

ST MICHAEL'S SCHOOL TRUST

Annual report and financial statements

For the year ended 31 August 2022

ST MICHAEL'S SCHOOL TRUST

LEGAL AND ADMINISTRATIVE INFORMATION

Board of Governors	R Chinchawala J K Tyson M Weatheritt E Sharman C Kiggell A Scarff J Dawes S Ward B Charles
Trustee	St Michael's Trust Association Ltd
Clerk to Governors	C Hampton
Charity number	1076999
Principal address	St Michael's School Row Dow Otford Court Otford Kent TN14 5RY
Key management	Headteacher - N Pears Director of Finance and Operations - I Watts School Business Manager - S Saunders
Auditor	WSM Advisors Limited Connect House 133-137 Alexandra Road Wimbledon London SW19 7JY
Bankers	Barclays Bank Plc 80 High Street Sevenoaks Kent TN13 1LR
Solicitors	VWV 24 King William Street London EC4R 9AT

ST MICHAEL'S SCHOOL TRUST

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ST MICHAEL'S SCHOOL TRUST

TRUSTEE REPORT

For the year ended 31 August 2022

The trustees of St Michael's School Trust present their annual report and audited accounts for the year ended 31 August 2022 and confirm they comply with the requirements of the Charities Act 2011, the trust deed and the Charities SORP (FRS 102).

Property known as Otford Court Estate was originally settled under a Memorandum of Trust dated 21 March 1925. A further Deed of Trust was executed on 25 November 1935 between G.E. Cowper and others (known as The Cowper- Miles Trust) which provided funds for the running of a school on the Otford Court Estate. As a result of a scheme of the Charity Commission of 17 July 1996 the above trusts were amalgamated to be administered as one charity called the St. Michael's School Trust. St. Michael's Trust Association Limited, a company incorporated on 18 January 1937, remains the trustee of the charity.

OUR AIMS

The aims of the charity are the advancement of education of children and young people by the provision of a school or schools conducted in accordance with the principles of Church of England beliefs and practices. In the furtherance of this objective, the trustee has complied with the duty in s.4 of the Charities Act 2011 to have regard to the Charity Commission's published general and relevant sub-sector guidance concerning the operation of the Public Benefit requirement under that Act.

The success of the school in achieving its aims means that it attracts and retains a high number of pupils. Many year groups are full and enquiry levels remain high.

Ethos and Strategy of the School

Our school motto: perseverantia, sapientia, gratia (perseverance, wisdom and gratitude) encapsulates our ethos. Our aim is to provide a first-class education to children between the ages of 2 and 13. We seek to provide a structured educational environment that develops our pupils' capabilities, competencies, and skills. We promote the academic, moral, physical, and creative development of our pupils through our academic curriculum, our innovative curiosity curriculum, pastoral care, the arts, sport, drama, music and other activities. We provide an environment where each pupil can develop and fulfil their potential, building self-confidence and a social conscience, inspiring a desire to contribute to the wider community.

We challenge and stimulate pupils to achieve their best and strive for excellence in all that they do; fostering in them a sense of wonder and joy in learning, so that they take real pride in their achievements. Children are given opportunities to make a difference to their school and to the wider world. Our Admissions policy does not restrict admission to only those pupils who can afford fees; applications for financial support through our bursary program are encouraged, as we are keen to share the benefits of an education at St Michael's with pupils who would otherwise be unable to attend the school.

St Michael's actively manages the inclusion of its people and values human diversity, believing that our different ways of being and thinking adds value to our school community. We are committed to creating and sustaining a more ethnically diverse workforce.

Our School is committed to safeguarding and promoting the welfare of our pupils and expects all staff, volunteers and contractors to share this commitment.

Parents are given regular information about their children's social and academic progress through parent evenings, in addition to written reports throughout the year. We maintain regular contact with parents throughout the year through our weekly newsletter, social media, as well as via our open-door policy.

ST MICHAEL'S SCHOOL TRUST

TRUSTEE REPORT (CONTINUED)

For the year ended 31 August 2022

OUR OBJECTIVES

Our objectives are set to reflect our educational aims and the ethos of the school. It is important to us that we maintain and enhance the academic success of the school.

In agreeing our objectives and planning activities, our Governors have considered the Charity Commission's public benefit guidance and the context of the broader goals we set for the school and our pupils.

Our key objectives for the year included:

- Drive Academic Excellence (within subject areas and across the whole school) – including links between Prep and Pre-Prep
- Focus on well-being through promoting healthy strategies for mind and body with pupils, staff and parents. Focus on celebrating our successes (and how this can be linked to our 150th Anniversary)
- Provide an outstanding experience for our pupils and wider community through well-resourced, well-maintained site and facilities which benefits from continual investment
- Sustain our position as a leading independent prep school: well-resourced, financially sound and able to reinvest into the school
- Attract and retain a high quality and diverse staff body, who contribute to a healthy work environment and receive first class professional development and support
- Continue to meet the charitable aims of the school, broadening access to pupils who may not otherwise be able to afford it via our means-tested bursary programme and by sharing our facilities and expertise.
- Prioritise sustainability and reduce our negative impact on the environment

REVIEW OF ACTIVITIES AND ACHIEVEMENTS

Review of the 2021/2022 Academic Year

What a wonderful year it has been in the history of St Michael's Prep School as we began celebrating our 150th Anniversary. It has been a real joy to take an opportunity to reflect with gratitude upon our foundation as a school in 1872 by Father Arthur Tooth and to look back over our history with fondness.

We have celebrated with pride, the many successes and the deep impact the school has had on the lives of those who have been educated here, as well as their parents, the staff and those in our wider community.

We have had numerous in-school activities and special times of celebration together over this academic year. We are grateful to those who have contributed to and joined us for anniversary events including family tree planting, our Big Fun Day, Old Michaelian afternoon, the Rewind drama gala and restoration of the School Bell, which dates back to 1925 when we first inhabited this site in Otford.

It was a real joy to see a significant reduction and then, finally, the complete removal of all Covid restrictions in April. As expected, this brought such freedom and a renewed sense of togetherness that has been greatly missed by us all for such a long time. As a result, we saw the return of concerts, drama performances, nativities, Prize Giving events and Sports Days and our commemorative events, which brought the community together fully once again.

ST MICHAEL'S SCHOOL TRUST

TRUSTEE REPORT (CONTINUED)

For the year ended 31 August 2022

Whilst we were still unable to operate our Ski Trip to Austria and Sports Tour to Jersey that had been postponed once already, we were thrilled that our Music Tour to Italy was able to go ahead and was a resounding success.

Our commemorative 150th Anniversary School Ball was at capacity with 300 people in attendance and some £35,000 being raised for charities. We are grateful to the Parents and Friends (P&F) for organising this terrific event. It was not only a fun occasion but wonderful to be able to give so generously to those in need.

We continue to be delighted by our pupils and proud of all that they achieve, not simply in the daily aspects of school life but by the tremendous character that we see; the care that they show for one another, the resilience they display and the contribution that they make to this wonderful school and to others.

We relish working as part of a supportive and committed team. This year we have said goodbye to some excellent team members and tributes to each of them can be found in our online newsletters on the school website. In their place, we are delighted to have recruited excellent staff who will continue to take us forward as a school and in our pursuit of excellence in all aspects of school life.

Partnership with parents remains key to successful school life and our parents have once again excelled in terms of the time and effort they have given to this community. We are grateful for their involvement with volunteering, accompanying trips, hearing children read, making artwork, fundraising and support of their children at concerts, plays, events and matches.

We place high value on relationships with those in our community and are proud to have once again supported numerous local charities and continue to work in partnership with several state primary schools. This includes provision of a member of staff who runs PE and Sport lessons on a weekly basis in partner schools as well as various music events.

The school is wonderfully served by our Support Staff – Administration, Catering, Estates and they continue work tirelessly to ensure excellent standards of provision and care for our school community. Teaching Staff and the Senior Leadership Team make a huge contribution to the school and we are immensely grateful to each of them for the countless additional hours they gave to ensure that the school runs smoothly, and our pupils receive the very best education possible. We cannot thank the team enough for their commitment and hard work, adapting to the many challenges that have come our way.

We welcomed Mr Ian Watts as Director of Finance and Operations and he has made a superb start in this role. As ever, we are grateful to the Board of Governors for their support and engagement over the course of the year. Together we shape the vision that drives St Michael's forwards, so that our pupils can enjoy their education here, being equipped for success and happiness in the future.

Pupil numbers and fees

Our activities are carried out through our Pre-Prep School and Prep School.

Pupil numbers were 475 as of August 31st, 2022, an increase of 18 compared to August 31st, 2021 (457).

Fee affordability remains an important factor for the Governors when considering setting the fees despite increasing cost pressure, including energy costs, as widely reported in the media.

ST MICHAEL'S SCHOOL TRUST

TRUSTEE REPORT (CONTINUED)

For the year ended 31 August 2022

Our termly fees before deduction of any means-tested bursaries or scholarships were:

Nursery	£895
Kindergarten	£895
Reception – Year 2	£4,210
Years 3-4	£4,850
Years 5-8	£5,120

GOVERNORS

The trustees who served the charity during the year was St Michael's Trust Association Limited.

The Governors of the School are also Directors of St Michael's Trust Association Limited. The Governors who served during the year are as stated below:

R Chinchawala* (Chair of Governors)
J K Tyson ~ Chair of Staffing and Remuneration Committee
M Weatheritt ** Chair of Education Committee
E Sharman ~ Health & Safety
C Kiggell ~ Safeguarding
J Dawes*
A Scarff *
B Charles **
S Ward **
Clerk to Governors:
M Boxley, C Hampton (appointed June 2022)

* Member of the Finance and General Purposes Committee
~ Member of the Staffing and Remuneration Committee
** Member of the Education Committee

The Governors meet as a Board three times a year and there are sub-committees which meet termly. The Finance and General Purposes Committee, chaired by R Chinchawala meets two weeks prior to the full Governors' meetings with specific responsibility to review the financial plans and activities of the school, agree the budget and the annual accounts. The Staffing & Remuneration Committee chaired by J Tyson meets once a term to plan staffing resources, discuss staff welfare and remuneration.

The Education Committee chaired by M Weatheritt meets once a term to oversee all curriculum matters. Individual Governors also provide representation on the school's Health and Safety Committee and there is a governor with specific responsibility for overseeing the safeguarding of children. All Governors have had safeguarding training.

We have introduced the Education Committee this year, chaired by M Weatheritt and this meets termly to discuss curriculum related matters. Individual Governors also provide representation on the school's Health and Safety Committee and there is a governor with specific responsibility for overseeing the safeguarding of children. All Governors receive regular safeguarding training delivered by the school's Designated Safeguarding Lead as well as online training.

ST MICHAEL'S SCHOOL TRUST

TRUSTEE REPORT (CONTINUED)

For the year ended 31 August 2022

St. Michael's Community and Outreach (Partnership Programme)

Our partnership program aims to widen access to education resources and facilities by bringing independent and state school communities together. The schools we have continued to partner with include Parkwood Hall Co-operative Academy, a residential school for pupils with learning difficulties, Otford Primary, St Lawrence CEP and Shoreham Village Primary School. We also loaned our minibuses to Otford Scouts for their activities and Sevenoaks Scouts used our pool for a kayaking activity during the year.

As mentioned in our last Trustee report, the groundwork is being laid to increase and develop these existing partnerships with a view to increasing the provision.

This year, the opportunity was taken to re-establish the links that were in place prior to the Covid pandemic. St Michael's continued to supply a member of staff that visited 4 primary schools each week, offering one morning to each school per week. This was to deliver a PE/Sport programme to these schools, in partnership with the staff of each of these schools.

The swimming pool at St Michael's continues to be available to three local primary schools to allow their pupils to learn to swim. Two of these schools use the St Michael's minibuses to transport their pupils to the site.

Where we can offer any spare capacity of the facilities to the local community, we are delighted to do so.

Parents and Friends (P&F)

It has been wonderful to see an almost full return to activities of our P&F over the course of this academic year as Covid restrictions were lifted. The team did a wonderful job of organising numerous events for pupils and parents to enjoy. This included our Christmas Bazaar, school trip to the Stag Theatre for their Pantomime and the St Michael's 150th Anniversary School Ball. The latter, black tie event was a huge success with some 300+ in attendance and £35,000 being raised for charities was a really fitting celebration of this significant milestone in the school's history.

In addition to helping to build a great sense of community amongst the school, the group managed to fund numerous initiatives, including a 3D laser cutter, outside benches and tables, various prizes and gifts that have helped to enhance school life for our pupils. We thank the committee and broader parent group for their hard work bringing the school community together and their generosity. New parents are always welcome and encouraged to get involved in P&F activities in whatever capacity they are able.

