THE ENA MAKIN EDUCATIONAL TRUST
(A COMPANY LIMITED BY GUARANTEE)
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31ST AUGUST 2017

Registered Office: The Granville School
2 Bradbourne Road
Sevenoaks
Kent
TN13 3LJ

Registered No: 865624
England and Wales

Charity Number: 307931

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The governors present their annual report and financial statements for the year ended 31 August 2017.

OBJECTIVES AND ACTIVITIES
The charity's objectives are the advancement of education and the benefit of the public, in particular by the provision and conduct of a day school in or near Sevenoaks for boys and girls. In furtherance of this objective, the governors, as charity trustees, have complied with the duty in S.4 of the Charities Act 2006 to have due regard to the Charity Commission's published general and relevant sub-sector guidance concerning the operation of the Public Benefit requirement under that Act.

Pupil Numbers and Fees
Our educational activities are carried out through our Nursery Department and Junior School. Our fees for the year, before the deduction of any means tested bursaries, were:

<table>
<thead>
<tr>
<th>Class</th>
<th>Fee per term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Red Room (prev. Nursery)</td>
<td>Mornings only</td>
</tr>
<tr>
<td>Kindergarten Yellow Room (prev. Transition)</td>
<td>Full Day</td>
</tr>
<tr>
<td>Reception</td>
<td>Full Day</td>
</tr>
<tr>
<td>Class 1</td>
<td>Full Day</td>
</tr>
<tr>
<td>Class 2</td>
<td>Full Day</td>
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<td>Class 3</td>
<td>Full Day</td>
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<tr>
<td>Class 4</td>
<td>Full Day</td>
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<tr>
<td>Class 5</td>
<td>Full Day</td>
</tr>
<tr>
<td>Class 6</td>
<td>Full Day</td>
</tr>
</tbody>
</table>

Our average pupil number for the year was 196.

Bursary Awards
This year the value of means tested bursaries totalled £43,128. They provided assistance to 7 pupils. The Governors regularly review the Bursary Policy and the advertising of the availability of bursaries to ensure that children from outside the school are able to access means-tested fee assistance.

Educational Aims
As an independent day preparatory school, the school takes girls from age 3 to 11 and boys from 3 to 4. The School aims to provide a first class education to its pupils. It promotes their academic, social and physical development through its academic curriculum, pastoral care, sporting and other extra-curricular activities. It seeks to provide an educational environment where every child can realise his or her true potential by developing knowledge, confidence and self-reliance within a supportive and happy school community.

Mission Statement
At The Granville we aim to set the highest academic and pastoral standards. Our experienced staff identify and develop the full potential and natural talents of each individual child in order to prepare them for a fulfilled, happy and productive life.

Academic
- Providing a broad, stimulating and ambitious curriculum which encourages children to develop a love of lifelong learning.
- Providing excellent teaching across the curriculum which enables all children to develop their natural talents.
- Setting high, but realistic, targets within an organised structure where there is an ethos of individual excellence and consistently high expectations.
- Celebrating each child’s unique abilities, progress and achievements.
- To identify and support children with SEN ensuring that the curriculum is accessible and they can make good progress.
- To provide challenge for our pupils who are recognised as being more Able, Gifted and/or Talented.
- Teaching those skills which enable children to develop knowledge and understanding of the world, its people and cultures, both past and present.
THE ENA MAKIN EDUCATIONAL TRUST
(A COMPANY LIMITED BY GUARANTEE)
ANNUAL REPORT

- Introducing the children to the skills and safe use of modern technology through high quality lessons which equip them for their future lives.
- Encouraging children to develop an appreciation of art, drama and music and providing opportunities for everyone to perform to the best of their abilities.
- Providing opportunities for all children to understand the importance of a healthy lifestyle, together with access to a full programme of high quality sporting activities.
- Enhancing and fostering children’s knowledge of the environment so that they become aware of the need to conserve and care for its resources.

Personal Development
- Supporting children to allow them to develop the confidence to lead fulfilled and independent lives.
- Encouraging children to display initiative and integrity by developing the confidence to take risks in their learning through critical thinking and problem solving.
- Creating an atmosphere in which the children have respect for others within the whole school community through positive and proactive relationships.
- Promoting organisational skills and self-evaluation.
- Encouraging the children to contribute to the community beyond The Granville; respecting and appreciating the differences between cultures, religions and individuals.
- Enhancing the children’s knowledge, understanding and appreciation of British values.
- Creating a happy environment in which children feel safe, secure and valued.
- Offering a caring atmosphere where children’s individual needs are respected and considered.

ACHIEVEMENTS AND PERFORMANCE
The School has been successful in meeting its main objectives which are:

-To ensure that each child is able to fulfil his or her full potential and achieve a place in a suitable senior school where they will thrive; and to continue a bursary scheme to give children who would otherwise be unable to afford the fees the opportunity to benefit from the school.

