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**THE HARLINGTON AND SUNDON ACADEMY TRUST**  
(A company limited by guarantee)

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**ANNUAL REPORT AND FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

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**THE HARLINGTON AND SUNDON ACADEMY TRUST**

**(A company limited by guarantee)**

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## THE HARLINGTON AND SUNDON ACADEMY TRUST

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### REFERENCE AND ADMINISTRATIVE DETAILS FOR THE YEAR ENDED 31 AUGUST 2018

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#### Members

Jo Rayner  
Simon Whalley  
Robert Homan  
Fr Yenda Smejkal

#### Trustees

Connie White, Head Teacher / CEO <sup>1-3</sup>  
Jo Rayner, Chair of Trustees <sup>1,3</sup>  
Simon Whalley, Vice Chair <sup>1,2</sup>  
Fr Yenda Smejkal, Vice Chair <sup>3</sup>  
Robert Homan <sup>2</sup>  
Ian Milloy <sup>1</sup>  
Paula Ryall <sup>2</sup>  
Tina Edmond, Staff trustee <sup>3</sup>  
Sharon Horobin, Staff trustee <sup>1,3</sup>  
Razika Azim, Parent trustee <sup>1,2</sup>  
Amanda George, Parent trustee <sup>3</sup>  
Sue Sproule, Secretary <sup>1-3</sup>

<sup>1</sup> - Finance committee

<sup>2</sup> - Premises committee

<sup>3</sup> - Curriculum committee

#### Company registered number

8231721

#### Company name

The Harlington and Sundon Academy Trust

#### Principal and registered office

Harlington Lower School, Westoning Road, Harlington, Beds, LU5 6PD

#### Company secretary

Susan Sproule

#### Chief executive officer

Connie White

#### Senior management team

Mrs C White, Headteacher  
Mrs T Edmundson, Deputy Headteacher (Harlington)  
Mrs S Horobin, Deputy Headteacher (Sundon)  
Mrs R Pickering, Senior Teacher (Harlington)  
Mrs S Carter, Senior Teacher (Harlington)

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**REFERENCE AND ADMINISTRATIVE DETAILS (continued)  
FOR THE YEAR ENDED 31 AUGUST 2018**

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**Independent auditors**

George Hay Partnership LLP, Unit 1b, Focus Four, Fourth Avenue, Letchworth, Hertfordshire, SG6 2TU

**Bankers**

Lloyds TSB, High Street Bedford, PO Box 1000, BX1 1LT

**Solicitors**

Anthony Collins Solicitors LLP, 134 Edmond Street, Birmingham, B3 2ES

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## **THE HARLINGTON AND SUNDON ACADEMY TRUST**

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### **TRUSTEES' REPORT FOR THE YEAR ENDED 31 AUGUST 2018**

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The Trustees present their annual report together with the financial statements and auditor's report of the charitable company for the year 1 September 2017 to 31 August 2018. The Annual report serves the purposes of both a Trustees' report, and a Directors' report under company law.

The trust operates two lower school academies; one for pupils aged 4 to 9 serving a catchment area in Harlington and the other for pupils aged 3 to 9 serving a catchment area in Upper Sundon. The academies have a combined pupil capacity of 240 and had a role of 228 (Harlington Lower School (HLS) 147; Sundon Lower School (SLS) 81) in the school census on 31 August 2018.

#### **Structure, governance and management**

##### **a. 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 Harlington and Sundon Academy Trust Limited are also the directors of the charitable company for the purposes of company law. The charitable company is known as The Harlington and Sundon Academy Trust.

The charitable company is also known as HASAT.

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

##### **b. 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.

##### **c. TRUSTEES' INDEMNITIES**

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.