Charitable Giving

St Michael's continues to place great store in the raising of money and awareness for selected charities, via the School Council, comprised of pupils from across the age range. The charities supported are voted on by the Council, stemming from nominations by the pupils in the form classes. In addition to the above charity days, many of the pupils, staff and parents supported the following:

- Children in Need
- Royal British Legion Poppy Appeal
- Trussell Trust (UK Food Charity Bank - harvest festival food donations from St Michael's families)
- Children's Society (via the Christingle boxes at the Christingle Service)
- Children's Book Project (600+ used book donations)
- Cancer Research (school charity day)
- Emily Ash Trust (Ellis Andrews Charity Cricket match)
- Demelza Trust (Tree sponsorship as part of our 150th anniversary celebrations)
- National Association for Children of Alcoholics (NACOA)

ST MICHAEL'S SCHOOL TRUST

TRUSTEE REPORT (CONTINUED)

For the year ended 31 August 2022

School Premises Development

The Premises Development Plan is reviewed on an annual basis. The key objectives achieved in 2021/22 were:

- Refurbishment of Prep Sports Hall foyer included moving lockers to hand wash facility, installation of new artwork and cables for displaying artwork
- Construction of five shelters in parent drop off area and outside the astroturf pitch
- Renewal of carpets in Prep building link corridor
- Prep bell tower roof renewal and refurbishment of bell, including provision of automaton
- Replacement of school van
- Commencement of LED lighting conversion

Environmental issues are a high priority for St Michael's and we are making our buildings more energy-efficient by installing LED lighting as part of our re-wire and we plan to upgrade our external light fittings to LED on a rolling basis. Our Prep building is currently at 60% LED lighting whilst our Pre-prep building is at approximately 25%; we plan to ramp this up considerably during the next academic year. We also support local recycling initiatives and seek new ways of recycling. Plans are in place to appoint an Environmental and Sustainability Lead to provide added impetus to our environmental and sustainability journey.

Future plans include:

- To continue LED lighting conversion
- Investigate feasibility of a self-generating energy source e.g., solar
- To create a 'mini hive' in the Pre-Prep
- To complete the recarpeting leading to the Prep Sports Hall
- To carry out wall repairs in the Pre-Prep walled garden
- Renewal of site CCTV
- To replace a school minibus
- To enhance our music and drama facilities

ACADEMIC

Curriculum updates

This year we introduced the White Rose Maths scheme into the Pre-Prep to align the teaching of Mathematics across the school. This was well received with pupils, teachers and parents (who were invited to launch workshops led by our teachers). The St Michael's Diploma continued to grow and this year we focused on further developing our assessment.

As a prep school, our pupils leave for a range of senior schools, both state and independent at age 11 or 13 years.

Our destination schools include:

- Sevenoaks School
- Tonbridge School
- Caterham School
- The Judd School
- Tonbridge Girls Grammar School
- Walthamstow Hall School
- Kent College, Pembury
- Benenden
- Bennett Memorial School
- King's, Rochester
- Sutton Valence School

ST MICHAEL'S SCHOOL TRUST

TRUSTEE REPORT (CONTINUED)

For the year ended 31 August 2022

We were delighted to secure five scholarships for our Year 8 pupils:

- Music Scholarship to King's, Rochester
- The Cowdrey Scholarship to Tonbridge
- Drama Scholarship to Radnor House
- Sport Scholarship to Royal Russell School
- Art Scholarship Worth School

In Year 6, we once again secured excellent 11+ results with 72% of those who took the test, passing the exam and securing Grammar School places.

PTE/PTM Progresses Tests in English and Maths were carried out in May for children in Year 1-6. These alongside our CAT4 Cognitive Ability Tests (Year 4-Year 7) provide important tracking and baseline data for the next academic year. The independent assessment data is used alongside our internal assessment data and teacher's knowledge of the children to build a picture of each individual child and allow us to meet the needs of all children.

We were delighted with the Common Entrance results achieved by our Year 8 cohort. Average scores of 60% in English and 73% in maths showed the high level of attainment.

The current Year 8 are now the third cohort to complete the St Michael's Diploma and be assessed across all curriculum areas in relation to our pillars of learning:

- Academic Excellence
- Collaboration
- Commitment
- Creativity
- Perseverance
- Critical Thinking
- Independence

The results shown below demonstrate a high level of achievement in a range of areas of the curriculum:

	Pass	Merit	Distinction
IT & Computing	4	13	8
Geography	2	12	11
History	4	13	8
Religious Studies	4	13	7
PE/Games/Swimming	4	16	5
Drama	3	15	7
Music	7	14	4
Art	4	7	14
French	0	14	6
Design & Technology	4	18	3
Latin	0	4	6

ST MICHAEL'S SCHOOL TRUST

TRUSTEE REPORT (CONTINUED)

For the year ended 31 August 2022

PRE-PREP OVERVIEW

Wrap Around Care

We have become increasingly aware of the need to offer longer days in our Pre-school environment. After a parent survey we started to plan for the extension of the day up to 6pm to help working parents and encourage them to choose us rather than a day care facility. Although the plans are in place, we have not been able to find suitably qualified staff to run our 'Mini-Hive' as yet, but we have managed to extend our day from 3.20pm to 3.55pm for our Nursery and Kindergarten children should parents wish to pick them up slightly later. We have also opened our Nursery up so that parents are no longer required to choose set days. This has been a challenge for our weekly timetables but helpful for parents.

150th Anniversary

Our 150th Anniversary celebrations began with our new 150th school crest flying high on our flagpole and a Victorian day to reflect life in the 1870's. In the summer we had a fabulous whole school picnic. We developed a "passport" for our 150th birthday with 150 challenges for children to complete. Limited addition teddy bears and certificates were given out to the three Pre-Prep children who did the most challenges.

Special Educational Needs

In Pre-Prep, Mrs Rachael Newton took over the reins of our Learning Development department. She has established firm foundations of group and individual interventions with Pre-Prep children. She has strong links with Prep staff to enable a smooth transition for pupils who may struggle with change and has built a good rapport with parents needing support for their child's academic progress.

Parent Workshops

We were able to run English/Phonics and Maths workshops again for parents of each year group. These remain popular and give parents an opportunity to ask questions about the way in which we teach the curriculum. English & Maths: Assessments of pupils' English skills in phonic knowledge, spelling, grammar & punctuation and reading comprehension all remain higher at St Michaels than the National average. Children's Mathematics skills in Number, Measurement, Geometry and Statistics also remain higher than the Nationally expected levels. We continue to follow the National Curriculum for all subjects in Pre-Prep and Early Years.

Staffing

We have seen several babies born to Pre-Prep staff this year. With four staff on maternity leave in the Early Years alone. We have found some fabulous maternity cover staff. Staffing in Nurseries appears to be a challenge nationally and we too have found it difficult to recruit in this area this year. Talking to other independent schools in our district, recruiting Early Years practitioners is particularly hard. Plans to start a 'Mini-Hive' for after-school care of our Pre-school pupils have been deferred to the following academic year whilst we find suitably qualified staff who are looking for early evening work.

Summary

Pre-Prep pupils and staff have had a productive year. Numbers of pupils attending have remained high and we have had a continuous stream of prospective parents visiting Pre-Prep. Our 150th Anniversary has added additional excitement to our year and there has been considerable relief that we were able to welcome parents back into our school after the pandemic years.

Kindergarten

What a fun Kindergarten year, full of fun and investigation. The children's enthusiasm to explore and learn has been amazing and the outdoor environment at St Michael's, fundamental in providing the right conditions to foster these attributes. Many a happy afternoon was spent in the beautiful grounds exploring the trees, flowers and insects.

ST MICHAEL'S SCHOOL TRUST

TRUSTEE REPORT (CONTINUED)

For the year ended 31 August 2022

In the Kindergarten garden, the fun continued and the friendships flourished, as the children worked together, often building obstacle courses and developing new ways to move from one side of the garden to the other. The children instigated a bridge of crates, helping each other to move them, creating just the right structure to walk along. So much fun, with great problem-solving development and cooperation built in too. The sandpit was a new addition to the garden this year, made by our very own estates team and the children had hours of fun in it. How lucky we are to have such a talented estates team.

Our Kindergarten 'Busy Bee' times also provided so much excitement and the 'write dance' offered a fun activity to strengthen those all-important muscles and develop writing skills before the children then moved on to a short busy bee book, mark making activity. The children were all so proud of their Busy Bee books and quite rightly so.

Throughout the year we were lucky enough to have lots of visitors, helping us to discover and gather new knowledge, from a beekeeper to a vet and these experiences helped to foster the children's love of learning and investigation.

Discover, explore, investigate and play: all in a day's work in Kindergarten.

Nursery

Our youngest pupils started their St Michael's schooling journey with some fantastic Autumn walks this year. The ever-popular fairy tree, basked in Autumn sunshine, proved to hold much delight as the children searched for conkers and explored the tree, knocking on the fairy door and leaving conkers as presents by the tree.

As the seasons changed, the fun and celebrations continued and in December the children wowed their parents with a Christmas music display. Lots of fun singing our Christmas songs and playing the instruments, with particular enjoyment in waking up the sleeping spider egg shaker.

One of the highlights of Spring was the opportunity to hold the school's baby ducklings and the children were fascinated as they watched them feed, drink, waddle around and heard everything about them from the Prep school teachers. A super treat and great for the children to be involved with Prep school at this early age. The summer was so much fun and during this term the children's friendship groups really started to blossom as their group play skills developed. The theme of water is always a big hit and as well as being fun, so many of the EYFS (Early Years Foundation Stage) areas of learning can be included within water play.

The end of the school year was dominated by the wonderful sports and music outdoor celebrations, the children displaying all that they have learnt over the year during these lessons and how much fun it is to be at St Michaels. A lovely morning with lots of smiles from children, teachers, and parents.

Reception

It has been wonderful having an uninterrupted year, with no lockdowns. We enjoyed exploring the woodland throughout all four seasons – sometimes experiencing them all in one Forest school session! We were delighted to start the year with our first trip at St Michael's with a visit to Godstone Farm, where we fed the animals, and got to meet some furry friends, close-up. Later in the year we visited Sevenoaks Wildlife Reserve where we took part in a variety of team building activities in the great outdoors. Fantastic stories always feature prominently in the Reception classroom; the children particularly embraced The Bog Baby, writing their own versions of the story and creating their own pond creatures. We ended the year with a wonderful performance celebrating all we had achieved and the friends we had made.

Year 1

The transition from Reception to Year 1 is an important one, as the children move from Early Years to Key Stage One. It was lovely for the children to complete a full year in school without any interruptions and continue the children's love of Forest School from Reception.

ST MICHAEL'S SCHOOL TRUST

TRUSTEE REPORT (CONTINUED)

For the year ended 31 August 2022

We began the Michaelmas Term learning about 'Ourselves', exploring the similarities and differences in our appearances, personalities and cultures. Using cross-curricular links with Science and Art, the children created portraits, labelled body parts and found out more about their immediate and extended families. The children really enjoyed talking about people who are important to them. Sharing information about our families linked well with our second topic 'Toys.' We had some wonderful nostalgic moments looking at the well-loved toys from parents and even Grandparents! We ended the term with a superb production of 'Don't Be Afraid!', involving beautiful singing and impressive dancing. The children enjoyed the opportunity to perform to a live audience which included the local Mayor.

2022 saw us begin our 150th year celebrations and the launch of the challenge passports which the children have been busy completing ever since! Lent term commenced with our topic of 'Castles and Knights' and culminated in our visit to Leeds castle. During this visit the children applied what they had learnt in the classroom and took part in 'The Swan Princess' workshop complete with costumes. The second topic of 'Pirates' was a great favourite. Sea shanties were sung, grog and hard tack were cooked and sampled, and the children loved learning about some famous pirates and their swashbuckling lives! We travelled back in time at the end of term for Victorian Day in which the children experienced a day in the life of a Victorian school child.

The warm weather brought us all together for our 150th celebrations during Trinity term along with the Jubilee picnic. Sports day was a wonderful opportunity for our pupils to work together and cheer each other on. This was followed by the family fun day which was a great success connecting the St Michaels community. Our topic of 'Houses and homes' was enhanced with our trip to Shoreham, where the children explored the village, observed and identified the different types of houses there. We even managed to visit the church and took a walk around the graveyard.

Back in the classroom, the children continued to work on improving their writing skills with more advanced tasks linked to the exciting topic of 'The Great Fire of London', creating some super information texts. Science and Maths learning was able to move outdoors more to take advantage of the beautiful weather. We finished the year on a high with the children celebration concert, where they were able to showcase their highlights of Year One through music, singing and dancing.

