
HAILEY HALL ACADEMY TRUST

(A Company Limited by Guarantee)

ANNUAL REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 AUGUST 2022

HAILEY HALL ACADEMY TRUST
(A Company Limited by Guarantee)

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HAILEY HALL ACADEMY TRUST
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REFERENCE AND ADMINISTRATIVE DETAILS

Members	R Bolton J De Braux R Parperis L Williams (resigned 6 October 2021)
Trustees	R Parperis, Chair ^{1,2} P Delamaine, Head Teacher ^{1,2} J Hammond, Vice Chair ^{1,2} J Clarke ^{1,2} A Connoley R Dutton R Abraham (appointed 14 July 2022) S Sharp, Staff Trustee 1 Finance Committee 2 Audit Committee
Company registered number	09691510
Company name	Hailey Hall Academy Trust
Principal and registered office	Hailey Lane Hertford Hertfordshire SG13 7PB
Senior management team	P Delamaine, Headteacher and Accounting Officer B Aldiss, Deputy Headteacher A Devine, Assistant Headteacher L Gregory, Operations Manager S Newton, Head of Residential Care J Kinchlea, Strategic Business Manager S Hill, Associate Assistant Headteacher (SENDCo) J Thurley, Assistant Headteacher
Independent auditors	Haslers Chartered Accountants Old Station Road Loughton Essex IG10 4PL

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REFERENCE AND ADMINISTRATIVE DETAILS (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Bankers

Barclays Bank Plc
51 High Street
Hoddesdon
Hertfordshire
EN11 8TG

Lloyds Bank Plc
5-6 Market Place
Hertford
Hertfordshire
SG14 1DS

HAILEY HALL ACADEMY TRUST
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TRUSTEES' REPORT
FOR THE YEAR ENDED 31 AUGUST 2022

The Trustees present their annual report together with the financial statements and auditors' 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 and strategic report under company law.

The Trust operates a convertor Academy Special School for boys aged 11-16 who have learning, social, emotional and behavioural and mental health difficulties (SEMH). The school population is drawn from all parts of Hertfordshire and Essex, Cambridgeshire, Enfield and Bedfordshire especially the larger urban areas. The urban areas contain socio-economically deprived housing estates. The rural areas contain small primary schools or larger secondary schools that cater for wide geographical catchments. For 2021-22, the Academy had a pupil capacity of 77-day places. In the Spring (January) 2022 Census, there was an average of 76 pupils on roll.

Structure, governance and management

a. Constitution

The Academy is a charitable company limited by guarantee and an exempt charity.

The charitable company's Trust deed is the primary governing document of the Academy.

The Trustees of Hailey Hall Academy Trust are also the directors of the charitable company for the purposes of company law.

The charitable company is known as Hailey Hall Academy Trust.

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.

b. 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.

c. Trustees' indemnities

In accordance with normal commercial practice the Academy has purchased insurance to protect Trustees and Officers from claims arising from negligent acts, errors or omissions occurring whilst on Academy business. The insurance provides unlimited cover.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Structure, governance and management (continued)

d. Method of recruitment and appointment or election of Trustees

The management of the Academy is the responsibility of the Trustees who are elected and co-opted under the terms of the Trust deed.

The arrangements are as set out in the Articles of Association and Funding Agreement.

- Trustees are appointed for a fixed term of 4 years and re-election is proposed at the end of this term.
- Parent and the Staff Trustees are elected to office, or appointed by the Board of Trustees, if there are insufficient candidates offering themselves for election.
- The total number of Trustees (including the Headteacher if they choose to act as Trustee) who are employees of the Academy Trust, shall not exceed one third of the total number of Trustees
- A minimum of two parent trustees are elected by parents, or appointed by the Board of Trustees, if the number of parents standing for election as trustees is less than the number of vacancies
- Providing that the Headteacher agrees to act, the Members may by ordinary resolution appoint the Headteacher as a Trustee.

In addition, the Articles of Association were changed in September 2020, and permission granted for this by the ESFA. These now make provision for the following:

- Members can appoint up to three trustees (Members were Richard Parperis, Rosemary Bolton, and John De Braux).
- Trustees may now appoint unlimited co-opted trustees.

At the end of the academic year, the Board of Trustees comprised of the Headteacher, five co-opted trustees, one staff trustee and one parent trustee.

In order to recruit new non-staff trustees, adverts are placed on the National Governors Association website. Applications are also taken via networking/external contacts of school staff.

An election process is undertaken for new parent trustees. The school will write to all parents to announce a vacancy/vacancies and an election process is undertaken.

Following application, meetings are arranged with Headteacher and Chair of the Board of Trustees to discuss suitability and areas of experience of the applicant/s. If it is agreed that the individuals are suitable to undertake a governance role, references are obtained, DBS check undertaken, and induction process delivered. This includes a tour of the school, provision of access to GovernorHub, governance information/school policies and the allocation of a school email

e. Policies adopted for the induction and training of Trustees

The Charitable Company is committed to providing adequate opportunities for Trustees to undertake and receive suitable training to enable them to perform their role effectively. To this end trustees are able to undertake training, including training courses run by Herts for Learning. The Board of Trustees undertakes an annual review of the range of skills of existing trustees and their training undertaken as compared with training recommended by Herts for Learning. Actions are taken to address any apparent skill or training gaps.

All new Trustees receive an induction to the role, according to their need, which may include, introductory sessions, mentoring and formal courses. This process will involve a meeting with the Chair of Trustees and Headteacher, as well as chairs of governance committees in which they will take part. All Trustees are provided with relevant governance material as well as access to the School's policies.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Structure, governance and management (continued)

f. Organisational structure

The governance of the Academy is defined in the Memorandum and Articles of Association together with the Funding Agreement with the Department of Education

The Board of Trustees, which meets on at least 5 occasions per year (and each individual committee at least 3 times per year) is responsible for the strategic direction of the Academy. In order to maintain effective financial oversight the board is circularised monthly management accounts and cash flow statement. The Board determines strategic direction for the Academy, reviews progress towards educational objectives and results; approves major expenditure requests; sets the budget for the following year; sets the organisational staffing structure; monitors progress of activities to achieve strategic and operational objectives; agrees the performance objectives of the Headteacher with the School Improvement Partner, and reviews them. The Headteacher is responsible for progressing towards agreed strategic objectives as well as all operational and day-to-day activities of the school.

The Academy's governance arrangements and structure are as described on the website at: <https://haileyhall.herts.sch.uk/>

The Board of Trustees has established the following governance sub-committees, each of which has detailed terms of reference (also available via the above link to the website). Members of the Sub-Committees are appointed at the first Board of Trustees Meeting of the academic year.

Sub-committees:

Main areas of responsibility

- 1 Finance & Premises - Financial oversight & audit - Premises management, including health & safety.
- 2 HR- School staff personnel policies, management, well-being, grievances, etc.
- 3 Achievements & Standards - Review, monitor and evaluate achievement and standard documentation, e.g. Curriculum Offer, Pupil Premium application, attendance data/procedures etc.

The Headteacher is the designated Accounting Officer of the Academy and has overall responsibility for the day-to-day financial management of the Charitable Company. The Headteacher has delegated responsibility for low values of expenditure to specific budget holders who are responsible for managing their own departments within their allocated budgets. A system of financial controls is in place to manage this process.

The Headteacher manages the Academy on a daily basis supported by a Senior Leadership Team (SLT). The SLT meets frequently to discuss emerging matters and to help to develop strategies for future development to be put to the Headteacher and the Board of Trustees as required for approval. Each member of the SLT has specific responsibilities to assist the Headteacher to manage certain aspects of the Academy.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Structure, governance and management (continued)

g. Arrangements for setting pay and remuneration of key management personnel

Key management personnel include Academy Trustees and those staff to whom the Trustees have delegated significant authority and responsibility in the day-to-day running of the Trust.

Non- Staff Trustees receive no remuneration from the Academy.

Pay & Performance and Appraisal policies are in place, which provides a clear framework for the management of pay and grading issues for all staff employed by the Academy, together with a framework to undertake appraisals of staff performance. This policy is also used to;

- Maintain and improve the quality of teaching and learning at the school;
- Support the school improvement plan;
- Ensure that all staff are valued and appropriately rewarded for their work and contribution to the school;
- Ensure staff are well motivated, supported by positive recruitment and retention policies and staff development;
- Demonstrate that decisions on pay are fair, equitable, just and transparent;
- Provide flexibility to enable individual staff performance to be linked to pay decisions.

Specifically, the arrangements used for setting pay and remuneration of key management staff, which are outlined in the Pay Policy, are as follows:

Leadership Pay Group (teaching staff):

The Trustee Board has assigned individual pay ranges for each leadership group posts, which have been calculated in accordance with the STPCD and are set out in Appendix 1 of the Pay Policy.

These pay groups are reviewed when determining the pay range for a vacancy prior to it being advertised, taking account the needs of the school and skills and experience of a new appointment.

These ranges only change:

1. Where the accountability and responsibility of the post significantly increase since it was last reviewed.
2. In order to reflect a change in value of a post following a recruitment exercise which warrants a review of the leadership group ranges in order to maintain a suitable pay differential.

The pay range for the Headteacher is kept within the range attributed to the school group size in the STPCD. The Trustee Board has regard for the position of the school within the group range when determining the individual range for the Headteacher. This in turn informs limitations of other leadership group posts, which will not overlap with the pay range of the Headteacher.

In the case of non-teaching management staff, the pay value of roles are aligned to the Hay job evaluation scheme. The activities of new roles are compared to model job descriptions provided under the scheme by Herts County Council, and appropriate gradings are applied.

The Pay and Appraisal Policies are reviewed annually by Trustees.

Trade Union Facilities: There are no official Trade Union representatives within the School

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Structure, governance and management (continued)

h. Related parties and other connected charities and organisations

Owing to the nature of the Trust's operations and the composition of the Board of Trustees being drawn from local public and private sector organisations, it is possible that from time-to-time transactions will take place with organisations in which members of the Board may have an interest. All transactions involving such organisations are conducted at arm's length and in accordance with the Academy's financial regulations and normal procedures. Any transaction where the Trustee may have a pecuniary interest is only undertaken in accordance with the 'at cost' principle described in the Academies Financial Handbook.

All members of the Board provide an annual declaration of any pecuniary or other interests they have with organisations which may be involved with the Trust. No such potential conflicts of interest have been identified

The Trust does not have a formal sponsor.

Objectives and activities

a. Objects and aims

The principal object and aim of the Charitable Company is the operation of the school to provide free education and care for boys of different abilities and special needs between the ages of 11 and 16.

b. Objectives, strategies and activities

The main objectives for 2021/22 are set out below for each of the Ofsted headings, along with what we have done to achieve these objectives and how successful we have been:

QUALITY OF EDUCATION

Intent

Our school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment:

- School leaders are confident about the knowledge and skills pupils need in order to take advantage of opportunities, responsibilities and experiences in later life and this is embedded into our curriculum. This is evidenced:
- Within each subject area's curriculum map, giving leaders an overview of the concepts, skills and knowledge at each stage of the curriculum.
- All subject areas now have a curriculum 'Intent', which is aligned to the whole school Intent.
- All subject areas have an awareness of each other's curriculum, which helps develop cross-curricular work as evidenced with cross curricular days.
- Literacy and numeracy are embedded into schemes of work e.g., biology autumn term in year 8 scheme of work, where scaffolded writing frames are used.
- We strongly encourage independent reading, linked to pupils' passions, fostering their interests in niche areas encouraging a lifelong positive reading ethos. Our English curriculum gives pupils the chance to enjoy a wide range of fiction and non-fiction texts which help them to connect with the world around them.
- The School's curriculum has been assessed and quality assured by the School's HIP.
- Regular moderation with other schools allows for a comparison of knowledge and skills and allows us to benchmark and conclude our curriculum is ambitious and meets the needs of our pupils.
- Marking and feedback in all curriculum areas is used to develop SPAG.

