

THE ECCLESBOURNE SCHOOL

'Learning Together For The Future'



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Reference and Administrative Details

Governors

K. Wharam (appointed 9th February 2011)*
R. Lindop (appointed 9th February 2011) - Chair
R. Tingle (appointed 9th February 2011)*
(resigned 11th July 2011)
B. Goth (appointed 3rd October 2011)*
J. Winwood (appointed 1st March 2011)
C. Keble (appointed 1st March 2011)
B. Wigram (appointed 1st March 2011) - Vice Chair
T. Hoblyn (appointed 1st March 2011)
Y. Woods (appointed 1st March 2011)
K. Eley (appointed 1st March 2011)
S. Lound (appointed 1st March 2011)
P. Greenwood (appointed 1st March 2011)
J. Minton (appointed 1st March 2011)
C. Ourabi (appointed 1st March 2011)
A. Williams (appointed 17th October 2011)
B. Goth (appointed 1st March 2011)
K. Naylor (appointed 1st March 2011)
P. Wilkinson (appointed 1st March 2011)
S. Baines (appointed 24th May 2011)
S. Cook (appointed 24th May 2011)
N. Edwards (appointed 24th May 2011)

Secretary

G. Cawley (appointed 9th February 2011)

Senior management team

J. McNamara - Head Teacher
J. Skinner - Deputy Head
M. Williams - Deputy Head
L. Walton - Deputy Head
R. Martland - Deputy Head
L. Allen - Bursar

Registered Office

Wirksworth Road
Duffield
Belper
DE56 4GS

Company Registration Number

07524069

Auditors

Sibbalds Limited
57 Ashbourne Road
Derby
DE22 3FS

Reference and administrative details (continued)

Bankers

HSBC Bank Plc
Derbyshire Commercial Park
3 Pride Park
Derby
DE24 8QR

Solicitors

Flint Bishop LLP
St Michael's Court
St Michael's Lane
Derby
DE1 3HQ

Surveyors

David Brown Commercial
Third Floor
35/36 Iron Gate
Derby
DE1 3GA



Governors' Report

The governors present their annual report together with the audited financial statements of the School for the period ended 31 August 2011.

Structure, Governance and Management

Constitution

The School 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 School.

The governors act as the trustees for the charitable activities of The Ecclesbourne School and the governors marked with a * are also the directors of the Charitable Company for the purposes of company law. The Charitable Company is known as The Ecclesbourne School.

Details of the governors who served throughout the period except as noted are included in the Reference and Administrative Details on page 3.

Members' Liability

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

Governors' Indemnities

During the period, the School maintained liability insurance and third party indemnification provisions for its Governors, under which the School has agreed to indemnify the Governors to the extent permitted by law in respect of all liabilities to third parties arising out of, or in connection with, the execution of their powers, duties and responsibilities as Governors of the School. The insurance provides cover up to £5,000,000 on any one claim.

Principal Activities

The Ecclesbourne School's object and activity is to advance for the public benefit education in the United Kingdom, in particular, but without prejudice to the generality of the foregoing, by establishing, maintaining, carrying on, managing and developing a school offering a broad and balanced curriculum. The Ecclesbourne School in Duffield, Derbyshire caters for all abilities between the ages of 11 and 18 with specialisms in Technology and the Arts.

Method of Recruitment and Appointment or Election of Governors

The Governors that are marked with a * are directors of the charitable company for the purposes of the Companies Act 2006 but all governors are trustees for the purposes of charity legislation. The term of office for any Governor shall be 4 years, save that: a) this time limit shall not apply to the Head Teacher; b) a Staff Governor shall only hold office for so long as he continues to be employed as a teacher or member of support staff as the case may be.

The Members may appoint up to 12 Governors. The Trust may appoint Staff Governors through such process as they may determine, provided that the total number of Governors (including the Head Teacher) who are employees of the School Trust does not exceed one third of the total number of Governors. The Head Teacher shall be treated for all purposes as being an ex officio Governor. The Parent Governors shall be elected by parents of registered pupils at the School. A Parent Governor must be a parent of a pupil at the School at the time when he is elected.

The Governing Body shall make all necessary arrangements for, and determine all other matters relating to, an election of Parent Governors, including any question of whether a person is a parent of a registered pupil at the School. Any election of Parent Governors which is contested shall be held by secret ballot.

The arrangements made for the election of a Parent Governor shall provide for every person who is entitled to vote in the election to have an opportunity to do so by post or, if he prefers, by having his ballot paper returned to the School Trust by a registered pupil at the School.

Where a vacancy for a Parent Governor is required to be filled by election, the Governing Body shall take such steps as are reasonably practical to secure that every person who is known to them to be a parent of a registered pupil at the School is informed of the vacancy and that it is required to be filled by election, informed that he is entitled to stand as a candidate, and vote at the election, and given an opportunity to do so.