It was another busy but exciting year; we were so proud of the children and their enthusiasm and commitment to their learning.

Year 2

Once the children reach Year 2, they are firmly settled into school life. It is a pivotal year for them as they prepare to ascend the hill to Prep School in Year 3 and it is during this time that they begin to gain more independence in their learning.

Our year started with a visit from the Animal Experience, which kicked off our topic of 'Amazing Animals'. From salamanders to meerkats, the children learnt lots about African animals and it helped them engage with our first book of the year, 'Meerkat Mail'.

We are lucky to have iPads in every classroom and the children enjoy linking ICT to our learning; this year we used stop motion animation to animate our poetry focus of 'The Owl and the Pussycat'. We also used them to visit the moon – from take-off to landing, the children were able to see what it would have been like onboard Apollo 11 and the surface of the moon with Neil Armstrong.

We were able to enjoy offsite trips again this year, and poor weather wasn't going to stop the children enjoying every minute! From the Science Museum to Hastings, the experiences were hugely beneficial to the children in furthering their knowledge in our topics.

ST MICHAEL'S SCHOOL TRUST

TRUSTEE REPORT (CONTINUED)

For the year ended 31 August 2022

PREP OVERVIEW

Maths

The 2021/22 academic year has been another busy one for the Maths department, not least with our continued focus on exam preparation and success for our KS2 and KS3 pupils. All pupils worked extremely hard and should be proud of their outstanding achievements in both 11+ and 13+ school entrance exams.

Alongside our work in the classroom, 2021/22 has seen the Maths department rekindle its love of competition, following the lifting of restrictions that have been in place since early 2020.

In November, Years 5 & 6 enjoyed taking part in the annual Primary Maths Challenge, with gold, silver and bronze certificates going to children from both year groups. Two pupils performed exceptionally well and were invited to take part in the Bonus Round in March, in which they both earned silver medals. Congratulations to everyone who took part.

The Lent term saw St. Michaels' first ever House Maths Challenges, in which pupils worked in house teams on a variety of maths puzzles and problems, earning points towards their house totals. Windsor were crowned the winners of both the Year 5 and Year 6 competitions, but Dover denied them the hat-trick by taking the trophy in the Year 7 competition.

Our House Maths Challenges were inspired by how much fun Year 2 and Year 3 had when they got together earlier in the Lent term for their Maths challenge morning. The event was organised to perfection and thoroughly enjoyed by all involved. It was great to see so many children working collaboratively to solve puzzles and think mathematically, without the need for pencil and paper.

At the beginning of the Trinity term, Mr Orpin (Year 5) and Mr Morgan (Year 4) each took three teams to compete in the annual Somerhill Maths Race. Our pupils worked in pairs to solve Maths problems under time pressure, earning points as they progressed through the activities. It was a tough competition for our teams from both year groups, but everyone worked incredibly hard, demonstrating great teamwork and perseverance. Our Year 5 team achieved second place out of 31 teams in the Year 5 competition and deserve to feel extremely proud of this outstanding result.

The Trinity term also saw the return of the much-loved Countdown Numbers competition, held over a series of lunchtimes for each year group from Year 3 to Year 8. These competitions were, once again, well attended and a source of great excitement for everyone involved. Testing their number manipulation skills to the limit, pupils had to race against the clock and each other to make target values of increasing difficulty.

Our final competition of the year saw Years 3 and 4 take part for the first time in the Mathematical Association's new competition, the First Maths Challenge. A precursor to the Primary Maths Challenge, our youngest Prep pupils challenged themselves to solve multi-choice puzzles of increasing difficulty to see who came out on top.

An exploration of the artistic side of Maths completed the year. Year 6 worked with exceptional concentration, creativity and attention to detail in designing and stitching some beautiful straight-line curves using a variety of colours and patterns. Their finished pieces clearly demonstrate remarkable skill and dedication to achieve such complex and eye-catching results.

Overall, 2021/22 has been a whirlwind of fun and focus in the Maths department and pupils and teachers alike should be proud of everything that has been achieved.

English

With Covid restrictions relaxed, the English department was able to revive our exciting range of curricular and co-curricular events, enriching an already stimulating programme of study. Theatre trips abounded: we went to see 'Animal Farm', 'The Curious Incident of the Dog in the Night-Time' and 'A Christmas Carol', all of which were studied as set texts within lessons. Our Year 6s were treated to a visit to the Roald Dahl Museum to support

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their study of Dahl's autobiography 'Boy'. Closer to home, we went on a book-buying trip to Sevenoaks Bookshop, choosing the best new titles for our school library. The author Konnie Huq also visited us to talk about her 'Cookie' book series.

Within school, the house spelling bee was hotly contested by a record number of participants. The annual house creative writing competition attracted an excellent standard of work. Our whole school reading culture was strengthened further by the weekly Pre-Prep reading buddy sessions and regular paired reading slots. World Book Day was marked once again with a whole week of reading-focussed activities, which included a 'decorate a potato' competition, a guest speaker from a charity that supports the development of prisoners' literacy, a book wrapping and choosing event, a book treasure hunt, and table conversation cards at lunch, as well as our popular library cafe every morning break.

Away from all the special events, the children enjoyed well-planned, engaging lessons that put books at the centre of learning. Activities such as making election campaign T-shirts for one of the pigs from 'Animal Farm,' or creating a scene from 'The Lion, the Witch and the Wardrobe' in plasticine, served to bring literature to life.

Science

If we had to choose a word to sum up our year in Science, it might have to be "quack"! The ducklings were certainly a highlight bringing joy and delightful curiosity to classrooms across the Prep and Pre-Prep. Eyes were glued avidly to the live feed from the lab and an excited buzz spread across the School at the news of each hatching. The ducklings were well-travelled, visiting every year group and causing plenty of chuckles with their antics and emerging personalities.

Across the year, the children have enjoyed a wide variety of activities both in the labs, school grounds and beyond. We regularly feature on the School's social media platforms – please do take a look to see all we get up to in Science on a daily basis. In October, we resumed our Year 5 visit to The Observatory Science Centre, Herstmonceux. This trip is a firm favourite with plenty to inspire our budding scientists from hands-on exhibits to a robot arm workshop and exciting science show to round off the day.

Throughout the Michaelmas Term, our Year 6 CREST SuperStars were busy in the lab completing a wide variety of weekly STEM challenges as part of this British Science Association Award. Craters on the Moon were investigated, fingerprints analysed and tomato ketchups compared. We also entered a team for the National Year 5 and 6 Science Championship. STEM appeared again in our festive challenge to build the tallest and best-decorated Christmas tree out of hand-constructed triangular pyramids.

We returned after Christmas with two new clubs: Year 8 Chemistry Club which gave our eldest pupils the chance to try out some new experiments; and Junior Science Club for Years 3 & 4. The Lent Term also featured our Science Week and saw the launch of our science competition as part of the School's 150th Anniversary celebrations. We received a wonderful variety of posters describing the work and achievements of inspirational scientists from the past 150 years.

A busy week of scientific investigation, curiosity, and fun sums up Science Week at St Michael's. Year 7 launched our celebration of Science with a day of STEM activities at The Historic Dockyard, Chatham, enjoying creating and firing rockets, and building and racing boats. Back in school, Year 3 were creating colourful kaleidoscopes, whilst Year 4 filled the labs with music from their handmade instruments. The anatomy of the heart was brought to life with a hands-on dissection for Year 6. Year 5 competed in the 'hoop glider' challenge and Year 8 engineered balloon car racers from minimal resources. We rounded off an activity-packed week with some awesome 'magical' colour experiments in assembly and plenty of bubbles!

The glorious weather of the Trinity Term was perfect for exploring the grounds both in lessons and in our Junior Nature Club. Year 4 created some beautiful 'natural sculptures' and photos of these proudly feature in a frame along the Science corridor, celebrating 150 years of learning in our natural environment. Back in the lab, Year 5 were enjoying the messy experimenting of Kitchen Science Club with the opportunity to make slime, plastic out of milk and indicator from red cabbage.

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TRUSTEE REPORT (CONTINUED)

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Geography

Geography at St Michael's encourages pupils to understand where things are found, why they are there, and how they develop and change over time.

Year 5 have developed a deeper knowledge of Global Location using atlases for scavenger hunts across the World to understanding how to find coordinates of latitude and longitude. Online resources programmes such as Geoguesser and Google Earth activities allowed pupils to familiarise themselves with countries across the World. By understanding where things are in the World has helped them understand how the topic of volcanoes and earthquakes take place and how the country of Brazil have an influence on many things across the World.

Year 6 developed their fieldwork skills on the school grounds using the locational fingerposts and developed good knowledge of navigational techniques including how to take a compass bearing as well as understanding how features are represented on maps. Debates and discussions have allowed pupils to share their opinions on World events linking to topics of tourism and China that are covered across the year.

The St Michael's Diploma has become more established developing good knowledge of geographical skills through a range of engaging and interactive activities across the two years. Year 7 highlights was during the transport and industry topic where they wrote speeches about High Speed 2 (HS2) project that was a big topic of discussion in the news at the time. They had to decide on whether it would benefit the economic status of the UK and worth the billions being spent on the project. During the river's topic, pupils created impressive river flood projects through a variety of different creative ideas that ranged from detailed posters, experimental videos, and PowerPoint presentations. The effort and research in their project showed dedicated independent work.

Year 8 had deeper discussions and projects focussing on the impacts of migration of people across the World. Looking at infographics and understanding how to reference them was a key element used throughout. It was wonderful to have been able to do our annual trip to London Stratford again to explore the regenerated areas across the Elizabeth Olympic Park area. Pupils gathered data successfully through field sketches and surveys. They used this data to analyse, evaluate and conclude whether the regeneration of Stratford was successful economically, environmentally, and socially.

This year in Combined Humanities for lower years; Year 3 started the year by finding out about a range of explorers and then focussing in on Shackleton. They created poems, games and watercolour paintings linked to his expedition to Antarctica. They then moved on to a study on Kenya, particularly focussing on the city of Nairobi and the landscape. Following on from this, they learnt about the Nile and its importance today and then an in-depth study on Ancient Egypt focussing on everyday life and how it differs from today. The children have thoroughly enjoyed the topics with many extending their study through self-lead learning.

Year 4 have been studying Celtic life and the Roman Invasion of Britain in Humanities this year with an additional focus on Human Geography within these eras. A multimedia approach was used to enable all pupils to access and gain an understanding into the life and culture of the Celts and the Romans. The pupils displayed this knowledge through high quality written work and investigations as well as creative lessons. The year group have designed and created Roman Shields and showed a range Roman military technique using these. Roman Day was again a huge success, and the pupils particularly enjoyed the artistic events in the Forum such as Mosaic making, wax tablet creating and fresco designing. Towards the latter part of the year, Year 4 also delved into how we divide and understand our world, studying oceans, countries, and continents. The pupils looked at Ordinance Survey maps and used them to complete investigations.

History

In the year in which we celebrated our 150th anniversary, History has been a key topic. Year 8 completed a project to reflect on the history of education and St Michael's School to finish their Diploma work. They shared their research with the rest of the school in a pupil-led assembly.

The Victorian Day enjoyed by Years 6 & 7 further highlighted the developments in education since Arthur Tooth founded the school in 1872. We celebrated Year 8 success with 84% of pupils achieving either a distinction or merit in their final assessment.

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We look forward to further exciting opportunities which are now open to us with our Diploma.

We have continued to develop our understanding of equality and diversity within the curriculum by including further topics on: Black history (especially representing positive images of black people involved in the abolition of slavery); women's history (including their roles in leadership); and LGBT history (tracing the history of legislation on homosexuality). We have continued to focus on the importance of history in today's world. For instance, in remembering, as a whole school, 70 years since the accession of Queen Elizabeth II.

Year 4 enjoyed an exciting project within their Roman history work – by building shields and taking part in a battle charge as well as getting the opportunity to play 'civilised' Romans during their Roman Day. Year 3 learnt about Shackleton's polar exploration and Year 5 considered what life was like in Ancient Greece. We now look to the future with much anticipation, wondering what the next 150 years of the school will bring.

Religious Studies

It's been another busy and exciting year of discovery in RS with each year group deepening their understanding of Christianity and exploring one other major world religion, developing their knowledge and understanding of the diversity of faith, philosophical approach and religious practice in the world around them.

Year 3 classes acted out the Last Supper with "wine" and bread served around a large table, bringing to life Jesus' final words to his disciples and allowing us to think more deeply about how this affects Christian practice and belief today. We learnt the famous Sikh story of Guru Nanak and the boulder and why sharing and equality is so important in Sikhism. We found out about Guru Gobind Singh, the Amrit Ceremony, what commitment means and how the Five Ks remind Sikhs of the story of the first Kalsa. The children finished the year by learning about the Great Flood and building their own Noah's Ark, filled with animal biscuits.