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TRUSTEES' REPORT (CONTINUED)
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Objectives and activities (continued)

- **Mental health is now an integral part of the School's curriculum offer:**
- School counsellor works with individual pupils and staff to respond to specific needs, while providing effective strategies to engage more fully with life and education
- All staff have now had training in Protective Behaviours and specific training has been allocated to some individual teaching assistants. The individually trained teaching assistants now have 121 and small group sessions with pupils to support with their ongoing mental health needs.
- The NHS Broxbourne Mental Health Support Team are now based at the school and offer:
- An educational mental health practitioner, one day per week to support our pupils with low/moderate anxiety, low mood and emotional regulation.
- Group work/workshops for staff, pupils and parents for self-help interventions.

Our curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEN and/or disabilities, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence:

Curriculum reviews evidence that the curriculum is adapted, designed and developed to meet the needs of the individual.

Life skills passport evidences each pupil's increasing fluency and independence

Curriculum Map:

- Evidence how the curriculum will meet the needs of all learners

Curriculum review:

- Evidences each curriculum areas development over time.
- Curriculum policy clearly outlines the curriculum intent and how it is designed to meet the needs of our pupils
- Teaching, learning and assessment policy evidences we are ambitious in developing pupils' knowledge, skills and abilities over time.
- Impact of curriculum interventions which have been implemented to meet the needs of individual SEN pupils:
- Meeting mental health needs can be evidenced through therapy worker's SDQ's and reports and case studies
- Meeting educational needs through bespoke one to one support sessions and the progress these pupils make as a result of this intervention.
- Pupil premium strategy/audit identifying individual needs both academically and emotionally
- Students' voice / feedback inspires and empowers students to take charge of their learning. This can be evidenced through minutes from Pupil Voice meetings.

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TRUSTEES' REPORT (CONTINUED)
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Objectives and activities (continued)

Implementation

Our teachers have good knowledge of the subjects and courses they teach. Our leaders provide effective support for those teaching outside their main areas of expertise:

Lesson observations evidence that teachers have good subject knowledge.

There is a good quality of teaching, learning and assessment by teachers (Ofsted 2019). In addition, this is evidenced through lesson observations and work scrutiny.

Curriculum reviews evidence that teachers have a full understanding of the courses they teach and the relevance of their courses

Performance management include staff training and development plans for those staff that need additional support.

We are developing a bespoke "121" mentoring and coaching support programme for our new DT/FT teacher from a subject specialist.

Ongoing curriculum CPD is delivered to all staff and this can be evidenced in the staff training record, curriculum maps, and British Values and SMSC curriculum audit and performance management documentation

Our teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, our teachers respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

- Evidence of support given to all teachers to improve and develop can be seen in performance management documentation
- A thorough knowledge of the age-related expectations across the curriculum in all key stages is used to plan learning for all levels if ability well. (Ofsted 2019)
- Teachers check pupil understanding regularly through the marking and feedback of pupil work. Through this feedback, misconceptions are addressed and pupils have an opportunity to respond to feedback. Evidence of this can be seen in books and records of SLT work scrutiny.
- Teachers and teaching assistants have a clear understanding of pupils' academic and personal starting points (Ofsted 2019)
- Staff use questioning well to encourage pupils to explain their answers verbally. As a result, pupils are confident to play and active role in their lessons. This can be evidenced in lesson observations and behaviour data.
- CPD: Our 'grow your own' approach to developing new teachers has led to a member of staff gaining QTLS. This training has enabled them to adapt their teaching to meet individual needs. We are also proud to have 3 former pupils who are now part of the staff team.

Our internal CPD programme for teachers has upskilled staff on subject areas such as:

- o Level 2- Understanding Young People and Children's Mental Health
- o Level 2- Understanding Autism
- o Level 2- Understanding Specific Learning Difficulties
- o Level 2- Understanding Behaviour that Challenges
- o Level 2- Understanding Behaviour that Challenges in Children
- o Herts STEPs behaviour management programme.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Objectives and activities (continued)

Over the course of study, our teaching is designed to help pupils to remember long term the content they've been taught and to integrate new knowledge into larger ideas.

Our stimulating curriculum ensures that pupils deepen their knowledge and learn new skills well (Ofsted 2019) Regular pupil progress meetings with curriculum leads and teachers, meticulously looks at each pupil's learning and progress are being introduced. This information along with lesson observations will enhance the ability to measure the impact of the learning.

Work scrutiny focuses on long term learning and shows that learning is sequenced to enable pupils to remember long term the content they have learnt. Evidence can be seen in book looks and lesson observations.

One to one interventions are designed as a bespoke intervention for individual pupils to reinforce the learning content to aid memory over the long term. Evidence of progress can be in achievement data and reading, writing and spelling tests.

Excellent outcomes for pupils, evidences the impact of our teaching over time.

Curriculum policy/Teaching, Learning and Assessment Policy evidence of the need to sequence is contained in these policies.

Our teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Staff are supported through performance management, if they need to develop their reading, writing and spelling. Evidence – PMR's for those staff that have this support built into their performance management.

Modelling of spoken and written English in all lessons regardless of subject. Evidence – Lesson observations and book looks.

Impact

Our pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in our results from national tests and examinations that meet government expectations, or in the qualifications obtained

- School data compared with local and national is very good: evidence of sustained and continuous improvement.
- Evidence – Progress 8 data for summer 2022 is -1.54, which in the context of the school is good.
 - 50% of pupils achieved their target grades in GCSE English Literature
 - 60% of pupils achieving their target grades in GCSE maths
 - 100% achieved GCSE 4 or above in Art and all achieving or exceeding their target grades
 - 100% Level 2 Pass or higher in Food and Cookery, Craft and Sport
 - 91% of pupils achieving their science target grades
 - Good quality work across the curriculum demonstrates development of detailed knowledge and skills. Evidenced in book looks.
 - The above was reported to Trustees in September 2022.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Objectives and activities (continued)

Our pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study.

- End of key stage 4 assessment results are very good. All exam entered pupils gained the relevant qualifications to progress onto their desired destination. All of our 18/19 leavers have gone onto either education, employment or training. 94% of our 19/20 and 20/21 leavers have gone onto either education, employment or training. From our 21/22 cohort, 100% have gone onto either education, employment or training
- We have an excellent KS2 to KS3 transition programme where our engagement support worker builds strong working relationships with the primary schools, parents and pupils. Pupils visit the school while in year 6 for 'taster days' and normally engage in a summer school during the summer holidays to prepare them for life at Hailey Hall. As a result, year 7's have excellent attendance and make good progress. This can be further evidenced through parent surveys.

Our pupils read widely and often, with fluency and comprehension appropriate to their age. They're able to apply mathematical knowledge, concepts and procedures appropriately for their age

- Teaching Learning and Assessment policy: Evidence - explaining how reading is taught at Hailey Hall School, across the curriculum
- Reading is a key element in the tutor programme we deliver here at Hailey Hall School and the Reading For Pleasure data demonstrates the progress from individual starting point and love for reading our pupils have. -Pupils regularly visit the school library to select books for their Reading For Pleasure programme. Pupils more so than ever enjoy reading and we have seen an increase in the number of pupils who read in their own time for pleasure.
- Evidence in pupil's books/work demonstrates they are able to apply mathematical knowledge, concepts and procedures
- School assessment data is used to assess current attainment and progress of all pupils. Strategies and interventions are implemented to help these pupils achieve their full potential
- Sumdog has been implemented into the curriculum to narrow the gaps in basic mathematics skills.

BEHAVIOUR AND ATTITUDES

We have high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in our pupils' positive behaviour and conduct. Low-level disruption isn't tolerated and pupils' behaviour doesn't disrupt lessons or the day-to-day life of the school. Our leaders support all staff well in managing pupil behaviour. Our staff make sure that pupils follow appropriate routines.

- The behaviour of pupils is good. Evidence:
 - Ofsted report January 2019.
 - External behaviour review (Herts for learning)
 - Behaviour for learning policy was updated to include recommendations from the review:
 - Positive report identified improved and consistent behaviour management throughout the school
 - Disruption of all types is not tolerated and is challenged by staff.
 - Behaviour data/case studies showing positive trends
 - Lesson observations: impact of high pupil engagement in lessons and positive behaviour and conduct
 - Pupils whose behaviour is of concern are provided with quick and supportive interventions.
 - Weekly pastoral hub and SLT meetings focussing on:
 - Pupils at risk / identified cohorts
 - Emerging trends

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Objectives and activities (continued)

- Monitoring and supporting school to home communication
- SLT support staff in managing behaviour:
- SLT behaviour action sheets demonstrate leaders supporting staff in managing behaviour on a daily basis
- Staff surveys demonstrate they feel supported by SLT. In May 2022 93% of staff felt senior leaders supported staff in managing behaviour
- All staff are provided with training opportunities to develop their behaviour management through Herts STEPS
- Leaders recognised afternoon teaching sessions had the highest levels of poor behaviours. In response, the school day was remapped to ensure most learning time came earlier in the day. The impact was a reduction in poor behaviour in the afternoons. Evidence – Behaviourwatch data
- Impact of whole school behaviour initiatives
- Anti-bullying
- Mentoring
- PSP's (Intervention demonstrates reduction in negative behaviour for individuals on Pastoral Support Plans)
- Introduction of a new whole school mental health strategy, including counselling (strengths and difficulties questionnaire demonstrates a modification of negative behaviour)
- 1-2-1 in-class support (individual 1-2-1 support for individuals demonstrates an improvement)
- 1-2-1 out of class education intervention

Our leaders, staff and pupils create a positive environment in which bullying isn't tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and aren't allowed to spread.

- As part of the School's RSHE curriculum, relationship education is given during group work with school 121 interventions and classwork in PSHE: evidence of supporting pupils is demonstrated to help them to know and understand how to respect each other and adults
- There is an Annual Anti Bullying Week with a range of assemblies and activities throughout the academic year
- There are identified pupils who are anti-bullying ambassadors, who work closely with their peers to support and promote the message of the school's zero tolerance to bullying.

There's demonstrable improvement in the behaviour and attendance of our pupils who have particular needs.

- Impact of support given to pupils with particular needs
- ALP programme demonstrates an improvement in behaviour and attendance
- Intervention groups: case studies showing impact on a pupil level
- Processes to monitor attendance and engaging with pupils with high levels of absence or lateness: impact of interventions demonstrate improvements in individual attendance and ultimately whole school
- School rewards system to encourage pupils to transition from extrinsic motivation (i.e., 'Points') to self-motivation, in preparation for life beyond Hailey Hall
- Pupils are able to access their behaviour data to monitor their progress, via their tutor.

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TRUSTEES' REPORT (CONTINUED)
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Objectives and activities (continued)

Our pupils' attitudes to their education are positive. They're committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements

- Pupils' work and books evidence consistently good presentation, pride in work and feedback from staff continuing to enable this
- Pupil surveys evidence a positive attitude to education
- Progress 8 score -1.54
- Pupils take pride in their work and will bring it to show members of the SLT. Evidence – Displays around the school.
- Soft skills data shows pupils progress with their resilience.

Our pupils have high attendance, come to school on time and are punctual to lessons. When this isn't the case, we take appropriate, swift and effective action.

