



St Jérôme Church of England Bilingual Primary School

(A Company Limited by Guarantee)

Annual Report and Financial Statements
For the year ended 31 August 2022

St Jérôme Church of England Bilingual Primary School

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Reference and Administrative Details

Members	Ian Fernandes Christian Penhale Bishop of Willesden Inigo Woolf
Trustees	Ian Fernandes Christian Penhale Rev. Kate Blake Nick Page Marie-Noelle Stacey Daniel Norris Julie Dyson Ibrahim Mohamed Barry Hingston Lajos Maurovich Horvat (appointed 01/02/2022) Virginia Gilbert (appointed 01/02/2022)
Company Secretary	Inigo Woolf
Senior Management Team:	
Headteacher	Daniel Norris
School Business Manager	Karen Smith
Director of Bilingual Education	Nadine Chadier (In post from 01/09/2020)
Deputy Headteacher	Sarah Cox (In post from 01/09/2020)
Assistant Headteacher EYFS	Stephanie Antoniou (in post from 19/04/2022)
Registered Office	London Diocesan Board for Schools 36 Causton Street London SW1P 4AU
Principal Office	120-138 Station Road Harrow Middlesex HA1 2DJ
Company Registration Number	09010445 (England and Wales)
Independent Auditor	Moore Kingston Smith LLP The Old Vinyl Factory Blyth Road Hayes, London UB3 1HA
Bankers	Lloyds Bank Plc
Solicitors	Trower & Hamblins LLP 3 Bunhill Row London EC1Y 8YZ

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Trustees' Report

The trustees present their annual report together with the financial statements and auditor's report of the charitable company for the year 1 September 2021 to 31 August 2022. The annual report serves the purposes of both a trustees' report, and a directors' report under company law.

The academy trust operates a school for pupils aged 4 to 10 serving a catchment area in Harrow. It had a pupil capacity of 360 during the year and had a roll of 337 in the school census in October 2021.

Structure, Governance and Management

Constitution

The academy trust ("school") is a company limited by guarantee and an exempt charity. The charitable company's memorandum and articles of association are the primary governing documents of the academy trust. The trustees of St Jérôme Church of England Bilingual Primary School are also the directors of the charitable company for the purposes of company law. The charitable company operates as St Jérôme Church of England Bilingual Primary School.

Details of the trustees who served during the year, and to the date these accounts are approved are included in the Reference and Administrative Details on page 1.

Members' Liability

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

Method of Recruitment and Appointment or Election of Trustees

The articles provide for the appointment of trustees as follows:

- The members may appoint up to five trustees
- Parents may appoint a minimum of two trustees
- The Principal shall be a trustee
- Additional trustees can be co-opted

Policies and Procedures Adopted for the Induction and Training of Trustees

All new trustees will receive a thorough induction and will be made aware of their responsibilities by the Clerk to trustees. There is an annual skills and impact self-evaluation of trustees that identifies any development or training needs. All trustees complete statutory safeguarding of children training.

Organisational Structure

There is a clear scheme of delegation which sets out how decisions are made. Some decisions are delegated to the Headteacher and all others are made by trustees.

Arrangements for setting pay and remuneration of key management personnel

The school's trustees have adopted a staff pay policy and performance appraisal policy that meet the requirements of current employment and equalities legislation and are fully in line with the School Teachers Pay and Conditions document. These policies set out the clear process of performance appraisal and how this links to pay. Pay progression is linked to nationally defined pay scales and all staff pay is reviewed annually.

Related Parties and other Connected Charities and Organisation

The school has educational partnerships with a number of related organisations. These partnerships aim to provide educational benefit for the pupils of the school and are not financial. The school currently works in partnership with:

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- Harrow School
- Eurostar
- The London Diocesan Board for Schools
- Cambridge University Bilingual Network
- Grow Education Partners Limited
- Multilingual Matters
- Institut Français

Further details about these partnerships are available on the school website.

Objectives and Activities

Objects and Aims

The Trust's object as set out in the governing document is to advance for the public benefit education in the United Kingdom in particular by establishing, maintaining, carrying on, managing and developing a school offering a broad and balanced curriculum.

The vision for St Jérôme C E Bilingual School is to provide an excellent Church of England Primary School that enables children to achieve exceptionally well in all areas of the English National Curriculum and in addition to develop a high level of fluency in an additional European language (French). The school is a centre of excellence for the teaching of language and communication skills and this will ensure that all children, including those with English as an additional language, make rapid and sustained progress in literacy skills. The development of the school is grounded in and engaged in research at an international level into the most effective pedagogy for teaching language skills to raise standards and hopes to contribute both locally and nationally to raising standards in English Literacy, bilingualism and the teaching of Modern Foreign Languages to primary school age children.

St Jérôme is a Church of England Primary School with a strong Christian ethos. In addition to providing a rigorous and challenging academic education St Jérôme provides excellent opportunities for children to develop spiritually, morally, socially and culturally. Children experience living and learning in an inclusive and welcoming Christian community in which staff model the school's explicit Christian values and all members of the school community are expected to uphold them too. The curriculum will be linked to the school's Christian values and will enable the children to be inspired and passionate learners who are keen to find out more. Through high quality collective worship and excellent Religious Education teaching, children are encouraged to reflect deeply about themselves and how they relate with others in order that they may develop as thoughtful, caring and responsible citizens who are ready to make a positive contribution to the wider community.

Objectives, Strategies and Activities

School leaders and trustees produce an annual School Development Plan that outlines how the school will meet its aims and objectives. This is published on the school website.

Public Benefit

In setting our objectives and planning our activities the trustees have given careful consideration to the Charity Commission's general guidance on public benefit, including the guidance 'public benefit: running a charity (PB2)'.

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Strategic Report

Achievements and Performance

The School Context

Parents have remained committed to the school's vision and the school remains vastly oversubscribed on entry and attracts in-year applications in most year groups despite other schools in the local area experiencing decline. The school was pleased to admit a further 60 children to reception in September 2021.

Mobility is increasing and becoming more reflective of the local area. In 2021-22, 33 children joined the school other than those joining Reception and 17 left the school.

There has been an increase in families eligible for Free School Meals over the last 18 months (21 in March 2020 and 42 eligible March 2021 and this is currently 63).

The number of children with SEND has increased. The number of pupils on the SEND register has increased as additional children have been identified early and 3 EHCP requests have been submitted and agreed by the local authority. Training has made staff more aware of what to look for and how to identify SEND issues quickly and staff have a dedicated leader to consult who works closely with a wide range of expert professionals.

The school is a diverse community with more than 70% of children speaking an additional language at home (EAL). There are 32 different languages spoken in the school community and 14 of the 17 ethnic groups are represented.

The school community has experienced unprecedented challenges since March 2020 with close family bereavements for 7 members of staff; as well as bereavements within our parent body, family breakdowns, financial anxiety, and an increase in safeguarding concerns with the number of pupils with a social worker increasing during the pandemic period.

School Improvement

The Harrow Local Authority monitoring report in July 2021 stated: *'The school is well placed with a lot of improvements being made in a relatively short period of time since the last inspection given the restrictions of covid lockdowns as well. Only 3.5 terms where the whole school has been on site. Leaders have continued to drive forward the ambitions for the school despite the pandemic.'* Throughout the academic year 2021-22 the school has continued its relentless focus on school improvement and recovery from the impact of the global coronavirus pandemic. The school has worked in partnership with the Harrow School Standards and Improvement Team, our adviser from the London Diocesan Board for School and consultants from Grow Education Partners. Despite significant staff absence due to coronavirus during the academic year, school leaders have been successful in driving rapid and sustained change and improvement.

Responding to the areas that required improvement (Ofsted 2019)

Leadership Time and Capacity

The Senior Leadership team has grown significantly in experience (through recruitment/ realignment of time) and in capacity (additional time, skills and structure) and is a highly effective team that has led the school through the challenges of the Covid-19 pandemic and has also ensured a relentless focus

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on school improvement and developing an ambitious curriculum and quality education for all pupils despite significant change and disruption.

During the 2021-22 academic year our Director of Inclusion was appointed as Deputy Headteacher and completed the National Professional Qualification for Headteachers (NPQH). She effectively leads inclusion and safeguarding and has made a significant contribution to the rapid improvements in these areas since she joined the school in September 2019. In April 2022 an Assistant Headteacher was appointed to provide additional leadership capacity and to secure improvements in the Early Years Foundation Stage following the retirement of the class teacher who had leadership for EYFS. In order to secure the leadership of Key Stage 2 the school completed the recruitment process of an Assistant Headteacher for Key Stage 2 with additional responsibilities for curriculum and assessment to take up post for September 2022 and enable the class teacher with leadership responsibilities for Key Stage 2 and Mathematics to commence a phased retirement.

Improved SEND provision

The number of pupils on the SEND register has increased as additional children have been identified early and 3 EHCP requests have been submitted and agreed by the local authority. Training has made staff more aware of what to look for and how to identify SEND issues quickly and staff have a dedicated leader to consult who works closely with a wide range of expert professionals. Teachers understanding of Quality First Teaching and making reasonable adjustments for SEND children has improved. Implementation of visual timetables, now and next boards, timers, brain breaks is supporting engagement in lessons and there are significantly fewer incidences of poor behaviour as children's needs are being met. Partnerships with parents of pupils with SEND are more positive and productive.

