REGISTERED COMPANY NUMBER: 07848372 (England and Wales)

REPORT OF THE TRUSTEES AND FINANCIAL STATEMENTS FOR THE YEAR ENDED 31ST AUGUST 2013 FOR TARLETON ACADEMY

TLL Accountants Ltd
Chartered Accountants
& Statutory Auditors
7-9 Station Road
Hesketh Bank
Preston
Lancashire
PR4 6SN

TARLETON ACADEMY

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FOR THE YEAR ENDED 31ST AUGUST 2013

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TARLETON ACADEMY

REPORT OF THE TRUSTEES
FOR THE YEAR ENDED 31ST AUGUST 2013

The trustees who are also directors and governors of the charity for the purposes of the Companies Act 2006, present their report with the financial statements of the charity for the year ended 31st August 2013. The trustees have adopted the provisions of the Statement of Recommended Practice (SORP) 'Accounting and Reporting by Charities' issued in March 2005.

REFERENCE AND ADMINISTRATIVE DETAILS

Registered Company number
07848372 (England and Wales)

Registered office
Tarleton Academy
Hesketh Lane
Tarleton
Preston
Lancashire
PR4 6AQ

Trustees

Mrs C Calcutt	- resigned 2.7.2013
Mrs K Passant	
Mrs H K Dicker	
Mrs A Pyrkotsch-Jones	- resigned 2.7.2013
R Sachs	
Mrs S S Stoker	
Mrs L M Ward	
Mrs L A Gwinnett	
M A Hawksley	- resigned 28.2.2013
Mrs J M Lopez	
TJ Vickers	
Mrs G Addison-Harris	- resigned 14.10.2012
Dr J Unwin	- appointed 30.11.2012
P Townley	- appointed 8.7.2013
Mrs J Gray	- appointed 8.7.2013
Mrs J Smitton	- appointed 8.7.2013
T Houghton	- appointed 2.7.2013

Senior Management Team
Mrs L A Gwinnett – Headteacher
M Griffiths – Deputy Headteacher
Mrs C Jones – Assistant Headteacher
Miss J Bacon – Assistant Headteacher
Miss L Wren – Assistant Headteacher
Mrs G Davies – Director of Resources
Mrs N Fairhurst – Director of Student Services

Company Secretary
Mrs G M Davies

Auditors
TLL Accountants Ltd
Chartered Accountants
& Statutory Auditors
7-9 Station Road
Hesketh Bank
Preston
Lancashire PR4 6SN

Bankers
Lloyds Bank; HSBC Bank Plc

STRUCTURE, GOVERNANCE AND MANAGEMENT

Governing document

Constitution

The academy trust is a company limited by guarantee and an exempt charity. The Charitable Company's memorandum and articles of association are the primary governing documents of the academy trust.

The governors act as the trustees for the charitable activities of Tarleton Academy Trust Limited and are also the directors of the Charitable Company for the purposes of company law. The Charitable Company is known as Tarleton Academy.

Details of the governors who served throughout the year except as noted are included in the Reference and Administrative Details, above.

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.

Governors' Indemnities

The Companies Act 2006 s236 requires disclosure concerning qualifying third party indemnity provisions. These are stated in the notes to the accounts.

Principal Activities

The Academy trust's object ("the object") are specifically restricted to the following :

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

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

STRUCTURE, GOVERNANCE AND MANAGEMENT

Recruitment and appointment of new trustees

Staff : 4 (including headteacher)

All staff (teaching and non teaching) are informed of any upcoming vacancies. Nominations are requested within a 2 week timeframe. If more nominations are received than vacancies, then a secret ballot is held with all staff members eligible to vote within a two week period.

Staff are asked to self nominate.

Co-opted : 3

Up to 3 Co-opted Governors may be appointed by Governors.
EG "means a person who is appointed to be a Governor by being Co-opted by Governors who have not themselves been so appointed. Staff are excluded if Staff Governors vacancies are filled as staff members cannot exceed one third of the total number of governors.

Appointees must be nominated by another serving Governor but not an employee of the Academy.

Members : 3

- Runshaw College
- International Aid Trust
- Edge Hill University

Each body can appoint one Governor

Parents : 4

Parents of all children in school are asked for nominations. A person must be nominated and seconded by two other parents of children attending the school. If there are more nominations than vacancies then a secret ballot is held with parents of all school children eligible to vote within a specified two week period. Strict rules and regulations must be adhered to regarding eligibility and disqualification. See attached example.

A Parent must be nominated and seconded by two other parents. We have agreed process for Parent Governor elections as an Academy.

