

**The Blue Coat Church of England
Academy Limited**
(A company limited by guarantee)

ANNUAL REPORT AND FINANCIAL STATEMENTS

for the year ended
31 August 2014

The Blue Coat Church of England Academy Limited

REFERENCE AND ADMINISTRATIVE DETAILS

Governors / Members:

Mr Graham Robinson (Chair)
Reverend Canon Tim Pullen (resigned 10 September 2014)
Dr Julie Roberts
Mr Alexander Robinson
Mr Nicholas Darlington
Ms Sofie Wardle (31 August 2014)
Reverend Robin Trew (resigned 9 September 2014)
Mr Peter Hudson
Mr John Quintanilla
Mr Michael Spencer
Dr Eleanora Hollings (30 April 14)
Mr Michael Draper
Mr John Musongela
Mr Andrew Simpkins
Mr Nigel Canning
Reverend David Mayhew
Mr Keith Whitehall
Mr David Chater (appointed 17 June 2014)
Ms Lois Whitehouse (appointed 25 March 2014)

Company Secretary:

Mr Alan Chappell

Senior Leadership Team:

Dr Julie Roberts (Principal)
Mr Christopher Bishop (Deputy Headteacher)
Mr Francis Peacock (Deputy Headteacher)
Mrs Christina Brammeier (Deputy Headteacher)
Mrs Valerie Davis (Assistant Headteacher)
Mr Norman Owen (Assistant Headteacher)
Mr Martyn Rice (Assistant Headteacher)
Mr David Roberts (Assistant Headteacher)
Mr Matthew Connor-Hemming (Assistant Headteacher)
Mr John Miller (Assistant Headteacher)
Mr John Lawrie (Assistant Headteacher)
Mrs Mairead Brazier (Assistant Headteacher)
Mr Alan Chappell (School Business Director)

Principal and Registered Office

Terry Road
Coventry
CV1 2BA

Company Registration Number: 07594562

Independent Auditor

Baker Tilly UK Audit LLP
St Philips Point
Temple Row
Birmingham
B2 5AF

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REFERENCE AND ADMINISTRATIVE DETAILS

Bankers

Co-operative Bank Plc
6 Warwick Row
Coventry
CV1 1E

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GOVERNORS' REPORT INCLUDING STRATEGIC REPORT

The governors present their annual report together with the financial statements and auditors' report of the charitable company for the year ended 31 August 2014.

Structure, Governance and Management

Constitution

The Academy Trust is a company limited by guarantee and an exempt charity. The Charitable Company's memorandum and articles of association are the primary governing documents of the Academy Trust. The directors act as trustees for charitable activities of The Blue Coat Church of England Academy Limited ("Blue Coat") and are also the governors of the Charitable Company for the purposes of company law. The Charitable Company is also known as The Blue Coat Church of England School & Music College.

Details of the governors who served throughout the year except as noted are included in the Reference and Administrative Details on page 1.

Members' liability

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

Principal activities

The Academy's principal activity is the provision of secondary education to pupils in the age range 11-18, including a sixth form. The Academy is an all ability inclusive school with a broad and balanced curriculum conducted in accordance with the principles, practices and tenets of the Church of England and with a further emphasis on Music, Science and Mathematics.

Method of recruitment and appointment or election of trustees and governors

The governors of the company were appointed by the members at the time of incorporation. Further governors will be appointed by agreement between the members and the existing trustees.

The number of governors shall be not less than three but shall not be subject to any maximum. Subject to Articles 48-49 and 64 the Academy Trust shall have the following governors:

- Not less than 10 Governors appointed under Article 50 by the Members
- 3 Staff Governors if appointed under Article 50A by the Members
- Up to 1 LA Governor if appointed under Article 51 by the LA
- A minimum of 2 Parent Governors appointed under Articles 53-58 by election by parents of registered pupils.
- The Principal under Article 52
- Any Additional Governors if appointed under Article 62, 62A or 68A by the Secretary of State
- Any Further Governors if appointed under Article 63 or Article 68A by the Secretary of State
- Any Co-opted Governor appointed under Article 59 by the existing Governors with the consent of the Diocesan Board of Education

Policies and procedures adopted for the induction and training of governors

All new governors are required to attend a 'Training and Development for Governors' course provided by Coventry City Council as part of the Governor Support Service SLA that the Academy subscribes to. An 'Annual Development Programme for Governors' training session is also provided under the same SLA and all governors are encouraged to attend.

