

The Queensmill Trust

**Annual Report and Financial
Statements**

Period from 3 March 2020 to 31 August 2021



(A Company Limited by Guarantee)
Company Registration Number: 12493881 (England and Wales)

The Queensmill Trust

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Reference and Administrative Details

Members	Catherine Carroll (appointed 21/01/2021) Jude Ragan (appointed 21/01/2021) (resigned 28/07/2021) Michael Charles James Walsh (appointed 21/01/2021) Paul Greatorex (appointed 28/07/2021) Phil Poulton (appointed 21/01/2021)
Trustees	Paul Greatorex (Chair) (appointed 20/01/2021) David Martin McNamara (appointed 03/03/2020) Emma Will (appointed 03/03/2020) Freddie Adu (appointed 03/06/2021) Jemma Shuttleworth (appointed 03/03/2020)(resigned 05/06/2020) Jude Ragan (appointed 28/07/2021) Keith Rooney (appointed 03/03/2020) Marie-Elise Howells (appointed 07/04/2021) Michael Charles James Walsh (appointed 03/03/2020) (resigned 06/04/2021) Michelle Coleman (appointed 07/04/2021) Phil Poulton (appointed 03/03/2020)(resigned 06/04/2021) Una Lane (appointed 03/03/2020)(resigned 04/08/2020)
Senior Leadership Team	Freddie Adu (Chief Executive Officer) Andrew Nowak (Head of School, Kensington Queensmill) Aymeline Bel (Head of School, Queensmill School) Mike Giddings – MLG Ltd (Chief Financial Officer)
Company Name	The Queensmill Trust
Principal and Registered Office	Queensmill School 1 Askham Road Shepherd's Bush London United Kingdom W12 0NW
Company Registration Number	12493881
Independent Auditor	Buzzacott LLP 130 Wood Street London EC2V 6DL
Bankers	Lloyds Bank Plc 39 Threadneedle Street London EC2R 8AU
Solicitors	Michelmores LLP Woodwater House Pynes Hill Exeter Devon EX2 5WR

The Queensmill Trust

Trustees' Report

The Trustees present their annual report together with the audited Financial Statements of The Queensmill Trust 'the Academy Trust' for the period 3rd March 2020 to 31st August 2021. The Annual Report serves the purposes of both a Trustees' Report and a Directors' Report, including a Strategic Report, under Company Law. The Queensmill Trust was incorporated on 3rd March 2020, but officially began operating as an academy trust with effect from 1st June 2021.

The Trust operates two special schools:

The main site Queensmill School on Askham Road accommodates students with moderate to complex autism from 3-19. Purpose-built for children and young people on the autism spectrum, the site is designed to deliver a spacious, low-arousal learning environment that: 'minimises unwanted distractions of noise and colour and this contributes very well to the relaxed environment in which the pupils learn,' (Ofsted 2014).

Kensington Queensmill School opened in the Royal Borough of Kensington and Chelsea in September 2021. Kensington Queensmill meets the needs of children and young people aged 2-19 years, who have ASC or Severe Learning Difficulties (SLD). When full, the school will provide provision for a total of up to 80 pupils. All pupils at the school will have special educational needs and/or disabilities (SEND) and an Education Health and Care Plan (EHCP).

Structure, Governance and Management

Constitution

The Academy Trust is a company limited by guarantee and an exempt charity. The Charitable Company's Memorandum and Articles of Association are the primary governing documents of the Academy Trust. The Trustees of The Queensmill Trust Limited are also the Directors of the Charitable Company for the purposes of Company Law. The Charitable Company is known as The Queensmill Trust Limited.

Details of Trustees who served throughout the year are included in the Reference and Administrative Details on page 3.

Members' Liability

Each Member of the Academy Trust undertakes to contribute to the assets of the Academy Trust 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

The Academy Trust has opted into the Department of Education's Risk Protection Arrangement ('RPA'), an alternative to insurance where UK government funds cover losses that arise. The scheme protects Members, Trustees and the Local Academy Boards from claims arising from negligent acts, errors or omissions occurring whilst on Academy Trust business. The scheme provides cover up to £10,000,000.

Method of Recruitment and Appointment or Election of Trustees

Trustees are appointed by advertising through Academy Ambassadors, and, through local adverts and professional contacts.

Policies and Procedures Adopted for the Induction and Training of Trustees

Trustees bring a variety of experience from a number of different backgrounds in not just education, but also industry and commerce. Where necessary, additional training will be provided on charity, educational, legal, safeguarding and financial matters. All Trustees are routinely involved with meetings, reports, plans and other information as necessary, to enable them to carry out their roles. Assistance and advice is always available from Academy Trust staff or professional advisors. We are members of the National Governance Association, and the Confederation of Schools Trust and also use the DfE Governor Space for training purposes.

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Trustees' Report (continued)

Organisational Structure

The organisational structure consists of a Trust Board and a Local Advisory Board at each academy. The Trust Board take responsibility for all finance matters and the Local Advisory Board are responsible for holding the Heads of Schools to account for the monitoring of teaching, learning and safeguarding in their school. Full details can be found in the scheme of delegation on the Trust website.

The Chief Executive Officer (CEO) is responsible for the performance of the Trust, including teaching, learning and safeguarding.

Arrangements for setting pay and remuneration of key management personnel

The CEO's Pay is set by the Board of Trustees, using the guidance from the DfE and benchmarking information available for similar settings. Salaries for the Heads of Schools, are set by the Local Advisory Board, in discussion with the Trust Board and in accordance with the size and banding of the school.

Related Parties and other Connected Charities and Organisations

As of 15th September 2021 Queensmill Trust became the corporate trustee of Q+, a charity which provides care, education and supported internships for adults and young people with autism and learning difficulties. As a result, Queensmill trust formally became responsible for governance of Queensmill College and Q House Children's Home from this date.

Objectives and Activities

Objectives and Aims

The Queensmill Trust focuses on educating children and young people (CYP) with autism and related Special Educational Needs. This education extends beyond the classroom, into the community, the workplace and in preparing CYP to become as independent and self-determining as possible from their respective starting points. We know that a diagnosis of autism for many parents and carers is difficult to accept and the future can seem daunting. The trust's vision and ethos is to:

- Accept each CYP for who and what they are
- Set and maintain high aspirations for achievement regardless of individual starting point
- Provide a safe, personalized, enticing and stimulating learning environment
- Recruit, develop and retain the most capable and committed staff to support, nurture and grow each student
- Advocate for the rights and entitlements of autistic young people and their families so that aspirations remain high, are achievable and celebrated
- Work collaboratively with partners and other stakeholders to develop and enhance knowledge of autism, adapt provision accordingly and promote autism acceptance so that CYP can transition from the trust into other settings that understand and can effectively support and develop diagnosed young people

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Trustees' Report (continued)

Objectives, Strategies and Activities

The main objectives of the Academy Trust during the period of report are summarised below:

1. Inspirational leadership and management
 - All schools have excellent financial controls and all spending decisions are scrutinized
 - Develop a systematic approach to inspirational leadership at all levels across all schools
 - Self evaluation at a Trust level will be based on evidence and reflect the high ambition for our pupils
2. High quality teaching
 - The Trust will have a good understanding of the schools, both quantitatively and qualitatively
 - All schools will be involved on shared peer review both internally and externally and quality assurance
3. Safe and happy settings
 - Safeguarding practices will be exemplary and compliant with statutory requirements
 - Pupils are encouraged to attend as many sessions as their health will allow and positive behaviour for learning embedded
4. Supportive and nurturing staff
 - Appropriately trained staff with relevant knowledge and skills to be able to provide outstanding learning programmes for pupils with medical needs
 - Values based settings which respect and value all individuals involved in the trust's communities
5. Partnerships which benefit the pupil outcomes
 - Develop partnerships in our local areas in order to improve opportunities for learning about enterprise and employability in order to better prepare pupils for post 16 transitions
 - Develop local partnerships with health providers to ensure a 'team around the child' approach to learning programmes
 - We will learn from best practice, research and enquiry from other settings, schools and education systems in the UK and other countries.
6. Opportunities to learn together
 - We will make best use of expertise across the trust and participate in joint CPD
 - Provide opportunities to learn from each other.

The Queensmill Trust

Trustees' Report (continued)

The strategies for achieving these objectives and criteria to assess progress towards objectives were:

Objective	Strategies	Criteria for success	Outcome
Each provision will have careful and rigorous financial controls and all spending decisions scrutinized.	External finance expertise being used. Internal audit conducted by external partner and action plan in place. Finance committee meets monthly. Financial procedures manual and policies in place.	Audit outcomes are satisfactory. Finance records are accurate and trustees are able to hold the CEO and CFO to account.	Trust remain financially viable and ensures that funding is used for education CYP as a priority.
Develop a systematic approach to inspirational leadership at all levels across all schools.	Leadership development plans with access to NPQ qualifications, peer mentoring, regular leadership meetings at all levels. Succession planning, mentoring and peer support and challenge for all Leaders.	Strong leadership in place at each of the academies and modelled by CEO. All staff aware of their roles and responsibilities and how to act as a leader in their area, Successful NPQ outcomes.	Sustainable model of strong leadership in place. CEO and Heads able to delegate with confidence. Career development opportunities explicit.
Self-evaluation at a Trust level will be based on evidence and reflect the high ambition for our CYP. Creativity and the willingness to 'think outside the box' to achieve the best outcomes for CYP who do not fit typical mainstream profiles of ability and ways of being in the world.	Accurate self-evaluation at academy level feeding into the Trust evaluation. Commercial or bespoke data collection methods in place for quantitative data, backed by qualitative data.	Robust and accurate self-evaluation in place for all key activities of the Trust.	Trustees have a good understanding of settings within the Trust, respective strengths and areas for development, Trustees able to hold the CEO to account for trust performance. Link trustees assigned to specific settings will provide additional detail, insight and expertise to support and hold the CEO and other senior leaders to account.
All settings will be involved in shared peer review both internally and externally, as appropriate, for quality assurance.	National Autistic Society (NAS) moderation; PLASN (Pan-London Autism Schools Network) peer review Safeguarding (NSPCC) audit. Agreed inter-school reviews.	Quality assurance of standards of teaching, learning and safeguarding across the Trust.	Trust board have accurate picture of the effectiveness of teaching, learning, quality of curriculum and safeguarding across the Trust.
Safeguarding practices will be exemplary and compliant with statutory requirements.	External audits e.g. NAS, PLASN Peer reviews. Use of Safeguard Online and other agreed reporting platforms (monthly phase reports) at school level and quality assurance at trust Trust level.	Satisfactory audit outcomes No serious incidents Monitoring by Safeguarding Governors is fed up to Safeguarding Trustee.	Children and vulnerable adults are safe at the Trust and Trustees are confident that they are safe.
CYP are encouraged to attend as many sessions as their health and well-being will allow.	Attendance strategies, dedicated staff (family support worker) to work with families and encourage attendance, solve problems and alleviate concerns	Attendance across the Trust is 80% or better.	CYP who attend regularly will achieve more. Attendance at lessons is an expectation of engagement with learning.