Our strategy for achieving this has been to maintain the high quality of our teaching and pastoral care and our teacher-to-pupil ratios, to tailor our services as appropriate to meet the individual needs of our pupils and to provide funds to help children who would otherwise be unable to afford the school fees to benefit from such an education. We are currently supporting a number of pupils through our bursary scheme, which is advertised locally and on the School’s website. The School has also sought to make its pupils aware of the wider social context in which the School operates by supporting several local charities.

The governors are pleased that pupil numbers have remained buoyant, producing an income that enables the school to meet its day to day expenditure and to invest for the medium and long term.

The school was inspected by the Independent Schools Inspectorate (ISI) in May 2017. The school was inspected in the areas of Educational Quality and Focussed Compliance. The school was deemed excellent throughout for its educational quality and met all the required standards for compliance. The one recommendation to make greater use of tablets was already being addressed before the inspection started. More iPads for both children and staff have been purchased.

Academic
During the academic year impressive entry examination results to senior school were achieved. In a cohort of twenty-nine girls, fifty-seven entries were made to independent schools. Out of these entries, fifty-three places were offered – with two girls withdrawing from the exams before they received their final results. Twelve scholarships or exhibitions were awarded. These included five academic, five sport, one music and one drama. Twenty-three girls took up their places.

In the Kent 11+ fourteen girls sat the test with thirteen being offered grammar school places. The parents of the girl who did not achieve enough marks for grammar school were advised that this could happen. However, she was only one mark away from a grammar school score. Ten places were offered at Tonbridge Grammar School for Girls and six girls took up their places.
Curriculum
The school offers a broad curriculum which enables pupils to have many different experiences, helping them to discover their natural talents. Subject specialist teaching increases through the school and this has been expanded in Key Stage 2 with subject heads making significant changes to their curriculum areas when necessary. These changes are reflected in their planning documents. Subject planning has been amended to incorporate significant changes to the National Curriculum, though the school will often expand and further develop various aspects of the National Curriculum. Other curriculum changes have been made in Art and DT to ensure cross-curricular links with other subjects continue to be a strength of the school.

Assessment
The school has a programme of regular testing using well known external tests which enable the School to benchmark the children against national data. Pupils in Key Stage 2 are completing many of the standardised tests including NGRT, GL Verbal and Non-Verbal digitally in the IT suite rather than on paper to reflect changes in entrance testing for many senior schools. CAT tests for Year 6 have been reinstated in the Autumn Term to provide up-to-date data for senior school transfer reports and also to give the girls practice in sitting computer-based tests as many senior schools expect them to do Verbal and sometimes Non-Verbal on computers. Mock exams continue to be set in the Great Hall in English and Maths for Year 6 pupils so that they are able to experience the process of sitting an examination in a senior school. Reception have introduced GL Baseline tests very successfully. These are used at the beginning and will now be used again at the end of the academic year. These have provided a great deal of useful information which has been disseminated to staff and parent.

The process for assessing prospective pupils has been embedded by using a folder of assessments in Maths and English to be administered to Key Stage 2 pupils on taster days. In KS1, where much of the day is classroom based, form teachers see the potential pupil for much of the day. The results are discussed with the Head of Maths, Head of English and SMT.

The new format for the end-of-year work scrutiny was repeated very successfully. Subject Heads met in the Art room and worked in groups to review different subjects. Main findings were summarised and issued to Subject Heads.

More-Able, Gifted and Talented
At The Granville School, our aim is to provide an inspiring and stimulating education for all the girls, whilst at the same time acknowledging the importance for the girls who have been identified as more-able, gifted and talented, to be suitably challenged in whatever field they excel. Every girl has the right to receive our assistance in achieving her potential and above all, we want our girls to develop a love of learning for life.

Teaching is planned to ensure that each girl reaches her highest level of personal achievement and has plenty of opportunity to develop her skills whether in or out of the classroom. This is facilitated by our broad and varied curriculum, together with the extensive subject knowledge of our specialist teachers. In addition, girls can enter national competitions such as Primary Maths Challenge which is aimed for children in Years 7 and 8. During this year two girls achieved the Gold award with one qualifying for the Junior Kangaroo Round. Two girls achieved Silver and seven were awarded Bronze. During this year we participate in inter-school events for various subjects such as English or languages as well as sport and music.

The Granville School is proud of all the girls’ achievements and we are always delighted when our bright and talented girls gain scholarships and awards to their senior schools. These awards cover areas of the curriculum: academic, music, sport, art and drama.

Outside of the classroom we offer all the girls an extensive and exciting range of after-school clubs and a full programme of whole-school enrichment activities where they can broaden and deepen their learning experiences or discover new talents.
LEARNING DEVELOPMENT

The school supports all children to reach their potential. For those who may find their learning difficult we have a thriving Learning Development department aimed to offer support which is tailored to the needs of the children. Two specialist teachers work in two bright, attractive designated classrooms. Pupils are taught the core subjects on a 1:1 basis or in small groups. Others may be supported within the classroom. This individual attention allows the pupils to resolve any problems they may be experiencing and helps to give them all important feeling of confidence and achievement. Depending on the need, a child may continue to have support throughout her time at The Granville or a short period of extra help maybe all that is required. Close liaison is maintained between the Learning Development staff and each class teacher to agree individual education plans and to monitor progress. Parents’ contribution is essential and encouraged.

