funds for the current year with a transfer being made from unrestricted funds in relation to brought forward balances.

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

16.2 Funds – Academy Trust (Continued)

Comparative information in respect of the preceding period is as follows:

	Balance at 1.9.18 £000	Income £000	Expenditure £000	Gains, losses & transfers £000	Balance at 31.8.19 £000
Restricted general funds					
General Annual Grant (i)	-	24,807	(24,807)	-	-
Rates and Insurance fund (ii)	-	140	(140)	-	-
Capital Grants fund (revex) (iii)	-	-	-	-	-
Pupil Premium (xxviii)	-	976	(976)	-	-
SCITT fund (iv)	149	679	(789)	-	39
PE & Sports grant (v)	-	77	(71)	-	6
Special Educational Needs fund (vi)	-	894	(894)	-	-
16 -19 Bursary fund (vii)	-	29	(24)	-	5
Teaching School fund (viii)	182	576	(560)	-	198
Guildford Confederation fund (ix)	99	138	(210)	-	27
11- 19 Partnership fund (x)	151	217	(163)	-	205
Kings College fund (xi)	-	-	-	-	-
Children's Centre Early Years fund (xii)	-	394	(312)	27	109
Universal Free School Meals (xxi)	-	224	(224)	-	-
Other grants (xxvi)	-	772	(1,861)	1,089	-
Growing Schools fund (xiii)	-	147	(147)	-	-
Maths School (xxii)	-	30	(5)	-	25
Cricket Centre (xx)	-	20	-	27	47
LGPS deficit fund	(9,274)	-	(1,239)	(4,119)	(14,632)
- pension reserve (xiv)					
	(8,693)	30,120	(32,422)	(2,976)	(13,971)
Restricted fixed asset funds					
Transfer on Conversion (xv)	73,200	400	(3,409)	-	70,191
Capital expenditure from GAG (xvi)	4,537	-	-	-	4,537
Capital Grants fund (capex) (xvii)	6,005	325	-	339	6,669
SEN Fixed Asset fund (xviii)	6	-	-	-	6
	83,748	725	(3,409)	339	81,403
Total restricted funds	75,055	30,845	(35,831)	(2,637)	67,432
General funds (xix)	1,540	1,482	(603)	(1,275)	1,144
<i>Designated funds:</i>					
Extended services (xxiii)	10	204	(192)	-	22
Astroturf fund (xxiv)	100	-	(2)	-	98
Insurance fund (xxv)	-	848	(333)	(207)	308
Total unrestricted funds	1,650	2,534	(1,130)	(1,482)	1,572
Total funds	76,705	33,379	(36,961)	(4,119)	69,004

GUILDFORD EDUCATION PARTNERSHIP**NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020****16.2 Funds – Academy Trust (Continued)**

Total funds analysis by academy

Fund balance at 31 August 2020 were allocated as follows:

	2020	RESTATED
	£000	2019
		£000
Boxgrove Primary School	335	335
Fullbrook School	(106)	(92)
George Abbot School	963	1,245
George Abbot Teaching School	273	198
George Abbot SCITT	42	39
Guildford Grove Primary School	395	358
Kings College, Guildford	(1,050)	(922)
Loseley Fields Primary School	550	380
Sandfield Primary School	57	18
Central services (general)	395	674
Central services (Kings financial stability fund)	245	-
Total before fixed assets and pension reserve	2,099	2,233
Restricted fixed assets fund	82,084	81,403
Pension reserve	(18,789)	(14,632)
Total	65,394	69,004

Kings College, Guildford is carrying a net deficit of £1,050,340 because of an historic abatement of GAG payments from the ESFA and in-year shortfall of funds where a good curriculum is offered with low pupil-number funding.

The academy trust is taking the following action to return the academy to surplus:

- Marketing to recruit pupils and liaising with the Local Authority on future numbers
- Securing private income through lettings arrangements
- Reviewing long term cost base
- Negotiating with the ESFA to secure appropriate pupil funding for a growing school
- Designating trust-wide reserves to help secure long-term financial stability.