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Trustees' Report (continued)

Objective	Strategies	Criteria for success	Outcome
Appropriately trained staff with relevant knowledge and skills to be able to provide outstanding learning programs for all CYP	Regular autism-specific training eg: SCERTS, TEACCH, Sensory Integration, PECS, Sign-a-long, ZoR, Social Thinking; SoSAFE Subject-specific training to inform best practice in National Curriculum Subject Areas, PFA and National Accreditations eg Asdan.	Staff have up to date skills to provide outstanding educational programmes.	CYP outcomes are at least as good as other similar settings.
Values based settings which respect and value all individuals involved	Bespoke, highly personalized activities and resources for learning; Core values; Ethical leadership; Trust vision.	Academies and all settings within the trust place well-being and the specific needs of each student at the centre of curriculum design, outcomes and aspirations, involving parents and carers who play a key part in communicating on behalf of CYP who may not be able to express themselves.	Trust has secure values and ethos which drives decision making.
Develop and maintain partnerships in our local areas in order to improve opportunities for learning. Whether this is within mainstream settings for additional learning and social opportunities, the community, enterprise and employability in order to better prepare CYP	Partnerships with mainstream schools. Partnerships with Employers (Project Search at Chelsea and Westminster Trust) Work experience programmes. Appropriately trained staff (eg Job Coaches) Engagement with alumni students	CYP successfully transition at the end of their formal schooling period into education, employment or training.	Pupils successfully transition at the end of their formal schooling period into education, employment or training which are sustained.
We will learn from best practice, research and enquiry from other settings, schools and education systems in the UK and other countries.	Membership of research group at UCL (CRAE); Maintain the existing Queensmill R&D board and develop into a trust Research Institute Visits to other settings Trust action research programs.	Research informing practice. Change in systems/processes/approaches to maximise learning.	Audits show evidence of best practice. Evidence of our own research.
We will make best use of expertise across the trust and provide opportunities to learn from each other.	Identified leads for different areas across the trust being used to share best practice and support other. Peer mentoring and regular opportunities for practice-sharing	Shared expertise ensures that all academies/provisions within the trust are providing outstanding education.	Trust provides outstanding education for all pupils and all staff.

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Trustees' Report (continued)

Public Benefit

In setting the objectives and planning activities the Trustees have given careful consideration to ensuring compliance with the Charity Commission's general guidance on public benefit. The activities undertaken to further the Academy Trust's public benefit are:

- to provide appropriate education for children and young people of compulsory school age who have a diagnosis of autism, or a related Special Education Need, require access to particular expertise and resources, available within the trust.
- the education is provided for children and young people who are resident in the West London area predominantly, which is Hammersmith and Fulham; Kensington and Chelsea; Westminster; Ealing; Brent; Hounslow; but other nearby London Boroughs
- requests for admissions to any one of the trust settings are decided by the Head of School/provision in the first instance, in collaboration with senior colleagues and other stakeholders
- The Queensmill Trust also maintains an Outreach Service supporting diagnosed students in mainstream settings. Trust staff provide training, on site modelling of best practice, support, advocacy and resource preparation and management. Referrals are received from nearby local authorities and the Trust outreach team agree a Service Level Agreement with the requesting authority.

Strategic Report

Achievements and Performance

Key extracts from the Self-Evaluation form of firstly Queensmill School and then Kensington Queensmill will best inform the context and performance of the schools:

Queensmill

Queensmill School admits pupils with a diagnosis of autism, all of whom have either a statement, or an education health and care plan (EHC). Student attainment on entry is well below age-related expectations, owing principally to the significant cognitive, communication, sensory and social impairment resulting from their autism. As of 1st June 2021, Queensmill School converted to Academy status, joining 'The Queensmill Trust', a new Multi-Academy trust.

The designation of the school, as a result of Academisation has not changed. Queensmill continues to meet the needs of children and young people (CYP) from 3-19 and is an all-through school, with early years, primary, secondary and post 16 phases. While no longer a maintained school, the school continues to serve children predominantly from its immediate borough, which is Hammersmith and Fulham (65%). Westminster (16%) and Kensington and Chelsea (9%), are the next most represented Local Authorities (LAs) within the school. Ealing, Brent, Hounslow, Camden as well as a number of other London boroughs make up the remainder of the school's LA population.

The Queensmill Trust

Trustees' Report (continued)

Queensmill as a 3-19 specialist school for children on the autistic spectrum, is also very closely affiliated with Queensmill College, which is a specialist independent provision for young people from 19-25, also diagnosed with autism, in separate facilities. The College provision is a destination for some students whose autism is profound while, in addition, some young people are able to access a Project Search supported internship at West Middles University and Chelsea and Westminster Hospital respectively. Furthermore, within the school is an autism-specific children's home, Q House, which provides respite and fully residential care for a small number of children.

The school remains heavily over-subscribed, and it is envisaged that this will remain the case for the foreseeable future, owing to the school's strong reputation and ongoing effectiveness.

At the most recent census, there were 246 CYP on roll at Queensmill School, according to the following breakdown: 82% boys, 18% girls. Those eligible for free school meals make up 68%, with 60% of CYP meeting the criteria for Pupil Premium.

Consistent with its location in West London, the population of the school is diverse: black African 26%; white British 13%.

The main site, located at Askham Road, Shepherd's Bush accommodates up to 150 CYP whose autism presentation can be considered moderate to severe. To support the urgent need for the specialist places, and strong parental preference, this site is over numbers, managing where appropriate, by progressing CYP to any one of the school's specialist resource bases located within nearby mainstream schools. These are: Fulham Primary School (30 places) and Fulham Trust Academy (58 places).

Very recently, the boys and girls secondary resource bases, previously on separate sites within the Fulham Trust Academy, have merged and now all are located in one autism-specific resource base. Students from both the Primary and Secondary resource bases access mainstream provision, according to their skills and aptitude, and are supported by trained staff from Queensmill. All children remain on the Queensmill School roll and all staff are employed by The Queensmill Trust.

As of September 2021, The Queensmill Trust sponsored the opening of Kensington Queensmill, an 80- place special school in Kensington and Chelsea. The new school, designated to serve a population of 80% autism and 20% children with severe learning difficulties, occupies purpose-built facilities, designed along similar lines and with equivalent characteristics of Queensmill School. In sponsoring the new school, Queensmill has provided a significant number of the new staff team from within its own resources. The two schools, as well as the children's home and specialist college, all fall within The Queensmill Trust.

'The assessment team observed highly creative, engaging, and personalised support within lessons, ranging from low demand sensory-based learning to structured teaching. Many lessons demonstrated outstanding, or exemplary features.'

National Autistic Society Advanced Accreditation Award, June 2021

The Queensmill Trust

Trustees' Report (continued)

Despite the sustained and significant impact of the Covid-19 pandemic on the functioning and availability of school provision, Queensmill School remains a highly effective, child/young person centred school. During the height of the pandemic, the school remained open for the most vulnerable children and families, operating a 'Shadow School', with full-time education for a particular few and part-time for the majority. Since the beginning of the Autumn term 2021, all CYP have returned to school on a full-time basis and staff now focus on recovering core skills and routines interrupted by the pandemic.

While the rate of progress has understandably slowed, given the disruption from limited school access, assessment data shows the majority of children continuing to achieve the personalized targets set by class teachers and therapy staff. The attainment of CYP from September 2020 until the present shows a steady recovery across the school, when viewed as an overall average rate of progress.

Queensmill designed and implemented its own assessment system from September 2015, with the objective of clearly tracking and acknowledging the progress of CYP on roll. The system has been divided into two domains: Academic and Autism (self-management) progress. Students are set a target by teachers and therapists, which is closely associated to their education health and care (EHC) plan, and delivered through the national curriculum (and PFA and other programmes that are relevant). Targets are personalized and take account of student needs and abilities and scored according to the extent to which they achieve target:

Target Grading	Numerical Score
Mastered	100% or 1
Secure	75% or 0.75
Emerging	50% or 0.5
Experienced	25% or 0.25

Average attainment dropped from a 5-year average of 0.82 to 0.71, in September 2020 in the core subject areas of Maths, English, Science and Computing (known as 'My Learning') within the assessment system. Since then, over successive terms, the average rate of progress has increased steadily, closer to pre-pandemic levels of attainment: 0.76 at the end of the Spring term and rising to 0.79 at the end of the Summer term - clear evidence of the school's effectiveness. Pre pandemic the 5 year average was 0.82.

2020/21		
Autumn	Spring	Summer
0.71 (0.82)	0.76 (0.82)	0.79 (0.81)

The figures above show that the teachers and support staff have implemented an effective 'recovery curriculum' in My Learning. For 'My Autism' the trend has been the same.

2020/21		
Autumn	Spring	Summer
0.69 (0.8)	0.73 (0.8)	0.76 (0.8)

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Trustees' Report (continued)

At the beginning of Sept '20 the average rate of progress was 0.69. This compares with the former 4- year average of 0.8 from Sept '16 – 20. The recovery to 0.73 by the end of the Spring term to 0.76 has been encouraging and further evidence of the school's effectiveness in helping children progress in another key domain.

Queensmill School has achieved the stated rates of progress in Academic and Autism progression while undergoing significant change within the staff group. In sponsoring the new Kensington Queensmill Special School (KQ), a substantial recruitment drive commenced with one of the Deputies, Andy Nowak, appointed as the new Head of KQ. Queensmill also provided the new Deputy Head, Jadwiga Lesniak, four class teachers and over 20 teaching assistants. New leadership appointments have also been made at Queensmill with Aymeline Bel appointed as Head of School, from within the Queensmill leadership team. Three new deputy heads have been appointed beside two additional assistant heads. The establishment of the trust has required the recruitment of several new teachers at Queensmill.

The very significant recruitment at Queensmill has had a naturally de-stabilizing effect, however the opportunity for career progression for hardworking and talented people has been welcomed by staff seeking to advance, the vast majority of whom have been retained within the trust. Queensmill has benefitted from sustained investment and commitment to training and continued professional development, and so all of the senior appointments, in both schools, have been able to rely upon and sustain well-established approaches and resources. This has minimized the disruptiveness of so much change, reflected in the progress data discussed earlier.

Queensmill has sponsored the opening and establishment of Kensington Queensmill while effectively recovering the progress and attainment of CYP. As stated earlier, where there has been disruption to practice from either the pandemic or sponsoring the new school, the school's firmly entrenched and effective ethos and practice has meant that progress for CYP has largely been maintained. New staff joining the organization are able to observe, learn and deliver from experienced colleagues and access to regular relevant training for autistic children. Very senior posts, including Heads of School and Deputies have all been filled by exceptionally capable and experienced internal leaders which the school has successfully retained over a number of years. This stability within Leadership has been a strength during challenging times.

Kensington Queensmill

Context

Kensington Queensmill admits children and young people (CYP) with a diagnosis of autism and/or significant learning difference, all of whom have an Education Health Care Plan (EHCP). Student attainment on entry is well below age-related expectations, owing principally to the significant cognitive, communication, sensory and social impairment resulting from their autism and/or significant learning difference.

