



Tollbar Multi Academy Trust
(A company limited by guarantee)
Annual Report and Financial Statements
31 August 2018

Tollbar Multi Academy Trust

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Tollbar Multi Academy Trust

Reference and Administrative Details

Members

Mrs J Aukett

Mr P Bond

Mr A Else

Mr M D Chilvers (appointed 18 October 2018)

Mr M L Draper (appointed 18 October 2018)

Trustees (Directors)

Mr P Bond (Chair)

Mrs J Aukett (Vice Chair)

Mr P Cornford

Mr A Else

Mr D J Hampson OBE

Mr S Woolsey

Mrs A Manders

Mrs E Conolly (resigned 29 May 2018)

Ms G Alton

Company Secretary

Mr G Taylor

Senior Management Team

Mr D J Hampson, OBE, CEO

Mr M J Brown, Deputy CEO

Mrs A H Hampson, CFO

Mr B Briggs, HRO

Mr K N Blake, ICO

Principal and Registered Office

Station Road
New Waltham
Grimsby
N E Lincolnshire
DN36 4RZ

Registration Number

08085503

Tollbar Multi Academy Trust

Reference and Administrative Details (continued)

Auditor

Smailes Goldie
Regent's Court
Princess Street
Hull
East Yorkshire
HU2 8BA

Bankers

HSBC Bank PLC
53 Victoria Street
Grimsby
N E Lincolnshire
DN31 1UX

Solicitors

Wilkin Chapman
PO Box 16
Town Hall Square
Grimsby
N E Lincolnshire
DN31 1HE

Tollbar Multi Academy Trust

Acronyms used in the Financial Statements for the year ended 31 August 2018

BA	Business Arrangements
BP	Business Plan
CA	Cleethorpes Academy
CEO	Chief Executive Officer
CFO	Chief Financial Officer
CXA	Cordeaux Academy
DCEO	Deputy CEO
DfE	Department for Education
ESFA	Education & Skills Funding Agency
EH	Executive Headteacher
HRO	Human Resources Officer
ICO	Information & Communications Officer
KD	Key Deliverable
LA	Louth Academy
LGB	Local Governing Body
MAT	Multi Academy Trust
OfSTED	Office for Standards in Education
MO	MAT Officer
PA	Pilgrim Academy
RA	Reynolds Academy
RMP	Risk Management Plan
RO	Resources Officer
SA	Somercotes Academy
SAA	Senior Academy Administrator
SDO	Staff Development Officer
SEF	Self-Evaluation Form
SLT	Senior Leadership Team
TA	Theddlethorpe Academy
TBA	Tollbar Academy
TMAT	Tollbar Multi Academy Trust

Tollbar Multi Academy Trust

Report of the Trustees for the year ended 31 August 2018

The Trustees present their annual report together with the financial statements and auditors' report of the charitable company for the period 1 September 2017 to 31 August 2018. The annual report serves the purposes of both a trustees' report and a directors' report under company law.

The Multi Academy Trust operates three primary and five secondary academies (three of which include a sixth form), four in North East Lincolnshire and four in Lincolnshire. Its academies have a combined pupil capacity of 6132 and had a roll of 4999 in the school census on June 2018. *The PAN of Monks' Dyke Tennyson College (now Louth Academy) was 1000 but Number on Roll was 384.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Constitution

The Multi Academy Trust is a company limited by guarantee and an exempt charity. The charitable company's memorandum and articles of association are the primary governing documents of the Multi Academy Trust. The Trustees of Tollbar Multi Academy Trust (also known as Tollbar Family of Academies - TFA) are also the directors of the charitable company for the purposes of company law. The charitable company is known as the Tollbar Family of Academies.

Details of the trustees who served during the year are included in the Reference and Administrative details on the previous page.

Members' Liability

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

Method of Recruitment and Appointment or Election of Trustees

Members of the company, trustees and governors of the constituent academies are appointed as set out in the articles of association and Business Arrangements.

Policies and Procedures Adopted for the Induction and Training of Trustees

The vice-chair of the Trust has responsibility for trustee induction and training.

Organisational Structure

The constitution of the Board of Directors, and of constituent academies, is set out in the articles of association and in the Business Arrangements, a document that sets out in clear terms the schemes of delegation and how decisions are made. Trustees appoint a Chief Executive to assure the strategic intentions of the Multi Academy Trust. The Chief Executive is a director of the Multi Academy Trust. Trustees appoint Principals to take responsibility for the day-to-day management of constituent academies. Trustees appoint a secretary to the Board and a clerk to each of the governing bodies of constituent academies.

Responsibilities and Functions of the Board

Tollbar Multi Academy Trust is a company limited by guarantee established to fulfil its objects of association, which make explicit reference to the maintaining, managing and developing of its constituent academies.

Tollbar Multi Academy Trust is regulated by its Articles of Association, the Master Funding Agreement and the Supplemental Funding Agreements related to the organisation's constituent academies. In addition, Tollbar Multi Academy Trust is bound by the statutory and regulatory guidance set out in the Academies Financial Handbook.

The Board of Directors is responsible for:

1. ensuring the quality of educational provision and outcomes
2. keeping under review the performance of each constituent academy
3. managing the Trust's finances and property
4. ensuring compliance with charity and company law
5. ensuring compliance with the Articles of Association, the Funding Agreement and the statutory and regulatory guidance set out in the Academies Financial Handbook
6. employing staff

Key Functions of the Board are to:

- Develop and keep under review the strategic vision of the Trust
- Consider and incorporate new constituent academies
- Appoint and set the pay and conditions of service of a clerk to the Board of Directors who also acts as Secretary to the Members of the Trust
- Establish a structure and terms of reference for committees of the Board and the Local Governing Bodies
- Develop and keep under review the annual business plan for the Trust
- Appoint a Chief Executive Officer
- Appoint an external auditor
- Put in place such internal audit measures as are necessary to assure internal control in accordance with the requirements of the Education & Skills Funding Agency
- Devolve funding to constituent academies
- Act as the admission authority on behalf of the constituent academies
- Monitor and collect reports of the income and expenditure of the constituent academies
- Produce collated Trust-wide accounts and compile the annual report in accordance with the Articles of Association
- Act as the point of purchase for all goods and service across the whole organisation
- Manage the estate that is leased to or owned by the Trust
- Develop and implement a Trust-wide ICT strategy
- Through managing the Principals of each constituent academy, hold managers and Governors to account for the quality of educational provision and educational outcomes of children and young people
- Recruit, employ (and dismiss where necessary) staff
- Develop and publish Trust-wide policies (eg admissions, complaints, exclusions, pay and performance, health and safety...)
- Monitor and ensure the publication of local procedures for constituent academies (eg financial, self-evaluation, development planning, purchasing, admissions, exclusions ...)
- Establish independent committees for any admissions or exclusions appeals across all constituent academies
- Keep under review the effectiveness of the work of the Trust.