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## **THE HARLINGTON AND SUNDON ACADEMY TRUST**

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### **TRUSTEES' REPORT (continued) FOR THE YEAR ENDED 31 AUGUST 2018**

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#### **d. METHOD OF RECRUITMENT AND APPOINTMENT OR ELECTION OF TRUSTEES**

Subject to Articles 48-49 and 63, the company shall have the following Directors:

- (a) Up to 5 Directors, appointed under Article 50
- (b) Any Staff Directors, if appointed under Article 50A
- (c) Academy Directors, appointed under Article 51 or Article 52
- (d) The Chief Executive Officer
- (e) A minimum of 2 Parent Directors, appointed under Articles 53-56
- (f) Any Additional Directors, if appointed under Article 61, 61A, 67A
- (g) Any Further Directors, if appointed under Article 62 or Article 67A

Up to 2 Directors, if appointed by the Secretary of State in accordance with the terms of any of the Relevant Funding Agreements following the provision of a notice by the Company to terminate that Relevant Funding Agreement.

The Company may also have up to 3 Co-opted Directors appointed under Article 58.

Recruitment of trustees:

- The trust undertake a skills audit
- A job description is prepared with a focus on the skills required
- A personal specification is prepared identifying the essential and preferred skills
- The trust will advertise and/or approach suitable candidates
- The candidates attend an interview before selection and an appointment is made

The term of office for any Director is four years. Subject to remaining eligible to be a particular type of Director, any Director may be re-appointed or re-elected.

#### **e. POLICIES AND PROCEDURES ADOPTED FOR THE INDUCTION AND TRAINING OF TRUSTEES**

The training and induction provided for new trustees will depend on their existing experience.

Where necessary induction will include training on educational, legal and financial matters. All new trustees will be given the opportunity of a tour of the schools, have the chance to meet with staff and pupils and provided with copies of key documents, such as policies, procedures, accounts, budgets, plans and other documents they need to undertake their role as trustees. As there is expected to be only a small number of new trustees a year, induction will be carried out informally and will be tailored specifically to the individual.

The Trust subscribes to the Central Bedfordshire Council Learning Service giving all HASAT trustees access to extensive face to face and on line training. The Trust also subscribes to National Governors Association.

#### **f. ORGANISATIONAL STRUCTURE**

The Board of Trustees are responsible for agreeing constitutional matters, co-opting new trustees, holding at least three meetings per annum, appointing and removing Chair, Vice Chairs and Clerk, establishing committees and their terms of reference, removing a Co-opted Trustee, deciding on what functions may be delegated, adopting the Financial Regulations, approving the initial budget each year, senior staff appointments, receiving reports from individuals and committees, preparing the annual report and reviewing the

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### TRUSTEES' REPORT (continued) FOR THE YEAR ENDED 31 AUGUST 2018

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terms of reference annually. These responsibilities cannot be delegated to committees or individuals. Other decisions can be delegated to other committees.

There are four sub-committees: Finance and Audit, Premises and Health and Safety, Curriculum, and Personnel. In addition there is a Head Teacher's Performance Management committee. Terms of reference for Trustees and committees are established and are reviewed annually.

Day to day responsibility for the Trust is delegated to the Head Teacher and any staff as she sees fit.

The Senior Leadership Team of the Trust consists of the Head Teacher, Deputy Head Teachers and Senior Teachers. The Head Teacher is also the Accounting Officer. These posts constitute the Trust's Senior Leadership Team, there being a team for each school. The aim of the leadership structure is to devolve responsibility and encourage involvement in decision making at all levels.

The Senior Leadership Team are responsible for developing and implementing the policies laid down by the trustees, reporting back to them and for the day to day operation of the schools, in particular the teaching staff, facilities and pupils. The trustees consider the Senior Leadership Team to be distinct from Key Management Personnel.

#### **g. ARRANGEMENTS FOR SETTING PAY AND REMUNERATION OF KEY MANAGEMENT PERSONNEL**

The Board operate a Pay Policy in respect of its responsibilities as the 'relevant body and delegates the management of the policy to the Personnel Committee on Pay in consultation with the Head. Guidance is sought of an external School Improvement Partner for the Head. In exercising their delegated responsibilities the Board requires the committee to have appropriate regard to the budget approved by the Board and the requirements of employment legislation, particularly Equal Pay Act and the Equal Opportunities policy adopted by the Trustees.