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

16.2 Funds – Academy Trust (Continued)

Total cost analysis by academy

Expenditure incurred by each academy during the year was as follows:

	Teaching & educational support staff costs £000	Other support staff costs £000	Educational supplies £000	Other costs £000	Total 2020 £000	Total 2019 £000
Boxgrove Primary School	2,311	234	134	656	3,335	3,104
Fullbrook School	5,865	532	249	1,254	7,900	7,782
George Abbot School	8,222	761	493	2,260	11,736	11,671
George Abbot SCITT	10	218	41	433	702	789
Guildford Grove Primary School	2,095	265	106	335	2,801	3,100
Kings College, Guildford	1,828	269	94	537	2,728	2,623
Loseley Fields Primary School	1,438	156	72	274	1,939	2,002
Sandfield Primary School	719	132	92	148	1,091	992
Central services	135	816	110	86	1,147	925
Total	22,623	3,383	1,390	5,983	33,379	32,988

Costs for George Abbot Teaching School are set out in note 30.

GUILDFORD EDUCATION PARTNERSHIP**NOTES TO THE FINANCIAL STATEMENTS (Continued)**
FOR THE YEAR ENDED 31 AUGUST 2020**17 ANALYSIS OF NET ASSETS BETWEEN FUNDS**

Fund balances at 31 August 2020 are represented by:

Group

	Unrestricted funds £000	Restricted general funds £000	Restricted fixed asset funds £000	Total funds £000
Tangible fixed assets	-	-	79,403	79,403
Current assets	691	3,513	2,681	6,885
Creditors due within one year	-	(1,724)	-	(1,724)
Creditors due after one year	-	(381)	-	(381)
Pension scheme liability	-	(18,789)	-	(18,789)
	691	(17,381)	82,084	65,394

Academy Trust

	Unrestricted funds £000	Restricted general funds £000	Restricted fixed asset funds £000	Total funds £000
Tangible fixed assets	-	-	79,403	79,403
Current assets	691	3,507	2,681	6,879
Creditors due within one year	-	(1,718)	-	(1,718)
Creditors due after one year	-	(381)	-	(381)
Pension scheme liability	-	(18,789)	-	(18,789)
	691	(17,381)	82,084	65,394

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

17 ANALYSIS OF NET ASSETS BETWEEN FUNDS (Continued)

Fund balances at 31 August 2019 are represented by:

Group

	Unrestricted funds £000	Restricted general funds £000	Restricted fixed asset funds £000	Total funds £000
Tangible fixed assets	-	-	80,257	80,257
Current assets	1,671	3,343	1,146	6,160
Creditors due within one year	-	(2,682)	-	(2,682)
Creditors due after one year	-	-	-	-
Pension scheme liability	-	(14,632)	-	(14,632)
	1,671	(13,971)	81,403	69,103

Academy Trust

	Unrestricted funds £000	Restricted general funds £000	Restricted fixed asset funds £000	Total funds £000
Tangible fixed assets	-	-	80,257	80,257
Current assets	1,572	3,404	1,146	6,122
Creditors due within one year	-	(2,743)	-	(2,743)
Creditors due after one year	-	-	-	-
Pension scheme liability	-	(14,632)	-	(14,632)
	1,572	(13,971)	81,403	69,004

18 CAPITAL COMMITMENTS

	2020 £000	2019 £000
Contracted for, but not provided in the financial statements	1,570	587
	1,570	587

At the balance sheet date, the trust had capital commitments of £1,569,520 (2019: £587,069) relating to school refurbishment, improvement and new build works across the trust, which include

- Creation of The Field Study Centre @ Loseley, which replaces a construction that was beyond economic repair, repurposed for outdoor learning and wellbeing. This building also enables the school to generate lettings due to its location onsite.
- Full replacement of the heating distribution pipework, hot/cold-water supply, and radiators, as part of a 42-week energy efficiency project at George Abbot.
- Reconfiguration of the hall at Sandfield, enabling improved facilities for day-time activities, after school clubs and lettings hire.
- Improvement to the George Abbot Teaching School facilities.

