
OUTWOODS EDGE PRIMARY SCHOOL
(A company limited by guarantee)

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REFERENCE AND ADMINISTRATIVE DETAILS

Members	Rachel Phillips David Round Bobby Peach
Governors	Barry Bookham*+ (appointed 8 th December 2014) Linda Bull* (resigned 13 th October 2014) Pamela Ede Cooper (appointed 24 th September 2014, resigned 23 rd June 2015) Bernard Fowler* Emma Jeffries Paula Longley* Mark Maksymiw* (Head Teacher and Accountable Officer) Emma Moore (Chair) Bobby Peach+ Rachel Phillips+ Julie Ralph Nikki Ranzetta David Round* Debbie Tack Claire Wilson Matthew Yandell* (resigned on 27 th August 2015) *Members of the finance committee + Members of the audit committee
Company Secretary	Mrs Mary Jones
Leadership Team:	
Head Teacher	Mark Maksymiw
Deputy Head	Claire Wilson
Assistant Head	Matthew Yandell
Foundation Stage Coordinator	Sarah Gostelow
School Business Manager	Mary Jones
Principal and Registered Office	Outwoods Edge Primary School Redwood Road Loughborough LE11 2LD
Company Registration Number	08188239 (England and Wales)
Independent Auditor	Duncan and Toplis Limited 4 Henley Way Lincoln Lincolnshire LN6 3QR

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Bankers

Lloyds Bank plc
37-38 High St,
Loughborough
LE11 2QG

Solicitors

Leicestershire County Council
County Hall
Glenfield
Leicester
LE3 8RF

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GOVERNORS' REPORT

The governors present their annual report together with the financial statements and auditor's reports of the charitable company for the period 1 September 2014 to 31 August 2015. The annual report serves the purposes of both a governors' report and a directors' report under company law.

The trust operates as an academy for pupils aged 4 to 11 serving a catchment area of Loughborough. It has a pupil capacity of 406 and had a roll of 421 on the school census at August 2015.

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 governors of Outwoods Edge Primary School are also the directors of the charitable company for the purposes of company law. The charitable company is known as Outwoods Edge Primary School.

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.

Governors' Indemnities

In accordance with normal commercial practice the academy has purchased insurance to protect governors and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business. The insurance provides cover up to a maximum value of £3,000,000.

Method of Recruitment and Appointment or Election of Governors

The articles outline the different types of governor, each category has slightly differing election processes, as outlined below:

- The term of office for any governor shall be 4 years, save that this time limit shall not apply to the Head Teacher or any post which is held ex officio. Subject to remaining eligible to be a particular type of governor, any governor may be re-appointed or re-elected.
- The members may appoint up to 3 governors.
- The governing body may appoint up to 3 community governors.
- A minimum of 3, and up to 5, parent governors shall be elected by parents of registered pupils at the academy. A parent governor must be a parent of a pupil at the academy at the time when he is elected.
- The Head Teacher and Deputy Head Teacher are governors ex officio.

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- Up to 2 staff governors shall be elected by a ballot of all staff employed under a contract of employment or a contract for services or otherwise engaged to provide services to the academy (excluding the Head Teacher and Deputy Head Teacher). If a staff governor ceases to work at the academy then he or she shall be deemed to have resigned and shall cease to be a governor automatically on termination of his or her work at the academy. Any election of a staff governor which is contested shall be decided by secret ballot.
- The governors may appoint up to 3 co-opted governors. A 'co-opted governor' means a person who is appointed to be a governor by being co-opted by governors who have not themselves been so appointed.

Governors are subject to retirement or re-election at the end of their 4 year term of office unless the eligibility conditions listed above prevail.

Policies and Procedures Adopted for the Induction and Training of Governors

The training and induction provided for new governors will depend on their existing experience. Where necessary, induction will provide training on charity and educational legal and financial matters. All new governors are given a tour of the academy and the chance to meet with staff and students.

In the course of the first year, 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 governor. As there are normally few new governors a year, induction tends to be done informally and is tailored specifically to the individual.

Organisational Structure

The structure of the academy consists of two senior levels: the board of directors (governing body) and the Head Teacher leading the senior leadership team which includes deputy and assistant Head Teachers, the foundation stage co-ordinator and the school business manager.

