

Company Registration Number: 08591532 (England & Wales)

NORTHAMPTON SCHOOL FOR GIRLS

(A Company Limited by Guarantee)

ANNUAL REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 AUGUST 2025

NORTHAMPTON SCHOOL FOR GIRLS
(A Company Limited by Guarantee)

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NORTHAMPTON SCHOOL FOR GIRLS
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REFERENCE AND ADMINISTRATIVE DETAILS

Members

Mrs F Dewsbery
Mr A Vincent
Mrs L Cullen

Trustees

Mr R Gray, Chair
Mrs L Wainwright
Ms S Webb (resigned 14 July 2025)
Mr P Hampton
Mrs D Lewis
Mrs D Tysoe (appointed 23 September 2024)
Mr M Blow (appointed 2 December 2024)
Mr J Kay (appointed 2 December 2024)
Mrs R West
Mrs A Bhosale (resigned 22 September 2025)
Mrs C Taboada-Naya, Headteacher & Accounting Officer

Company registered number

08591532

Company name

Northampton School for Girls

Principal and registered office

Spinney Hill Road, Northampton, NN3 6DG

Senior management team

Mrs C Taboada-Naya, Headteacher
Mrs A Boddy, Deputy Headteacher
Mrs C Carré, Deputy Headteacher
Mrs A Bell, Assistant Headteacher
Mr G Giles, Associate Assistant Headteacher
Mrs E Gother, Assistant Headteacher (resigned 23 February 2025)
Mrs C Green, Assistant Headteacher
Mrs M Kneeshaw, School Business Manager
Mr P Parker, Assistant Headteacher
Mr G Simmons, Assistant Headteacher
Mr A Fiendley, Associate Assistant Headteacher
Miss E Healy, Associate Assistant Headteacher
Mrs J Smallman, Lead Practitioner for SEND and Inclusion

Independent auditors

MHA, Century House, 1 The Lakes, Northampton, NN4 7HD

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REFERENCE AND ADMINISTRATIVE DETAILS (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Bankers

NatWest Bank, 41 Weston Favell Centre, Northampton, NN3 8FZ

Solicitors

Howes Percival LLP, Nene House, 4 Rushmills, Northampton, NN4 7YB

Browne Jacobson LLP
Mowbray House
Castle Meadow Road
Nottingham
NG2 1BJ

NORTHAMPTON SCHOOL FOR GIRLS
(A Company Limited by Guarantee)

TRUSTEES' REPORT
FOR THE YEAR ENDED 31 AUGUST 2025

The Trustees present their annual report together with the financial statements and auditor's report of the charitable company for the year 1 September 2024 to 31 August 2025. The annual report serves the purposes of both a Trustees' report, and a directors' report under company law.

The trust operates an academy for pupils aged 11 to 18 within the county of Northamptonshire. It had a roll of 1,671 in the school census on 1 October 2025.

Structure, governance and management

a. 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 Trustees of Northampton School for Girls Academy Trust Limited (NSG) are also the directors of the charitable company for the purposes of company law. The charitable company operates as Northampton School for Girls.

Details of the Trustees who served during the year, and to the date these accounts are approved are included in the Reference and Administrative Details on page 1.

b. 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.

c. Trustees' indemnities

The Companies Act 2006 s236 requires disclosure concerning qualifying third party indemnity provisions.

d. Method of recruitment and appointment or election of Trustees

The Articles of Association gives the methodology for the recruitment, appointment or election of Trustees as follows: The Members may appoint up to 4 Trustees, subject to Article 50A.

Article 50A states that the total number of Governors (including the Headteacher) who are employees of the Academy Trust shall not exceed one third of the total number of Governors.

Parent Governors

Subject to Article 57, Parent Governors shall be elected by parents of registered students at the Academy. A Parent Governor must be a parent of a student at the Academy at the time when they were 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 student at the Academy. 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 electronically, by post or, if they prefer, by having their ballot paper returned to the Academy Trust by a registered student at the Academy.

NORTHAMPTON SCHOOL FOR GIRLS
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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Structure, governance and management (continued)

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 student at the Academy is informed of the vacancy and that it is required to be filled by election, informed that they are entitled to stand as a candidate, and vote at the election, and given an opportunity to do so.

In appointing a Parent Governor, the Governing Body shall appoint a person who is the parent of a registered student at the Academy; or where it is not reasonably practical to do so, a person who is the parent of a child of compulsory school age.

Co-Opted Governors

Governors may appoint up to 5 Co-opted Governors.

