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**HAILEY HALL ACADEMY TRUST**  
**(A Company Limited by Guarantee)**

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**ANNUAL REPORT AND FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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**HAILEY HALL ACADEMY TRUST**  
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**REFERENCE AND ADMINISTRATIVE DETAILS**

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<b>Members</b>	R Parperis R Abraham (appointed 13 September 2023) P Edwards (appointed 13 December 2023) J D Braux (resigned 13 September 2023) R Bolton (appointed 13 December 2023)
<b>Trustees</b>	R Bolton, Chair (appointed 13 December 2023) <sup>2</sup> R Parperis, Chair (resigned 15 May 2024) <sup>2</sup> P Delamaine, Head Teacher <sup>2</sup> J Hammond, Vice Chair / Chair of Finance Committee <sup>1,2</sup> J Clarke, Chair of Achievement and Standards Committee R Dutton, Chair of HR M Hall, Parent Trustee <sup>2</sup> L Matcham, Parent Trustee L Bretton, Co-Opted Trustee (appointed 31 January 2024) R Abraham, Trustee (resigned 13 September 2023)  <sup>1</sup> Chair of Finance Committee <sup>2</sup> Member of Finance Committee
<b>Company registered number</b>	09691510
<b>Company name</b>	Hailey Hall Academy Trust
<b>Principal and registered office</b>	Hailey Lane Hertford Hertfordshire SG13 7PB
<b>Company secretary</b>	L Gregory
<b>Senior management team</b>	P Delamaine, Headteacher and Accounting Officer S Yanmaz, Assistant Headteacher S Sharp, Safeguard Lead S Hill, SENDCo B Aldiss, Deputy Headteacher L Gregory, Business Manager
<b>Independent auditors</b>	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 2024**

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**Bankers**

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

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**TRUSTEES' REPORT**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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The Trustees present their Annual Report together with the financial statements and Auditor's Report of Hailey Hall Academy Trust (the Academy, the Trust or the Charitable Company) for the year 1 September 2023 to 31 August 2024. The Annual Report serves the purposes of both a Trustees' Report, and a Directors' 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 2023-24, the Academy had a pupil capacity of 84-day places. In the Spring (January) 2024 Census, there was an average of 84 pupils on roll.

### **Structure, Governance and Management**

#### **Constitution**

The Academy is a company limited by guarantee and an exempt charity. The Charitable Company's Memorandum and Articles of Association are its primary governing documents. The Trustees of The Charitable Company are also the Directors for the purposes of company law. The terms Trustee, Director and Governor are interchangeable.

The Charitable Company is known as Hailey Hall Academy Trust.

The Trustees of Hailey Hall Academy Trust are also the Directors of the charitable company for the purposes of company law. Details of the Trustees who served during the year, and to the date these financial statements are approved, are included in the Reference and Administrative Details on page 1.

#### **Members' liability**

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

#### **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.

#### **Method of recruitment and appointment or election of Trustees**

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.

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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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.
- Trustees may now appoint unlimited co-opted trustees.

At the end of the academic year, the Board of Trustees comprised of the Headteacher, seven co-opted trustees, and two parent trustees.

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.

#### **Policies and procedures 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.

#### **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.

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**TRUSTEES' REPORT (CONTINUED)**  
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**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.

**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.

**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.

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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.

**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.

**OBJECTS AND ACTIVITIES**

**Objectives 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.

**Objectives, Strategies and Activities**

The main objectives for 2023/24 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:

- All subjects have their own curriculum intent, which is aligned with the whole school intent. This is shared with all teaching staff, to generate awareness of curricula for all subject areas. This helps develop cross curricula work (cross curricula days etc.). Literacy and numeracy are embedded into all schemes of work. For example - Year 8/ Biology/Autumn Term – where scaffolded writing frames are used. Marking and feedback across all curriculum areas is used as a tool to develop spelling, punctuation and grammar.
- Following the Ofsted report in September 2022, The English curriculum has been developed with external specialist support. The curriculum is now well ordered and sequenced and where necessary, changed to ensure diversity and a broad range of texts for pupils to explore. The GCSE course has been changed for the GSCE Language only group, as the GCSE Language 2.0 course is more appropriate for this group due to its similarity to Functional Skills. It supports those pupils who struggle with the continuous prose of the Eduqas exam paper. The introduction of the GCSE Language 2.0 has had a really positive impact with our highest GCSE English language grade being achieved through this pathway, in summer 23/24.
- The introduction of a History GCSE course into year 10 is also planned from Autumn 2024, with further expansion into Year 11 planned after this.



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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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- 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.

**Mental health is now an integral part of the School's curriculum offer:**

- Mental Health is an integral part of the School's curriculum offer. A School Counsellor and Art Therapist work on-site to respond to the specific needs of pupils and staff and provide strategies to help them engage more fully with life and education. In addition, general Protective Behaviour training is provided to all staff, and specific Protected Behaviour training is provided to some individual TA's. Part of their role is to deliver 1:1 and small group therapeutic work to pupils, to support ongoing mental health needs.
- The NHS Broxbourne Mental Health Team is accommodated at Hailey Hall, and the Mental Health Practitioner offers pupils' mental health support for mild/moderate anxiety, low mood and emotional regulation. Group work/workshops for pupils, staff and parents/carers for self-help interventions are also offered. The positive impact of these interventions is demonstrable through case studies which show holistic progress with achievement, attendance, behaviour etc.

**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 review:**

- The Curriculum is continually developed and aligned with the School's longer-term Strategic Plan:
- To continue to meet the needs of our pupils, we introduced a new provision called The Bridge to complement our existing curriculum offer, in 23/24. The Bridge is a bespoke provision for highly anxious students with complex multiple needs, typically SEMH combined with ASD, communication and interaction. These often include extreme levels of anxiety, sensory difficulties, significant gaps in learning, other mental health disorders, significant difficulties with emotional regulation, social interaction, and ASD/C. The Bridge aims to meet the needs of pupils who currently cannot access the full school community or curriculum by improving their academic outcomes, attendance, social independence and reintegrating them back into the main school community. By integrating Zones of Regulation sessions into Bridge learning, pupils who attended have begun to recognise behavioural patterns and signals that link to different emotional states. Understanding how to recognise feelings such as anxiety, anger, frustration and sorrow within themselves has allowed for Bridge pupils to work on an 'emotional toolkit' - trialling regulation strategies in a safe, scripted and low-stakes environment.
- The impact of the ability to identify strategies for different emotions has been very positive for school life. Pupils who engaged in this provision have become far more capable of managing extended periods of time in learning environments, with some pupils increasing their timetabled schooling by nearly 80% over the last academic year. Additionally, the ability to manage emotions saw a reduction in behaviour slips and suspensions involving Bridge pupils, as well as an uptake in attendance. Short-term Bridge accessibility to reduce anxiety and increase pupil attendance has been successful, with longer term provision resulting in individuals coming off PSPs and reductions in their risk assessment.

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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- Increased alternative provisions/pathways for KS3 with established links with Focus First Academy.
- A review was undertaken for Humanities and Life Skills. The Life Skills curriculum includes the Life Skills Passport, which demonstrates how each pupil is progressing towards independence.
- Evidence can be seen in curriculum reviews and Curriculum Maps. At KS4, core subjects of Maths, English and Science are taught, as well as Employability and PSHE. At KS4 a range of subjects are offered/taught (including craft, music, sport, food tech and IT) and pupils work towards GCSEs and Functional Skills in Maths, English language, English literature, Art, Physics. New PSHE/RSE programmes have been developed for Sept 2022/23, with the introduction of a Humanities course scheduled for Sept 2023. The external HfL RSE Advisor specifically commented on the 'huge transformation in terms of the PSHE/RSE programmes, led by the Senior Leadership'. In addition, 90% of parents feel like 'there is a good range of subjects available to their child at this school' (Parent Survey April 2024).
- Passions and interests are embodied, resulting in most pupils remaining in education, moving to employment or training.
- Our Curriculum Policy shows a holistic approach to meeting educational needs in addition to social, emotional and mental health needs. 97% of parents agree that 'the school supports their child's wider development.' (Parent Survey April 2024).
- 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.

### **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.

### **Quality of teaching and learning**

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

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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- Performance Management, staff training records, CPD plans for teachers and teaching assistants, evidence that there are training and development plans tailored to individual needs. Bespoke one-to-one mentoring and coaching support programmes are also provided for our new teachers from an experienced middle leader. 100% of staff feel 'Leaders use professional development to encourage, challenge individual staff improvement' (Staff Survey April 2024).
- Examples of CPD;
  - Grow Your Own approach to developing new teachers (two staff members have gained QTLS, two have completed their NQT year and one has completed the second year of certificate of education).
  - Education Endowment Foundation's 'Five-a-day' principle
  - Metacognition
  - Handwriting skills
  - Protective Behaviours
  - Reading
- A comprehensive staff induction programme is in place to ensure that staff are equipped with the skills and knowledge to work at Hailey Hall.
- Ongoing curriculum CPD delivered to all staff, can also be evidenced in the Curriculum Maps, British Values, SMSC and the curriculum audit. Curriculum Leads mentor/support less experienced or new staff to the sector/subject. This is evidenced in performance management documentation and by the extensive support/training for new DT teachers in 22/23 and 23/24.
- A thorough knowledge of the age-related expectations across the curriculum in all key stages is used to plan learning for all levels of ability well. This is evidenced through pupil progress meetings, work scrutiny and lesson observations.
- SLT scrutinise evidence in books/folders/records which demonstrate that teachers check pupils' understanding. Lesson observations and behaviour data evidence good staff questioning to encourage pupils to explain their answers, and gain confidence in lessons. 'Pupils achieve well in subjects such as art. This is because leaders check that pupils already know and have conducted a curriculum that builds on pupils' existing knowledge and skills.' (Ofsted Sept 2022).
- Our teaching is designed to help pupils remember over the long term, the content they have learned, and how to integrate knowledge. This is evidenced in pupil progress meetings, work scrutiny and one-to-one bespoke interventions. Guidance regarding this is also outlined in Curriculum Policy and Teaching and Learning Policy. 'Pupils become fluent in mathematics because teachers give them more time to practice what they have learned before they approach more complex tasks.' (Ofsted Sept 2022).

