



THE ECCLESBOURNE SCHOOL

'Learning Together For The Future'



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Reference and Administrative Details

Governors

K. Wharam *

R. Lindop * - Chair

B. Goth *

J. Winwood

C. Keble

B. Wigram - Vice Chair

T. Hoblyn

A. Cash (resigned 31st October 2011)

Y. Woods

K. Eley

S. Lound

P. Greenwood

J. Minton

C. Ourabi

A. Williams (appointed 15th October 2011)

K. Naylor

P. Wilkinson (resigned 23rd October 2012)

S. Baines

S. Cook

N. Edwards

J. McNamara

H. Dixon (appointed 17th March 2012)

Secretary

G. Cawley

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



Reference and Administrative Details

Bankers

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

Surveyors

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

Solicitors

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

Auditors

Sibbalds Limited
57 Ashbourne Road
Derby
DE22 3FS



Governors' Report

The governors present their annual report together with the audited financial statements of the School for the year ended 31 August 2012.

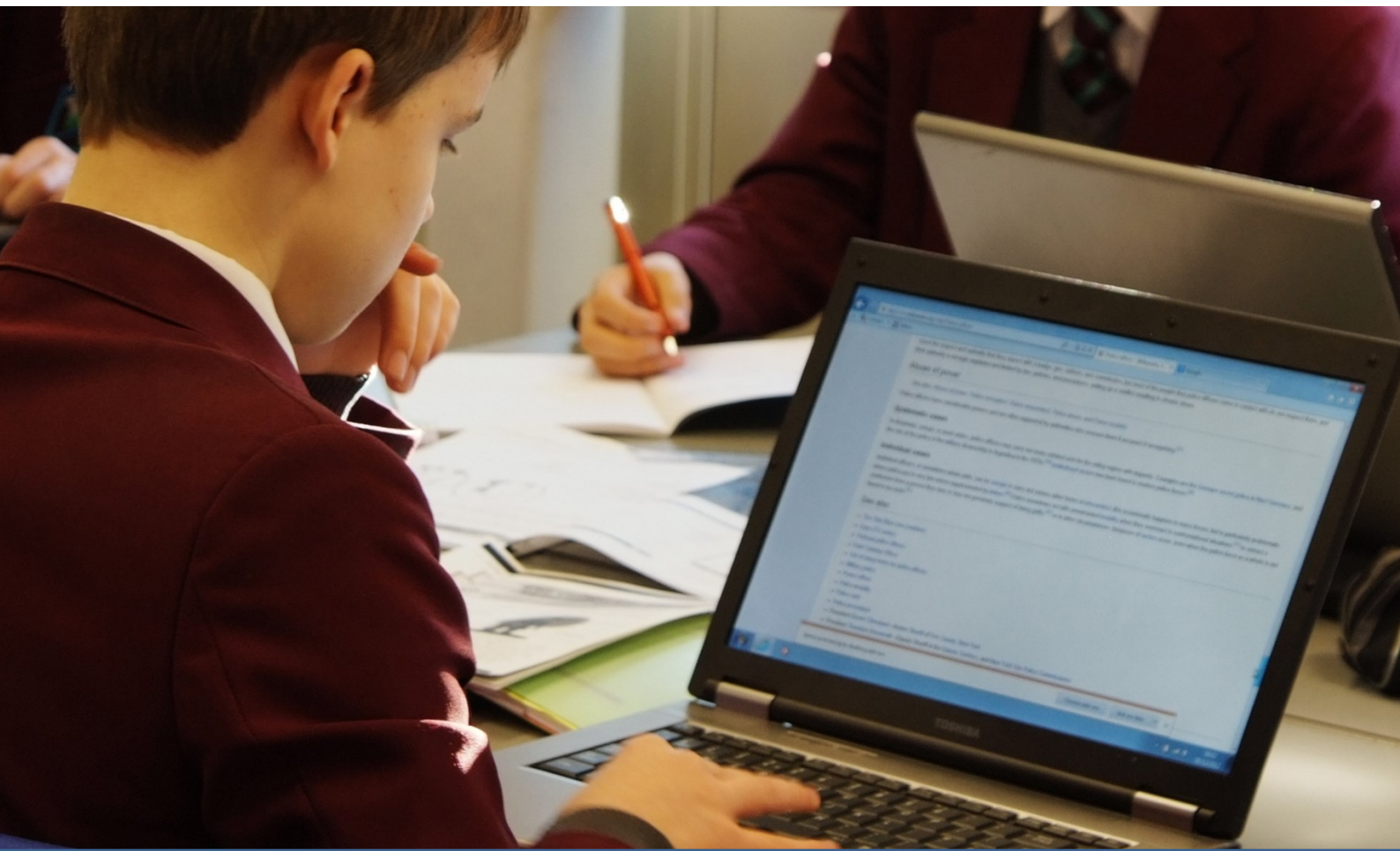
Structure, Governance and Management

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.

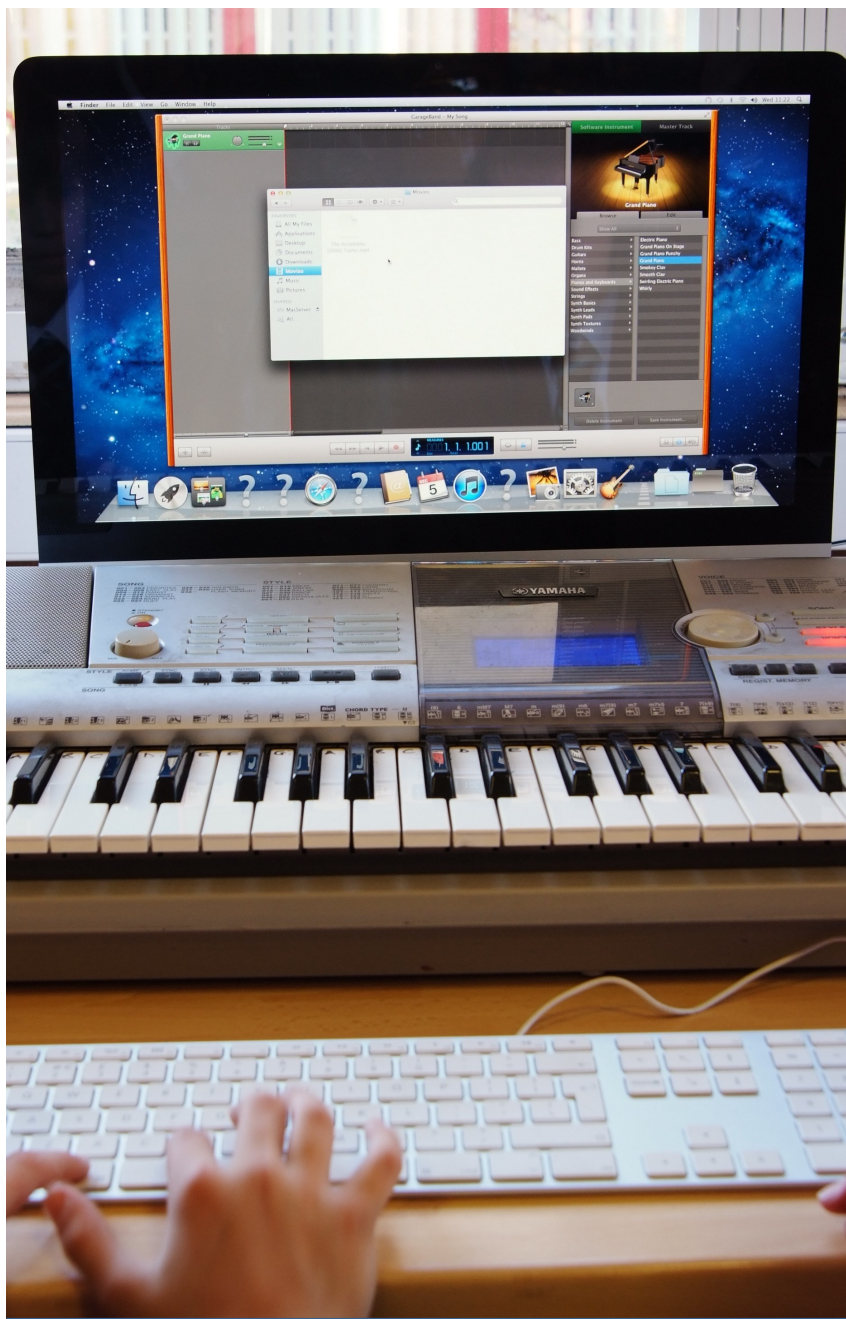
The Members may appoint up to 12 Governors. The Trust may appoint Staff Governors through such process as they may determine, provided that the total number of Governors (including the Head Teacher) who are employees of the School Trust does not exceed one third of the total number of Governors. The 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 year 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.