At the time of writing the school has 51 CYP on roll broken down into the following areas:

- EYFS – 13%
- KS1 – 24%
- KS2 – 20%
- KS3 – 30%
- KS4 – 4%
- Post-16 – 9%

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Trustees' Report (continued)

Consistent with the prevalence of boys diagnosed with the condition, they outnumber girls at 80% compared with 20%.

The majority of students make excellent progress shortly after admission to the school. This can be attributed to a range of factors but most notably highly experienced, motivated and well-informed staff; a learning environment that is autism and/or significant learning difference specific. With state-of-the-art facilities targeted to meet the needs of CYP, a bespoke curriculum and assessment system designed to address the specific deficits and strengths of CYP whose diagnosis and presentation is unique to each and every one of them.

Intent:

Teaching is good to outstanding because staff are motivated, well trained and given scope and freedom to prepare and deliver motivating, bespoke and creative lessons resulting in CYP that enjoy learning and engage enthusiastically. Informal learning walks and Social Communication, Emotional Regulation and Transactional Support (SCERTS) coaching observations occur in tandem with formal lesson observations and confirm the engaging and enriching nature of the curriculum and intended input.

Kensington Queensmill has adopted a curriculum that is broad, ambitious and inviting, designed to give all students the knowledge and cultural capital they need to succeed in life, given their unique starting point and presentation. This is focused around the National Curriculum and the SCERTS framework, alongside the functional application of the PFA framework and extremely high levels of differentiation and individualisation to work towards identified EHCP outcomes. The curriculum is coherently planned and sequenced towards preparation for life after school and integration and positive valuation within community groups. This is evidenced by the use of SCERTS partner stages across all aspects of school life, indicating the progressive journeys students make with managing and understanding their autism and gaining functional and vocational knowledge and skills.

Implementation:

All of our teachers have excellent knowledge of the students they teach and the uniqueness of their autism and/or significant learning differences. This allows for them to plan and deliver highly individualised and effective learning curriculums. They are trained in a wide range of effective and well-evidenced approaches including (but not exclusively): A total communication approach (including alternative and augmentative communication), joint attention activities and approach, intensive interaction, sensory integration approaches, TEACCH, Zones of Regulation and SCERTS.

The Head of School leads the performance management process, meeting with all teachers and senior therapists to measure performance and set targets. These include learning targets for specific children identified to be at risk of, or not making, expected progress. Teachers and senior leaders led performance management for teaching assistants with key outcomes in this process being target-setting for continuing professional development (CPD)

Given the specific, often complex, needs of the students, bespoke, personalised resources and effective target-setting are required for students to make progress. As such, regular observation is accepted by all staff as a feature of the school.

Target setting for students, so crucial to shaping teaching and learning, is informed by a range of factors. Teachers make decisions based on their formative assessments, an evaluation of attainment and CYP's engagement with learning and activities on a daily basis. EHCP outcomes contribute, as do subject-specific schemes of work, which are informed by the National Curriculum. In addition, to further refine the process and ensure that the appropriate challenge and logical progression with learning is systematic, progress review meetings with senior leaders are held to monitor and assess past and future learning.

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Trustees' Report (continued)

Impact:

The starting point of the overwhelming majority of students on entry to Queensmill School is significantly below age-related expectations. Given this, national milestones for attainment and achievement for the most part do not apply. Nevertheless, outcomes for CYP are outstanding for the progress they are able to make during their time within the school. The school uses an assessment system that clearly demonstrates the appreciable gains CYP make. The Rochford Review articulates the school's ethos to achievement and outcomes very clearly below:

Pupils working below the standard of the tests will not be participating in the tests, so it is important that it is possible to demonstrate attainment at the standards they are working at. It is also important that we are able to measure the progress they make in a way which takes into account the nature of progress for these pupils. Those with SEND can often make progress in different ways to the majority of pupils.

CYP access learning and experiences that consistently meet high standards, thus make excellent progress. They benefit from teaching and learning and resources that are specifically designed with their needs in and special interests in mind. These are delivered by staff who have received regular and rigorous training in 'The Kensington Queensmill Way', TEACCH, PECS, SIA approaches, Makaton, SCERTS, SoSafe!, Team-Teach and autism and/or significant learning differences.

Parents have been quick to praise the school on the quality of their CYP's transition and the quality of educational offer in comparison settings which range from EYFS to mainstream, including comparable specialist settings.

Students at Kensington Queensmill develop knowledge and skills which prepare them for life after school. Our goal for all students when they transition into adulthood is that they have an understanding of their 'own' autism; are advocates for their needs and strengths; are able to demonstrate vocational skills; can access their local community.

The Queensmill Trust became the corporate trustee of Q+ on 15th September 2021 and, as a result, formally became responsible for governance of Queensmill College and Q House Children's Home from this date. The context and performance of the college and the children's home can be found below.

College Context

Queensmill College consists of Q6 and Project Search. Queensmill College specialises in providing highly personalised, person-centred programmes for young people diagnosed with autism and with an education, health and care plan. The college does not seek to attract and support a large number of young people, as there are a number of alternative local provisions able to meet a similar need but rather, offers a bespoke autism specific package in two distinct pathways.

The first offer is a small specialist unit located at 50 Ellerslie Road. These facilities provide a highly structured, low-arousal environment for young adults whose autism is complex: presenting with minimal or no verbal communication; significant sensory processing challenges; and requiring close adult support for regulation, transition and social interaction. Before electing to relocate and implement the required environment for these young people, research and evaluation of existing provision was undertaken by Queensmill School and Hammersmith and Fulham. Provision at Q6 (Queensmill College) began formally in September 2016 with seven young adults.

The Queensmill Trust

Trustees' Report (continued)

The second offer of the college is a supported internship, Project Search, located at West Middlesex University Hospital and expanding into Chelsea and Westminster Hospital within the same Trust. The rationale for this provision was to enable a pathway into employment facilitated by expertise in autism under the well-established, highly successful and respected Project Search model. Beginning in September 2019, in close partnership with the Chelsea Westminster Hospital Trust, Action on Disability and Project Search, Queensmill College has given many young people the opportunity to work in a live, hospital environment, providing services and support for patients and hospital departments under the close supervision of hospital staff (as mentors) and job coaches, all of whom have completed the appropriate training in systematic instruction. The one-year transition to work programme aspires to secure employment at the end of the programme within one of the work placement 'rotations' young people undertake. At the time of writing this is the start of our 4th year, and we currently have 7 young people in employment and more to follow this academic year. Given the context of the pandemic and reduction in job opportunities within the Trust this is an achievement.

All students attain well below age-related expectations. At the very beginning of the College, September 2016, all students were male, 58% White British: 14% Black British, the same % Black Caribbean and Black African. 57% of students were eligible for free school meals. With the group of 18 young people on roll in the 2018-19 academic year 90% were male. 30% were eligible for FSM.

For 2021-2022 ethnicity, 15 are British, 1 is Semitic, 1 is Kurdish, 1 Pakistani, 1 is Black African, and 9 withheld.

Queensmill College works closely with Queensmill School but is a separate organisation. All staff at the College are highly trained in autism and strive consistently to provide unique, person-centred programmes for each individual. All attending Queensmill College require a high level of support and this is detailed in the personal learning plans, reviewed by teachers, therapists, support staff and parents/carers on a regular basis.

Leadership and management at Queensmill College is a strength but there are a number of areas for development. The senior team, have extensive experience in autism and within a further education/adult context. Senior staff have considerable experience working toward an exceptional high standard (the head-teacher/executive leads a four-times Outstanding School for autism). The service requires additional in-depth expertise in the Mental Capacity Act and has committed to training in this area as a priority.

The Leadership team has now developed as Queensmill Trust has come into being. The first Trust meeting was held in October and further meetings are planned. The Project Search supported internship is overseen by a steering group comprised of representatives from the Chelsea and Westminster Trust, Action on Disability (employment partner), Project Search relationship manager and an independent parent representative. Project Search Operational Groups are regularly held and led by the Head of Service.

The Leadership team carefully scrutinise the quality of teaching and outcomes for young people attending the College. Formal and informal observations in teaching occur regularly with feedback – these take the form of traditional scheduled observations, learning walks and peer observations and work scrutiny/moderation. Assessment is a strength in those students attending make sustained progress academically and with their ability to manage those facets of their autism which impact socially and their ability to manage stress. Assessment data detailing the average rate of progress for the academic year 2019-20 is complicated by the pandemic but shows that between 71% and 82% of students achieve expected progress for learning and between 74% and 81% achieved their progress targets for autism. Although we remained open throughout, this was on a full-time basis for some and part time basis for others depending on the level of need, availability of staffing, and whether parents/carers were keyworkers. This required the students to be flexible about attendance and their learning programme. The recovery curriculum is in place to allow students to acclimatise to full time attendance. Please see the termly figures below:

The Queensmill Trust

Trustees' Report (continued)

%	Autumn 2018	Spring 2019	Summer 2019	Autumn 2019	Spring 2020	Summer 2020	Autumn 2020	Spring 2021	Summer 2021
Learning	82	83	90	83	82	n/a -	71	85	77
Autism	81	82	84	82	81	C19	74	73	76

Transitions for students into and out of the College are managed well. The senior team have organised transition events for parents introducing them to the range of options available as their young person enters adulthood. These have included invitations to local colleges, supported internship providers, supported living and autism support specialists (NAS). We are now seeing some difficulty in finding provision once the Q6 students turn 25.

Queensmill College is committed to ensuring young people secure positive outcomes, regardless of their starting points. This refers to qualifications, academic and personal progress and destinations.

Although early in its development, Queensmill College has been able to secure positive outcomes for the vast majority of young people. These include progression on to local colleges, supported internships or (by the end of July 2019) employment.

We work closely with parents and carers to capture their aspirations and those of their young people via annual review and other meetings, and organise appropriate transition plans to ensure a positive, secure transition. We believe it is essential that parents/carers and young people are thoroughly well-informed of the available options beyond the college and work actively to communicate the breadth of the local and wider offer and foster partnerships with other organisations to maximise success. We have held, in collaboration with Queensmill School, transition events with key partners, so that parents/carers witness the collaboration for themselves and feel secure that we are recommending high quality, appropriate destinations and outcomes.

Q House – Autism-Specific Children's Home

Q House is a specialist children's home, located within a specialist school. The home offers fully residential placements, shared care and short breaks. There are four bedrooms. At present, two bedrooms are occupied by fully resident children on shared care. One bedroom is used by children on short breaks for respite.

Q House accommodates both male and female young people. Placements are for children and young people between 8 and 18 years old, though there may be scope to extend a placement until age 19 if the young person is still in education locally and has a transition plan to adult provision. All referrals are carefully considered in line with our policies of meeting needs and ensuring that we can accommodate the new placement with those children and young people already placed at Q House.