**Assessment and feedback**

- Assessment is used, as evidenced in work scrutiny, lesson observations, book looks, marking and feedback. For example: work scrutiny evidences many modes of assessment and regular moderation (moderation forms).
- External/internal verification of coursework evidence consistent current use of assessment. PowerBi is utilised to join up data to inform of emerging trends and generate appropriate interventions.
- Work scrutiny focuses on long-term learning, and evidence in book looks and lesson observations demonstrates that learning is effectively sequenced to enable pupils to absorb the long-term content taught.

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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- Regular pupil progress meetings between curriculum leads and teachers, together with lesson observations, assess each pupils' progress, impact of interventions and learning requirements.
- Achievement data, spelling, reading and writing tests, evidence the progress made following interventions to reinforce learning content and aid long term memory.

**Curriculum adaption to meet the needs of our pupils.**

- To ensure that individual needs are met, regular line management/department meetings are held where suitability of the curriculum is discussed/adapted. For example, the RSE curriculum is adapted to take account of emerging concerns following media reporting on misogyny.
- The Life Skill's Passport further evidences each pupil's increasing fluency and independence, and the Curriculum Map evidences how the Curriculum will meet the needs of learners.
- The review of curricula evidences the development of each curriculum area over time, and the Curriculum Policy/Teaching/Learning and Assessment Policy, evidence how the curriculum is designed to meet the needs of pupils and the School's ambitions for the continuing development of pupil's knowledge, skills and abilities.
- Evidence in most pupils' books/work shows a level of differentiated challenge. This is part of our quality assurance processes, where samples of books are routinely scrutinised to ensure policy is being adhered to. Support is offered to staff who need development in this area and is a focus of our 5 A Day teaching and learning approach across the school.
- Cross curricula Cultural Capital off-site visits demonstrate the focus in this area.
- The impact of the curriculum interventions to meet individual SEN needs can be evidenced in the therapy worker's SDQ's, progress as a result of bespoke one-to-one support sessions and the Pupil Premium Strategy.
- Minutes/feedback of the Pupil Voice meetings evidence how they are taking charge of their learning.
- Teachers create an environment which focuses on pupils, ensuring that teaching materials are appropriate and support the curriculum intent. This is evidenced via tutor boards, electronic set up of Home Learning, and in lesson observations and book looks.
- Our quality assurance processes tell us that teachers plan and deliver highly effective lessons, taking into account any adaptations that may be required to allow individual pupils to achieve ambitious outcomes.
- HfL Safeguarding Review (Summer 2022) evidences a safe learning environment that is productive for learning and keeping individuals safe. 'There is a clear understanding of the central role that safeguarding, and the development of protective behaviours have, in ensuring students at the School are able to keep themselves and others safe'. There are audits completed annually by the DSL and a plan for the Discovery Trust to complete a review in the 2024-25 academic year. To ensure this is ongoing.

**Reading and numeracy**

- Reading is a key element of the tutor programme: Reading for Pleasure, Lexia and 'That Reading Thing' data demonstrates the progress and love for reading our pupils have.
- Pupils regularly select books from the School library for their 'Reading for Pleasure' Programme with the reading for pleasure programme is reading fluency and reading comprehension. Pupils are making good

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progress, 82.2% of pupils have made at least 1 level of progress since September. 32.3% of pupils have made 2 levels of progress. 10.7% of pupils have made 3 levels of progress. That Reading Thing resulting in 80% progress from those following 'That Reading Thing.'

- Reading assessment data (Access Reading) shows positive reading progress; 75% of pupils made progress in reading between November 2023 and June 2024, and 11 pupils have a reading age of 17+.
- Evidence in pupil's books/work demonstrates they are able to apply mathematical knowledge, concepts and procedures effectively. The impact of this can be seen in pupil outcomes with pupils achieving above and beyond their end of KS4 maths targets achieving GCSE's 5's and 6's.
- Numeracy is also a key focus for the school and those needing additional support are done so with 1:1 interventions using UCAN maths. UCAN was advised by SPLD specialist advisory team, as the intervention highlights the basic numerical concept gaps that pupils are missing. It also works around a game/short sharp intervention that works well with our pupils. It then solely only focuses on the areas in which the baseline assessed they are struggling to target these areas only, rather than following a whole programme that may include areas in which they are secure. In the summer term 15 pupils received English 1:1 Interventions:
  - 10 have been working through That Reading Thing/Forward with phonics ( a new intervention introduced this term) to identify key areas to work on, as it identifies which sounds, they do and do not know.
  - 2 pupils have accessed spelling intervention.
  - 2 pupils have been working on functional skills/confidence building to support in class learning.
  - 1 year 11 pupil was completing exam prep until study leave commenced.
  - 7/10 pupils completing a reading programme made progress against their baseline at the start of the intervention. The two who did not are new pupils who have not received the full intervention series yet. The final pupil achieved 45/45 on TRT assessment and it was decided a reading intervention was not needed. Both pupils receiving a spelling intervention have also made progress in their baseline scores.

### **School Assessment Data**

- Compared with National/Local schools' outcomes for similar types of Schools, our achievements are very good. There is evidence of sustained and continuous improvement, as follows:
- In comparison with other Hertfordshire SEMH schools our Progress 8 score from Summer 2024, when contextualised, is good at -1.09 and is an improvement on 2023's P8 score of -1.22 and 2022's P8 score of -1.55. 2024's P8 score is the best the school has had, excluding the Covid years 2020 and 2021. When comparing 2023 P8 data for National State Special Schools (most up to date data available) at -1.69 with Hailey Hall's 2023 score of -1.22 and 2024 score -1.09, it clearly demonstrates how well our pupils achieved compared to those with similar needs.
- 100% of pupils achieved FFT targets in English Literature and 63% in English Language, which is an improvement on 2023 results. 4 pupils also achieved a level 2 pass (equivalent to GCSE 4) in English functional skills.
- 94% of pupils meeting or exceeding functional skills English targets.

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**TRUSTEES' REPORT (CONTINUED)**  
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- 91% of pupils meeting or exceeding functional skills maths targets.
- 2 GCSE 6's in maths.
- 100% achieved targets in Art, with most pupils exceeding targets.
- GCSE 5 in Physics.
- 100% of pupils achieved or exceeded targets in vocational subjects of Science, Employability, Food and Cookery and Creative Craft.
- Good quality work across the curriculum demonstrates development of detailed knowledge and skills. Evidenced in pupil books.
- KS4 Assessment results are very good. All pupils entered for exams gained the qualification required to progress to their desired destination.
- 97% of parents 'feel their child does well at School'. (Parent survey April 2024).

**Preparedness for next stage of education**

- 100% of 21/22, 22/23 and 23/24 leavers went onto further education, training or employment.
- An excellent KS2/3 transition programme is delivered, where our engagement support worker builds relationships with primary schools, parents and pupils. Taster days and a Summer School are arranged for new year 7's. The impact of these programmes is our year 7's feel prepared and supported, resulting in 100% attendance on their first day in September 2024. 100% of parents agree that 'the School gives their son the support they need to succeed.' (Parent survey April 2024).
- 'Pupils explained how the School helped them to learn to be safe and independent young people and prepared them for the next stage in their learning'. (HfL Summer 2022).
- Statistics demonstrate that in 18/19, all leavers went into employment/training or education. In 19/20 this was 94% and in 20/21, 21/22, 22/23 and 23/24 it was 100%.

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.

- The Teaching, Learning and Assessment Policy highlights expectations regarding how reading is taught across the curriculum.
- Reading is a key element of the tutor programme: Reading for Pleasure, Lexia and 'That Reading Thing' data demonstrates the progress and love for reading our pupils have.
- The impact of our reading strategy has been good, with reading assessment data from Access Reading showing the positive progress our pupils make with their reading. Reading has improved across the school over this academic year with 31 pupils having made progress between their October and June baselines. We now have 16 pupils with a reading age 16+ (previous data capture was 11 pupils). This is a real achievement and shows that the interventions we have in place are having an impact on our pupils.

**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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**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.

"Pupils respect each other, and behaviour is good" (Ofsted Sept 2022).