The number of Parent Governors required shall be made up by Parent Governors appointed by the Governing Body if the number of parents standing for election is less than the number of vacancies. In appointing a Parent Governor the Governing Body shall appoint a person who is the parent of a registered pupil at the School; or where it is not reasonably practical to do so, a person who is the parent of a child of compulsory school age.

Policies and Procedures Adopted for the Induction and Training of Governors.

During the six months under review the governors held 6 meetings. In addition, there was a half day's facilitated training event covering the School's improvement planning process. The training and induction provided for new Governors will depend on their existing experience.

Where necessary induction will provide training on charity and educational legal and financial matters including safeguarding training. All new Governors will be given a tour of the School and the chance to meet with staff and students. All governors are provided with copies of policies, procedures, minutes, accounts, budgets, plans and other documents that they will need to undertake their role as governors.

As there are normally only two or three new governors a year, induction tends to be done informally and is tailored specifically to the individual.

Organisational Structure

The Governors are responsible for setting general policy, adopting an annual plan and budget, monitoring the School by the use of budgets and making major decisions about the direction of the School, capital expenditure and senior staff appointments.

The Strategic Leadership Team are the Head Teacher, Four Deputy Heads and the Bursar. These leaders control the School at an executive level implementing their policies which have been agreed with the Governors and reporting back to them. As a group the Strategic Leadership Team are responsible for the authorisation of spending within agreed budgets and the appointment of staff, though appointment boards for posts in the Strategic Leadership Team always contain a Governor. Some spending control is devolved to individual budget holders who have responsibility for the line management of individual functions within the school structure, with limits above which the Head Teacher and Bursar must countersign.

Risk Management

The Governors confirm that the major risks to which the Trust and the School are exposed have been reviewed and systems have been established to mitigate those risks. Where significant financial risk still remains they have ensured that they have in place adequate insurance cover. The Trust has ensured that the School has effective systems of internal financial controls as detailed below.

Connected Organisations, including Related Party Relationships

The Ecclesbourne School seeks to work collaboratively on specific issues with the Ripley, Heanor and Aldercar Area Partnership and with the BAMBER group of schools on matters relating to management of behaviour and managed moves. In addition, the school works closely in partnership with Little Eaton School with the aim of improving educational outcomes for students at Key Stage 2, specifically with reference to literacy, numeracy and modern foreign languages.

Objectives and Activities

Objects and Aims

The Ecclesbourne School's object and activity is to advance for the public benefit education in the United Kingdom, in particular, but without prejudice to the generality of the foregoing, by establishing, maintaining, carrying on, managing and developing a school offering a broad and balanced curriculum. In pursuant of this object its principal activity is to operate The Ecclesbourne School in Duffield Derbyshire, which caters for all abilities between the ages of 11 and 18 with specialisms in Technology and the Arts.

Objectives, Strategies and Activities

The Ecclesbourne School strives to be a successful and caring learning community in which individuals are inspired to meet the challenges of the future.

All members of our School Community should:

- Acquire the knowledge and skills for now and for a fulfilling future.
- Develop confidence in themselves and their abilities.
- Feel valued and value others.
- Work together effectively and with enthusiasm.
- Create an innovative learning environment.
- Appreciate the world at large.

The School Community includes everyone who learns and works within the School and all those with a supportive interest in the School.

Public Benefit

The Ecclesbourne School is a non-selective, non-fee paying secondary school and as such operates entirely for the public benefit. In addition to striving for and achieving the highest of educational standards and attainment for all its students it also engages in partnership working with other local secondary schools, especially with regard to effective operation of inclusion measures and systems.

The Ecclesbourne School supports Little Eaton School through

- ICT technical support
- Dedicated ongoing allocation of our staff to support literacy, numeracy and modern foreign languages development.

As a specialist Technology and Arts College the school has developed strong links with the local community and business of reciprocal benefit.

The school lets out its facilities to local sports, arts and hobby-based clubs offering a wide range of evening courses which are advertised to the local community.

The School actively engages in charity work through a range of themed activities and days throughout the year.

Achievements and Performance

The school became an academy on 1 March 2011 and therefore the results show six months of operation and student results.