The range of needs for which care, and support is provided is for all children and young people who have a diagnosis of autism. In most cases, this is severe and complex autism, with learning difficulties. Some of the children and young people have other disabilities, needs or medical conditions, such as epilepsy, ADHD, anxiety, pica, sensory issues and specific dietary requirements. As a small and specifically focused home, Q House is able to meet a wide variety of needs, supporting each child appropriately. We specialise in complex and challenging children.

The Queensmill Trust

Trustees' Report (continued)

At Q House all children are encouraged to make their own choices by communicating their preferences, needs and desires. Staff use a wide range of communication methods to ensure everyone can express their feelings. Staff advocate for the young people to ensure the widest and most appropriate access to health care, education, therapies and recreational activities.

Q House's location within a specialist school means that the home has access to a large playground, sensory rooms, cooking facilities, a large gym with a trampoline, and an AV suite. Staff also facilitate and support access to the community for shopping, playing in the park and visiting cafés; whatever the young people enjoy. Visits from friends and family are encouraged as are visits home, including overnight stays.

Financial Review

Financial Performance

As noted earlier in this report, whilst the Trust was incorporated on 3rd March 2020, it started operating as an academy trust from 1st June 2021. The commentary provided below therefore principally relates to transactions occurring between 1st June 2021 and 31st August 2021.

Most of the Trust's income is obtained from Local Authorities in the form of special needs grants with a smaller percentage received from the Education and Skills Funding Agency (ESFA) in the form of place funding, the use of which is restricted. The grants received from Local Authorities during the period were £1,244,656 and the associated expenditure of £1,244,656 are shown as restricted funds in the Statement of Financial Activities.

The financial impact on the trust of Covid-19 is explained on page 21 of the trustee report.

On 1 June 2021 Queensmill School joined the trust. Th Starting with no reserves has been difficult for the trust, but tight budget control and cashflow management has allowed the trust to operate with the minimum amount of impact on operations. Future forecasts are looking positive, with both schools within the trust being full. The trust is working with the Local Authorities involved to ensure that the funding moving forward keeps pace with the increasing cost base.

Total funds at the period end were £33,132,698 of which £38,300,073 related to fixed assets less £5,172,000 relating to the pension reserve deficit. General revenue funds for the trust at 31 August 2021 were £4,625 (comprising unrestricted general funds of £61,359, and a restricted income fund in deficit of £56,734).

Reserves Policy

The current reserves policy is for reserves to be at least 5% of the annual revenue income of the Trust (excluding capital income and non-recurring items). As noted above, the amount of operating reserves held by the Academy Trust at 31st August 2021 were £4,625. Whilst the trustees acknowledge this currently falls below the desired level of reserves, the trust plans to increase these reserves over the next three years so that the figure of 5% of annual revenue income can be achieved.

The trust is currently working with the Local Authorities that it serves to ensure that the revenue that the trust receives for each pupil is sufficient to meet both the current costs of educating and caring for the child as well as ensuring that a reserve is built up to protect against unforeseen costs. The trust has not seen top up revenue funds for pupils increase for over 7 years which has had the impact of removing the reserves that were once held by the Queensmill School. Increases in costs, such as pay and pension increases, have all been taken from reserves, as has the difference in actual pupils attending the school compared to the place funding. The trustees are confident with the place funding now matching the number of pupils attending the schools and with a planned increase in top-up funding, that the target for reserves can be met.

Going Concern

After making appropriate enquiries, the Board of Trustees has a reasonable expectation that the Academy 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.

In making their assessment of going concern, the Trustees have considered the range of possible outcomes, as well as mitigating actions which could be taken by the academy trust to reduce the risk of insolvency.

The Queensmill Trust

Trustees' Report (continued)

The Trustees have concluded that for the next 12 months (February 2022 to February 2023) the financial plans that have been set should be robust.

As a special school trust, there is a reliance on the Local Authorities to increase funding to match the increases that will be made in the national pay increases for school staff as well as inflation increases in non-staff costs.

As referenced within the reserves policy above, there has been a challenge thus far in realising increases to top-up fees. However, the trust has already commenced discussions with all the Local Authorities concerned and are confident that these discussions will result in the funding received being reviewed on a regular basis. The trustees recognise that without these increases in income it will be very difficult for the academy trust to maintain a balanced budget, manage its cashflow, and deliver the excellent service that they currently provide. Whilst the trustees are optimistic that the discussions with the Local Authority will be positive, they acknowledge that there may be a material uncertainty in relation to this assumption.

Investment Policy

The Trust does not currently have any investments.

Academy Trustees will ensure that investment risk is properly managed. When considering whether to make an investment, Trustees will:

- Act within their powers to invest, as set out in our Articles of Association;
- Exercise caution in all investments, reducing risk and ensuring that the Trust acts with the utmost integrity;
- Take investment advice from a professional adviser, as appropriate;
- Ensure that exposure to investment products is tightly controlled so that security of funds takes precedence over revenue maximization;
- Ensure that all investment decisions are in the best interests of the Trust and command broad public support.

Trustees will seek prior approval from the Education and Skills Funding Agency for investment transactions that are novel or contentious.

We only invest funds in low risk and easily-accessible accounts. Funds will be placed in bank accounts with a withdrawal notice of no more than 12 weeks.

Funds will only be placed with banking institutions that are regulated by the Financial Conduct Authority and with good credit ratings.

Principal Risks and Uncertainties

The Trust has a risk register which is reviewed monthly. Key areas of risk currently are outlined below:

Summary of risk and uncertainties	Plans & strategies to manage risks
Risk that legislative requirements are not known or complied with	Health and Safety contract has been procured Changes to policies and procedures detailed as part of the Covid 19 action plan.
Risk that budget might fall into deficit due to uncertainty around funding.	The trust is working with the Local Authorities to ensure that the funding received per pupil is sufficient to cover the costs attributable to each young person.
Risks to sustaining a culture in which staff are valued and provided with an effective programme of continuous professional development.	Policy and agreement for working with unions, staff wellbeing strategy, values based education, full CPD programme related to individual staff skills and team improvement priorities.

The Queensmill Trust

Trustees' Report (continued)

Summary of risk and uncertainties	Plans & strategies to manage risks
Risk of the impact an uncontrollable event will have on the Academy eg recession, war, oil crisis Covid 19	The trust is working closely with the Local Authorities and also trying to ensure that the resourcing model for the trust tries to limit fixed costs that are attributed to income that could be impacted through these events.

The impact of the Covid 19 pandemic on The Queensmill Trust

Health and Safety

The Trust and the academies within it have responded positively to Covid 19 pandemic and acted swiftly and effectively to keep our staff, students and other stakeholders safe and engaged with education.

Effective risk assessments were developed with staff using DfE and Public Health guidance. These were shared with Local Authority colleagues' parents, carers and multi-professionals in other settings. These have been reviewed and adapted on a constant basis as the situation has changed. For certain individuals, where national guidance has changed, or other significant factors have emerged, like the lack of alternative provision for children and their parents additional bespoke risk assessments have been devised and shared with LA Health and Public Health (LCRC) colleagues. Feedback from families, as the pandemic has continued, is that they have found the constant disruption to routine and access to vital provision especially detrimental to their mental health and well-being.

In accordance with national expectations for special school / college settings, provision within The Queensmill Trust remained open even at the height of the pandemic and national lockdowns. With all staff being classed as keyworkers, and all children and young people in possession of an EHC plan entitled to ongoing access to education on site, Queensmill provisions offered a 'Shadow' provision, with 40-50% of students being on site, at any one time. The intention was to reduce the likelihood of transmission and make social-distancing and other preventative measures more effective. The same has applied, during these times, to the volume of staff on site at any one time. Given the pronounced sensory, communication and social needs of the vast majority of students, measures recommended in guidance, like bubbles, social-distancing and one-way systems, have been particularly difficult to implement meaningfully. This is due to the especial challenge these have posed for autistic young people who require specific routines, and who are not able to adhere to rules and measures typically-developing children and young adults in mainstream settings can.

Individual risk assessments have been in place for particular young people, or staff, where very specific considerations with reference to the virus, have been required.

Move to remote education

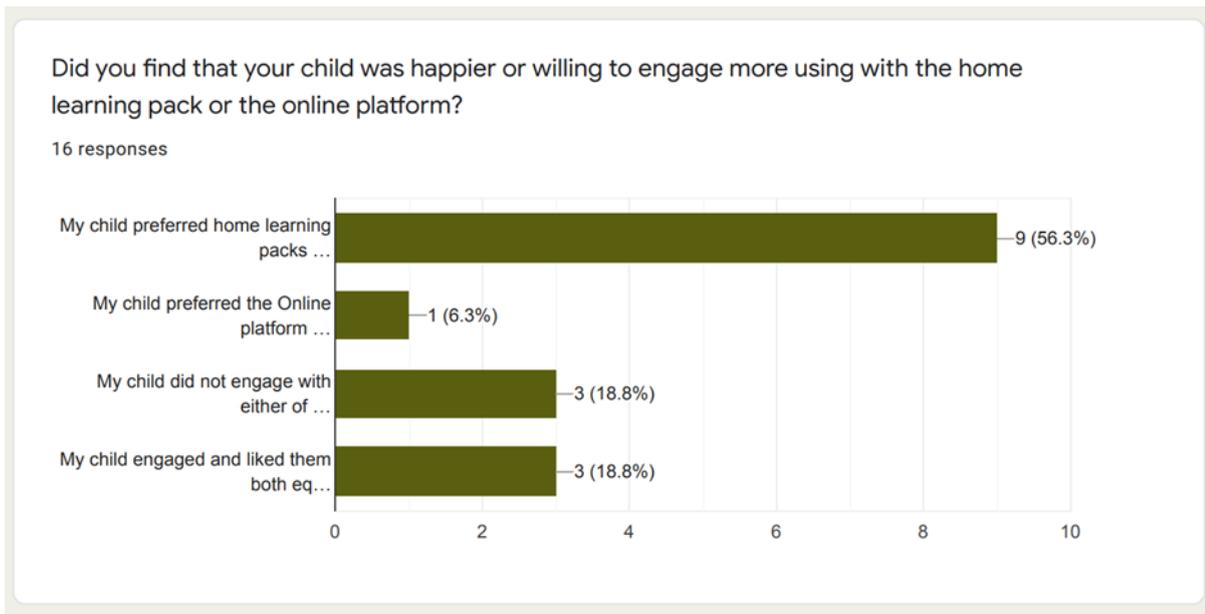
Although new and unfamiliar, Queensmill School and Queensmill College implemented Remote Learning via a platform known as Firefly!. This was a platform especially suited to Special Needs settings and adopted by other Specialist settings within the Hammersmith and Fulham local authority.

Staff were open-minded and receptive to the idea of transferring teaching and learning online so that some continuity of learning and contact with familiar adults and routine could occur for children and young people on the days when they were not allowed to be on site during Shadow School. Staff also prepared more traditional, 'paper-based' resources for students who did not have the cognitive ability to engage with remote learning. Other challenges arose with access to technology for some families and the school and college utilised government covid grants to purchase ipads and other resources to enable families to access learning online.

Despite all of this, surveys as well as weekly 'check-in' phone calls revealed that families did not view remote learning as viable and effective alternative to school attendance.