The annual review of staff pay is on a 12 monthly cycle. The committee take into account the outcome of appraisal reviews when reviewing the pay of all staff and threshold applications. They give recognition to assigned increased responsibility and take into account pay levels in other schools, particularly those of a similar type.

#### **h. RELATED PARTIES AND OTHER CONNECTED CHARITIES AND ORGANISATIONS**

HASAT is a multi-academy trust comprising two schools, Harlington Lower School and Sundon Lower School.

The Harlington and Sundon Academy Trust is an associate member of the Harlington Area Schools Trust (HAST). The Trust works in close partnership with the other schools in the pyramid which consists of ten lower schools, two middle schools and one upper school. The partnership of schools work together to ensure the learning journey from lower to upper school is as seamless throughout as possible. The schools support and work with each other to provide the very best educational experience for our pupils.

Harlington Village Pre-school (HVPS) runs a provision on site independent of the school. They lease the Conifers from the school and pay an hourly rate which contributes towards the cost of utilities, maintenance and cleaning.

HVPS extended their provision from 5th January 2016 to offer Wrap Around Care for both before and after school for pupils that attend the HVPS and Harlington Lower School. Harlington Lower has 'Friends of Harlington Lower' and Sundon Lower has a 'Parent Teacher Association' with which it co-operates in the pursuit of charitable opportunities and all fundraising activities.

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## THE HARLINGTON AND SUNDON ACADEMY TRUST

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### TRUSTEES' REPORT (continued) FOR THE YEAR ENDED 31 AUGUST 2018

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#### Strategic report

#### OBJECTIVES AND ACTIVITIES

##### a. OBJECTS AND AIMS

To advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing schools ("the Academies") offering a broad and balanced curriculum.

Each school to recognise and support their individual characters and respect their different backgrounds and to keep each linked with their local community within which it is situated and which it serves.

The Academy is a partnership of two schools who work with the community, trustees, staff and parents to create a safe and happy environment where every child achieves their maximum potential. The Academy supports children in becoming well rounded individuals where they naturally demonstrate the values in all aspects of their lives.

#### Mission Statement for HASAT

We are: Learning for Life

#### Aims

The children will benefit from;

- A high quality learning environment that is safe and secure.
- A community of adults that are committed to developing their talents.
- Exciting and engaging lessons that encourage creativity, motivation and a love of learning.
- Skills to prepare them well for independent lifelong learning.
- Diverse and varied opportunities for learning beyond school.
- An atmosphere of mutual trust, respect and care.
- Expectations that will help to maximise their potential.

The main objective this year was to continue to raise attainment in core subjects by supporting teaching and learning so that targets set for each year group at each school were met or exceeded. Raising pupil outcomes in writing particularly for boys across both schools was also a key priority. We also built on last year's curriculum development with outdoor learning, aiming to maximize opportunities for outdoor learning within the grounds of both schools, supporting the needs of all learners and to provide a positive environment in which to develop Forest School.

Finally, The Board and all stakeholders reviewed and set a new academy long-term strategy to secure excellent achievements for all.



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### TRUSTEES' REPORT (continued) FOR THE YEAR ENDED 31 AUGUST 2018

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#### b. PUBLIC BENEFIT

The Trustees confirm that HASAT have complied with their duty to have due regard to the guidance on public benefit published by the Charity Commission on their website at 'Charities and Public Benefit' in exercising their powers and duties.

The benefits arising from the pursuit of the Academy Trust's aims are the provision of education to children between the ages of 4 and 9 in the local area of Harlington and between the ages of 3 and 9 in the local area of Upper Sundon. Children are allocated a place to either school through the Central Bedfordshire co-ordinated admissions process or have been accepted as a mid-year transfer place. The number of places for each intake is restricted to the maximum number allowable for a Key Stage 1 class of 30 at Harlington Lower and 15 at Sundon Lower, unless in conjunction with the local authority appeals process, a child with specific needs has been allocated a place in a year group. Nursery children at Sundon Lower are allocated a place by approaching the school direct.