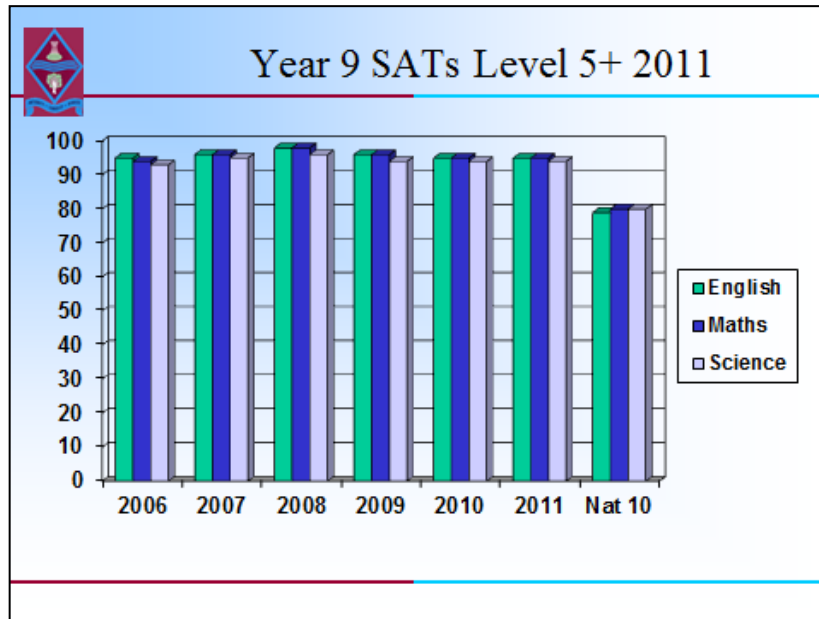
Year 9 Standardised Attainment Tests

NATIONAL CURRICULUM LEVELS							
ENGLISH	Abs	Disapplied or below Level 4	4	5	6	7	
2011 TA	0	0	2	23	42	33	
MATHS	Abs	Disapplied or below L3	3	4	5	6	7
2011 TA	0	0.5	0	2	9	24	39
SCIENCE	Abs	Disapplied or below L3	3	4	5	6	7
2011 TA	0	0	0.5	3	24	39	24+9

End of Key Stage 3 Results for 2011 – Level 5 and above

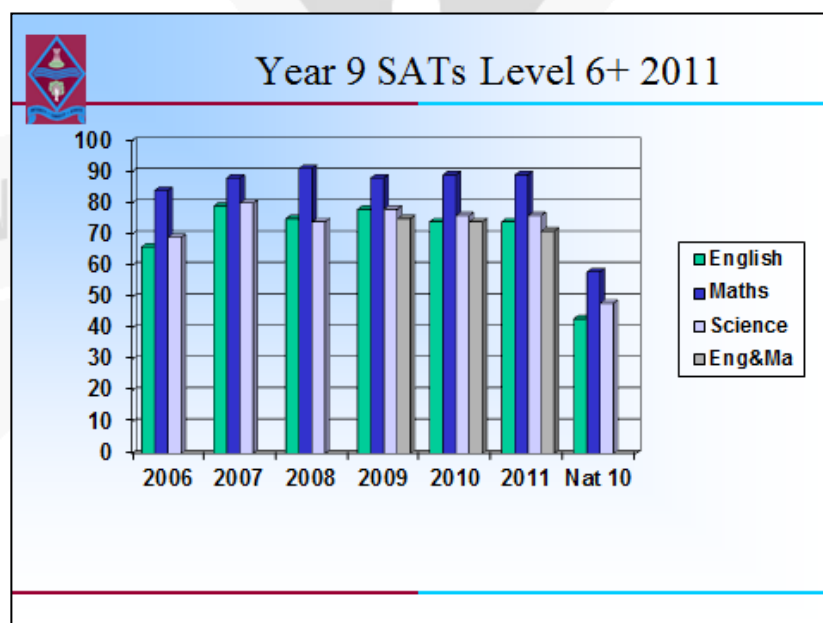
%	2011 Ecc	Derbyshire 2010	National 2010
English	98	81	79
Maths	98	82	80
Science	96	82	80
Aggregate	292	245	239
English & Maths	97	74	n/a





End of Key Stage 3 Results for Year 9 Level 6 and above – 5 year series

% L6 and above	Ecc 2011	LA 2010	National 2010
English	75	42	43
Maths	88	61	58
Science	72	50	48
Aggregate	235	153	149
Eng & Ma	71	38	n/a



The Ecclesbourne School has delivered significantly better results at the end of Key Stage 3 than either the local authority average or the national average by all measures. The School has been particularly successful with higher levels of attainment [level 6 and above] with attainment at around 30 percentage points higher than county figures. The School has, therefore, been successful in building the strongest foundation for our students later success in public examinations through this solid grounding in our Lower School. Key to this achievement is the increased sophistication of our tracking and monitoring systems which mean we are able to intervene where students are not making satisfactory progress much earlier in their school careers.