Auditor

Insofar as the governors are aware:

- There is no relevant audit information of which the charitable company's auditor is unaware
- The governors have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

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 on-going 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.

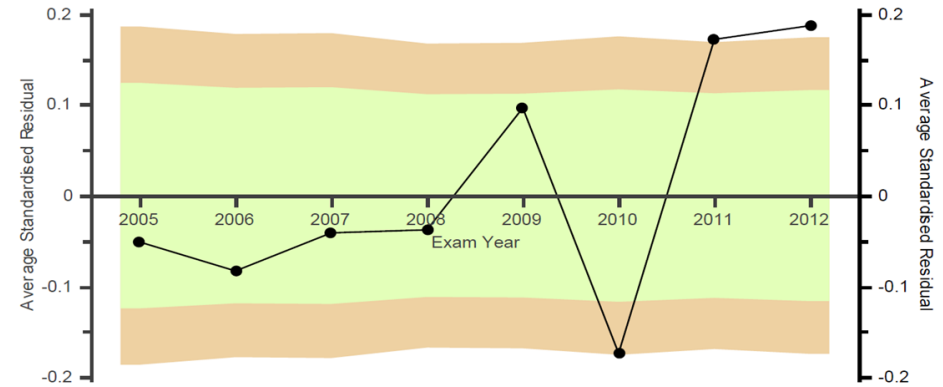


Achievements and Performance

GCE A Level Performance

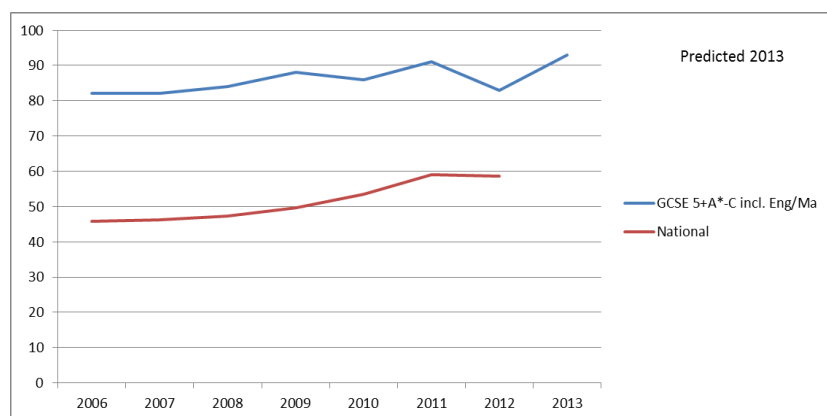
Target Measure	2006	2007	2008	2009	2010	2011	2012
Students	153	147	168	168	155	167	158
APS/	337	354	360	350	334	374	395
Pass rate	99.2%	99.4%	99.7%	100%	97.8%	99%	99%
APS/entry	88.1	92.9	93.0	95.4	90	98	103
A* - C	75	83	83	84	78	86	87
A* - B	52	61	62	65	56	64	69
A* - A	(28)	(34)	(33)	(36)	35	40	43
A*	-	-	-	-	5.7	16	18

GCE A Level Value Added



GCSE Performance 2012

	2006	2007	2008	2009	2010	2011	5 Yr Avg	2012	Male	Female
Students	211	240	214	241	212	217	-	216	115	101
5+ A* - G	99	98	100	99	100	99	99	99	98	99
5+ A* - C	88	85	88	92	90	92	89	88	84	90
5+ A* - C Ma.+Eng.	82	82	84	88	86	91	86	84	78	89
APS Capped	369	362	370	373	385	378	373	363	353	374
A* - A	38	38	38	38	45	39	39	35	28	41



Target Measure	School Targets	Results 2012
% 5+ A* - G	na	99%
% 5+ A* - C [incl. Maths & English]	85% (+/- 5%)	84%
3 Levels of Progress (English)	86%	84%
3 Levels of Progress (Maths)	86%	90%