#### c. STRATEGIC REPORT

#### ACHIEVEMENTS AND PERFORMANCE

##### KEY Stage Results

##### Overall summary for the Academy

##### HARLINGTON LOWER SCHOOL

##### Early Years Foundation Stage (EYFS)

The % of pupils that achieved a good level of development in 2018 was below the National figure. This was a slight dip in standards compared to an upward trend over the last three years.

##### Phonics

The proportion of Year 1 pupils that met the expected standard in phonics was well above the national figure for Year 1.

##### Key Stage 1

Pupils were assessed against the new more challenging curriculum, which was introduced in 2014. Results are no longer reported as levels, the interim frameworks for teacher assessment have been used by teachers to assess if a pupil has met the new, higher expected standard. The data below presents attainment based on teacher assessments. Because of these assessment changes, figures for 2016 are not comparable to those for earlier years. Results for the last three years shows a trend of standards of attainment consistently above National figures.

Harlington KS1 Attainment	2014		2015	
	School Level 2 and above	National Level 2 and above	School Level 2 and above	National Level 2 and above
Reading	90	81	93	82
Writing	90	70	93	72
Maths	93	80	93	82

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**TRUSTEES' REPORT (continued)  
FOR THE YEAR ENDED 31 AUGUST 2018**

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<b>Harlington KS1 Attainment ARE/ABOVE</b>	<b>2016</b>		<b>2017</b>		<b>2018</b>	
	<b>School Expected and Above</b>	<b>National Expected and Above</b>	<b>School Expected and Above</b>	<b>National Expected and Above</b>	<b>School Expected and Above</b>	<b>National Expected and Above</b>
<b>Reading</b>	89	74	86	76	87	75
<b>Writing</b>	79	65	73	68	77	70
<b>Maths</b>	79	73	80	75	83	76

**Year 4**

Pupils were assessed against the new more challenging curriculum, which was introduced in 2014. Results are no longer reported as levels, teacher assessment has been used by teachers to assess if a pupil has met the new, higher expected standard for Year 4. The data below determines attainment based on teacher assessments. Because of these assessment changes, figures for 2015 and 2016 are not comparable to those for earlier years. Attainment for the last three years shows standards are consistently high and are above those of the Local Authority.

<b>Harlington Year 4 Attainment</b>	<b>2014</b>	
<b>Levels</b>	<b>School Level 3 and above</b>	<b>Local Authority Level 3 and above</b>
<b>Reading</b>	96	85
<b>Writing</b>	96	76
<b>Maths</b>	96	80

<b>Harlington Year 4 Attainment ARE/ ABOVE</b>	<b>2015</b>		<b>2016</b>		<b>2017</b>		<b>2018</b>	
	<b>School Expected and Above</b>	<b>Local Authority Expected and Above</b>	<b>School Expected and Above</b>	<b>Local Authority Expected and Above</b>	<b>School Expected and Above</b>	<b>Local Authority Expected and Above</b>	<b>School Expected and Above</b>	<b>Local Authority Expected and Above</b>
<b>Reading</b>	76	80	86	81	83	82	90	82
<b>Writing</b>	60	68	76	71	73	72	79	74
<b>Maths</b>	74	70	83	73	80	76	76	79

**SUNDON LOWER SCHOOL**

**Early Years Foundation Stage (EYFS) (Care-11 pupils)**

The % of pupils that achieved a good level of development in 2018 was well above the National figure for 2017; the school have maintained high attainment over the last three years.

**Phonics (Care-15 pupils)**

The proportion of Year 1 pupils that met the expected standard in phonics was well above the national figure for

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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

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Year 1.

**Key Stage 1 (Care-8 pupils)**

Pupils were assessed against the new more challenging curriculum, which was introduced in 2014, for the first time this year. Results are no longer reported as levels, the interim frameworks for teacher assessment have been used by teachers to assess if a pupil has met the new, higher expected standard. The data below presents attainment based on teacher assessments. Because of these assessment changes, figures from 2016 onwards are not comparable to those for earlier years. Since 2016, there is a three year trend of continuous improvement in Reading results with attainment consistently above National data. In Writing and Maths attainment shows an upward trend over the last two years although standards in 2018 are marginally below National figures. Care must be taken as small pupil numbers in cohort making comparisons statistically unreliable.