Following two years intensive support and monitoring from the English Hub and significant funded investment in a new Systematic Synthetics Programme (Bug Club Phonics) and training for school staff, the school graduated from the support programme in July 2022 with all KPIs of the English Hub's challenge checklist externally validated as green/achieved. Performance in the Year 1 phonics screening check is significantly above national and Harrow LA performance with 93.4% of children at St Jérôme School meeting the expected standard compared to 80% of children in Harrow and 76% nationally. 5 of the 9 children who were required to repeat the phonics screening check in Year 2 achieved the expected standard. The four who were unable to achieve the standard have significant additional needs and will continue to receive support during Year 3. Year 1 Phonics outcomes are significantly above LA and National outcomes which is very pleasing and one of the highest in Harrow. It is also the highest since the school opened in 2016 which is a fantastic achievement given the impact of the pandemic on Year 1 pupils in many schools. Performance in Reading at the end of KS1 (Year 2) in 2022 (confirmed by local authority moderation) is in line with Harrow Local authority and above national levels. 71.2% of children at St Jérôme School met the required standard, compared with 70% of all pupils in Harrow and 68% nationally. 25% of pupils at St Jérôme School achieved at greater depth compared to 20% in Harrow and 18% nationally.

This demonstrates the effectiveness of the school's teaching of early reading and the impact of the improvements made since the last Ofsted inspection in 2019.

Professional development for teachers to support lower attaining pupils

Staff have received training in how to support lower attaining children and the progress of these children is tracked closely. Our creative and immersive curriculum lends itself to supporting children with additional needs. Staff have received training on teaching phonics and early reading and writing and how to support children with SEND and EAL. Opportunities for practical, concrete and kinesthetic learning opportunities have been maximized. Support staff are well deployed and directed to leading interventions.

All staff have received training in the Talk for Writing approach which has enabled all pupils including lower attaining pupils to make progress. Writing was highlighted as an area for improvement and specific catch-up following the disruption of the pandemic period. The training that staff have received has empowered them to launch the Talk for Writing approach in classrooms and observations of teaching indicate that this has increased engagement and resulted in more rapid progress. Staff have

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frequently assessed and moderated pupil work samples both internally and externally with other schools. Year 2 teachers participated in a local authority moderation. 63.3% of children in Year 2 at St Jérôme School met the expected standard in writing this year compared to 61% in Harrow and 58% nationally. 10% of St Jérôme pupils in Year 2 achieved at greater depth, compared to 9% in Harrow and 8% nationally.

The lowest attaining pupils are a regular focus for leaders during lesson observations, learning walks, reviews of pupil work and pupil progress meetings. Whilst significant progress has been secured for these pupils there remains an attainment gap between disadvantaged pupils and their peers and this has been exacerbated by the global coronavirus pandemic.

Developing and monitoring the school's curriculum

School leaders adopted Cornerstones Maestro as a tool to plan, implement and monitor the school's curriculum in the summer term 2019. This tool has enabled leaders and teaching staff to monitor both the intended and taught curriculum and demonstrate full coverage of the National Curriculum over year groups and phases and across subject disciplines and Curriculum Big Ideas. This helped significantly in the delivery of Remote Education during the global coronavirus pandemic when the sequence of learning was adjusted to meet the needs of children and parents learning at home. There was a strong focus on delivering knowledge rich projects with a strong focus on reading and vocabulary development. On return to school the focus was shifted to prioritise opportunities for more practical, active and collaborative learning that was not often possible in the home setting and to increase opportunities for writing. All subject disciplines now have a curriculum leader (some have joined the school in September 2021 or 2022) and the focus has been ensuring that the statutory content is covered and that there is consistency and coherence in year groups and in subject disciplines over time. Training for subject leaders has been provided by a consultant from Cornerstones Education and from a curriculum specialist from a local teaching school (funded by DfE Tier 2 funding) who has now become our Assistant Headteacher for KS2, Curriculum and Assessment and dedicated leadership time for subject leaders was introduced and leaders have used this time to undertake pupil voice and book reviews. A self-evaluation format for subject leaders has been developed and is supporting subject leaders to develop learning and teaching in their subject disciplines. The school has continued to develop its French curriculum with a focus on listening and speaking, phonics, reading and writing. The curriculum ensures that learning is frequently revisited and that core learning in the English National Curriculum is reinforced. Every opportunity is taken throughout the school day to enable the children to hear high quality models of the English and French languages.

Developing the Early Years Learning Environment and Provision

The EYFS learning environment has undergone a complete transformation and now includes improved role play areas linked to the term's topic. A number of defined spaces are now in use and provide increased opportunities for the development of early literacy and mathematics skills both the indoor and outdoor learning environments. A monitoring visit from Dawn Waldron (on 16.06.22), the LA Officer for the Early Years in Harrow, resulted in an excellent report which highlights the hard work and the impact on the pupils' learning and engagement she observed while in school. During our monitoring visit with Jo Garlick, Head of School Improvement at Harrow on 14.07.22, the significant changes and improvements were noted. Achievement in EYFS is broadly in line with national for 2022 and below the average for Harrow. 63% of children at St Jérôme achieved a good level of development compared to 65% nationally and 70% in Harrow. Progress from a very low baseline however is good with 100% of pupils making good or better progress. Additional support will be provided in Year 1 to further accelerate the progress of this cohort. Strong plans for induction of new pupils and transition to Year 1 were effective in supporting children to settle at the beginning of this academic year.

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External Review of Pupil Premium

An external review of Pupil Premium was undertaken in March 2022 which identified strengths of provisions and areas for improvement that have been included in the school development plan for 2022-23.

Academic Achievement in 2021-22

Achievement in EYFS is broadly in line with national for 2022 and below the average for Harrow. 63% of children at St Jérôme achieved a good level of development compared to 65% nationally and 70% in Harrow. Progress from a very low baseline however is good with 100% of pupils making good or better progress. The implementation of the Nuffield Early Language Intervention (NELI) and a successful focus on improving the quality of teaching and learning in EYFS (validated by Harrow SIP, EYFS Consultant and HSSE) has demonstrated progress from a low baseline and it is anticipated that the continued focus on early years in the coming year will support this further.

Additional support will be provided in Year 1 to further accelerate the progress of this cohort. Strong plans for induction of new pupils and transition to Year 1 were effective in supporting children to settle at the beginning of this academic year.

		Higher than England					Lower than England				
EYFSP - Percentage of pupils achieving a Good Level of Development											
DfE No.	School Name	Number of pupils					Percentage of pupils achieving a Good Level of Development				
		2016	2017	2018	2019	2022	2016	2017	2018	2019	2022
102	Statistical Neighbours	-	-	-	-	-	70.2%	72.3%	73.3%	74.0%	-
101	London	-	-	-	-	-	71.2%	73.0%	73.8%	74.1%	67.8%
100	England (State-funded)	-	-	-	-	-	69.3%	70.7%	71.5%	71.8%	65.2%
310	Harrow	3,274	3,187	3,249	3,090	3,066	72.4%	73.1%	74.2%	75.0%	70.4%
2002	St Jerome CofE Bilingual School	-	59	58	55	60	-	81.4%	77.6%	81.8%	63.3%

Year 1 Phonics outcomes are significantly above LA and National outcomes which is very pleasing and one of the highest in Harrow. It is also the highest since the school opened in 2016 which is a fantastic achievement given the impact of the pandemic on Year 1 pupils in many schools.

Phonics - Percentage of year 1 pupils meeting the required standard of Phonic decoding											
DfE No.	School Name	Number of pupils					Percentage of year 1 pupils meeting the required standard of Phonic decoding				
		2016	2017	2018	2019	2022	2016	2017	2018	2019	2022
-	Statistical Neighbours	-	-	-	-	-	82%	84%	85%	84%	-
-	London	-	-	-	-	-	83%	84%	85%	84%	78.2%*
-	England (State-funded)	-	-	-	-	-	81%	81%	82%	82%	75.5%*
310	Harrow	3,286	3,169	3,141	3,211	3,121	83.6%	87.2%	86.9%	87.0%	80.0%
2002	St Jerome CofE Bilingual School	-	-	60	60	60	-	-	88.3%	88.3%	93.3%

At Key Stage 1 there are only 2 years' worth of data available due to the school opening in 2016 and the disruption during the pandemic and this is only the second set of KS1 data. At Key Stage 1, results in reading and writing are in line with LA and national outcomes, but below Harrow and just below national in maths in 2022.

DfE No.	School Name	READING					WRITING					MATHS							
		2016	2017	2018	2019	2022	Trend	2016	2017	2018	2019	2022	Trend	2016	2017	2018	2019	2022	Trend
-	Statistical Neighbours	76%	77%	78%	77%	-	↔	67%	70%	72%	72%	-	↔	75%	78%	79%	79%	-	↔
-	London	77%	78%	78%	77%	70.3%*	↔	70%	72%	73%	73%	62.7%*	↔	77%	78%	79%	78%	71.1%*	↔
-	National Result	74%	76%	75%	75%	66.9%*	↔	65%	68%	70%	69%	57.6%*	↔	73%	75%	76%	76%	67.7%*	↔
310	LA (state-funded schools)	77.0%	77.5%	78.6%	78.7%	69.9%	↔	71.0%	73.1%	74.0%	74.1%	61.2%	↔	77.5%	78.4%	79.8%	79.9%	71.9%	↔
2002	St. Jerome Church of England Bilingual School	-	-	-	85.0%	71.2%	↔	-	-	-	71.7%	64.4%	↔	-	-	-	90.0%	66.1%	↔

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There is however a gap between the attainment of disadvantaged and all pupils at expected and greater depth levels. The outcomes demonstrate the progress made in reading and writing which were whole school priorities and these outcomes were better than anticipated. The attainment gap between disadvantaged pupils and their peers widened during the pandemic (as it has done nationally) and the school is continuing to focus on reducing the gap.