GCSE - Progress: KS2-4 E.g., KS2 L5 to KS4 Grade B

English 3LP 2012: 84% (National: 68%)

English 4LP 2012: 55% (National: 29%)

Mathematics 3LP 2012: 90% (National: 68%)

Mathematics 4LP 2012: 60% (National: 33%)

39% of students achieved the EBacc



KS3 Results

Level 5 and above

% L5 and above	Ecclesbourne 2012	Derbyshire 2011	National 2011
English	95	85	82
Maths	92	84	81
Science	92	84	83
Aggregate	279	253	246
English & Maths	92	78	n/a

Level 6 and above

% L6 and above	Ecclesbourne 2012	Derbyshire 2011	National 2011
English	72	45	47
Maths	80	62	59
Science	71	52	51
Aggregate	223	159	157
English & Maths	69	40	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 20 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

- The Ecclesbourne School has delivered significantly better results at the end of Key Stage 4 than either the local authority average or the national average by all measures.
- The results are especially pleasing in the light of a significant gender imbalance in this year group. There were 216 students in the cohort with 115 boys and 101 girls in total.
- 5 of our students had a statement of Special Education needs (2.3%). In addition there were two Enhanced Learning options with a total of 36 students (18 % of the cohort). 86 % of these students achieved at least one higher grade at GCSE and 36% achieved 5 or more higher grades. 64% met or exceeded predictors in most subjects. The Certificate of Personal Effectiveness (CoPE) course provided an alternative route for four of our students, with a further two students completing work to be submitted for an Achievement of Personal Effectiveness qualification (AoPE). Four of our Year 11 students attended Broomfield College, passing a City and Guilds Level 1 Land-based Diploma in Animal Care. Four of our Year 10 students passed courses with the National Open College Network (Introduction to Working Relationships and Introduction to Practical Floristry).
- The mentoring scheme was again successful, with students valuing the individual support and encouragement given by staff and. 35 students (20 boys and 15 girls) benefited from the voluntary contribution of 25 staff who provided 1 to 1 support in the run up to the exams. 16 of the students secured 5 or more higher grades, 7 of these 34% achieving 8 or more higher grades.
- The number of A*- A grades was 34%. This is well above the national figure.
- 33 students achieved A* or A grades in ten or more subjects. A further 3 students achieved 9 GCSEs at A* and A, where the majority of grades (6 or more) were at A*. These students have been awarded prizes for outstanding academic performance at GCSE. A further 29 students will receive a Certificate of Commendation for high academic performance.
- Our 'middle learners' did well again, with 62% of grades awarded at a B or higher level.
- 4 subjects achieved 100% A*-C: French [66 students], Drama [23], BTEC Music [15]; Leisure and Tourism [11]
- A further 9 subjects achieved at least 90% 5 A*-C: Maths [216], Biology [136], Chemistry [136], Physics [136], German [28], ICT [48], Food [37], Art [37], Textiles [19].

Year 13 Advanced Level [A2] Results

- A sustained focus on securing A* Grades has paid dividends, with these results rising again to 18%.
- The pass rate was 99% at A2 which means there were 5 U grades overall.
- We had six students secure places at Oxbridge this year. One boy and two girls took up places at Oxford, with 3 boys taking up places at Cambridge.
- There were some exceptional individual performances:
 - ⇒ 1 boy achieved 6A* Grades
 - ⇒ 1 boy achieved 5A*'s
 - ⇒ 2 boys and 1 girl achieved 4A*'s and an A
 - ⇒ 1 boy achieved 4A*
 - ⇒ 2 girls achieved 3 A*'s and 2 A's
 - ⇒ 3 girls and 2 boys achieved 3A*'s and 1 A's
 - ⇒ 2 boys and 2 girls achieved 2A*'s and 2 A's
- Also, 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, French, Business, RS, Art, Economics, History and General Studies.
- As confirmed last year, since 2011 A/S grades are now aggregated at the end of Year 12, and are declared in the UCAS process. This provides additional incentive for students to focus on their studies immediately in Year 12.
- AS Level results for Year 12 closely matched those achieved last year, giving good cause to anticipate strong results at the end of Year 13 in 2013.
- Ecclesbourne is placed in the top ten schools nationally for successful Russell Group applications in data just published by the Department for education. 33% of students attend Russell Group universities after Ecclesbourne compared to 9% nationally.