The focus in Year 4 was on the shared roots of Christianity and Judaism, giving the opportunity for us to explore the stories of the Old Testament. Delving deep into the books of Genesis and Exodus the children learnt about Creation, Adam and Eve, Abraham and Moses, with the challenge of learning both the ten plagues of Egypt and the Ten Commandments off by heart! They learnt about Passover, Yom Kippur and Hannukah: the highlight of the year was making and playing the traditional dreidel game while singing the dreidel song.

In Year 5 we looked at Christian and Hindu festivals and celebrations. Our Christian focus is Easter and the meaning of the Crucifixion. This was facilitated this year by cross-curricular links with their study of CS Lewis's *The Lion, The Witch and The Wardrobe* in English and explored in a practical way by playing a class problem-solving, team challenge game "across the divide". The children learnt about some of the many Hindu gods and goddesses, the creation of the universe, the Ramayana and story of Rama and Sita; and they explored how Hindu's use ritual and celebration to help them understand and feel closer to God. We learnt about and celebrated Diwali and ended the year with a fantastically colourful (and fun) Holi celebration with the traditional multi-coloured paint throwing.

Year 6 brought together learning and different perspectives of the three previous years to focus more philosophically on the really big questions: What is God like? Do we have a soul? Is anything eternal? In doing so the children were encouraged to think about and gain confidence in expressing and explaining their own ideas and beliefs. We focused on Islam and learnt how Muslims understand Allah and incorporate their faith into every part of their lives. We learnt about the life and importance of the Prophet Muhammad and considered how Muslim art and gardens are traditionally used for reflection and meaning, and to feel closer to God.

In the senior years, Year 8 finished their St Michael's Diploma by completing independent work on Religious Intolerance and the ethics surrounding Euthanasia. These were linked to broader themes of prejudice, discrimination and equality. Pupils also completed an in-depth look at the origins of Buddhism and how modern Buddhists follow their religion today. We celebrated our Diploma results with 80% of pupils achieving either a Distinction or Merit in their final assessments.

Year 7 considered some ethical issues such as: Is there such a thing as a Just War? Is it right to have a death penalty? What harm are we doing to God's Creation and are we doing enough to put this right? Pupils particularly enjoyed our project on Martin Luther King and those who have stood up for their beliefs. Finally, pupils began a study of philosophy by comparing the teachings and ideas of Plato, David Hume and John Stuart Mill.

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TRUSTEE REPORT (CONTINUED)

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Chapel assemblies combined, looking at the modern meanings of Biblical texts with topical subjects such as equality and forgiveness. Our continuing aim has been to focus on the importance of religion and philosophy in today's world and people who have/are looking to make the world a better place as a result.

It was wonderful to celebrate our annual Christmas Carol Service at Shoreham Church again. This year's theme was 'light' and its importance both to the Nativity Story 2,000 years ago as well as in our current lives today.

French

Learning a language provides pupils with academic and cultural capital and, with so much reopening this year after Covid, pupils at St Michael's have been well-placed to take full advantage. The languages calendar begins early, with European Day of Languages in September celebrated by the whole school. French Day in May was also a huge success across the school: pupils came into school dressed in bleu, blanc et rouge and enjoyed a range of activities that celebrated the best of French culture including food, music, and art. Pupils were delighted to hear St Michael's staff speaking perfect French in a video created especially for the event and the joy and humour shown by the staff really set the tone for the day.

Year 1 pupils started their first French lessons with a focus on key phrases, culture and fun (and a little bit of French phonics!). We have used songs, stories and games to reflect and enhance the topics pupils have covered with their class teacher and pupils have risen to the challenge admirably. In Year 2, pupils took a more global view of French; we learnt about other French-speaking countries around the world as well as how to talk about the different times of the year, birthdays, and what the weather is like in different places. To help celebrate St Michael's 150th anniversary, each Year 2 pupil wrote a letter introducing themselves and these were sent to a range of schools called St Michael's across the French-speaking world. Pupils were excited to receive responses from schools in France, Canada and even Switzerland. In the Trinity term, Year 2 used Michaël Escoffier's story, "Bonjour Docteur" as a basis from which to talk about different body parts that hurt. As their speaking skills increased, pupils were able to create their own sketches dressed up as doctors, often to great humorous effect!

In Prep, French lessons are beginning to have a more 'Conti' feel – an approach which prioritises fluency and spontaneity in the spoken and written language by focussing on a few key phrases, which is currently being adopted by many other schools. As a department, we have noticed a difference in the amount that Year 3 and 4 pupils can remember independently using this approach, and we were pleased with the standard of role play that our pupils produced at the end of each term. We continue to drive motivation for the subject by including carefully chosen films, stories and festivals into our planning, especially from Year 5 onwards. In this way pupils deepen their appreciation of French culture. Seeing our own culture through different eyes can teach us a lot, and we encourage pupils to reflect on what they learn and, where there are differences, make astute comparisons. In this vein, Year 6 loved their visit to the *Institut Français* in London to watch an original French film, *Dilili à Paris*. Several of the pupils' reviews, written in French, are now on the French Institute website as examples of good work.

In lieu of a French trip this year, Year 7 and Year 8 pupils continued to correspond with their pen pals from Collège Blaise Pascal near Clermont-Ferrand in central France. Year 7 pupils were also treated to a day with Pip Porter of *The Cooking Apple* who led a baking session to cook French delicacies from recipes entirely in French. Pupils were able to showcase their creativity by mixing topping flavours together; the results were delicious. In the meantime, Year 8 completed their St Michael's Diploma on a high note and got a taste of the German language and culture in the last two weeks of their last term at St Michael's. We are proud of the involvement and creativity shown by our pupils and the teamwork and cooperation shown by staff in order to make languages events a success. We love to celebrate different cultures here at St Michael's and we recognise that having language skills, be it a little or a lot, can open doors and enrich lives. St Michael's pupils are getting ready to take on the world!

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TRUSTEE REPORT (CONTINUED)

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Latin and Greek

Caecilius is no fictional character. We can visit his city, his villa, his garden and his neighbourhood. Alternatively, we can examine all these today virtually. Via the medium of Caecilius' native tongue, all the Latin classes enthusiastically grasp the nuances of his daily life, his business as a banker, and the machinations of his household. At times the 'pater familias' does not realise that his entourage behave vicariously like characters in a Plautian play. Much is happening behind his back: *mutantis mutandis*.

The importance of Latin and its ability to reach into quotidian life and the cross-curricular timetable at the school is fully grasped. Pupils employ their new derivations: they see links in the vocabulary of music, science and mathematics: they know the terminology of the theatre such as 'scene', 'exit', 'orchestra', 'chorus' and 'choreography.' They trace their French and English vocabulary back to their Latin root.

Vesuvius erupted in its most destructive fashion in 79AD (it had actually erupted frequently before and after). Its opening of its malevolent, gaping maw killed colossal numbers but the city's interment followed by its gradual, painstaking regeneration and respiration have allowed generations of school pupils to come to terms with some aspects of their linguistic and cultural origins. Pupils at St Michael's make the most of their introduction to Latin and show significant interest.

Alongside the trials of Caecilius and Gaius Salvius Liberalis, the despicable Roman official in Book Two of the course, there has been much learning of Ancient Greek. There has been a close-knit community meeting every Monday on the top-landing. It may not be the Academy or Lyceum but the excitement at translating some now quite complex sentences against the backdrop of a crash courses in the Persian and Peloponnesian Wars has been palpable. Several of the pupils have been superb both in their regular attendance and acumen. The pleasure in teaching these delightful pupils both Latin and Greek has been immense and rewarding.

Art, Craft and Design

Pupils have outstanding experiences in Art, Craft and Design. A celebration of pupil's achievements around the school, online platform and a growing online gallery, promote creativity and skills. The curriculum is heuristic, with pupils making discoveries and solving problems themselves thereby developing confidence and skills in investigation, experimentation, and the development of ideas.

Boundaries between Art, Craft and Design are dissolving, so individual projects may well involve a combination of materials, processes, and technologies. We were delighted to be utilizing our new laser cutter within DT schemes of work (SOW) and in support of whole school projects (Pre-Prep "values" mosaic, 150 tree planting plaques, 150th celebration mosaic, Remembrance Day) and are looking forward to further embedding CAD/CAM projects across the year groups to enhance the curriculum and engage in developing technologies.

Our annual Art Exhibition and online tweets showcased what we get up to in the art studios and shed light on the fantastic creative and varied programs we run throughout the year. As a department we are always proud of the wonderful creativity we nurture during the academic year, and the exhibition and online galleries are a prominent reminder that we are inspiring a new generation of artists especially when parents and teachers alike offer encouragement and appreciation for our children's creations.

The Lower school have had great success exploring and creating fabulous work inspired by the work of others.

Year 3 have been very creative when exploring tissue lamination techniques producing a series of bold colourful art studies abstracting each form from nature and inspired by the flower paintings of Georgia O'Keeffe.

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TRUSTEE REPORT (CONTINUED)

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Year 4 pupils have been enjoying developing good sketchbook practice – exploring landscape design through gestural drawing, painting, ceramics, and printing.

Year 5 have been productive in their explorations of portraiture explored through the formal elements and through a variety of medium including oil paint, clay, wire and printing based upon observation.

The Senior school have been focused upon the development of good sketchbook practice inspired by the work of contemporary artists, new techniques, tools, and materials.

Year 6 created a fabulous umbrella installation based upon Natural Forms and the work of Textile artists Betty Busby and Masaru Sazuki. For DT they then went on to explore Product Design through the design concepts of Pop Art, designing and then making a wooden marble maze decorated with Pop Art style design features.

Year 7 have explored the theme Spaces & Places through drawing, photography, painting, ceramics, and mono-printing. We had a great day in London photographing local architecture along the Southbank using our best shots for the mono-prints when back in the studio.

Year 8 explored resist techniques through the traditional craft of Batik, a form of painting with hot wax onto fabric. They went on to develop their designs into a triptych using chalk pastels and an oil painting. Pupils were then challenged to create large scale lanterns inspired by Moroccan floor lamps. Pupils researched the use of traditional henna and explored the design process in detail researching product knowledge and design and the work of contemporary designers to help inspire ideas.

Interest in the Art Scholarship programme of study continues to grow following the introduction of co-curricular weekly Art scholarship workshops where Art scholars have been coached for portfolio preparation. Art pupils continue to be successful in gaining Art and Design scholarships and Art awards which is a fantastic achievement as these accolades are so hotly contested. This year pupils explored contemporary urban painting alongside a range of challenging etching and printing techniques producing outstanding pieces.

Drama

The Drama Scholars set out to explore The Globe Theatre in London and visit The National Theatre to see Hex. Before our tour of the Globe, we had a chance to visit the permanent exhibition at the theatre chronicling the history of the site, previous incarnations of the building and a look at Shakespeare's texts; as well as exhibits on costumes and props. We then attended the production and saw an awesome production which left us spell-bound and breathless at the epic staging.

As part of the creative combined arts trip in October the Year 7 and 8 pupils saw Mamma Mia in London. The Year 4 pupils were treated to a workshop session from industry expert Kate Griffiths who has worked extensively in the film and TV industry as a make-up artist, as well as training in schools, colleges and Universities in the South of England. This was a hands-on workshop where pupils got to produce 'trauma' make-up on themselves, including a variety of cuts and bruises. Pupils had a lot of fun, including shocking their form teachers with some ultra-realistic injuries!

The Lent term saw the 6th annual House Drama Competition take place in the Drama Room. Over 62 pupils signed up for the competition initially, with 15 pairs qualifying for the finals. It was immediately evident from the heats round that, once again, the children had invested a huge amount of independent time rehearsing their scenes and considering the addition of props and costumes, as well as set for the pieces. The standard was high and the children all performed with confidence and flair. It was lovely to see a good sense of team spirit, not only amongst those pupils in the same house, but generally amongst themselves as a whole body, taking part in the competition. Our special guest judge was Patricio Orozco BEM. Patricio was honoured in 2019 by Queen Elizabeth II with the Order of the British Empire Medal (OBE) in recognition of his contribution promoting the work of William Shakespeare in Latin America and further afield. We were delighted to have someone of such calibre coming to judge the children, which was not an easy task. Congratulations to the winners.