- There are rigorous systems in place to monitor attendance and punctuality. Evidence:
 - o School attendance policies and procedures
 - o Individual case studies
 - o Impact of school attendance initiatives such as home visits, parental meetings, regular school contacts, referrals to attendance officer, ALP programme, rewards etc
 - o Whole school attendance for academic year 21/22 was 81.8%.

Relationships among our pupils and staff reflect a positive and respectful culture; pupils are safe, and they feel safe.

- Safeguarding assemblies remind pupils of what to do if they are concerned.
- External mentors are used support identified pupils to promote respect and safety.
- Onsite mental health interventions supporting identified pupils.
- behaviour for learning policy clearly structures reflection and repair strategies which support building School's positive relationships.
- Initiatives have been developed such as safeguarding assemblies, external mentors' support and a new whole school strategic approach to mental health. The outcome of these is that staff surveys demonstrate that all staff feel all pupils are safe in school.

PERSONAL DEVELOPMENT

Our curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character:

This is evidenced in work experience programmes, peer mentoring, the Diana Award, Life skills passport (which develops independence and relationships skills) and the Sports Leaders' programme
Character education is systematically planned for all pupils, and there is evidence of opportunities and experiences pupils have and the impact of these.

Curriculum builds pupils confidence, resilience and independence Evidence – Soft skills analysis demonstrates progress.

Engagement support worker roles wider work supports pupil independence

From the school development plan screening procedures have been reviewed and amended to provide pupils with greater responsibility, independence and trust whilst still providing sufficient safeguarding.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Objectives and activities (continued)

We provide high-quality pastoral support. Our pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.

Evidence of PSHCE (Life Skills) policy: impact this has on pupils

Relationships and sex education (RSE) policy: The impact this has on our pupils:

- o promoting consistent confidence and self-esteem to value themselves and others
- o Awareness and respect, tolerance towards others sexual orientation and gender preferences
- o Understanding protective behaviours

Sexplain' sex education is an age-appropriate programme to help pupils understand a healthy relationship

PE curriculum educates pupils how to maintain an active lifestyle.

Behaviour for learning policy provides structure for healthy interpersonal relationships

Food technology/PE curriculum educates pupils how to eat healthily

Eat healthily, maintain an active lifestyle and keep physically and mentally healthy fit is fully embedded in our curriculum.

Impact of whole school initiatives to eat healthy, maintain an active lifestyle and keeping physically and mentally healthy can be evidenced through:

- o In house mental health interventions/support i.e., MHST, counsellor, protective behaviour

Pastoral provision in school: impact of support given to pupils can be evidenced in pupil questionnaires

School therapist helps pupils maintains/supports pupil's mental wellbeing

We prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.

Impact of school fundamental British values learning opportunities and initiatives:

- o Pupil voice elections
- o In house General Election vote
- o Inclusion of local community in the school's celebration of the D-Day landings
- o Themed assemblies such as: Remembrance day, Good citizenship.
- o Mutual respect is promoted throughout the curriculum and can be evidenced through lesson observations
- o Restorative Justice promotes the rule of law
- o Displays promoting this
- o Anti-bullying activities
- o SMSC mapped across the curriculum

We promote equality of opportunity and diversity effectively. As a result, our pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities

Equality policy: This is supported through our promotion of pride and celebration of difference, equality and diversity in school

Through the above a culture is fully established where pupils are happy to discuss their differences in a non-judgemental way. This can be evidenced in pupil surveys.

Cross curricular days celebrate cultural/personal differences and similarities around the world.

HAILEY HALL ACADEMY TRUST
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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Objectives and activities (continued)

Our pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.

- Opportunities for pupils to meet and work with a range of pupils and adults: impact this has had on our pupils:
- Work experience and careers visits
- Sports and technology tournaments give our pupils opportunities to communicate and work with pupils from other schools.
- Supported external clubs
- Humanities curriculum

The impact of the above is an increased understanding and tolerance of difference, this can be evidenced in pupil surveys.

- RSE education: pupils understanding how to respect others, few incidents of discrimination recorded
- Anti-bullying week enhances pupils' understanding
- In house school general election allows pupils to engage with views, beliefs and opinions that are different from their own in considered ways.

We provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Our pupils know how to discuss and debate issues and ideas in a considered way.

Pupil voice has had positive impact on the school, local and national environment by:

- o Promoting change to timings of the school day, meat free Monday, recycling, charity days, uniform and behaviour reviews.

Peer leadership responsibilities for pupils to role model positive behaviours such as the summer school where current pupils supported transitional year 6 pupils. Sports leaders programme supported a local community school

In house school general election allows pupils to contribute positively to society.

Breaking The Chain drama performance on County Lines, knife crime and drugs

English curriculum allow them the opportunity to discuss issues and ideas in a considered way.

Anti-bullying initiatives gives meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute actively to society

Whole-school charity events have enabled pupils to contribute to the needs of local, national and international groups:

- o Red nose day
- o Local food bank
- o Jeans for genes day
- o Children in need
- o Save the children

Secondary schools prepare pupils for future success in education, employment or training.

HAILEY HALL ACADEMY TRUST
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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Objectives and activities (continued)

We use the Gatsby Benchmarks to develop and improve our careers provision and enable a range of education and training providers to speak to pupils in years 8 to 13.

All of our pupils receive unbiased information about potential next steps and high-quality careers guidance. We provide good quality, meaningful opportunities for pupils to encounter the world of work.

- School careers programme: This has supported pupils in having a greater knowledge
- Assessment of where pupils have moved onto after year 13
- Evidence and impact of work experience
- Evidence and impact of pupils meeting employers and employees
- Impact of careers guidance on pupils: case study, assessment data
- External mentor providing key skills in interview techniques and practice interviews
- Regular Compass audits demonstrating meeting the Gatsby Benchmarks

LEADERSHIP AND MANAGEMENT

Our leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.

- The school improvement plan has been the focus for SLT during 18/19 and 19/20. This was superseded by the school development plan (SDP) in 20/21 as all improvement criteria were met. In 21/22 leadership and management continues to develop and the following highlights evidence to demonstrate good practice:
 - o Evidence of involving the whole school community including staff, parents and the board of trustees in developing and writing the plan - presentation to staff and trustees
 - o Action plans developed for each area for improvement - lead by individual members of SLT.
 - o Evidence of PMR targets linked to SDP in PMR's from Leadership downwards
- Exam results and pupil progress demonstrates we are providing a high-quality education for all. Evidence:
 - o Outcomes, progress including P8
 - o Destinations
- Review of governance undertaken to meet required standards.
 - o Evidence of Action Plan and completion of activities in 20/21 and ongoing evidence that governance continues to be well organised with good scrutiny..
- Review of Pupil Premium undertaken successfully to identify and cater for individual needs
- School policies are effective and reviewed regularly to ensure any recommended improvements are included. Evidence of:
 - o Processes in place to review template and content of policies and procedures at committee level, where necessary.
 - o Pupil Premium strategy implemented and being monitored regularly.
 - School Development Plan is ambitious with challenging targets to aim towards being a good/outstanding school.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Objectives and activities (continued)

Our leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of our staff, including NQTs, build and improve over time.

- SLT have developed a CPD calendar focusing on the curriculum, Behaviour, SEN needs
- Regular moderation takes place with linked schools
- We encourage and develop unqualified teachers. Evidence of staff undertaking qualification:
 - o 1 member of staff gaining QTLS
- Development of School's mental health strategic approach enabling us to better meet the needs of individual pupils with strategies in place for the development of 1:1 basic skills, small group and individual sessions. Case studies demonstrate evidence of progress.
- A more robust PMR system in place:
 - o Smarter objectives that are linked to the SIP.
 - o CPD targets linked to PMR/SDP objectives.
- Whole staff training sessions, evidenced by Tuesday programme of training, and INSET Training
- TA training programme developed

Our leaders aim to ensure that all pupils successfully complete their programmes of study. We provide the support for staff to make this possible. We create an inclusive culture and don't allow gaming or off-rolling.

- Evidence of support given to pupils who are at the risk or have been excluded is evidenced through:
 - o PSP's
 - o Emergency EHCP reviews
 - o Liaison with external agencies
 - o Internal strategies for mental health and basic skills.
 - o Bespoke educational programmes.
 - o Trustee and senior leadership training
- The above interventions have resulted in an evidenced avoidance of permanent exclusions.
- Progress and attainment data for pupils who have completed programmes of study. Impact of support they have been given.
- Support interventions such as:
 - o Reading for Pleasure
 - o 121 literacy and numeracy support
 - o Coursework catch up sessions
 - o Home learning
 - o Access arrangements for pupils in exams
 - o Individual support for mental health issues
 - o Individualised study programmes

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Objectives and activities (continued)

- The above interventions have resulted in good examination results and progression opportunities aligned to their passions and interests. Evidence School data compared with local and national is very good: evidence of sustained and continuous improvement.
- Evidence – Progress 8 data for summer 2022 is -1.54, which in the context of the school is good.
- 50% of pupils achieved their target grades in GCSE English Literature
- 60% of pupils achieving their target grades in GCSE maths
- 100% achieved GCSE 4 or above in Art and all achieving or exceeding their target grades
- 100% Level 2 Pass or higher in Food and Cookery, Craft and Sport
- 91% of pupils achieving their science target grades
- In 2022 100% of year 11 leavers going onto education, employment or training. 2021 year 11 results were excellent.
- Support to staff includes CPD align to targets and career goals, additional PPA, support for teacher qualification programmes.

Our leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.

- Effective engagement with pupils by leaders can be evidenced through:
 - o School surveys, pupil voice, assemblies, open door policy, regular 121 catch ups.
 - o EHCP reviews
- Effective engagement with parent/carer by leaders can be evidenced through:
 - o Regular SLT contact for at risk pupils, consultations evenings including parent evenings, termly newsletter, re-integration meetings / PSP / ALP, annual review
 - o Ability to flexibly respond and increase contact when circumstances necessitate (i.e., child off due to illness, Covid etc)
- Consultation evening with parents led to the creation of a communication development plan from which came the following actions:
 - o Coffee morning with the Headteacher
 - o Clear lines of communication between parents and staff
- Effective engagement with providers, local services and agencies by leaders can be evidenced through:
 - o ALP provider monitoring visits, annual reviews, care agencies, work experience/careers visits, SEMH workstream, special heads, liaison with the police and fire brigade, LA, TYS, School Nurse, Attendance officer
- Governance: evidence of working collaboratively with trustees to develop School Improvement Plan.
- Link Trustee visits
- Impact of working with members of the local community (professionals, local schools, local services) to support school improvement:
 - o Meeting the Gatsby 8 benchmarks, consortium groups created within local special schools, keeping current with national strategies.
- Impact the above has on school improvement planning:
 - o All SEMH Hertfordshire schools have aligned their internal training days to support collaborative work.
 - o Moderation visits
 - o Continued development of informal partnerships and networking with other schools (Special and other), by senior leaders and support staff.

Our leaders engage with their staff and are aware and take account of the main pressures on them. They're realistic and constructive in the way they manage staff, including their workload.

- Staff surveys are reviewed regularly, and the following actions taken are:
 - o Streamlining care plans and knowing your students for more accessible and effective use by staff

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Objectives and activities (continued)

- o Reduction in the number of data entries
- o New reporting system adopted enabling more efficient entry of reports
- o Weekly tutor contact home enhanced for speed and clarity.
- o Streamlining of target setting

Our leaders protect staff from bullying and harassment.

- Impact of performance management and pastoral support: to enable all staff to continually develop professionally
- Robust policies in place to ensure there is a fair and consistent approach.
- School improvement plans to take into account staff mental health and wellbeing
- Ongoing training provided to senior and middle leaders regarding good HR Policy and People Management practices.
- Staff surveys and low incidence of staff complaints evidence that bullying and harassment is not an issue.