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 how well it is performing in relation to the objectives of the School for the period in question:

Attainment & Progress at Key Stage 3 and 4 were outstanding.

- The overwhelming majority of students gained Level 5 and above in the Core KS3 Subjects (2012), : English: 95% (82) Mathematics: 92% (81), Science: 92% (83). These results are significantly above the national average (in brackets).
- Results at Level 6 and above were also in line with targets and well above the national average (in brackets). English 72% [47%], Maths 80% [59%], Science 71% [51%].
- GCSE % 5+ A*-C – the schools' target was to achieve 85% (+/- 5%) including English and Maths and performance was in line with this target with 84% of students achieving the benchmark.
- The schools' 3 levels of progress of English and Maths target was 86%. English achieved 84%, and Maths 90%. Performance was well above national figures (En – 68%/Ma – 68%).
- The Ecclesbourne School received a letter of congratulations from the Schools' Minister for being in the top 100 schools nationally in terms of performance of pupils in 'five GCSEs: English and mathematics and the pupils' three best other GCSEs'.
- GCE A Level– the schools average points per student target was 350 but the actual average points achieved was 395. The percentage of students targeted for A*-B grades was 60% and actual achieved was 69%; The percentage of students targeted for A*-A grades was 35% and actual achieved was 44%; The percentage of students targeted for all A* grades was 10% and actual achieved was 18%.
- The Ecclesbourne School is in the top ten non-selective state schools nationally in terms of successful applications to Russell Group Universities. Typically, 33-40% go on to study at these prestigious universities.
- 23% of students gained 3 A Levels at AAB in facilitating subjects. The national mean was 4%.
- Attendance – the target attendance of 95% was 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 88%.
- Admission number – the school's net capacity assessment target for student numbers is 1,369 and this was exceeded – with 1,422 students.



Financial Review

During the period the School received income of £7,279,000 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 £316,000 was received in other income.

At 31 August 2012 the net book value of fixed assets was £12,399,000 and movements in tangible fixed assets are shown in note 13 to 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 2012 of £14,290,000 comprising an amount of £12,454,000 in respect of restricted fixed assets funds, £2,384,000 in respect of unrestricted funds and a deficit of £548,000 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 £1,156,000 and payable over 18 years. Therefore, the School has managed this risk by budgeting to repay £40,500 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, details of which can be found in note 17 of the financial statements. The Trust has accumulated £1,600,000 of capital cash and has committed 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 396 applications for 210 places for Year 7 admissions in 2012. Waiting lists for places are maintained for Year 7, Year 8 and Year 9.

The key strategic activities for 2012/13 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.
- To further raise attainment at Key stage 4 by focusing on strategies to stretch all students of all abilities, to ensure that our results on all measures continue to rise
- To further 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 achieve grades C and above.
- To review our assessment and target setting strategies, ensuring that our assessment of students work is accurate, formative and that feedback is high quality. Ensure that all students are aware of aspirational target grades and the strategies needed to secure them.
- 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.
- To ensure that the construction of the a Sports Hall complex and refurbishment and conversion of the centre of the school is completed according to our detailed plans, on time, on budget, safely and in such a way that EFA ACMF monies are disbursed within the agreed time frame.
- To ensure the school is fully operational during the construction of the new Sports Hall.
- To ensure that the roof improvement project for E Block and the re-fenestration by the Main Hall is completed on time and within budget.