There is significant need in the Year 2 cohort in 2022. These pupils had disrupted education due to the pandemic in Reception, Year 1 and Year 2. Within this cohort girls' performance in mathematics and the attainment of disadvantaged pupils in all subjects has been identified as a priority. This will be addressed in the School Development Plan for 2022-23 and interventions are planned.

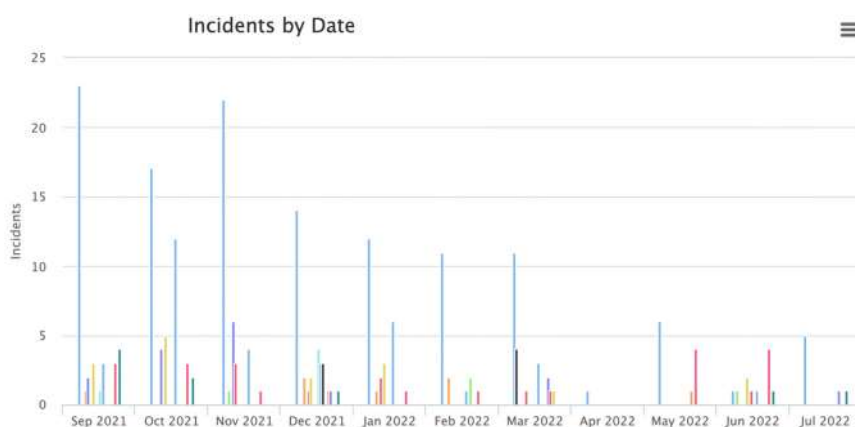
Despite significant progress during 2021-22 writing attainment remains lower than other subjects in all year groups and this will remain a priority for 2022-23. In addition as there was significant focus on phonics, early reading and writing previously improvements in mathematics will be prioritised in 2022-23.

Pupils in Year 4 have performed well in the multiplication check. The mean average of all pupils' scores nationally in 2022 was 18.4 and at St Jerome School our average result was 19.8. Just under the top 25% of schools nationally. 13.6% of our pupils achieved full marks which is in line with the top 50% of schools nationally.

Behaviour, Attitudes to Learning and Attendance of Pupils

Children at Saint Jerome School are polite, well-mannered and respectful and enjoy positive relationships with staff. Children are greeted each morning by staff members who model the high standards expected. All children are expected to be safe, ready and to give 'above and beyond' at all times as active learners. Staff praise children and their achievements are recognised through weekly celebration assemblies and 'Je suis Fantastique!' boards. Our school values are promoted through collective worship and in the school environment and children are expected to model these values in living well as part of our school community. Visitors to the school comment on positive behaviour.

Incidences of low-level disruption in classrooms have further reduced due to the developments in our curriculum and in staff knowledge and understanding of meeting the diverse needs of children in their class. The adoption of a revised and streamlined behaviour policy (based on the work of Paul Dix and staff attending training), consistent leadership, the introduction of an SEMH leader and annual training for all staff have further enhanced the level of consistency in the management of behaviour and ensured that as the school has grown, all members of the community are fully on board and that the school environment is calm, orderly and purposeful. The starting point for all staff joining the school and for Early Career Teachers (ECTs) is to grasp the school vision and ethos and to understand how to ensure that relationships are positive and purposeful through a relentless focus on the consistency of adults in the school.



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Over the course of the academic year 2021-22 the number of behaviour incidents has significantly decreased (by 82.5%). One of the impacts of having a member of staff dedicated to Social, Emotional and Mental Health, is that pupils have an outlet which defuses situations before they result in an incident. Another impact of this support is that pupils have discussions with staff about the triggers of behaviour and alternative strategies for coping with their emotions, which reduces the number of reoffending pupils.

Data shows that 52% of the behaviour incidents recorded have been from one specific year group, where there is a significant number of pupils with Special Educational Needs linked to poor emotional regulation and where there is Social Worker involvement.

Over the year our pupil voice outcomes, safeguarding review, and school improvement visits, have shown that St. Jérôme is a safe, happy place to learn, where children are well behaved and demonstrate the Christian values that are modelled by staff and thread into the curriculum.

There were no racist incidents or exclusions during the academic year 2021-22.

Attendance is high and has been consistently above FFT (Fisher Family Trust) national levels with no particular variation between year groups or pupil groups. There are no school refusers. Persistent absence is below the national figure. Careful monitoring of attendance ensures that any barriers to attendance can be identified and attendance improved.

Achievement in French and the Development of the School's Bilingual Curriculum

During 2021-22 the following successes and developments have been identified:

- 45 out of 60 children in Year 4 and 39 out of 46 children in Year 5 have completed an assessment for a DELF qualification (A1.1, A1 or A2) and met the expected level
- The Year 4 entry was the national winner in the French Pop Concert Competition – our second national win
- The school has been successful in achieving 100% funding from The Turing Scheme to enable Year 6 pupils to travel to France to meet the children at one of our partner schools
- Cambridge Bilingual Network research indicates that pupils at St Jérôme school are advantaged by the school's curriculum and that there is no negative impact on their development in English. Further research as part of the longitudinal study will take place next year.
- A French author has visited the school
- Year 5 children have visited the Lycée Winston Churchill in Wembley
- The school submitted an application for reaccreditation for the LabelFrancEducation and this has now been achieved.
- St Jérôme School has hosted visitors from the DfE and is preparing to make a bid to be a national primary languages hub
- 7 members of staff will be attending a fully funded programme of residential teacher training in Montpellier during the summer holiday to develop Content Language Integrated Learning as part of our bilingual curriculum
- 2 members of staff will be attending a fully funded French language immersion programme in Rouen during the summer holiday to develop their knowledge and skills of the French language.
- Mme. Chadier and Revd. Norris represented the school at the Ambassade de France au Royaume-Uni for the 14th July national celebration enabling them to make contact with policy and decision makers at a national level.

Parental and Community Engagement

The Quill e-newsletter has been relaunched with a strong focus on curriculum and we have received positive feedback from parents. These are available at <https://www.stJérômebilingual.org/our-newsletters/>

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A parent survey was initiated to gather the views of the parent body.

Areas of strength:

- Overall, there was strong positive agreement that parents' and carers' children felt, happy, safe and looked after at school.
- The majority of parents and carers surveyed agreed that their children were taught well and made good progress.
- The majority of parents and carers surveyed agreed that homework was appropriate and of the correct amount.
- The majority of parents and carers surveyed agreed that St Jerome is a well-managed school and responds well to concerns raised.
- Overwhelmingly, respondents agreed that the school spread tolerance and anti-racism.
- Parents and carers surveyed unanimously agreed that their child's spiritual development had been positively impacted by the school.
- The majority of parents and carers were enthusiastic or very enthusiastic about French.

Areas for improvement:

- A significant group of parents and carers were not satisfied with communications about their child's progress and wanted more information from the school.
- Relatively large numbers of neutral responses may suggest that parents are unsure of music or sports provision.

As the academic year 2021-22 progressed, we were able to welcome parents safely back to school events, which began to rebuild community and parental engagement that had been more challenging to maintain over the previous two years as a result of the pandemic.

During 2021-22 the school was able to:

- Begin to offer educational visits
- Participate in Harrow School 400 Years Celebration performance of Noye's Fludde
- Participate in Harrow Band Festival, Recorder Festival and Song Festival
- Hold choir, orchestra and music concerts
- Have a successful summer fair which raised more than £3000
- Restart parent coffee mornings and a welcome morning for new parents
- Hold EYFS, KS1 and KS2 sports days
- Host Bastille Day celebrations and concert

School Development Priorities for 2022-23

The school development plan for 2022-23 identifies 6 priorities for improvement

1. The quality of teaching is consistently good and ensures that all children receive an excellent quality of education and make progress in their learning.
2. The quality of Education in EYFS is consistently good and all children make good or better progress from their starting points.
3. A rigorous and sequential approach to the reading curriculum develops all children's fluency, confidence and enjoyment in reading.
4. All children make good or better progress in writing and develop the skills necessary to write effectively and with confidence across the curriculum.
5. The mathematics curriculum enables all children to attain well and make good or better progress, developing both procedural fluency and deep conceptual understanding.
6. The further development and impact of curriculum leaders.

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Diversity and Inclusion

Sustainability

The school has established a group of pupils who have been taking responsibility for the promotion of issues of earth justice and sustainability. They have been encouraging a reduction in energy use and promoting recycling in the school community. A project called Project Fruitful has been a joint initiative between parents and the school to maintain and develop the school's green spaces and to promote gardening in the school community. A gardening club has been set up and during 2022-23 it is planned to expand the school's garden areas and to grow more fruit and vegetables. The board of Trustees has been investigating the possibilities of the installation of solar panels to generate energy. The school has also set up second hand uniform shop to reduce waste and reduce costs for families encouraging them to reuse and recycling items of clothing. The school continues to promote walking to school and the safe use of public transport.

