

Registered number: 08919795 (England and Wales)

GREEN LANE PRIMARY ACADEMY LIMITED

(A company limited by guarantee)

ANNUAL REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 AUGUST 2016

GREEN LANE PRIMARY ACADEMY LIMITED
(A company limited by guarantee)

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GREEN LANE PRIMARY ACADEMY LIMITED
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REFERENCE AND ADMINISTRATIVE DETAILS OF THE ACADEMY, ITS MEMBERS, GOVERNORS AND ADVISERS
FOR THE YEAR ENDED 31 AUGUST 2016

Members

J Berry
SP Hameed
J Lucas
MV Pagan
J Walsh

Governors

MV Pagan, Chair¹
H Ellis, Vice Chair^{1,2}
J Lucas, Co-Head Teacher^{1,2,3}
J Walsh, Co-Head Teacher^{1,2,3}
C Armitage²
J Berry¹
K Bowe^{1,2}
LV Donner (appointed 30 November 2015)¹
L Etherington^{2,3}
SP Hameed²
P Heywood (resigned 31 August 2016)^{1,2}
HE McLean^{1,2,3}
AJW Pear¹
SK Riaz²

¹ Members of the Finance, Audit and Resources Committee

² Members of the Raising Achievement and Pupil Welfare

³ Staff Governors

Company registered number

08919795

Company name

Green Lane Primary Academy Limited

Principal and registered office

Green Lane
Middlesbrough
Cleveland
TS5 7RU

Senior leadership team

J Lucas, Co-Head Teacher
J Walsh, Co-Head Teacher
H McLean, Deputy Head Teacher
J Thackstone, Deputy Head Teacher
J Hall, Assistant Head Teacher
C French, Assistant Head Teacher
L Airey, Senior Administrator
H Bone, School Business Manager

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**REFERENCE AND ADMINISTRATIVE DETAILS OF THE ACADEMY, ITS MEMBERS, GOVERNORS AND
ADVISERS
FOR THE YEAR ENDED 31 AUGUST 2016**

Advisers (continued)

Independent auditors

Clive Owen LLP
Chartered Accountants
and Statutory Auditors
140 Coniscliffe Road
Darlington
Co Durham
DL3 7RT

Bankers

Lloyds Bank
83 -85 Linthorpe road
Middlesbrough
TS1 5BU

Solicitors

Sintons LLP
The Cube
Barrack Road
Newcastle upon Tyne
NE4 6DB

GREEN LANE PRIMARY ACADEMY LIMITED
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GOVERNORS' REPORT
FOR THE YEAR ENDED 31 AUGUST 2016

The Governors present their annual report together with the financial statements and auditor's report of the charitable company for the year 1 September 2015 to 31 August 2016. The Annual report serves the purposes of both a Governors' report, and a Directors' report under company law.

The trust operates an Academy for pupils aged 3 to 11 serving a catchment area in Middlesbrough. It has a pupil capacity of 630 plus 78 nursery places and had a roll of 701 in the school census on 1 October 2015.

OBJECTIVES AND ACTIVITIES

Objects and aims

The principal object and activity of the charitable company is the operation of Green Lane Primary Academy to provide education for students of different abilities between the ages of 3 and 11.

In accordance with the articles of association the charitable company has adopted a 'Scheme of Government' approved by the Secretary of State for Education. The Scheme of Government specifies, amongst other things, the basis for admitting students to the Academy, the catchment area from which the students are drawn, and that the curriculum should comply with the substance of the national curriculum with emphasis on providing high quality teaching and learning in all curriculum areas.

The main objectives of the Academy during the year ended 31 August 2016 are summarised below:

- 1) To improve standards in Reading. In particular:
 - to improve the % of children achieving age expectation at KS1
 - to improve the % of children achieving age expectation at KS2
- 2) To aim for high quality targeted and focussed interventions ensuring that:
 - the gap is narrowed between all major identified groups
 - individual children of all abilities are kept on track to reach their targets
 - those children just below age expectation are given extra support to accelerate progress to ensure maximum progress for all children and to increase percentages in each year group achieving age expectation
- 3) To ensure that planning, teaching and assessment in all year groups is clearly focussed on improving outcomes and that pupils make at least expected progress; thus ensuring that outcomes at KS1 and KS2 are at least in-line with similar schools nationally.