A co-opted governor is a member of the School's Governing Body who is appointed by the existing governors, rather than being elected or appointed by external authorities or stakeholders (such as parents, staff). Co-opted governors are selected based on the skills, experience, and knowledge they can bring to the governing body, to help strengthen its overall effectiveness in supporting and overseeing the school. Their role is to contribute to the strategic leadership of the school, ensuring accountability and helping to set the school's vision, ethos, and long-term goals.

Governors may not co-opt an employee of the Academy Trust as a co-opted Governor if thereby the number of Governors who are employees of the Academy Trust would exceed one third of the total number of Governors (including the Headteacher).

e. Policies adopted for the induction and training of Trustees

The Governing Body have adopted the procedures provided in the 'Governors' Induction Handbook' for Northampton School for Girls.

f. Organisational structure

Members

The initial Members of the Academy Trust were the subscribers to the Memorandum of Association. Subsequent Members of the Academy Trust are:

- a) the chair of the Governors;
- b) the chair of the Finance and Audit Committee (or such successor committee which the Governors may determine);
- c) the chair of the Quality of Education Committee (or such successor committee which the Governors may determine); and
- d) any person appointed under Article 16 of the Articles of Association.

The members are responsible for:

- a) Appointing additional members under Article 16;
- b) Appointing additional governors under Article 50.

NORTHAMPTON SCHOOL FOR GIRLS
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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Structure, governance and management (continued)

The following powers are reserved to the Members:

- a) Amending the articles of association;
- b) Changing the name of the Academy Trust; and
- c) Removing a Director (subject to certain Companies Act formalities).

Governors

Subject to Articles 48 and 49 of the Articles of Association, the Academy Trust has the following Governors:

- a) up to 4 Governors, appointed by the members (under Article 50);
- b) a minimum of 2 Parent Governors (appointed under Articles 53-58);
- c) 3 Staff Governors (subject to Article 50A);
- d) the Headteacher;
- e) any number of co-opted Governors appointed under Article 59.

The roles of the Governors, Headteacher and School Business Manager are identified within the scheme of delegation; as well as the terms of reference for each committee; and the roles and responsibility documentation for each of these named roles.

The Headteacher is the Accounting Officer, designated as accountable for regularity, propriety and value for money.

g. Arrangements for setting pay and remuneration of key management personnel

None of the members receive any remuneration for their services.

The pay of key management personnel (the Senior Leadership Team) is determined by the Governing Body. The levels of pay are based on the reference points as detailed in the School Teachers' Pay and Conditions Document (STPCD) 2024, and reflects the size of the academy. These levels of pay are benchmarked through annual review of pay structures in comparable standalone academies.

The Pay Committee, a sub-committee of the Governing board, authorises any increments in this range. There are no bonus arrangements for senior leaders.

h. Related parties and other connected charities and organisations

Northampton School for Girls is a strategic partner of the Northamptonshire Teaching School Hub, a network of Good and Outstanding academies across all phases and specialisms, aligned with reputable and expert external partners to help to deliver the vision of the self-improving school. Working collaboratively, it forms a powerful community of expertise in Northamptonshire, through partner schools and organisations both regionally and nationally.

Northampton School for Girls is also a delivery partner for Northampton Teacher Training Partnership, Pilgrim and GUTP, all school centred initial teacher training providers. The School now has longstanding partnerships with Ambition Institute, Teach First, Science Learning Partnership, and other smaller national charities responsible for the professional development of staff at all levels.

The Headteacher serves on the SEND and Alternative Provision Strategic Board for West Northamptonshire County Council. The strategy focuses on six priority areas towards ensuring better outcomes for SEND families, as West Northants, like many other local authority areas nationally, tackles the challenges towards addressing a lack of specialist school places against a rising additional demand of 20% each year.

TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Objectives and activities

a. Objects and aims

Northampton School for Girls Academy Trust is committed to a school culture grounded in its core values 'Respect for Self, Respect for Others and Respect for Learning'. These values are encapsulated in its Objectives and Aims, as follows:

1. Raising Educational Standards

- Deliver high-quality education to all students, regardless of background or ability.
- Strive for continuous improvement in teaching and learning to raise achievement.
- Foster a culture of excellence where students are encouraged to reach their full potential.

Strategies for achieving these include: the refinement of data analysis systems across all key stages; a continued focus on securing a high-quality curriculum, with a sustained focus on Mathematics and Science as areas of improvement, continued investment in high quality support systems for all learners, and adaptable approaches in response to students' changing needs.