Example of election documents for Parent Governors

"Dear Parent

Notice of election to the governing body - parent governors

As you all know we converted to becoming an Academy in January 2012. Operationally this has resulted in little obvious change to the students and staff as our aims and vision remains the same. Nonetheless, the role of the governor in directing this vision has become all the more important, the voice of the parent governor being particularly vital.

There are currently places for four parent governors on the governing body of this school. There are now vacancies for two parent governors. Parents/Carers of pupils attending this school are eligible to stand as a candidate AND vote in a parent governor election (unless disqualified).

At this school parent governors normally serve a four-year term and are expected to play a full and active part in the governing body, which together with the Headteacher sets the aims and policies of the school to ensure that the school provides good quality education to the highest standard. As a parent governor you will be expected to attend between four and six full governing body meetings per year as well as being involved on other committees, which meet once a term. These meetings normally take place after school hours.

Overleaf are further details of the role of parent governor as well as a list of regulations that may disqualify some people from the role. If you are interested in becoming involved please complete the attached nomination form, which should be returned to school by 12 noon on Monday 26th November 2012. Ballot papers will be sent to all parents on Friday 30th November 2012, but only if there are more nominations than vacancies.

If you would like more information about becoming a parent governor please contact the Headteacher, Mrs Gwinnett, on the above number, or Governor Services Team on 0800 181832."

STRUCTURE, GOVERNANCE AND MANAGEMENT
Recruitment and appointment of new trustees (continued)

Parent governors
All school governing bodies have parent governors.

Who are Parent Governors?
Parent governors are elected by parents of children at the school. For a person to stand for election and to vote in a parent governor election he/she must either be the natural parent of a child registered at the school, or be a person with parental responsibility for, or having care of, such a child.

If there are insufficient eligible candidates for the vacancies at an election the governing body can appoint a parent governor, but there are restrictions on who can be appointed.

Governors normally serve for four years. If a parent governor ceases to be the parent of a child registered at the school within the period for which they have been elected, he/she may continue to be a governor for the rest of his/her term of office.

What are Parent Governors?
Parent governors have the same rights, responsibilities and duties as other governors.

Parent governors should play a full and active part in the governing body but, parent governors, like other governors, do not have the power to act as individuals or as a group, unless specifically authorised to do so by the governing body.

Parent governors are not on the governing body simply to represent the interest of parents, or to be the only link with parents because all governors must have regard to these issues.

What do Parent Governors do?
Tarleton Academy has a governing body that sets the aims and policies of the school. The Headteacher is responsible for the day to day management of the school. Together the governing body and Headteacher must ensure the school provides good quality education and helps to raise standards.

The governing body:

- Is accountable for the performance of the school to the parents and the wider community
- Plans the school's future direction
- Selects the Headteacher
- Makes decisions on the school's budget and staffing
- Agrees the Curriculum to be taught at the school.
- Decides how the school can encourage pupils' spiritual, moral and cultural development
- Makes sure the school provides for all its pupils, including those with special educational needs.

How much time will it take?
To be an effective member of the governing body team, it takes time. You will need to prepare for and attend at least four full governing body meetings per year. You will also be involved in one or more of the committees dealing with finance, staffing, curriculum or premises. These usually meet at least once a term. In addition some governors take on other roles such as Special Educational Needs governor or members of the Pupil Discipline Committee.

The amount of time you will need to give depends on how involved you become but governing bodies cannot operate effectively with passengers. You must be prepared to take more than an interest.

STRUCTURE, GOVERNANCE AND MANAGEMENT
Recruitment and appointment of new trustees (continued)

What support is available?
Lancashire County Council (LCC) provides a wide range of support services and training for governors.

All new governors receive an introductory pack of materials from LCC which outlines the range of training opportunities available to governors and governing bodies and provides the basic reference documents. There is also a termly newsletter which helps to keep governors up to date with recent developments. All new governors also receive an Induction Pack from Tarleton Academy Governing Body.

Sometimes governing bodies have difficult decisions to take. In such cases the governing body has access to support and advice from LCC as appropriate.

If you require more information about being a governor speak to our Headteacher, Mrs Gwinnett, or call LCC Governor Services Team on 0800 181832.

Disqualification from holding a Governorship
Regulations disqualify certain individuals from becoming a governor. Before your nomination can be considered you are required to confirm that you are not disqualified from becoming a governor. Failure to submit a declaration will debar you from consideration as a governor. You are required to notify the Clerk to the Governing Body, in writing, if you subsequently become disqualified from continuing as a governor.