Those responsible for governance understand their role and carry this out effectively.

Our trustees ensure that we have a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education

- Trustees are actively involved in school development planning and school self-evaluation.
- A Governance review was continued with evidenced actions such as, clearly identifying roles and responsibilities, restructuring of committee groups, CPD for trustees, developing vision, ethos and strategic direction, holding school leaders to account for the educational performance of school and performance management of staff
- Trustees are responsible for overseeing the financial performance of the school and making sure money is well spent including pupil premium. The School's finances were managed for 2021-22 to make best use of available funds and to ensure an 'operational surplus' for the year of between xxx and xxx% of non-capital income. Trustees were also appraised of full year projections and 2-3 year look-ahead forecasts
- The School maintained sound control over income and expenditure during the year to 31/8/22 despite the continuing effects of lockdowns and the pandemic
- Extra costs in 21/22 have been contained and with some lower overhead costs of reduced numbers we are carrying over ca £xxx to 2022/23 This should give us a buffer to meet whatever challenges are thrown at us while we endeavour to catch up amid changing landscapes.
- Trustees and Members have been working with Senior Leaders to develop a list of realistic, proposed capital projects for the next 5 years, and to progress capital funding projects. Our Strategic Plan outlines these Plans and has been discussed and approved by Members and Trustees.

Those with responsibility for governance ensure that our school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding

- Evidence identifies that Trustees check that the school fulfils all statutory duties through the committee reporting structure, ensuring that relevant training such as Prevent and safeguarding are delivered training in-line with government recommendations and in consultation with the link trustee.
- Policies are scrutinised to ensure they are in-line with current legislation and recommendations.
- Link Governor visits provide additional overview and checks of good/appropriate School practice

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Objectives and activities (continued)

We have a culture of safeguarding that supports effective arrangements to:

Identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation, help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help, manage safe recruitment and allegations about adults who may be a risk to pupils

- Evidence that the school adopts the recommendations from KCSIE 2021/22 in the CP Policies
- Pupil surveys indicate that the majority of pupils feel safe in school (Ofsted January 2019, Pupil Survey June 2022).
- Evidence of staff safeguarding training and the positive impact this has had on safeguarding in school.
- Evidence that all staff are safeguarding and Prevent trained, so all staff are vigilant and swift in identifying and responding to any concerns, and that staff are fully aware of the systems and procedures in reporting safeguarding concerns
- Evidence that Smoothwall alerts staff of IT issues
- The CPOMS system has been enhanced to provide more robust recording and monitoring of safeguarding issues
- Staff and trustees are appropriately trained in safer recruitment
- The School single central record is accurate and up-to-date and staff personnel files are complete
- There is evidence of staff allegations are recorded and due process followed

It is considered that the objectives of the school, including those embedding improvement, have been met well during the 2021/22 academic year.

The Trustees also believe that by working towards the objects and aims of the School as detailed, they have complied with their duty to have due regard to the guidance on public benefit published by the Charity Commission.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Strategic report

Achievements and performance

The 'objects' of the Trust, as per our Articles of Association, are 'to advance for the public benefit education in the United Kingdom by establishing, maintaining, carrying on, managing and developing a school specially organised to make special educational provision for pupils with Special Educational Needs offering a broad and balanced curriculum'.

The Trust continued its mission in line with the above objects, by ensuring that students achieved their potential regarding exam results. Pupils were encouraged to undertake a wide range of extra-curricular activities; developing and retaining suitable staff and preparing students for suitable progression as young adults when they left the school

Specific achievements were as follows:

- Good exam results for the Summer of 2022
- Ensuring continuation of good attendance rates and achieving improvements in overall behaviour of pupils.
- Ensuring no material safety occurrences resulting in harm to pupils, staff or stakeholders.
- The business case for the closure of the residential provision was successfully submitted to the Department for Education and approved
- Our Mental Health Provision continues to have an extremely positive impact, where more staff and pupils have been referred internally and externally for additional support. We continue to make progress towards the accreditation of the Kitemark in mental health.
- Whilst we have not been able to work towards the Diana Award, due to not being offered due to the pandemic, we have still pushed ahead with our anti-bullying agenda. This has led to pupils being trained as anti-bullying ambassadors, who have been fantastic with supporting their peers, not just with anti-bullying advice, but general coaching on what it takes to be successful at Hailey Hall.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Strategic report (continued)

Achievements and performance (continued)

a. Key performance indicators

The Trustees receive relevant, regular information at each committee meeting to enable them to monitor the performance of the School compared to aims, strategies and financial budgets.

As many elements of funding are based on pupil numbers this is a key performance indicator. Pupil numbers for 21/22 were an average of 77 up from 70 with a possibility in 22/23 to go to 84 which could help with loss of revenue from boarding which closed during this last year.

Our most important finance indicator is the extent to which operational income and expenditures were managed to the approved budget level

Staffing costs being the most significant expenditure, have been specifically monitored to try to keep below 80% of total spend- actually 80% partly due to problems with recruiting TAs and teachers. We also lost our Finance Officer at the very beginning of this year, fortunately we were able to gain the services of a former retired Finance officer of ours for the year and most recently have found a long-term successor. The main focus has been to get back on an even keel after Covid.

The Finance & Premises Committee also monitor premises costs to General Annual Grant (GAG) income, capitation spend for curriculum departments to GAG income, total income less grants and cash flow on a regular basis to ensure that the budget is set and managed appropriately. All of the above areas were within the parameters set by the Board.

Exam results:

- School data compared with local and national is very good: evidence of sustained and continuous improvement.
- Evidence – Progress 8 data for summer 2022 is -1.54, which in the context of the school is good.
- 50% of pupils achieved their target grades in GCSE English Literature
- 60% of pupils achieving their target grades in GCSE maths
- 100% achieved GCSE 4 or above in Art and all achieving or exceeding their target grades
- 100% Level 2 Pass or higher in Food and Cookery, Craft and Sport
- 91% of pupils achieving their science target grades

b. Going concern

After making appropriate enquiries, the Board of Trustees has a reasonable expectation that the Academy has adequate resources to continue in operational existence for the foreseeable future. For this reason they continue to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the accounting policies.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Strategic report (continued)

Financial review

Most of the Trust's income is obtained from the Education and Skills Funding Agency (ESFA) in the form of recurrent grants, some of which are restricted to particular purposes. The grants received from the ESFA during the year ended 31 August 2022 and the associated expenditure are shown as restricted funds in the Statement of Financial Activities.

The Trust also receives grants for Capital works and assets from the ESFA. In accordance with the Charities Statement of Recommended Practice, 'Accounting and Reporting by Charities' (SORP 2015), such grants are shown in the Statement of Financial Activities as restricted income in the fixed asset fund. The restricted fixed asset fund balance is reduced by annual depreciation charges over the expected useful life of the assets concerned.

During the year ended 31 August 2022, total expenditure of £2,461k (20/21: £2,298k) was met by recurrent grant funding from the ESFA together with other incoming resources. The excess of income over expenditure for the year (excluding restricted fixed asset funds and transfers to restricted fixed asset funds) was £80k (20/21: excess of income over expenditure was £150k).

At 31 August 2022 the net book value of fixed assets was £2,935k (20/21: £2,837). Movements in tangible fixed assets are shown in Note 12 to the financial statements. The assets were used exclusively for providing education and the associated support services to the pupils of Hailey Hall School.

The Local Government Pension Scheme, in which the Trust participates, showed a deficit of £244k at 31 August 2022. (£1,401k 2020/21)

a. Reserves policy

The principal source of funding for the Academy is the GAG and other grants that it receives from the Education and Skills Funding agency (ESFA). For the year ended 31 August 2022 the Academy received £2,488k of funding and other operational income. 80% of this income was spent on wages and salaries and support costs to deliver the Academy's primary objective of the provision of education. During the year it spent £2,325k on operational activities.

The carry forward balances as at 31 August 2022 are a balance of £3,425k. This figure is made up mainly of restricted funds and is subject to audit verification.

Due to the accounting rules for the Local Government Pension Scheme under FRS102, the Academy is recognising a significant pension fund deficit of £244,000. This does not mean that an immediate liability for this amount crystallises, and such a deficit generally results in a cash flow effect in the form of increased employer contributions over a number of years.

The cash balance of the Academy has been healthy all year, ending the year with a balance of £795k. The Trustees monitor cash flow as part of the committee Finance Manager reports and attempt to hold a minimum of £100k to cover short term cash flow variances as well as £20k in a deposit account towards capital purchases.

The restricted fixed asset fund balance is reduced by annual depreciation charges over the expected useful life of the assets concerned.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

b. Investment policy

An Investment Policy was approved by the Board of Trustees in Spring 2021.

The policy sets out how any surplus cash balances will be invested in order to achieve best value and minimal risk, whilst also ensuring sufficient cash flow to enable the academy to manage its day-to-day accounts. The Academy does not consider the investment of surplus funds as a primary activity, rather as good stewardship and as and when circumstances allow.

c. Principal risks and uncertainties

The Trustees are aware of the major risks to which the Academy is exposed, and identify and monitor any appropriate actions to mitigate those risks. A formal risk register has been prepared and will be formally reviewed on a termly basis. The principal risks facing the Trust are outlined below; those facing the Academy at an operational level are addressed by its systems and by internal financial and other controls.

The Trustees report that the Trust's financial and internal controls conform to guidelines issued by the ESFA, and that improvements to the wider framework of systems dealing with business risk and risk management strategy continue to be made and formally documented.

It is recognised that systems can only provide reasonable but not absolute assurance that major risks have been adequately managed.

As an academy school, the level of financial risk is low. Cash flows can be reliably forecast, monitored and reported. Staff costs make up the majority of expenditure and are relatively stable with contingencies in place to cover such items as sickness and maternity.

The other principal risks and uncertainties facing the Trust, as assessed by Trustees, are set out below, along with our mitigation approaches:

Financial sustainability:

The Academy has considerable reliance on continued Government funding through the ESFA and there is no assurance that Government policy or practice will remain the same or that public funding will continue at the same levels or on the same terms, although in new inflationary times we may lag behind with increased funding.

- We consider the likelihood and impact of this risk to be low and medium respectively. Our only realistic mitigations are to remain aware of education funding and ensure sound financial management, including look-ahead projections to enable planning and application of required actions.

Much of our funding is based on pupil numbers. Thus, there is the risk that demographics and/or competition may result on lower pupil numbers and income.

- We monitor trends affecting our pupil numbers, ensure sound and tight financial management and reporting. We therefore consider the likelihood and impact of this risk to be Low and High respectively.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Safeguarding and Child Protection.

- Our safeguarding arrangements have been judged as 'good' or 'outstanding' by Ofsted in recent reviews. We therefore consider the likelihood and impact of this risk to be Low and High respectively.

Staffing - the success of the Academy is reliant on the complement, quality and motivation of its staff.

- Trustees monitor staffing levels and all staffing policies for recruitment, appraisal, and development of staff. We consider our present staff level, quality and morale to be good. We therefore consider the likelihood and impact of this risk to be Low and Medium respectively.

Failures in governance and/or management - the risk in this area arises from potential failure to effectively manage the Academy's finances, internal controls, compliance with regulations and legislation, statutory returns, etc.

- We have a sound governing body and good governance practices in place. Thus, we consider the likelihood and impact of this risk to be Low and Medium respectively.

The Academy has continued to strengthen its risk management process throughout the year by improving the process and ensuring staff awareness.