GCSE Examinations

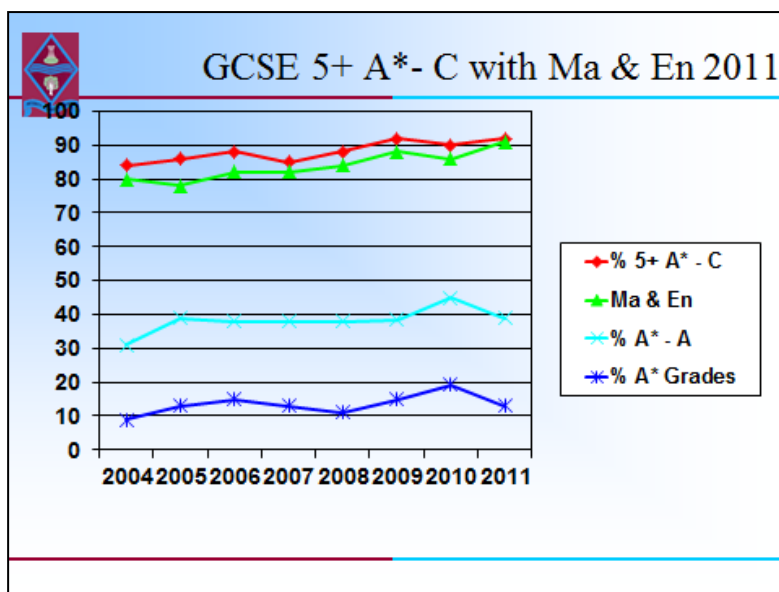
Firstly, GCSE performance targets and results for 2011 are in the table below:

Target Measure	School Targets	Fisher Family Trust [D] indicator	Actual Results 2011
% 5+ A* - G	na	99%	99%
% 5+ A* - C [incl. Maths & English]	85% (+/- 5%)	88%	91%
3 Levels of Progress (English)	83%	90%	96%
3 Levels of Progress (Maths)	86%	90%	93%

The following table provides a summary of the trends in Grade performance for the GCSE results over the year and the graph shows results over 10 years:

YEAR	2011
% Grades A* - C	89
% Grades A* - B	69
% Grades A* - A	39
% Grades A*	13
Average points score [capped]	378