**Report of the Trustees – continued
for the year ended 31 August 2018**

The Multi Academy Trust has the following committees and governing bodies in place:

<p>FINANCE COMMITTEE</p>	<p>Mrs J Aukett Mr A Else Chair Mr D J Hampson, OBE Mr S Woolsey Vice Chair Non Director Committee Members: Mrs J Hornby Mrs J Freeman (appointed 20 February 2018)</p>	<p>QUORUM: 3 DELEGATED POWERS: Yes</p>
<p>AUDIT COMMITTEE</p>	<p>Mr P Bond Chair Mr P Cornford Mr A Else</p>	<p>QUORUM: 3 DELEGATED POWERS: Yes</p>
<p>PERSONNEL COMMITTEE</p>	<p>Ms G Alton Mrs J Aukett Mr P Bond Ms E Conolly (resigned 29 May 2018) Mr P Cornford Mr A Else Mr D J Hampson, OBE Mrs A Manders Mr S Woolsey</p>	<p>QUORUM:3 DELEGATED POWERS: Yes</p>
<p>ADMISSIONS COMMITTEE</p>	<p>Ms G Alton Mrs J Aukett Mr P Bond Ms E Conolly (resigned 29 May 2018) Mr P Cornford Mr A Else Mr D J Hampson, OBE Mrs A Manders Mr S Woolsey</p>	<p>QUORUM: 3 DELEGATED POWERS: Yes</p>
<p>COMPLAINTS COMMITTEE</p>	<p>Ms G Alton Mrs J Aukett Mr P Bond Ms E Conolly (resigned 29 May 2018) Mr P Cornford Mr A Else Mr D J Hampson, OBE Mrs A Manders Mr S Woolsey</p>	<p>QUORUM: 3 DELEGATED POWERS: Yes</p>
<p>PAY AND PERFORMANCE COMMITTEE</p>	<p>Mrs J Aukett Chair Mr P Cornford Mr A Else Vice Chair</p>	<p>QUORUM: 3 DELEGATED POWERS: Yes</p>

CONSTITUENT ACADEMY LOCAL GOVERNING BODIES

TOLLBAR ACADEMY	Mr P Bond Chair Mrs J Aukett Mr G Hammond Mrs M Mathews (deceased – 29 January 2018) Mr N Middleton Mr S E Moon Mrs M Clayton (resigned 11 December 2017) Mrs J Freeman (appointed 2 May 2018) Mr M Shadbolt (appointed 5 June 2018)	QUORUM: 3 DELEGATED POWERS: Yes
CLEETHORPES ACADEMY	Mr P Bond Mrs J Aukett Mr K Blake Ms E Conolly (resigned 29 May 2018) Mr M Draper Ms Z Nixon Mrs J Hornby Mrs D Taylor Mr J Read	QUORUM: 3 DELEGATED POWERS: Yes
REYNOLDS ACADEMY	Mrs J Aukett Mrs J Begley Miss L Ciechanowski Mrs T Garside Mrs A Manders Mrs S Raven	QUORUM: 3 DELEGATED POWERS: Yes
SOMERCOTES ACADEMY AND THEDDLETHORPE ACADEMY	Mr P Bond Cllr R Palmer Mr W Porter Mr J Stokes Mr R Coleman (appointed 14 November 2017)	QUORUM: 3 DELEGATED POWERS: Yes
PILGRIM ACADEMY	Mr P Bond Chair Mrs K Bevers Mr W Weir Mrs E Bell	QUORUM: 3 DELEGATED POWERS: Yes
LOUTH ACADEMY IEB (from 1 September 2017)	Mr P Bond Chair Mrs J Aukett Mr D J Hampson Mr M Brown Mrs J Freeman (appointed 2 May 2018)	QUORUM: 3 DELEGATED POWERS: Yes

Arrangements for Setting Pay and Remuneration of Key Management Personnel

Arrangements are set out in the Trust's Business Arrangements. See extract below.

1. To formulate and keep under review a pay policy that observes all statutory and contractual obligations and which meets the needs of recruitment, retention and development of staff.
2. To receive reports from the CEO on the performance and pay of all staff in accordance with the Performance Management Policy and Procedures.
3. To receive recommendations from the CEO in relation to pay and performance of Principals of constituent academies and any members of staff where the CEO may have a pecuniary interest.

NB The remuneration of the CEO and CFO is determined by the Members of the Trust.

Trade Union Facility Time

Relevant union officials

Number of employees who were relevant union officials during the relevant period	Full-time equivalent employee number
3	3

Percentage of time spent on facility time

Percentage of time	Number of employees
0%	3
1%-50%	0
51%-99%	0
100%	0

Percentage of pay bill spent on facility time

Provide the total cost of facility time	Nil
Provide the total bill	N/A
Provide the percentage of the total pay bill spent on facility time, calculated as: (total cost of facility time ÷ total pay bill) x 100	N/A

Paid trade union activities

Time spent on paid trade union activities as a percentage of total paid facility time hours calculated as: (total hours spent on paid trade union activities by relevant union officials during the relevant period ÷ total paid facility time hours) x 100	Nil
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Related Parties and Other Connected Charities and Organisations

NB Tollbar Multi Academy Trust has formed five Local Governing Bodies, acting as committees of the Trust (see above) in respect of its eight constituent academies, Tollbar Academy, Cleethorpes Academy, Reynolds Academy, Somercotes Academy, Theddlethorpe Academy, Pilgrim Academy, Louth Academy and Cordeaux Academy.