Our expectations for pupil behaviour and conduct are consistently high which is evidenced as follows:

- An external behaviour review was undertaken by Herts for Learning (HfL). This review was positive and identified improved and consistent behaviour management throughout the School. Our Behaviour for Learning Policy was updated to include recommendations from the review.
- Subsequently, excellent pupil behaviour was acknowledged in HfL RSE and Safeguarding review reports (Summer 2022).
- Disruption of all types is not tolerated and is challenged by staff. This is evidenced by:
  - 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, evidenced by weekly SLT meetings, where behaviour is a standing agenda item focusing on pupils at risk/identified cohorts, emerging trends and monitoring/supporting school to home communication. Pupils are also discussed each morning and afternoon with whole staff meetings.
- SLT support staff in managing behaviour. Evidenced as follows:
  - SLT behaviour action sheets demonstrate leaders supporting staff in managing behaviour daily.
  - Staff surveys demonstrate they feel supported by SLT. In April 2024 92% of staff felt senior leaders supported staff in managing behaviour, and 90% of staff felt that pupils' behaviour was at least good.
  - All staff are required to undertake training to develop their behaviour management through Herts STEPS.
- Leaders modified daily routine at break time and lunchtime to reduce negative behaviour incidences. Lunchtime and break time was reduced, to allow for more structured time in enrichment etc. The impact of this was a reduction in poor behaviour during morning break. This is evidenced in the Behaviourwatch data.
- 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, evidenced by the Behaviourwatch data.

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**TRUSTEES' REPORT (CONTINUED)**  
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- The impact of whole school behaviour initiatives can also be evidenced as follows:
  - PSP's- Intervention demonstrates reduction in negative behaviour for individuals on Pastoral Support Plans.
  - Counselling - strengths and difficulties questionnaire demonstrates a modification of negative behaviour.
  - One to one in-class support - individual one to one support for individuals demonstrates an improvement .
  - One to one out of class education intervention demonstrates improvement.
  - Anti-bullying (Diana Award).
- Our leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- A positive environment is created in which bullying is not tolerated. This is evidenced through relationship education during group work with our counsellor, art therapist, classwork in PSHCE, behaviour logs, case studies, anti-bullying week and assemblies/activities throughout the year. Safeguarding/Child Protection and the Behaviour for Learning Policies also provide evidence of the systems that are in place throughout the School to support pupils to build positive relationships. "Staff are skilled at supporting pupils to make positive behaviour decisions" (Ofsted Sept 2022).
- Observations of interactions between pupils and staff demonstrate that relationships amongst these groups reflect a positive and respectful culture. Pupils also state that they feel safe and can speak to staff with concerns which is evidenced in the CPOMs and Pupil Surveys. "Pupils say that bullying doesn't really happen. They know there are adults in school to help them if they have concerns." (Ofsted Sept 2022).
- External mentors and onsite mental health interventions identify support to pupils to promote respect and safety. This is evidenced in case studies/SDQ and soft skills data.
- The School has identified and trained students as anti-bullying ambassadors – which is highly effective in promoting peer to peer support (HfL review Summer 2022).
- 100% of parents agree that 'if their child has been bullied, the school dealt with it quickly and effectively'. (Parent Survey April 2024).
- The Diana Anti-bullying award has been acknowledged by Ofsted as being very successful. 'Pupils take on significant roles with great pride...they help younger pupils manage their behaviour. As a result pupils respect each other. (Ofsted Sept 2022).

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

Leaders support pupils to value their education and attend school' (Ofsted Sept 2022).

- Whole school end of year attendance figure for 23/24 was 81%, compared to national data for pupils with an EHCP (not necessarily in a special school) of 82.9% which is positive, however we continue to strive to increase our attendance.
- There is evidence of improvement in behaviour and attendance of our pupils evidenced through our ALP programme, group intervention case studies, and school rewards systems (transition from extrinsic to self-motivation). Pupils are also able to access their behaviour data to monitor their progress, via their tutor and 'Pupils enjoy weekly celebration assemblies where they receive recognition for their hard work and effort.' (Ofsted Sept 2022).



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**TRUSTEES' REPORT (CONTINUED)**  
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- There are also rigorous systems in place to monitor attendance/punctuality and engage pupils with high absence or lateness problems. School attendance initiatives, such as home visits, parental meetings, regular school contact and referrals to the attendance officer, have also ensured attendance is optimised.
- Case studies detail the support in place for individual pupils to improve attendance (Autumn 2023 Attendance Report).
- An increased range of interventions and tracking/monitoring systems has promoted swift action to maintain and improve attendance. 'Leaders follow up on absences meticulously.' (Ofsted Sept 2022).

**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' attitudes to their education are positive. This is evidenced through work and books which demonstrate consistently good presentation. Lesson observations and pupil survey outcomes evidence that pupils are taking their work seriously, take pride in their work, are motivated and are able to show resilience. "Pupils work hard and achieve 'respect points' for kindness and being a role model." (Ofsted Sept 2022).
- Pupils bring their work to show members of SLT, and displays around the School show the pride that pupils take in their work.

**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:
  - School attendance policies and procedures
  - Individual case studies
  - Impact of school attendance initiatives such as home visits, parental meetings, regular school contacts, referrals to attendance officer, ALP programme, rewards etc

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

"Pupils are safe and well cared for at Hailey Hall. Lessons and break times are calm." (Ofsted Sept 2022)

- Good relationships are evidenced by:
  - Observations between staff and pupils in and around school.
  - Pupil surveys demonstrate that most pupils feel safe in school and feel able to speak to staff. Students feel safe in school and around the school site. They know there are staff they can speak to ....SLT are approachable ... and they feel comfortable to speak with the DSL.' (HfL safeguarding Review Summer 2022).
  - Pupils readily enjoy sitting with staff at lunchtime and share their experiences of the school day.
- The School for Learning Behaviour and Safeguarding /Child Protection Policy evidence the systems and structures in place to protect pupils and build positive relationships.

Initiatives such as safeguarding assemblies, development of 'Pupil Wellbeing Champions' and external and onsite mental health interventions provide pupils with support and information to keep safe and build effective relationships.

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**TRUSTEES' REPORT (CONTINUED)**  
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**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:**

- Our curriculum, and the School's effective wider work, supports pupils to be confident, resilient, independent and develop strength of character. This is evidenced in the Work Experience Programme, Peer Mentoring, Life Skills Passport (which develops independence and relationships skills), and the new Careers' Programme.
- Character education is evidenced through soft skills, which is intrinsically threaded through our curriculum and is assessed through Motional, which was introduced in 22/23. In addition, community work (pupils supporting the elderly in neighbouring Care Home, Community Cake Sale etc) also evidences character education. Additionally, Haileybury pupils, as part of their community service, role model to our pupils how to be resilient, confident and independent.

**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.**

- High quality pastoral support is provided to our pupils to ensure that they can maintain health, active lifestyle, and have an age-appropriate understanding of healthy relationships. In order to ensure this, we have relevant PSHCE/RSE (Relationships and Sex Education) and Behaviour Policies. We also deliver the 'Sexplain' programme and ensure that the PE and Food Technology curriculum embeds and educates the pupils regarding healthy lifestyle, mental wellbeing and healthy eating. The impact of this can be evidenced through the in-house/mental health intervention/counsellor and protective behaviours. Further evidence is also provided in pupil questionnaires.

**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:

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

- This is promoted through our Equality Policy. Evidence in Pupil Surveys indicates that pupils are happy to discuss this in a non-judgemental way.
- Cross curricula days celebrate personal differences and similarities around the world (e.g., Black History Month, Jeans for Genes Day, Remembrance Day and Holocaust work).

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**TRUSTEES' REPORT (CONTINUED)**  
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- There are opportunities for pupils to work with, and meet, a range of pupils and adults, e.g., through work experience, careers visits, tournaments, external clubs and the Humanities Curriculum. Anti-Bullying week has increased pupils' understanding and tolerance of difference. This is evidenced in pupil surveys, and in-school general election which demonstrates that pupils can engage with different views, beliefs and opinions.

**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:

- 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:

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

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**TRUSTEES' REPORT (CONTINUED)**  
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**Secondary schools prepare pupils for future success in education, employment or training. 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.**

- Our Careers Lead has developed a full and enriched Careers' Programme which is now an integral part of the education offering for our pupils. An element of the website is dedicated to our Careers' Programme. This is aligned to achievement of the Gatsby Benchmarks (Compass audit April 2023), and the Enterprise Co-Ordinator for the National Careers Enterprise Company has commended the Lead for Careers on his work in this area. The success of this programme can be evidenced in the impact of work experience, case study assessment data, development of interview skills, demonstrating that we are meeting the Gatsby Benchmarks.
- Enriching trips to different organisations were arranged for pupils across different year groups, as part of the Gatsby Benchmark 5 criteria ('Encounters with Employers and Employees'). These included trips to The Computacentre at Hatfield, KSK in Stevenage and the Herts Fire and Rescue service. "Pupils benefit from a well-considered programme of enrichment activities and experiences beyond the School's academic offer. This includes a wide variety of trips." (Ofsted Sept 2022).
- Success of the Careers Programme is evidenced by the continuously low numbers of NEET pupils. (Only 1 for 21/22 by the end of August 2023 and none for the 22/23 and 23/24 cohort).
- Excellent work experience programme, with all year 10's engaging in work experience (Summer 2023). This is evidenced by meetings with employers and employees.