An aim of this management structure is to distribute responsibility and accountability and to encourage involvement in decision making at all levels so that the academy nurtures the talents of its entire staff to support continuous improvement and excellence.

The board of directors is responsible for setting the academy's policies, adopting the School Improvement Plan and budget, monitoring performance against these plans and making major decisions about the direction of the academy including its curriculum, staffing and the achievement and welfare of students.

The Head teacher and senior leadership team control the academy at an executive level, implementing the policies set by the board of directors and reporting back to them.

The board of directors has established five sub-committees. Each sub-committee has its own terms of reference detailing their responsibilities. A governors' decision planner sets out the scheme of delegation, showing what responsibilities are devolved to each sub-committee, to the Head Teacher (the accounting officer) and to the senior leadership team.

The terms of reference and meeting frequency for each sub-committee is reviewed and approved by the board of directors annually. The academy has an approved Financial Handbook which details the School's authorised spending limits.

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The sub-committees of the Governing Body are:

- Finance Committee
- Strategy Committee
- Pupils Committee
- Resources Committee (including staffing)
- Audit Committee

Related Parties and other Connected Charities and Organisations

1. Outwoods Edge Primary School is part of a collaborative working group known as Loughborough Primary Academy Partnership. The partnership has a charter which provides a framework for working together.

The Members will at all times work for the best education for all the children within the Academy Partnership through the adoption and development of supportive and collaborative working principles between the Members.

In 2014-15 the group has worked together in the following ways:

- One of the most successful collaborative activities has been the quality assurance work undertaken by LPAP. The nine Head Teachers work in three groups of three schools (triads) to monitor and evaluate each other's work. This begins in the autumn term with a review of standards across the Foundation Stage, Key Stage 1 and Key Stage 2. Their analysis of each school's data and the subsequent discussions result in a report shared with governors, which offers a professional critique of the current standards in each school. Quality assurance has extended to an examination of teaching and learning as well book trawls and pupil interviews. Head Teachers ensure that they allow time for observation, examination and discussion, which result in a deeper understanding of each school. This leads to valuable feedback.
 - The success of the Head Teachers' group has been mirrored by the School Business Managers. Their regular meetings have provided invaluable mutual support as each school adjusts to the academy financial accounts and the academy financial year. Support from more experienced colleagues has helped new staff ease into their role. Joint procurement of legal and accounting services has had financial as well as procedural benefits. The group has been able to share their experiences and divide up the workload between the Business Managers.
 - Other groups have begun similar partnership work. There is a Foundation Stage network as well as a Site Manager and Deputies' network. Other staff can see the benefit of working together and have proposed groups of their own. Head Teachers and governors are happy to support this development as it benefits the staff and ultimately the children of all nine schools.
2. Outwoods Edge Primary School works together with parents to provide children with resources and experiences that will enrich their education and enjoyment of learning. The Friends of Outwoods Edge is a charitable group who organise events and fund-raising opportunities for the school community. In 2015-16 these included; autumn and summer fairs and storytelling events as well as discos. In addition the Friends Group supported school events by providing refreshments for those attending. They funded a visit from the Star Dome and the Life Bus, and a Christmas treat for all children.

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3. The land and school buildings are leased from Leicestershire County Council. The school therefore has an on-going relationship with the local authority. Outwoods Edge also purchases services from the Local Authority including payroll, Health and Safety, Admissions and Audit Services.

Objectives and Activities

Objects and Aims

Every Child, Every Day, Every Future

The school's ethos and values are encapsulated in the key phrase that accompanies our new logo. The strapline encapsulates three features of the school that informs the way we work with the children and school family. Firstly, Outwoods Edge serves a diverse community and we recognise that children come to school with different needs, experiences and expectations. Therefore every day in school is important to ensure that all children develop a love of learning and a belief in themselves that they can succeed. Finally, one of our key goals is to ensure that children are equipped to continue this success at secondary school and that they develop the ambition and drive to aim high when they look to the future.