Financial Review and Value for Money

Significant issues in the early life of the school as a new Free School had an impact on the school's financial position and meant that the school was unable to build reserves despite generating a significant amount of self-generated income. Loss of income from extended services and ineligibility for government support made cash flow challenging during Covid 19 closures and it was necessary to arrange emergency funding via the ESFA. The school developed a 3-year recovery plan that returned the school to a surplus position at the end of last year and that repays emergency funding and develops a reserve for future. There have been two ESFA SMRA deployments that have concluded that leaders are doing all they can to manage the situation and the school has had positive outcomes at audit each year.

The focus this year has been to ensure a surplus position and repay emergency funds to the ESFA that were necessary during the global coronavirus pandemic, whilst continuing to ensure that the school had sufficient staff and resources to implement the relentless focus on school improvement and improve the quality of education. Given the significant improvement in standards and the progress in school improvement this represents good value for money.

The school has worked hard to increase self-generated income and cut any unnecessary expenditure. We are particularly pleased with the income that has been generated from extended services, clubs, lettings and school meals. This additional funding helps to sustain the work of the school.

A significant concern has been the unprecedented rising cost of energy and this is a significant concern for the future. Rising inflation and increased costs for supplies and services coupled with unfunded salary increases for employees, with no real terms increase in government funding will create significant pressures on the school's finances going forwards. In addition to this the school is receiving a significant number of pupils with more challenging complex additional Special Education and Disability (SEND) needs. The school is requesting that the Local Education Authority undertake its statutory duty to assess these children for an Education Health Care Plan and fund the additional costs associated with supporting these children. During 2021-22 the Local Authority has refused to do this and it has been necessary to appeal these decisions at every stage to be able to secure the funding needed to support children.

The cost of housing and living in the London area is causing families to consider relocation and means that it is increasingly difficult for staff to live near to the school. This is likely to be more of an issue in the years to come and will perhaps follow the trend of schools in inner London that are experiencing falling pupil rolls and challenges to recruit staff. In the last year a number of staff have moved further away from the school to secure accommodation and we are beginning to see families relocating from the area.

St Jérôme Church of England Bilingual Primary School

Trustees' Report

The current situation is unsustainable and the school will require additional funding going forwards to sustain and further develop the quality of education provision to children.

There is also continuing uncertainty in the educational landscape following publication of the Government White Paper during the year and hence uncertainty regarding the school's future as a Single Academy Trust.

Reserves Policy

It is the vision of the trust that educational funding, where possible, is used fully to benefit and improve the quality of education of the children who currently attend the school. The school will however, in order to be prudent, seek to maintain an annual reserve to support the future development of the school.

At the year end, total funds amounted to £9,131,060.

£9,367,477 of the total funds was attributable to the restricted fixed asset fund, and this equates to the net realisable value of fixed assets held at the year end.

Disclosure of funds in deficit is also included in the Funds Note in the financial statements within note 15.

Principal Risks and Uncertainties

Trustees are aware of the current economic and political uncertainty.

The school will continue to manage future financial uncertainty by budgeting and carefully seeking to generate additional income so that reserves can be developed for use as contingency and for school development.

Plans for Future Periods

The Trust plans to admit a further 60 pupils into Reception each year until the school is at full capacity of 420 pupils. The school is working to ensure that it is judged to be at least good at its next Ofsted inspection and excellent at its next SIAMS inspection. The school has set out its priorities for development in a School Development Plan that is available on the school website.

The following plans and priorities have been identified for the coming year:

The school development plan for 2022-23 identifies 6 priorities for improvement

1. The quality of teaching is consistently good and ensures that all children receive an excellent quality of education and make progress in their learning.
2. The quality of Education in EYFS is consistently good and all children make good or better progress from their starting points.
3. A rigorous and sequential approach to the reading curriculum develops all children's fluency, confidence and enjoyment in reading.
4. All children make good or better progress in writing and develop the skills necessary to write effectively and with confidence across the curriculum.
5. The mathematics curriculum enables all children to attain well and make good or better progress, developing both procedural fluency and deep conceptual understanding.
6. The further development and impact of curriculum leaders.

St Jérôme Church of England Bilingual Primary School

Trustees' Report

Auditor

Insofar as the trustees are aware:

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

Moore Kingston Smith LLP were deemed reappointed auditors to the charitable company and in accordance with section 485 of the Companies Act 2006, a resolution that they be reappointed will be put at a General Meeting.

The Trustees' Report, incorporating a strategic report, was approved by order of the board of trustees, as the company directors, on 6 December 2022 and signed on the board's behalf by:



Ian Fernandes (Dec 9, 2022 09:20 GMT)

Ian Fernandes
Trustee

St Jérôme Church of England Bilingual Primary School

Governance Statement

Scope of responsibility

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

The board of trustees has delegated the day-to-day responsibility to the headteacher, as accounting officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between St Jérôme Church of England Bilingual Primary School and the Secretary of State for Education. They are also responsible for reporting to the board of trustees any material weaknesses or breakdowns in internal control.

Governance

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

Trustee	Meetings attended	Out of a possible
Ian Fernandes	7	7
Christian Penhale	6	7
Rev. Kate Blake	4	7
Nick Page	4	7
Marie-Noelle Stacey	6	7
Daniel Norris	7	7
Julie Dyson	5	6
Barry Hingston	7	7
Sarah Cox (Staff governor)	7	7
Lajos Maurovich Horvat	4	4
Virgina Gilbert	3	4

External Review of Governance

An external review of governance was undertaken in 2020-21 and this will happen again in 2023-24.

Diversity and Inclusion

The school has an Equality Scheme and Accessibility plan which contains objectives to 2023 to ensure that the school meets legislation and guidance in the area of equality, diversity and inclusion. The school SENDCO is the senior leader responsible for equality and diversity and continues to lead a diversity steering group which is composed of staff and parent volunteers and members of the school's student council. This group is currently working to ensure that the school curriculum and resources reflect the diversity of the school community.

St Jérôme Church of England Bilingual Primary School

Governance Statement

Review of Value for Money

As accounting officer the headteacher 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 achieved, including the use of benchmarking data where available. The accounting officer for the academy trust has delivered value for money during the year through the effective use of resources, as follows:

Pupils remain highly engaged in their learning and the wider school life despite the significant changes to teaching and learning over the last two years.

Pupil voice reviews and visits to classrooms throughout 2021-22 indicated high levels of engagement in learning. Children are enthusiastic to share their learning and are knowledgeable about the curriculum projects that they have undertaken. Children are articulate and use subject specific vocabulary.

Saint Jerome School was the second school in the United Kingdom to be awarded the prestigious 'Label Franc Education' for outstanding provision in the teaching of the French Language by the French Ministry of European and Foreign Affairs. This is an exceptionally important accolade and milestone in the development of the school. The award enables access to a network of the best schools around the world teaching and promoting the French Language. Inspectors and government officials who visited the school in the summer term 2019 and again in 2022 commented on the exceptional ease and fluency with which children could speak, read and write in the French language. They noted the strong progress that was evident from Early Years to the end of Key Stage 1 and the way in which the children's knowledge and understanding of French was also supporting their learning in English.

There is further information on the performance of the school during the academic year 2021-22 in the strategic report.

Conflict of interest

The trust maintains a register of interest, all interests are declared at each trust and other committee meetings. The trusts financial regulations ensure robust and transparent procurement processes are followed, and that any related party transactions are avoided where possible.

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 objective. It can therefore only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an on-going process designed to identify and prioritise the risks to the achievement of academy trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in St Jérôme Church of England Bilingual Primary School for the period 1 September 2021 to 31 August 2022 and up to the date of approval of the annual report and financial statements.

Capacity to Handle Risk

The board of trustees has reviewed the key risks to which the academy trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The board of trustees is of the view that there is a formal on-going process for identifying, evaluating and managing the academy trust's significant risks that has been in place for the period 1 September 2021 to 31 August 2022 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the board of trustees.

The Risk and Control Framework

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

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

The board of trustees has decided to appoint Barry Hingston, a trustee, to carry out a programme of internal checks.

The internal reviewer's role includes giving advice on financial and other matters and performing a range of checks on the School's financial and other systems. In particular, the checks carried out in the current period included testing of:

- income streams
- purchase systems
- payroll
- control account reconciliations

On a termly basis, the reviewer reports to the board of trustees, through the finance committee on the operation of the systems of control and on the discharge of the board of trustees' financial responsibilities and annually prepares an annual summary report to the committee outlining the areas reviewed, key findings, recommendations and conclusions to help the committee consider actions and assess year on year progress.

Review of effectiveness

As accounting officer, the headteacher has responsibility for reviewing the effectiveness of the system of internal control. During the period in question the review has been informed by:

- A programme of checks performed by the internal reviewer;
- The financial management and governance self-assessment process; and
- The work of the executive managers within the academy trust who have responsibility for the development and maintenance of the internal control framework and the work of trustees overseeing the senior management team.