Further information on any of the criteria can be found in the School Governance (Constitution) (England) Regulations 2003, Regulation 20 and Schedule 6. These sections refer specifically to disqualification from governorship. Alternatively you may contact Governor Services on Freephone 0800 181832.

Qualification and Disqualification Criteria

- A governor must be aged 18 or over at the time of their election or appointment.
- A Governor is subject to full DBS clearance
- A Parent Governor must have a child at the Academy at the time of election.
- A person cannot hold more than one governorship at the same educational establishment.

A person is disqualified from being a governor if they:

- Are detained under the Mental Health Act 1983;
- Have had their estate sequestrated (temporarily repossessed) and the sequestration has not been discharged, annulled or reduced; or they are the subject of a bankruptcy restrictions order or an interim order;
- Are subject to a disqualification order under the Company Directors Disqualification Act 1986 or to an order made under section 429(2) of the Insolvency Act 1986;
- Have been removed from the office of charity trustee or trustee for a charity by the Charity Commissioners or High Court on grounds of any misconduct or mismanagement, or under section 7 of the Law Reform (Miscellaneous Provisions) (Scotland) Act 1990 from being concerned in the management or control of any body;
- Are included in the list of teachers or workers prohibited or restricted from working with children or young people;
- Are disqualified from working with children;
- Are disqualified from being an independent school proprietor, teacher or employee by the Secretary of State;
- Have been sentenced to three months or more in prison (without the option of a fine) in the five years before becoming a governor or since becoming a governor;
- Have received a prison sentence of 2½ years or more in the 20 years before becoming a governor;
- Have at any time received a prison sentence of five years or more;
- Have been fined for causing a nuisance or disturbance on school premises during the five years prior to or since appointment or election as a governor;
- Refuse an application being made to the Criminal Records Bureau for a criminal records certificate.

STRUCTURE, GOVERNANCE AND MANAGEMENT
Recruitment and appointment of new trustees (continued)

Additional restrictions on parent governors:

- Cannot be elected members of the local education authority or employed to work at the Academy or any other educational establishment in the role of teacher/non teaching staff members;
- If the proposed Governor is a local authority assisted person (in general terms councillors or officers of any local authority) they shall be deemed ineligible to hold the post of Governor should their election cause the balance of the governing body to exceed 19.9% of local authority assisted persons.

Parent Governor Election - Nomination Form

"Notice of Election: 14th November 2012

Please read the notes below before completing this form.

	Name	*Address*	*Signature*
Nominee			
Proposer			
Seconder			

Declaration of Nominee: I am willing to accept nomination and confirm that I am not disqualified from becoming a Governor. Should I be elected I agree that if I subsequently become disqualified I will notify the Clerk to Governors in writing.

Should I be elected I understand that information on my governorship will be made available to the County Council for its use in providing support to school Governors.*

In this respect the Data Controller is Lancashire County Council and the nominated officer for data protection is the Data Protection Officer.

I have/have not been an elected member of any authority (Parish, District or County Council) either now or at any time during the last four years. (* please delete where appropriate)*

Employment status: Employed/Self Employed/Unemployed (please delete as appropriate)

If employed please state name of employer

If self-employed please state if you undertake any work on behalf of any local authority

This form must be returned to the Headteacher/Returning Officer by 12.00 noon on Monday 26th November 2012. Late nominations will not be accepted.

Information - Eligibility

All parents of students at the school can be nominated as a candidate for a parent governor election except for:
- *Elected members of the Local Education Authority or employees of the school;*
- *Officers of any local authority.*

See the disqualification notice for a more comprehensive list.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Recruitment and appointment of new trustees

Nomination

Any parent who wants to be nominated has to be proposed and seconded by two other parents of students at the school using the nomination form. It should be completed and sent to the Returning Officer by 12.00 noon on Monday 26th November 2012. Please note there can be no extension beyond this time and date.
Candidates should complete the nomination form with their biographical details. This information will be sent with the voting papers to all parents to help them decide how to use their votes.

Parent Governors

(See also information sheet on parent governors)
The Governing Body of the school has several categories of governor, and "parent governor" is one of these categories. All governors carry equal status.
Responsibility rests in the governing body as a whole. Individual governors only have responsibility collectively in the governing body. To be a governor does not give personal authority.
The term of office for a parent governor is four years, and a parent governor does not have to resign if his/her child ceases to be a student at the school before that period of time ends, though he/she may do so if he/she wishes.

Disqualification

Regulations disqualify certain individuals from becoming a governor. The attached sheet lists the disqualification criteria. Prospective governors should read it carefully before proceeding with their nomination."