Objectives, strategies and activities

The Academy's main objectives are encompassed in its Statement of Curriculum Aims and in a continued drive to improve teaching and learning. To this end the objectives and the strategies used to achieve them include:

The Aims of the Curriculum are to meet the needs of individual children:

- by ensuring equality of opportunity for girls and boys from all cultural backgrounds and opportunities for achievement and success for all children including those with special needs and talents,
- by providing a wide range of experiences that offer challenge appropriate to the age and ability of individual children,
- by promoting purposeful teaching and learning that develops lively and enquiring minds,
- to build on the strengths, needs, expectations, attitudes and interests that individual children bring from home to school and to encourage and build on the home/school partnership,
- to develop in each child the ability to relate and co-operate with others in the process of learning; to foster respect for religious and moral values, and tolerance of other races, religions and ways of life,

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GOVERNORS' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2016

OBJECTIVES AND ACTIVITIES (CONTINUED)

Objectives, strategies and activities (continued)

- to provide a broad-based creative curriculum that provides practice, enrichment and progression and makes full use of first hand experiences,
- to ensure a match between the abilities of individual children and their learning activities,
- to promote continuity of educational experience and progression from stage to stage and within stages, so that children feel secure and confident in themselves as learners,
- to provide the opportunity for children to imagine, question, reason, choose, observe, experience, explain, test, estimate, problem-solve, deduce, hypothesise, evaluate and record,
- to encourage children to become confident, independent learners (able to recognise and value their mistakes and to pursue knowledge, understanding and skills through their own efforts and interests).

Specifically in the 15/16 Academic year our objectives were:

1. To improve standards in Reading to match those of Writing and Maths. In particular:
 - to improve the % of children achieving above age expectation at KS1 (previously L3)
 - to improve the % of children achieving age related expectation (previously L4) to more closely match performance in Writing and Maths
2. To aim for high quality teaching and learning and assessment in the New National Curriculum, embedding new formative and summative assessment systems and procedures and ensuring that the large majority of children (75% +) achieve age related expectations or above in mid key stage year groups and that outcomes at KS1 and KS2 are above that of all children nationally.
3. To carry out a full strategic and practical review of the methodology, materials, impact and all aspects of current practice in Reading from EYFS to Year 6.

The activities undertaken to achieve these objectives are all intended to provide the highest quality of education in the public sector for students between the ages of 3 and 11.

Public benefit

The Academy's aims and achievements are set out within this report and have been undertaken to further its charitable purposes for the public benefit. The Governors have complied with the duty under Section 4 of the Charities act 2011 to have due regard to public benefit guidance published by the Charity Commission for England and Wales and the Governors have considered this guidance in deciding what activities the Academy should undertake.

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GOVERNORS' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2016

STRATEGIC REPORT

ACHIEVEMENTS AND PERFORMANCE

At KS2 attainment is above national benchmarks in Writing and Grammar Punctuation and Spelling (GPS) and slightly below national in Reading and Maths. This is the first year of the new national curriculum tests.

At KS1 attainment is broadly in line with national benchmarks at Expected but above national for performance at Greater Depth. This demonstrates good progress from below national averages at EYFS for this cohort. Outcomes in EYFS are above national averages across most areas representing a continuing upward trend.

Key Stage 2 Attainment and Achievement:

Reading	School Performance	National Average 2015/16
Scaled Score	101.4	102.6
At Expected or Better	61.5%	65.6%
Writing		
At Expected or Better	87.9%	74%
At Greater Depth	26.4%	N/A
Maths		
Scaled Score	101.8	103.0
At Expected or Better	65.9%	69.7%
GPS		
Scaled Score	104.8	104.0
At Expected or Better	74.7%	72.4%

Key Stage 1 Attainment and Achievement:

Reading	School Performance	National Average 2015/16
At Expected or Better	74.4%	74.0%
At Greater Depth	25.6%	23.6%
Writing		
At Expected or Better	63.3%	65.5%
At Greater Depth	15.6%	13.3%
Maths		
At Expected or Better	70.0%	72.6%
At Greater Depth	22.2%	17.8%