PASTORAL

The Granville prides itself on tradition and creating a whole school family. Many pupils are daughters of old girls who want to allow their children the opportunity to be part of the Granville family and share in the values and ethos which, 70 years later, are still at the heart of the school. Traditions such as ‘Stirring the Pudding’ and ‘Spring Festival’ bring the whole school together to celebrate the work of the children. The Granville also has a strong tradition of supporting many local and national charities which give the children a respect and understanding for the wider community.

At the Granville we believe that all pupils can achieve their best in an environment which is caring, safe and encouraging. The Granville is a happy school which provides an atmosphere which supports pupils both academically and pastorally and allows them to grow and develop into confident young ladies who have the skills needed for their next school. Every child knows that they are valued as individuals and that they all have unique needs, strengths and potentials. The Granville creates a sense of family amongst the children, staff and parents, with many events taking place across the year which involves the whole school.

Through its pastoral care arrangements and provision, the School demonstrates its continuing concern for the personal and social development of all its pupils, regardless of their age or ability, as individuals and as successful and fully participating members of the school and its wider community. Pastoral care is at its most effective when it is all-pervasive and fully integrated into the school’s daily routines, its curriculum and extra-curricular activities. This approach has been adopted by all the staff.

The excellence of our pastoral care was emphasized in the ISI Education Quality Inspection which took place in May 2017.

EARLY YEARS

Early Years is a professional, cohesive team housed in beautiful purpose-built facilities designed specifically for Early Years. There is constant information sharing with regard to children so that staff know every child well and have good procedures in place to ensure that children are always accounted for and safe. Staff collaborate especially closely in the areas of child development, assessment and reporting, using tracking documents that begin in Nursery and carry through to the end of Reception. iPad-based GL Baseline Assessments are used to provide excellent, quantifiable reports for both the teachers and the parents. These will be followed up with a similar Progress Assessment at the end of Reception to track the girl’s progress and inform the Class 1 teacher of each girl’s specific strengths or areas needing attention.

Children can come to the school in the term of their third birthday. At this age there can be a huge variation in learning and socialisation skills. In order to maximise the children’s potential, many 1:1 and small group work are organised. These sessions are particularly important for those children with communication delay. Display boards are readily available for presenting work and providing a multi-sensory experience for the pupils.

Interaction with the older children through joint activities including performances, assemblies, sharing facilities and playing together enables the whole school community to feel part of the Granville family. Younger children find this very stimulating.

Parents are always welcome in the classrooms. There are regular Open mornings and afternoon sessions when the parents come in and the children share their classroom experience with them. Excellent communication with parents and plenty of support and guidance on how to listen to support the children helps everyone to feel they are part of their child’s learning journey.
When children leave Early Years, they have built up knowledge and self confidence in themselves for the next steps.

**Co-Curricular Activities**

**Sport**

Sport has a very prominent place in the curriculum as the physical fitness and enjoyment of sport is important in the all-round development of our pupils. The curriculum offers children many opportunities to participate in a range of sports including: netball, cross-country running, gymnastics, ballet, rounders, tennis athletics, lacrosse skills, hockey skills and swimming. All pupils have the opportunity to work towards the following awards: BAGA awards for gymnastics, national swimming awards and Cecchetti ballet exams. All pupils have lessons with specialist sports teachers. A full programme of fixtures takes place throughout the year. Every girl from Years 3 – 6 had the opportunity to compete in a school team in netball.

**Music**

Music plays a very important and much loved role in everyday life at The Granville, from daily singing in assemblies to elaborate festivals and large-scale performances. Every girl learns the recorder in Year 2 and Year 3 and there are opportunities for starting piano and other orchestral instruments with individual lessons from Year 2. Currently 92% of pupils in Years 2 to 6 learn an instrument either within or without school. The children have the opportunity to perform in two Orchestras, two choirs and numerous chamber groups. The girls have achieved success with ABRSM music exams: there were fifty-six entrants from Prep Tests to Grade 5, and thirty-one of these were graded either Merit or Distinction.

Granville girls enjoy regular performances outside school with annual trips to perform in local churches and festivals. Within the current year, Year 6 have sung Christmas carols in a local care home and have taken part in a lunchtime concert at St Luke’s Church. The Senior Choir performed in the Woldingham Choirs Festival.

**Drama**

Drama plays a very important role at the Granville and we strive to ensure that each child has their moment to “shine” in all of the productions and concerts produced. Our ethos is to nurture talent and to encourage and build confidence in every pupil. Team ethic plays a central role in our policy and there is a chance for each year group to perform in public each year. Year 1 and 2 have their annual Christmas show as well as taking Entry Level and Grade 1 Choral speaking LAMDA examinations. Year 3 take their individual entry level LAMDA examination in verse and poetry. This academic year every girl was awarded DISTINCTION in the above exams. In addition, we have now begun LAMDA ACTING classes outside of the school curriculum.