2. Promoting Student Wellbeing and Personal Development

- Support students' social, emotional, and mental health to help them thrive academically and personally.
- Emphasise and encourage values like respect, resilience, and responsibility, in order to prepare students for life beyond school.
- Provide opportunities for students to develop leadership skills, creativity and confidence.

Strategies for achieving these include: the development of wellbeing ranges that support a graduated response to individual needs, recruitment of a full-time counsellor and wellbeing lead, increase communication with parents, signposting them to relevant information and increase the workshops available to them to support their child's needs, for example, self-harm or anxiety workshops.

3. Providing Strategic Leadership and Governance

- Establish a clear vision, ethos, and strategic direction for the Academy Trust.
- Ensure effective governance and accountability, with a focus on transparency, ethical standards, and compliance.
- Empower school leaders while ensuring consistency in key areas, including curriculum and safeguarding.

Strategies for achieving these include: targeted recruitment of governors in specific areas of expertise, for example IT and Finance. A full review of existing leadership procedures, involving internal review and leading to external review. Ongoing training and support for governors and for leaders within the School.

4. Supporting Staff Development and Retention

- Invest in the professional development and well-being of staff, creating pathways for career growth.
- Develop high-quality training programmes and collaborative opportunities across partnerships to retain skilled educators and leaders.
- Foster a positive and inclusive workplace culture that values staff contributions and encourages innovation, without losing focus on the key priorities of the School.

TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Objectives and activities (continued)

Strategies for achieving these include: continued focus on reducing unnecessary workload for teachers (so that teachers' time to be taken only with activities that support learning); further development of the in-house CPD programme to meet teachers' needs and the development of partnerships with the Teaching School Hub, other local schools and providers; provision of bespoke training for teachers, reflecting outcomes of the appraisal process and emerging needs; the option of joining a peer-to-peer programme to facilitate professional development.

5. Ensuring Financial Sustainability and Resource Efficiency

- Manage resources effectively to ensure long-term financial health and value for money.
- Make strategic decisions about resource allocation to support student outcomes and operational stability.

Strategies for achieving these include: reinforcing the School's existing financial expertise, exploring opportunities for capital development, an increased focus on promoting the School and its educational excellence and an ongoing review of the IT infrastructure and development.

6. Collaborating with Stakeholders and the Community

- Build strong partnerships with parents, local communities, and external organisations to enhance students' learning experiences, as well as the experiences offered to staff.
- Encourage community involvement and ensure that the Academy Trust's activities align with community needs and values.
- Actively engage with parents and carers to foster a collaborative approach to each child's education.

Strategies for achieving these include: on going development of existing relationships with high quality organisations and proactively seeking out partnerships with other high quality organisations, that support the aims of the School, increased opportunities to work with parents, for example through workshops and forums, in order to strengthen the existing relationships with stakeholders.

7. Encouraging Innovation and Adapting to Change

- Stay responsive to changes in educational policy and adopt best practices to enhance teaching and learning.
- Innovate with new educational techniques, digital tools, and methods that can improve student engagement and achievement.
- Regularly evaluate and adapt strategies to meet evolving needs of students, staff, and the wider educational landscape.

Strategies for achieving these include: development of a business case for increasing leadership expertise in IT and innovation, a full review of current best practice in IT, including IT infrastructure, AI and other areas of innovation, and visiting organisations leading the way in this area.

Values

The Academy Trust commits itself, so far as is lawful in light of the Objects, to conduct its affairs in a manner consistent with the Values.

At Northampton School for Girls, the Values are defined as "Respect for Self, Respect for Others, and Respect for Learning". These values form the foundation of our culture and the guiding principles of everything we do. They underpin our curriculum, our relationships, and the way our community works together, shaping an environment where every student feels valued, confident, and inspired to achieve.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Objectives and activities (continued)

1. Respect for Self:

Northampton School for Girls encourages every student to develop self-respect through personal responsibility, self-reflection and resilience. This commitment extends beyond academic success, fostering a deep sense of pride, integrity and accountability in one's actions, achievements and personal growth. Students are taught to recognise and value their individuality, to take ownership of their learning and behaviour, and to uphold the highest standards in all they do. By nurturing confidence, self-discipline and emotional intelligence, the school equips young people to face challenges with courage and to act with respect for themselves and others in every aspect of life.

2. Respect for Others:

Respect for others is at the heart of our inclusive and compassionate community. It involves empathy, kindness, and an appreciation of diverse perspectives. Northampton School for Girls celebrates the rich diversity of its students and staff, encouraging all members of the community to value the identities, beliefs, and rights of others. This value also emphasises positive social interactions and collaboration, helping students develop into thoughtful, respectful, and compassionate members of both the school and the wider society.