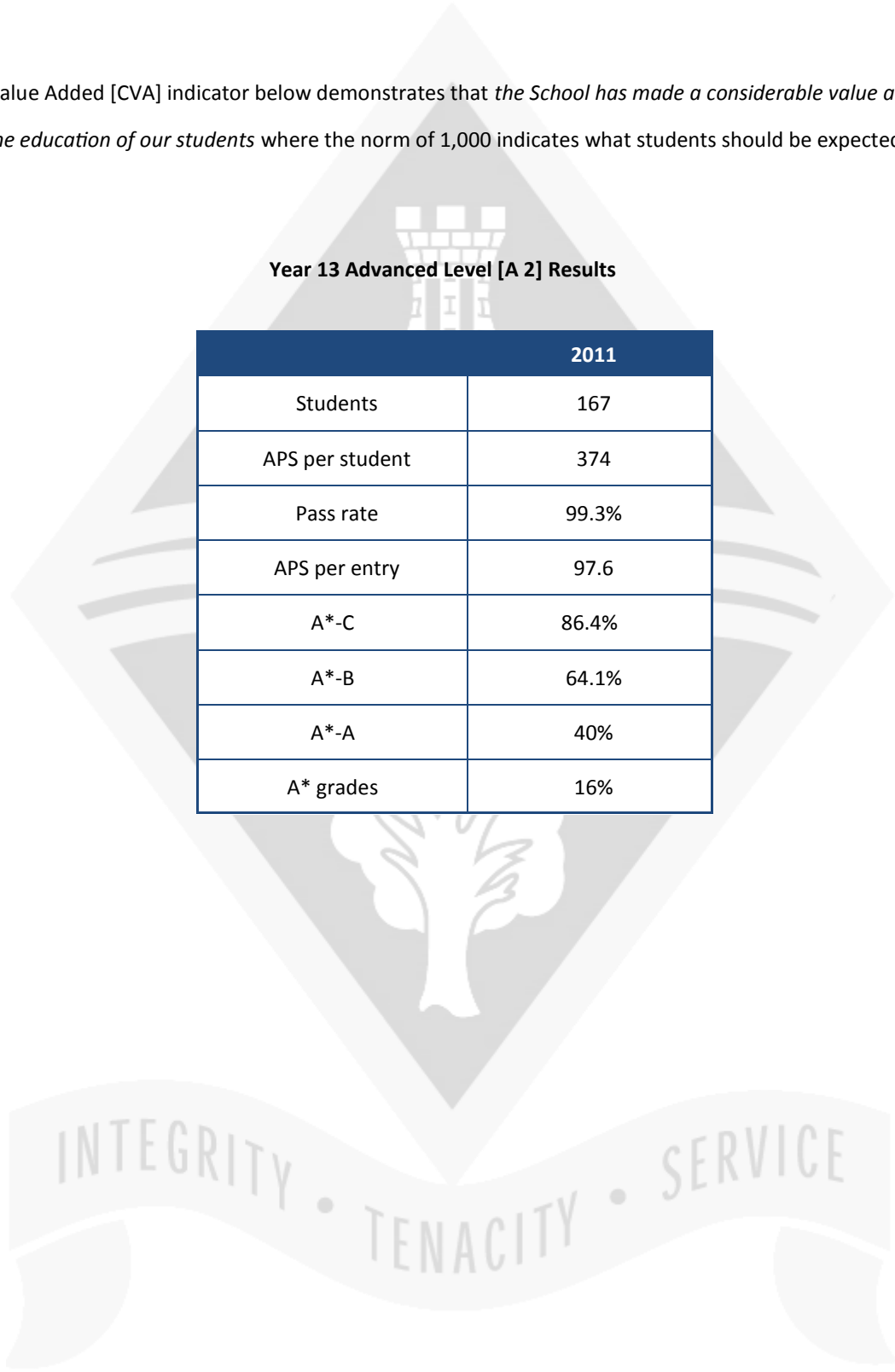


- The results are especially pleasing in the light of a significant gender imbalance in this year group. There were 217 students in the cohort with 128 boys and 89 girls in total.
- We were delighted with these headline figures which demonstrate that 91% of students achieved the Government’s benchmark figure of 5 or more A* to C grades including English and Mathematics. The FFT [D] indicator was exceeded by 3% and the School’s target by 6%.
- These results represent the first time the school has attained over 90% of students attaining this benchmark figure of 5+ A* - C grades including English and Mathematics.
- Although several other secondary schools in Derbyshire are now exceeding 90% of students attaining 5 or A*-C, no other school in Derbyshire attains over 90% 5 or more A*-C including Mathematics and English (the ‘Gold standard’).
- The Ecclesbourne School’s sustained achievement on this measure is remarkable.
- 97% of girls and 87% of boys achieved the ‘gold standard’ of 5+ A* - C including English and Maths.
- Three of our students had a statement of Special Education Needs [1.4%]. In addition there were two Enhanced Learning options with a total of 28 students (13% of cohort) 82% of these students achieved at least 1 higher grade at GCSE and 64% achieved 5 or more higher grades. The Certificate of Personal Effectiveness [COPE] course provided an alternative route for some students with 6 students gaining Level 1 accreditation (equivalent of a D Grade at GCSE. Our trial of 10 students following BTEC Construction (Double Award) in association with Derby College was highly successful, with 7 of the students passing this at Level 2 (equivalent to GCSE Grade C).
- The mentoring scheme was again very successful. 29 students (20 boys and 9 girls) benefited from the voluntary contribution of 25 staff who provided 1 to 1 support in the run up to the exams. 70% of the mentored group achieved 5 or more higher grades with 34% achieving 8 or more higher grades.
- The number of A*- A grades reduced slightly 45% to 39%. This is still well above the national figure and in line with our performance over most of the last five years.
- 25 students achieved all A* and A grades, and have been awarded prizes for outstanding academic performance at GCSE. A further 38 students will receive a Certificate of Commendation for high academic performance.
- Our ‘middle learners’ did well again, with over 69% of grades awarded at a B or higher level.
- 5 subjects achieved 100% A*-C: German [25 students], Textiles [25], BTEC Music [9]; Graphics [18]; Systems and Control [7].
- A further 10 subjects achieved at least 90% 5 A*-C: English [217], Maths [217], Additional Science [36], Biology [134], Chemistry [134], Physics [134], Spanish [41], Geography [83], Art [60], Business and Communication [123].

The Contextual Value Added [CVA] indicator below demonstrates that *the School has made a considerable value added contribution to the education of our students* where the norm of 1,000 indicates what students should be expected to achieve.