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TRUSTEE REPORT (CONTINUED)

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In March we presented the play *The Wolves of Willoughby Chase*—a tale of treachery, peril and heroism. *The Wolves of Willoughby Chase*, performed by pupils in Years 5 to 8, tells the story of two cousins faced with the wicked control of Miss Slighcarp, a governess appointed to take care of the young girls whilst Bonnie's parents are in China. Fifty-six pupils were involved, as well as many hard-working members of staff, who dedicated a lot of time to help with the production. Lots of help from parents and others too, ensured a fantastic show was produced.

Pupils have continued to enjoy working towards their Lamda exams, both in one-to-one sessions and in after-school group activities. There was an excellent overall achievement with many pupils scoring exceptionally highly, and a plethora of distinctions.

During Trinity, the current Drama Scholars, together with special guests and a gathering of Old Michaelian Drama Scholars, presented an evening of drama to celebrate the 150th anniversary of the school. In a gala evening of performance entitled "Rewind", 10 scenes from selected plays originally performed at Saint Michaels going back as far as the 1950s, to the most recent production of *The Elephant Man* in 2021, were presented. From Shylock's terrifying contract in the *Merchant of Venice*, to the slapstick antics of Aunt Sponge and Aunt Spiker in *James and the Giant Peach*, the pupils had a fantastic evening looking back over the many years of superb drama at the school.

It was lovely to see so many old pupils, parents and friends gathered to join in the celebrations. Once again, in the Trinity term, the department invited parents and friends of pupils to come into school and experience an 'open rehearsal'. Here they had the opportunity to see the pupils in their form groups rehearsing scenes studied over the course of the term in their Drama lessons and in final stages of rehearsal for performance. The experience was successful, and many parents commented on how interesting it was to see the process and their child going through it.

IT and Computing

It is always a pleasure to see the delight on pupils' faces as they enter the IT suite for their weekly IT/Computing lesson.

Throughout this year, pupils have enjoyed opportunities to learn, practice and enhance their IT/Computing skills through after-school Activities, Coding Clubs, competitions and our Digital Leaders programme.

This year we introduced two new schemes of work: History in Computing where pupils learnt about Alan Turing and made their own Morse code machine, and Ozaria, an online platform for pupils in Years 6 to 8 to learn the basics of Python programming.

Our Digital Leaders have enjoyed winning badges for activities completed on their ChildNet international accounts. This year, St Michael's Digital Leaders were ranked 3rd nationally against other schools. As part of our annual Safer Internet Day event, the Digital Leaders also created an Online-Safety rap video at Lana Banana studios in Sevenoaks. Additionally, in June 2022, the Digital Leaders visited Legoland Windsor to use the Spike Lego kits to help them develop their understanding of crucial Computing Concepts.

Lastly, this year also saw the development of our Minecraft in Education clubs and Activities. In this club, pupils use the Code Builder to code various parts of their world. Minecraft in Education encourages pupils to be creative while using multiple problem-solving skills. These clubs have proved very popular among the children which is a delight to see.

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TRUSTEE REPORT (CONTINUED)

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Co-curricular activities

St Michael's has an active co-curricular culture to further develop skills, knowledge and understanding across all year groups. This also provides rich evidence of SMSC provision in supporting "stretch & challenge" alongside those that require extra support and individual tuitions. The Art and DT clubs also provide our pupils with a creative community and the means to engage with a variety of projects outside our curriculum, nurturing curiosity, thereby contributing to the development, practical knowledge, and the experience of developing ideas; making things and making things happen. Projects explored this year have included: mosaic (installed in Pre-Prep), printing, papier-mache, pewter casting, painting and drawing.

Co-curricular provision of sports that occur within school can and should complement and enrich the P.E. curriculum for all. Hence, in both Prep and Pre-Prep, we have continued to try and expand the variety of provision on offer, with the Monday and Friday after school activities and the introduction of the Tuesday School of Sport that has benefited from the support of specialised internal and external coaches. Co-curricular sport offers pupils a chance to break away from everyday school life so they can recharge their batteries and top-up their motivation for when they return to studying. Likewise, more pupils will socialise with their peers outside of the classroom setting. This allows them to create new relationships with a wider range of peers, providing pupils the opportunity to develop key social skills such as teamwork, listening and leadership. The activities on offer this past year are netball, football, hockey, rugby, cricket, athletics, tennis, cross country, fitness circuits, Triathlon club, Judo and ABC development (agility, balance, co-ordination).

PE, Games and Competitive Sport

The PE Department aims to help all St Michael's pupils:

- Develop competence to excel in a broad range of physical activities
- Be physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

In PE we have looked to provide a broad, rich, and engaging curriculum. By providing opportunities for the pupils to progress, from fundamental movement skills, multi-skills, sports specific activities which aid the development of all physical skills, some leadership skills, and coaching skills of pupils, whilst continuing to promote school values through P.E. and sport. The PE Department have been delighted to watch all the St Michael's pupils showing great enthusiasm in lessons and competing in weekly matches, where we have enjoyed lots of success and loved celebrating the pupils.

The PE Department has looked to create a fully inclusive, fun, happy and supportive environment where children view failure as part of their learning and are therefore not afraid to attempt new things that at first appeared impossible to them, and to discover that to continually 'stretch and challenge' themselves is intrinsically mentally and physically rewarding. Hence, the pupils are encouraged to be brave and to push themselves out of their comfort zones.

Children love to learn new games and we have reintroduced basketball, short tennis, badminton and volleyball into the curriculum as a way of developing vital motor-skills that are essential for lifelong enjoyment and participation in sport and activity.

The 2021-2022 academic year has seen the pupils at St Michaels's achieve a vast number of sporting successes including several firsts for the school. We are also proud to have awarded a number of well-deserved St Michael's Sport Scholarships and Sport Exhibition Awards.

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TRUSTEE REPORT (CONTINUED)

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The uptake by pupils of both co-curricular and extracurricular sport is continuing to grow, which helps develop confidence, boost academic achievement, and promote health and well-being. The PE and Games Department have been inspired by the commitment, effort and enthusiasm shown by all the pupils and look forward to continuing every child's love of sport and activity.

It has been fantastic to be able to return to competitive sport this past year and equally up-lifting to witness the self-esteem, competitive spirit, camaraderie, resilience, and teamwork that competition has helped develop within the St Michael's pupils.

The U11A Boys football team qualified for both the IAPS and ISFA national finals held at Millfield School and the English National FA base, St George's Park respectively.

In both competitions the boys played magnificently and qualified for quarter finals in both cases, sadly losing out at that stage in what were very close games. The team is to be commended for placing in the top eight Prep schools in the country, for their application and humility both in victory and defeat.

Swimming

Yet again another fabulous year for all our St Michael's swimmers! It was lovely to participate in galas as well as the annual IAPS swimming competition again, we had certainly all missed them.

In December 2021 we took 44 St Michael's pupils, from Years 3 to 8, across to Somerhill for our annual gala. There was so much excitement in the pool and every pupil swam their hearts out and cheered on their friends. We came away with a well-deserved, emphatic win.

At the start of 2022 a number of swimmers achieved Kent qualifying times and took part in the championships representing Sevenoaks Swimming Club. In February 2022, the St Michael's swim squad competed in the IAPS Swimming Championship qualifying round at Bede's Prep School in Sussex. St Michael's sent a squad of 18 pupils with representatives ranging from year's 5-8.

The St Michael's team won all the opening relays that they competed in, across all age groups, for both Medley and Freestyle, this was a fantastic start to the meet and a tremendous confidence boost for the squad. The competition was stiff and in what was a noisy and intense atmosphere our squad's success continued with the St Michael's swimmers winning several individual events too. This resulted in 11 members of the squad qualifying for the IAPS National Finals in June at the London Aquatic Centre; the most swimmers we have ever had qualify for this prestigious competition.

In February, a squad of 41 Year 3-8 St Michael's swimmers travelled to Radnor House. The children again performed brilliantly in the pool and came away with another victory, this time by over 100 points! Our St Michael's IAPS National Swimming Finalists spent the day at the London Aquatic Centre at the end of June. To get there is an achievement in itself and they all swam so brilliantly, obtaining personal best times. In the afternoon, the Year 6 girls medley relay team knocked a fantastic 9 seconds off their qualifying time and won their heat. They were all incredible and although disqualified due to a small technicality they are still 5th fastest in the country for the individual medley relay.

A Year 7 pupil reached the final of their butterfly individual event finishing in 7th place and a Year 6 pupil was superb in her breaststroke final and brought home the bronze medal for St Michael's.

Another year of fabulous swimming results. We are always so proud of every achievement from qualifying for the National Finals to mastering the breaststroke in a Year 2 swimming lesson.

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TRUSTEE REPORT (CONTINUED)

For the year ended 31 August 2022

Music

It has again been a truly wonderful and packed year of music-making at St Michael's with the return of so many exciting enrichment and performance opportunities across the year and the gradual easing of restrictions. There were 255 weekly instrumental or vocal lessons taught across the school by our team of dedicated peripatetic specialists, and we are proud to have again achieved some excellent exam results in ABRSM and Trinity music examinations. We hosted 3 ABRSM sessions in school across the year, plus several candidates sat exams externally. A total of 88 pupils were entered for graded examinations on a variety of instruments from Prep-Test through to Grade 7 and 60% achieved success with a Distinction or Merit.

A significant number of our pupils also sought to stretch and challenge themselves to achieve musical excellence in regional festivals, and national orchestras or choirs. Two pupils' achievements were particularly outstanding, winning a major music scholarship to Year 9 at King's Rochester and a Year 7 music exhibition to Sevenoaks School. We were also thrilled to celebrate the success of two pupils who gained places in the National Youth Concert Band and the National Youth Boys' Choir this year.

The academic year began with preparations for our termly solo concert series, and we were delighted to welcome parents back on site for a Musical Soiree in October for senior pupils followed by a Breakfast Concert for some of our younger performers. Our choral groups worked hard in weekly rehearsals for the return of our traditional Christmas performances and in particular the annual Carol Service at Shoreham church, which proved a joyful and moving candlelit celebration. The much-anticipated Christmas breakfast concert at school gave us a further opportunity to invite parents back to share in some festive music and laughter, accompanied by a feast of gourmet treats on a stunning breakfast table.

January saw a buzz of musical activity and inter-house rivalry around the Prep building as our bi-annual House Music Competition got underway. Corridors echoed with the sounds of pop hits from the 90's, and some teachers found new callings as choreographers, teaching dance routines, complete with an array of themed accessories and costumes. Individual solo performers from the four houses worked extra hard to compete for a place in the finals. We were delighted to welcome our esteemed judge, Daniel Whitby, associate musical director of the West End production of *Frozen*. Daniel had a tremendous day at St Michael's and frequently remarked on the calibre of musicianship on display, but more importantly on the sheer joy, enthusiasm and sense of community that was so clearly on display. Many congratulations to Leeds who emerged victorious.

As part of our community outreach, the music department also hosted our very own Big Sing Day for pupils in Years 2 & 3 from St Michael's together with pupils from St Lawrence Primary School. Rehearsing together, learning new and familiar songs, making new friends and having lots of fun was the order of the day. The pupils performed a concert for parents packed with energy, high spirits and all agreed it was *The Best Day Ever!*

The musical highlight of Trinity term was undoubtedly the return of our much-anticipated annual European music tour. Our destination this year was Lake Garda and Venice. Our 50-strong body of choristers and musicians rehearsed intensely for months ahead of this remarkable tour, and they delighted audiences in both formal concerts as well as with impromptu renditions wherever they went. The breath-taking views and stunning scenery of Lake Garda was as much appreciated from the balconies of our hotel rooms as it was on the boat cruise along the lake or the cable car ride to the snowy peaks of Monte Baldo. We loved exploring the canals, alleys and grand piazzas in Venice and were fortunate to be welcomed in the ancient Basilica of *San Pietro di Castello* where we performed a programme of sacred and classical works. We spent our last day in Milan clambering over the gothic rooftop and amongst the gargoyles of this spectacular Cathedral before a final pizza and gelato, and our flight home at the end of an unforgettable tour.

ST MICHAEL'S SCHOOL TRUST

TRUSTEE REPORT (CONTINUED)

For the year ended 31 August 2022

In May, Year 4 travelled up to London and joined forces with a choir of over 6000 children to perform a stunning Young Voices concert at the O2. It was an impressive night of bright lights, singing and dancing together with professional musicians, including a dance-off contest against parents, and will remain etched in the memory for a long time to come.

In the same month, ten of our more advanced orchestral musicians from Years 5 and 6 relished the opportunity to collaborate with Prep School musicians from across Sussex and Kent in an Orchestra Day hosted by Eastbourne College. The concert repertoire ranged from Classical to Contemporary and the opportunity to experience lunch, meet with GCSE pupils and take part in activities gave our pupils a valuable insight into student life at Eastbourne.