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

19 COMMITMENTS UNDER OPERATING LEASES

At 31 August 2020 the total of the academy trust's future minimum lease payments under non-cancellable operating leases was:

	2020	2019
	£000	£000
Amounts due within one year	32	29
Amounts due between one and five years	32	33
Amounts due after five years	-	-
	64	62

20 RECONCILIATION OF NET INCOME/(EXPENDITURE) TO NET CASH FLOW FROM OPERATING ACTIVITIES

	2020	2019
	£000	£000
Net income/(expenditure) for the reporting period (as per the Statement of Financial Activities)	(1,194)	(3,560)
Adjusted for:		
Depreciation (note 11)	2,874	2,852
Provision for impairment (note 11)	-	497
Losses on disposal of fixed assets (note 11)	25	60
Capital grants from DfE and other capital income	(3,342)	(325)
Interest receivable (note 5)	(3)	(7)
Defined benefit pension scheme cost less contributions payable (note 25)	1,364	967
Defined benefit pension scheme finance cost (note 25)	278	272
(Increase)/decrease in debtors	210	(232)
Increase/(decrease) in creditors	(577)	979
Net cash provided by / (used in) operating activities	(365)	1,503

21 CASH FLOWS FROM INVESTING ACTIVITIES

	2020	2019
	£000	£000
Dividends, interest and rents from investments	3	7
Purchase of tangible fixed assets	(2,045)	(2,609)
Capital grants from DfE Group	3,342	325
Net cash provided by / (used in) investing activities	1,300	(2,277)

22 CASH FLOWS FROM FINANCING ACTIVITIES

	2020	2019
	£000	£000
Repayments of borrowing	-	(13)
Net cash provided by / (used in) financing activities	-	(13)

23 ANALYSIS OF CASH AND CASH EQUIVALENTS

	2020	2019
	£000	£000
Cash in hand and at bank	5,952	5,017
Total cash and cash equivalents	5,952	5,017

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued) FOR THE YEAR ENDED 31 AUGUST 2020

24 ANALYSIS OF CHANGES IN NET DEBT

	At 1 September 2019 £000	Cash flows £000	Acquisition / disposal of subsidiaries £000	New finance leases £000	Other non-cash changes £000	At 31 August 2020 £000
Cash	5,017	935	-	-	-	5,952
Cash equivalents	-	-	-	-	-	-
Overdraft facility repayable on demand	-	-	-	-	-	-
	5,017	935	-	-	-	5,952
Loans falling due within one year	-	-	-	-	-	-
Loans falling due after one year	-	-	-	-	-	-
Finance lease obligations	-	-	-	-	-	-
Total	5,017	935	-	-	-	5,952

25 MEMBERS' LIABILITY

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

26 PENSION AND SIMILAR OBLIGATIONS

The academy trust's employees belong to two principal pension schemes:

- Teacher's Pension Scheme England and Wales (TPS) for academic and related staff; and
- Local Government Pension Scheme (LGPS) for non-teaching staff, which is managed by Surrey County Council.

Both are multi-employer 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 year ended 31 March 2016 and of the LGPS 31 March 2016.

Contributions amounting to £341,130 were payable to the schemes at 31 August 2020 (2019: £258,852) and are included within creditors.

26.1 Teachers' Pension Scheme

Introduction

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pension Scheme Regulations 2014. Membership is automatic for teachers in academies. All teachers have the option to opt-out of the TPS following enrolment.