St Jérôme Church of England Bilingual Primary School

Governance Statement

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

Approved by order of the members of the board of trustees on 6th December 2022 and signed on its behalf by:


Ian Fernandes (Dec 9, 2022 09:20 GMT)

Ian Fernandes
Trustee


D R Norris (Dec 7, 2022 18:28 GMT)

Daniel Norris
Accounting Officer

St Jérôme Church of England Bilingual Primary School

Statement of Regularity, Propriety and Compliance

As accounting officer of St Jérôme Church of England Bilingual Primary School I have considered my responsibility to notify the academy trust board of trustees and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with ESFA terms and conditions of funding, under the funding agreement in place between the academy trust and the Secretary of State. As part of my consideration I have had due regard to the requirements of the Academies Financial Handbook 2021.

I confirm that I and the academy trust board of trustees are able to identify any material irregular or improper use of funds by the academy trust, or material non-compliance with the terms and conditions of funding under the academy's funding agreement and the Academies Financial Handbook 2021.

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

D R Norris

D R Norris (Dec 7, 2022 18:28 GMT)

Daniel Norris
Accounting Officer

6 December 2022

St Jérôme Church of England Bilingual Primary School

Statement of Trustees' Responsibilities

The trustees (who act as governors of St Jérôme Church of England Bilingual Primary School and are also the directors of the charitable company for the purposes of company law) are responsible for preparing the Trustees' Report and the financial statements in accordance with the Annual Accounts Direction issued by the Education 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 charitable company and of the 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 of the Charities SORP 2019 and the Academies Accounts Direction 2021 to 2022;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards FRS 102 have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

The trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the charitable company's transactions and disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The trustees are responsible for ensuring that in its conduct and operation the charitable company applies financial and other controls, which conform with the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from the 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 charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions

Approved by order of the members of the board of trustees on 6 December 2022 and signed on its behalf by:



Ian Fernandes (Dec 9, 2022 09:20 GMT)

Ian Fernandes
Trustee

St Jérôme Church of England Bilingual Primary School

Independent Auditor's Report on the Financial Statements to the Board of Trustees of St Jérôme Church of England Bilingual Primary School

Opinion

We have audited the financial statements of St Jérôme Church of England Bilingual Primary School ('the School') for the year ended 31 August 2022 which comprise the Statement of Financial Activities, the Balance Sheet, 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 (United Kingdom Generally Accepted Accounting Practice), including Financial Reporting Standard 102.

In our opinion the financial statements:

- give a true and fair view of the state of the School's affairs as at 31 August 2022 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; and
- have been prepared in accordance with the requirements of the Companies Act 2006

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 financial statements section of our report. We are independent of the School 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.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the School's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

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.

We have nothing to report in this regard.

St Jérôme Church of England Bilingual Primary School

Independent Auditor's Report on the Financial Statements to the Board of Trustees of St Jérôme Church of England Bilingual Primary School

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 strategic report and the trustees' annual report for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the strategic report and the trustees' annual report have been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the School and its environment obtained in the course of the audit, we have not identified material misstatements in the strategic report or the trustees' annual report.

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

- adequate accounting records have not been kept, or 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 required for our audit.

Responsibilities of trustees

As explained more fully in the trustees' responsibilities statement set out on page 16, the trustees (who are also the directors of the School for the purposes of company law) 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 determine 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 School'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 School or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

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 aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISAs (UK) we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purposes of expressing an opinion on the effectiveness of the School's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the trustees.

St Jérôme Church of England Bilingual Primary School

Independent Auditor's Report on the Financial Statements to the Board of Trustees of St Jérôme Church of England Bilingual Primary School

- Conclude on the appropriateness of the trustees' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Explanation as to what extent the audit was considered capable of detecting irregularities, including fraud

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below.

The objectives of our audit in respect of fraud, are; to identify and assess the risks of material misstatement of the financial statements due to fraud; to obtain sufficient appropriate audit evidence regarding the assessed risks of material misstatement due to fraud, through designing and implementing appropriate responses to those assessed risks; and to respond appropriately to instances of fraud or suspected fraud identified during the audit. However, the primary responsibility for the prevention and detection of fraud rests with both management and those charged with governance of the School.

Our approach was as follows:

- We obtained an understanding of the legal and regulatory requirements applicable to the School and considered that the most significant are the Companies Act 2006, the Charities Act 2011, the Charities SORP 2019, the Academies Accounts Direction 2021 to 2022, the Academies Financial Handbook 2021 and UK financial reporting standards as issued by the Financial Reporting Council.
- We obtained an understanding of how the School complies with these requirements by discussions with management and those charged with governance.
- We assessed the risk of material misstatement of the financial statements, including the risk of material misstatement due to fraud and how it might occur, by holding discussions with management and those charged with governance.
- We inquired of management and those charged with governance as to any known instances of non-compliance or suspected non-compliance with laws and regulations.
- Based on this understanding, we designed specific appropriate audit procedures to identify instances of non-compliance with laws and regulations. This included making enquiries of management and those charged with governance and obtaining additional corroborative evidence as required.

There are inherent limitations in the audit procedures described above. We are less likely to become aware of instances of non-compliance with laws and regulations that are not closely related to events and transactions reflected in the financial statements. Also, the risk of not detecting a material misstatement due to fraud is higher than the risk of not detecting one resulting from error, as fraud may involve deliberate concealment by, for example, forgery or intentional misrepresentations, or through collusion.

St Jérôme Church of England Bilingual Primary School

Independent Auditor's Report on the Financial Statements to the Board of Trustees of St Jérôme Church of England Bilingual Primary School

Use of our report

This report is made solely to the School'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 School'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 any party other than the School and its members as a body, for our audit work, for this report, or for the opinions we have formed.

Moore Kingston Smith LLP

Date: 13 December 2022

Shivani Kothari (Senior Statutory Auditor)

for and on behalf of Moore Kingston Smith LLP, Statutory Auditor

The Shipping Building
The Old Vinyl Factory
Blyth Road
Hayes, London
UB3 1HA

St Jérôme Church of England Bilingual Primary School

Independent Reporting Accountant's Assurance Report on Regularity to St Jérôme Church of England Bilingual Primary School and the Education and Skills Funding Agency

In accordance with the terms of our engagement letter and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2021 to 2022 we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by St Jérôme Church of England Bilingual Primary School during the period 1 September 2021 to 31 August 2022 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 St Jérôme Church of England Bilingual Primary School and the ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to St Jérôme Church of England Bilingual Primary School 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 St Jérôme Church of England Bilingual Primary School and the ESFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of St Jérôme Church of England Bilingual Primary School's accounting officer and the reporting accountant

The accounting officer is responsible, under the requirements of St Jérôme Church of England Bilingual Primary School's funding agreement with the Secretary of State for Education dated and the Academies Financial Handbook, extant from 1 September 2021, 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 2021 to 2022. 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 2021 to 31 August 2022 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

Approach

We conducted our engagement in accordance with the Framework and Guide for External Auditors and Reporting Accountant of Academy Trusts 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 trust's income and expenditure.

St Jérôme Church of England Bilingual Primary School

Independent Reporting Accountant's Assurance Report on Regularity to St Jérôme Church of England Bilingual Primary School and the Education and Skills Funding Agency

The work undertaken to draw to our conclusion includes:

- Review of financial records for unusual transactions
- Sample testing expenditure transactions were reasonable, appropriate and appropriately authorised in accordance with the trust's procurement policy.
- Review the minutes of the Board meetings
- Review the processes and controls to identify related party transactions and potential conflicts.
- Obtaining formal representations from the Board and the accounting officer.
- Reviewing any evidence of impropriety resulting from our work and determining whether it was significant enough to be referred to in our regularity report.

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 2021 to 31 August 2022 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Date: 13 December 2022

Moore Kingston Smith LLP

Shivani Kothari (Senior Statutory Auditor)
for and on behalf of Moore Kingston Smith LLP, Statutory Auditor

The Shipping Building
The Old Vinyl Factory
Blyth Road
Hayes, London
UB3 1HA

St Jérôme Church of England Bilingual Primary School

Statement of Financial Activities for the year ended 31 August 2022 (including Income and Expenditure Account and Statement of Total Recognised Gains and Losses)

	Note	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	Total 2022 £	Total 2021 £
Income from:						
Donations and capital grants	2	10,000	-	26,124	36,124	59,168
Charitable activities:						
Funding for the academy trust's educational operations	3	-	1,930,926	-	1,930,926	1,638,062
Other trading activities	4	161,363	-	-	161,363	109,121
Investments		14	-	-	14	11
Total		171,377	1,930,926	26,124	2,128,427	1,806,362
Expenditure on:						
Charitable activities:						
Academy trust educational operations	5, 6	25,328	2,135,282	266,066	2,426,676	2,057,943
Total		25,328	2,135,282	266,066	2,426,676	2,057,943
Net income/(expenditure)		146,049	(204,356)	(239,942)	(298,249)	(251,581)
Transfers between funds	15	(99,692)	99,692	-	-	-
Other recognised gains/(losses):						
Actuarial (losses)/gains on defined benefit pension schemes	23	-	564,000	-	564,000	(93,000)
Net movement in funds		46,357	459,336	(239,942)	265,751	(344,581)
Reconciliation of funds						
Total funds brought forward		-	(742,110)	9,607,419	8,865,309	9,209,890
Total funds carried forward		46,357	(282,774)	9,367,477	9,131,060	8,865,309

All of the academy trust's activities derive from continuing operations during the above two financial periods.