Shoreham Parish Church hosted our Scholars' Concert by Candlelight in May, which gave an opportunity for our talented music scholars and chamber musicians to showcase their prodigious talents across a wide range of musical styles. We enjoyed a delightful programme of music from the Renaissance, Baroque, Classical and Romantic eras as well as some impressive highlights from the worlds of Jazz and Musical Theatre.

As the year drew to a close, our annual Summer concert provided the platform for us to share and celebrate with parents the work of all of our instrumental ensembles together with our dedicated team of peripatetic specialists. The concert involved well over 150 pupils from the Prep School and represented our inclusive ethos and our belief that music is for everyone. We enjoyed an array of upbeat and light-hearted performances from our guitarists, bands, orchestra, choirs and recorders. The talents on display stand testament to the tremendous spirit of teamwork and collaboration in the Music department and we are indebted to the team in their pursuit of musical excellence.

FINANCIAL REVIEW

The financial statements show the school generated a surplus of £216,223 (2020/21: £153,196). The net assets of the Charitable Trust amount to £9,037,622 (2020/21: £8,821,399).

The principal source of income is fees, accounting for 94% of the school's income. Pupil numbers have increased and this, combined with increased third-party hire income and careful financial management, have resulted in an increased net surplus this year. The school continues to see a healthy number of parents registering interest in the school and adding their children's name to waiting lists.

This continued strong financial performance has enabled the Governors to pursue opportunities for further improvement to the school's facilities. There is a program of continued investment in upgrading and enhancing the facilities for the benefit of our pupils. The recent completion of the re-wire and refurbishment of attic space into offices has further added to the high-quality facilities on offer.

As a charity, parents of our pupils have the assurance that the school's income must be applied for educational purposes. As an educational charity we enjoy tax exemption on our educational activities and on our investment, income provided these are applied for the achievement of our charitable aims.

We are currently entitled to 80% relief on our business rates for the properties we occupy for educational purposes. However, as an educational charity, we are unable to reclaim VAT input tax on our costs as we are exempt for VAT purposes. We also pay tax as an employer through the National Insurance contribution we pay on salaries.

In addition to the very substantial benefits our school brings to our pupils, the local community and wider society through the education we offer, our bursary program and our partnership program create a social asset without cost to the Exchequer.

ST MICHAEL'S SCHOOL TRUST

TRUSTEE REPORT (CONTINUED)

For the year ended 31 August 2022

Reserves and Financial Health

The Governors regularly review the finances, budgets and spend against budget as part of the effective stewardship of the school. The Governors have invested substantial sums into a new Pre-Prep building and refurbished facilities in recent years and have a continuing program of refurbishment, development, and investment to maintain excellent teaching facilities for our pupils.

The reserves fund represents the unrestricted funds arising from past operating results. It also represents the free reserves of the charity.

The principal source of income for the charity is school fees. This is sufficient to cover the day to day running of the school. It is not the policy of the school to accumulate significant cash reserves and the main reason for the current surplus is to service the bank loan, to meet our financial commitments and to fund capital development. The Governors' policy is, whilst ensuring that the school is always able to meet its obligations, to use the reserves to enhance the educational facilities and maintain and improve the fabric of the school. The Governors consider this to be the best way of furthering the charity's objectives.

Bursaries

As a thriving school we are keen to share the benefits of an education at St Michael's Prep with pupils who would otherwise be unable to attend the school and we do this through our means-tested bursary program. Support is also provided to parents of existing pupils who find themselves in financial difficulties. During 2021/22 the school was able to offer support with fees on a means tested basis to 12 pupils, including two Ukrainian children from the Trinity term. (2020/21 was 13). This year means-tested bursaries amounted to £92,160. This represented 1.54% of our gross fees.

Additional financial support for musical instrument tuition and help with school trips and activities is also offered. The bursary scheme is advertised on the school website and is promoted during Open Mornings, parent tours and in our information booklet.

We keep our Bursary policy under review to ensure we fulfil our aims of widening access to the school. We continue to use an external independent bursary administrator to conduct home visits and a financial review. In the assessment of means, we consider a number of factors, including family income, investments, savings and number of siblings. However, we do not have an endowment fund so in offering bursaries, we are respectful of the fact that our bursaries are funded through income from fee-paying parents. One of our development objectives is to explore ways to increase funds for bursaries and we are looking at how we identify and approach potential donors.

We were able to offer fully funded places for two Ukrainian Refugees fleeing war in their home country. We are delighted by how quickly they have settled into life at St Michael's and thrilled by the academic progress they have made already.

Scholarships

In addition, the school offers a range of non-means-tested scholarships for entry into Year 7. This enables the school to attract and reward the most able pupils in their chosen discipline. Current scholarships available are Academic, All-rounder, Art, Drama, Music and Sport.

Fee Assistance for staff

Fee remission continues to be a valuable tool to enable us to fulfil our continued commitment to attract, recruit and retain high calibre staff.

ST MICHAEL'S SCHOOL TRUST

TRUSTEE REPORT (CONTINUED)

For the year ended 31 August 2022

Investment Policy and performance

Under the Memorandum and Articles of Association the charity has the power to make any investments which the trustee sees fit. Other than owning a piece of land in Norfolk which is rented out for agricultural purposes there are no other investments held by the charity. There are no plans for this to change in the foreseeable future. The Governing Body's policy continues to be to put any short- and medium-term cash surplus into interest-bearing deposit accounts, some of which are on fixed term notice.

Risk Management

The Board of Governors is responsible for the overseeing of the risks faced by the school. Detailed consideration of risk is delegated to the Head, Director of Finance & Operations and Senior Management of the school. Risks are identified, assessed and controls established throughout the year. The activities of the school are continually under review with account taken of any risks which may arise. Formal reviews are undertaken on a termly basis and scrutinised by the Finance and General Purposes Committee of the Governing Body. Risk is managed under the headings of financial, operational, and strategic.

The main risks that the Governors have identified and the plans to manage those risks are:

- Reputation: The School's success is founded on its reputation for the education and well-being of our pupils. We manage this risk through our safeguarding policies, staff recruitment policies, pastoral support for both pupils and staff and active identification and resolution of health and safety-related issues.
- Financial health: Our financial health is reliant on pupil fees and our ability to meet our commitments as they fall due. This risk is managed by marketing activity, having a reputation for academic excellence and robust financial management procedures.
- Possible changes to government policy regarding business rates relief and VAT on school fees: Whilst largely outside of our control, we work with our associations and take part in consultations to highlight the impact this would have on both the independent and state sector. We ensure we maintain sound financial management and keep this risk under regular review.

Potential risks are carefully evaluated, and procedures are documented to enable them to be appropriately managed. This management involves the use of internal controls, policies, and where necessary insurance cover.

Key controls used include:

- Formal Agendas and Minutes for all Board and Committee meetings
- Detailed planning, budgeting, and management accounting
- Regular review of the Financial Risk Register by the Finance & General Purposes Committee
- Established reporting structures
- Clear authorisation and approval levels
- Background checks, as required by law, for the protection of the vulnerable
- Critical Incident Management Plan
- Regular review of policies

Through the risk management processes established for the School, the Governors are satisfied that the major risks identified have been appropriately mitigated where possible. It is recognised that systems can only provide reasonable but not absolute assurance that major risks have been adequately managed.

ST MICHAEL'S SCHOOL TRUST

TRUSTEE REPORT (CONTINUED)

For the year ended 31 August 2022

Key Management Personnel

The Governors consider that they, together with the Head, the Director of Finance & Operations and the Senior Leadership team comprise the Key Management Personnel. All Governors give of their time freely and no remuneration or expenses were paid in the year. The pay and remuneration of the Head and senior staff is set by the Staffing and Remuneration Committee and the Chair of Governors and is kept under annual review.

Organisational Management

The Governors determine the general policy of the school. On a day-to-day basis the Governors delegate the running of the school to the Head and the Director of Finance & Operations who are fully supported by their academic and administrative colleagues. Formal communication between the Governors and those with delegated responsibilities is by both formal meetings and on an ad hoc basis. The Clerk to the Governing Body is responsible for coordinating the work of the Governors and their Committees, circulation of papers and the review of matters arising.

The Head oversees the recruitment of all educational staff, whilst under delegated authority the Director of Finance & Operations oversees the recruitment of administrative and operational staff. The Head and Director of Finance & Operations are invited to attend Governors' meetings. The Head of Pre-Prep and other members of the Senior Leadership team also attend as appropriate.

No Governor or person connected with a Governor received any benefit from either means tested bursaries or scholarships awarded to our pupils.

Other relationships

The Director of Finance & Operations is a member of the Independent Schools Bursars' Association (ISBA). This association provides an opportunity to share expertise, knowledge and experience across the independent school sector.

Governors' Recruitment and Training

The Governing Body is a member of AGBIS (the Association of Governing Bodies of Independent Schools). St. Michael's believes that the governing body must have a broad breadth and depth of experience to discharge all its duties effectively. The current board is diverse and well balanced, with members having professional expertise in education, business, finance, safeguarding, HR, legal, estates and other sectors, working with and supporting the Head, Senior Leadership Team, staff and the wider school community.

Anyone wishing to become a Governor of St. Michael's School is invited to approach the governing board either directly or indirectly. We look for individuals who have passion and time to commit to the governance of St. Michael's and who can contribute in any number of ways. The board would currently like to hear from anyone interested in and who has experience with the areas of Equality, Diversity and Inclusion (EDI) and Sustainability.

An induction programme is offered to new governors upon joining, including safeguarding training. Present parents and members of staff are ineligible to become Governors until their day-to-day association with St. Michael's has ended.

Auditors

In accordance with the company's articles, a resolution proposing that WSM Advisors Limited be reappointed as auditor of the Charitable Trust will be put at a General Meeting.

ST MICHAEL'S SCHOOL TRUST

TRUSTEE REPORT (CONTINUED)

For the year ended 31 August 2022

Disclosure of information to auditors

Each of the Governors has confirmed that there is no information of which they are aware which is relevant to the audit, but of which the auditor is unaware. They have further confirmed that they have taken appropriate steps to identify such relevant information and to establish that the auditor is aware of such information.

The trustee report was approved by the Board of Trustees.

I would like to acknowledge and thank my colleagues on the Board of Governors for their continued support and engagement over this year. Together with the Head and Senior Leadership Team they help to shape the vision that drives St Michael's forward, ensuring our pupils and staff have a positive and enriching experience here at the school and parents and other stakeholders can also benefit from the wonderful community here.

Rashid Chinchawala ACA
Chair of Governors

St Michael's Trust Association Limited

Dated: 30 January 2023

ST MICHAEL'S SCHOOL TRUST

STATEMENT OF TRUSTEE RESPONSIBILITIES

For the year ended 31 August 2022

Statement of Trustee responsibilities

The trustee is responsible for preparing the Report and the accounts in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

The law applicable to charities in England and Wales requires the trustee to prepare accounts for each financial year which give a true and fair view of the state of affairs of the charity's financial activities and of the incoming resources and application of resources of the charity for that year.

In preparing these accounts, the trustee is required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgements and estimates that are reasonable and prudent;
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the accounts; and
- prepare the accounts on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

The trustee is responsible for keeping sufficient accounting records that disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the accounts comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

ST MICHAEL'S SCHOOL TRUST

INDEPENDENT AUDITOR'S REPORT

TO THE TRUSTEE OF ST MICHAEL'S SCHOOL TRUST

Opinion

We have audited the financial statements of St Michael's School Trust (the 'charity') for the year ended 31 August 2022 which comprise the statement of financial activities, the balance sheet, the statement of cash flows and notes to the financial statements, including significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and 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).

In our opinion, the financial statements:

- give a true and fair view of the state of the charity's affairs as at 31 August 2022 and of its incoming resources and application of resources, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

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 charity 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.

The impact of macro-economic uncertainties on our audit

Our audit of the financial statements requires us to obtain an understanding of all relevant uncertainties, including those arising as a consequence of the effects of macro-economic uncertainties such as Covid-19. All audits assess and challenge the reasonableness of estimates made by the members and the related disclosures and the appropriateness of the going concern basis of preparation of the financial statements. All of these depend on assessments of the future economic environment and the charitable company's future prospects and performance.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustee use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charity's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

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

Other information

The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. The trustee are responsible for the other information contained within the annual report. Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon. 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 course of 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 this gives rise to a material misstatement in the financial statements themselves. 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.