	% at Age Expect. end of EYFS	% at Age Expect. end of KS1	% Above Age Expect. end of EYFS	% at Greater Depth end of KS1
Reading	62.0%	73.6%	17.5%	25.3%
Writing	62.6%	60.0%	18.6%	15.4%
Maths	63.0%	69.0%	17.5%	22.0%

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GOVERNORS' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2016

ACHIEVEMENTS AND PERFORMANCE (CONTINUED)

Phonics	School Performance	National Average
All Pupils	77.8%	81.3%
Boys	84.0%	N/A
Girls	70.0%	N/A

EYFS Outcomes

	School	National
Good Level Development- All	74.7%	69.3%
Average Points Score	35.2	34.4

FINANCIAL REVIEW

Going concern

After making appropriate enquiries, the board of Governors 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. Further details regarding the adoption of the going concern basis can be found in the Statement of Accounting Policies.

Financial Review

Most of the Academy's income is obtained from the Department of Education (DfE) via the Education Funding Agency (EFA) in the form of recurrent grants, the use of which is restricted to particular purposes. The grants received from the DfE/EFA during the year ended 31 August 2016 and the associated expenditure are shown as restricted funds in the Statement of Financial Activities.

The Academy also receives grants for fixed assets from the DfE/EFA. In accordance with The Charities Statement of Recommended practice, 'Accounting and Reporting by Charities' (SORP 2015) and FRS102, such grants are shown in the Statement of Financial Activities as restricted income in the fixed asset fund. The restricted fixed asset fund balance is reduced by annual depreciation charges over the expected useful life of the assets concerned.

During the year ended 31 August 2016, total expenditure of £3,076,000 was exceeded by recurrent grant funding from the DfE/EFA together with other incoming resources. The excess of income over expenditure for the year (before transfers and actuarial gains, and excluding restricted fixed asset funds) was £148,000.

All of the expenditure shown in the Statement of Financial Activities is in furtherance of the Academy's objectives.

At 31 August 2016 the net book value of fixed assets was £6,994,000 and movements in tangible fixed assets are shown in note 12 to the Financial Statements. The assets were used exclusively for providing education and the associated support services to the students of the Academy.

The provisions of Financial Reporting Standard (FRS) 102 have been applied in full in respect of the LGPS pensions scheme, resulting in a deficit of £1,073,000 recognised on the balance sheet.

The Academy held fund balances at 31 August 2016 of £6,268,000 comprising of £6,170,000 of restricted funds and £98,000 of unrestricted funds.

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GOVERNORS' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2016

FINANCIAL REVIEW (CONTINUED)

Principal risks and uncertainties

The principal risks and uncertainties are centred on changes in the level of funding from the DfE/EFA. In addition the Academy is a member of the Local Government Pension Scheme (LGPS), which results in the recognition of a significant deficit on the Academy balance sheet.

The Governors have assessed the major risks, to which the Academy is exposed, in particular those relating specifically to teaching provision of facilities and other operational areas of the Academy, and its finances. The Governors have implemented a number of systems to assess risks that the school faces, especially in the operational areas (e.g. in relation to teaching, health and safety, bullying and school visits) and in relation to the control of finance. Where significant financial risk still remains they have ensured they have adequate insurance cover. The Academy has an effective system of internal financial controls and this is explained in more detail in the Governance Statement.

The Academy has fully implemented the requirements of the Safe Recruitment procedures and all staff have received training in this area in addition to training on Child Protection.

The Academy is subject to a number of risks and uncertainties in common with other academies. The Academy has in place procedures to identify and mitigate financial risks.

Reserves policy

The academy holds restricted and unrestricted funds (the attached financial statements detail these funds). Unrestricted funds are held to cover ongoing costs in relation to the running of the academy including catering provisions, school trips and uniform costs for example.

The level of reserves is reviewed by the Governors regularly throughout the year. The minimum level of reserves for the ongoing needs of an academy is reviewed by the Governors on an annual basis. This review encompasses the nature of income and expenditure streams, the need to match income with commitments and the nature of reserves. The Governors therefore consider it prudent to hold unrestricted reserves in the general fund in the form of free reserves of £220,000.

This is considered sufficient working capital to cover delays between spending and receipt of grants and provide a cushion to deal with unexpected emergencies such as urgent maintenance.