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

St Jérôme Church of England Bilingual Primary School

Balance Sheet as at 31 August 2022

	Notes	2022 £	2022 £	2021 £	2021 £
Fixed assets					
Tangible assets	10		9,353,729		9,607,419
			<u>9,353,729</u>		<u>9,607,419</u>
Current assets					
Debtors	12	48,871		88,793	
Cash at bank and in hand		<u>261,370</u>		<u>176,494</u>	
		310,241		265,287	
Liabilities					
Creditors : Amounts falling due within one year	13	(174,910)		(227,397)	
Net current assets/(liabilities)			<u>135,331</u>		<u>37,890</u>
Total assets less current liabilities					
			9,489,060		9,645,309
Creditors : Amounts falling due after more than one year	14		-		(36,000)
Net assets excluding pension liability			9,489,060		9,609,309
Defined benefit pension scheme liability	23		(358,000)		(744,000)
Total net assets			<u>9,131,060</u>		<u>8,865,309</u>
Funds of the academy trust:					
Restricted funds					
Fixed asset fund	15	9,367,477		9,607,419	
General fund	15	75,226		1,890	
Pension reserve	15	<u>(358,000)</u>		<u>(744,000)</u>	
Total restricted funds			9,084,703		8,865,309
Unrestricted income funds	15		46,357		-
Total funds			<u>9,131,060</u>		<u>8,865,309</u>

The financial statements on pages 26 to 47 were approved by the trustees, and authorised for issue on 6 December 2022 and are signed on their behalf by:


D R Norris (Dec 7, 2022 18:28 GMT)

Daniel Norris
 Trustee

Company Registration Number: 09010445 (England and Wales)

St Jérôme Church of England Bilingual Primary School

Statement of Cash Flows for the year ended 31 August 2022

	Notes	2022 £	2021 £
Cash flows from operating activities			
Net cash provided by/(used in) operating activities	17	113,114	71,070
Cash flows from financing activities	18	(42,000)	43,000
Cash flows from investing activities	19	13,762	(19,158)
Change in cash and cash equivalents in the reporting period		<u>84,876</u>	<u>94,912</u>
Cash and cash equivalents at 1 September 2021		176,494	81,582
Cash and cash equivalents at 31 August 2022		<u>261,370</u>	<u>176,494</u>

St Jérôme Church of England Bilingual Primary School

Notes to the Financial Statements for the Year Ended 31 August 2022

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.

Company information

St Jérôme Church of England Bilingual Primary School is a private company limited by guarantee, domiciled and incorporated in England and Wales. The registered office and principal place of business is 36 Causton Street, London, SW1P 4AU.

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 2021 to 2022 issued by the ESFA, the Charities Act 2011 and the Companies Act 2006.

The financial statements are prepared in sterling, which is the functional currency of the company. Monetary amounts in these financial statements are rounded to the nearest pound.

Going Concern

The trustees assess whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the company ("School") to continue as a going concern. The trustees make this assessment in respect of a period of at least one year from the date of authorisation for issue of the financial statements.

At the balance sheet date, the School's balance sheet included a surplus of £75,226 in respect of the General Annual Grant reserve, and the balance sheet as a whole reflected net assets of £9,131,060.

At the time of approval of these financial statements, the School remains almost fully subscribed and further growth is planned next year, thus improving the efficiencies of the School further. The School remains in regular contact with the Education and Skills Funding Agency ("ESFA") as it continues to repay the additional funding provided by the ESFA in previous years. Loan amounts outstanding at the balance sheet date are £36,000 (2021: £78,000). The School has produced forecasts which reflect increased operational efficiencies associated with the planned increase in the number of pupils and also take into account the effect of the increased cost of living crisis in the UK economy.

Therefore, the financial statements have been prepared on a going concern basis.

However a significant concern to consider for the period beyond one year from the date of these financial statements is the unprecedented rising cost of energy which is a significant concern for the future. Rising inflation and increased costs for supplies and services coupled with unfunded salary increases for employees, with no real terms increase in government funding will create significant pressures on the school's finances in the future.

1 Statement of Accounting Policies (continued)

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

• **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.

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 a 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 the support costs involved in undertaking each activity. Direct costs attributable to a single activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with use of resources.

• **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.

1 Statement of Accounting Policies (continued)

Expenditure (continued)

• 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.

Tangible Fixed Assets

Assets costing £2,000 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, at rates calculated to write off the cost of each asset on a straight-line basis over its expected useful life, as follows:

Freehold buildings	2%
Fixtures, fittings and equipment	20%
Computer hardware	25%

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

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 the settlement, and the amount of the settlement can be estimated reliably. Liabilities are recognised 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 and services it must provide.

Financial Instruments

The academy trust only holds basic financial instruments as defined in FRS 102. The financial assets and financial liabilities of the academy trust and their measurement basis are as follows:

Cash and cash equivalents include cash in hand, deposits held at call with banks, and other short-term liquid investments with original maturities of three months or less.

Financial assets - trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost. Prepayments are not financial instruments.

Financial instruments are recognised in the company's balance sheet when the company becomes party to the contractual provisions of the instrument.

1 Statement of Accounting Policies (continued)

Financial Instruments (continued)

Financial liabilities - trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost. Taxation and social security are not included in the financial instruments disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

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.

Employee benefits

The cost of any unused holiday entitlement is recognised in the period in which the employee's services are received.

Termination benefits are recognised immediately as an expense when the company is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

Pensions Benefits

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

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the academy trust in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary on the basis of quadrennial valuations using a prospective unit credit method. The TPS is a multi-employer scheme and there is insufficient information available to use defined benefit accounting. The TPS is therefore treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

The LGPS is a funded scheme and the assets are held separately from those of the academy trust in separate trustee administered funds. Pension scheme assets are measured at fair value and liabilities are measured on an actuarial basis using the projected unit 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 operating surplus 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.

St Jérôme Church of England Bilingual Primary School

Notes to the Financial Statements for the Year Ended 31 August 2022 (continued)

1 Statement of Accounting Policies (continued)

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 Education and Skills Funding Agency/Department for Education.

Critical accounting estimates and areas of judgment

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

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.

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 23, 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 2019 has been used by the actuary in valuing the pensions liability at 31 August 2022. 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 Donations and capital grants

	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	Total 2022 £	Total 2021 £
Donations	10,000	-	-	10,000	-
Donated assets	-	-	-	-	2,600
Capital Grants	-	-	26,124	26,124	56,568
2021/22 Total	10,000	-	26,124	36,124	
2020/21 Total	-	-	59,168		59,168

St Jérôme Church of England Bilingual Primary School

Notes to the Financial Statements for the Year Ended 31 August 2022 (continued)

3 Funding for the Academy Trust's Educational Operations

	Unrestricted Funds £	Restricted Funds £	Total 2022 £	Total 2021 £
DfE / ESFA revenue grants				
General Annual Grant (GAG)	-	1,649,497	1,649,497	1,327,907
Other DfE/ESFA grants				
UIFSM	-	67,748	67,748	65,801
Pupil premium	-	71,640	71,640	50,932
Sports premium	-	22,516	22,516	13,404
Rates relief	-	31,920	31,920	31,920
Teachers pension	-	-	-	45,271
Others	-	29,611	29,611	22,104
	-	1,872,932	1,872,932	1,557,339
Other Government grants				
Local authority grants	-	50,762	50,762	48,759
COVID-19 additional funding (DfE/ESFA)				
Catch up premium	-	-	-	23,040
Other	-	7,232	7,232	1,345
Other income from the academy trust's educational operations	-	-	-	7,579
2021/22 Total	-	1,930,926	1,930,926	1,638,062
2020/21 Total	-	1,638,062		

4 Other trading activities

	Unrestricted Funds £	Restricted Funds £	Total 2022 £	Total 2021 £
Extended services fees	65,625	-	65,625	39,727
Clubs	44,115	-	44,115	25,111
Catering	39,833	-	39,833	24,748
Professional services	-	-	-	895
Other income	11,790	-	11,790	18,640
2021/22 Total	161,363	-	161,363	109,121
2020/21 Total	109,121	-		

St Jérôme Church of England Bilingual Primary School

Notes to the Financial Statements for the Year Ended 31 August 2022 (continued)

5 Expenditure	Non Pay Expenditure			Total 2022 £	Total 2021 £
	Staff Costs £	Premises £	Other £		
	Academy's educational operations:				
Direct costs	1,311,481	-	42,775	1,354,256	1,168,052
Allocated support costs	451,988	430,228	190,204	1,072,420	889,891
2021/22 Total	1,763,469	430,228	232,979	2,426,676	
2020/21 Total	1,489,730	379,845	188,368		2,057,943

Net income/(expenditure) for the period includes:	2022 £	2021 £
Depreciation	266,066	288,015
Fees payable to auditor for:		
Audit	7,100	5,750
Other services	2,545	2,870
Accountancy	2,200	2,050

6 Charitable Activities

	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	Total 2022 £	Total 2021 £
Educational operations					
Direct costs	-	1,354,256	-	1,354,256	1,168,052
Support costs	25,328	781,026	266,066	1,072,420	889,891
2021/22 Total	25,328	2,135,282	266,066	2,426,676	
2020/21 Total	12,960	1,773,537	271,446		2,057,943