### **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 Development Plan, as the main driver for whole school improvement, has challenging targets to ensure that our leaders have a clear and ambitious vision for providing high-quality education for all pupils, and to ensure that we aim towards being a good/outstanding school:

- The following highlights evidence to demonstrate strong practice, values and policies:
  - Individual action plans developed and completed for each area for development and improvement - led by individual members of SLT.
  - The School's curriculum intent and implementation are embedded securely across the School (with a particular focus on English): This is evidenced by:
    - Working with the English Advisor from HfL to generate an action plan to improve clear success pathways, reading and writing strategy and 1: 1 interventions.
    - Trustee involvement in curriculum design (links for English, Maths and PSHCE)
    - Drive to develop RSE through PSHCE, rather than delivering through every subject. Now have enhanced curriculum map and baseline/end of unit assessments to ensure evidence of statutory learning outcomes. Excellent feedback received from HFL on this change in approach.
  - PMR targets linked to SDP in PMR's from Leadership level downwards.

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**TRUSTEES' REPORT (CONTINUED)**  
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- Review of governance undertaken to meet required standards.
- Review of Pupil Premium undertaken successfully, to identify and cater for individual needs and Pupil Premium strategy is being monitored regularly with good Trustee scrutiny.
- School policies are effective and reviewed regularly to ensure any recommended improvements are included.
- Processes in place to review template and content of policies and procedures at trustee committee level, where necessary.
- The Development Plan also implements the longer-term strategic aims, including:
  - The role out of our IT strategy to ensure that all pupils are equipped with the hardware and software they need to achieve.
  - Conversion of redundant boarding space to offer a nurture space to meet the evolving needs of SEMH pupils, thereby developing and enhancing the curriculum offer.
- Evidence of high-quality education can be seen in exam results, progress data, destination data (all 23/24 year 11 pupils are either in further education, training or employment).
- School Development Plan is ambitious with challenging targets to aim towards being a good/outstanding school.

**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.**

This is evidenced by the following:

- Shared CPD calendar created focusing on T&L, Behaviour, SEN needs.
- SENDCo successfully completed the NASENCo qualification.
- SLT members are now trained DDSL's.
- Regular moderation takes place with linked good/oustanding schools (e.g.Batchwood and Millgate).
- We encourage and develop unqualified teachers. In the last couple of years two staff members have gained QTLS, two have completed their NQT year and one has completed the second year of certificate of education.
- Development of the 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 robust PMR system in place with smart objectives and CPD targets linked to SDP/strategic objectives.
- Whole staff training sessions, evidenced by Tuesday programme of training, and INSET Training.
- TA training programme developed and ongoing.

**Our leaders aim to ensure that all pupils successfully complete their programmes of study.**

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**We provide the support for staff to make this possible. We create an inclusive culture and don't allow gaming or off-rolling.**

- Interventions are tailored to individual need, to enable the best progress for pupils, such as; linking curriculum to pupils' passions and interests, Pupil Passports, Risk Reduction Plans, Access Reading/Access Maths and Vernon Spelling Test data is used to identify pupils who need more support with basic skills, individualised mental health assessments and individual sessions for Pupil Premium pupils.
- Other support interventions, such as 'That Reading Thing', Reading for Pleasure, MathsWatch, Lexia, 121 Literacy and Numeracy Support, Home Learning/Catch up sessions, Easter School and individualised support/study programmes have resulted in good examination results and progression opportunities.
- Pupils at risk of permanent exclusion, or who have been suspended are given support through reintegration meetings, PSPs, Emergency EHCP reviews, liaisons with external agencies, bespoke educational programmes, our alternative learning programme, mental health strategies etc. The avoidance of permanent exclusion by using the above interventions can be evidenced for two pupils in particular.
- Support interventions such as:
  - Reading for Pleasure
  - 121 literacy and numeracy support
  - Coursework catch up sessions
  - Home learning
  - Access arrangements for pupils in exams
  - Individual support for mental health issues
  - Individualised study programmes
- 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 - Compared with National/Local schools' outcomes for similar types of Schools, our achievements are very good. There is evidence of sustained and continuous improvement, as follows:
  - 100% of pupils achieved FFT targets in English Literature and 63% in English Language, which is an improvement on 2023 results. 4 pupils also achieved a level 2 pass (equivalent to GCSE 4) in English functional skills.
  - 94% of pupils meeting or exceeding functional skills English targets.
  - 91% of pupils meeting or exceeding functional skills maths targets
  - 2 GCSE 6's in maths
  - 100% achieved targets in Art, with most pupils exceeding targets
  - GCSE 5 in Physics
  - 100% of pupils achieved or exceeded targets in vocational subjects of Science, Employability, Food and Cookery and Creative Craft

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**TRUSTEES' REPORT (CONTINUED)**  
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- Good quality work across the curriculum demonstrates development of detailed knowledge and skills. Evidenced in pupil books.
- KS4 Assessment results are very good. All pupils entered for exams gained the qualification required to progress to their desired destination.
- 97% of parents 'feel their child does well at School'. (Parent survey April 2024)
- 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.
- Our leaders engage effectively with pupils and parents by regularly contacting parents/carers of at risk pupils, and via parent consultation evenings/newsletters/ reintegration meetings/EHCP meetings and coffee mornings with the Headteacher and Chair of Trustees. Evidence that communication is improved is identified in Pupil Voice minutes, School parent/pupil survey feedback, EHCP documents, home liaison visits etc.
- Acting on feedback from parents, the timings of options evenings have been changed to give parents/carers and pupils more time to ensure they are choosing the correct pathways.
- Parent Survey (April 2024) shows that 97% feel the School communicates effectively, 100% feel that concerns are dealt with effectively, 97% feel that the School is well led and managed, 97% feel that the School lets them know how their child is doing, 100% feel that they receive valuable information about their child's progress. 100% would recommend the School to another parent and 92% feel that the School makes them aware of what their child has learned during the year.
- Effective communication with the community is made via engagement with local services and agencies, such as; work experience/careers visits, liaison with police/fire brigade, care agencies, Special Heads' meetings, Local Authority staff (School Nurse/Attendance officer) and local schools etc. This is evidenced in reports of monitoring visits, notes of meetings with agencies, EHCPs, correspondence with LA staff, minutes of consortium groups created with local special schools etc.
- Enhanced informal partnership working with other SEMH schools, e.g. aligning internal training days for collaborative work, moderation visits.

**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.**

- Leaders engage with their staff and take account of the main pressure on them by:
- Introducing new reporting systems to enable more efficient entry of reports, and streamlining target setting.
- New home learning platform with resources available to support with planning and preparing.
- Monitoring of staff's directed time and creation of well-being group with feedback to Senior Leaders.
- Providing regular opportunities for feedback to subject leads, including weekly meetings and protected line management meeting time.
- Developing robust policies to ensure a fair and consistent approach to personal management, and ensuring development is integral through performance management and CPD plans.

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**TRUSTEES' REPORT (CONTINUED)**  
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- Introduction of a 2-week October half term, in recognition of the pressures of a long Autumn Term.
- Staff Survey (April 2024), shows 100% are proud to be members of the School, 96% feel that leaders use professional development to encourage and support improvement, 92% feel that leaders have created a climate in which staff are trusted to take risks and innovate, 92% feel that the School is well led and managed, 92% feel well supported, 88% feel that they are treated fairly and with respect, 88% feel that leaders consider their wellbeing, 100% feel that they have someone to go to at work if they need support and 100% of staff enjoy working at the School.

**Our leaders protect staff from bullying and harassment.**

- The School protects staff from bullying and harassment by ensuring there are robust policies in place to apply fair and consistent practice and the provision of good and up to date people management training to senior and middle managers. Staff surveys identify that bullying and harassment is not an issue.
- 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**

"Since the last inspection, trustees have acted to improve how they work with school leaders." (Ofsted Sept 2022)

- Trustees are actively involved in school development planning and evaluation. A Governance review was undertaken by Herts CC in 2019/20, the outcome of which enabled; governance roles and responsibilities to be clearly defined, a restructuring of committee groups, development of a CPD programme for all trustees and Trustees' leadership on the development of the School's vision and Strategic Plan. The governance structure/training documents evidence this, together with notes/minutes of discussions regarding the Strategic Plan and the draft development of this.
- Minutes of committee meetings also evidence a more robust level of scrutiny and questioning of School Leaders relating to pupils' achievements and progress, impact of actions to improve the quality of education and details about behaviour incidents and how this informs the curriculum.
- The Chair of Trustees meets the Headteacher before each Board meeting, and the Chair of Finance and Premises (F&P) regularly liaises with the business and finance team to ensure that budget paperwork is in order for presentation to the F&P Committee. Scrutiny of the School's financial performance can be evidenced in the F&P minutes.
- The Safeguarding Lead reports to the Trustees and updates regularly regarding Safeguarding and Prevent Training, and the HR Lead reports on all equality issues. All policies regarding these are submitted to the HR Committee and the Board for scrutiny.
- Link Trustees visit regularly and report the findings of their visit back to Committees. A Trustee link or safeguarding was appointed to ensure further scrutiny of this.

**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.



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- 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.

**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**

"Pupils are safe and well cared for at Hailey Hall" (Ofsted Sept 2022).