The School Strategy 2015-2020

Learning Environment

By using resources both from within and outside the school, Outwoods Edge aims to maintain a Learning Environment that is safe and promotes learning. Staff will be encouraged to use the available space in a flexible and imaginative way. The academy and grounds will be well maintained with up to date equipment and resources. There will be a particular emphasis on ICT. This will enable children to develop skills fit for living and working in Britain in the 21st Century.

Teaching & Learning

Children will be inspired by their lessons at Outwoods Edge. Outstanding teaching will engage all children. The lessons will form a broad and balanced curriculum, one that utilises the school's environment and opportunities for learning further afield. Children will master the key skills set out in the National Curriculum but also develop the knowledge and understanding to flourish in modern day Britain. Teachers will always strive to engage everyone so that each child makes outstanding progress with their learning.

Financial Management

Through sound financial management, Outwoods Edge seeks to maximize the resources available to its children and staff, and support the whole learning environment, whilst ensuring the long-term stability of the academy. We seek to strike a balance between meeting the immediate needs of the children, with the investments required to improve the facilities and equipment available in the longer-term, and we continually look for efficiencies which will allow the release of further funds to support the development plan. It is our 5-year goal to ensure that the academy continues to ring-fence an amount equal to the school's reserves policy (currently £70,000), and that all other funds are spent (or committed) in the support of the development plan.

Community

At Outwoods Edge, our children & staff are a valued part of the local community. Children, parents and staff participate in community activities, whether for the benefit of the school or for the benefit of other organisations. When children are out in the community, they represent our academy well and are often

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praised for their behaviour by members of the community. School trips often make use of the local area and they enhance the learning experience of the children. They provide a valuable insight into the community that is around the children.

Staffing

At Outwoods Edge we will employ the best staff to meet the needs of the children and the school. Those who work here can look forward to a comprehensive professional development programme to enable them to plan and deliver outstanding learning opportunities for the children. Outstanding practice will be identified and shared across the school and with our partner schools in the LPAP group. All staff will be encouraged to evaluate the contribution they can make to the ongoing success of Outwoods Edge where innovation and creativity is welcomed.

Wellbeing

At Outwoods Edge we work to encourage the well-being of all pupils. Taking well-being as an approach to support physical, emotional and educational development, we will use appropriate strategies widely in school, as well as individual interventions where necessary, to help provide the best start to life for every child. We will ensure that school is a safe, supportive and secure environment with opportunities for children to learn about keeping themselves healthy.

Objectives, Strategies and Activities

School Improvement

There were four areas for development in 2014/5; Standards and Developments in Reading, Good to Outstanding, Assessment and Intervention and Curriculum.

Standards and Developments in Reading

The key areas for improvement in reading during this year were threefold. Firstly, we wanted to improve the library area for Key Stage 2 children. A new library was set up in the middle of the school to provide easy access to fiction materials. Up to date stock replaced older books and children were asked to recommend authors whose books they have enjoyed reading. In addition, a new Year 6 satellite library area was established near to their classrooms. A budget for each year groups allowed classes to buy non-fiction material to link to their topics.

The second key area for development was to provide information to enable parents to help their children read at home. The Literacy Co-ordinator held a reading event and over 80 parents attended representing children from across the school. The event consisted of a series of workshops that covered such topics as phonics in Key Stage 1 to introducing the key authors we study at school.

Finally, there were opportunities for teachers to improve their guided reading sessions by observing other staff and discussing the effective practice in school. Teachers filmed themselves delivering a guided reading session, these were then used as the starting point for a discussion on best practice.

Good to Outstanding

In the previous academic year two members of staff completed a course on Good to Outstanding teaching. They devised a programme to enable teachers to work in triads to reflect on their own teaching strengths and areas for development in order to move to becoming outstanding practitioners.

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They used the Lesson Study model to develop their teaching skills in areas identified after completing a professional audit. During the year, the three teachers in the triads observed each other teach twice. The focus of this observation was determined by the areas identified in the audit and so was different for different staff. The teachers not only observed each other teach but gave advice about how to achieve the areas for improvement identified by the audit.

The outcome resulted in more 'outstanding' judgements at the end of year observations than in the initial October observations.