Year 13 Advanced Level [A 2] Results

	2011
Students	167
APS per student	374
Pass rate	99.3%
APS per entry	97.6
A*-C	86.4%
A*-B	64.1%
A*-A	40%
A* grades	16%



- A particular focus on securing A* Grades has paid dividends, with these results rising from 6% to 16%
- The pass rate was 99.3% at A2 which means there were 4 U grades overall. As in 2011, all qualifications had to be aggregated.
- We had four students secure places at Oxbridge this year [One boy and three girls].
- There were some exceptional individual performances:
 - ◆ 1 boy achieved 5A*s and an A
 - ◆ 1 boy and 3 girls achieved 4A*s and an A
 - ◆ 2 girls achieved 4A*
 - ◆ 1 girl achieved 3A* and 2 As
 - ◆ 4 girls achieved 2* and 1A
 - ◆ 1 girl achieved 6As.
- The School achieved significant value added for its students. The ALIS [Advanced Level value-added system] indicators suggest that these results overall exceeded the expected significance range.
- ALIS showed the following subjects to have large positive value added: English Literature, History, RS, Drama, and PE.
- AS Level results for Year 12 were an improvement on those achieved last year giving good cause to anticipate strong results at the end of Year 13 in 2012.

Going Concern

After making appropriate enquiries, the Governing Body has a reasonable expectation that the School 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 Accounting Policies note of the financial statements.

Key Performance Indicators

The School has a number of Key Performance Indicators (KPI) linked to both internal and external factors which have an impact on the school and focuses the School's understanding of how well it is performing in relation to the objectives of the School for the period in question:

- Key Stage 3 – it is the objective of the school to exceed the national average in percentage of pupils achieving level 5 and above. Indeed the School has been particularly successful with higher level at around 17 percentage points higher than county figures and national averages.
- Key Stage 3 – it is the objective of the school to exceed the national average in percentage of pupils achieving level 6. Indeed the School has been particularly successful with higher levels of attainment [level 6 and above] at around 30 percentage points higher than county figures and national averages.
- GCSE % 5+ A*-C – the school's target is to achieve 85% (+/- 5%) which includes English and Maths. The actual result showed 91% of students achieving this.
- The school's targets in terms of 3 levels of progress in English and Maths are 83% and 86% respectively but again the actual of 96% and 93% respectively exceeded the targets.
- A Level– the school's average points per student target is 350 but the actual average points achieved was 374. The percentage of students targeted for A*-B grades was 60% and actual achieved was 64%; The percentage of students targeted for A*-A grades was 35% and actual achieved was 40%; The percentage of students targeted for all A* grades was 10% and actual achieved was 16%;
- Attendance – this is also an indicator of the measure of objectives being achieved as it was the aim to have an attendance of 95% throughout the year and the School has successfully achieved 96%.
- Retention of Sixth Formers – this relates to the percentage of Sixth Formers completing their studies and it was factored that 85% would be retained to complete their studies and in fact the actual achieved was 89%.
- Admission number – the student intake for the period was 1453 well above the net capacity target of 1369.



Financial Review

During the period the School received income of £3,573,000 in government and local authority grants most of it in the form of recurrent grants, the use of which has been restricted. The grants received in the form of the GAG from the YPLA and associated expenditure is shown in the restricted funds in the statement of financial activities.

A further £200,000 was received in other income. In addition, the School received the transfer title of the land and buildings which was valued at the open market value. This is treated as a restricted fixed asset fund in the statement of financial activities. Other than the land, the restricted fixed asset fund balance is reduced by annual depreciation charges over the expected useful life of the assets concerned.

At 31 August 2011 the net book value of fixed assets was £12,428,000 and movements in tangible fixed assets are shown in the financial statements. The assets were used exclusively for providing education and the associated support services to the pupils of the School.

The School held fund balances at 31 August 2011 of £13,789,000 comprising an amount of £12,455,000 in respect of restricted fixed assets funds, £2,176,000 in respect of unrestricted funds and a deficit of £842,000 in respect of restricted general funds. The deficit has arisen due to the deficit on the local government pension scheme most of which was on transfer to the academy.

Financial and Risk Management Objectives and Policies

The main 'financial instruments' that the Ecclesbourne School deals with are bank balances, cash and trade creditors, with limited trade (and other) debtors. These are not material to the assessment of the Trust's assets, liabilities, financial position and its results. The Local Government Pension Scheme exposes the School to a deficit calculated this period at £919,000 and payable over 19 years. Therefore, the School has managed this risk by budgeting to repay £48,000 per year to repay the deficit over the period set out above.

Principal Risks and Uncertainties

There are a number of factors which may affect the principal risks and uncertainties that the School faces and how the School intends to resolve them.

- Change in government policy – with a change in government or change in government policy, the funding of the school may change and may in the future reduce funding. This is mitigated by building healthy unrestricted reserves which may be used in times where funding has been tightened.
- The overall performance of the students – this is a continuing risk to the School since both funding, student numbers and positioning of the school is affected if performance of the students declines. To ensure that this is limited as much as possible, the School intends to retain the teaching staff, focus on training of all staff to improve in teaching and learning and to continuously monitor student performance at an early stage of their educational development and ensure that they are nurtured to achieve the best possible standard that each individual can achieve.
- Operate the School within the budget – there is always the risk of operating above budget constraints. However with a strong finance committee and effective internal reporting such as budgeting and forecasting, this risk will be minimised.