OBJECTIVES AND ACTIVITIES

Objectives and Aims

The company operates for charitable purposes to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing schools which offer a broad and balanced curriculum.

Objectives, Strategies and Activities

Details of the Multi Academy Trust objectives, strategies and activities are included below within the Strategic Report section of the Report of the Trustees 2017/2018.

Public Benefit

The Trustees have complied with their duty to have due regard to the guidance on public benefit published by the Charity Commission in exercising their powers or duties. The Trustees confirm that they have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing the Multi Academy Trust's objectives and aims and in planning future activities. Given the activities in the Multi Academy Trust and the student population that it services, the Trustees consider that the Trust's aims are demonstrably to the public benefit.

Tollbar Multi Academy Trust

**Report of the Trustees
for the year ended 31 August 2018**

Strategic Report (Achievement and Performance and Key Performance Indicators)

2017 – 2018 MAT Business Plan



Tollbar MAT
Family of Academies

BUSINESS PLAN

2017 – 2018

REVIEWED



AN ANNUAL BUSINESS PLAN INFORMED BY THE FUTURE AS WELL AS THE PAST

SELF EVALUATION

At Academy and then whole Trust level;
derived from analyses of data,
recent stakeholder feedback &
performance management information

STRATEGIC PLAN

which clearly articulates a
long-term view of the
organisation, factoring in
community aspirations
and national trends

KEY DELIVERABLES

based on accurate &
detailed start positions
& ambitious / upper-quartile
minimum expectations

BUSINESS PLAN

What are our priorities

What we are going to do this year

PARAMETERS

calculating accurate
resource availability
& evaluating statutory frameworks
to determine possibilities

EVALUATION OF LAST YEAR'S PLAN

At Academy level and then Trust-wide
which takes out completed actions,
adjusts those that are incomplete &
reforms or aborts those that failed to deliver

RISK ASSESSMENT

which identifies exogenous
& endogenous threats to
existing quality, controls &
continuous improvement

EXTERNAL INSPECTIONS AND REVIEWS

Performance management through the year assures the success of the business plan

INTRODUCTION

The core purpose of Tollbar Multi Academy Trust is continually to improve provision and learner outcomes across the Tollbar Family of Academies. This annual business plan sets out how this core purpose will be achieved. It is an enabling plan – enabling constituent academies to focus and deliver on their first responsibility to improve standards.

It is informed by:

- The commitment statement of the Chief Executive
- The MAT's strategic plan
- The evaluations of the performance in each constituent academy and their proposed priorities and actions for improvement (CLE, LOU, PIL, REY, SOM, THE & TOL)
- The evaluation of the previous MAT annual plan
- Recommendations made in external reviews and inspections of the constituent academies (CLE, LOU, PIL, REY, SOM, THE & TOL)
- The evaluation of the previous MAT annual plan

And set in the context of our policies, available for public scrutiny set out on:

- Our website

To deliver on our core purpose of improving educational standards and outcomes across our family of academies, we have chosen the following five priorities for action:

- To assure the effectiveness of constituent academies
- To provide effective support services to the academies
- To maintain the highest quality of internal controls
- To develop the sustainability, effectiveness and outreach of the MAT
- To ensure health and safety in all settings
- To incorporate MDTC and Cordeaux into the MAT and combine them to form an effective non-selective Louth Academy

Within each priority area we have specified:

- The reasons for choosing this particular priority
- The key areas of activity
- The key end-of-year deliverables, preceded by the current position
- The risks to the achievement of the KD's

This plan informs:

- The performance objectives for the CEO and top tier Executive Team
- The risk management plan
- The detailed plans of the MAT Executive Team and Academy Principals

David Hampson
Chief Executive Officer
October 2017

MAT 1 ASSURE THE EFFECTIVENESS OF CONSTITUENT ACADEMIES

RATIONALE

The core purpose of Tollbar Multi Academy Trust is to improve the educational outcomes and life chances of young people. Executive Principals (as school improvers) on the MAT Executive Team have been deployed to very good effect to 'new academies' and 'academies in need'. There is a need to ensure that the school improvement function is maintained on the MAT central team so that the educational impact of decisions is always taken into account. Constituent academies need to develop autonomous improvement strategies and collaborate to share successful practices. Priority 6 focuses specifically on the new schools from Louth.

ACTIONS

- a. Schedule regular meetings so that Academy Principals meet with the Senior Executive Team to update on progress and issues [CEO] **COMPLETED**
- b. Keep the LGB accountability meetings aligned with the academy cycle of termly recording and reporting progress [CEO] **COMPLETED**
- c. Use the MAT-Academy regular meetings to identify and transfer successful practices across academies [DCEO] **COMPLETED**
- d. Schedule a MAT-wide staff development programme that is informed by academy priorities and identified staff needs [HRO] **STARTED**
- e. Ensure academies apply consistent and accurate approaches to the evaluation of teaching and learning [DCEO] **COMPLETED**
- f. Provide appropriate resources to meet need and benefit learning in the academies [CEO] **COMPLETED**
- g. Arrange an annual working weekend for the Executive Team with Senior Leaders from all constituent academies to review and evaluate last year's outcomes and plan for the next year [CEO] **COMPLETED**

RISKS

- I. Staff shortages and changes at academy level inhibit performance
- II. Key personnel leave or are absent
- III. Academy improvement strategies stall
- IV. Changes in ways attainment and progress are measured and reported
- V. Further changes to the way Ofsted judges schools
- VI. Changes to student entry profiles
- VII. Change in the local and national educational landscape
- VIII. Business interruption at the centre or constituent academies
- IX. Ineffective leadership of an academy
- X. Procedural slippage within the academies

[Click here for risk matrix and mitigation](#)

KEY DELIVERABLES

WHERE WE WERE IN AUGUST 2017

- a) Established academies: TOL outstanding CLE, REY Good. Consultant confirms SOM good
- b) New academies: LOU inadequate. Consultant confirms PIL & THD as RI
- c) Exec Principals in place at PIL & LOU to drive improvement
- d) TOL, CLE, SOM, REY & THD have adopted and embedded phase-related TFA common approaches to improving progress to good effect