Analysis of support costs	Educational operations £	Total 2022 £	Total 2021 £
Support staff costs	451,988	451,988	361,756
Depreciation	266,066	266,066	288,015
Technology costs	25,865	25,865	21,441
Premises costs	164,162	164,162	91,830
Catering costs	44,802	44,802	31,431
Other support costs	107,767	107,767	83,340
Governance costs	11,770	11,770	12,078
	1,072,420	1,072,420	889,891

St Jérôme Church of England Bilingual Primary School

Notes to the Financial Statements for the Year Ended 31 August 2022 (continued)

7 Staff

a. Staff costs

Staff costs during the period were:	2022	2021
	£	£
Wages and salaries	1,184,422	964,585
Social security costs	111,994	84,193
Pension costs	415,930	311,547
	<u>1,712,346</u>	<u>1,360,325</u>
 Invoiced staff costs	 51,123	 129,405
	<u>1,763,469</u>	<u>1,489,730</u>

b. Staff numbers

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

	2022	2021
	No.	No.
Teachers	15	13
Administration and support	36	29
Management	4	4
	<u>55</u>	<u>46</u>

The average number of full time equivalents employed by the academy during the period was as follows:

	2022	2021
	No.	No.
Teachers	14	12
Administration and support	19	18
Management	4	3
	<u>37</u>	<u>33</u>

c. Higher paid staff

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

	2022	2021
	No.	No.
£70,001 - £80,000	-	1
£80,001 - £90,000	1	-
	<u>1</u>	<u>1</u>

d. Key management personnel

The key management personnel of the academy trust comprise the trustees and the senior management team as listed on page 1. The total amount of employee benefits (including employer pension contributions) received by key management personnel for their services to the academy trust was £349,444 (2021: £306,655).

8 Related Party Transactions - Trustees' Remuneration and Expenses

One or more trustees has been paid remuneration or has received other benefits from an employment with the academy trust. The principal and other staff trustees only receive remuneration in respect of services they provide undertaking the roles of principal and staff members under their contracts of employment.

Daniel Norris (headteacher and trustee)

Remuneration	£85,000 - £90,000 (2021: £75,000 - £80,000)
Employer's pension contributions	£20,000 - £25,000 (2021: £15,000 - 20,000)

Sarah Cox (deputy headteacher and staff governor)

Remuneration	£55,000 - £60,000 (2021: £55,000 - £60,000)
Employer's pension contributions	£10,000 - £15,000 (2021: £10,000 - £15,000)

In previous years Daniel Norris was the Executive Headteacher of two schools, and his salary was invoiced to the school on the basis of the proportion of his time spent. His remuneration was included within Invoiced Staff Costs as he was not directly employed by the Trust during this time. Daniel Norris is now employed directly by the Trust as Holy Tirnity have appointed a headteacher as disclosed in note 24.

During the year ended 31 August 2022, travel and subsistence expenses totalling £nil (2021: £nil) were reimbursed or paid directly to the trustees.

The number of directors to whom defined benefit pension contributions are accruing under the Teacher's Pension Scheme is 2 (2021: 0).

Other related party transactions including the Trustees are set out in note 24.

9 Trustees and officers insurance

The academy trust has opted into the Department of 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.

St Jérôme Church of England Bilingual Primary School

Notes to the Financial Statements for the Year Ended 31 August 2022 (continued)

10 Tangible fixed assets

	Freehold Land and Buildings £	Furniture and Equipment £	Computer Equipment £	Total £
Cost				
At 1 September 2021	10,531,716	216,497	323,950	11,072,163
Additions	-	-	12,376	12,376
At 31 August 2022	<u>10,531,716</u>	<u>216,497</u>	<u>336,326</u>	<u>11,084,539</u>
Depreciation				
At 1 September 2021	1,050,381	167,968	246,395	1,464,744
Charged in year	210,634	21,848	33,584	266,066
At 31 August 2022	<u>1,261,015</u>	<u>189,816</u>	<u>279,979</u>	<u>1,730,810</u>
Net book values				
At 31 August 2022	<u>9,270,701</u>	<u>26,681</u>	<u>56,347</u>	<u>9,353,729</u>
At 31 August 2021	<u>9,481,335</u>	<u>48,529</u>	<u>77,555</u>	<u>9,607,419</u>

11 Financial instruments

	2022 £	2021 £
Carrying amount of financial assets		
Debt instruments measured at amortised cost	14,303	56,598
	<u>14,303</u>	<u>56,598</u>
Carrying amount of financial liabilities		
Measured at amortised cost	<u>72,295</u>	<u>119,850</u>

12 Debtors

	2022 £	2021 £
Trade debtors	100	4,000
VAT recoverable	5,166	1,697
Other debtors	1,430	1,430
Prepayments and accrued income	42,175	81,666
	<u>48,871</u>	<u>88,793</u>

St Jérôme Church of England Bilingual Primary School

Notes to the Financial Statements for the Year Ended 31 August 2022 (continued)

13 Creditors: Amounts falling due within one year

	2022 £	2021 £
Trade creditors	8,651	47,213
Other taxation and social security	27,389	21,365
ESFA creditor: abatement of GAG	-	15,988
ESFA loan	36,000	42,000
Accruals and deferred income	102,870	100,831
	<u>174,910</u>	<u>227,397</u>

Deferred income

	2022 £	2021 £
Deferred income as at 1 September 2021	80,182	84,421
Amounts released from previous years	(80,182)	(84,421)
Resources deferred in the year	75,226	80,182
Deferred income as at 31 August 2022	<u>75,226</u>	<u>80,182</u>

At the balance sheet date the academy trust was holding grant income received in advance including Universal Infant Free School Meals funding, and funds in respect of Parentpay extended services for the academic year September 2022 to August 2023.

ESFA short-term support loans of £36,000 are due to be repaid in 2022-23 with no interest charge.

14 Creditors: Amounts falling due in greater than one year

	2022 £	2021 £
ESFA loan	-	36,000
	<u>-</u>	<u>36,000</u>

St Jérôme Church of England Bilingual Primary School

Notes to the Financial Statements for the Year Ended 31 August 2022 (continued)

15 Funds

	Balance at 1 September 2021 £	Incoming Resources £	Resources Expended £	Gains, Losses and Transfers £	Balance at 31 August 2022 £
Restricted general funds					
General Annual Grant (GAG)	1,890	1,649,497	(1,675,853)	99,692	75,226
Pupil premium	-	71,640	(71,640)	-	-
Catch-up premium	-	-	-	-	-
Other DfE/ESFA COVID-19 funding	-	7,232	(7,232)	-	-
Other grants	-	202,557	(202,557)	-	-
Pension reserve	(744,000)	-	(178,000)	564,000	(358,000)
	<u>(742,110)</u>	<u>1,930,926</u>	<u>(2,135,282)</u>	<u>663,692</u>	<u>(282,774)</u>
Restricted fixed asset funds					
DfE/ESFA capital grants	3,031,419	26,124	(266,066)	-	2,791,477
Gifted assets	6,576,000	-	-	-	6,576,000
	<u>9,607,419</u>	<u>26,124</u>	<u>(266,066)</u>	<u>-</u>	<u>9,367,477</u>
Total restricted funds	<u>8,865,309</u>	<u>1,957,050</u>	<u>(2,401,348)</u>	<u>663,692</u>	<u>9,084,703</u>
Total unrestricted funds	<u>-</u>	<u>171,377</u>	<u>(25,328)</u>	<u>(99,692)</u>	<u>46,357</u>
Total funds	<u>8,865,309</u>	<u>2,128,427</u>	<u>(2,426,676)</u>	<u>564,000</u>	<u>9,131,060</u>

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

General annual grant

This includes all monies received from ESFA to carry out the objectives of the academy trust. It includes the School Budget Share and education services grants.

Under the funding agreement with the Secretary of State, the academy trust was not subject to a limit on the amount of GAG that it could carry forward as at 31 August 2022.

Pupil premium

This represents revenue grants received from the ESFA for specific purposes, including funds provided to support individual pupils.

Other Grants

Other income includes funding received from the DfE and Local Education Authorities for specific purposes.

Pension Reserve

This represents the negative reserve in respect of the liability on the LGPS defined benefit pension

Fixed Asset Fund

This fixed asset fund includes gifted assets received from the DfE and other sources to finance the development and building of the academy and other tangible fixed assets, and the annual charges for depreciation of these assets.

Unrestricted Funds

Unrestricted 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.

St Jérôme Church of England Bilingual Primary School

Notes to the Financial Statements for the Year Ended 31 August 2022 (continued)

15 Funds (continued)

Transfers between funds

Transfers from the Unrestricted Fund to the General Annual Grant Fund of £99,692 were made in order to utilise unrestricted funds against the restricted fund deficit.

The employer contribution paid into the LGPS defined benefit pension fund of £86,000 is represented by a transfer of GAG reserves into the pension reserve.