Reserves Policy

The policy of the trust is to maintain a sufficient surplus to uphold the following year's budget against financial uncertainty and then to transfer recognised surpluses to reserves for investment in tangible fixed assets in all ways possible to assist our tutorial staff to achieve increasing academic standards. The Trust has a number of restricted funds. The Trust has accumulated £1,250,000 of capital cash and has plans to spend these monies on future capital projects in line with the Building Development Master Plan and the Trust's objectives.

Due to the inherited deficit of the Local Government Pension Scheme (LGPS), the School aims to reduce the deficit by increasing contributions over the forthcoming years as described above and will revisit current business plans and budgets and ascertain how the pension costs might affect their budgets in the future.

Investment Policy

The Trust seeks to invest surplus funds in a manner to obtain the best possible return consistent with prudent minimisation of risk and with the strategic plans of the Trust for deployment of resources. The Trust is committed to investment with reputable and ethical investors.

Plans for Future Periods

The Ecclesbourne School remains highly popular with parents, carers and students. Admissions to the school remain high with oversubscription for places in Year 7 and post 16 entry with 451 applications for 210 places for Year 7 admissions in 2011. Waiting lists for places are maintained for Year 7, Year 8 and Year 9.

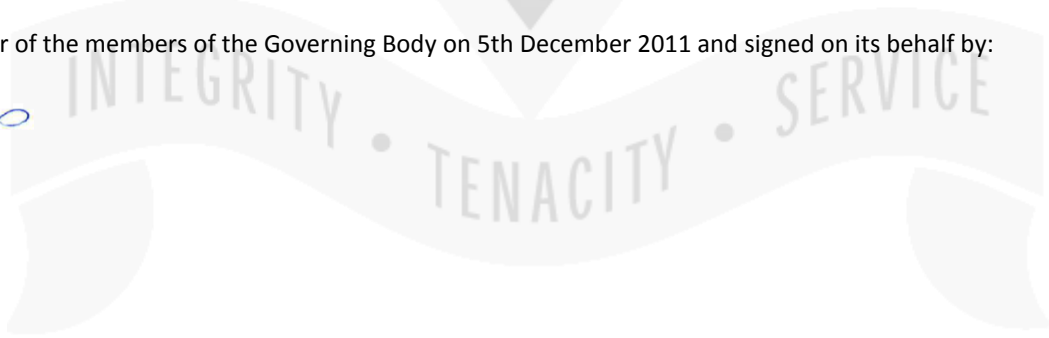
The key strategic activities for 2011/12 are:

- Maintain the drive for continuous improvement by improving the quality of learning leading to high levels of student attainment and achievement at all levels and for all groups of students.
- Continue to focus on improvements in teaching and learning so that all teaching is at least good and much of it outstanding.
- Provide training for all staff so that they are able to implement Assessment for Learning strategies in their teaching and so that they are familiar with the new Ofsted lesson observation criteria.
- To review and improve our Performance Management policy to support the drive to improve the quality of learning.
- To further raise attainment at Key stage 4 by focusing on strategies to stretch the more able so that they can attain the highest grades (A*/A).
- To develop the online curriculum and the virtual learning environment using a variety of media and platforms to the end of ensuring students have increased access to electronic learning resources remotely.
- To further raise attainment at Key Stage 5 by focusing on the 'middle learner' so that a higher proportion of students achieves grades C and above.
- Ensure that the School operates within its budget, and in the light of increasing financial constraints, plan judiciously to secure the most effective use of resources so that educational standards continue to improve while maintaining a strong financial position. This will entail aiming to maintain a surplus to insure the School against future financial pressure and so that improvement can be made to the establishment of the school.
- Pursue all avenues open to the School in furtherance of the aim of building a Sports Hall.
- Continuously improve the use of assessment data, tracking and monitoring to support improved attainment and progress.
- To ensure that the roof improvement project for B Block is completed on time and within budget.