ST MICHAEL'S SCHOOL TRUST

INDEPENDENT AUDITOR'S REPORT (CONTINUED)

TO THE TRUSTEE OF ST MICHAEL'S SCHOOL TRUST

Matters on which we are required to report by exception

We have nothing to report in respect of the following matters in relation to which the Charities (Accounts and Reports) Regulations 2008 require us to report to you if, in our opinion:

- the information given in the financial statements is inconsistent in any material respect with the trustee report; or
- sufficient accounting records have not been kept; or
- the financial statements are not in agreement with the accounting records; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of trustee

As explained more fully in the statement of trustee responsibilities, the trustee 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 trustee 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 trustee are responsible for assessing the charity'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 the trustee either intend to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

We have been appointed as auditors under section 144 of the Charities Act 2011 and report in accordance with regulations made under section 154 of that Act.

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 extent to which our procedures are capable of detecting irregularities, including fraud, is detailed below.

Our tests included agreeing the financial statement disclosures to underlying supporting documentation where relevant, enquiries with management as to the risks of non-compliance and any instances thereof, challenging assumptions and judgments made by management, performing a proof in total calculation to gain assurance over completeness of revenue, and identifying and testing journal entries, in particular any journal entries posted with unusual account combinations. Our audit procedures also focused on laws and regulations that could give rise to a material misstatement in the financial statements, including, but not limited to, the Companies Act 2006.

Our audit procedures were designed to respond to risks of material misstatement in the financial statements, recognising that the risk of not detecting a material misstatement due to fraud is higher than the risk of not detecting one resulting from error, as fraud may involve deliberate concealment by, for example, forgery, misrepresentations or through collusion. There are inherent limitations in the audit procedures performed and the further removed non-compliance with laws and regulations is from the events and transactions reflected in the financial statements, the less likely we are to become aware of it.

A further description of our responsibilities is available on the Financial Reporting Council's website at: <https://www.frc.org.uk/auditorsresponsibilities>. This description forms part of our auditor's report.

ST MICHAEL'S SCHOOL TRUST

INDEPENDENT AUDITOR'S REPORT (CONTINUED)

TO THE TRUSTEE OF ST MICHAEL'S SCHOOL TRUST

Use of our report

This report is made solely to the charity's trustees, as a body, in accordance with Part 4 of the Charities (Accounts and Reports) Regulations 2008. Our audit work has been undertaken so that we might state to the charity's trustees 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 charity and the charity's trustees as a body, for our audit work, for this report, or for the opinions we have formed.

Simon Marsh (Senior Statutory Auditor)
for and on behalf of WSM Advisors Limited

31 January 2023

Chartered Accountants
Statutory Auditor

Connect House
133-137 Alexandra Road
Wimbledon
London
SW19 7JY

WSM Advisors Limited is eligible for appointment as auditor of the charity by virtue of its eligibility for appointment as auditor of a company under section 1212 of the Companies Act 2006.

ST MICHAEL'S SCHOOL TRUST

STATEMENT OF FINANCIAL ACTIVITIES

For the year ended 31 August 2022

	Notes	Total 2022 £	Total 2021 £
<u>Income and endowments from:</u>			
Donations and legacies	2	14,755	20,976
Charitable activities	3	6,089,802	5,523,889
Investments	4	12,717	3,572
Other income	5	986	8,279
		<hr/>	<hr/>
Total income and endowments		6,118,260	5,556,716
		<hr/>	<hr/>
<u>Expenditure on:</u>			
Charitable activities	6	5,902,037	5,403,520
		<hr/>	<hr/>
Net income for the year/ Net movement in funds		216,223	153,196
Reconciliation of funds			
Fund balances at 1 September 2021		8,821,399	8,668,203
		<hr/>	<hr/>
Fund balances at 31 August 2022		9,037,622	8,821,399
		<hr/>	<hr/>
All funds are unrestricted.			

ST MICHAEL'S SCHOOL TRUST

BALANCE SHEET

As at 31 August 2022

	Notes	2022 £	£	2021 £	£
Fixed assets					
Tangible assets	11	8,587,886		8,728,459	
Investment properties	12	20,000		20,000	
		<u>8,607,886</u>		<u>8,748,459</u>	
Current assets					
Debtors	13	94,003		144,744	
Cash at bank and in hand		2,941,820		2,473,856	
		<u>3,035,823</u>		<u>2,618,600</u>	
Creditors: amounts falling due within one year	14	(1,706,087)		(1,545,660)	
Net current assets		<u>1,329,736</u>		<u>1,072,940</u>	
Total assets less current liabilities		<u>9,937,622</u>		<u>9,821,399</u>	
Creditors: amounts falling due after more than one year	15	(900,000)		(1,000,000)	
Net assets		<u><u>9,037,622</u></u>		<u><u>8,821,399</u></u>	
The funds of the charity					
<u>Unrestricted funds</u>					
Designated funds	19	190,489		92,500	
General funds		8,827,598		8,709,364	
Revaluation reserve		<u>19,535</u>		<u>19,535</u>	
		<u>9,037,622</u>		<u>8,821,399</u>	
Total charity funds		<u><u>9,037,622</u></u>		<u><u>8,821,399</u></u>	

The accounts were approved by the Trustee on 30 January 2023

R Chinchawala
St Michael's Trust Association Limited

ST MICHAEL'S SCHOOL TRUST

STATEMENT OF CASH FLOWS

For the year ended 31 August 2022

	Notes	2022 £	£	2021 £	£
Cash flows from operating activities					
Cash generated from operations	23		721,711		635,342
Investing activities					
Purchase of tangible fixed assets		(167,450)		(222,760)	
Proceeds on disposal of tangible fixed assets		986		1,261	
Interest received		12,717		3,572	
Net cash used in investing activities			(153,747)		(217,927)
Financing activities					
Repayment of bank loans		(100,000)		(100,000)	
Net cash used in financing activities			(100,000)		(100,000)
Net increase in cash and cash equivalents			467,964		317,415
Cash and cash equivalents at beginning of year			2,473,856		2,156,441
Cash and cash equivalents at end of year			2,941,820		2,473,856

ST MICHAEL'S SCHOOL TRUST

NOTES TO THE FINANCIAL STATEMENTS

For the year ended 31 August 2022

1 Accounting policies

Company information

Property known as Otford Court Estate was originally settled under a Memorandum of Trust dated 21 March 1925. A further Deed of Trust was executed on 25 November 1935 between G.E. Cowper and others (known as The Cowper-Miles Trust) which provided funds for the running of a school on the Otford Court Estate. As a result of a scheme of the Charity Commission of 17 July 1996 the above trusts were amalgamated to be administered as one charity called the St. Michael's School Trust. St. Michael's Trust Association Limited, a company incorporated on 18 January 1937, remains the trustee of the charity.

1.1 Accounting convention

These accounts have been prepared in accordance with FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland" ("FRS 102"), "Accounting and Reporting by Charities" the Statement of Recommended Practice for charities applying FRS 102, the Charities Act 2011 and UK Generally Accepted Accounting Practice as it applies from 1 January 2015. The charity is a Public Benefit Entity as defined by FRS 102.

The financial statements have departed from the Charities (Accounts and Reports) Regulations 2008 only to the extent required to provide a true and fair view. This departure has involved following the Statement of Recommended Practice for charities applying FRS 102 rather than the version of the Statement of Recommended Practice which is referred to in the Regulations but which has since been withdrawn.

The accounts are prepared in sterling, which is the functional currency of the charity. Monetary amounts in these financial statements are rounded to the nearest £.

The accounts have been prepared under the historical cost convention, modified to include the revaluation of freehold properties and to include investment properties and certain financial instruments at fair value. The principal accounting policies adopted are set out below.

1.2 Going concern

At the time of approving the financial statements, the trustee have undertaken an assessment of the adequacy of the resources available to the charity as well as the expected support to charities available from the government measures in place through the period of disruption caused by coronavirus. The trustee have a reasonable expectation the charity has adequate resources to continue in operational existence for the foreseeable future accordingly continue to adopt the going concern basis of accounting in preparing the financial statements.

ST MICHAEL'S SCHOOL TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

For the year ended 31 August 2022

1 Accounting policies

(Continued)

1.3 Incoming resources

School fees receivable are accounted for in the period in which the service is provided including fees in lieu of notice. Fees receivable are stated after deducting discounts, bursaries and head teacher's awards by the School.

Hire of facilities income receivable is accounted for in the period in which the use of the schools facilities are provided.

Swimming lessons fees are accounted for in the period in which the service is provided.

Donations and similar income resources are included in the year in which they are receivable, which is when the charity becomes entitled to the resource. Donations received for the general purposes of the charity are included as unrestricted funds. Donations for activities restricted by the wishes of the donor are taken to restricted funds where these wishes are legally binding on the Governors.

Income from investment and rental income are included in the Statement of Financial Activities (SOFA) in the year in which it is receivable.

Other income including registration fees, crèche fees and commissions are recognised on a receipts basis.

Government grants are recognised at the fair value of the asset received or receivable when there is reasonable assurance that the grant conditions will be met and the grants will be received.

A grant that specifies performance conditions is recognised in income when the performance conditions are met. Where a grant does not specify performance conditions it is recognised in income when the proceeds are received or receivable. A grant received before the recognition criteria are satisfied is recognised as a liability.

1.4 Resources expended

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 are allocated on the portion of the asset's use.

Resources expended are included in the Statement of Financial Activities in the year in which they are incurred, inclusive of any VAT which cannot be recovered.

Resources expended are allocated and apportioned between costs in furtherance of charitable objects (namely teaching costs, support costs and premises costs) and governance costs.

Teaching costs represent all costs directly incurred in the course of furthering the charity's principal objective through the provision of education to children and young people, including teaching staff costs, educational materials, depreciation and related equipment.

Premises costs represent those costs incurred in the running, maintenance and up-keeping of the School.

Support costs represent those costs incurred through the administration of the charity's activities in furtherance of the charity's principal objective.

Costs incurred in assisting the trustees in their stewardship of the charity are classified under governance costs.

ST MICHAEL'S SCHOOL TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

For the year ended 31 August 2022

1 Accounting policies

(Continued)

1.5 Tangible fixed assets

Tangible fixed assets are initially measured at cost and subsequently measured at cost or valuation, net of depreciation and any impairment losses.

Tangible fixed assets are stated at cost on initial acquisition less depreciation.

Depreciation is provided on all tangible fixed assets at rates calculated to write off the full cost or valuation less estimated residual value of each asset over its estimated useful life. The principal rates in use are:

Freehold land and buildings	Straight line over 50 years (2021: 50 years)
Plant and machinery	Straight line over 6 years (2021: 8 years)
Fixtures and fittings	Straight line over 6 years (2021: 8 years)
Motor vehicles	Straight line over 6 years (2021: 8 years)

The gain or loss arising on the disposal of an asset is determined as the difference between the sale proceeds and the carrying value of the asset, and is recognised in the statement of financial activities.

1.6 Investment land

Investment land & property, which is property held to earn rentals and/or for capital appreciation, is measured using the fair value model and stated at its fair value as the reporting end date. The surplus or deficit on revaluation is recognised in net income/(expenditure) for the year.

1.7 Cash and cash equivalents

Cash and cash equivalents include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities.

1.8 Financial instruments

The charity has elected to apply the provisions of Section 11 'Basic Financial Instruments' and Section 12 'Other Financial Instruments Issues' of FRS 102 to all of its financial instruments.

Financial instruments are recognised in the charity's balance sheet when the charity becomes party to the contractual provisions of the instrument.

Financial assets and liabilities are offset, with the net amounts presented in the financial statements, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

Basic financial assets

Basic financial assets, which include debtors and cash and bank balances, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at the present value of the future receipts discounted at a market rate of interest. Financial assets classified as receivable within one year are not amortised.

ST MICHAEL'S SCHOOL TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

For the year ended 31 August 2022

1 Accounting policies

(Continued)

Basic financial liabilities

Basic financial liabilities, including creditors and bank loans are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest. Financial liabilities classified as payable within one year are not amortised.

Debt instruments are subsequently carried at amortised cost, using the effective interest rate method.

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of operations from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade creditors are recognised initially at transaction price and subsequently measured at amortised cost using the effective interest method.

Derecognition of financial liabilities

Financial liabilities are derecognised when the charity's contractual obligations expire or are discharged or cancelled.

1.9 Employee benefits

The cost of any unused holiday entitlement is recognised in the period in which the employee's services are received.

Termination benefits are recognised immediately as an expense when the charity is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

1.10 Retirement benefits

The charity contributes to the Teachers' Pension Defined Benefits Scheme at rates set by the Scheme Actuary and advised to the school by the Scheme Administrator. The Scheme is a multi-employer pension scheme and it is not possible to identify the assets and liabilities of the Scheme which are attributable to the charity. In accordance with FRS17 the Scheme is accounted for as a defined contribution scheme and contributions are accounted for when advised as due by the Scheme Administrator.