- The School adopts policies, procedures, and recommendations from Herts CC with regard to Safeguarding and Child Protection. This ensures compliance with the Government's statutory 'Keeping Children Safe in Education' (KCSIE) guidance. Pupil Survey (April 2024) identified that 84% of pupils feel safe in school and 100% of parents feel their child is safe in school.
- All staff are trained with regard to Safeguarding and Prevent, which is evidenced in training and attendance logs. Certificates are also given to staff to confirm this. A weekly staff quiz is held which evidences a high level of safeguarding knowledge and keeps this topic live. 'Leaders and adults make sure they know pupils well...staff are well placed to spot signs that may mean a pupil is at risk.' (Ofsted Sept 2022).
- HfL Safeguarding Review (Summer 2022): States staff are able to explain signs of neglect or abuse, pupils feel safe in school and know there are staff/a trusted adult they can talk to. Pupils can explain how the School helps them to learn and be safe.
- CPOM's is used to record safeguarding issues and relevant staff are trained to use this, together with other procedures for reporting and dealing with safeguarding concerns. This is evidenced in training records and via the standard of the CPOMs records.
- Relationships and Health Education is an integral part of the curriculum, and this, together with relevant assemblies, give pupils greater knowledge/awareness of appropriate relationships. This is evidenced through the Life Skills Passport, soft skills, pupil surveys and 'Pupil Passports'.
- In line with new KCSiE 2024 requirements around filtering and monitoring, our Smoothwall IT programme alerts the Safeguarding Lead to inappropriate internet use and allows swift action to be taken, while informing the curriculum for its development to address any causes for concern.

The School follows safer recruitment practices by:

- Ensuring staff and trustees are up to date regarding interview training.
- Accurate maintenance and development of the Single Central Record, as per government regulation.
- Ensuring recruitment and appointment processes comply with 'Safer recruitment' practice and regulation.
- Allegations against staff are recorded and due processes followed, to ensure that pupils are safe. This is evidenced in complaint and disciplinary investigations and records. 'Leaders carry out all necessary employment checks on staff and safeguarding checks on visitors..' (Ofsted Sept 2022).
- Excellent professional relationships are developed with all agencies involved in pupils and families, this is

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evidenced by very positive feedback from professionals and outcomes for pupils.

It is considered that the objectives of the school, including those embedding improvement, have been met well during the 2023/24 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.

### **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 2024.
- 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. This hard work was recognised with the Kitemark accreditation.
- Broadening of our curriculum including the addition of The Bridge is giving pupils more opportunities and meeting the needs of our most complex pupils.

#### **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.

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

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**HAILEY HALL ACADEMY TRUST**  
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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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to the approved budget level.

Staffing costs, being the most significant expenditure, has been specifically monitored to try to keep below 80% of total spend. This cost was 79% for the year, partly due to problems with recruiting TAs and teachers.

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.

**Reserve 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 2024 the Academy received £2,592,320 of funding and other operational income. 75% of this income was spent on wages and salaries to deliver the Academy's primary objective of the provision of education. During the year it spent £2,448,215 on operational activities.

The carry forward balances as at 31 August 2024 are a balance of £3,748k. This figure is made up mainly of restricted funds and is subject to audit verification.

The cash balance of the Academy has been healthy all year, ending the year with a balance of £748k. The Trustees monitor cash flow as part of the F&P committee and the Finance Manager reports and attempts to hold a minimum of £200k to cover short term cash flow variances as well as £400k in an interest bearing deposit account. The Trustees also intend to move short term surpluses into another secure interest bearing account now that rates have risen.

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

**Investment Policy**

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.

**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 is in place and is 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.

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**HAILEY HALL ACADEMY TRUST**  
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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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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 (NB 2024/5 funding increase reduced from 2.7% to 1.9% and 1-1 funding from Herts more difficult to obtain). 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. Presently demand exceeds supply.

- 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.

**Safeguarding and Child Protection.**

- Our safeguarding arrangements have been judged as effective 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 23/24 have embarked on a 3-5 year refurbishment programme commencing with a school property bungalow converted into classrooms, reroofing and other major works utilising accumulated surpluses and where possible CIF and other external funding.

**Funds held as custodian trustee on behalf of others**

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

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**HAILEY HALL ACADEMY TRUST**  
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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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**Auditor**

In so far as the Trustees are aware:

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

A resolution proposing that Haslers Audit Services be appointed as auditor of the charitable company was put to the members.

The Trustees' Report, incorporating a strategic report, was approved by order of the Board of Trustees, as the company directors, on 11 December 2024 and signed on its behalf by:



**R Bolton**  
Chair of Trustees

**P Delamaine**  
Accounting Officer



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**HAILEY HALL ACADEMY TRUST**  
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**GOVERNANCE STATEMENT**

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**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 5 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 Bolton, Chair	3	3
R Parperis, Chair	4	5
P Delamaine, Head Teacher	5	5
J Hammond, Vice Chair / Chair of Finance Committee	5	5
J Clarke, Chair of Achievement and Standards Committee	5	5
R Dutton, Chair of HR	3	5
M Hall, Parent Trustee	4	5
L Matcham, Parent Trustee	5	5
L Bretton, Co-Opted Trustee	3	3
R Abraham, Trustee	2	2

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).
- 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.

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**HAILEY HALL ACADEMY TRUST**  
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**GOVERNANCE STATEMENT (CONTINUED)**

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**Governance (continued)**

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.

xii) 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	5	5
R Parperis	4	5
P Delamaine	5	5
R Bolton	3	3
R Abraham	2	2
J Clarke	4	5
M Hall	4	5

**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, as well as estates safety and management, achieved in return for the taxpayer resources received.

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

- Further Investment in the IT infrastructure of the school
- 8 new interactive displays installed
- The new Bridge facility opened in November 2023.
- Demolished onsite garages, due to Health and Safety Regions
- Upgraded sports hall floor
- Improvements to onsite accommodation

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**HAILEY HALL ACADEMY TRUST**  
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**GOVERNANCE STATEMENT (CONTINUED)**

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**Review of value for money (continued)**

- New phone system / broadband

**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 trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in Hailey Hall Academy Trust for the period 1 September 2023 to 31 August 2024 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 2023 to 31 August 2024 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 control is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. In particular, it includes:

- comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the Board of Trustees
- regular reviews by the Finance and Premises 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.

The main recommendations arising from the ICE reviews were:

- Low Priority – It could not be evidenced that the gifts received, and gifts given register is not periodically reviewed.
- Low Priority – It could not be evidenced that the academy's Business Continuity Plan had been reviewed in the last 12 months.
- Low Priority – It could not be evidenced that monthly credit control and debtor control account reconciliations are performed by the academy.

The above have been actioned.



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**HAILEY HALL ACADEMY TRUST**  
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**GOVERNANCE STATEMENT (CONTINUED)**

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**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;
- 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 committee and a plan to address weaknesses and ensure continuous improvement of the system is in place.

**Conclusion**

Based on the advice of the audit and risk committee and the accounting officer, the board of trustees is of the opinion that the academy trust has an adequate and effective framework for governance, risk management and control.

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



**R Bolton**  
Chair of Trustees

**P Delamaine**  
Accounting Officer



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**HAILEY HALL ACADEMY TRUST**  
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**STATEMENT OF REGULARITY, PROPRIETY AND COMPLIANCE**

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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 2023.

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 2023.

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.

**P Delamaine**  
Accounting Officer  
Date:



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**HAILEY HALL ACADEMY TRUST**  
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**STATEMENT OF TRUSTEES' RESPONSIBILITIES**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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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 . 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 2023 to 2024;
- make judgements and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- 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 11 December 2024 and signed on its behalf by:



**R Bolton**  
Chair of Trustees

**P Delamaine**  
Accounting Officer



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

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**Opinion**

We have audited the financial statements of Hailey Hall Academy Trust (the 'academy') for the year ended 31 August 2024 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 2023 to 2024 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 2024 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 2023 to 2024 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.

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

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**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.

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

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**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:

We obtained an understanding of the legal and regulatory frameworks that are applicable to the entity and 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 include but are not limited to 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.

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.

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..

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:

- 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,
- Undertaking testing designed to test the controls in place within the procurement system including access

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

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and controls in relation to banking.

- Vouching of specific purchases to supporting documentation to ensure they relate to genuine Academy Trust purchases.
- Assessing the appropriateness of accounting estimates and challenging any significant assumptions or judgements made by management,
- Incorporating testing of manual journal entries that were posted throughout the year. In particular, we focused on material journal entries, journal entries posted with unusual account combinations, as well as journal entries crediting revenue or cash. These were scrutinised for evidence of unusual entries,
- Selecting specific income transactions based on risk criteria and obtaining supporting documentation including sales invoice to ensure revenue was appropriately recorded,
- Reviewing specific expense transactions based on risk criteria and reviewing invoice documentation to ensure the expense was appropriately recorded,
- Evaluated the rationale of any significant transactions that are unusual or outside the normal course of business.

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](http://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.



**Thomas Rogers BA ACA (Senior Statutory Auditor)**

for and on behalf of

**Haslers**

Chartered Accountants

Statutory Auditor

Old Station Road

Loughton

Essex

IG10 4PL

11 December 2024

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

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In accordance with the terms of our engagement letter dated 14/10/2024 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2023 to 2024, 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 2023 to 31 August 2024 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 2023, 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 2023 to 2024. 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 2023 to 31 August 2024 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

**Approach**

We conducted our engagement in accordance with the Framework and Guide for External Auditors and Reporting Accountant of Academy Trusts issued by ESFA. We performed a limited assurance engagement as defined in our engagement letter.