The academy's current level of free reserves are in surplus by £98,000. In addition there is GAG carry forward available of £242,000 and therefore overall free reserves are considered to be above the level of reserves required for the ongoing needs of the academy. £23,000 of the GAG carry forward is earmarked for capital projects and a further £10,000 for maintenance and repairs. If the academy is successful in its bid for funding to provide 30 hour nursery provision it will be required to make a financial contribution, which is estimated to be £25,000.

The Governors continue to consider additional activities related to the academy's objectives to which excess reserves may be applied, including:

- a) Further capital improvements to the premises and teaching facilities
- b) Protection against the uncertainty in relation to the national funding formula
- c) Protection against the uncertainty over future pension contribution rates

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GOVERNORS' REPORT (continued)
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STRUCTURE, GOVERNANCE AND MANAGEMENT

Constitution

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

The charitable company's Memorandum of Association is the primary governing document of the Academy trust.

The Governors of Green Lane Primary Academy Limited are also the directors of the charitable company for the purpose of company law.

The charitable company is known as Green Lane Primary Academy Trust.

Details of the Governors who served during the year are included in the Reference and administrative details on page 1.

Members' liability

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

Method of recruitment and appointment or election of Governors

The Academy Trust may appoint up to 18 Governors. The governing body comprises of the Co-Head Teachers, Member Appointed Governors, Staff Governors, Parent Governors and Co-Opted Governors. The number of each type of Governor is subject to limits determined by the Trust's Articles of Association.

The term of office for any Governor shall be four years, with the exception of the Co-Head Teachers who hold ex officio posts and the Chair and Vice-Chair whose term is one year. Each school year the governing body shall elect a Chair and Vice-chair from among their number. Subject to remaining eligible to be a particular type of Governor, any Governor may be re-appointed or re-elected.

Members may appoint Governors, however Co-Opted Governors may be appointed by Governors, providing they themselves are not co-opted.

Parent Governors are appointed by election (unless the number of parents standing for election is less than the number of vacancies - in this instance the Governing body will appoint parent governors). They are elected by parents of registered pupils and at the time of election be the parent of a registered pupil of the Academy.

The Academy Trust recognises the need to recruit Governors with the necessary skills and experience. Vacancies are publicised and expressions of interests in joining the Governing Body are invited via the Academy website. Where a vacancy for a Parent Governor is required to be filled by election, the Governing Body shall take such steps as are reasonably practical to secure that every person who is known to them to be a parent of a registered pupil at the Academy is informed of the vacancy and that it is required to be filled by election, informed that he is entitled to stand as a candidate, and vote at the election, and given an opportunity to do so.

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GOVERNORS' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2016

STRUCTURE, GOVERNANCE AND MANAGEMENT (CONTINUED)

Policies and procedures adopted for the induction and training of Governors

The training and induction provided for new governors depends on their existing experience. Where necessary induction and training is provided on charity, educational, legal and financial matters. All new Governors are given a tour of the Academy and the chance to meet with staff and students. All governors are provided with copies of policies, procedures, minutes, accounts, budgets, plans and other documents that they will need to undertake their role as Governors. As there are normally only one or two governors a year, induction tends to be done informally and is tailored specifically to the individual.

Pay policy for key management personnel

The Head Teachers are appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose. The task of appraising the Head Teachers, including the setting of objectives, will be delegated to a sub-group consisting of normally 3 members of the Pay Committee. The external adviser is not responsible for determining a recommendation to the pay committee on whether an increment should be paid to the head teacher, following the review; this is a matter for the Governor's panel alone. However, Governors can ask for advice and should take account of any advice offered.

The rest of the Leadership Team are appraised by the Head Teachers with pay recommendations made to the Governing Body by the Staff Pay and Performance Committee.

Organisational structure

During the year, the Academy continued to operate a unified management structure. The Structure consists of three levels: the Governors, the Senior Leadership Team and the TLR Team. The aim of the management structure is to devolve responsibility and encourage involvement in decision making at all levels.