Year 3 and 4 now have an annual production and Year 6 do their end of term leavers’ play. As well as this the girls are seen regularly performing in the Christmas and Easter concerts. Included in the Drama curriculum are visits from outside facilitators and theatre companies for every year group. We regularly welcome the Young Shakespeare Company to our school and trips to prestigious theatres such as the Royal Shakespeare Company and Playbox Theatre are annually planned into the timetable. Year 6 are involved in some wonderful masterclasses and experience a live theatre show and drama workshop on their annual trip to Stratford upon Avon.

**Extra-Curricular Activities and Clubs**

In our recent inspection they commented that the ‘pupils’ extra-curricular achievement is excellent’ and the school provides ‘extensive opportunities for pupils to find and develop their aptitudes and interests.’

In helping the girls to develop their interests or try out new activities, the school continues to provide a very rich and extensive choice of clubs. Many of the girls are keen to try new activities – whether it’s football on the sports field or inside learning about the world at large in Geo Club or trying their hand at quilling, an art practised by gentle ladies during the 18th century! Quite a few clubs are now for mixed year groups and this gives the girls the chance to share ideas and for the older girls to support the younger ones.

These clubs run before school, at lunch time and after school and are incredibly popular. Some clubs run every term while others are more seasonal. In addition, we also have a few people from outside who come in and run clubs which, again, helps increase the variety on offer. A new Club timetable is sent to parents at the end of each term for the following term.
Trips and Visits
School trips and workshops run by visiting specialists have been an important and enjoyable part of school life, providing pupils with an opportunity to learn first-hand and to reinforce class work. Places visited have been chosen carefully to complement the curriculum and make learning more fun and interesting. External places visited in 2016-7 included theatres, a local garden centre, wildlife centres, Eagle Heights Bird of Prey Centre, Chiddingstone Castle, Dover Museum and Carrotty Wood Adventure Centre. The girls in Years 4, 5 and 6 went on residential visits to locations within the UK including Battle, Stratford and the Sussex coast. The children also had visits to the school from best-selling children’s book authors.

Future Plans
The Governors intend to continue their current strategies of maintaining the School’s position in a competitive market by investing to provide high quality education for our pupils. Achieving a high standard of academic results is a constant aim whilst maintaining the breadth and depth of the education provided.

Our future plans are financed primarily from fee income and from our reserves. The Governors need to maintain an equitable balance ensuring our current pupils benefit whilst, at the same time, ensuring a sound infrastructure and financial base are preserved for the next generation of pupils in the same way as our current pupils benefit today from the investment made in the past.

The Governors view our bursary awards as important in widening access to the education our School provides. The Governors meet annually to review our bursaries to ensure that local children can accept offers of places at our School through the availability of means-tested fee assistance. Maintaining where necessary developing the fabric and facilities of the School are central to our development strategy.

OUR FINANCES
The financial statements show net incoming resources for the year on School activities of £161,370 (2016: £299,342). The principal source of income is fees accounting for 99.2% of the School’s income. The Governors are continuing their strategy of deploying all net incoming resources to investing in the educational purposes and fabric of the school over time. As a charity the parents of our pupils have the assurance that all the income of the School must be applied for educational purposes. As an educational charity we enjoy tax exemption on our educational activities these are applied for our charitable aims. As a Charity we are also entitled to an 80% reduction on our business rates on the property we occupy for our charitable purposes. The financial benefits we receive from these tax exemptions are all applied for educational purposes and indirectly help us to maintain our bursary policies. 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 contributions we make.

Reserves and Financial Health
The Governors regularly review the finances, budgets and spend against budget together with a termly cash flow analysis as part of the effective governance of the School. In common with other independent schools, the Governors have invested substantial sums into new School buildings in recent years and have a continuing programme of refurbishment, development and investment to maintain excellent teaching facilities for our pupils. The closing value of our tangible assets, property, plant and equipment, was £3,547,293.

STRUCTURE, GOVERNANCE AND MANAGEMENT
The Governors, who are also the charity trustees, are responsible for the overall management and control of The Granville School and meet three times a year. The work of implementing most of their policies is carried out by the Senior Management Team. The Granville School Bursar, who is also Clerk to the Governors, is responsible for co-ordinating the work of the Board and their Committees, preparation of papers and management accounts and the review of matters arising. All Governors give their time freely and no remuneration or expenses were paid in the year. No Governor or person connected with a Governor received any benefit from means-tested bursaries. The pay and remuneration of the Headmistress and senior staff is set by the Finance Committee and is kept under annual review. A number of criteria are used in setting pay:

• nature of the role and responsibilities
• the sector average salary for comparable positions using AGBIS surveys and IAPS advice
• trends in pay in recent years
The Governors determine the general policy of the School. The day to day running of the School is delegated to the Headmistress, supported by senior staff. The Headmistress undertakes the key leadership role overseeing educational, pastoral and administrative functions in consultation with the senior staff. The day to day administration of the School is undertaken within the policies and procedures approved by the Governors which provide for only significant expenditure decisions and major capital projects to be referred to the Governors for prior approval. The Headmistress oversees the recruitment of all educational staff and administrative staff, whilst under delegated authority the Bursar oversees the recruitment of non-teaching support staff. The Headmistress and Bursar are invited to attend Governors’ meetings.