WHERE WE WILL BE BY AUGUST 2018

- a) All academies are judged by Ofsted inspectors/consultants as at least good or at least improving
- b) Overall progress rates by KS2/ KS4 at all academies have improved on previous year
- c) There are sufficient leaders to be designated as P, VP and AP across all academies
- d) All academies have adopted phase-related TFA common approaches to improving progress

MAT 2 PROVIDE EFFECTIVE SUPPORT SERVICES TO THE ACADEMIES

RATIONALE

A strength of Tollbar Multi Academy Trust is the strategic and responsive provision of excellent support services from the centre to its constituent academies. From the academy side, this frees up academy-based senior leaders with their senior leadership teams to focus on the core business of raising standards. From the MAT side, this facilitates a control on the work of the constituent academies. Evaluation of the last four years' plans shows this work to be effective.

ACTIONS

- a. Evaluate and keep under review all support services [CEO+CFO]
COMPLETED
- b. Recruit staff and provide training and HR services to academies [HRO+DHRO]
COMPLETED
- c. Provide finance services to academies [CFO] **COMPLETED**
- d. Provide core administrative services to academies [CFO] **COMPLETED**
- e. Provide IT services to academies [ICO]
- f. Provide resource management services to academies [RO] **COMPLETED**
- g. Provide estates management services to academies [RO] **COMPLETED**
- h. Provide curriculum, timetabling and data services to academies [MO]
COMPLETED
- i. Provide marketing and PR services to academies [SDO] **COMPLETED**
- j. Clarify and update the procedures which define which tasks should be undertaken at academy level and not at the centre [DCEO] **COMPLETED**

RISKS

- I. Service area leaders leave
- II. Errors or delays in service provision affect the smooth running of academies
- III. Inability to recruit or retain staff with expertise in service areas
- IV. Service provision found wanting in an external inspection or review of an academy
- V. HR litigation
- VI. Inadequate legal advice
- VII. Business Interruption at the centre
- VIII. Insufficient capacity at the centre to respond quickly to academy needs
- IX. Poor value for money
- X. Ineffective control at academy level

[Click here for risk matrix and mitigation](#)

KEY DELIVERABLES

WHERE WE WERE IN AUGUST 2017

- a. Support services to academies have contributed to continuous improvement
- b. No adverse comment made on service provision in any external academy report
- c. MAT accounts are in credit
- d. Working and learning environments have improved over the year

WHERE WE WILL BE BY AUGUST 2018

- a) Support services to academies have contributed to continuous improvement
- b) There is evidence to show how service provision has a direct impact on improved rates of learner progress
- c) MAT accounts are in credit
- d) Working and learning environments have improved over the year

MAT 3 MAINTAIN THE HIGHEST QUALITY OF INTERNAL CONTROLS

RATIONALE

Audits of controls and risk management have consistently been unqualified. Changes to reporting and governance required by the Education Funding Agency have been accommodated without interruption to academy service provision. Whilst the purpose of the MAT is to raise standards in academies, the proper custodianship and effective use of public funds will always be a priority of a good MATs business plan.

ACTIONS TO ACHIEVE KEY DELIVERABLES

- a. Construct a new risk management plan which relates to this business plan [CEO] **COMPLETED**
- b. Design the 2017-18 programme for internal audit taking into account any recommendations from the external auditors [Chair of Board] **COMPLETED**
- c. Benchmark key financial indicators and key educational measures to ascertain the MAT's position nationally & VfM and report to the Board [CEO+DCEO] **COMPLETED**
- d. Keep the MAT's financial procedures/regulations under review to reflect changes to conduct and reporting requirements [CFO] **COMPLETED**
- e. Keep the principal risks, particularly student numbers and consequent income, under review [CEO+CFO] **COMPLETED**
- f. Ensure up-to-date asset management planning and reporting [RO] **COMPLETED**
- g. Evaluate and keep under review the MAT's compliance requirements and governance arrangements [CEO] **COMPLETED**
- h. Use the Intranet to ensure all policies and procedures are accessible to all staff [CFO/ICO] **COMPLETED**

KEY DELIVERABLES

WHERE WE WERE IN AUGUST 2017

- a) All internal and external audit reports are unqualified
- b) Any ESFA/ ICO investigations and reviews find no causes for concern
- c) All reports for ESFA, Charity Commission, Companies House and DfE are accurate, approved by the Board, and filed on time
- d) No issues of non-compliance reported and review of governance planned

RISKS TO ACHIEVING KEY DELIVERABLES

- I. Leaders of Service areas leave
- II. Inability to recruit or retain staff with expertise in service areas
- III. Changes to ESFA requirements
- IV. Business interruption especially IT breakdown
- V. Breaches of security and confidentiality or data control
- VI. Insufficient financial expertise at director level
- VII. Undetected accounting errors
- VIII. Theft or fraud
- IX. Conflicts of interest not declared
- X. Audit sampling misses errors
- XI. Undetected misinterpretation of financial regulations
- XII. Student numbers (and income) fall or funding formula alters

[Click here for risk matrix and mitigation](#)

WHERE WE WILL BE BY AUGUST 2018

- a) All internal and external audit reports are unqualified
- b) Any ESFA/ICO investigations and reviews find no causes for concern
- c) All reports for ESFA, Charity Commission, Companies House and DfE are accurate, approved by the Board, and filed on time
- d) MAT is compliant in all areas and governance arrangements are good

MAT 4 DEVELOP THE SUSTAINABILITY, EFFECTIVENESS & OUTREACH OF THE MAT

RATIONALE

An ambition of the Trust is to share its proven successes in raising achievement to benefit learners across the region. Expansion in itself brings risks to existing methods of achieving these successes. Mitigating these risks includes formalising the accountability of local governing bodies to the Board so that emerging concerns are noticed and addressed. In addition, there is a risk that new or struggling academies in the Tollbar MAT Family make demands on resources that adversely affect other family members. The defining of TMat by DfE as an academy hub accorded with the views of the Board on remaining locality based.