Sundon KS1 Attainment	2014		2015	
	School Level 2 and above	National Level 2 and above	School Level 2 and above	National Level 2 and above
Reading	100	81	88	82
Writing	91	70	71	72
Maths	91	80	71	82

Sundon KS1 Attainment	2016		2017		2018	
	School Expected and Above	National Expected and Above	School Expected and Above	National Expected and Above	School Expected and Above	National Expected and Above
Reading	73	74	83	82	100	75
Writing	40	65	75	72	63	70
Maths	60	73	83	76	75	76

**Year 4 (Care-17 Pupils)**

Pupils were assessed against the new more challenging curriculum, which was introduced in 2014. Results are no longer reported as levels, teacher assessment has been used by teachers to assess if a pupil has met the new, higher expected standard for Year 4. The data below determines attainment based on teacher assessments. Because of these assessment changes, figures from 2015 onwards are not comparable to those for earlier years. Attainment for the last four years to 2018 shows an upward trend with improvements made in reading, writing and maths attainment. However, attainment in 2018 has dipped compared to previous year with all core subjects being below those of Local Authority. Again, small cohorts make comparisons to National and previous year data difficult.

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**THE HARLINGTON AND SUNDON ACADEMY TRUST**

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**TRUSTEES' REPORT (continued)  
FOR THE YEAR ENDED 31 AUGUST 2018**

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<b>Sundon Year 4 Attainment</b>	<b>2014</b>	
	<b>School Level 3 and above</b>	<b>Local Authority Level 3 and above</b>
<b>Reading</b>	92	85
<b>Writing</b>	77	86
<b>Maths</b>	77	80

<b>Sundon Year 4 Attainment</b>	<b>2015</b>		<b>2016</b>		<b>2017</b>		<b>2018</b>	
<b>ARE/ ABOVE</b>	<b>School Expected and Above</b>	<b>Local Authority Expected and Above</b>	<b>School Expected and Above</b>	<b>Local Authority Expected and Above</b>	<b>School Expected and Above</b>	<b>Local Authority Expected and Above</b>	<b>School Expected and Above</b>	<b>Local Authority Expected and Above</b>
<b>Reading</b>	40	80	100	81	80	82	76	82
<b>Writing</b>	40	68	58	71	66	72	53	74
<b>Maths</b>	40	70	83	73	73	76	65	79

In setting our objectives and planning our activities, the Trustees have given careful consideration to the Charity Commission's general guidance on public benefit.

**a. KEY PERFORMANCE INDICATORS**

**Pupil Attendance**

		<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>HLS</b>	<b>% Attendance</b>	96.22	96.36	96.32	96.50	97.03
	<b>% Absence</b>	3.78	3.64	3.68	3.50	2.97
<b>SLS</b>	<b>% Attendance</b>	96.02	95.88	96.34	97.45	95.48
	<b>% Absence</b>	3.98	4.11	3.64	2.55	4.52

**b. Pupil Recruitment**

	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>HLS</b>	136	141	148	147	147
<b>SLS</b>	71	67	76	71	81

**Ofsted Section 5 Inspection**

Sundon Lower School was graded GOOD in all areas by Ofsted in February 2015.  
Harlington Lower School was graded OUTSTANDING at its last inspection.

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### TRUSTEES' REPORT (continued) FOR THE YEAR ENDED 31 AUGUST 2018

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#### Key objective for both schools by the end of 2018

1. **Raising Standards:** To improve standards and progress in writing particularly for boys throughout the school.
2. **Pupil Outcomes:** To improve standards and progress in mathematics particularly for girls throughout the school.
3. **Curriculum Development:** To improve teaching and learning across the wider curriculum, with a particular focus on scientific enquiry

#### c. 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. Further details regarding the adoption of the going concern basis can be found in the Statement of Accounting Policies.

#### FINANCIAL REVIEW

The majority of the Trust's funding is via General Annual Grant (GAG)/Education Services Grant (ESG) from the Education and Skills Funding Agency (ESFA) and other Government grants administered via the ESFA and/or Local Authority. This is supplemented via third party lettings of the Academy premises (HLS) and Nursery fees (SLS). All expenditure supports the Trusts key objective of delivering quality education to our pupils.