Approved by order of the members of the Governing Body on 5th December 2011 and signed on its behalf by:



R. Lindop
[Chair]



Statement of Financial Activities for the period ended 31 August 2011
(including Income and Expenditure Account and Statement of Total Recognised Gains and Losses)

	Unrestricted Funds £000	Restricted General Funds £000	Restricted Fixed Asset Funds £000	Total 2011 £000
Incoming resources				
<i>Incoming resources from generated funds:</i>				
Voluntary income	2,109	(845)	12,442	13,706
Activities for generating funds	200			200
<i>Incoming resources from charitable activities:</i>				
Funding for the School's educational operations	8	3,537	28	3,573
Total incoming resources	2,317	2,692	12,470	17,479
Resources expended				
<i>Cost of generating funds:</i>				
Costs of generating voluntary income				
Fundraising trading				
<i>Charitable activities:</i>				
School's educational operations	141	3,307	74	3,522
Governance costs		94		94
Total resources expended	141	3,401	74	3,616
Net incoming/(outgoing) resources before transfers	2,176	(709)	12,396	13,863
Gross transfers between funds		(59)	59	
	2,176	(768)	12,455	13,863
Net income/(expenditure) for the period				
Other recognised gains and losses				
Actuarial (losses)/gains on defined benefit pension schemes		(74)		(74)
Net movement in funds	2,176	(842)	12,455	13,789
Reconciliation of funds				
Funds carried forward at 31 August 2011	2,176	(842)	12,455	13,789

Balance sheet as at 31 August 2011

	2011 £000	2011 £000
Fixed assets		
Tangible assets		12,428
Current assets		
Stock	6	
Debtors	98	
Cash at bank and in hand	2,659	
	2,763	
Creditors: Amounts falling due within one year	(483)	
Net current assets		2,280
Total assets less current liabilities		14,708
Net assets excluding pension liability		14,708
Pension scheme liability		(919)
Net assets including pension liability		13,789
Funds of the School:		
Restricted funds		
Fixed asset fund		12,455
General fund		77
Pension reserve		(919)
Total restricted funds		11,613
Unrestricted funds		2,176
Total funds		13,789

The financial statements were approved by the Governors, and authorised for issue on 5th December 2011 and are signed on their behalf by:



R. Lindop
[Chair]

Independent Auditor's Statement to the members of The Ecclesbourne School

We have examined the summary financial statement for the year ended 31st August 2011 set out on pages 17 to 18.

Respective responsibilities of the directors and the auditor

The Governors are responsible for preparing the summarised financial statement in accordance with applicable United Kingdom law. Our responsibility is to report to you our opinion on the consistency of the summary financial statement with the full annual financial statements and the Governors' Report, and its compliance with the relevant requirements of Section 427 of the Companies Act 2006 and the regulations made thereunder.

We conducted our work in accordance with Bulletin 2008/3 issued by the Auditing Practices Board. Our report on the company's full annual financial statements describes the basis of our opinion on those financial statements and on the Governors' Report.

Opinion

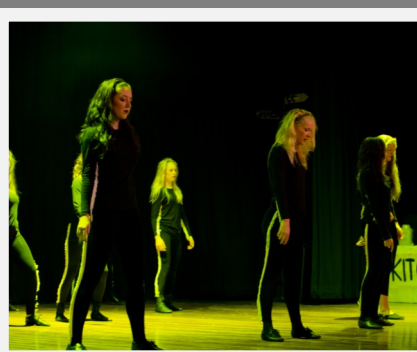
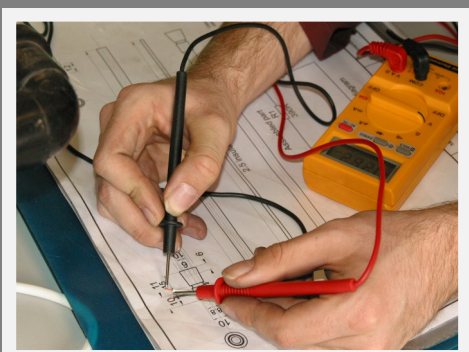
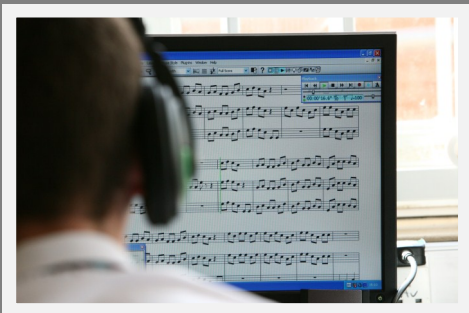
In our opinion the summary financial statement is consistent with the full annual financial statements and the Governors' Report of The Ecclesbourne School for the year ended 31st August 2011 and complies with the applicable requirements of Section 427 of the Companies Act 2006, and the regulations made thereunder.

Sibbalds Limited
Oakhurst House
57 Ashbourne Road
Derby
DE22 3FS

12th December 2011

Directors' Statement

The auditor has issued unqualified reports on the full annual financial statements and on the consistency of the Governors' report with those financial statements. Their report on the full annual financial statements contained no statement under sections 498 (2)(a), 498(2)(b) or 498(3) of the Companies Act 2006.



THE ECCLESBOURNE SCHOOL

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DE56 4GS

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www.ecclesbourne.org.uk

Company Registration Number: 07524069 (England and Wales)

A Company Limited by Guarantee