The Headmistress attends the IAPS Conference and the Bursar attends the ISBA Conference (annually) which is an opportunity to share expertise, knowledge and experience across the independent school sector. The Conference also permits appropriate representation to Government and regulators of the views of the sector.

The Governors are responsible for the overseeing of the risks faced by the School. Detailed considerations of risk are delegated to the Senior Management of the School. Risks are identified, assessed and controls established throughout the year. A risk register is maintained by the Bursar. It is reviewed at each Committee and Board meeting and is the ultimate responsibility of the governors.

Risk is managed under the headings of:
- Educational
- External
- Financial
- Operational

The main risk that the Governors have identified is reputation. The School’s success is built on its reputation for the education and well-being of our pupils. We manage this risk through safeguarding policies, staff recruitment policies, pastoral support for both pupils and staff and active identification and resolution of health and safety related issues.

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

The Governing body requires breadth and depth of experience to carry out its duties effectively and efficiently. Where possible the Governors consider that the skills and experience of the Board should comprise of governors with the following skills:
- safeguarding
- health and safety
- a legal background
- a financial/accounting background
- educational experience
- senior managerial or business experience
- experience of Human Resources
- premises management

The Governors are the charity trustees of The Granville School. The Governing document is the Memorandum and Articles of Association dated 13th November 2009. New Governors are appointed by the existing Board of Governors and ratified by the Members at their annual AGM. Governors are appointed for a period of three years.
The following served as Members since the start of the year:

Maureen Froggatt
Richard Don
John Gyatt
Patrick Reynolds
Elizabeth Sindall

The Governors are the Directors of the Ena Makin Educational Trust

The following served as Governors since the start of the year:

Jonathan Sorrell (Chairman)
Elizabeth Sindall (Deputy Chair)
Elizabeth Brown
Rowland Constantine
Charlotte Glanville
Mark Kibblewhite
Jane Holland
Paul Sheldon

During the year a new Governor was appointed:

Charlotte Kramer

Headmistress: Jane Scott
Bursar and Clerk to the Governors: Kurt Ringmo

CONTACT DETAILS

The Granville School
2 Bradbourne Park Road
Sevenoaks
Kent
TN13 3LJ
www.granvilleschool.org

Registered Charity No. 307931

PROFESSIONAL ADVISERS

Auditors:
Gilbert Allen and Co.
Churchdown Chambers
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Tonbridge
Kent
TN9 1NR

Bankers:
Adam and Co.
22 King Street
London
SW1Y 6QY

National Westminster Plc
67 High Street
Sevenoaks
Kent
TN13 1LA
GOVERNORS’ RESPONSIBILITIES

Company law requires the governors to prepare accounts for each financial year which give a true and fair view of the state of affairs of the company and of the profit or loss of the company for that period.

In preparing those accounts the governors are required to:

- select suitable accounting policies and then apply them consistently;
- 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 financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to assume that the charitable company will continue in business.

The governors are responsible for keeping adequate accounting records which disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006.

They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud or other irregularities. The governors confirm that there is no information relevant to the audit of which the auditors are unaware and that the governors have taken the necessary steps to ensure that they themselves are aware of all relevant audit information and make sure the auditors are aware of it.

Approved by the Governors' at its meeting on:

and signed on its behalf by:                Jonathan Sorrell
REPORT OF THE INDEPENDENT AUDITOR TO THE MEMBERS OF
(A COMPANY LIMITED BY GUARANTEE)
THE ENA MAKIN EDUCATIONAL TRUST

Opinion
We have audited the financial statements of The Ena Makin Educational Trust (the ‘charity’) for the year ended 31 August 2017 which comprise the statement of financial activities, statement of financial position, cash flow statement and notes to the financial statements, including a summary of 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 2017, and of its incoming resources and application of resources, including its income and expenditure, 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.

Conclusions relating to going concern
We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

• the governors’ use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
• the governors have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charity’s ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

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

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

We have nothing to report in this regard.
REPORT OF THE INDEPENDENT AUDITOR TO THE MEMBERS OF
(A COMPANY LIMITED BY GUARANTEE)
THE ENA MAKIN EDUCATIONAL TRUST

Opinions on other matters prescribed by the Charities Act 2011
In our opinion, based on the work undertaken in the course of the audit:
• the information given in the governors' report for the financial year for which the financial statements
  are prepared is consistent with the financial statements; and
• the strategic report and the governors' report have been prepared in accordance with applicable legal
  requirements.

Matters on which we are required to report by exception
In the light of our knowledge and understanding of the charity and its environment obtained in the course
of the audit, we have not identified material misstatements in the governors' report.