ACTIONS

RISKS

- | | |
|--|---|
| <p>a. Schedule for 2017-18 the 'challenge' meetings for Directors to meet LGBs to review progress towards academy KDs and report back to CEO [Chair of Board] NOT STARTED</p> <p>b. Provide training to ensure governors are able to interpret statistics, understand current inspection requirements and up to date with any new issues [DCEO] NOT STARTED</p> <p>c. Undertake due diligence and establish the business case before adopting any new academies into the Trust [CEO] COMPLETED</p> <p>d. Undertake impact assessments before deploying staff and resources from one academy to another [CEO] NOT STARTED</p> <p>e. Ensure all constituent academies are "growing" leaders in anticipation of taking leadership roles in new academies [DCEO] COMPLETED</p> <p>f. Have due regard to maintaining good governance in any organisational change [CEO] COMPLETED</p> <p>g. Give consideration to new sponsorship possibilities offered by the RSC [CEO] COMPLETED</p> | <p>I. LGB unable to respond to challenges from the Board</p> <p>II. Local issues not adequately presented to the Board</p> <p>III. Inability to recruit governors</p> <p>IV. Newly adopted academies threaten VfM across the MAT</p> <p>V. Overall disbenefits outweigh benefits when staff and/or resources are redeployed</p> <p>VI. Change in the local and national landscape</p> |
|--|---|

[Click here for risk matrix and mitigation](#)

KEY DELIVERABLES

WHERE WE WERE IN AUGUST 2017

WHERE WE WILL BE BY AUGUST 2018

- | | |
|--|--|
| <p>a. Evidence of the Board holding LGBs to account for academy performance</p> <p>b. Business cases for prospective academies are made and presented</p> <p>c. The MAT was able over the year to place experienced leaders into its new academies</p> <p>d. 6 constituent academies</p> | <p>a) Agenda and minutes of the Board prove challenge to LGBs</p> <p>b) A formal procedure for presenting business cases is in place</p> <p>c) The MAT, over the year, ensured competent senior leadership at its new academies</p> <p>d) An increase in the number of academies while retaining MAT viability</p> |
|--|--|

MAT 5 ENSURE HEALTH AND SAFETY IN ALL SETTINGS

RATIONALE

Whilst the core purpose of Tollbar Multi Academy Trust is to improve the educational outcomes and life chances of young people (see MAT1), the first duty of this organisation is to assure the safety of all those who work and learn with us. Tollbar MAT understands the imperative of compliance with all H&S regulations and requirements and this is assured by the Health & Safety Committee regularly updating of policies and procedures informed by site audits and inspections. This section of the business plan schedules these key activities. We strive to be an organisation that goes further than following rules through its policies and procedures to an organisation that demonstrates its commitment to H&S through its ethos.

ACTIONS

RISKS

a) Given the legal responsibilities of the HSC, ensure its membership, terms of reference and individual responsibilities are published [HSC] STARTED	I. A serious H&S incident occurs before responsibilities and accountabilities have been finalised
b) Ensure that the latest policy is translated into appropriate academy-level procedures [HSC] COMPLETED	II. H&S information and training has not reached all staff
c) Make clear who has responsibility for what at both MAT and Academy levels and show lines of accountability [HSC] STARTED	III. Site audits fail to recognise a H&S risk
d) Provide training for those at the Centre and those in Academies on how they must discharge their H&S responsibilities [HSC] STARTED	IV. External environmental shock affects student and/or staff safety
e) Devise and publish an annual schedule for H&S checks, audits and inspections identifying the persons responsible [HSC] ONGOING	V. Internal communication failure inhibits H&S management systems
f) Make available MAT-wide templates for H&S inspecting and reporting [HSC] STARTED	VI. Data breach
g) maintain a MAT-wide Intranet as a repository for all H&S policies, procedures and reports [ICO/CFO] COMPLETED	

[Click here for risk matrix and mitigation](#)

KEY DELIVERABLES

WHERE WE WERE IN AUGUST 2017

WHERE WE WILL BE BY AUGUST 2018

a. The last external H&S audit includes 3 high and 5 medium priority level recommendations on documentation	a) External H&S audit includes no high priority level recommendations
b. There have been no serious H&S breaches over the last 12 months	b) There have been no serious H&S breaches over the past 12 months
c. The MAT H&S policy has been reviewed in the last year	c) The MAT H&S policy has been reviewed and approved by the Board in the last 12 months
d. A MAT-wide Intranet holds all MAT policies and is accessible to most staff	d) There is a single common and MAT-wide accessible Intranet for all MAT policies
	e) All staff are trained in H&S procedures

MAT 6 INCORPORATE MDTC AND CORDEAUX INTO THE MAT AND COMBINE THEM TO FORM AN EFFECTIVE NON-SELECTIVE LOUTH ACADEMY

RATIONALE

Until the start of this academic year Monks Dyke Tennyson College was an 11-18 Foundation College judged inadequate by Ofsted in September 2016. Cordeaux Academy was an 11-18 converter academy sponsored by the Academies Enterprise Trust and judged by Ofsted in December 2015 as requiring improvement. On September 1st, 2017 both these schools are joining Tollbar MAT. The priority in the short run is to take whatever necessary action to improve the quality of provision in order improve student outcomes in both schools. In the medium run, over the year, the priority is to undertake such actions that prepare both schools to open as one in September 2018. The MAT will focus its expertise on both these priorities, building partnerships with others to ensure the full range of high quality 11-18 learning opportunities is offered to the Louth community.