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

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

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



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**HAILEY HALL ACADEMY TRUST**  
**(A Company Limited by Guarantee)**

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

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- 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 2023 to 31 August 2024 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Haslers

**Haslers**  
Chartered Accountants  
Statutory Auditor

Date: 11 December 2024

**HAILEY HALL ACADEMY TRUST**  
(A Company Limited by Guarantee)

**STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING INCOME AND EXPENDITURE ACCOUNT)  
FOR THE YEAR ENDED 31 AUGUST 2024**

	Note	Unrestricted funds 2024 £	Restricted funds 2024 £	Restricted fixed asset funds 2024 £	Total funds 2024 £	Total funds 2023 £
<b>Income from:</b>						
Donations and capital grants	3	-	-	7,949	7,949	24,257
Other trading activities		41,138	-	-	41,138	47,114
Investments	6	4,671	-	-	4,671	350
Charitable activities		-	2,538,562	-	2,538,562	2,333,619
<b>Total income</b>		<b>45,809</b>	<b>2,538,562</b>	<b>7,949</b>	<b>2,592,320</b>	<b>2,405,340</b>
<b>Expenditure on:</b>						
Charitable activities		-	2,351,143	137,072	2,488,215	2,441,889
<b>Total expenditure</b>		<b>-</b>	<b>2,351,143</b>	<b>137,072</b>	<b>2,488,215</b>	<b>2,441,889</b>
<b>Net income/(expenditure)</b>		<b>45,809</b>	<b>187,419</b>	<b>(129,123)</b>	<b>104,105</b>	<b>(36,549)</b>
Transfers between funds	16	-	(54,515)	54,515	-	-
<b>Net movement in funds before other recognised gains/(losses)</b>		<b>45,809</b>	<b>132,904</b>	<b>(74,608)</b>	<b>104,105</b>	<b>(36,549)</b>
<b>Other recognised gains/(losses):</b>						
Actuarial gains on defined benefit pension schemes	22	-	8,000	-	8,000	248,000
<b>Net movement in funds</b>		<b>45,809</b>	<b>140,904</b>	<b>(74,608)</b>	<b>112,105</b>	<b>211,451</b>

**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 2024

Note	Unrestricted funds 2024 £	Restricted funds 2024 £	Restricted fixed asset funds 2024 £	Total funds 2024 £	Total funds 2023 £
<b>Reconciliation of funds:</b>					
Total funds brought forward	126,791	481,221	3,027,951	3,635,963	3,424,512
Net movement in funds	45,809	140,904	(74,608)	112,105	211,451
<b>Total funds carried forward</b>	<u>172,600</u>	<u>622,125</u>	<u>2,953,343</u>	<u>3,748,068</u>	<u>3,635,963</u>

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

The notes on pages 45 to 68 form part of these financial statements.

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

**BALANCE SHEET**  
**AS AT 31 AUGUST 2024**

	Note	2024 £	2023 £
<b>Fixed assets</b>			
Tangible assets	13	2,953,343	3,027,951
		<u>2,953,343</u>	<u>3,027,951</u>
<b>Current assets</b>			
Debtors	14	165,393	145,220
Cash at bank and in hand		748,201	659,120
		<u>913,594</u>	<u>804,340</u>
Creditors: amounts falling due within one year	15	(118,869)	(179,328)
<b>Net current assets</b>		<u>794,725</u>	<u>625,012</u>
<b>Total assets less current liabilities</b>		<u>3,748,068</u>	<u>3,652,963</u>
<b>Net assets excluding pension asset / liability</b>		<u>3,748,068</u>	<u>3,652,963</u>
Defined benefit pension scheme asset / liability	22	-	(17,000)
<b>Total net assets</b>		<u><u>3,748,068</u></u>	<u><u>3,635,963</u></u>

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

**BALANCE SHEET (CONTINUED)**  
**AS AT 31 AUGUST 2024**

	Note	2024 £	2023 £
<b>Funds of the Academy</b>			
<b>Restricted funds:</b>			
Fixed asset funds	16	2,953,343	3,027,951
Restricted income funds	16	622,125	498,221
Restricted funds excluding pension asset	16	<u>3,575,468</u>	<u>3,526,172</u>
Pension reserve	16	-	(17,000)
<b>Total restricted funds</b>	16	<b>3,575,468</b>	<b>3,509,172</b>
<b>Unrestricted income funds</b>	16	<b>172,600</b>	<b>126,791</b>
<b>Total funds</b>		<b><u>3,748,068</u></b>	<b><u>3,635,963</u></b>

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 68 were approved by the Trustees, and authorised for issue on 11 December 2024 and are signed on their behalf, by:



**R Bolton**  
Chair of Trustees

**P Delamaine**  
Accounting Officer



The notes on pages 45 to 68 form part of these financial statements.

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**HAILEY HALL ACADEMY TRUST**  
**(A Company Limited by Guarantee)**

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**STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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	<b>Note</b>	<b>2024</b> £	<b>2023</b> £
<b>Cash flows from operating activities</b>			
Net cash provided by operating activities	18	<b>138,925</b>	48,647
<b>Cash flows from investing activities</b>	19	<b>(49,844)</b>	(184,114)
<b>Change in cash and cash equivalents in the year</b>		<b>89,081</b>	(135,467)
Cash and cash equivalents at the beginning of the year		<b>659,120</b>	794,587
<b>Cash and cash equivalents at the end of the year</b>	20, 21	<b>748,201</b>	659,120

The notes on pages 45 to 68 form part of these financial statements

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**HAILEY HALL ACADEMY TRUST**  
**(A Company Limited by Guarantee)**

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**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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**1. Accounting policies**

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

**1.1 Basis of preparation of financial statements**

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 2023 to 2024 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.

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**HAILEY HALL ACADEMY TRUST**  
**(A Company Limited by Guarantee)**

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**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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**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.

- **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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**HAILEY HALL ACADEMY TRUST**  
**(A Company Limited by Guarantee)**

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**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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**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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**HAILEY HALL ACADEMY TRUST**  
**(A Company Limited by Guarantee)**

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**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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**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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**HAILEY HALL ACADEMY TRUST**  
**(A Company Limited by Guarantee)**

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**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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**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.

**2. Critical accounting estimates and areas of judgement**

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

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 2022 has been used by the actuary in valuing the pensions liability at 31 August 2024. 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. Any surplus on the LGPS is restricted to £Nil on the basis that the entity is unlikely to recover the surplus through reduced contributions in the future, or refunds from the scheme.

**HAILEY HALL ACADEMY TRUST**  
(A Company Limited by Guarantee)

**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

**3. Income from donations and capital grants**

	<b>Restricted fixed asset funds 2024 £</b>	<b>Total funds 2024 £</b>	<i>Total funds 2023 £</i>
Capital Grants	7,949	<b>7,949</b>	24,257
<i>Total 2023</i>	<u>24,257</u>	<u>24,257</u>	

**4. Funding for the Academy's charitable activities**

	<b>Restricted funds 2024 £</b>	<b>Total funds 2024 £</b>	<i>Total funds 2023 £</i>
<b>Educational Operations</b>			
<b>DfE/ESFA grants</b>			
General Annual Grant (GAG)	770,000	<b>770,000</b>	770,000
Other DfE/ESFA grants			
Pupil premium	55,347	<b>55,347</b>	48,854
	<u>825,347</u>	<u><b>825,347</b></u>	<u>818,854</u>
<b>Other Government grants</b>			
Other LA grants	1,666,913	<b>1,666,913</b>	1,472,304
	<u>1,666,913</u>	<u><b>1,666,913</b></u>	<u>1,472,304</u>
<b>COVID-19 additional funding (DfE/ESFA)</b>			
Catch-up Premium	46,302	<b>46,302</b>	42,461
	<u>46,302</u>	<u><b>46,302</b></u>	<u>42,461</u>
	<u>2,538,562</u>	<u><b>2,538,562</b></u>	<u>2,333,619</u>
<i>Total 2023</i>	<u>2,333,619</u>	<u>2,333,619</u>	

**HAILEY HALL ACADEMY TRUST**  
(A Company Limited by Guarantee)

**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

**5. Income from other trading activities**

	<b>Unrestricted funds 2024 £</b>	<b>Total funds 2024 £</b>	<i>Total funds 2023 £</i>
Hire of facilities	29,085	<b>29,085</b>	32,822
Other income	12,053	<b>12,053</b>	14,292
	<u>41,138</u>	<u><b>41,138</b></u>	<u>47,114</u>
<i>Total 2023</i>	<u>47,114</u>	<u><b>47,114</b></u>	

**6. Investment income**

	<b>Unrestricted funds 2024 £</b>	<b>Total funds 2024 £</b>	<i>Total funds 2023 £</i>
Short term deposits	4,671	<b>4,671</b>	350
	<u>350</u>	<u><b>350</b></u>	
<i>Total 2023</i>	<u>350</u>	<u><b>350</b></u>	

**7. Expenditure**

	<b>Staff Costs 2024 £</b>	<b>Premises 2024 £</b>	<b>Other 2024 £</b>	<b>Total 2024 £</b>	<i>Total 2023 £</i>
Educational Operations:					
Direct costs	1,538,936	-	109,023	<b>1,647,959</b>	1,555,827
Allocated support costs	408,370	137,072	294,814	<b>840,256</b>	886,062
	<u>1,947,306</u>	<u>137,072</u>	<u>403,837</u>	<u><b>2,488,215</b></u>	<u>2,441,889</u>
<i>Total 2023</i>	<u>1,883,223</u>	<u>115,775</u>	<u>442,891</u>	<u><b>2,441,889</b></u>	