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GOVERNORS' REPORT (continued)

Organisational structure

The trustees have appointed a board of governors to oversee the strategic vision and governance of the Academy. A number of governor sub-committees have been constituted to oversee specific functions and report into the full governing body. These sub-committees all have agreed terms of reference which covers their constitution and the scope of their delegated powers. The Principal, who also acts as Accounting Officer, has been granted delegated authority to oversee the day to day operations of the Academy and to make any required decisions relevant to this authority. These operational decisions are often made in conjunction with the wider senior management team which includes Deputy Principals and the School Business Director.

Risk management

The Academy has a risk register in place as a means of identifying the main risks to which the Academy is exposed. In addition the risk register considers the impact, likelihood and current controls in place to mitigate these risks in order to assign an overall risk status. The risk register is managed by the School Business Director in conjunction with relevant staff and is reviewed regularly by the Finance Subcommittee of governors.

Connected organisations, including related party relationships

The Academy Trust is a single converter Academy with no main sponsor or other federation body. Prior to conversion to Academy status the predecessor school was Voluntary Aided and as such the majority of the land and property is owned by the Coventry Blue Coat Church of England School foundation, registered with the Charity Commission with number 511793, and used in perpetuity by the Academy Trust under a signed legal agreement.

Objects and aims

The Academy Trust's object is to establish, maintain, carry on, manage and develop a secondary school with a designated Church of England religious character offering a broad and balanced curriculum conducted in accordance with the principles, practices and tenets of the Church of England.

Objectives, strategies and activities

Following conversion to Academy status the overriding objective of the Academy Trust is to continue to build on the high standard of education provision for which the predecessor school was renowned. The strategic vision and development plans of the predecessor school have been carried forward to the Academy and will continue to be monitored and revised as relevant.

Public benefit

In undertaking the activities of the Academy the members, trustees, governors and all other appropriate staff have complied with their duty to have due regard to the guidance on public benefit published by the Charity Commission in exercising their explicit or delegated powers and duties. Furthermore the Academy Trust, overseen by the trustees, has fully discharged all requirements in relation to its use of public funds as described within the Funding Agreement authorised on behalf of the Secretary of State.

Achievements and Performance

Main school (years 7 to 11) Summer 2014 Results

76% 5 A*-C including English and Maths (77% in 2013)

66% 5 A*-C including English and Maths for Pupil Premium (55% in 2013)

43% EBACC (41% in 2013)

Sixth form (years 12 and 13) Summer 2014 Results

98.9% A-E (99.8% in 2013)

54% A*-B (50% in 2013)

OFSTED (Feb 2014)

Requires Improvement (Outstanding in 2010)

Education is changing, rapidly!

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GOVERNORS' REPORT (continued)

The pace of change in education should not be underestimated. Just four years ago, the Government's academy programme and a renewed focus on academic attainment and progress was just beginning. This programme has since been refined several times, yet children starting in Year 7 four years ago are still to sit their GCSE exams and are still three years away from A-levels. Further changes have also already been announced that will set new challenges before teachers and students alike before those same children start their adult lives. However, even in these times of change we have focussed on two constants; excellence and care.

To us, excellence means setting an ambitious goal and working hard to achieve that goal, while care means ensuring that we support every child, whatever their needs.

We believe that our role as Governors is to ensure that the School gets this balance right through excellent staff, quality teaching, discipline, a broad curriculum, the right facilities and opportunities for children to develop themselves.

When the OFSTED inspection took place in February 2014, we were initially disappointed with the outcome; after all we are a school with results in the top 20% of schools nationally. But after some reflection we and the School Leadership Team recognised that we had not served those from disadvantaged backgrounds as well as we could have.

This disappointing OFSTED grading caused us to re-examine our efforts as Governors and drew us together with our School Leadership Team to identify how we could do better and embark on a new phase of development and improvement to meet the needs of our children, our community, our City and our faith.

Pupil attainment and progress

We have ensured that teachers are informed about the individual needs of each child by supporting the development of a unique teacher information system. The system provides a summary of key information including entitlement to Free School Meals (FSM), Reading age, Special Educational Needs, Gifted and Talented and other data to ensure that teachers can, almost at a glance, see the individual in the classroom. Coupled with clear intervention strategies and support mechanisms, we believe that this has supported significant improvement across key subject areas such as English and Maths and we will continue to work with the School to develop this tool to maximise the impact across the whole curriculum.