ACTIONS

RISKS

<p>a) Finalise all legal matters relating to the incorporation <u>CEO</u> COMPLETED</p> <p>b) Do whatever necessary to ensure TMAT SMT personnel are leading, influencing and guiding the new academies at the year start <u>[CEO]</u> COMPLETED</p> <p>c) Do whatever necessary to ensure that the TMAT presence is enhanced and embedded at all levels <u>CEO</u> COMPLETED</p> <p>d) Write one business plan for both academies to demonstrate how educational improvements will be delivered over the first year <u>[DCEO]</u> UNDERWAY</p> <p>e) Write a costed curriculum and staffing plan to deliver high-quality 11-18 educational provision in a single school from September 2018 <u>[MO]</u> COMPLETED</p> <p>f) Implement the costed building and infrastructure project plan to deliver a twin-site single school ready to open in September 2018 <u>[CEO]</u> COMPLETED</p> <p>g) Use intense PR over the year to inform, involve and excite the Louth community <u>[MO]</u> UNDERWAY</p> <p>h) Embed the MAT philosophy and educational model for school improvement into the new Academy <u>[CEO]</u> UNDERWAY</p>	<p>I. Stumbling blocks delay TUPE, land transfer & CTA</p> <p>II. Issues not detected in due diligence prior to Funding Agreements prevent or delay intended actions</p> <p>III. Delays in planning, design and build push back September 2018 opening date</p> <p>IV. Key MAT and/or new academy personnel leave before project completion</p> <p>V. Legacy issues following the incorporation inhibit improvement strategies</p> <p>VI. Unforeseen costs in building works</p> <p style="text-align: center;">Click here for risk matrix and mitigation</p>
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KEY DELIVERABLES

WHERE WE WERE IN AUGUST 2017

WHERE WE WILL BE BY AUGUST 2018

<p>a. Cordeaux is RI and Monks Dyke inadequate</p> <p>b. SLT in both schools have not been delivering necessary improvement</p> <p>c. Both schools competing with each other</p> <p>d. Schools running as separate entities</p>	<p>a) Both academies assessed externally as improving</p> <p>b) Staffing, including SLT, is fit for purpose</p> <p>c) Both schools are collaborating</p> <p>d) Both academies have a common curriculum</p> <p>e) Both academies ready to open as a single split-site academy on September 1st, 2018</p>
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EVALUATION OF THE TRUST'S EFFECTIVENESS

1. OPERATIONAL LEVEL

Each year, each of the key deliverables in the annual MAT business plan is assessed as:

Fully achieved; partially achieved; or not achieved.

The actions that drive the deliverables are assessed as:

Completed; underway; or not started.

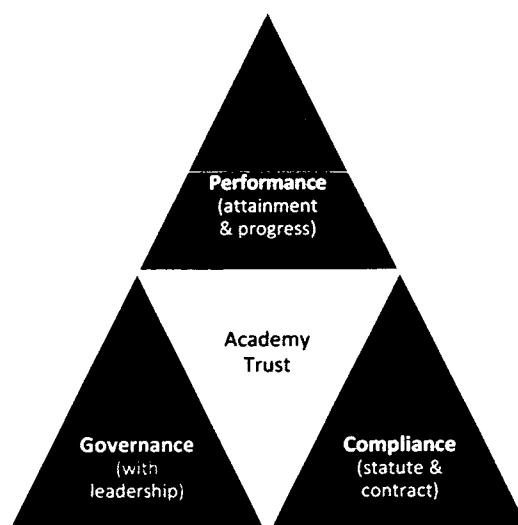
These assessments are included in the MAT's annual report which is available for public scrutiny.

These assessments are undertaken by the Senior Executive Team and led by the Chief Executive, who may commission external consultants to support the process and bring in additional experience and objectivity.

2. STRATEGIC LEVEL

Every two years, the overall effectiveness of the MAT is assessed under the three headings of:

Performance, Compliance and Governance with Leadership. (see diagram below)



Each is graded 1 – 4 in line with Ofsted categories.

- Assessment of the performance strand is informed by the operational assessments above and the evaluations of outcomes from the constituent academies.
- Assessment of the compliance strand is enabled through use of the compliance audit tool to be found on ["The Key"](#) or through the use of [other checklists](#).
- Assessment of the governance strand is facilitated through use of an [experimental adaptation](#) of the NHS Well-Led Review self-evaluation tool.

These assessments are undertaken by the Board and led by the Chair, who may commission external consultants to support the process and bring in additional experience and objectivity.

Acronyms used in this Document

BA	Business Arrangements
BP	Business Plan
CLE	Cleethorpes Academy
CEO	Chief Executive Officer
CFO	Chief Finance Officer
DCEO	Deputy CEO
DfE	Department for Education
ESFA	Education & Skills Funding Agency
EH	Executive Headteacher
HRO	Human Resources Officer
HSC	Health and Safety Committee
ICO	Information and communications officer
KD	Key Deliverable
LGB	Local Governing Body
LOU	Louth Academy (including Cordeaux)
MAT	Multi Academy Trust
OfSTED	Office for Standards in Education
MO	MAT Officer
PIL	Pilgrim Academy
REY	Reynolds Academy
RMP	Risk Management Plan
RO	Resources Officer
SOM	Somercotes Academy
SDO	School Development Officer
SEF	Self-Evaluation Form
SLT	Senior Leadership Team
THD	Theddlethorpe Academy
TOL	Tollbar Academy
TMAT	Tollbar Multi Academy Trust

Tollbar Multi Academy Trust

Report of the Trustees – continued for the year ended 31 August 2018

Going Concern

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

FINANCIAL REVIEW

Sufficient cash is held in reserve to enable the Trust to support any financial issues that it may experience. Reviews of monthly financial reports enable any issues to be identified at an early stage. Despite the pension scheme being in deficit, it is not considered to impact on the Trust. The principal source of funding is General Annual Grant income from the ESFA. Expenditure of this fund has supported the key objectives of the Multi Academy Trust as set out in the Objectives and Activities section of the Report to Trustees. During the year, the Multi Academy Trust made a surplus of £46,468,000, as a result of Louth Academy and Cordeaux Academy joining the Multi Academy Trust.

The vast majority of the Multi Academy Trust's reserves at 31 August 2018, including amounts held as cash at bank, are committed to future projects. As at 31 August 2018, the Multi Academy Trust had £5,652,000 (2017: £2,876,000) of restricted and unrestricted general reserves (excluding pension reserves).

Reserves Policy

The Trustees review the free reserve levels of the Trust on a monthly basis. This takes account of income and expenditure streams and the requirement to match income with commitments.

The basic contingency for each constituent academy is set at £100,000 for most academies and £50,000 for the smallest academies. The contingency developments account varies throughout the year, dependent on levels of expenditure and income streams. These are unrestricted funds and can be spent on anything which further the objectives of the Trust.