The charity also contributes to defined contribution pension schemes for certain members of staff who are not eligible to join the Teachers' Pension Scheme. The assets of this scheme are held separately from those of the charity, being invested with insurance companies.

Pension costs charged in the Statement of Financial Activities represent the contributions payable by the charity in the year.

1.11 VAT

The charity is not registered for VAT and accordingly expenditure is shown gross of irrecoverable VAT.

1.12 Fund accounting

The funds held by the charity are either:

- *Unrestricted general funds* - these are funds which can be used in accordance with the charitable objects at the discretion of the trustees.
- *Designated funds* - these are funds set aside by the trustees out of unrestricted general funds for specific future purposes or projects.
- *Restricted funds* - these are funds that can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

ST MICHAEL'S SCHOOL TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

For the year ended 31 August 2022

2 Donations and legacies

	2022	2021
	£	£
Donations and gifts	14,755	20,976
Donations and gifts		
Parents and Friends Association	10,468	16,516
Other donations	4,287	4,460
Unrestricted funds	14,755	20,976

ST MICHAEL'S SCHOOL TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

For the year ended 31 August 2022

3	Income from: Charitable activities	School tuition £	Hire of facilities £	Swim school £	Wrap around care £	School of sport £	Other income £	Total 2022 £	Total 2021 £
	Income within charitable activities	5,714,516	94,961	91,881	74,909	74,127	39,408	6,089,802	5,523,889
	Analysis by fund								
	Unrestricted funds	5,714,516	94,961	91,881	74,909	74,127	39,408	6,089,802	
	For the year ended 31 August 2021								
	Unrestricted funds	5,343,219	54,163	27,051	17,215	31,115	51,126		5,523,889

ST MICHAEL'S SCHOOL TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

For the year ended 31 August 2022

4 Investments

	2022	2021
	£	£
Rental income	375	375
Interest receivable	12,342	3,197
	<u> </u>	<u> </u>
Unrestricted funds	12,717	3,572
	<u> </u>	<u> </u>

5 Other income

	Unrestricted funds	Total	Unrestricted funds
	2022	2022	2021
	£	£	£
Net gain on disposal of tangible fixed assets	986	986	1,261
Other income	-	-	7,018
	<u> </u>	<u> </u>	<u> </u>
	986	986	8,279
	<u> </u>	<u> </u>	<u> </u>

ST MICHAEL'S SCHOOL TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

For the year ended 31 August 2022

6 Expenditure on: Charitable activities	School tuition £	Hire of facilities £	Swim school £	Wrap School of sport around care £	School of sport £	Total 2022 £	Total 2021 £
Staff costs	3,494,427	-	30,899	35,884	23,380	3,584,590	3,390,115
Depreciation and impairment	308,023	-	-	-	-	308,023	258,727
Direct costs	646,777	-	21,106	1,611	5,040	674,534	500,350
Establishment costs	290,173	-	-	-	-	290,173	381,126
Other charitable expenditure	4,294	-	-	-	-	4,294	4,702
	4,743,694	-	52,005	37,495	28,420	4,861,614	4,535,020
Share of support costs (see note 7)	1,003,449	18,574	-	-	-	1,022,023	850,140
Share of governance costs (see note 7)	18,032	368	-	-	-	18,400	18,360
	5,765,175	18,942	52,005	37,495	28,420	5,902,037	5,403,520
Analysis by fund							
Unrestricted funds	5,765,175	18,942	52,005	37,495	28,420	5,902,037	
For the year ended 31 August 2021							
Unrestricted funds	5,287,966	17,370	40,129	35,210	22,845		5,403,520

ST MICHAEL'S SCHOOL TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

For the year ended 31 August 2022

7 Support costs

	Support costs	Governance costs	2022	2021	Basis of allocation
	£	£	£	£	
Staff costs	547,323		547,323	493,324	98% schooling/2% letting
Advertising	73,150		73,150	45,192	98% schooling/2% letting
Post, printing, stationery	2,181		2,181	3,665	98% schooling/2% letting
Computer and telephone	30,210		30,210	40,667	98% schooling/2% letting
Premises cost	108,955		108,955	90,226	98% schooling/2% letting
Entertaining	871		871	952	98% schooling/2% letting
Sundries	3,237		3,237	8,650	98% schooling/2% letting
Bank charges	60,055		60,055	64,767	98% schooling/2% letting
Professional fees	131,006		131,006	24,951	98% schooling/2% letting
Subscriptions	54,781		54,781	56,568	98% schooling/2% letting
Donations	4,198		4,198	16,516	98% schooling/2% letting
Trustee Expenses	6,056		6,056	4,662	98% schooling/2% letting
Audit		13,606	13,606	13,400	98% schooling/2% letting
Accountancy		4,794	4,794	4,960	98% schooling/2% letting
	<u>1,022,023</u>	<u>18,400</u>	<u>1,040,423</u>	<u>868,500</u>	

8 Trustee and board of governors

No trustee (or any member of the board of governors) received any remuneration or benefits from the charity during the year.

During the year total expenditure of £4,914 (2021 - £7,417) was incurred by and reimbursed to members of the board of governors.

ST MICHAEL'S SCHOOL TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

For the year ended 31 August 2022

9 Employees

Number of employees

The average monthly number of employees during the year was:

	2022 Number	2021 Number
Administrative staff	22	20
Teaching staff	108	101
	<u>130</u>	<u>121</u>

Employment costs

	2022 £	2021 £
Wages and salaries	3,296,166	3,104,193
Social security costs	311,862	278,892
Other pension costs	523,884	515,488
	<u>4,131,913</u>	<u>3,898,573</u>

The number of employees whose annual remuneration was £60,000 or more were:

	2022 Number	2021 Number
£60,000-£70,000	2	1
£70,001-£80,000	1	2
£80,001-£90,000	-	1
£120,001-£130,000	1	-
	<u>4</u>	<u>4</u>

The charity paid emoluments amounting to £334,372 (2021: £347,556) including pension contributions amounting to £72,034 (2021: £76,080) in the year for the key management members of staff.

10 Taxation

The charity is exempt from income tax on its charitable activities.

ST MICHAEL'S SCHOOL TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

For the year ended 31 August 2022

11 Tangible fixed assets

	Freehold land and buildings £	Plant and machinery £	Fixtures and fittings £	Motor vehicles £	Total £
Cost					
At 1 September 2021	12,056,136	491,769	1,028,981	58,867	13,635,753
Additions	36,492	14,556	103,902	12,500	167,450
At 31 August 2022	12,092,628	506,325	1,132,883	71,367	13,803,203
Depreciation and impairment					
At 1 September 2021	3,535,411	483,769	856,075	32,039	4,907,294
Depreciation charged in the year	265,685	6,427	27,130	8,781	308,023
At 31 August 2022	3,801,096	490,196	883,205	40,820	5,215,317
Carrying amount					
At 31 August 2022	8,291,532	16,129	249,678	30,547	8,587,886
At 31 August 2021	8,520,725	8,000	172,906	26,828	8,728,459

12 Investment land

	£
Fair value	
At 1 September 2021 and 31 August 2022	20,000

Investment property comprises Glebe land, a plot of land held in Little Walsingham, Norfolk. The fair value of the investment property has been arrived at on the basis of a valuation carried out at 2 November 2015 by O.A. Chapman & Son, Chartered Surveyors, who are not connected with the charity. The basis of the valuation was the amount that would be exchanged between a willing buyer and a willing seller in an arms length transaction after proper marketing wherein the parties had each acted knowledgeably, prudently and without compulsion.

13 Debtors

	2022 £	2021 £
Amounts falling due within one year:		
Trade debtors	12,593	32,328
Other debtors	8,577	61,242
Prepayments	18,467	22,664
Accrued income	54,366	28,510
	94,003	144,744

ST MICHAEL'S SCHOOL TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

For the year ended 31 August 2022

14 Creditors: amounts falling due within one year

	Notes	2022 £	2021 £
Bank loans		100,000	100,000
Deferred income	18	857,183	820,405
Trade creditors		15,367	129,511
Other creditors		363,883	416,605
Accruals		369,654	79,139
		<u>1,706,087</u>	<u>1,545,660</u>

Included in other creditors are pupil deposits of £293,994 (2021: £292,994) . The Governors have concluded that the charity does not have an unconditional right to retain the individual deposits for at least 12 months after the balance sheet date and so have presented the deposits within current liabilities.

15 Creditors: amounts falling due after more than one year

	Notes	2022 £	2021 £
Bank loans		<u>900,000</u>	<u>1,000,000</u>

The charity has one bank loan. The loan is repayable in 3 instalments annually, 15 September, 15 January and 15 May. Interest is charged as follows:

Fixed rate loan of £1,200,000 on which interest is charged at 5.23% (3.15% plus lending margin of 2.08%).

The loan is due to be fully repaid on 15 July 2032.

ST MICHAEL'S SCHOOL TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

For the year ended 31 August 2022

16 Provisions for Liabilities

During the year, the charity recognised total provisions of £74,239 (2021: £15,000).

This consisted of:

Bad debt provision	£34,239 (2021: £15,000)
Legal cost provision	£40,000 (2021: nil)

The bad debt provision is net off against trade receivables and relates to the recoverability of outstanding fees from parents.

The legal cost provision is included within accruals and relates to expected future legal costs arising from debt chasing.

17 Pension and other post-retirement benefit commitments

The charity participates in the Teachers' Pension Scheme (England and Wales) (the "TPS"), for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £454,785 (2021: £428,870).

The TPS is an unfunded multi-employer defined benefits pension scheme governed by the Teachers' Pensions Regulations 2014. Members contribute on a "pay as you go" basis with contributions from members and the employer being credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament. It is not possible or appropriate to consistently identify the liabilities of the TPS which are attributable to the charity. As required by section 28 of FRS102, the charity accounts for this scheme as if it were a defined contribution scheme.

The employer contribution rate is set following scheme valuations undertaken by the Government Actuary Department. The latest valuation report in respect of the TPS was prepared at 31 March 2016 and was published in March 2019. From 1 September 2019, the employer contribution rate for the TPS increased from 16.1% to 23.6%. Employers in addition pay a scheme administration levy of 0.08% of the employers' salary costs which increases the total payment rate from 23.6% to 23.68%.

ST MICHAEL'S SCHOOL TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

For the year ended 31 August 2022

18 Deferred income

	2022 £	2021 £
Arising from the Autumn 2022 term	857,183	820,405

Deferred income is included in the financial statements as follows:

	2022 £	2021 £
Current liabilities	857,183	820,405

19 Designated funds

The income funds of the charity include the following designated funds which have been set aside out of unrestricted funds by the trustee for specific purposes:

	Balance at 1 September 2021 £	Movement in funds Incoming resources £	Transfers £	Balance at 31 August 2022 £
Capital Investment reserve	92,500	-	(2,011)	90,489
Capital Projects reserve	-	100,000	-	100,000
	92,500	100,000	(2,011)	190,489

The Capital Investment reserve is being amortised in line with the depreciation of the buildings associated with the Stable Court development. The Stable Court development is being depreciated over 50 years.

The Capital Projects reserve has been ringfenced for future capital projects in line with the charitable objective.

20 Analysis of net assets between funds

	Total £
Fund balances at 31 August 2022 are represented by:	
Tangible assets	8,587,886
Investment properties	20,000
Current assets/(liabilities)	1,329,736
Non current liabilities	(900,000)
	9,037,622
All relate to unrestricted funds.	

ST MICHAEL'S SCHOOL TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

For the year ended 31 August 2022

21 Operating lease commitments

At the reporting end date the charity had outstanding commitments for future minimum lease payments under non-cancellable operating leases, which fall due as follows:

	2022 £	2021 £
Within one year	41,140	39,415
Between two and five years	73,652	152,216
In over five years	-	6,039
	<u>114,792</u>	<u>197,670</u>

22 Analysis of changes in net funds

	At 1 September 2021 £	Cash flows £	At 31 August 2022 £
Cash at bank and in hand	2,473,856	467,964	2,941,820
Loans falling due within one year	(100,000)	-	(100,000)
Loans falling due after more than one year	(1,000,000)	100,000	(900,000)
	<u>1,373,856</u>	<u>567,964</u>	<u>1,941,820</u>

23 Cash generated from operations

	2022 £	2021 £
Surplus for the year	216,223	153,196
Adjustments for:		
Investment income recognised in profit or loss	(12,717)	(3,572)
Gain on disposal of tangible fixed assets	(986)	(1,261)
Depreciation and impairment of tangible fixed assets	308,023	258,701
Movements in working capital:		
Decrease/(increase) in debtors	50,741	(36,972)
Increase in creditors	123,649	16,219
Increase in deferred income	36,778	249,031
Cash generated from operations	<u>721,711</u>	<u>635,342</u>