**HAILEY HALL ACADEMY TRUST**  
(A Company Limited by Guarantee)

**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

**8. Analysis of expenditure by activities**

	<b>Activities undertaken directly 2024 £</b>	<b>Support costs 2024 £</b>	<b>Total funds 2024 £</b>	<i>Total funds 2023 £</i>
Educational Operations	1,647,959	840,256	<b>2,488,215</b>	2,441,889
<i>Total 2023</i>	<u>1,555,827</u>	<u>886,062</u>	<u>2,441,889</u>	

**Analysis of direct costs**

	<b>Total funds 2024 £</b>	<i>Total funds 2023 £</i>
Staff costs	1,478,691	1,383,219
Educational supplies	58,063	40,014
Agency staff cost	60,245	75,735
Staff development	8,239	8,357
Technology costs	31,760	38,639
Examination fees	10,961	9,863
<b>Total 2024</b>	<u><b>1,647,959</b></u>	<u>1,555,827</u>

**HAILEY HALL ACADEMY TRUST**  
(A Company Limited by Guarantee)

**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

**8. Analysis of expenditure by activities (continued)**

**Analysis of support costs**

	<b>Total funds 2024 £</b>	<i>Total funds 2023 £</i>
Pension finance costs	-	11,000
Staff costs	<b>408,370</b>	424,269
Depreciation	<b>137,072</b>	115,775
Technology costs	<b>19,147</b>	23,730
Rent, rates and other occupancy costs	<b>38,727</b>	60,637
Insurance	<b>12,826</b>	9,698
Legal and professional	<b>30,037</b>	45,293
Security and transport	<b>63,780</b>	67,603
Governance costs	<b>12,570</b>	8,610
Consultancy	<b>25,510</b>	19,189
Catering	<b>40,124</b>	38,386
Subscriptions	<b>4,116</b>	3,413
Maintenance of premises and equipment	<b>14,189</b>	29,484
Cleaning	<b>1,833</b>	3,494
Other support costs	<b>2,724</b>	3,277
Energy costs	<b>29,231</b>	22,204
	<b>840,256</b>	<i>886,062</i>

**9. Net income/(expenditure)**

Net income/(expenditure) for the year includes:

	<b>2024 £</b>	<i>2023 £</i>
Depreciation of tangible fixed assets	<b>137,072</b>	115,775
Fees paid to auditors for:		
- audit	<b>10,500</b>	9,095
- other services	<b>1,800</b>	1,600

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**HAILEY HALL ACADEMY TRUST**  
**(A Company Limited by Guarantee)**

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**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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**10. Staff**

**a. Staff costs and employee benefits**

Staff costs during the year were as follows:

	2024 £	2023 £
Wages and salaries	1,476,396	1,399,749
Social security costs	140,239	133,134
Pension costs	270,426	274,606
	<u>1,887,061</u>	<u>1,807,489</u>
Agency staff costs	60,245	75,735
	<u>1,947,306</u>	<u>1,883,224</u>

**b. Staff numbers**

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

	2024 No.	2023 No.
Teachers	16	16
Administration and Support	33	35
Management	6	6
	<u>55</u>	<u>57</u>



**HAILEY HALL ACADEMY TRUST**  
(A Company Limited by Guarantee)

**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

**10. Staff (continued)**

**c. Higher paid staff**

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

	<b>2024</b>	<b>2023</b>
	<b>No.</b>	<b>No.</b>
In the band £60,001 - £70,000	<b>1</b>	<b>1</b>
In the band £70,001 - £80,000	<b>1</b>	<b>-</b>
In the band £80,001 - £90,000	<b>1</b>	<b>1</b>
	<b>1</b>	<b>1</b>

**d. 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 £492,059 (2023 - £420,281).

**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:

		<b>2024</b>	<b>2023</b>
		<b>£</b>	<b>£</b>
P Delamaine	Remuneration	<b>90,000 - 95,000</b>	<i>85,000 - 90,000</i>
	Pension contributions paid	<b>10,000 - 15,000</b>	<i>20,000 - 25,000</i>
	Other benefits	<b>5,000 - 10,000</b>	<i>5,000 - 10,000</i>
S Sharp	Remuneration	<b>35,000 - 40,000</b>	<i>35,000 - 40,000</i>
	Pension contributions paid	<b>5,000 - 10,000</b>	<i>5,000 - 10,000</i>

During the year ended 31 August 2024, no Trustee expenses have been incurred (2023 - £NIL).

**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 2024 was £1,771 (2023 - £1,617). The cost of this insurance is included in the total insurance cost.

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**13. Tangible fixed assets**

	Freehold property and improvements £	Plant and machinery £	Computer equipment £	Motor vehicles £	Total £
<b>Cost or valuation</b>					
At 1 September 2023	3,256,538	214,075	203,993	32,328	3,706,934
Additions	35,132	2,560	24,772	-	62,464
At 31 August 2024	<u>3,291,670</u>	<u>216,635</u>	<u>228,765</u>	<u>32,328</u>	<u>3,769,398</u>
<b>Depreciation</b>					
At 1 September 2023	387,260	152,022	124,470	15,231	678,983
Charge for the year	60,796	20,970	49,907	5,399	137,072
At 31 August 2024	<u>448,056</u>	<u>172,992</u>	<u>174,377</u>	<u>20,630</u>	<u>816,055</u>
<b>Net book value</b>					
At 31 August 2024	<u>2,843,614</u>	<u>43,643</u>	<u>54,388</u>	<u>11,698</u>	<u>2,953,343</u>
At 31 August 2023	<u>2,869,278</u>	<u>62,053</u>	<u>79,523</u>	<u>17,097</u>	<u>3,027,951</u>

**14. Debtors**

	2024 £	2023 £
<b>Due within one year</b>		
Trade debtors	802	5,533
Other debtors	8,573	13,367
Prepayments and accrued income	156,018	126,320
	<u>165,393</u>	<u>145,220</u>

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**NOTES TO THE FINANCIAL STATEMENTS**  
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**15. Creditors: Amounts falling due within one year**

	<b>2024</b>	<b>2023</b>
	<b>£</b>	<b>£</b>
Trade creditors	<b>455</b>	<b>46,104</b>
Other taxation and social security	<b>32,774</b>	<b>34,469</b>
Other creditors	<b>39,687</b>	<b>49,780</b>
Accruals and deferred income	<b>45,953</b>	<b>48,975</b>
	<b>118,869</b>	<b>179,328</b>

The Academy Trust has no deferred income at the year end (2023: £Nil).

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**16. Statement of funds**

	Balance at 1 September 2023 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2024 £
<b>Unrestricted funds</b>						
General Funds	126,791	45,809	-	-	-	172,600
<b>Restricted general funds</b>						
General Annual Grant (GAG)	69,814	770,000	(231,796)	(54,515)	-	553,503
Pupil Premium	-	55,347	(55,347)	-	-	-
Other DfE / EFA Grants	-	46,302	(46,302)	-	-	-
Local Authority Grants	428,407	1,666,913	(2,026,698)	-	-	68,622
Pension reserve	(17,000)	-	9,000	-	8,000	-
	<u>481,221</u>	<u>2,538,562</u>	<u>(2,351,143)</u>	<u>(54,515)</u>	<u>8,000</u>	<u>622,125</u>
<b>Restricted fixed asset funds</b>						
DfE / ESFA Capital Grants	216,016	7,949	(9,779)	-	-	214,186
Capital expenditure from GAG	76,625	-	(3,469)	54,515	-	127,671
Transfer on conversion	2,735,310	-	(123,824)	-	-	2,611,486
	<u>3,027,951</u>	<u>7,949</u>	<u>(137,072)</u>	<u>54,515</u>	<u>-</u>	<u>2,953,343</u>
<b>Total Restricted funds</b>	<u>3,509,172</u>	<u>2,546,511</u>	<u>(2,488,215)</u>	<u>-</u>	<u>8,000</u>	<u>3,575,468</u>
<b>Total funds</b>	<u><u>3,635,963</u></u>	<u><u>2,592,320</u></u>	<u><u>(2,488,215)</u></u>	<u><u>-</u></u>	<u><u>8,000</u></u>	<u><u>3,748,068</u></u>

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**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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**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.

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, Local Authority and general monies for capital items.

Due to the closure of boarding facilities in the prior year, restricted funds were transferred from Boarding to Local Authority Grants.

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 2024.