Auditor

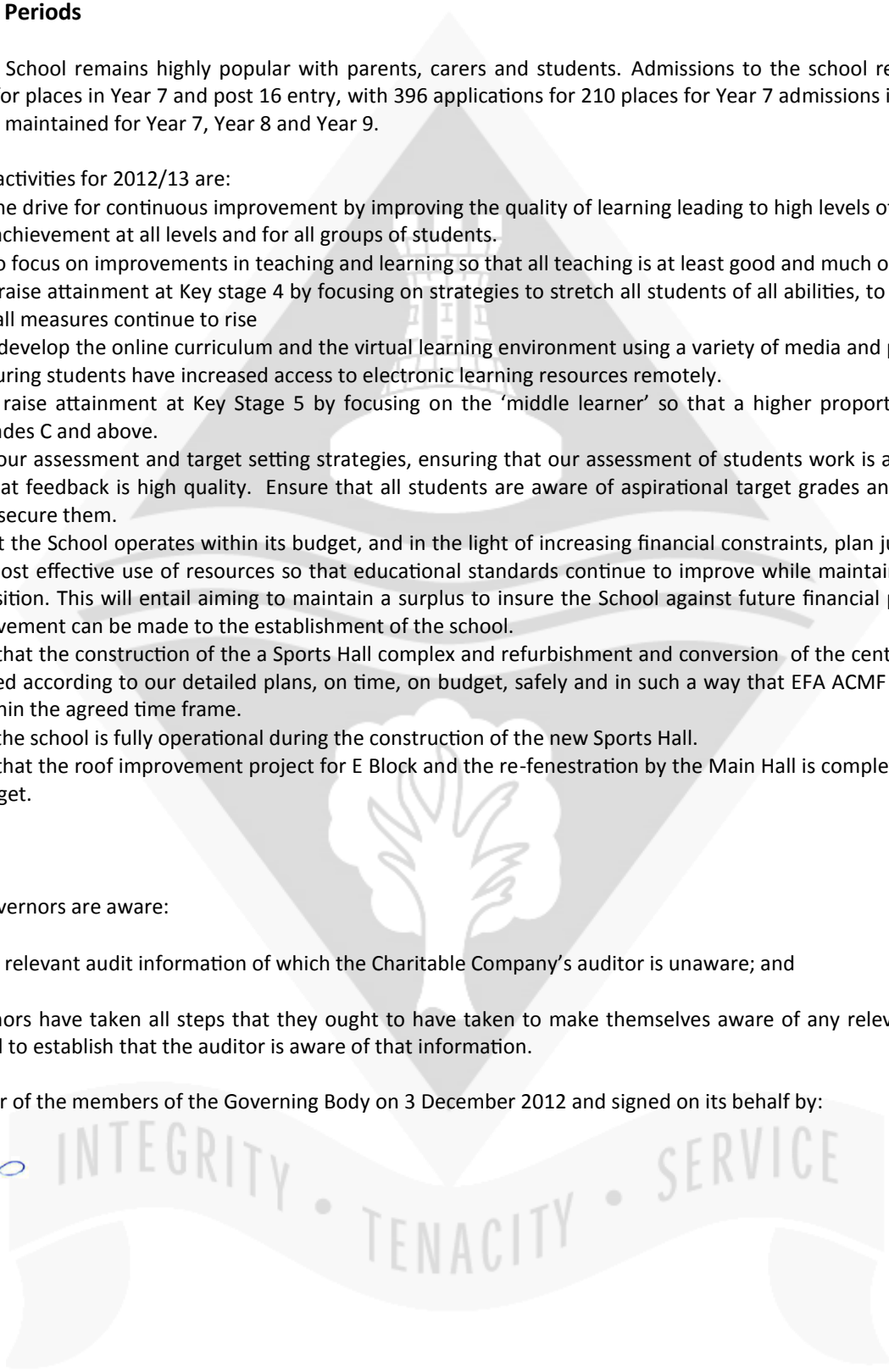
In so far as the governors are aware:

- There is no relevant audit information of which the Charitable Company's auditor is unaware; and
- The governors have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

Approved by order of the members of the Governing Body on 3 December 2012 and signed on its behalf by:



R. Lindop
[Chair]



Statement of Financial Activities for the period ended 31 August 2012
(including Income and Expenditure Account and Statement of Total Recognised Gains and Losses)