The Queensmill Trust

Trustees' Report (continued)



This one excerpt from one of the surveys illustrates parental perception of the online platform. Since the resumption of full-time attendance for all children and young people, assessment and progress data has shown good gains for the vast majority of students in their Academic and Autism (self-management) progress data.

The Queensmill Trust

Trustees' Report (continued)

Financial impact

The Covid-19 pandemic has had a substantial impact on the health and well-being of children and their families, which they have communicated to teachers and school leaders throughout. Dialogue with Health Colleagues at the Hammersmith and Fulham Health Protectorate team and the London Coronavirus Cell (PHE) have evolved as the school has become more familiar and experienced with implementing preventative and reactionary measures. Equally, as parents and carers have fed back to school leaders and LA Health colleagues, more and more sophisticated and adapted measures have been agreed and deployed to enable students to continue accessing provision with constraints.

The impact on staff morale and well-being has, like all schools been substantial and detrimental. This has affected the mental health of many and certainly impacted practice within classes. Staff have adjusted positively as anxiety has reduced over time, due to the availability of vaccines and recovery of individuals from having contracted the virus.

The impact of the pandemic has, as evidenced above, not been financial but detrimentally on well-being, quality and continuity of practice and attainment outcomes. During this time however Queensmill School in particular has had to contend with a long and complicated process of conversion to Academy status and substantial depletion of historic reserves due to funding disputes with H&F SEN colleagues. Conversion to Academy status has assisted income to Queensmill for all students by virtue of direct place-funding from the ESFA however, the substantial depletion of reserves over a three year period, to the point that the school was not able to convert with a surplus, has placed significant pressure on financial decision-making and resources.

The Queensmill Trust

Trustees' Report (continued)

Fundraising

The Trust does not engage in any fundraising practices at present. Pupils raise money for charities individually at each school.

Plans for Future Periods

Key objectives for 2021 - 2022:

- To secure the financial position of Queensmill School and achieve a balanced or small carry forward.
- To stabilize the financial position of the trust ensuring a small carry forward at the end of the financial year.
- to develop robust monitoring and reporting systems across the Trust for finance, teaching and learning, SEND and safeguarding.
- to establish the central services function of the trust to streamline resources and procedures for Queensmill School; Kensington Queensmill; Queensmill College and Q House.
- to establish the governance arrangements across the trust integrating the roles of trustees, governors, executive leaders and senior leaders within provisions.
- to achieve Ofsted judgements of at least 'Good' in each of the four respective provisions.

Funds Held as Custodian Trustee on Behalf of Others

The Academy Trust does not hold such funds and does not act as the custodian trustee of any other charity.

Disclosure of Information to Auditors

In so far as the Trustees are aware:

- there is no relevant audit information of which the Academy Trust'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.

The Trustees would like to propose that Buzzacott LLP be reappointed as the auditors for The Queensmill Trust for 2021 - 2022.

This report, incorporating a Strategic Report, was approved by order of the Board of Trustees on 28 February 2022 and signed on their behalf by:



Paul Greatorex
Chair of Board of Trustees

The Queensmill Trust

Governance Statement

Scope of Responsibility

As Trustees we acknowledge we have overall responsibility for ensuring that the 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 CEO, 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 the Academy Trust and the Secretary of State for Education. The CEO is 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 four times in the period from incorporation to 31 August 2021.

Although the Board of Trustees met less than six times in the period, they will meet six times in the coming year when they will be operating as an academy trust for the full year.

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

Director	Meetings attended	Eligible Meetings
P Greatorex (Chair)	4	4
D McNamara	4	4
E Will	1	4
K Rooney	4	4
M Howells	4	4
M Coleman	3	4
F Adu (Accounting Officer and CEO)	4	4
Jude Ragan (appointed 28/07/2021)	4	4
Freddie Adu (appointed 03/06/2021)	4	4
Una Lane (appointed 03/03/2020) (resigned 04/08/2020)	0	0
Phil Poulton (appointed 03/03/2020) (resigned 06/04/2021) (appointed as a member 01/06/2021)	4	4
Jemma Shuttleworth (appointed 03/03/2020) (resigned 05/06/2020)	0	0
Michael Charles James Walsh (appointed 03/03/2020) (resigned 06/04/2021) (appointed as a member 01/06/2021)	4	4

The Board of Trustees was selected based on the skills that they had to offer the trust and the needs that had been identified during the set-up process of the trust. Skills that were identified included SEND, legal, finance and general education. A further skills audit is likely to be completed at the end of the next academic year.

The Queensmill Trust

Governance Statement

The **Finance Committee** is a sub-committee of the main Board of Trustees. Its purpose is to hold the management to account for their financial statements, budgeting and value for money and to monitor, review and evaluate financial propriety.

This committee was not formed until the academic year 2021-22. This committee also acts as the Academy Trust's Audit Committee, where its purpose is to maintain an oversight of the Trust's governance, risk management, internal control and value for money framework.

Review of Value for Money

As Accounting Officer, the Chief Executive Officer has responsibility for ensuring that The Queensmill Trust delivers good value in the use of public resources. The Accounting Officer understands that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received.

The Accounting Officer considers how the Trust's use of its resources has provided good value for money during each academic year, and reports to the Board of Trustees where value for money can be improved, including the use of benchmarking data where available. The Accounting Officer for the Academy Trust has delivered value for money during the period by being closely involved in the conversion of Queensmill School to the trust and also being instrumental in the decisions around the opening of Kensington Queensmill School on 1 September 2021.

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 The Queensmill Trust for the period 1 June 2021 to 31 August 2021 and up to the date of approval of the Annual Report and Financial Statements.

Following conversion of Queensmill School on 1 June 2021, the Academy Trust has been developing appropriate structures and controls. Over the period to 31 August 2021, new processes, policies and financial controls were established, which have been evolving during this period. In addition, the Academy Trust has been developing its financial reporting processes. New processes and controls continue to be introduced and, as a result, financial controls and oversight of financial information across the trust are expected to improve further to meet the requirements of the Academies Financial Handbook over the 2021/22 academic year.

The Queensmill Trust

Governance Statement (continued)

Capacity to Handle Risk

The Board of Trustees has reviewed the key risks to which the Academy Trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Board of Trustees is of the view that there is a formal on-going process for identifying, evaluating and managing the Academy Trust's significant risks that has been in place for the period 1 June 2021 to 31 August 2021 and up to the date of approval of the Annual Report and Financial Statements. This process is regularly reviewed by the Board of Trustees.

The Risk and Control Framework

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

- comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the Board of Trustees
- setting targets to measure financial and other performance
- clearly defined purchasing (asset purchase or capital investment) guidelines
- delegation of authority and segregation of duties
- identification and management of risks

The Board of Trustees has considered the need for a specific internal audit function and has decided to appoint Kreston Reeves LLP.

The internal auditor's role will include giving advice on financial matters and performing a range of checks on the Academy Trust's financial systems.

On an annual basis, the auditor will report to the Board of Trustees, through the Finance Committee on the operation of the systems of control and on the discharge of the Board of Trustees' financial responsibilities.

Due to the trust only opening on 1 June 2021, the first review by Kreston Reeves LLP will take place in Spring 2022. In addition, the trust has had an FMGS audit by the ESFA in the Spring term.

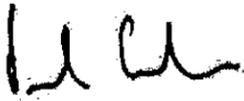
As Accounting Officer, the Chief Executive Officer has responsibility for reviewing the effectiveness of the system of internal control. During the period in question the review has been informed by:

- the support and advice from MLG Education services;
- work of external auditors;
- the financial management and governance self-assessment process, including the School Resource Management Self-Assessment Tool;
- the work of the Chief Finance Officer who has responsibility for the development and maintenance of the internal control framework.

The Queensmill Trust Governance Statement (continued)

The Accounting Officer has been advised of the implications of the result of their review of the system of internal control by the Finance Committee and plans to address weaknesses and ensure continuous improvement of the systems is in place.

Approved by order of the Board of Trustees on 28 February 2022 and signed on its behalf by:



Paul Greatorex
Chair of Board of Trustees



Freddie Adu
Accounting Officer

The Queensmill Trust

Statement of Regularity, Propriety and Compliance

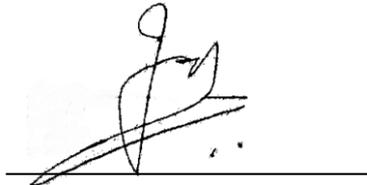
Statement of Regularity, Propriety and Compliance

As Accounting Officer of the Academy Trust, I have considered my responsibility to notify the Academy Trust Board of Trustees and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of all funding received by the Academy Trust, under the funding agreement in place between the Academy Trust and the Secretary of State for Education. As part of my consideration I have had due regard to the requirements of the Academies Financial Handbook 2020.

I confirm that I, and the Academy Trust Board of Trustees, are able to identify any material irregular or improper use of all funds by the Academy Trust, or material non-compliance with the terms and conditions of funding under the Academy Trust's funding agreement and the Academies Financial Handbook 2020.

I confirm that no instances of material irregular, 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.

As noted on pages 24 and 25, the Academy Trust was continuing to develop its systems of internal controls, financial reporting and oversight during the period of report, and during this time, the Academy Trust had not been able to share management accounts with its board members, or have a dedicated internal scrutiny mechanism in place in line with ESFA requirements. These matters have, however, since been resolved.



Freddie Adu
Accounting Officer

28 February 2022

The Queensmill Trust

Statement of Trustees' Responsibilities

The Trustees (who are the Directors of the Charitable Company for the purposes of company law) are responsible for preparing the Trustees' Report and the Financial Statements in accordance with the Annual Accounts Direction issued by the Education and Skills Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the Trustees to prepare financial statements for each financial period. 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:

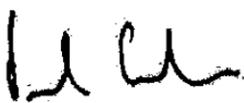
- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP (FRS 102) and Academy Accounts Direction 2020 to 2021;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the Charitable Company will continue in business.

The Trustees are responsible for keeping adequate accounting records that are sufficient, to show and explain the Charitable Company 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 to the requirements, both of propriety and of good financial management. They are also responsible for ensuring grants received from the ESFA/DfE have been applied for the purposes intended.

The Trustees are responsible for the maintenance and integrity of the corporate and financial information included on the Charitable Company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Approved by order of the Board of Trustees on 28 February 2022 and signed on its behalf by:



Paul Greatorex
Chair of Board of Trustees

The Queensmill Trust

Independent Auditor's Report on the Financial Statements to the Members of The Queensmill Trust

Independent auditor's report to the members of The Queensmill Trust

Opinion

We have audited the financial statements of The Queensmill Trust (the 'charitable company' or 'the academy trust') for the period ended 31 August 2021 which comprise the statement of financial activities, the balance sheet, the statement of cash flows, the principal accounting policies and the notes to the financial statements. The financial reporting framework that has been applied in their preparation is applicable law, United Kingdom Accounting Standards, including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (United Kingdom Generally Accepted Accounting Practice), 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) (the Charities SORP 2019) and the Academies Accounts Direction 2020 to 2021.