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**NOTES TO THE FINANCIAL STATEMENTS**  
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**16. Statement of funds (continued)**

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

	<i>Balance at 1 September 2022</i>	<i>Income</i>	<i>Expenditure</i>	<i>Transfers in/out</i>	<i>Gains/ (Losses)</i>	<i>Balance at 31 August 2023</i>
	£	£	£	£	£	£
<b>Unrestricted funds</b>						
General Funds	140,815	47,464	-	(61,488)	-	126,791
<b>Restricted general funds</b>						
General Annual Grant (GAG)	121,512	770,000	(760,210)	(61,488)	-	69,814
Boarding	43,244	-	-	(43,244)	-	-
Pupil Premium	-	48,854	(48,854)	-	-	-
Other DfE / EFA Grants	-	42,462	(42,462)	-	-	-
Local Authority Grants	427,936	1,472,303	(1,453,588)	(18,244)	-	428,407
Pension reserve	(244,000)	-	(21,000)	-	248,000	(17,000)
	<u>348,692</u>	<u>2,333,619</u>	<u>(2,326,114)</u>	<u>(122,976)</u>	<u>248,000</u>	<u>481,221</u>
<b>Restricted fixed asset funds</b>						
DfE / ESFA Capital Grants	7,595	24,257	(300)	184,464	-	216,016
Capital expenditure from GAG	79,772	-	(3,147)	-	-	76,625
Transfer on conversion	2,847,638	-	(112,328)	-	-	2,735,310
	<u>2,935,005</u>	<u>24,257</u>	<u>(115,775)</u>	<u>184,464</u>	<u>-</u>	<u>3,027,951</u>
<b>Total Restricted funds</b>	<u>3,283,697</u>	<u>2,357,876</u>	<u>(2,441,889)</u>	<u>61,488</u>	<u>248,000</u>	<u>3,509,172</u>
<b>Total funds</b>	<u><u>3,424,512</u></u>	<u><u>2,405,340</u></u>	<u><u>(2,441,889)</u></u>	<u><u>-</u></u>	<u><u>248,000</u></u>	<u><u>3,635,963</u></u>

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**17. Analysis of net assets between funds**

**Analysis of net assets between funds - current period**

	<b>Unrestricted funds 2024 £</b>	<b>Restricted funds 2024 £</b>	<b>Restricted fixed asset funds 2024 £</b>	<b>Total funds 2024 £</b>
Tangible fixed assets	-	-	2,953,343	<b>2,953,343</b>
Current assets	172,600	740,994	-	<b>913,594</b>
Creditors due within one year	-	(118,869)	-	<b>(118,869)</b>
<b>Total</b>	<b>172,600</b>	<b>622,125</b>	<b>2,953,343</b>	<b>3,748,068</b>

**Analysis of net assets between funds - prior period**

	<i>Unrestricted funds 2023 £</i>	<i>Restricted funds 2023 £</i>	<i>Restricted fixed asset funds 2023 £</i>	<i>Total funds 2023 £</i>
Tangible fixed assets	-	-	3,027,951	3,027,951
Current assets	126,791	677,549	-	804,340
Creditors due within one year	-	(179,328)	-	(179,328)
Provisions for liabilities and charges	-	(17,000)	-	(17,000)
<b>Total</b>	<b>126,791</b>	<b>481,221</b>	<b>3,027,951</b>	<b>3,635,963</b>

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**18. Reconciliation of net income/(expenditure) to net cash flow from operating activities**

	2024 £	2023 £
Net income/(expenditure) for the period (as per Statement of Financial Activities)	<b>104,105</b>	(36,549)
<b>Adjustments for:</b>		
Depreciation	137,072	115,775
Capital grants from DfE and other capital income	(7,949)	(24,257)
Interest receivable	(4,671)	(350)
Defined benefit pension scheme cost less contributions payable	(9,000)	10,000
Defined benefit pension scheme finance cost	-	11,000
Increase in debtors	(20,173)	(80,149)
(Decrease)/increase in creditors	(60,459)	53,177
<b>Net cash provided by operating activities</b>	<b>138,925</b>	48,647

**19. Cash flows from investing activities**

	2024 £	2023 £
Dividends, interest and rents from investments	4,671	350
Purchase of tangible fixed assets	(62,464)	(208,721)
Capital grants from DfE Group	7,949	24,257
<b>Net cash used in investing activities</b>	<b>(49,844)</b>	(184,114)

**20. Analysis of cash and cash equivalents**

	2024 £	2023 £
Cash in hand and at bank	748,201	659,120
<b>Total cash and cash equivalents</b>	<b>748,201</b>	659,120



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**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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**21. Analysis of changes in net debt**

	At 1 September 2023 £	Cash flows £	At 31 August 2024 £
Cash at bank and in hand	659,120	89,081	748,201
	<u>659,120</u>	<u>89,081</u>	<u>748,201</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 2020 and of the LGPS 31 March 2022.

Contributions amounting to £33,621 were payable to the schemes at 31 August 2024 (2023 - £31,591) 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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**NOTES TO THE FINANCIAL STATEMENTS**  
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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 ensure scheme costs are recognised and managed appropriately and the review specifies 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 2020. The valuation report was published by the Department for Education on 27 October 2023, with the SCAPE rate, set by HMT, applying a notional investment return based on 1.7% above the rate of CPI. The key elements of the valuation outcome are:

- employer contribution rates set at 28.68% of pensionable pay (including a 0.08% administration levy). This is an increase of 5% in employer contributions and the cost control result is such that no change in member benefits is needed.
- Total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £262,000 million and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £222,200 million, giving a notional past service deficit of £39,800 million.

The result of this valuation will be implemented from 1 April 2024. The next valuation result is due to be implemented from 1 April 2028

The employer's pension costs paid to TPS in the year amounted to £191,426 (2023 - £162,606).

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 is unable to identify its share of the underlying assets and liabilities of the plan. Accordingly, the Academy has taken advantage of the exemption in FRS 102 and 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.

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**22. Pension commitments (continued)**

**Local Government Pension Scheme**

The LGPS is a funded defined benefit pension scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2024 was £112,000 (2023 - £128,000), of which employer's contributions totalled £79,000 (2023 - £102,000) and employees' contributions totalled £24,000 (2023 - £26,000). The agreed contribution rates for future years are 28.68 per cent for employers and 6 per cent for employees.

As described in note the LGPS obligation relates to the employees of the Academy, who were the employees transferred as part of the conversion from the maintained school and new employees who were eligible to, and did, join the Scheme in the year. The obligation in respect of employees who transferred on conversion represents their cumulative service at both the predecessor school and the Academy at the balance sheet date.

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 and on 21 July 2022, the Department for Education reaffirmed its commitment to the guarantee, with a parliamentary minute published on GOV.UK.

**Principal actuarial assumptions**

	<b>2024</b>	<b>2023</b>
	%	%
Rate of increase in salaries	<b>3.15</b>	3.50
Rate of increase for pensions in payment/inflation	<b>2.65</b>	3.00
Discount rate for scheme liabilities	<b>5.00</b>	5.20

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

	<b>2024</b>	<b>2023</b>
	Years	Years
<i>Retiring today</i>		
Males	<b>20.6</b>	20.7
Females	<b>23.7</b>	23.7
<i>Retiring in 20 years</i>		
Males	<b>21.2</b>	21.3
Females	<b>25.5</b>	25.5

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**22. Pension commitments (continued)**

**Sensitivity analysis**

	<b>2024</b>	<i>2023</i>
	<b>£000</b>	<i>£000</i>
Discount rate -0.1%	<b>36</b>	<i>34</i>
Pension rate + 0.1%	<b>36</b>	<i>34</i>

**Share of scheme assets**

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

	<b>At 31</b>	<i>At 31 August</i>
	<b>August 2024</b>	<i>2023</i>
	<b>£</b>	<i>£</i>
Equities	<b>1,003,400</b>	<i>773,670</i>
Corporate bonds	<b>467,100</b>	<i>364,080</i>
Property	<b>207,600</b>	<i>212,380</i>
Cash and other liquid assets	<b>51,900</b>	<i>166,870</i>
<b>Total market value of assets</b>	<b>1,730,000</b>	<i>1,517,000</i>

The actual return on scheme assets was £155,700 (2023 - £44,000).

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

	<b>2024</b>	<i>2023</i>
	<b>£</b>	<i>£</i>
Current service cost	<b>(79,000)</b>	<i>(112,000)</i>
Interest income	<b>81,000</b>	<i>68,000</i>
Interest cost	<b>(81,000)</b>	<i>(79,000)</i>
<b>Total amount recognised in the Statement of Financial Activities</b>	<b>(79,000)</b>	<i>(123,000)</i>

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**22. Pension commitments (continued)**

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

	2024 £	2023 £
<b>At 1 September</b>	<b>1,534,000</b>	<b>1,797,000</b>
Current service cost	79,000	112,000
Interest cost	81,000	79,000
Employee contributions	24,000	26,000
Actuarial gains	-	(449,000)
Benefits paid	(39,000)	(31,000)
<b>At 31 August</b>	<b>1,679,000</b>	<b>1,534,000</b>

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

	2024 £	2023 £
<b>At 1 September</b>	<b>1,517,000</b>	<b>1,553,000</b>
Interest income	81,000	68,000
Actuarial gains/(losses)	8,000	(201,000)
Employer contributions	88,000	102,000
Employee contributions	24,000	26,000
Benefits paid	(39,000)	(31,000)
<b>At 31 August</b>	<b>1,679,000</b>	<b>1,517,000</b>

The valuation of the Local Government Pension Scheme as at 31 August 2024 resulted in a net asset position of £51,000 (2023: liability of £17,000). The valuation included within the financial statements is capped at £Nil on the basis that it is unlikely that the Trust will be able to recover the surplus either through reduced contributions in the future or through refunds from the plan.

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**NOTES TO THE FINANCIAL STATEMENTS**  
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**23. Operating lease commitments**

At 31 August 2024 the Academy had commitments to make future minimum lease payments under non-cancellable operating leases as follows:

	2024 £	2023 £
Not later than 1 year	42,966	45,104
Later than 1 year and not later than 5 years	1,344	39,671
	<u>44,310</u>	<u>84,775</u>

**24. 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.

**25. 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 (Former Chair of Trustees) is a teaching assistant employed by the Academy Trust and lives on school grounds. 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 totalling £13,660 (2023: £nil) was purchased from Charles Dobie Limited, which is a company owned by P Delamaine's father-in-law. The Academy Trust made the purchase at arms' length following receiving quotations from other suppliers.

There were no amounts outstanding at 31st August 2024 (2023: £Nil).