We have nothing to report in respect of the following matters in relation to which the Charities Act 2011
requires us to report to you if, in our opinion:
• adequate accounting records have not been kept, or returns adequate for our audit have not been
  received from branches not visited by us; or
• the financial statements are not in agreement with the accounting records and returns; or
• certain disclosures of governors' remuneration specified by law are not made; or
• we have not received all the information and explanations we require for our audit.

Responsibilities of governors
As explained more fully in the governors' responsibilities statement on page 10 of the Annual Report, the
governors (who are also the directors of the charity for the purposes of company law) are responsible for
the preparation of the financial statements and for being satisfied that they give a true and fair view, and
for such internal control as the governors 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 governors 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 governors either intend to liquidate the charity or to cease
operations, or have no realistic alternative but to do so.

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

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

Use of our report
This report is made solely to the charity's members, as a body, in accordance with the Charities Act 2011.
Our audit work has been undertaken so that we might state to the charity's members those matters we are
required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by
law, we do not accept or assume responsibility to anyone other than the charity and the charity's members
as a body, for our audit work, for this report, or for the opinions we have formed.

John Duncan (Senior Statutory Auditor)
for and on behalf of Gilbert Allen & Co,
Statutory Auditor
Chartered Accountants

Dated:

Churchdown Chambers
Bordyke
Tonbridge
Kent TN9 1NR
THE ENA MAKIN EDUCATIONAL TRUST
(A COMPANY LIMITED BY GUARANTEE)
STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR ENDED 31ST AUGUST 2017

<table>
<thead>
<tr>
<th>Notes</th>
<th>Unrestricted funds</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017</td>
<td>2016</td>
</tr>
<tr>
<td></td>
<td>£</td>
<td>£</td>
</tr>
<tr>
<td><strong>Incoming resources</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Income and endowments from:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charitable activities</td>
<td>2b</td>
<td>2,558,780</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>19,829</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>2,578,609</td>
</tr>
<tr>
<td><strong>Resources expended</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expenditure on:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charitable activities</td>
<td>5,6</td>
<td>2,417,239</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>2,417,239</td>
</tr>
<tr>
<td><strong>Net incoming resources for the year</strong></td>
<td></td>
<td>161,370</td>
</tr>
<tr>
<td><strong>Net movement in funds</strong></td>
<td></td>
<td>161,370</td>
</tr>
<tr>
<td><strong>Balances brought forward at 1 September</strong></td>
<td></td>
<td>4,589,708</td>
</tr>
<tr>
<td><strong>Balances carried forward at 31 August</strong></td>
<td>11</td>
<td>4,751,078</td>
</tr>
</tbody>
</table>
### Unrestricted funds

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross income</td>
<td>£2,578,609</td>
<td>£2,452,230</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>(2,417,239)</td>
<td>(2,152,888)</td>
</tr>
<tr>
<td>Surplus for Companies Act purposes</td>
<td>161,370</td>
<td>299,342</td>
</tr>
</tbody>
</table>

This information has been derived from the Statement of Financial Activities on page 13.
THE ENA MAKIN EDUCATIONAL TRUST  
(A COMPANY LIMITED BY GUARANTEE)  
BALANCE SHEET  
AS AT 31 AUGUST 2017

<table>
<thead>
<tr>
<th>Notes</th>
<th>Unrestricted funds</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>£</td>
<td>£</td>
</tr>
</tbody>
</table>

**Fixed assets**

<table>
<thead>
<tr>
<th>Notes</th>
<th>Unrestricted funds</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Tangible fixed assets</td>
<td>3,547,293</td>
<td>3,532,610</td>
</tr>
</tbody>
</table>

**Current assets**

<table>
<thead>
<tr>
<th>Notes</th>
<th>Unrestricted funds</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Debtors</td>
<td>12,297</td>
<td>12,476</td>
</tr>
<tr>
<td></td>
<td>Cash at bank and in hand</td>
<td>1,434,338</td>
<td>1,294,878</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,446,635</td>
<td>1,307,354</td>
</tr>
</tbody>
</table>

**Creditors:**

<table>
<thead>
<tr>
<th>Notes</th>
<th>Unrestricted funds</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Amounts falling due within one year</td>
<td>242,850</td>
<td>250,256</td>
</tr>
</tbody>
</table>

**Net current assets**

<table>
<thead>
<tr>
<th>Notes</th>
<th>Unrestricted funds</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1,203,785</td>
<td>1,057,098</td>
</tr>
</tbody>
</table>

**Total net assets**

<table>
<thead>
<tr>
<th>Notes</th>
<th>Unrestricted funds</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4,751,078</td>
<td>4,589,708</td>
</tr>
</tbody>
</table>

**Funds of the charity**

<table>
<thead>
<tr>
<th>Notes</th>
<th>Unrestricted funds</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Fixed asset reserve</td>
<td>3,547,293</td>
<td>3,532,610</td>
</tr>
<tr>
<td></td>
<td>Revenue reserve</td>
<td>1,203,785</td>
<td>1,057,098</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4,751,078</td>
<td>4,589,708</td>
</tr>
</tbody>
</table>

The notes on pages 17 to 20 form part of these financial statements.