Fundraising

The academy does not undertake significant fundraising activities. Plans have been developed to let the grounds for weddings and other events.

Plans for future periods

Our overall aim is to continue to be an outstanding school which offers a safe and stimulating learning environment where pupils are able to develop socially, academically, emotionally and enjoy good mental health, in order for students to attain and achieve their full potential becoming effective citizens and life-learners.

Trustees authorised a condition report of the school estate and commencing 22/23 will embark on a 3-5 year refurbishment programme commencing with a school property bungalow conversion into classrooms, reroofing and other major works utilising accumulated surpluses and where possible CIF and other external funding.

Funds held as custodian on behalf of others

Hailey Hall Academy Trust does not act as a Custodian Trustee on behalf of others.

Disclosure of information to auditors

Insofar as the Trustees are aware:

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

**HAILEY HALL ACADEMY TRUST
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**TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022**

Auditors

The auditors, Haslers, have indicated their willingness to continue in office. The designated Trustees will propose a motion reappointing the auditors at a meeting of the Trustees.

The Trustees' Report, incorporating a strategic report, was approved by order of the Board of Trustees, as the company directors, on 7 December 2022 and signed on its behalf by:

R Parperis

P Delamaine

HAILEY HALL ACADEMY TRUST
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GOVERNANCE STATEMENT

Scope of responsibility

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

As Trustees, we have reviewed and taken account of the guidance in DfE's Governance Handbook and competency framework for governance.

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 Hailey Hall Academy Trust and the Secretary of State for Education. They are also responsible for reporting to the Board of Trustees any material weaknesses or breakdowns in internal control.

Governance

The information on governance included here supplements that described in the Trustees' Report and in the Statement of Trustees' Responsibilities. The Board of Trustees has formally met 8 times during the year.

Attendance during the year at meetings of the Board of Trustees was as follows:

Trustee	Meetings attended	Out of a possible
R Parperis, Chair	7	8
P Delamaine, Head Teacher	7	8
J Hammond, Vice Chair	8	8
J Clarke	7	8
A Connoley	6	8
R Dutton	7	8
R Abraham	2	2
S Sharp, Staff Trustee	0	0

The Board carry out an annual self-assessment of the effectiveness of their governance activities. The trustees have completed the NGA Governor Skills Audit which is used to inform training needs. This is a broadly recognised and accepted tool within Educational establishments for gathering effective information regarding governor skills and will be undertaken in the Spring Term.

Coverage of the work of the Board includes determining strategic direction for the Academy, reviewing progress towards educational objectives and results; approving major expenditure requests; setting the budget for the following year; setting the organisational staffing structure; monitoring progress of activities to achieve strategic and operational objectives and agreeing the performance objectives of Headteacher with the School Improvement Partner, and reviewing them.

The Finance and Premises Committee is a sub-committee of the main Board of Trustees. Members are appointed to this Committee at the first Board of Trustees of the Academic Year. Its purpose is to:

- i) establish that the school maintains sound systems, practices and procedures to provide effective internal control, and comply with the requirements of the Funding Agreement and the Academies Financial Handbook.
- ii) To provide guidance and assistance to the Headteacher and governing body on financial matters.
- iii) To ensure the school maintains a strategic financial view of income, staffing, other expenditure, capital projects and cyclical maintenance, covering the short (current year) and longer term (2-3 years).

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GOVERNANCE STATEMENT (CONTINUED)

Governance (continued)

- iv) In consultation with the Headteacher, to consider the school's income and to draft the first formal budget in the financial year for the governing body to consider and endorse.
- v) To monitor, at least twice each term, spending against budget and to ensure that expenditure remains within the prescribed full year limits.
- vi) To monitor expenditure of all voluntary funds held by the School.
- vii) To ensure the Annual Report and Accounts are produced in accordance with the Academies Financial Handbook and recommend their endorsement by BOT and Members.
- viii) To maintain oversight of activities and charges from the school's external accountants / auditors.
- ix) To approve improvement plans and actions relating to the finance and premises area.
- x) To ensure an effective approach is in place for the identification and management of key risks, including contingency and business continuity planning.
- xi) To prepare an annual report for submission to the Board of Trustees on the work of the committee including opinions on the effectiveness of:
- the internal control system, including use of the 'Financial Management and Governance Self-assessment'; and
 - risk management.

To review relevant policies delegated to it by the governing body, and to report recommendations for changes, if any, at the next full governing body meeting.

The main challenges for the Finance & Premises Committee in the past year have been to:

- i. Continue to ensure full compliance with all requirements of the Academies Trust Handbook; and Ensure clarity for Trustees on the financial status of the academy trust for the current and future academic years especially with regard to covid related issues

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
J Hammond (Chair)	6	6
P Delamaine	5	6
R Parperis	4	6
J Clarke	4	6

Review of value for money

As accounting officer, the Headteacher has responsibility for ensuring that the Academy 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.

Total expenditure in the year was xx% lower than total income, which means we are in surplus finance. We have increased pupil numbers from 70 to 77 and are monitoring the cash flow and management accounts whilst we consider increasing pupil numbers further. We are careful to avoid unnecessary expenditure.

HAILEY HALL ACADEMY TRUST
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GOVERNANCE STATEMENT (CONTINUED)

Review of value for money (continued)

Key 'value for money' aspects for the year were:

- Investment in the IT infrastructure of the school to include:
 - Appointment of new IT company (Beebug) to support on site and remotely.
 - 22 lap tops, 29 PC's and 29 monitors, plus installation -23.4k
 - 7 x Lifebook laptops (Science) – 2.5k
 - New Server – 5k
 - Whole School Network upgrades, including switch boxes, cabling and installation - £28k
 - Reconfiguration/reimaging- 120 PC's. Clean profile and deploy mgt software of 59 PCs. Network settings and policy configuration- £3k
 - Inventory Sign in system - £4.6k
- Commissioning a Conditions' Survey to establish the priority of works that need to be undertaken in the next 5-10 year period - £4k
- Decommissioning and closure of Boarding to allow for increase in admission numbers for pupils (aligned to HCC Strategy) – Balancing the loss of Residential income with income linked to increasing pupil numbers
- Procurement of a new School Minibus - £32.5k

Our Finance & Premises Committee met 6 times in the year to review, amongst other things, financial reports on income / costs to date and projections for the full year. The Committee support the school in providing comprehensive financial information and updates to our Board of Trustees at least once each term.

The purpose of the system of internal control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can, therefore, only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an on-going process designed to identify and prioritise the risks to the achievement of Academy 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 Hailey Hall Academy Trust for the year 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 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 ongoing process for identifying, evaluating and managing the Academy's significant risks that has been in place for the year 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'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

HAILEY HALL ACADEMY TRUST
(A Company Limited by Guarantee)

GOVERNANCE STATEMENT (CONTINUED)

The risk and control framework (continued)

- regular reviews by the Finance and General Purposes 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 buy-in an internal audit service from Juniper Education

As required Juniper Education (formerly known as EES for Schools) (owned by Essex County Council), a body which is completely independent of the school, were commissioned for a third year to carry out an evaluation of our internal controls. These visits took place January 2022 and July 2022. Their visit scope for 2021-22 covered:

Visit 1

- A. Governance Framework.
- B. Financial Governance.

Visit 2

- A. Governance Framework; Internal scrutiny of Controls and Processes relating to Policies, Transparency and Publication of Information.
- B. Procurement: Effectiveness of Controls and Processes
- C. Payroll, covering appropriateness and effectiveness of Controls and Processes around administration, approval and segregation of duties in all areas of payroll processing.

The reviewer's role includes giving advice on financial and other matters and performing a range of checks on the Academy's financial systems. In particular, the checks carried out in the current period included [insert details of the checks carried out.]

On a quarterly basis, the reviewer reports to the Board of Trustees through the audit and risk committee on the operation of the systems of control and on the discharge of the Board of Trustees' financial responsibilities and annually prepares a 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.

The main recommendations arising from the ICE reviews were:

- Ensure that the Whistle Blowing Policy is published on the Academies website
- Annual contracts register should include a column for indications of exit strategies

The above have been actioned.

HAILEY HALL ACADEMY TRUST
(A Company Limited by Guarantee)

GOVERNANCE STATEMENT (CONTINUED)

Review of effectiveness

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

- the work of the internal auditor;
- the financial management and governance self-assessment process;
- the work of the executive managers within the Academy who have responsibility for the development and maintenance of the internal control framework.
- the work of the external auditors;

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

Approved by order of the members of the Board of Trustees on and signed on their behalf by:

R Parperis
Chair of Trustees

P Delamaine
Accounting Officer

HAILEY HALL ACADEMY TRUST
(A Company Limited by Guarantee)

STATEMENT ON REGULARITY, PROPRIETY AND COMPLIANCE

As accounting officer of Hailey Hall Academy Trust I have considered my responsibility to notify the Academy Board of Trustees and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of all funding received by the Academy, under the funding agreement in place between the Academy and the Secretary of State for Education. As part of my consideration I have had due regard to the requirements of the Academy Trust Handbook 2021.

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

Mr P Delamaine
Accounting Officer
Date:

HAILEY HALL ACADEMY TRUST
(A Company Limited by Guarantee)

STATEMENT OF TRUSTEES' RESPONSIBILITIES
FOR THE YEAR ENDED 31 AUGUST 2022

The Trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for preparing the Trustees' Report and the financial statements in accordance with the Academies Accounts Direction published by the Education and Skills Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

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

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles 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 have been followed, subject to any material departures disclosed and explained in the financial statements;
- 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 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 7 December 2022 and signed on its behalf by:

R Parperis
Chair of Trustees

P Delamaine
Accounting Officer

HAILEY HALL ACADEMY TRUST
(A Company Limited by Guarantee)

INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF HAILEY HALL ACADEMY TRUST

Opinion

We have audited the financial statements of Hailey Hall Academy Trust (the 'academy') for the year ended 31 August 2022 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and the related notes, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice), including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland', the Charities SORP 2019 and the Academies Accounts Direction 2021 to 2022 issued by the Education and Skills Funding Agency.

In our opinion the financial statements:

- give a true and fair view of the state of the Academy'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, the Charities SORP 2019 and the Academies Accounts Direction 2021 to 2022 issued by the Education and Skills Funding Agency.

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 Auditors' responsibilities for the audit of the financial statements section of our report. We are independent of the Academy in accordance with the ethical requirements that are relevant to our audit of the financial statements in the United Kingdom, including the Financial Reporting Council'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 Academy'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.

HAILEY HALL ACADEMY TRUST
(A Company Limited by Guarantee)

INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF HAILEY HALL ACADEMY TRUST (CONTINUED)

Other information

The other information comprises the information included in the Annual Report other than the financial statements and our Auditors' Report thereon. The Trustees are responsible for the other information contained within the Annual Report. 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. 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 course of 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 this gives rise to a material misstatement in the financial statements themselves. 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.

Opinion on other matters prescribed by the Companies Act 2006

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

- the information given in the Trustees' Report including the Strategic Report for the financial year for which the financial statements are prepared is consistent with the financial statements.
- the Trustees' Report and the Strategic Report have been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

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

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

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

Responsibilities of trustees

As explained more fully in the Statement of Trustees' Responsibilities, the Trustees (who are also the directors of the Academy 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 Academy's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Trustees either intend to liquidate the Academy or to cease operations, or have no realistic alternative but to do so.