The TPS is an unfunded scheme to which both the member and employer makes contributions, as a percentage of salary - these contributions are credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

26.1 Teachers' Pension Scheme (Continued)

Valuation of the Teachers' Pension Scheme

The Government Actuary, using normal actuarial principles, conducts a formal actuarial review of the TPS in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014 published by HM Treasury every 4 years. The aim of the review is to specify the level of future contributions. Actuarial scheme valuations are dependent on assumptions about the value of future costs, design of benefits and many other factors. The latest actuarial valuation of the TPS was carried out as at 31 March 2016. The valuation report was published by the Department for Education on 5 March 2019. The key elements of the valuation and subsequent consultation are:

- Employer contribution rates set at 23.68% of pensionable pay (including a 0.08% administration levy)
- Total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £218,100 million and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £196,100 million, giving a notional past service deficit of £22,000 million
- The SCAPE rate, set by HMT, is used to determine the notional investment return. The current SCAPE rate is 2.4% above the rate of CPI. assumed real rate of return is 2.4% in excess of prices and 2% in excess of earnings. The rate of real earnings growth is assumed to be 2.2%. The assumed nominal rate of return including earnings growth is 4.45%.

The next valuation result is due to be implemented from 1 April 2023.

The pension costs paid to TPS in the period amount to £2,758,946 (2019: £1,920,429).

A copy of the valuation report and supporting documentation is available on the Teachers' Pension website (www.teacherspensions.co.uk).

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

26.2 Local Government Pension Scheme

Introduction

The LGPS is a funded defined benefit pension scheme, with the assets held in separate trustee administered funds. The total contribution made for the year ended 31 August 2020 was £1,636,000 (2019: £1,681,000), of which employer's contributions totalled £1,292,000 (2019: £1,334,000) and employees' contributions totalled £344,000 (2019: £347,000).

The agreed contribution rates for future years are 23.5% for employers and between 5.5% and 12.5% for employees.

Parliament has agreed, at the request of the Secretary of State for Education, to 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.

GUILDFORD EDUCATION PARTNERSHIP**NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020****26.2 Local Government Pension Scheme (Continued)****Principal actuarial assumptions**

	At 31 August 2020	At 31 August 2019
Rate of increase in salaries	3.1%	2.6%
Rate of increase for pensions in payment/inflation	2.2%	2.3%
Discount rate for scheme liabilities	1.7%	1.8%
Inflation-CPI	2.2%	2.3%

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

	At 31 August 2020	At 31 August 2019
Retiring today		
Males	22.1	21.6
Females	24.3	23.6
Retiring in 20 years		
Males	22.9	22.5
Females	25.7	25.0

Sensitivity analysis

	At 31 August 2020 £000	At 31 August 2019 £000
0.5% decrease in Real Discount Rate	4,426	4,103
0.5% increase in Salary Increase Rate	304	517
0.5% increase in the Pension Increase Rate (CPI)	4,056	3,510

The academy trust's share of the assets in the scheme were:

	Fair value at 31 August 2020 £000	Fair value at 31 August 2019 £000
Equities instruments	13,980	13,236
Debt instruments	3,301	3,356
Property	1,553	1,491
Cash	582	559
Total market value of assets	19,416	18,642
Present value of scheme liabilities	(38,205)	(33,274)
(Deficit)/surplus in the scheme	(18,789)	(14,632)

The actual return on the scheme assets was a loss of £853,000 (2019: gain £652,000).

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

26.2 Local Government Pension Scheme (Continued)

Amount recognised in the Statement of Financial Activities

	31 August 2020 £000	31 August 2019 £000
Current service cost (net of employer contributions)	1,364	967
Net interest cost	278	272
Benefit changes, gain/(loss) on curtailment and gain/(loss) on settlement	-	-
Total amount recognised in the SoFA	1,642	1,239

The actuarial gains and losses for the current period are recognised in the Statement of Financial Activities. The cumulative amount of actuarial losses recognised in the Statement of Financial Activities is £2,515,000 (2019: £4,119,000).