The Governors are responsible for:

- setting policy
- adopting an annual improvement plan and budget
- monitoring the Academy and making decisions about its strategic direction
- making decisions about and monitoring capital expenditure
- adopting an annual staffing structure, including new appointments

The Governing Body consists of 14 Governors and includes the two Co-Head Teachers, two staff Governors, four parent Governors, five member appointed Governors and one co-opted Member. The Senior Leadership Team consists of the Co-Head Teachers, Deputy Head Teachers, Assistant Head Teachers, School Business Manager and Senior Administrator. The TLR Team includes all teaching staff who hold a responsibility for leading an area of work within the Academy. They work closely with the Senior Leadership Team to develop the strategic direction of their areas of responsibility as well as the day to day management of these areas and year group teams.

Governors' indemnities

The Academy has purchased insurance to protect Governors from claims arising against negligent acts, errors or omissions occurring whilst on Academy business. Further details are provided in note 11.

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GOVERNORS' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2016

PLANS FOR FUTURE PERIODS

Future developments

- 1) To improve standards in Reading. In particular:
 - to improve the % of children achieving above age expectation at KS1
 - to improve the % of children achieving age related expectation at KS2

- 2) To aim for high quality targeted and focussed interventions ensuring that:
 - the gap is narrowed between all major identified groups
 - individual children of all abilities are kept on track to reach their targets
 - those children just below age expectation are given extra support to accelerate progress all to ensure maximum progress for all children and to increase percentages in each year group achieving age expectation

- 3) To ensure that planning, teaching and assessment in all year groups is clearly focussed on improving outcomes and that pupils make at least expected progress; thus ensuring that outcomes at KS1 and KS2 are at least in-line with similar schools nationally.

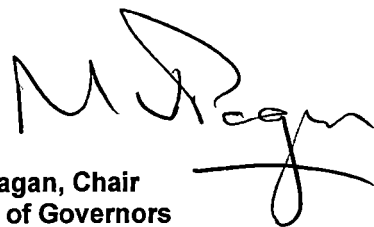
- 4) To develop provision for nursery children who are entitled to 30 hour child-care. This will include:
 - Producing a feasibility study and carrying out a parent survey
 - Investigating possible adaptations to the existing building to create capacity
 - Submitting a LA capital bid to cover the major cost any building works

Disclosure of information to auditors

Insofar as the Governors are aware:

- there is no relevant information of which the charitable company's auditor is unaware
- the Governors 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.

This report was approved by order of the Board of Governors as the company directors, on 5 December 2016 and signed on its behalf by:



MV Pagan, Chair
Chair of Governors

GREEN LANE PRIMARY ACADEMY LIMITED
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GOVERNANCE STATEMENT

Scope of Responsibility

As Governors, we acknowledge we have overall responsibility for ensuring that Green Lane Primary Academy Limited 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.

The Board of Governors has delegated the day-to-day responsibility to the Co-Head Teachers, 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 Green Lane Primary Academy Limited and the Secretary of State for Education. They are also responsible for reporting to the Board of Governors any material weaknesses or breakdowns in internal control.

Governance

The information on governance included here supplements that described in the Governors' report and in the Statement of Governors' responsibilities. The Board of Governors has formally met 3 times during the year. Attendance during the year at meetings of the Board of Governors was as follows:

Governor	Meetings attended	Out of a possible
MV Pagan, Chair	3	3
H Ellis, Vice Chair	3	3
J Lucas, Co-Head Teacher	3	3
J Walsh, Co-Head Teacher	3	3
C Armitage	3	3
J Berry	2	3
K Bowe	2	3
LV Donner	3	3
L Etherington	3	3
SP Hameed	3	3
P Heywood	2	3
HE McLean	3	3
AJW Pear	2	3
SK Riaz	0	3

As part of the Academy Trust's ongoing review of governance, the governing body has worked alongside their governance support partner to evaluate the effectiveness and roles of committee chairs.

The appointment of a new Governor has prompted a review of the induction process to ensure that it is fit for purpose. This process has been supported by the Academy's governance support partner. LV Donner, who is a qualified accountant, has been appointed after last year's skills audit highlighted the need for a Governor with financial skills.

A governance review is planned for 2016 and is to be led by the trust's governance support.

The Finance and Resources Committee is a sub-committee of the main Board of Governors. Its purpose is to consider the Academy's funding and expenditure and approve expenditure within its delegated limits. The committee will make recommendations to the full governing body where necessary. During the year LV Donner joined the committee.