HAILEY HALL ACADEMY TRUST
(A Company Limited by Guarantee)

INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF HAILEY HALL ACADEMY TRUST (CONTINUED)

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

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:

Based on our understanding of the legal and regulatory frameworks that are applicable to the entity we determined that the most significant are those that:

- Had a direct effect on the determination of material amounts and disclosures in the financial statements. These included the Academies Financial Handbook, Academy Accounts Direction, the UK Companies Act 2006, the Charities SORP (FRS 102) and additional guidance provided by the Department for Education and the ESFA; and
- Do not have a direct effect on the financial statements but compliance with which may be fundamental to the Academy Trust's ability to operate or to avoid a material penalty. These include those rules governing the Academy and Education sector. The most significant laws and regulations that have an indirect impact on the financial statements are those in relation to the Education Inspection Framework under the Education Act 2005 (as amended).

We obtained an understanding of how the Academy Trust are complying with those legal and regulatory frameworks by making enquiries of the management and the Academy's Accounting Officer. We corroborated our enquiries through our review of documentation generated and assessing the extent of compliance with the relevant laws and regulations.

We discussed among the audit engagement team regarding the opportunities, including management override of controls, that may exist within the organisation for fraud and where fraud might occur in the financial statements.

As a result of performing the above, we identified the greatest potential for material misstatements due to fraud are in the following areas, and our specific procedures performed to address these are described below:

The risk of management override of controls is the area where the financial statements were most susceptible to material misstatement due to fraud. In addition, the key principal risks related to potential weaknesses in the procurement system, control over banking and the existence of inappropriate journal entries to manipulate performance were also identified.

Procedures performed to address these were as follows:

- Identifying and assessing the design effectiveness of controls management has in place to prevent and detect fraud. This included corroboration by review of Board Minutes and review of correspondence with the ESFA,
- Understanding how those charged with governance considered and addressed the potential for override of controls or other inappropriate influence over the financial reporting process,

HAILEY HALL ACADEMY TRUST
(A Company Limited by Guarantee)

INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF HAILEY HALL ACADEMY TRUST (CONTINUED)

- Undertaking testing designed to test the controls in place within the procurement system including access and controls in relation to banking.
- Vouching of specific purchases to supporting documentation to ensure they relate to genuine Academy Trust purchases.
- Identifying and testing journal entries, in particular any unusual journal entries posted around the year-end and journal entries posted by infrequent system users.

Because of the inherent limitations of an audit, there is a risk that we will not detect all irregularities, including those leading to a material misstatement in the financial statements or non-compliance with regulation. This risk increases the more that compliance with a law or regulation is removed from the events and transactions reflected in the financial statements, as we will be less likely to become aware of instances of non-compliance. The risk is also greater regarding irregularities occurring due to fraud rather than error, as fraud involves intentional concealment, forgery, collusion, omission or misrepresentation.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: www.frc.org.uk/auditorsresponsibilities. This description forms part of our Auditors' Report.

Use of our report

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

Laura Ambrose (Senior Statutory Auditor)

for and on behalf of

Haslers

Chartered Accountants

Statutory Auditor

Old Station Road

Loughton

Essex

IG10 4PL

7 December 2022

HAILEY HALL ACADEMY TRUST
(A Company Limited by Guarantee)

**INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO HAILEY
HALL ACADEMY TRUST AND THE EDUCATION AND SKILLS FUNDING AGENCY**

In accordance with the terms of our engagement letter dated [enter date here] 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 Hailey Hall Academy Trust during the year 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 Hailey Hall Academy Trust and ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Hailey Hall Academy Trust 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 Hailey Hall Academy Trust and ESFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of Hailey Hall Academy Trust's accounting officer and the reporting accountant

The accounting officer is responsible, under the requirements of Hailey Hall Academy Trust's funding agreement with the Secretary of State for Education dated December 2014 and the Academy Trust 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 year 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.

HAILEY HALL ACADEMY TRUST
(A Company Limited by Guarantee)

INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO HAILEY HALL ACADEMY TRUST AND THE EDUCATION & SKILLS FUNDING AGENCY (CONTINUED)

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's income and expenditure.

The work undertaken to draw our conclusion includes sample testing of the following:

- Review of governance procedures including inspection of Trustee and relevant Board minutes
- A review of internal auditor reports.
- A review of Financial Controls Procedures and related records
- Discussions with the Accounting Officer and the Business Manager
- Reviewing the procedures for identifying and declaring related parties and other business interests
- Assessment and testing of a sample of the specific control activities over regularity of a particular activity
- Perform sample testing of expenditure ensuring items are for the Trust's purposes and are appropriately authorised
- Carrying out substantive testing to cover authorisation of expenditure within internal delegated authorities and externally imposed limits
- Obtaining formal representation from the Trustees and Accounting Officer acknowledging their responsibilities
- Scrutinising journals, and other adjustments posted during the year for evidence of unusual entries

Conclusion

In the course of our work, nothing has come to our attention which suggest in all material respects the expenditure disbursed and income received during the year 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.

Haslers

Chartered Accountants
Statutory Auditor

Date:

HAILEY HALL ACADEMY TRUST
(A Company Limited by Guarantee)

**STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING INCOME AND EXPENDITURE ACCOUNT)
FOR THE YEAR ENDED 31 AUGUST 2022**

	Unrestricted funds 2022 £	Restricted funds 2022 £	Restricted fixed asset funds 2022 £	Total funds 2022 £	Total funds 2021 £
Income from:					
Donations and capital grants	3	-	-	7,595	148,213
Other trading activities		38,759	-	38,759	43,518
Investments	6	144	-	144	50
Charitable activities		-	2,298,335	2,298,335	2,123,783
Provision of boarding activities		-	143,052	143,052	290,931
Total income	38,903	2,441,387	7,595	2,487,885	2,606,495
Expenditure on:					
Charitable activities		-	2,229,943	2,325,085	2,165,855
Provision of boarding activities		-	136,131	136,131	270,574
Total expenditure	-	2,366,074	95,142	2,461,216	2,436,429
Net income/(expenditure)	38,903	75,313	(87,547)	26,669	170,066
Transfers between funds	16	-	(79,772)	-	-
Net movement in funds before other recognised gains/(losses)	38,903	(4,459)	(7,775)	26,669	170,066
Other recognised gains/(losses):					
Actuarial gains/(losses) on defined benefit pension schemes	22	-	1,354,000	-	(325,000)
Net movement in funds	38,903	1,349,541	(7,775)	1,380,669	(154,934)

HAILEY HALL ACADEMY TRUST
(A Company Limited by Guarantee)

STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING INCOME AND EXPENDITURE ACCOUNT)
(CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Note	Unrestricted funds 2022 £	Restricted funds 2022 £	Restricted fixed asset funds 2022 £	Total funds 2022 £	Total funds 2021 £
Reconciliation of funds:					
Total funds brought forward	101,912	(1,000,849)	2,942,780	2,043,843	2,198,777
Net movement in funds	38,903	1,349,541	(7,775)	1,380,669	(154,934)
Total funds carried forward	<u>140,815</u>	<u>348,692</u>	<u>2,935,005</u>	<u>3,424,512</u>	<u>2,043,843</u>

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

The notes on pages 45 to 70 form part of these financial statements.

HAILEY HALL ACADEMY TRUST
(A Company Limited by Guarantee)
REGISTERED NUMBER: 09691510

BALANCE SHEET
AS AT 31 AUGUST 2022

	Note	2022 £	2021 £
Fixed assets			
Tangible assets	13	2,935,005	2,942,780
		<u>2,935,005</u>	<u>2,942,780</u>
Current assets			
Debtors	14	65,074	69,080
Cash at bank and in hand		794,587	539,215
		<u>859,661</u>	<u>608,295</u>
Creditors: amounts falling due within one year	15	(126,154)	(106,232)
		<u>733,507</u>	<u>502,063</u>
Net current assets		733,507	502,063
Total assets less current liabilities		3,668,512	3,444,843
Net assets excluding pension liability		3,668,512	3,444,843
Defined benefit pension scheme liability	22	(244,000)	(1,401,000)
Total net assets		3,424,512	2,043,843
Funds of the Academy			
Restricted funds:			
Fixed asset funds	16	2,935,005	2,942,780
Restricted income funds	16	592,692	400,151
		<u>3,527,697</u>	<u>3,342,931</u>
Restricted funds excluding pension asset	16	3,527,697	3,342,931
Pension reserve	16	(244,000)	(1,401,000)
		<u>3,283,697</u>	<u>1,941,931</u>
Total restricted funds	16	3,283,697	1,941,931
Unrestricted income funds	16	140,815	101,912
		<u>3,424,512</u>	<u>2,043,843</u>
Total funds		3,424,512	2,043,843

HAILEY HALL ACADEMY TRUST
(A Company Limited by Guarantee)
REGISTERED NUMBER: 09691510

BALANCE SHEET (CONTINUED)
AS AT 31 AUGUST 2022

The financial statements have been prepared in accordance with the provisions applicable to entities subject to the small companies regime.

The financial statements on pages 40 to 70 were approved by the Trustees, and authorised for issue on 07 December 2022 and are signed on their behalf, by:

R Parperis
Chair of Trustees

P Delamaine
Accounting Officer

The notes on pages 45 to 70 form part of these financial statements.

HAILEY HALL ACADEMY TRUST
(A Company Limited by Guarantee)

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 AUGUST 2022

	Note	2022 £	<i>2021</i> £
Cash flows from operating activities			
Net cash provided by operating activities	18	335,001	212,413
Cash flows from investing activities	19	(79,629)	<i>(2,270)</i>
Change in cash and cash equivalents in the year		255,372	210,143
Cash and cash equivalents at the beginning of the year		539,215	329,072
Cash and cash equivalents at the end of the year	20, 21	<u>794,587</u>	<u><i>539,215</i></u>

The notes on pages 45 to 70 form part of these financial statements

HAILEY HALL ACADEMY TRUST
(A Company Limited by Guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

1. Accounting policies

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

1.1 Basis of preparation of financial statements

The financial statements of the Academy, which is a public benefit entity under FRS 102, have been prepared under the historic 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 ESFA, the Charities Act 2011 and the Companies Act 2006.

Hailey Hall Academy Trust meets the definition of a public benefit entity under FRS 102.

1.2 Going concern

The Trustees assess whether the use of going concern is appropriate i.e. whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the Academy 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 and have concluded that the Academy has adequate resources to continue in operational existence for the foreseeable future and there are no material uncertainties about the Academy's ability to continue as a going concern, thus they continue to adopt the going concern basis of accounting in preparing the financial statements.

1.3 Income

All incoming resources are recognised when the Academy 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 year is deducted from income and recognised as a liability.

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

• **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.

HAILEY HALL ACADEMY TRUST
(A Company Limited by Guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

1. Accounting policies (continued)

1.3 Income (continued)

- **Other income**

Other income, including the hire of facilities, is recognised in the year it is receivable and to the extent the Academy has provided the goods or services.

- **Donated fixed assets (excluding transfers on conversion or into the Academy)**

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

1.4 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use.

- **Expenditure on raising funds**

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

- **Charitable activities**

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

All resources expended are inclusive of irrecoverable VAT.

1.5 Interest receivable

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the Academy; this is normally upon notification of the interest paid or payable by the institution with whom the funds are deposited.

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

1. Accounting policies (continued)

1.6 Tangible fixed assets

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

Where tangible fixed assets have been acquired with the aid of specific grants, either from the government or from the private sector, they are included in the Balance Sheet at cost and depreciated over their expected useful economic life. Where there are specific conditions attached to the funding requiring the continued use of the asset, the related grants are credited to a restricted fixed asset fund in the Statement of Financial Activities and carried forward in the Balance Sheet. Depreciation on the relevant assets is charged directly to the restricted fixed asset fund in the Statement of Financial Activities. Where tangible fixed assets have been acquired with unrestricted funds, depreciation on such assets is charged to the unrestricted fund.