We have also supported a process of individual mentoring for all students in Years 10 & 11 that has improved student support to drive progress. We will now develop this programme further across other year groups to support our efforts to achieve 4 levels of progress across all subjects for all students.

Together with many other actions, we believe that this work has sustained the high level of attainment at GCSE and A-Level at a time when national results have fallen.

Narrowing the gap

A key challenge to all schools is to narrow the gap between all students and those from disadvantaged backgrounds and this is supported by targeted Government funding called the Pupil Premium. We are accountable for how this funding is used to improve outcomes.

It was a widening gap that was partly responsible for our OFSTED grading as, while in 2013 77% of all students achieved 5A*-C with English and Maths at GCSE, of those from disadvantaged backgrounds, only 55% reached the same level of attainment.

Working with the School Leadership Team, we have re-evaluated how we use this funding and have, as part of our Post OFSTED Action Plan, put in place strategic interventions including our Accelerated Reader programme for Year 7 and 8, to improve literacy levels, intensive mentoring for underachievers and specific interventions in English, Maths and Science for disadvantaged students across all year groups.

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GOVERNORS' REPORT (continued)

We believe that these strategies have made a significant contribution to our success with this year with 66% of disadvantaged students achieving 5A*-C with English and Maths at GSCE – up 11% in just one year.

We will continue to develop our strategies for intervention in 2014/15 by looking at the evidence to see which interventions provide the best value for all disadvantaged students but we will do so without losing sight of our goal to ensure that every child reaches their potential.

Teaching and learning

We believe that the pursuit of excellence in all of the school's activities has also been demonstrated by an uncompromising and successful drive to deliver the highest levels of achievement and personal development for all pupils.

Excellent teaching requires excellent teachers and excellent teachers need continuous professional development in teaching methods, subject knowledge and pupil needs. We have a clear professional development and performance management process that delivers tangible improvements in the classroom and in educational leadership.

We are also proud that Blue Coat is a National Support School and therefore able to share its leadership skills to promote achievement in other schools. Our Head Teacher is a National Leader of Education and we have several Specialist Leaders in Education who have worked to raise standards in other primary and secondary schools throughout the year.

Excellent teaching is however only one side of the equation. We also need to ensure excellence in learning which is why we are working to improve feedback to pupils through marking and mentoring which clearly identifies good work and improvement areas.

Pupil behaviour

There is only so far anyone can go on natural talent and sooner or later everyone has to find out for themselves that if you are going to succeed, you have to put in the effort.

We are proud of our approach to discipline which we believe is both firm and fair, grounded in our faith and values, and something our students respect. Consequently we are proud of the feedback we get from members of the public that highlight the behaviour of our students as respectful, energetic, creative, inspirational and caring.

Ethos and values

We are a Church of England School and a significant number of our students come from families with a strong involvement in the Church of England and other Christian denominations. It should therefore come as no surprise that our faith is a central part of the life of the School. However, as Governors, we are keen to ensure that we are also respectful and welcoming to those of other faiths and none.

The Governors support a pastoral care system in our School that we believe is second to none however we also regularly review our activities to ensure that the School maintains a rigorous science curriculum, tempers extremism and promotes tolerance.

Governance and leadership

Our Governors are all volunteers and we are grateful for their time and devotion to the School. Nevertheless, our Governors understand that they play an important part in ensuring that the School delivers on its goals by providing challenge and scrutiny of all aspects of the School.

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GOVERNORS' REPORT (continued)

Governors have therefore re-evaluated their skills and participated in training for data, performance management and financial efficiency. Governors are also committed to further development to ensure that we have the right skill base to deliver continued improvement.

Governors are taking steps to validate pupil attainment and progress and teaching and learning activities by taking time to visit the school more regularly, within the school day. This includes nominated Governors taking a lead role in key subject areas to challenge department heads and the School Leadership Team, with a particular regard for disadvantaged pupils.

Extra-curricular activity

Most schools will have a budding amateur band or even an orchestra but few have more bands than year groups, almost as many ensembles and an orchestra to boot. We are proud to have an award winning choir of over 80 with an international reputation, not to mention the gospel choir and other choral groups. Many schools also stage an annual play but few produce one every term ranging from Shakespeare to popular musicals in an events programme interspersed with other music shows and performances.

Music has always played an important role in Christian worship and we are proud to be one of the few recognised music colleges in the UK. Music also brings an extra-dimension to education and we are therefore committed to the continued development of our music tuition programme and to provide every child with the opportunity to play, sing or perform.