In our opinion, the financial statements:

- ◆ give a true and fair view of the state of the charitable company's affairs as at 31 August 2021 and of its income and expenditure, for the period then ended;
- ◆ have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- ◆ have been prepared in accordance with the requirements of the Companies Act 2006; and
- ◆ have been prepared in accordance with the Charities SORP (FRS 102) and Academies Accounts Direction 2020 to 2021.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charitable company in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Material uncertainty relating to going concern

We draw attention to the trustees' assessment of going concern disclosed within the trustees' report (at page 17) and as part of the principal accounting policies (on page 38) where the trustees have indicated that whilst the financial statements for the period ended 31 August 2021 have been prepared by the trustees on the going concern basis, the trustees acknowledge that there may be material uncertainties that may cast significant doubt on the company's ability to continue as a going concern.

The academy trust had not inherited any revenue reserves from the Local Authority following the school's conversion to an academy trust and therefore commenced operations with £nil reserves. At 31 August 2021, the academy trust held revenue reserves totaling £4,625 (including a deficit on the restricted income fund of £61,259). In addition, as a special school, the academy trust holds reliance on the Local Authorities to increase funding to match increases in costs. The academy trust has not seen top up revenue funds for pupils increase for over 7 years, and therefore acknowledge the challenge this may create.

The trustees recognise that without the necessary increases in income, it will be very difficult for the academy trust to maintain a balanced budget and manage its cashflow. However, the academy trust has already commenced discussions with all the Local Authorities concerned and are confident that these discussions will result in the funding received being reviewed on a regular basis. Whilst the trustees are optimistic that the discussions with the Local Authority will be positive, they acknowledge that there may be a material uncertainty in relation to this assumption.

Our opinion is not modified in respect of this matter.

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

The Queensmill Trust

Independent Auditor's Report on the Financial Statements to the Members of The Queensmill Trust

Other information

The Trustees are responsible for the other information. The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

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

- ◆ the information given in the Trustees' report, which is also the directors' report for the purposes of company law and includes the strategic report, for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- ◆ the Trustees' report, which is also the directors' report for the purposes of company law, has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company 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 Trustees' responsibilities statement, the Trustees (who are also the directors 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 charitable company'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 Trustees either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

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

The Queensmill Trust

Independent Auditor's Report on the Financial Statements to the Members of The Queensmill Trust

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:

Our approach to identifying and assessing the risks of material misstatement in respect of irregularities, including fraud and non-compliance with laws and regulations, was as follows:

- ◆ the audit director ensured that the engagement team collectively had the appropriate competence, capabilities and skills to identify or recognise non-compliance with applicable laws and regulations;
- ◆ we identified the laws and regulations applicable to the charitable company through discussions with management, and from our knowledge of the academy trust sector;
- ◆ the identified laws and regulations were communicated within the audit team regularly and the team remained alert to instances of non-compliance throughout the audit;
- ◆ we considered the legal and regulatory frameworks that are applicable to the charitable company and determined that the most significant are the Companies Act 2006, the Charities SORP (FRS 102), the ESFA Academies Accounts Direction 2020 to 2021, the ESFA Academies Financial Handbook 2020, and the academy trust's funding agreement with the ESFA as well as legislation pertaining to safeguarding in the UK;
- ◆ we understood how the charitable company is complying with those legal and regulatory frameworks by making inquiries to management and those responsible for legal, compliance and governance procedures. We corroborated our inquiries through our review of the minutes of Trustees' meetings and papers provided to the Trustees.
- ◆ we planned and carried out a separate limited assurance engagement in respect of regularity, propriety and compliance in accordance with the Framework and Guide for External Auditors and Reporting Accountants of Academy Trusts issued by the ESFA, as set out in our separate independent reporting accountant's assurance report on regularity.

We assessed the susceptibility of the charitable company's financial statements to material misstatement, including obtaining an understanding of how fraud might occur, by:

- ◆ making enquiries of management and those charged with governance as to where they considered there was susceptibility to fraud, their knowledge of actual, suspected and alleged fraud; and
- ◆ considering the internal controls in place to mitigate risks of fraud and non-compliance with laws and regulations.

To address the risk of fraud through management bias and override of controls, we:

- ◆ performed analytical procedures to identify any unusual or unexpected relationships;
- ◆ tested journal entries to identify unusual transactions;
- ◆ tested the authorisation of expenditure as part of our substantive testing thereon;
- ◆ assessed whether judgements and assumptions made in determining the accounting estimates set out in the accounting policies were indicative of potential bias; and
- ◆ used data analytics to identify any significant or unusual transactions and identify the rationale for them.

The Queensmill Trust

Independent Auditor's Report on the Financial Statements to the Members of The Queensmill Trust

In response to the risk of irregularities and non-compliance with laws and regulations, we designed procedures which included, but were not limited to:

- ◆ agreeing financial statement disclosures to underlying supporting documentation;
- ◆ reviewing the minutes of Trustees' meetings;
- ◆ enquiring of management and those charged with governance as to actual and potential litigation and claims;
- ◆ reviewing any available correspondence with Ofsted, ESFA and HMRC; and
- ◆ the work undertaken in relation to the limited assurance engagement in respect of regularity, propriety and compliance in accordance with the Framework and Guide for External Auditors and Reporting Accountants of Academy Trusts issued by the ESFA, as set out in our separate independent reporting accountant's assurance report on regularity.

There are inherent limitations in our audit procedures described above. The more removed that laws and regulations are from financial transactions, the less likely it is that we would become aware of non-compliance. International Standards on Auditing also limit the audit procedures required to identify non-compliance with laws and regulations to enquiry of the Trustees and other management and the inspection of regulatory and legal correspondence, if any.

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

Use of our report

This report is made solely to the charitable company'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 charitable company's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.



Gumayel Miah (Senior Statutory Auditor)
For and on behalf of Buzzacott LLP, Statutory Auditor
130 Wood Street
London
EC2V 6DL

1 March 2022

The Queensmill Trust

Independent Reporting Accountant's Assurance Report on Regularity to The Queensmill Trust and the Education Skills Funding Agency

Independent reporting accountant's assurance report on regularity to The Queensmill Trust and the Education and Skills Funding Agency

In accordance with the terms of our engagement letter dated 6 August 2021 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2020 to 2021, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by The Queensmill Trust during the period from 3 March 2020 to 31 August 2021 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 The Queensmill Trust and the ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to the The Queensmill Trust and the 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 The Queensmill Trust and the ESFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of The Queensmill Trust's accounting officer and the reporting auditor

The accounting officer is responsible, under the requirements of The Queensmill Trust's funding agreement with the Secretary of State for Education dated 27 May 2021 and the Academies Financial Handbook, extant from 1 September 2020, 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 2020 to 2021. We report to you whether anything has come to our attention in carrying out our work which suggests that in all material respects, expenditure disbursed and income received during the period from 3 March 2020 to 31 August 2021 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.

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

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

Our engagement includes examination, on a test basis, of evidence relevant to the regularity and propriety of the Academy Trust's income and expenditure.

The work undertaken to draw to our conclusion includes:

- ◆ An assessment of the risk of material irregularity and impropriety across all of the Academy Trust's activities;
- ◆ Further testing and review of the areas identified through the risk assessment including enquiry, identification of control processes and examination of supporting evidence across all areas identified as well as additional verification work where considered necessary; and
- ◆ Consideration of evidence obtained through the work detailed above and the work completed as part of our financial statements audit in order to support the regularity conclusion.

The Queensmill Trust

Independent Reporting Accountant's Assurance Report on Regularity to The Queensmill Trust and the Education Skills Funding Agency

Conclusion

In the course of our work, nothing has come to our attention which suggests that in all material respects the expenditure disbursed and income received during the period from 3 March 2020 to 31 August 2021 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

We do, however, draw attention to the matters raised by the Accounting Officer within their Statement on Regularity, Propriety and Compliance in relation to management reporting and internal scrutiny.



Buzzacott LLP
Chartered Accountants
130 Wood Street
London
EC2V 6DL

1 March 2022

The Queensmill Trust
Statement of Financial Activities for the Period ended 31 August 2021
(including Income and Expenditure Account)

		Unrestricted Funds	Restricted General Funds	Restricted Fixed Asset Funds	Total 2021
	Note	£	£	£	£
Income and endowments from:					
Donations and capital grants	3		583	12,425	13,008
Transfer from local authority on conversion	3,24	-	(4,365,000)	38,373,189	34,008,189
Charitable activities:					
Funding for the academy trust's educational operations	4	240,172	2,085,015	-	2,325,187
Total		240,172	(2,279,402)	38,385,614	36,346,384
Expenditure on:					
Charitable activities:					
Academy trust educational operations	5	178,813	2,378,332	85,541	2,642,686
Total		178,813	2,378,332	85,541	2,642,686
Net income / (expenditure)		61,359	(4,657,734)	38,300,073	33,703,698
Other recognised gains / (losses):					
Actuarial (losses) / gains on defined benefit pension schemes	21	-	(571,000)	-	(571,000)
Net movement in funds		61,359	(5,228,734)	38,300,073	33,132,698
Reconciliation of funds					
Total funds brought forward		-	-	-	-
Total funds carried forward		61,359	(5,228,734)	38,300,073	33,132,698

The notes on pages 39 to 55 form part of these financial statements.

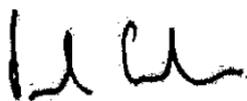
The Queensmill Trust

Balance Sheet as at 31 August 2021

Company Number: 12493881

	Notes	2021 £	2021 £
Fixed assets			
Tangible assets	11		38,287,648
Current assets			
Debtors	12	357,045	
Cash at bank and in hand		890,308	
		<u>1,247,353</u>	
Liabilities			
Creditors: Amounts falling due within one year	13	(1,230,303)	
Net current assets			<u>17,050</u>
Total assets less current liabilities			<u>38,304,698</u>
Net assets excluding pension liability			<u>38,304,698</u>
Defined benefit pension scheme liability	21	(5,172,000)	
Total assets			<u>33,132,698</u>
Funds of the academy trust:			
Restricted funds			
. Fixed asset fund	14	38,300,073	
. Restricted income fund	14	(56,734)	
. Pension reserve	14	(5,172,000)	
Total restricted funds			<u>33,071,339</u>
Unrestricted income funds	14		<u>61,359</u>
Total funds			<u>33,132,698</u>

The financial statements on pages 36 to 55 were approved by the Board of Trustees, and authorised for issue on 28 February 2022 and are signed on their behalf by:



Mr Paul Greatorex
Chair of Trustees

The notes on pages 39 to 55 form part of these financial statements.

The Queensmill Trust

Statement of Cash Flows for the Period ended 31 August 2021

	Notes	2021 £
Cash flows from operating activities		
Net cash provided by operating activities	17	877,883
Cash flows from investing activities	18	12,425
Change in cash and cash equivalents in the reporting period		890,308
Cash and cash equivalents at 3 March 2020		-
Cash and cash equivalents at the 31 August 2021	19	890,308

The notes on pages 39 to 55 form part of these financial statements.