The financial statements on pages 13 to 20 were approved by the Board of Governors
and were signed on its behalf by:

Jonathan Sorrell

Dated:
<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th></th>
<th>2017</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>£</td>
<td>£</td>
<td></td>
<td>£</td>
</tr>
<tr>
<td>Operating profit</td>
<td>299,342</td>
<td></td>
<td>161,370</td>
<td></td>
</tr>
<tr>
<td>Reconciled to cash generated from operations:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>117,913</td>
<td></td>
<td>121,314</td>
<td></td>
</tr>
<tr>
<td>Cash inflow due to decrease in debtors</td>
<td>1,119</td>
<td></td>
<td>179</td>
<td></td>
</tr>
<tr>
<td>Cash outflow due to decrease in creditors</td>
<td>32,471</td>
<td></td>
<td>(7,406)</td>
<td></td>
</tr>
<tr>
<td>Cash generated from operations</td>
<td>151,503</td>
<td></td>
<td>114,087</td>
<td></td>
</tr>
<tr>
<td>Application of cash</td>
<td>(163,882)</td>
<td></td>
<td>(135,997)</td>
<td></td>
</tr>
<tr>
<td>Payments to acquire tangible fixed assets</td>
<td>(163,882)</td>
<td></td>
<td>(135,997)</td>
<td></td>
</tr>
<tr>
<td>Increase in cash</td>
<td>286,963</td>
<td></td>
<td>139,460</td>
<td></td>
</tr>
<tr>
<td>Bank balance at 1st September</td>
<td>1,007,915</td>
<td></td>
<td>1,294,878</td>
<td></td>
</tr>
<tr>
<td>Bank balance at 31st August</td>
<td>1,294,878</td>
<td></td>
<td>1,434,338</td>
<td></td>
</tr>
</tbody>
</table>
THE ENA MAKIN EDUCATIONAL TRUST
(A COMPANY LIMITED BY GUARANTEE)
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31ST AUGUST 2017

1. COMPANY STATUS

The Ena Makin Educational Trust is a Company limited by guarantee. The liability of the members is limited to £1 each in the event of the Company being wound up. The Company has five members. The Company is a registered charity, number 307931.

2. ACCOUNTING POLICIES

a) Basis of accounting

These financial statements have been prepared in accordance with the Statement of Recommended Practice: Accounting and Reporting by Charities (SORP 2015), and in accordance with Financial Reporting Standard 102 (FRS 102). The Ena Makin Educational Trust is preparing its financial statements in accordance with FRS102 for the first time and consequently applied the first time adoption requirements. An explanation of how this transition has affected these financial statements is provided in note 14. The trustees are satisfied that the Trust has adequate resources to continue in operation for the foreseeable future and, accordingly these financial statements have been prepared on the basis that the Ena Makin Educational Trust is a going concern.

b) Fees

Fees receivable represent the invoiced value of tuition and associated fees.

c) Tangible fixed assets

Fixed assets in use by the school are not revalued. Provision is made for depreciation on all tangible fixed assets at rates calculated to write off the cost or valuation, less estimated residual value, of each asset over its expected useful life, as follows:

- Freehold buildings: 2% per annum on cost
- Fixtures, fittings and equipment: 10% per annum on cost
- Computer equipment: 25% per annum on cost
- Motor vehicles: 25% per annum on cost

d) Expenditure

All expenditure is accounted for on accruals basis. Expenditure is allocated directly to the appropriate expense headings. The irrecoverable element of VAT is included with the item of expense to which it relates.

e) Teaching costs

Supplies of games equipment, books, stationery and sundry materials are written off when the expenditure is incurred.

f) Allocation of support and governance costs

Support and governance costs have all been allocated to Expenditure on Charitable Activities.

g) Charitable Activities

Charitable Activities include teaching, establishment and administration costs as well as finance charges.
3. OTHER INCOME

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donation from Friends of Granville</td>
<td>12,887</td>
<td>-</td>
</tr>
<tr>
<td>Sundry income</td>
<td>6,942</td>
<td>5,288</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19,829</td>
<td>5,288</td>
</tr>
</tbody>
</table>

4. BURSARIES

Bursaries during the year amounted to £43,128 (2016 £51,586).

5. EXPENDITURE

Direct charitable expenditure includes:

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depreciation of owned assets</td>
<td>121,314</td>
<td>117,913</td>
</tr>
</tbody>
</table>

The analysis of Charitable Expenditure is shown on the detailed Statement of Financial Activities.

6. ANALYSIS OF CHARITABLE EXPENDITURE AND SUPPORT COSTS

<table>
<thead>
<tr>
<th>Cost type</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>1,594,136</td>
<td>1,466,581</td>
</tr>
<tr>
<td>Establishment</td>
<td>376,684</td>
<td>347,503</td>
</tr>
<tr>
<td>Administration</td>
<td>265,780</td>
<td>182,584</td>
</tr>
<tr>
<td>Finance charges and other</td>
<td>151,195</td>
<td>149,135</td>
</tr>
<tr>
<td>Governance costs</td>
<td>29,444</td>
<td>7,085</td>
</tr>
<tr>
<td><strong>Total Expenditure on Charitable Activities</strong></td>
<td>2,417,239</td>
<td>2,152,888</td>
</tr>
</tbody>
</table>

All support costs have been allocated to Charitable Activities.