Example Parent Governor Election

"Notice of Election: 14th November 2012

Dear Parent

There are places for four Parent Governors on the Governing Body of this school. They are elected by the parents of students at this school to serve a four year term of office. As there are now vacancies for two Parent Governors, it is necessary for an election to be held. You may, if you wish, put yourself forward for election as a candidate, using the attached Nomination Form. Please read the information given with this Nomination Form.

The timetable for election is:-

Nomination Form to be returned to me by 12 noon on Monday 26th November 2012.
Ballot Papers to be sent to all parents on Friday 30th November 2012. Voting will only take place if there are more nominations than vacancies)
Ballot papers to be returned to me by 12.00 noon on Monday 10th December 2012.
The votes will be counted at 1pm on Monday 10th December 2012.

Governors have an important and influential role to play in the life of our school, and I do hope you will be able to take part in this election by becoming a candidate and by casting your vote when the time comes.

If you require any further information about being elected to the Governing Body please do not hesitate to contact me.

Biographical Details

Candidates are asked to supply on this page some information about themselves, which they believe will help parents to decide whether to vote for them in this election or not (a maximum of 60 words)."

STRUCTURE, GOVERNANCE AND MANAGEMENT

Policies and practices adopted for the induction and training of Governors

Induction as a Governor is managed on our behalf by Governor Services, Lancashire County Council.

Governors are issued with an annual training programme by Governor Services and applications are invited from all serving Governors.

New Governors are encouraged to complete the introductory course run by Governor Services called New Governors. Courses are held regularly throughout the year.

New Governors appointed to Tarleton Academy are allocated a Mentor Governor to support them during their first year in office. They are supplied with a Governor Induction Pack which includes: Register of Business Interests Form, Skills Audit form, Code of Practice for Governors at Tarleton Academy, Extract from Academies Financial Handbook (Annex A Guidance on Codes of Practice for Board Members of Public Bodies – HM Treasury).

Organisational structure

The Governing Body meets a minimum of 3 times per year, generally 6. There are 3 subcommittees;

- Standards and Effectiveness,
- Resources and audit
- Community Relations

Terms of Reference are agreed for each committee, with roles and responsibilities defined.

Day to day running of the school is the responsibility of the staff in school, and ultimately the Headteacher.

Decisions regarding policies of the school and are often made in subcommittees prior to being ratified in Full Govs meetings.

Financial decisions are subject to the rules contained in the school's Financial Regulations.

The Headteacher is the Accounting Officer, working with the support of the Director of Resources, the Finance Officer and the Finance Assistant and Business Administration Apprentice.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Related parties

Tarleton Academy enjoys a number of mutually beneficial and dynamic partnerships.

Edge Hill University – Faculty of Education is a member of the Academy and in partnership with them we are involved in cutting edge Initial Teacher Training and Professional Development opportunities which are wide ranging and innovative. We have currently been awarded as an Initial Teacher Training accreditation centre (SCITT – School Centred ITT) which is also in partnership with EHU FoE.

Runshaw College is a member of the Academy and we enjoy close working relationships with them on our governing body as well as with post 16 Information, Advice and Guidance (IAG), Able, Gifted and Talented programmes (AGT) and subject network development.

International Aid Trust is a member of the Academy and we support this charity with a specific project in Sierra Leone which involves a number of charitable money raising activities.

We are a member of our local Extended Services: Tarleton, Hesketh Bank and Banks Secondary and Primary Schools' Cluster which allows us to share best practice, to consult locally on initiatives within our schools and to develop initiatives which sometimes involve joint bids for shared gaps in provision (e.g. Speech and Language development).

We are a member of the South Ribble Network of secondary schools which includes a Heads group, a behaviour panel and a variety of subject networks and joint Key Stage 3 and 4 alternative provision ventures which can attract funding which is held centrally to the network. Within this partnership we lead a subject network for English.

We are a member of the West Lancashire Network of secondary schools which includes a Heads group, a behaviour panel and a variety of joint Key Stage 3 and 4 alternative provision ventures which can attract funding which is held centrally to the network. Within this partnership we lead a CPD network to support School Improvement.

We are also a member of Lancashire Academy Heads and Principals network which has a Heads' group, a Business Managers' group and Clerks' group. We share best practice and very useful advice.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Risk management

The Governing Body is responsible for the risk management process of the Academy. There is a formal process for identifying, evaluating and managing the Academy's significant risks. A formal review of risks identifying the management of the risks is carried out annually.