Changes in the present value of defined benefit obligations were as follows:

	2020 £000	2019 £000
At 1 September	33,274	25,431
Upon conversion	-	-
Current service cost	2,656	2,301
Interest cost	629	743
Employee contributions	344	347
Actuarial (gain)/loss	1,662	4,731
Benefits paid	(360)	(279)
At 31 August	38,205	33,274

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

	2020 £000	2019 £000
At 1 September	18,642	16,157
Upon conversion	-	-
Interest income	351	471
Return on plan assets (excluding net interest on the net defined pension liability)	(853)	612
Employer contributions	1,292	1,334
Employee contributions	344	347
Benefits paid	(360)	(279)
At 31 August	19,416	18,642

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued) FOR THE YEAR ENDED 31 AUGUST 2020

27 RELATED PARTY TRANSACTIONS

Owing to the nature of the academy trust and the composition of the Board of Trustees being drawn from local public and private sector organisations, transactions may take place with organisations in which the trustees have an interest. All transactions involving such organisations are conducted in accordance with the requirements of the AFH, including notifying the ESFA of all transactions made on or after 1 April 2019 and obtaining their approval where required, and with the academy trust's financial regulations and normal procurement procedures relating to connected and related party transactions.

The following related party transactions took place in the financial period:

Expenditure related party transactions

Athena Schools Trust – a company in which J Mayhew (Joint CEO GEP/AST w.e.f. 1 June 2020), was already the CEO and a director.

- The Academy Trust purchased £200 training services, £21,600 CEO secondment services and £57,000 education improvement services from Athena Schools Trust as part of a Joint Collaboration agreement during the period (2019: £Nil). There was £Nil outstanding at 31 August 2020 (2019: £Nil). These transactions are non-reportable to the ESFA.
- In 2018-19, the trust undertook a procurement exercise for a 2-year collaborative school improvement programme. AST was selected, where J Mayhew was CEO and a director at the time. The transaction was procured at arms' length in accordance with the trust's finance policy, prior to J Mayhew being appointed as GEP CEO and was therefore not notifiable to the ESFA.
- Subsequently, the trust notified and sought approval for the renewal of these services – the second year of the collaboration, upon appointment of J Mayhew as GEP CEO. Approval was granted for professional services of £169,000 (less GEP-incurred costs - estimated as £85,000 at the time of approval). The planned 2020-21 renewal transaction was procured at arms' length in accordance with the trust's finance policy, which J Mayhew did not participate in, and is subject to 'at cost' and 'open book' arrangements.

AET Education Consultancy Limited – a company in which A Turner (GEP local governor; trustee) is a director.

- The Academy Trust purchased £Nil education improvement services from AET Education Consultancy Limited during the period (2019: £1,800). There was £Nil outstanding at 31 August 2020 (2019: £Nil).
- In 2018-19, one school within the trust procured school improvement services of AET Education Consultancy where the director A Turner, was a governor at the time in another school in the Academy Trust. This transaction was procured at arms' length in accordance with the trust's finance policy, prior to A Turner being appointed a trustee and was not notifiable to the ESFA as it concluded prior to 1st April 2019.
- As A Turner was not a trustee at the time, the 'at cost' regulations do not apply.

EH9 Consultancy Limited – a company in which K Moore (headteacher; GEP local governor ex officio), is wife to the director.

- The Academy Trust purchased £Nil HR consulting services from EH9 Consultancy Limited during the period (2018: £150). There was £Nil outstanding at 31 August 2019 (2018: £Nil).
- The Academy Trust made this purchase at arms' length, in accordance with its financial regulations, which K Moore neither participated in, nor influenced.
- This transaction was not subject to the 'at cost' or 'open book' arrangement for related party transactions.

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued) FOR THE YEAR ENDED 31 AUGUST 2020

27 RELATED PARTY TRANSACTIONS (CONTINUED)

McShane Construction Limited – a company in which W McShane (GEP local governor) is a director and the husband of J McShane (governor).