7. STAFF COSTS

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and wages</td>
<td>1,322,953</td>
<td>1,222,649</td>
</tr>
<tr>
<td>Social security costs</td>
<td>184,058</td>
<td>126,936</td>
</tr>
<tr>
<td>Pension contributions</td>
<td>172,154</td>
<td>161,120</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,679,165</td>
<td>1,510,755</td>
</tr>
</tbody>
</table>

The average number of employees in the year was:

<table>
<thead>
<tr>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>55</td>
</tr>
</tbody>
</table>

There was 1 employee receiving employee salary and benefits between £130,000 and £140,000 during the year (2016: 1).

No other employees received employee salary and benefits of more than £60,000.

The governors received no remuneration, or reimbursement of expenses during the year.
### 8. TANGIBLE FIXED ASSETS

<table>
<thead>
<tr>
<th></th>
<th>Freehold land and buildings £</th>
<th>Furniture and equipment £</th>
<th>Total £</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cost</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 September 2016</td>
<td>4,424,168</td>
<td>412,993</td>
<td>4,837,161</td>
</tr>
<tr>
<td>Additions</td>
<td>94,597</td>
<td>41,400</td>
<td>135,997</td>
</tr>
<tr>
<td>Disposals</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>31 August 2017</strong></td>
<td>4,518,765</td>
<td>454,393</td>
<td>4,973,158</td>
</tr>
<tr>
<td><strong>Depreciation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 September 2016</td>
<td>961,666</td>
<td>342,885</td>
<td>1,304,551</td>
</tr>
<tr>
<td>Charge for year</td>
<td>92,263</td>
<td>29,051</td>
<td>121,314</td>
</tr>
<tr>
<td>On disposals</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>31 August 2017</strong></td>
<td>1,053,929</td>
<td>371,936</td>
<td>1,425,865</td>
</tr>
<tr>
<td><strong>Net book values</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31 August 2017</td>
<td>3,464,836</td>
<td>82,457</td>
<td>3,547,293</td>
</tr>
<tr>
<td>31 August 2016</td>
<td>3,462,502</td>
<td>70,108</td>
<td>3,532,610</td>
</tr>
</tbody>
</table>

### 9. DEBTORS

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepayments</td>
<td>12,297</td>
<td>12,476</td>
</tr>
</tbody>
</table>

### 10. CREDITORS: Amounts falling due within one year

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taxation and social security</td>
<td>38,386</td>
<td>32,352</td>
</tr>
<tr>
<td>Other creditors (including pupil deposits)</td>
<td>115,567</td>
<td>126,791</td>
</tr>
<tr>
<td>Accruals and deferred income</td>
<td>88,897</td>
<td>91,113</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>242,850</td>
<td>250,256</td>
</tr>
</tbody>
</table>
11. UNRESTRICTED FUNDS

<table>
<thead>
<tr>
<th></th>
<th>Balance 1 September 2016</th>
<th>Incoming resources</th>
<th>Resources expended</th>
<th>Transfers re tangible assets</th>
<th>Balance 31 August 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed asset reserve</td>
<td>3,532,610</td>
<td>-</td>
<td>(121,314)</td>
<td>135,997</td>
<td>3,547,293</td>
</tr>
<tr>
<td>Revenue reserve</td>
<td>1,057,098</td>
<td>2,578,609</td>
<td>(2,255,925)</td>
<td>(135,997)</td>
<td>1,203,785</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4,589,708</td>
<td>2,578,609</td>
<td>(2,417,239)</td>
<td></td>
<td>4,751,078</td>
</tr>
</tbody>
</table>

12. TRUSTEES' REMUNERATION AND EXPENSES

Trustees are not remunerated for their services. In addition, no expenses were paid or reimbursed to the trustees in the year (2016: £0).

13. RECONCILIATION WITH PREVIOUSLY GENERALLY ACCEPTED ACCOUNTING PRACTICE

In preparing the accounts, the trustees considered whether in applying the accounting policies required by FRS102 and the Charities SORP FRS 102 a restatement of comparative items was needed. No restatements were required.

14. PENSION COSTS

The school's employees belong to one of two principal employee schemes.

(a) Legal and General, which is a defined contribution scheme for non-teaching staff.
(b) Teachers' Pension Scheme (TPS) for teaching staff which is a multi-employer defined benefit scheme. Because the trustees are unable to determine the extent of any liability in the scheme it is treated as a defined contribution scheme in accordance with FRS102.

The employer's pension contribution paid to TPS in the period amounted to £130,446 (2016 £128,419). A copy of the valuation report and supporting documentation is on the Teachers' Pension website.

Contributions amounting to £Nil were payable to the schemes as at 31 August 2017 (2016 £17,432), and included within creditors.