Comparative information

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

	Balance at 1 September 2020 £	Incoming Resources £	Resources Expended £	Gains, Losses and Transfers £	Balance at 31 August 2021 £
Restricted general funds					
General Annual Grant (GAG)	(79,807)	1,327,907	(1,261,382)	15,172	1,890
Pupil premium	-	50,932	(50,932)	-	-
Catch-up premium	-	23,040	(23,040)	-	-
Other DfE/ESFA COVID-19 funding	-	1,345	(1,345)	-	-
Other grants	-	234,838	(234,838)	-	-
Pension reserve	(530,000)	-	(202,000)	(12,000)	(744,000)
	<u>(609,807)</u>	<u>1,638,062</u>	<u>(1,773,537)</u>	<u>3,172</u>	<u>(742,110)</u>
Restricted fixed asset funds					
DfE/ESFA capital grants	3,243,697	59,168	(271,446)	-	3,031,419
Gifted assets	6,576,000	-	-	-	6,576,000
	<u>9,819,697</u>	<u>59,168</u>	<u>(271,446)</u>	<u>-</u>	<u>9,607,419</u>
Total restricted funds	<u>9,209,890</u>	<u>1,697,230</u>	<u>(2,044,983)</u>	<u>3,172</u>	<u>8,865,309</u>
Total unrestricted funds	<u>-</u>	<u>109,132</u>	<u>(12,960)</u>	<u>(96,172)</u>	<u>-</u>
Total funds	<u>9,209,890</u>	<u>1,806,362</u>	<u>(2,057,943)</u>	<u>(93,000)</u>	<u>8,865,309</u>

St Jérôme Church of England Bilingual Primary School

Notes to the Financial Statements for the Year Ended 31 August 2022 (continued)

16 Analysis of net assets between Funds

Fund balances at 31 August 2022 are represented by:

	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	Total Funds £
Tangible fixed assets	-	-	9,353,729	9,353,729
Current assets	-	292,955	17,286	310,241
Current liabilities	-	(174,910)		(174,910)
Pension scheme liability	-	(358,000)	-	(358,000)
Total net assets	-	(239,955)	9,371,015	9,131,060

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

	£	Restricted General Funds £	Restricted Fixed Asset Funds £	Total Funds £
Tangible fixed assets	-	-	9,607,419	9,607,419
Current assets	-	224,566	40,721	265,287
Current liabilities	-	(222,676)	(40,721)	(263,397)
Pension scheme liability	-	(744,000)	-	(744,000)
Total net assets	-	(742,110)	9,607,419	8,865,309

17 Reconciliation of net expenditure to net cash flow from operating activities

	2022 £	2021 £
Net expenditure for the reporting period	(298,249)	(251,581)
<i>Adjusted for:</i>		
Depreciation	266,066	288,015
Capital grants from DfE/ESFA and other capital income	(26,124)	(56,568)
Interest receivable	(14)	(11)
Defined benefit pension scheme cost less contributions payable	165,000	111,000
Defined benefit pension scheme finance cost	13,000	10,000
Decrease/(Increase) in debtors	39,922	(22,602)
Increase/(decrease) in creditors	(46,487)	(7,183)
Net Cash provided by / (used in) Operating Activities	113,114	71,070

St Jérôme Church of England Bilingual Primary School

Notes to the Financial Statements for the Year Ended 31 August 2022 (continued)

18 Cash flows from financing activities

	2022 £	2021 £
Repayments of borrowing	(42,000)	(7,000)
Cash inflows from new borrowing		50,000
Net Cash provided by / (used in) financing activities	(42,000)	43,000

19 Cash flows from investing activities

	2022 £	2021 £
Dividends, interest and rents from investments	14	11
Purchase of tangible fixed assets	(12,376)	(35,016)
Capital grants from DfE Group	26,124	15,847
Net Cash provided by / (used in) investing activities	13,762	(19,158)

20 Analysis of cash and cash equivalents

	2022 £	2021 £
Cash in hand and at bank	261,370	176,494
Total cash and cash equivalents	261,370	176,494

21 Analysis of changes in net debt

	At 1 September 2021 £	Cash Flows £	At 31 August 2022 £
Cash in hand and at bank	176,494	84,876	261,370
ESFA loan	(78,000)	(42,000)	(36,000)
Total cash and cash equivalents	98,494	42,876	225,370

22 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.

23 Pension and Similar Obligations

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

The latest actuarial valuation of the TPS related to the period ended 31 March 2016 and of the LGPS 31 March 2019.

Teachers' Pension Scheme

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

The TPS is an unfunded multi-employer defined benefits pension scheme governed by The Teachers' Pensions Regulations 2010 (as amended) and The Teachers' Pension Scheme Regulations 2014 (as amended). Members contribute on a "pay as you go" basis with contributions from members and the employer being credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

Valuation of the Teachers' Pension Scheme

The employer contribution rate is set by the Secretary of State following scheme valuations undertaken by the Government Actuary's Department. The most recent actuarial valuation of the TPS was prepared as at 31 March 2016 and the Valuation Report, which was published in March 2019, confirmed that the employer contribution rate for the TPS would increase from 16.4% to 23.6% from 1 September 2019. Employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 23.68%.

The 31 March 2016 Valuation Report was prepared in accordance with the benefits set out in the scheme regulations and under the approach specified in the Directions, as they applied at 5 March 2019. However, the assumptions were considered and set by the Department for Education prior to the ruling in the 'McCloud/Sargeant case'. This case has required the courts to consider cases regarding the implementation of the 2015 reforms to Public Service Pensions including the Teachers' Pensions.

On 27 June 2019 the Supreme Court denied the government permission to appeal the Court of Appeal's judgment that transitional provisions introduced to the reformed pension schemes in 2015 gave rise to unlawful age discrimination. The government is respecting the Court's decision and has said it will engage fully with the Employment Tribunal as well as employer and member representatives to agree how the discriminations will be remedied. The government announced on 4 February 2021 that it intends to proceed with a deferred choice underpin under which members will be able to choose either legacy or reformed scheme benefits in respect of their service during the period between 1 April 2015 and 31 March 2022 at the point they become payable.

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

The employer's pension costs paid to TPS in the period amounted to £174,547 (2021: £128,286).

A copy of the valuation report and supporting documentation is on the Teachers' Pensions website.

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.

St Jérôme Church of England Bilingual Primary School

Notes to the Financial Statements for the Year Ended 31 August 2022 (continued)

23 Pension and Similar Obligations (continued)

Local Government Pension Scheme

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 2022 was £111,000 (2021: £104,000), of which employer's contributions totalled £86,000 (2021: £81,000) and employees' contributions totalled £25,000 (2021: £23,000). The agreed contribution rates for future years are 18.7% plus £9,000 for employers and 5.5% - 12% for employees.

Parliament has agreed, at the request of the Secretary of State for Education, to a guarantee that, in the event of an academy closure, outstanding Local Government Pension Scheme Liabilities would be met by the Department for Education. The guarantee came into force on 18 July 2013.

Principal Actuarial Assumptions

	2022	2021
Rate of increase in salaries	3.20%	2.90%
Rate of increase for pensions in payment/inflation	3.90%	3.60%
Discount rate for scheme liabilities	4.25%	1.65%

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

	2022	2021
<i>Retiring today</i>		
Males	22.0	22.20
Females	24.4	24.60
<i>Retiring in 20 years</i>		
Males	23.3	23.50
Females	26.7	26.90

Sensitivity analysis

	2022	2021
	£	£
Discount rate -0.5%	20,000	27,000
Pension increase rate +0.5%	20,000	26,000

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

	2022	2021
	£	£
Equity instruments	412,300	384,710
Other bonds	123,690	79,050
Property	47,120	42,160
Cash and other liquid assets	5,890	21,080
Total market value of assets	589,000	527,000

The actual return on scheme assets was £10,000 (2021: £7,000).

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Notes to the Financial Statements for the Year Ended 31 August 2022 (continued)

23 Pension and Similar Obligations (continued)

Amounts recognised in the statement of financial activities:

	2022	2021
	£	£
Current service cost	251,000	192,000
Interest income	(10,000)	(7,000)
Interest cost	23,000	17,000
Total amount recognised in the SOFA	<u>264,000</u>	<u>202,000</u>

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

	2022	2021
	£	£
At 1 September	1,271,000	887,000
Current service cost	251,000	192,000
Interest cost	23,000	17,000
Employee contributions	25,000	23,000
Actuarial (gain)/loss	(614,000)	160,000
Benefits paid	(9,000)	(8,000)
At 31 August	<u>947,000</u>	<u>1,271,000</u>

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

	2022	2021
	£	£
At 1 September	527,000	357,000
Interest income	10,000	7,000
Actuarial gain/(loss)	(50,000)	67,000
Employer contributions	86,000	81,000
Employee contributions	25,000	23,000
Benefits paid	(9,000)	(8,000)
At 31 August	<u>589,000</u>	<u>527,000</u>

St Jérôme Church of England Bilingual Primary School

Notes to the Financial Statements for the Year Ended 31 August 2022 (continued)

24 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 trust has an interest. All transactions involving such organisations are conducted at arm's length and in accordance with the trust's financial regulations and normal procurement procedures. The following related party transactions took place in the period of account.

Since the appointment of a Head teacher at Holy Trinity, the financial relationship with Holy Trinity has ended, but opportunities for collaboration will continue to be explored.

A total of £10,764 (2021: £350) was reimbursed to London Diocesan Board for Schools (LDDBS), a member of St Jérôme Church of England Bilingual Primary School. These costs relate to VAT repayable on capital expenditure and solely to cross charges with no element of profit arising on these transactions.

LDDBS is a partner school and has a related party of Grow Education Partners Limited. During the year the company provided project management and survey services to the school totalling £4,850 (2021: £1,280).