The Queensmill Trust

Notes to the Financial Statements for the Period ended 31 August 2021

1. Statement of Accounting Policies

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

Basis of Preparation

The financial statements of the Academy Trust, which is a public benefit entity under FRS 102, have been prepared under the historical cost convention in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with FRS 102 (Charities SORP (FRS 102)), the Academies Accounts Direction 2020 to 2021 issued by the Education and Skills Funding Agency, the Charities Act 2011 and the Companies Act 2006.

The Queensmill Trust meets the definition of a public benefit entity under FRS 102.

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 company 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 approval of the Financial Statements.

The Trustees have concluded that for the next 12 months (February 2022 to February 2023) the financial plans that have been set should be robust, and have therefore prepared the financial statements on a going concern basis, but acknowledge that there may be material uncertainties in relation to these plans.

The academy trust had not inherited any revenue reserves from the Local Authority following the school's conversion to an academy trust and therefore commenced operations with £nil reserves. At 31 August 2021, the academy trust held revenue reserves totaling £4,625 (including a deficit on the restricted income fund of £61,259). In addition, as a special school, the Academy Trust holds reliance on the Local Authorities to increase funding to match increases in costs. The trust has not seen top up revenue funds for pupils increase for over 7 years, and therefore acknowledge the challenge this may create.

The trustees recognise that without the necessary increases in income, it will be very difficult for the academy trust to maintain a balanced budget and manage its cashflow. However, the academy trust has already commenced discussions with all the Local Authorities concerned and are confident that these discussions will result in the funding received being reviewed on a regular basis. Whilst the trustees are optimistic that the discussions with the Local Authority will be positive, they acknowledge that there may be a material uncertainty in relation to this assumption which may cast significant doubt on the Academy Trust's ability to continue as a going concern.

Income

All incoming resources are recognised when the Academy Trust has entitlement to the funds, the receipt is probable, and the amount can be measured reliably.

■ **Grants**

Grants are included in the Statement of Financial Activities on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the balance sheet. Where income is received in advance of meeting any performance-related conditions there is not unconditional entitlement to the income and its recognition is deferred and included in creditors as deferred income until the performance-related conditions are met. Where entitlement occurs before income is received, the income is accrued.

General Annual Grant is recognised in full in the Statement of Financial Activities in the period for which it is receivable and any abatement in respect of the period is deducted from income and recognised as a liability.

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

The Queensmill Trust

Notes to the Financial Statements for the Period ended 31 August 2021 (continued)

1. Statement of Accounting Policies continued

▪ Donations

Donations are recognised on a receivable basis (where there are no performance-related conditions) where the receipt is probable, and the amount can be reliably measured.

▪ Other Income

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

▪ Transfer on conversion

Where assets are received by the Trust on conversion to an Academy, the transferred assets are measured at fair value and recognised in the balance sheet at the point when the risks and rewards of ownership pass to the Trust. An equal amount of income is recognised as Transfer on conversion within Donations and capital grant income.

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 Trust's educational operations, including support costs and costs relating to the governance of the Academy Trust apportioned to charitable activities.

All resources expended are inclusive of irrecoverable VAT.

Tangible Fixed Assets

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

Long Leasehold Property	2% (50 years)
Furniture and Equipment	10% (10 years)
Computer equipment	33% (3 years)

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.

The Queensmill Trust

Notes to the Financial Statements for the Period ended 31 August 2021 (continued)

1. Statement of Accounting Policies (continued)

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 trust anticipates it will pay to settle the debt or the amount it has received as advanced payments for the goods of services it must provide.

Leased Assets

Rentals under operating leases are charged on a straight-line basis over the lease term

Financial Instruments

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

- Financial assets – trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 12. 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 notes 13. Taxation and social security are not included in the financial instrument's disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

Taxation

The Academy Trust is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes. Accordingly, the Academy Trust is potentially exempt from taxation in respect of income or capital gains received within categories covered by chapter 3 part 11 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

Pensions Benefits

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

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the academy trust in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary on the basis of quinquennial valuations using a prospective unit credit method. As stated in Note 21, the TPS is a multi-employer scheme and there is insufficient information available to use defined benefit accounting. The TPS is therefore treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

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

The Queensmill Trust

Notes to the Financial Statements for the Period ended 31 August 2021 (continued)

1. Statement of Accounting Policies (continued)

Fund Accounting

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

Restricted fixed asset funds are resources which are to be applied to specific capital purposes imposed by the Education and Skills Funding Agency/Department for Education where the asset acquired or created is held for a specific purpose.

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

A valuation of the land and buildings that are used by the schools has been completed and is included within the financial statements. This will be reviewed against the ESFA valuation once received.

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 Trust makes estimates and assumptions concerning the future. The resulting accounting estimates and assumptions will, by definition, seldom equal the related actual results. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are discussed below.

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost (income) for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 20, will impact the carrying amount of the pension liability. Furthermore, a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2019 has been used by the actuary in valuing the pensions liability at 31 August 2021. 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.

Tangible fixed assets are depreciated over their economic useful lives taking into account residual values where appropriate. The actual lives of the assets and residual values are assessed annually and may vary depending on a number of factors.

The values of the Long Leasehold of the premises for both schools have been valued by an independent valuer as ESFA valuations have still to be received. These will be amended in the future once the ESFA valuations are received.

Critical areas of judgment:

The classification of expenditure between restricted and unrestricted funds is considered a critical area of judgement as certain expenditure can be applied to both funds. Where this is the case and the amounts in question are considered material, the expenditure is apportioned to both funding streams on an appropriate basis.

The Academy Trust obtains use of fixed assets as a lessee. The classification of such leases as operating or finance lease requires the Academy Trust to determine, based on an evaluation of the terms and conditions of the arrangements, whether it retains or acquires the significant risks and rewards of ownership of these assets and accordingly whether the lease requires an asset and liability to be recognised in the Balance Sheet.

The Queensmill Trust

Notes to the Financial Statements for the Period ended 31 August 2021 (continued)

3. Donations and Capital Grants

	Unrestricted Funds	Restricted Funds	Restricted Fixed Asset Funds	Total 2021
	£	£	£	£
Capital Grants (Note 24)	-	-	12,425	12,425
Donated assets	-	-	38,373,189	38,373,189
Pension (Note 24)	-	(4,365,000)	-	(4,365,000)
Donations	-	583	-	583
	-	(4,364,417)	38,385,614	34,021,197

4. Funding for the Academy Trust's Educational Operations

	Unrestricted Funds	Restricted Funds	Total 2021
	£	£	£
DfE / ESFA grants			
. General Annual Grant (GAG)	-	619,890	619,890
. Start Up Grants	-	50,000	50,000
. Teachers Pay and Pension	-	38,469	38,469
. Pupil Premium	-	45,000	45,000
	-	753,359	753,359
Other Government grants			
. Local authority grants	-	1,244,656	1,244,656
	-	1,244,656	1,244,656
Other income from the academy trust's educational operations	240,172	87,000	327,172
	240,172	2,085,015	2,325,187

The Queensmill Trust
Notes to the Financial Statements for the Period ended 31 August 2021
(continued)

5. Expenditure

	Staff Costs	Non-Pay Expenditure		Total
		Premises	Other	2021
	£	£	£	£
Academy's educational operations:				
. Direct costs	2,033,507	-	18,975	2,052,482
. Allocated support costs	233,065	62,735	294,404	590,204
	<u>2,266,572</u>	<u>62,735</u>	<u>313,379</u>	<u>2,642,686</u>

Net income/(expenditure) for the period includes:

	2021
	£
Operating lease rentals	1,708
Depreciation	85,541
Fees payable to auditor for:	
- financial statements audit	8,500
- other assurance services	3,000
	<u>3,000</u>

6. Charitable Activities

	Total
	2021
	£
Direct costs – educational operations	2,052,482
Support costs – educational operations	590,204
	<u>2,642,686</u>

Analysis of support costs

	Educational operations	Total
	£	2021
	£	£
Support staff costs	233,065	233,065
Depreciation and Amortisation	85,541	85,541
Technology costs	28,206	28,206
Premises costs	62,735	62,735
Other support costs	169,399	169,399
Governance costs	11,258	11,258
Total support costs	<u>590,204</u>	<u>590,204</u>

The Queensmill Trust

Notes to the Financial Statements for the Period ended 31 August 2021 (continued)

7. Staff

a. Staff costs

Staff costs during the period were:	Total 2021
	£
Wages and salaries	1,577,095
Social security costs	150,258
Operating costs of defined benefit pension schemes	539,219
	<u>2,266,572</u>

b. Non statutory / non contractual staff severance payments

There were no staff severance payments in the period.

c. Staff numbers

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

Average Headcount	2021 Number
Teachers	45
Administration and support	153
Management	3
	<u>201</u>

d. Higher paid staff

There were no employees whose employee benefits (excluding employer pension costs) exceeded £60,000 based on amounts actually payable during the period of report:

e. Key management personnel

The Key Management Personnel of the Academy Trust comprise the Trustees and the Senior Management Team as listed on page 3. The total amount of employee benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the Academy Trust was £91,435.

The role of Chief Financial Officer is discharged by Mike Giddings through MLG Education Services Limited. During the period of report, MLG Education Services charges £13,200 to the trust for support services including the provision of a CFO role.

The Queensmill Trust

Notes to the Financial Statements for the Period ended 31 August 2021 (continued)

8. Central Services

The Academy Trust has provided the following central services to its schools during the period:

- Human resources
- Financial services
- Legal services
- Educational support services

The Academy Trust does not charge constituent schools for these services.

9. Related Party Transactions - Trustees' Remuneration & Expenses

One or more Trustees has been paid remuneration or has received other benefits from an employment with the Academy Trust. The CEO only receives remuneration in respect of services they provide undertaking the roles of CEO under their contract of employment. The value of the trustees' remuneration payable during the year of report was as follows:

Mr F Adu, CEO and Trustee

Remuneration	£25,000 - £30,000
Employer's pension contributions	£5,000 - £10,000

During the period ended 31 August 2021, no travel and subsistence expenses were paid to trustees.

10. Trustees' and Officers' Insurance

The Academy Trust has opted into the Department for Education's risk protection arrangement (RPA), an alternative to insurance where UK government funds cover losses that arise. This scheme protects trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business, and provides cover up to £10,000,000. It is not possible to quantify the Trustees and Officers indemnity element from the overall cost of the RPA scheme.