The level of reserves is based on a clear understanding of what the money is to be used for and is an essential element of strategic planning.

Investment Policy

The aim of this policy is to ensure that funds which the Trust does not immediately need to cover anticipated expenditure are invested in such a way as to maximise its income without risk. This would be implemented according to the principles within this policy.

Principal Risks and Uncertainties

The risks and strategies for their mitigation over the period 2017-2018 have been reviewed (see below) and a revised risk management plan for the period 2018-2019 is included in Plans for Future Periods. See also the Governance Report.

**Report of the Trustees – continued
for the year ended 31 August 2018**

RISK MANAGEMENT PLAN

The core business of our Multi Academy Trust (MAT) is to guarantee the best life chances to the students who attend our constituent academies by ensuring that they leave:

- Emotionally intelligent;
- Having made educational rates of progress above the national upper quartile rates;
- With a love of learning;
- With a commitment to healthy living;
- With an understanding of the world in which they live;
- Ready and able to function as a member of a community.

To achieve these core objectives each academy sets an annual business plan which is informed by a detailed evaluation of its current position and its future intentions. For each area of activity these academy plans propose measurable outcomes, known as key deliverables, and identifies possible threats to their achievement.

To enable and support academies in their work, the MAT executive team, at the centre of the organisation, sets its own business plan, with its own key deliverables and specifies possible threats to their achievement, and takes into account those identified at academy level.

The MAT priorities for 2017-2018 were:

1. To assure the effectiveness of constituent academies
2. To provide effective support services to the academies
3. To maintain the highest quality of internal controls
4. To develop the sustainability, effectiveness and outreach of the MAT
5. To ensure health and safety in all settings
6. To incorporate MDTC and Cordeaux into the MAT and combine them to form an effective non-selective Louth Academy

Three key deliverables for each priority area were agreed by the Board, who held the Executive to account for their achievement.

Set out below are the possible threats, their likelihood of occurrence, their impact, their calculated priority and the measures for mitigation. Together these form our risk register, risk matrix and risk management plan.

Scales used in this risk management plan

1. Likelihood

Criterion	Probability	Score
Almost certain	> 0.9	5
Likely	0.5 – 0.9	4
Possible	0.3 – 0.5	3
Unlikely	0.1 – 0.3	2
Rare	< 0.1	1

2. Impact

Criterion	Score
Catastrophic	5
Major	4
Moderate	3
Minor	2
Insignificant	1

3. Priority (Pr = Likelihood x Impact)

	All mitigation measures in place and frequently reviewed. Actions reflected in business plan.
$9 \geq pr \geq 5$	All mitigation measures in place and reviewed annually
$4 \geq pr$	All mitigation measures in place and reviewed at least every two years

Risk area 1	Possible event	likelihood	impact	Priority	Actions see also BP 1	status
1. To assuring the effectiveness of constituency academies	i. Staff shortages and changes at academy level inhibit performance	3	4		<ul style="list-style-type: none"> Refer to <u>BP 2b</u> [HRO] 	Planned
	ii. Key personnel leave or are absent	3	4		<ul style="list-style-type: none"> Refer to <u>BP2b</u> [HRO] Succession plan prepared [DCEO] 	Planned Planned
	iii. Academy improvement strategies stall	2	4	8	<ul style="list-style-type: none"> Frequent and regular meeting between CEO and EPs Half termly progress report to LGB and through to the Board 	Schedule in place Not started
	iv. Changes in the ways attainment and progress are measured and reported	4	4		<ul style="list-style-type: none"> Keep up to date with all potential changes [Principals+ Executive Team] Model consequent curriculum changes in constituent academies [Principals + Executive Team] Keep under review cross-academy curriculum models [Principals + Executive Team] Model consequent student grouping changes in constituent academies [Principals + Executive Team] Adjust student level targets accordingly in constituent academies [Principals] Adjust academy academic targets accordingly in constituent academies [Principals] Keep students and parents informed of planned changes [Principals] Adjust academy academic targets accordingly in constituent academies [Principals] 	In place Reviewed regularly Reviewed regularly Reviewed regularly Reviewed regularly In place Reviewed regularly Reviewed annually

Risk area 1	Possible event	likelihood	impact	Priority	Actions <u>see also BP 1</u>	status
	v. Further changes to the way Ofsted judges schools	3	4		<ul style="list-style-type: none"> • Keep up to date with all potential changes [Principals + Executive Team] • Keep students and parents informed of planned changes [Principals] • Check academies are prepared for any new inspection arrangements 	<p>In place</p> <p>In place</p> <p>In place</p>
	vi. Changes to student entry profiles	4	4		<ul style="list-style-type: none"> • Undertake detailed analyses of student attainment on entry in constituent academies [Principals] • Adjust curriculum accordingly in constituent academies [Principals + Executive Team] • Adjust student groupings accordingly in constituent academies [Principals + Executive Team] 	<p>Ongoing</p> <p>Prepared</p> <p>Prepared</p>
	vii. Change in local and national landscape	4	4		<ul style="list-style-type: none"> • Keep up to date with possible changes [Executive Team] • Model consequences on existing provision [Executive Team] 	<p>Ongoing</p> <p>Prepared</p>

Risk area 1	Possible event	likelihood	impact	Priority	Actions <u>see also BP 1</u>	status
	viii. Business interruption at the centre or in constituent academies	2	4	8	<ul style="list-style-type: none"> • See mitigation in Risk Area (RA) 3iv and policy 	In place
	ix. Ineffective leadership of an academy	2	5		<ul style="list-style-type: none"> • Regular performance monitoring and review of principals [CEO] • Early intervention by CEO and MAT team [CEO] • Ensure principals collaborate[CEO] 	In place In place In place
	x. Procedural slippage at academy level	3	3	9	<ul style="list-style-type: none"> • Agenda item at Principals' meetings with CEO [CEO] 	In place