The Trust complies with the principles of financial control as outlined in the Academies Financial Handbook by the Department for Education (DfE), and as required in our funding agreement. Our Financial Procedures, Statement of Internal Control, Delegation of Financial Responsibilities and Best Value Statement provide detailed information on the Academies' accounting procedures, financial controls and systems and principles which conform to the requirements both of propriety and of good financial management.

The trustees are accountable for the way in which the resources of the Academies are allocated to meet the objectives set out in the Academy Trust's development plan. Trustees need to secure the best possible outcome for pupils, in the most efficient and effective way, at a reasonable cost. This will lead to continuous improvement in the school's achievements.

The Academies prepare both medium term and short-term financial plans. The medium term financial plan is prepared as part of the development planning process. The development plan indicates how the Academies' educational and other objectives are going to be achieved within the expected level of resources. The development plan provides the framework for the annual budget. The budget is a detailed statement of the expected resources available to the Academies and the planned use of those resources for the following year.

There is a pension liability of £291,000 arising from obligations to the local government pension scheme. The trust continues to make contributions which include the deficit reduction as agreed with the scheme administrators.

The Chief Finance Officer is responsible for reviewing the Financial Procedures on an annual basis and for recommending it to the trustees for approval. In general the overall position of each school's budget will be monitored on a monthly basis by the Accounting Officer and Chief Finance Officer, reports and written commentary will be prepared for the trustees on a termly basis. The reports will detail actual income and expenditure against budget.

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## THE HARLINGTON AND SUNDON ACADEMY TRUST

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### TRUSTEES' REPORT (continued) FOR THE YEAR ENDED 31 AUGUST 2018

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#### a. RESERVES POLICY

The Trust will retain sufficient reserves to ensure its long term operational and capital challenges are met. In particular funds will be built up and set aside to be utilised in the following priority order:

- a) to fund any unavoidable in year operating deficit within our academies;
- b) for specific long-term maintenance needs to the existing buildings and facilities;
- c) for any additional new equipment, facilities and infrastructure.

The total reserves as at 31 August 2018 are £2,361,563. Combined restricted and unrestricted general funds totalled £362,941 at the year end. Of those, general unrestricted funds carried forward totalled £231,143. Restricted fixed asset funds totalled £2,289,623 of which £2,277,234 is represented by fixed assets owned by the trust.

The trustees have agreed to retain a general reserve equivalent to 1/12th of the annual income of the Academy Trust, this is exceeded as at 31st August 2018.

#### b. INVESTMENTS POLICY

The Trust will endeavor to invest its capital and reserve funds wisely and with a low-risk philosophy to ensure funds not immediately required attract a healthy interest return. This will be done for example via longer-term high interest accounts. The return on any such investments will be reported annually to the Board. As at 31 August 2018, there are no such funds/accounts in place.

#### c. PRINCIPAL RISKS AND UNCERTAINTIES

Trustees have identified the risks, and uncertainties continue to be the possibility of change in the local area to a 2-tier primary system, maintaining pupil numbers at Sundon Lower School in a rural area with few young families, also plans for a large development of housing between Luton and Sundon which incorporates new schools and the ongoing threat of reduced funding due to the economic situation.

The financial statements report the share of the local government pension scheme deficit on the academy's balance sheet in line with the requirements of FRS102. The academy takes professional advice on this position and makes appropriate contributions on the basis of that advice to ensure the deficit does not become unmanageable.

A critical incident, for example a major fire, would have a severe impact on the academy. The trustees have taken steps to mitigate this risk:

- Insurance cover (RPA) reviewed annually
- Emergency Disaster Plan in place
- The appointment of a governor for Health & Safety, and termly health and safety reviews

A risk register is maintained at the Trust which is reviewed at least annually by the sub-committees, and more frequently where necessary. The risk register identifies the key risks, the likelihood of those risks occurring, their potential impact on the Trust and the actions being taken to reduce and mitigate the risks. Risks are prioritised using a consistent scoring system.