We are also humbled by the dedication of our staff and students in all of their extra-curricular activities. We recognise that this takes a level of work and dedication from our staff that is truly inspirational and are deeply grateful to all that get involved.

Community

All Schools are custodians of significant resources such as land and buildings and therefore it is right to consider them as community assets. Accordingly Governors and the School are working closely with the Charterhouse Residents Association and other stakeholders to meet specific needs including improvement of, access to and use of the School's facilities.

In consultation with the Coventry Diocesan Board of Education, we have recently revised our admissions policy in response to directions from the School Admissions Adjudicator. We believe that the revised policy provides fairer access to the School to both children from Christian families across the Diocese and children from the local community.

The new policy came into effect at the start of the 2014/15 school year and we will be carefully examining the effectiveness of the new arrangements when they take full effect in September 2015.

City and Diocesan Schools

As the leading maintained school in Coventry in all key subject areas, we have a unique opportunity to raise pupil attainment and progress and to improve teaching and learning across all Schools. Therefore Governors actively support the School's efforts to share best practice, improve outcomes and deliver better teaching for all maintained schools in Coventry and across the Diocese.

As an example of our commitment to support other schools, we provided an Executive Headteacher and two Associate Headteachers to Harris Church of England Academy in Rugby from April 2013 through to April 2014. During this period, our team enhanced the curriculum structure, supported Newly Qualified Teachers at the school and improved 5 A*-C including English and Maths performance from 37% to 55%.

We are pleased that so many students at other schools across Coventry have the opportunity to attend Blue Coat under "consortia" arrangements for specific subjects at A-Level. In 2014/15, 57 students were signed up for 60 courses at either AS or A Level and this brings significant benefits to those students and other schools across the city.

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GOVERNORS' REPORT (continued)

However we do more than teach to prepare our students for life after Blue Coat including personal statement workshops, mock interviews, BMAT preparation and University visits. One such success story we are immensely proud of saw a student from a particularly underprivileged background gaining a place to study medicine at university. We wish all our departing students every success in the future.

Strategy and development

Secondary education across Coventry faces a substantial challenge in coming years due to the growth of pupil numbers in the primary phase. We believe that, based on current projections published by the Local Authority, demand for secondary places will increase by up to 30% from current levels; an increase that cannot be met by current secondary provision.

As we are already significantly oversubscribed, with almost two applications for every place, we have increased the Pupil Admission Number from 210 to 270 and have, in consultation with the local community, started to develop a site strategy taking account of potential further increases in demand, local developments around the Charterhouse, community and City needs and, above all, pupil needs for an outstanding comprehensive education.

Development of the school site is now underway with 15 new classrooms being built to accommodate immediate needs currently being met by 4 temporary classrooms on site. This is being funded mainly by a £1.7 million grant from the DfE Academies Capital Maintenance Fund and through academy reserves. Although this will be disruptive in the short term, we anticipate that the work will be complete by Easter 2015 and that the new space will be fully utilised.

Going concern

After making appropriate enquiries, the Governing Body has a reasonable expectation that the Academy Trust has adequate resources to continue in operational existence for the foreseeable future. For this reason, it continues to adopt the going concern basis in preparing the financial statements.

Further details regarding the adoption of the going concern basis can be found in the Statement of Accounting Policies on page 20.

Financial and risk management objectives and policies

The Academy Trust has minimal exposure to the financial risks associated with financial instruments as the relevant instruments are simply bank balances and cash, trade creditors and a minimal amount of trade and other debtors. Such exposure is not considered material to the assessment of the Academy Trust's assets, liabilities, financial position and its results.

Principal risks and uncertainties

The key risks that face the Academy Trust are declining future funding levels, educational results (including Ofsted assessments and examination results) and recruitment / retention of key staff. These risks, along with relevant controls in place, are fully documented within the Academy's risk register which is reviewed periodically by the Trustees.

The risks associated with future funding levels can only be mitigated by closely monitoring of funding announcements and modelling funding levels where appropriate. The Academy also benefits from other non-restricted sources of income which must be maximised and other third party funding sources will be continually monitored and applied for as appropriate.

During the period a capital grant was applied for and successfully received to contribute towards an expansion project consisting of 15 new classrooms with associated facilities. This project still retains a shortfall which is mitigated through budgetary controls but exists as a current risk which the Governing Body and senior team are actively engaged with at year end and beyond.