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

Depreciation is provided on the following bases:

Freehold property	- 20 years straight line
Plant and machinery	- 3 years straight line
Computer equipment	- 3 years straight line
Motor vehicles	- 5 years straight line

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

1.7 Debtors

Trade and other debtors are recognised at the settlement amount after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

1.8 Cash at bank and in hand

Cash at bank and in hand includes cash and short-term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

1.9 Liabilities

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

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

1. Accounting policies (continued)

1.10 Financial instruments

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

Financial assets - trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 14. Prepayments are not financial instruments.

Cash at bank is classified as a basic financial instrument and is measured at face value.

Financial liabilities - trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost as detailed in note 15. 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.

1.11 Pensions

Retirement benefits to employees of the Academy 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 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. TPS is an unfunded multi-employer scheme with no underlying assets to assign between employers. Consequently, the TPS is treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

The LGPS is a funded multi-employer scheme and the assets are held separately from those of the Academy 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.

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

1. Accounting policies (continued)

1.12 Fund accounting

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

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

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

Investment income, gains and losses are allocated to the appropriate fund.

2. Critical accounting estimates and areas of judgment

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

Critical accounting estimates and assumptions:

The Academy 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 or income for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 22, 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.

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NOTES TO THE FINANCIAL STATEMENTS
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3. Income from donations and capital grants

	Restricted fixed asset funds 2022 £	Total funds 2022 £	<i>Total funds 2021 £</i>
Capital Grants	7,595	7,595	148,213
<i>Total 2021</i>	<u>148,213</u>	<u>148,213</u>	

4. Funding for the Academy's charitable activities

	Restricted funds 2022 £	Total funds 2022 £	<i>Total funds 2021 £</i>
Educational Operations			
DfE/ESFA grants			
General Annual Grant (GAG)	700,000	700,000	700,000
Other DfE/ESFA grants			
Pupil premium	42,493	42,493	37,536
	<u>742,493</u>	<u>742,493</u>	<u>737,536</u>
Other Government grants			
Other LA grants	1,530,641	1,530,641	1,329,287
	<u>1,530,641</u>	<u>1,530,641</u>	<u>1,329,287</u>
COVID-19 additional funding (DfE/ESFA)			
Catch-up Premium	25,201	25,201	56,960
	<u>25,201</u>	<u>25,201</u>	<u>56,960</u>
	<u>2,298,335</u>	<u>2,298,335</u>	<u>2,123,783</u>
<i>Total 2021</i>	<u>2,123,783</u>	<u>2,123,783</u>	

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

5. Income from other trading activities

	Unrestricted funds 2022 £	Total funds 2022 £	<i>Total funds 2021 £</i>
Hire of facilities	26,410	26,410	29,690
Other income	12,349	12,349	13,828
	<u>38,759</u>	<u>38,759</u>	<u>43,518</u>
<i>Total 2021</i>	<u>43,518</u>	<u>43,518</u>	

6. Investment income

	Unrestricted funds 2022 £	Total funds 2022 £	<i>Total funds 2021 £</i>
Short term deposits	144	144	50
	<u>144</u>	<u>144</u>	<u>50</u>
<i>Total 2021</i>	<u>50</u>	<u>50</u>	

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

7. Expenditure

	Staff Costs 2022 £	Premises 2022 £	Other 2022 £	Total 2022 £	<i>Total 2021 £</i>
Educational Operations:					
Direct costs	1,407,454	-	66,163	1,473,617	1,238,889
Allocated support costs	433,454	95,142	322,872	851,468	926,966
Boarding Operations:					
Direct costs	126,015	-	-	126,015	247,941
Allocated support costs	-	5,467	4,649	10,116	22,633
	<u>1,966,923</u>	<u>100,609</u>	<u>393,684</u>	<u>2,461,216</u>	<u>2,436,429</u>
<i>Total 2021</i>	<u><u>1,924,504</u></u>	<u><u>200,456</u></u>	<u><u>311,469</u></u>	<u><u>2,436,429</u></u>	

In the current year, costs have been split out in more detail than in the prior year.

Additionally, the boarding expenditure split between direct and support has been adjusted to include staff costs as direct costs. The prior year figures have also been adjusted.

8. Analysis of expenditure by activities

	Activities undertaken directly 2022 £	Support costs 2022 £	Total funds 2022 £	<i>Total funds 2021 £</i>
Educational Operations	1,473,617	851,468	2,325,085	2,165,855
Boarding Operations	126,015	10,116	136,131	270,574
	<u>1,599,632</u>	<u>861,584</u>	<u>2,461,216</u>	<u>2,436,429</u>
<i>Total 2021</i>	<u><u>1,486,830</u></u>	<u><u>949,599</u></u>	<u><u>2,436,429</u></u>	

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

8. Analysis of expenditure by activities (continued)

Analysis of direct costs

	Educational Operations 2022 £	Boarding Operations 2022 £	Total funds 2022 £	<i>Total funds 2021 £</i>
Staff costs	1,376,788	126,015	1,502,803	1,415,595
Educational Supplies	48,979	-	48,979	38,684
Staff development	6,006	-	6,006	9,167
Technology costs	34,511	-	34,511	14,774
Examination fees	7,333	-	7,333	8,610
	<u>1,473,617</u>	<u>126,015</u>	<u>1,599,632</u>	<u>1,486,830</u>
<i>Total 2021</i>	<u>1,397,885</u>	<u>88,945</u>	<u>1,486,830</u>	

In the current year, costs have been split out in more detail than in the prior year.

Additionally, the boarding expenditure split between direct and support has been adjusted to include staff costs as direct costs. The prior year figures have also been adjusted.

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

8. Analysis of expenditure by activities (continued)

Analysis of support costs

	Educational Operations 2022 £	Boarding Operations 2022 £	Total funds 2022 £	Total funds 2021 £
Staff costs	433,454	-	433,454	508,909
Pension finance costs	25,000	-	25,000	17,000
Depreciation	95,142	-	95,142	99,960
Technology Costs	20,776	-	20,776	4,848
Rent, rates and other occupancy costs	28,952	5,467	34,419	9,563
Insurance	10,529	-	10,529	1,260
Legal and professional	48,089	-	48,089	9,382
Security and transport	75,904	-	75,904	54,761
Governance costs	12,770	-	12,770	9,290
Consultancy	17,821	-	17,821	-
Catering	29,601	4,144	33,745	32,978
Trip expenditure	2,028	-	2,028	-
Subscriptions	5,355	-	5,355	-
Maintenance of premises and equipment	22,166	-	22,166	55,800
Cleaning	4,755	-	4,755	6,558
Other support costs	2,558	505	3,063	115,061
Energy costs	16,568	-	16,568	24,229
	<u>851,468</u>	<u>10,116</u>	<u>861,584</u>	<u>949,599</u>
<i>Total 2021</i>	<u>767,970</u>	<u>181,629</u>	<u>949,599</u>	

In the current year, costs have been split out in more detail than in the prior year.

Additionally, the boarding expenditure split between direct and support has been adjusted to include staff costs as direct costs. The prior year figures have also been adjusted.

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

9. Net income/(expenditure)

Net income/(expenditure) for the year includes:

	2022	2021
	£	£
Depreciation of tangible fixed assets	95,142	99,960
Fees paid to auditors for:		
- audit	6,950	7,100
- other services	1,400	2,190
	=====	=====

10. Staff

a. Staff costs

Staff costs during the year were as follows:

	2022	2021
	£	£
Wages and salaries	1,388,034	1,412,282
Social security costs	122,978	122,999
Pension costs	425,245	389,223
	=====	=====
	1,936,257	1,924,504
Agency staff costs	269	1,636
Staff restructuring costs	30,397	1,500
	=====	=====
	1,966,923	1,927,640

Staff restructuring costs comprise:

	2022	2021
	£	£
Redundancy payments	30,397	-
Severance payments	-	1,500
	=====	=====
	30,397	1,500

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

10. Staff (continued)

b. Severance payments

The Academy paid 1 severance payments in the year (2021 - 1), disclosed in the following bands:

	2022	<i>2021</i>
	No.	<i>No.</i>
£0 - £25,000	-	1
£25,001 - £50,000	1	-
	<u><u>1</u></u>	<u><u>-</u></u>

c. Staff numbers

The average number of persons employed by the Academy during the year was as follows:

	2022	<i>2021</i>
	No.	<i>No.</i>
Teachers	15	15
Administration and Support	35	42
Management	6	7
	<u><u>56</u></u>	<u><u>64</u></u>

d. Higher paid staff

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

	2022	<i>2021</i>
	No.	<i>No.</i>
In the band £60,001 - £70,000	1	1
In the band £70,001 - £80,000	-	1
In the band £80,001 - £90,000	1	-
	<u><u>1</u></u>	<u><u>-</u></u>

e. Key management personnel

The key management personnel of the Academy comprise the Trustees and the senior management team as listed on page 1. The total amount of key management personnel benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the Academy was £449,265 (2021 - £459,390).

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NOTES TO THE FINANCIAL STATEMENTS
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11. Trustees' remuneration and expenses

One or more Trustees has been paid remuneration or has received other benefits from an employment with the Academy. 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. The value of Trustees' remuneration and other benefits was as follows:

		2022	2021
		£	£
P Delamaine	Remuneration	80,000 - 85,000	<i>75,000 - 80,000</i>
	Pension contributions paid	15,000 - 20,000	<i>15,000 - 20,000</i>
S Sharp	Remuneration	25,000 - 30,000	<i>25,000 - 30,000</i>
	Pension contributions paid	5,000 - 10,000	<i>5,000 - 10,000</i>
S Newton (Resigned 31st May 2021)	Remuneration		<i>40,000 - 45,000</i>
	Pension contributions paid		<i>0 - 5,000</i>

During the year ended 31 August 2022, no Trustee expenses have been incurred (*2021 - £198*).

12. Trustees' and Officers' insurance

In accordance with normal commercial practice, the Academy has purchased insurance to protect Trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business. The insurance provides cover up to £10,000,000 on any one claim and the cost for the year ended 31 August 2022 was £1,330 (*2021 - £1,260*). The cost of this insurance is included in the total insurance cost.

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NOTES TO THE FINANCIAL STATEMENTS
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13. Tangible fixed assets

	Freehold property £	Plant and machinery £	Computer equipment £	Motor vehicles £	Total £
Cost or valuation					
At 1 September 2021	3,110,851	210,422	84,239	5,333	3,410,845
Additions	500	-	59,873	26,995	87,368
At 31 August 2022	<u>3,111,351</u>	<u>210,422</u>	<u>144,112</u>	<u>32,328</u>	<u>3,498,213</u>
Depreciation					
At 1 September 2021	281,235	112,314	69,415	5,102	468,066
Charge for the year	51,793	19,854	18,996	4,499	95,142
At 31 August 2022	<u>333,028</u>	<u>132,168</u>	<u>88,411</u>	<u>9,601</u>	<u>563,208</u>
Net book value					
At 31 August 2022	<u>2,778,323</u>	<u>78,254</u>	<u>55,701</u>	<u>22,727</u>	<u>2,935,005</u>
At 31 August 2021	<u>2,829,617</u>	<u>98,108</u>	<u>14,824</u>	<u>231</u>	<u>2,942,780</u>

14. Debtors

	2022 £	2021 £
Due within one year		
Trade debtors	2,513	996
Other debtors	4,966	20,342
Prepayments and accrued income	57,595	47,742
	<u>65,074</u>	<u>69,080</u>

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

15. Creditors: Amounts falling due within one year

	2022	<i>2021</i>
	£	£
Trade creditors	463	<i>171</i>
Other taxation and social security	27,840	<i>27,063</i>
Other creditors	43,749	<i>29,826</i>
Accruals and deferred income	54,102	<i>49,172</i>
	<hr/> 126,154 <hr/>	<hr/> <i>106,232</i> <hr/>

The Academy Trust has no deferred income at the year end (2021: £Nil).