As part of its operating procedures the Governing Body has the following key controls:

- Formal agendas and minutes for all meetings of the governing body and committees
- Terms of reference for all committees
- Strategic planning, financial forecasting, budgeting and reporting
- Comprehensive budgeting and monitoring systems. Annual budget formally agreed and regularly reviewed by the Governing Body.
- Regular financial reporting to the Governing Body which indicates financial performance against budget forecast.
- Strategic planning, tendering processes and monitoring of capital expenditure
- Robust financial planning and curriculum review to identify staffing needs in relation to pupil numbers and level of funding available
- Defined organisational structures and lines of reporting and accountability
- Formal written policies
- Clearly defined purchasing procedures and internal financial regulations
- Defined authorisation limits, delegation of authority and segregation of duties
- Risk register review to identify and manage risks
- Vetting and recruitment procedures for the protection of students
- Appointment of Responsible Officer to examine on a termly basis the operation of the financial controls. The responsible officer's findings are reported to the Governing Body.
- Annual audit and systems review carried out by external auditors

During 2012/13, there were no material findings by the Responsible Officer or external auditors.

OBJECTIVES AND ACTIVITIES

Objectives and aims

Key School Improvement Priorities 2013/14

For our school to become truly outstanding the following priorities for further development have been identified following our Strategic Planning Team Conference in summer 2013 where evidence was considered against Oftsed criteria. This is currently being firmed up in Faculty and Whole School SEFs and Action Plans.

VISION - Tarleton Academy is at the centre of a community of inspirational partnerships which nurtures respectful independent lifelong learners working together to shape a better future for all.

OVERALL EFFECTIVENESS - Outstanding education at the heart of the community

- To discreetly ensure that Spiritual, Moral, Social and Cultural awareness permeates our ethos
- To further develop positive working relationships in lessons and during unstructured time that support high aspirations for self and others
- To deepen our working relationships with our parents, primary partners, the local community and our wider partner schools and Edge Hill University

ACHIEVEMENT - Every individual to become the best that they can be

- To develop the use of our new MIS (SIMS) to support a rigorous whole school tracking system.
- To embed an aspirational approach to target setting including the use of 4 levels' progress matrices to ensure students at Tarleton Academy make 'exceptional progress'.
- To further develop the role of the tutor and the Head of House to understand and use data and knowledge of the individual learners as part of their academic intervention role.
- To track Able, Gifted and Talented students and ensure that we are challenging the more able to achieve the highest of grades/levels.

TEACHING AND LEARNING - Consistently high quality teaching which places the learning of the individual at the heart of everything that we do

- To actively plan and differentiate for boys learning to close the gender gap
- To plan effective questioning which engages and challenges all abilities
- To embed shared good practise as a result of effective CPD working groups
- To review and implement an effective homework policy.
- To build on best practice and develop a consistent approach to whole school Literacy
- To embed our Marking and Feedback Policy.
- To ensure that no teaching is less than consistently 'Good'
- To develop extended writing skills across the curriculum

BEHAVIOUR AND SAFETY - A total commitment to a caring environment, where everyone feels safe and valued

- To continue to improve student behaviour during unstructured times with a particular focus on movement between lessons
- To review and develop an e-safety policy
- To improve punctuality to lessons
- To review and develop our rewards policy
- To continue to improve overall school attendance

LEADERSHIP AND MANAGEMENT - Support and challenge through inspirational and engaging leadership

- To develop a discrete whole school approach to Spiritual, Moral. Social and Cultural learning
- To further improve our Quality Assurance processes
- To advance the effectiveness of our Governors in holding SLT to account
- To hone our student council and further develop a whole school approach to student leadership
- To develop an outstanding programme through our School Centred Initial Teacher Training status in partnership with Edge Hill University
- To further embed our appraisal system so that it is individually focused, robust, appropriately challenging and supportive of targeted professional development

OBJECTIVES AND ACTIVITIES

Public benefit
The Governors have the Charity Commission guidelines regarding public benefit and are satisfied that these requirements are fully met in carrying out the activities above.

ACHIEVEMENT AND PERFORMANCE
Charitable activities

- 91% of students achieved a minimum of 5 A* - C
- 71% of students achieved this including Maths and English, 11% higher than 2011
- 3 Levels Progress data at Key Stage 4 English 83% (2013) - National averages of 69% English (2013). 46% of students achieved more than expected progress compared to 30% nationally.
- 3 Levels Progress data at Key Stage 4 Maths 78% (2013) - National averages of 70% Maths - This is a raise of 9% on last year's expected progress despite only a 2% raise nationally.