Risk area 2	event	likelihood	impact	Priority	Actions see also BP2	status
2. To providing effective support services to the academies	i. Service area leaders leave	2	5		<ul style="list-style-type: none"> Refer to BP 2b [HRO] 	In BP
	ii. Errors or delays in service provision affect the smooth running of academies	1	5	5	<ul style="list-style-type: none"> Ensure alignment of understanding between centre and constituent academies before any remedial measures applied [CEO + Principal] Agree measurable outcomes within an agreed time period so that measure may be evaluated [CEO + Principal] 	Underway Underway
	iii. Inability to recruit or retain staff with expertise in service areas	4	4		<ul style="list-style-type: none"> Refer to BP 2b [HRO] 	In BP
	iv. Service provision found wanting in external inspection or review of an academy	1	4	4	<ul style="list-style-type: none"> Regularly survey SLT in constituent academies to ascertain satisfaction and areas of concern [DCEO] Ensure strategies in BP2 include success criteria that form the basis of leaders' performance objectives [DCEO] Ensure robust staff performance for all service leaders (targets, appraisal etc) [HRO] Keep the pay and conditions of staff who work at the centre under regular review [HRO] 	In place To do Procedure in place Procedure in place

Risk area 2	event	likelihood	impact	Priority	Actions see also <u>BP2</u>	status
	v. HR litigation	2	4	8	<ul style="list-style-type: none"> Detailed HR procedures, checked by legal, in place and followed to the letter [HRO] Policy on compromise agreements is in place [HRO] 	In place In place
	vi. Inadequate legal advice	1	5	5	<ul style="list-style-type: none"> Annual report by Executive Team on effectiveness of legal advice over the past 12 months is shared with the Board [CEO] 	Planned
	vii. Business interruption at the centre	1	4		<ul style="list-style-type: none"> See 3iv below and policy [CEO] 	In place
	viii. Insufficient capacity at the centre to respond quickly to academy needs	2	4	8	<ul style="list-style-type: none"> Deployment and effectiveness of service provision discussed at MAT meetings [HRO] Regularly check that management charge and particularly service charge to each constituent academy fully covers total centre costs [DCEO + CEO+ CFO] 	In place In place

Risk area 2	event	likelihood	impact	Priority	Actions see also BP2	status
	ix. Poor value for money	2	3	6	<ul style="list-style-type: none"> • See QA procedures in <u>BP2a</u> [DCEO] • Ensure robust staff performance for all staff at the centre (targets, appraisal etc) [HRO] • Keep the pay and conditions of staff who work at the centre under regular review [HRO] 	<p>In place in BP</p> <p>In place</p> <p>In place</p>
	x. Ineffective control at academy level	1	5	5	<ul style="list-style-type: none"> • Regularly monitor and review performance at academy level [DCEO] • Ensure academy leaders follow all policies and procedures of the MAT [DCEO] 	<p>In place</p> <p>In place</p>

Risk area 3	event	likelihood	impact	Priority	Actions see also <u>BP3</u>	status
3. To maintaining the highest quality of internal controls	i. Leaders of service areas leave	2	5		<ul style="list-style-type: none"> • Accurate assessments based on current staff profile and future business needs inform staffing requirements over the near future [HRO] • Succession plans detail methods by which future staffing requirements will be met [HRO] • Development programme in place which grows internally some identified staff for positions described above [HRO] • Early external recruitment where necessary [HRO] 	<p>In place</p> <p>Underway</p> <p>In place</p> <p>Underway for teachers</p>
	ii. Inability to recruit or retain staff with expertise in service areas	4	3		<ul style="list-style-type: none"> • Robust staff performance management identifies development needs of staff not fully meeting their job requirements or performance targets [HRO + Principals + SIO] • Targeted development programme in place for staff identified through PM [HRO] • Recruit to replace staff who still fail to meet requirements and targets [HRO] 	<p>In place</p> <p>In place</p> <p>In place</p>

Risk area 3	event	likelihood	impact	Priority	Actions see also <u>BP3</u>	status
	iii. Changes to ESFA requirements	4	2	8	<ul style="list-style-type: none"> Keep up to date with all potential changes [Executive Team] Model consequent procedural changes at the centre and in constituent academies [Executive Team] Model consequent organisational changes across the MAT [Principals + Executive Team] 	<p>On going</p> <p>Prepared</p> <p>Prepared</p>
	iv. Business interruption especially ICT breakdown	1	5	5	<ul style="list-style-type: none"> Business interruption policies in place and reviewed annually for the Centre and constituent academies [CEO] Contingency plan for continued teaching for at least 3 days should all ICT fail [ICO] Contingency plan for continued Centre operations should all ICT fail [ICO] Maintain the development of the infrastructure of the academies [ICO + RO] 	<p>In place & being revised</p> <p>In place & being revised</p> <p>In place & being revised</p> <p>On going</p>
	v. Breaches of security and confidentiality or data control	1	5	5	<ul style="list-style-type: none"> Check policies in place and conduct simulation exercises to check effectiveness of procedures [ICO] Ensure annual ICO registration and check compliance [ICO] 	<p>In place</p> <p>In place</p>

Risk area 3	event	likelihood	Impact	Priority	Actions see also <u>BP3</u>	status
	vi. Insufficient financial expertise at director level	2	3	6	<ul style="list-style-type: none"> Regular training for the Board on financial regulations and internal procedures [CEO] Biennial health check on Board expertise [CEO] Appoint directors with financial expertise [Board] 	In place In place In place
	vii. Undetected accounting error	1	5	5	<ul style="list-style-type: none"> Check method statement of internal audit to ascertain robustness of sampling [CEO] Task internal audit to scrutinise areas of more likely error [CEO] 	In place In place
	viii. Theft or fraud	1	5	5	<ul style="list-style-type: none"> Contingency plan in place to intervene quickly when theft or fraud are suspected, reported or discovered [CEO] Whistle blowing policy in place [DCEO] Ensure there is no senior officer or director interest when appointing auditors [CEO] 	Procedures in place In place
	ix. Conflicts of interest not declared	1	3	3	<ul style="list-style-type: none"> Ensure <u>policy</u> and procedures on conflict of interest conforms to Charity regulations [DCEO] The Clerk should brief the Board, Executive and LGBs on the interpretation of CoI [CLERK] 	In place Done