- The Academy Trust purchased £12,018 building improvement services from McShane Construction Limited during the period (2019: £32,681). There was £Nil outstanding at 31 August 2020 (2019: £12,018).
- The Academy Trust made these purchases at arms' length, in accordance with its financial regulations, with a competitive tendering exercise in Summer 2019, which W McShane and J McShane neither participated in, nor influenced, totalling £31,615 on completion.
- This transaction was not reported to the ESFA for approval prior to being commissioned due to local management error. Upon internal discovery of this error, retrospective approval was applied for. In entering into the transaction, the Academy Trust therefore did not comply with the requirements of the Academies Financial Handbook 2018.
- This transaction was not subject to the 'at cost' or 'open book' arrangement for related party transactions.

The Newark Trust – a company in which K Krynicki (GEP local governor) is CEO and director of The Newark Trust.

- The Academy Trust procured £300 training and placement support for the George Abbot Teaching School and SCITT from Pyrford CofE Primary School, The Newark Trust during the period (2019: £950). There was £Nil outstanding at 31 August 2020 (2019: Nil).
- The Academy Trust made these purchases at arms' length, in accordance with its financial regulations, which K Krynicki neither participated in, nor influenced in her role as governor and are therefore not reportable to the ESFA.

Strictly Education 4S Limited (formerly Babcock 4S Limited) – a company in which F Roche (trustee) serves on the Board in an advisory capacity. The ESFA deems these transactions as not requiring notification or approval, due to the advisory nature of the directorship.

28 AGENCY ARRANGEMENTS

The academy trust receives two types of 16-19 bursary funds from the ESFA. The first being for defined vulnerable groups (non-discretionary), the second being discretionary bursaries which are awarded in line with the policies set by the trust. The trust acts as an agent in distributing the non-discretionary bursary funds component only.

Non-discretionary bursary funds received in the year totalled £1,200, which was fully distributed within the year.

29 RESULTS OF THE ACADEMY TRUST

The academy trust, the parent company, had total incoming resources of £35,504,000 (2019: £33,379,000), total resources expended £36,556,000 (2019: £36,961,000), and an actuarial loss on its defined benefit pension scheme of £2,515,000 (2019: £4,119,000) for the year. Funds carried forward were £65,394,000 (2019: £69,004,000).

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

30 TEACHING SCHOOL TRADING ACCOUNT

	2020 £000	2020 £000	2019 £000	2019 £000
Income				
Direct income	328		487	
Other income	<u>90</u>		<u>89</u>	
Total income		418		576
Expenditure				
<i>Direct expenditure:</i>				
Direct staff costs	22		34	
Staff development	-		-	
Other direct costs	<u>230</u>		<u>460</u>	
	252		494	
<i>Other costs:</i>				
Support staff costs	71		36	
Recruitment & support	-		-	
Other support costs	21		30	
Share of governance costs	<u>-</u>		<u>-</u>	
	92		66	
Total expenditure		(344)		(560)
Surplus		74		16
Surplus b/f at 1 September		199		183
Surplus c/f at 31 August		273		199

GUILDFORD EDUCATION PARTNERSHIP

NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

31 SCITT TRADING ACCOUNT

	2020	2020	2019	2019
	£000	£000	£000	£000
Income				
Direct income	398		512	
Other income	<u>307</u>		<u>167</u>	
Total income		705		679
Expenditure				
<i>Direct expenditure:</i>				
Direct staff costs	229		192	
Payments to schools & trainees	93		99	
Staff development	-		1	
Other direct costs	<u>352</u>		<u>399</u>	
	674		691	
<i>Other costs:</i>				
Support staff costs	-		77	
Recruitment & support	-		-	
Other support costs	24		16	
Technology costs	2		3	
Share of governance costs	<u>2</u>		<u>2</u>	
	28		98	
Total expenditure		(702)		(789)
Surplus/(deficit)		3		(110)
Surplus b/f at 1 September		39		149
Surplus c/f at 31 August		42		39