11. Tangible Fixed Assets

	Long-term Leasehold Property	Furniture and Equipment	Total
	£	£	£
Cost			
Transfer from Local Authority (see note 24)	38,206,209	166,980	38,373,189
At 31 August 2021	<u>38,206,209</u>	<u>166,980</u>	<u>38,373,189</u>
Depreciation			
Charged for the period	77,192	8,349	85,541
At 31 August 2021	<u>77,192</u>	<u>8,349</u>	<u>85,541</u>
Net book values			
At 31 August 2021	<u>38,129,017</u>	<u>158,631</u>	<u>38,287,648</u>

The Queensmill Trust

Notes to the Financial Statements for the Period ended 31 August 2021 (continued)

12. Debtors

	2021 £
Trade debtors	112,367
VAT Recoverable	43,213
Prepayments and accrued income	<u>201,465</u>
	<u>357,045</u>

13. Creditors: Amounts Falling Due within one Year

	2021 £
Trade Creditors	189,466
Other taxation and social security	137,759
Other creditors	130,021
Accruals and deferred income	<u>773,057</u>
	<u>1,230,303</u>

	2021 £
Deferred income	
As at 3 March 2020	-
Resources deferred in the period	<u>759,558</u>
Deferred income at 31 August 2021	<u>759,558</u>

Deferred income at 31 August 2021 related to Local Authority top up grants that were received in advance.

The Queensmill Trust

Notes to the Financial Statements for the Period ended 31 August 2021 (continued)

14. Funds

	Balance at 3 March 2020 £	Income £	Expenditure £	Gains, losses and transfers £	Balance at 31 August 2021 £
Restricted general funds					
General Annual Grant (GAG)	-	619,890	(676,624)	-	(56,734)
Pupil Premium	-	45,000	(45,000)	-	-
Start-up grants	-	50,000	(50,000)	-	-
Teachers pay and pension	-	38,469	(38,469)	-	-
LA grants	-	1,244,656	(1,244,656)	-	-
Other income	-	87,583	(87,583)	-	-
Pension reserve	-	(4,365,000)	(236,000)	(571,000)	(5,172,000)
	-	(2,279,402)	(2,378,332)	(571,000)	(5,228,734)
Restricted fixed asset funds					
Transfer on conversion	-	38,373,189	(85,541)	-	38,287,648
DfE/EFA capital grants	-	12,425	-	-	12,425
	-	38,385,614	(85,541)	-	38,300,073
Total restricted funds	-	36,106,212	(2,463,873)	(571,000)	33,071,339
Total unrestricted funds	-	240,172	(178,813)	-	61,359
Total funds	-	36,346,384	(2,642,686)	(571,000)	33,132,698

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

The General Annual Grant represents funding received from the Education and Skills Funding Agency during the period to fund the continuing activities of the school. Under the funding agreement with the Secretary of State, the Academy Trust was not subject to limits on the amount of that it could carry forward at 31 August 2021.

The balance of £ (56,734) on the Restricted general funds (excluding the pension reserve) will be used for educational purposes in accordance with the restrictions attached to the funding.

Pupil Premium income is included within restricted funds and relates to the funding provided by the ESFA for the Academy Trust to provide additional support to pupils from low income families.

The Pension reserve of £5,172,000 (overdrawn) represents the Academy Trust's share of the deficit in the Local Government Pension Fund.

Restricted fixed asset funds relate predominately to the assets acquired on conversion to an Academy Trust, being the properties together with any subsequent funding received and utilised for fixed assets including improvements and new buildings.

The unrestricted funds represent the accumulated surplus generated by the Academy Trust from ongoing ancillary activities such as hire of facilities and recharges of salaries.

The Queensmill Trust

Notes to the Financial Statements for the Period ended 31 August 2021 (continued)

14. Funds (continued)

Analysis of academies by fund balance

Fund balances at 31 August 2021 were allocated as follows:

	Total 2021 £
Central services	<u>4,625</u>
Total before fixed assets and pension reserve	4,625
Restricted fixed asset fund	38,300,073
Pension reserve	<u>(5,172,000)</u>
Total	<u>33,132,698</u>

All operating reserves are pooled centrally by the Trust.

Total cost analysis by school

Expenditure incurred by each school during the period was as follows:

	Teaching and Educational support staff costs £	Other Support staff costs £	Educational supplies £	Other costs (exc. Dep) £	Total 2021 £
Queensmill School	1,776,283	233,065	9,402	126,426	2,145,176
Kensington Queensmill	21,225	-	8,575	49,203	79,003
Central Services	236,000	-	-	96,966	332,966
Academy Trust	<u>2,033,508</u>	<u>233,065</u>	<u>17,977</u>	<u>272,595</u>	<u>2,557,145</u>

The Queensmill Trust

Notes to the Financial Statements for the Period ended 31 August 2021 (continued)

15. Analysis of Net Assets between Funds

Fund balances at 31 August 2021 are represented by:

	Unrestricted Funds	Restricted General Funds	Restricted Fixed Asset Funds	Total Funds
	£	£	£	£
Intangible fixed assets	-	-	-	-
Tangible fixed assets	-	-	38,287,648	38,287,648
Current assets	61,359	1,173,569	12,425	1,247,353
Current liabilities	-	(1,230,303)	-	(1,230,303)
Pension scheme liability	-	(5,172,000)	-	(5,172,000)
Total net assets	61,359	(5,228,734)	38,300,073	33,132,698

16. Commitments under operating leases

At 31 August 2021 the total for plant and machinery of the Academy Trust's future minimum lease payments under non-cancellable operating leases was:

	2021 £
Amounts due within one year	5,715
Amounts due between one and five years	4,095
	<u>9,810</u>

The Queensmill Trust

Notes to the Financial Statements for the Period ended 31 August 2021 (continued)

17. Reconciliation of Net Income to Net Cash Inflow from Operating Activities

	2021 £
Net income for the reporting period (as per the statement of financial activities)	33,703,698
Adjusted for:	
Depreciation charges (note 11)	85,541
Capital grants from DfE and other capital income	(12,425)
Defined benefit pension scheme obligation inherited (note 24)	4,365,000
Defined benefit pension scheme cost less contributions payable (note 21)	215,000
Defined benefit pension scheme finance cost (note 21)	21,000
Increase in debtors	(357,045)
Increase in creditors	1,230,303
Tangible fixed assets transferred from Local Authority on conversion (Note 24)	(38,373,189)
Net cash provided by Operating Activities	877,883

18. Cash flows from investing activities

	2021 £
Capital grants from DfE Group	12,425
Net cash provided by investing activities	12,425

19. Analysis of cash and cash equivalents

	At 31 August 2021 £
Cash in hand and at bank	890,308
Total cash and cash equivalents	890,308

The Queensmill Trust

Notes to the Financial Statements for the Period ended 31 August 2021 (continued)

20. Analysis of changes in net debt

	At 3 March 2020 £	Cash flows £	New Borrowing £	At 31 August 2021 £
Cash	-	890,308	-	890,308
Total	-	890,308	-	890,308

21. Pension and Similar Obligations

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

The latest actuarial valuation of the TPS was 31 March 2016 and of the LGPS 31 March 2019.

Contributions amounting to £125,336 were payable to the schemes at 31 August 2021 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 teachers in academies. All teachers have the option to opt-out of the TPS following enrolment.

The TPS is an unfunded scheme and members contribute on a "pay as you go" basis – these contributions along with those made by employers are credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

Valuation of the Teachers' Pension Scheme

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

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

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

The Queensmill Trust

Notes to the Financial Statements for the Period ended 31 August 2021 (continued)

21. Pension and Similar Obligations (continued)

The employer's pension costs paid to TPS in the period amounted to £129,705.

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

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

Local Government Pension Scheme

The LGPS is a funded defined-benefit scheme, with the assets held in separate trustee-administered funds.

The total contribution made for the period ended 31 August 2021 was £145,000, of which employer's contributions totalled £113,000 and employees' contributions totalled £32,000. The agreed contribution rates for future years are 23.90% for employers and between 2.5 – 12.50% for employees.

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

Principal actuarial assumptions

	At 31 August 2021
Rate of increase in salaries	3.85%
Inflation assumption (CPI)	2.85%
Discount rate for scheme liabilities	1.70%

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

	At 31 August 2021
<i>Retiring today</i>	
+Males	21.6
Females	24.3
<i>Retiring in 20 years</i>	
Males	22.9
Females	25.7

Sensitivity Analysis

(change in present value of defined benefit obligations)

	At 31 August 2021 £'000
Discount Rate +0.1%	(266)
Discount Rate -0.1%	276
Life Expectancy + 1yr	290
Life Expectancy – 1yr	(280)

The Queensmill Trust

Notes to the Financial Statements for the Period ended 31 August 2021 (continued)

21. Pension and Similar Obligations (continued)

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

	Fair value at 31 August 2021 £'000
Equities	1,178
Corporate Bonds and gilts	380
Property	245
Cash and other liquid assets	153
Cash plus funds	562
Total market value of assets	2,518

The actual return on scheme assets was 4.5% - 5.0%.

Amounts recognised in the statement of financial activities

	2021 £'000
Current service cost	328
Net Interest cost	21
Total amount recognised in SOFA	349

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

	2021 £'000
As at 1 September	-
Transferred on conversion to Academy Trust	6,675
Current service cost	328
Interest cost	33
Employee contributions	32
Change in demographic assumptions	-
Change in financial assumptions	650
Benefits paid	(28)
At 31 August 2021	7,690

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

	2021 £'000
As at 1 September 2020	-
Transferred on conversion to academy trust (note 24)	2,310
Interest income	12
Return on plan assets	79
Employee contributions	113
Employer contributions	32
Benefits paid	(28)
At 31 August 2021	2,518

The Queensmill Trust

Notes to the Financial Statements for the Period ended 31 August 2021 (continued)

22. Related Party Transactions

No related party transactions took place in the period of account, other than certain Trustees' remuneration and expenses already disclosed in note 9.

23. Members Liability

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

24. Local Authority Conversion into the Academy Trust

On 1 June 2021, Queensmill School joined the trust and in August 2021 the trust was handed the keys to the newly built Kensington Queensmill School.

The transfer has been accounted for as a combination that is in substance a gift. The assets and liabilities transferred were valued at their fair value and recognised in the balance sheet under the appropriate headings with a corresponding net amount recognised as a net gain in the Statement of Financial Activities.

The following table sets out the fair values of the identifiable assets and liabilities transferred and an analysis of their recognition in the SOFA

	Restricted General Funds £	Restricted Fixed Asset Funds £	Total £
Queensmill School			
Tangible fixed assets			
Leasehold land and buildings	-	15,438,480	15,438,480
Fixtures and Fittings	-	74,540	74,540
LGPS pension deficit	(4,365,000)	-	(4,365,000)
	<u>(4,365,000)</u>	<u>15,513,020</u>	<u>11,148,020</u>
Kensington Queensmill			
Leasehold land and buildings	-	22,767,729	22,767,729
Fixtures and Fittings	-	92,440	92,440
	<u>-</u>	<u>22,860,169</u>	<u>22,860,169</u>
Net assets	<u>(4,365,000)</u>	<u>38,373,189</u>	<u>34,008,189</u>

No revenue reserves were transferred by the local authority upon the conversion of Queensmill School. The position with respect to any budget surplus or deficit is still subject to review and cannot be quantified reliably. Therefore, no amounts have been recognised in respect of such balances.

25. Post balance sheet event

As of 15th September 2021 Queensmill Trust became the corporate trustee of Q+, a charity which provides care, education and supported internships for adults and young people with autism and learning difficulties. As a result, Queensmill trust formally became responsible for governance of Queensmill College and Q House Children's Home from this date.