	Note	Unrestricted Funds £000	Restricted General Funds £000	Restricted Fixed Asset Funds £000	Total 2012 £000	Total 2011 £000
Incoming resources						
<i>Incoming resources from generated funds:</i>						
Voluntary income	3				-	13,706
Activities for generating funds	4	249	60		309	200
Investment Income	5	7			7	
<i>Incoming resources from charitable activities:</i>						
Funding for the School's educational operations	6		7,251	28	7,279	3,573
Total incoming resources		256	7,311	28	7,595	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	8	108	6,591	153	6,852	3,522
Governance costs	9		5		5	94
Total resources expended	7	108	6,596	153	6,857	3,616
Net incoming/(outgoing) resources before transfers		148	715	(125)	738	13,863
Gross transfers between funds	17		(124)	124	-	
Net income/(expenditure) for the period		148	591	(1)	738	13,863
Other recognised gains and losses						
Actuarial (losses)/gains on defined benefit pension schemes	17,24		(237)		(237)	(74)
Net movement in funds		148	354	(1)	501	13,789
Reconciliation of funds						
Total funds brought forward at 1 September 2011		2,176	(842)	12,455	13,789	
Funds carried forward at 31 August 2012		2,324	(488)	12,454	14,290	13,789

All of the academy's activities derive from continuing operations during the above two financial periods.
A statement of Total Recognised Gains and Losses is not required as all gains and losses are included in the Statement of Financial Activities.

Balance sheet as at 31 August 2012

	Notes	2012 £000	2012 £000	2011 £000	2011 £000
Fixed assets					
Tangible assets	13		12,399		12,428
Current assets					
Stock	14	6		6	
Debtors	15	139		98	
Cash at bank and in hand		3,359		2,659	
		3,504		2,763	
Creditors: Amounts falling due within one year	16	(457)		(483)	
Net current assets			3,047		2,280
Total assets less current liabilities			15,446		14,708
Net assets excluding pension liability			15,446		14,708
Pension scheme liability	24		(1,156)		(919)
Net assets including pension liability			14,290		13,789
Funds of the School:					
Restricted funds					
Fixed asset fund	17		12,454		12,455
General fund	17		608		77
Pension reserve	17		(1,156)		(919)
Total restricted funds			11,906		11,613
Unrestricted funds	17		2,384		2,176
Total funds			14,290		13,789

The financial statements were approved by the Governors, and authorised for issue on 3 December 2012 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 statements for the year ended 31st August 2012 set out on pages 18 to 19.

Respective responsibilities of the directors and the auditor

The Governors are responsible for preparing the summarised financial statements in accordance with applicable United Kingdom law. Our responsibility is to report to you our opinion on the consistency of the summary financial statements 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

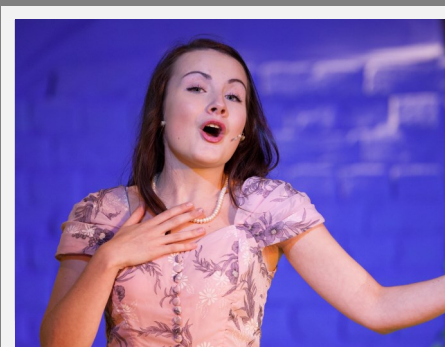
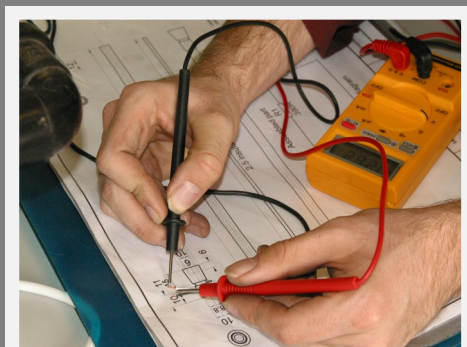
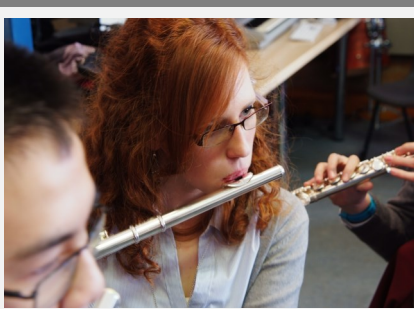
In our opinion the summary financial statements are consistent with the full annual financial statements and the Governors' Report of The Ecclesbourne School for the year ended 31st August 2012 and complies with the applicable requirements of Section 427 of the Companies Act 2006, and the regulations made thereunder.

Sibbalds Limited
Oakhurst House
57 Ashbourne Road
Derby
DE22 3FS

6th December 2012

Director's 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.



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Company Registration Number: 07524069 (England and Wales)
A Company Limited by Guarantee