HAILEY HALL ACADEMY TRUST
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

16. Statement of funds

	Balance at 1 September 2021 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2022 £
Unrestricted funds						
General Funds	101,912	38,903	-	-	-	140,815
Restricted general funds						
General Annual Grant (GAG)	363,824	700,000	(862,544)	(79,772)	-	121,508
Boarding	36,327	143,052	(136,131)	-	-	43,248
Pupil Premium	-	42,493	(42,493)	-	-	-
Other DfE / EFA Grants	-	25,201	(25,201)	-	-	-
Local Authority Grants	-	1,530,641	(1,102,705)	-	-	427,936
Pension reserve	(1,401,000)	-	(197,000)	-	1,354,000	(244,000)
	<u>(1,000,849)</u>	<u>2,441,387</u>	<u>(2,366,074)</u>	<u>(79,772)</u>	<u>1,354,000</u>	<u>348,692</u>
Restricted fixed asset funds						
DfE / ESFA Capital Grants	-	7,595	-	-	-	7,595
Capital expenditure from GAG	-	-	-	79,772	-	79,772
Transfer on conversion	2,942,780	-	(95,142)	-	-	2,847,638
	<u>2,942,780</u>	<u>7,595</u>	<u>(95,142)</u>	<u>79,772</u>	<u>-</u>	<u>2,935,005</u>
Total Restricted funds	<u>1,941,931</u>	<u>2,448,982</u>	<u>(2,461,216)</u>	<u>-</u>	<u>1,354,000</u>	<u>3,283,697</u>
Total funds	<u><u>2,043,843</u></u>	<u><u>2,487,885</u></u>	<u><u>(2,461,216)</u></u>	<u><u>-</u></u>	<u><u>1,354,000</u></u>	<u><u>3,424,512</u></u>

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

16. Statement of funds (continued)

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

General Annual Grant (GAG) fund - Funds received from the ESFA under the General Annual Grant arrangements for the recurrent expenditure of the school as defined in the Funding Agreement.

Boarding fund - Funds received from the Local Authority for the provision of the Academy's boarding services.

Pension reserve - The pension reserve recognises the deficit of the local government pension scheme.

The purpose of the Restricted Fixed Asset Fund is to hold the Academy's fixed assets recorded net of depreciation.

Included in the above are transfers between capital expenditure and GAG. These transfers represent the Trust using GAG monies for capital items.

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

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

16. Statement of funds (continued)

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

	<i>Balance at 1 September 2020 £</i>	<i>Income £</i>	<i>Expenditure £</i>	<i>Transfers in/out £</i>	<i>Gains/ (Losses) £</i>	<i>Balance at 31 August 2021 £</i>
Unrestricted funds						
General Funds - all funds	58,344	43,568	-	-	-	101,912
Restricted general funds						
General Annual Grant (GAG)	169,256	700,000	(503,112)	(2,320)	-	363,824
Boarding	15,970	290,931	(270,574)	-	-	36,327
Pupil premium	-	37,536	(37,536)	-	-	-
Covid mass testing	-	38,360	(38,360)	-	-	-
Other DfE / ESFA Grants	-	18,600	(18,600)	-	-	-
Other Government Grants	-	1,329,287	(1,329,287)	-	-	-
Pension reserve	(937,000)	-	(139,000)	-	(325,000)	(1,401,000)
	<u>(751,774)</u>	<u>2,414,714</u>	<u>(2,336,469)</u>	<u>(2,320)</u>	<u>(325,000)</u>	<u>(1,000,849)</u>
Restricted fixed asset funds						
DfE / ESFA Capital Grants	2,892,207	148,213	(99,960)	2,320	-	2,942,780
Total Restricted funds	<u>2,140,433</u>	<u>2,562,927</u>	<u>(2,436,429)</u>	<u>-</u>	<u>(325,000)</u>	<u>1,941,931</u>
Total funds	<u><u>2,198,777</u></u>	<u><u>2,606,495</u></u>	<u><u>(2,436,429)</u></u>	<u><u>-</u></u>	<u><u>(325,000)</u></u>	<u><u>2,043,843</u></u>

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

17. Analysis of net assets between funds

Analysis of net assets between funds - current year

	Unrestricted funds 2022 £	Restricted funds 2022 £	Restricted fixed asset funds 2022 £	Total funds 2022 £
Tangible fixed assets	-	-	2,935,005	2,935,005
Current assets	140,815	718,846	-	859,661
Creditors due within one year	-	(126,154)	-	(126,154)
Provisions for liabilities and charges	-	(244,000)	-	(244,000)
Total	<u>140,815</u>	<u>348,692</u>	<u>2,935,005</u>	<u>3,424,512</u>

Analysis of net assets between funds - prior year

	<i>Unrestricted funds 2021 £</i>	<i>Restricted funds 2021 £</i>	<i>Restricted fixed asset funds 2021 £</i>	<i>Total funds 2021 £</i>
Tangible fixed assets	-	-	2,942,780	2,942,780
Current assets	101,913	506,382	-	608,295
Creditors due within one year	-	(106,232)	-	(106,232)
Provisions for liabilities and charges	-	(1,401,000)	-	(1,401,000)
Total	<u>101,913</u>	<u>(1,000,850)</u>	<u>2,942,780</u>	<u>2,043,843</u>

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18. Reconciliation of net income to net cash flow from operating activities

	2022	2021
	£	£
Net income for the year (as per Statement of Financial Activities)	26,669	170,066
Adjustments for:		
Depreciation	95,142	99,960
Capital grants from DfE and other capital income	(7,595)	(148,213)
Interest receivable	(144)	(50)
Defined benefit pension scheme cost less contributions payable	172,000	122,000
Defined benefit pension scheme finance cost	25,000	17,000
Decrease/(increase) in debtors	4,004	(33,010)
Increase/(decrease) in creditors	19,925	(15,340)
Net cash provided by operating activities	335,001	212,413

19. Cash flows from investing activities

	2022	2021
	£	£
Dividends, interest and rents from investments	144	50
Purchase of tangible fixed assets	(87,368)	(150,533)
Capital grants from DfE Group	7,595	17,994
Capital funding received from sponsors and others	-	130,219
Net cash used in investing activities	(79,629)	(2,270)

20. Analysis of cash and cash equivalents

	2022	2021
	£	£
Cash in hand and at bank	794,587	539,215
Total cash and cash equivalents	794,587	539,215

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NOTES TO THE FINANCIAL STATEMENTS
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21. Analysis of changes in net debt

	At 1 September 2021 £	Cash flows £	At 31 August 2022 £
Cash at bank and in hand	539,215	255,372	794,587
	<u>539,215</u>	<u>255,372</u>	<u>794,587</u>

22. Pension commitments

The Academy's employees belong to two principal pension schemes: the Teachers' Pension Scheme England and Wales (TPS) for academic and related staff; and the Local Government Pension Scheme (LGPS) for non-teaching staff, which is managed by Hertford County Council. 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.

Contributions amounting to £27,224 were payable to the schemes at 31 August 2022 (2021 - £26,717) and are included within creditors.

Teachers' Pension Scheme

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pension Scheme 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 scheme to which both the member and employer makes contributions, as a percentage of salary - these contributions are credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

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22. Pension commitments (continued)

Valuation of the Teachers' Pension Scheme

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

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

The next valuation result is due to be implemented from 1 April 2024.

The employer's pension costs paid to TPS in the year amounted to £105,000 (2021 - £147,700).

A copy of the valuation report and supporting documentation is on the Teachers' Pensions website (<https://www.teacherspensions.co.uk/news/employers/2019/04/teachers-pensions-valuation-report.aspx>).

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

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 £132,000 (2021 - £152,000), of which employer's contributions totalled £105,000 (2021 - £121,000) and employees' contributions totalled £27,000 (2021 - £31,000). The agreed contribution rates for future years are 23.68 per cent for employers and 6 per cent for employees.

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

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22. Pension commitments (continued)

Principal actuarial assumptions

	2022	<i>2021</i>
	%	%
Rate of increase in salaries	3.45	3.3
Rate of increase for pensions in payment/inflation	3.05	2.9
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	<i>2021</i>
	Years	Years
<i>Retiring today</i>		
Males	21.9	22.1
Females	24.4	24.5
<i>Retiring in 20 years</i>		
Males	22.9	23.2
Females	26.0	26.2

Sensitivity analysis

	2022	<i>2021</i>
	£000	£000
Discount rate -0.1%	43	71
Salary rate + 0.1%	1	1
Pension rate + 0.1%	43	70

Share of scheme assets

The Academy's share of the assets in the scheme was:

	At 31	<i>At 31 August</i>
	August 2022	<i>2021</i>
	£	£
Equities	776,500	818,850
Corporate bonds	357,200	448,050
Property	233,000	169,950
Cash and other liquid assets	186,300	108,150
Total market value of assets	1,553,000	1,545,000

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22. Pension commitments (continued)

The actual return on scheme assets was £99,000 (2021 - £172,000).

The amounts recognised in the Statement of Financial Activities are as follows:

	2022 £	2021 £
Current service cost	(277,000)	(243,000)
Interest income	26,000	22,000
Interest cost	(51,000)	(39,000)
Total amount recognised in the Statement of Financial Activities	(302,000)	(260,000)

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

	2022 £	2021 £
At 1 September	2,946,000	2,176,000
Current service cost	277,000	243,000
Interest cost	51,000	39,000
Employee contributions	27,000	31,000
Actuarial (gains)/losses	(1,482,000)	475,000
Benefits paid	(22,000)	(18,000)
At 31 August	1,797,000	2,946,000

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

	2022 £	2021 £
At 1 September	1,545,000	1,239,000
Interest income	26,000	22,000
Actuarial (losses)/gains	(128,000)	150,000
Employer contributions	105,000	121,000
Employee contributions	27,000	31,000
Benefits paid	(22,000)	(18,000)
At 31 August	1,553,000	1,545,000

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23. Members' liability

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

24. Related party transactions

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

V Parperis, daughter of R Parperis (Chair of Trustees) is a teaching assistant employed by the Academy Trust. V Parperis is paid within the normal pay scale for her role.

P Delamaine, father of P Delamaine (Head Teacher) is a driver employed by the Academy Trust. P Delamaine is paid within the normal pay scale for his role.

During the year, flooring totaling £1,772 (2021: £Nil) was purchased from Charles Dobie Limited, which is a company owned by P Delamaine's father-in-law. There were no amounts outstanding at 31st August 2022 (2021: £Nil). The Academy Trust made the purchase at arms' length following receiving quotations from other suppliers.

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NOTES TO THE FINANCIAL STATEMENTS
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25. Boarding school trading account

	2022	2022	2021	2021
	£	£	£	£
Income				
Direct income				
Residential Funding	143,052		290,931	
Total income		143,052		290,931
Expenditure				
Direct expenditure				
Direct staff costs	126,015		247,941	
Other expenditure				
Catering	4,144		11,328	
Electricity	5,467		9,691	
Other support costs	505		1,614	
Total other expenditure	10,116		22,633	
Total expenditure		136,131		270,574
Surplus from all sources		6,921		20,357
Boarding school balances at 1 September 2021		36,327		15,970
Boarding school balances at 31 August 2022		43,248		36,327