Assessment and Intervention

The first aim of this development priority was to implement a new system for assessing and tracking children's progress through the core areas of the curriculum once the levelling system had been abolished. The school purchased new software from Target Tracker and several staff meetings were dedicated to understanding the new statements and agreeing how to assess children's work. We went onto work with our partners in LPAP on moderation exercises.

The next objective was to implement a new system for tracking the progress of groups of children, including those with SEN and those on the Pupil Premium list, and ensuring these children receive effective interventions within school. The common form allowed staff to consider the needs of all their class together rather than looking at each group in isolation. The new documents were used during the autumn term and all final amendments to the new system were complete by the end of the first half of the spring term.

Curriculum

A new curriculum was introduced in 2014. The academy spent much of the previous year redesigning the Outwoods Edge curriculum to incorporate key elements of the new national curriculum. The plan for this year was to evaluate the new curriculum and ensure that all planning reflected the changes made in the previous year. Time was taken to look at long, medium and short term plans and match the learning outcomes to the new curriculum. Children's work in the non-core subjects was also reviewed with the same outcome in mind.

The academy has four main 'drivers' that influence the curriculum and the way it is delivered. The Deputy Head Teacher led a review of those 'drivers' in light of the revised curriculum and some changes were made.

Finally, all staff felt that it was important to maintain the excitement the previous curriculum had generated. Therefore, three special curriculum weeks were organised to encourage teachers to explore areas of the curriculum in more depth. These areas were, Religious Education, Science and Geography.

Public Benefit

The Trustees confirm that they have complied with the duty to have due regard to the Charity Commission's general guidance on public benefit, "*Charities and Public Benefit*".

The academy's public benefit is enshrined in its charitable objects, which state:

- To advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing a school, offering a broad curriculum: and

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- To promote for the benefit of the inhabitants of Loughborough and the surrounding area the provision of facilities for recreational or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances or for the public at large in the interests of social welfare and with the object of improving the condition of life of the inhabitants.

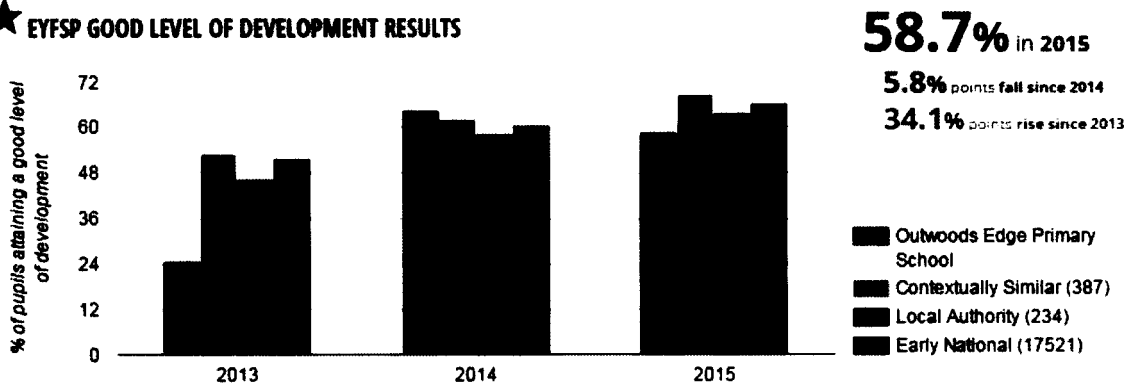
Strategic Report

Achievements and Performance

Attainment and Achievement in the Foundation Stage, Year 2 and Year 6.

Foundation Stage

★ **EYFSP GOOD LEVEL OF DEVELOPMENT RESULTS**



Children will be defined as having reached a GLD at the end of the EYFS if they achieve at least the 'expected' level in:

- the ELGs in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the ELGs in the specific areas of mathematics and literacy.

In total there are 12 ELGs within the GLD. As you can see the percentage of children achieving a GLD in 2015 was 58.7%. That is lower than contextually similar schools, Leicestershire and the national result. Analysis shows that 73.5% of girls achieved a GLD, maintaining the scores from last year, the boys scores dropped from 53.6% to 36%. The literacy scores for boys, particularly in writing, dropped from last year.

EYFSP AVERAGE TOTAL POINTS SCORE RESULTS