3. Respect for Learning:

Respect for learning at Northampton School for Girls is about cultivating curiosity, discipline, and a lifelong enthusiasm for knowledge. The school maintains high expectations for engagement and behaviour, fostering an environment where every student can thrive academically. This value promotes intellectual curiosity and resilience, encouraging students to take pride in their learning and to contribute positively to a culture where education is valued, effort is recognised, and success is celebrated.

Together, these three Values define the character and purpose of Northampton School for Girls. They are central to creating an aspirational, nurturing, and purposeful environment where students feel safe, respected, and empowered to excel, not only in their academic studies but also in their personal development and contribution to the wider world.

b. Objectives, strategies and activities

The Academy Trust's objects ("the Objects") are specifically restricted to the following:

a. 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 Academy");

b. to promote for the benefit of the inhabitants of Northampton and the surrounding area the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances or for the public at large in the interests of social welfare and with the object of improving the condition of life of the said inhabitants.

Objectives and activities (continued)

c. Public benefit

The Academy has continued to serve the community through enabling access to its facilities. The school theatre is made available at a reduced cost to community groups and this provides high quality facilities for children and young people across the town. In making this statement it is noted that the Academy Trust's Trustees have complied with their duty to have due regard to the guidance on public benefit published by the Charity Commission (on their website at Charities and Public Benefit) in exercising their powers or duties.

Strategic report

Achievements and performance

1. Raising Educational Standards: Achievement and Performance

The focus for Northampton School for Girls this academic year has been on supporting all students to make strong progress, ensuring that every young person is on a clear pathway to success and that no child misses out on the full educational experience. We have made some significant modifications to the KS3 curriculum and to entry requirements and expectations in the Sixth Form, and to our inclusion strategies across the school. Our ongoing ambitions are always to empower students to reach their potential, recognising that success may look different for each individual. We are committed to celebrating the unique strengths of every student, believing that each one has the potential for extraordinary achievement. Our expectations remain high: we encourage all students to strive for excellence, both academically, personally and creatively. This unwavering commitment to ambition and integrity underpins our holistic approach to education, ensuring each young person is nurtured, challenged, and empowered to flourish in every aspect of their life.

In 2024/25 we continued to see increased numbers of applications to our school, with the number of feeder schools still remaining large at 82, across three different regions. Our PAN returned to 270, having previously increased as a result of agreeing to take 'bulges' of an additional 20 students to assist the local authority with place planning. We continue to be significantly oversubscribed and maintain a strong reputation across the county. In 2024/2025, attainment outcomes at Key Stage 4 placed Northampton School for Girls as the second highest-performing school in West Northamptonshire and the third highest across Northamptonshire as a whole. These outcomes reflect the sustained dedication of our students, staff, and families, and affirm our continued commitment to academic excellence and aspiration for every learner.

We continued to experience a high volume of applications to our Sixth Form in 2024/2025. This coincided with the first stage of a two-year phased increase in our general entry requirements. The fact that we successfully maintained student numbers during this period of higher academic thresholds is a strong indicator of the continued appeal of our post-16 provision. The positive trajectory in Sixth Form admissions reflects the breadth and quality of our curriculum offer, the strength of our reviewed pathways, and the exceptional destinations secured by our students. Together, these outcomes provide clear evidence of the high-quality experience and outcomes our students achieve at Northampton School for Girls.

At the same time, we saw a modest but positive improvement in our Year 13 outcomes, reflecting the early impact of the improvement measures we had introduced. These outcomes indicate that our strategic actions are beginning to embed effectively and translate into measurable gains in student achievement

In January 2023, we appointed an Assistant Headteacher responsible for SEND and Inclusion, significantly strengthening strategic leadership and oversight in this vital area. This role enabled the refinement of existing systems and a sharper focus on ensuring the effective use of notional SEND funding, while maximising opportunities to secure additional support from the Local Authority. As a result, financial processes linked to SEND are now more robust, with clear alignment between provision, funding, and pupil outcomes.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Strategic report (continued)

Achievements and performance (continued)

This work was undertaken in close collaboration with the School Business Manager to ensure both efficiency and sustainability.

To enhance operational capacity, an additional SENDCo was appointed in 2023 to support the day-to-day coordination of provision and to embed best practice across the school. Following the departure of the Assistant Headteacher for SEND and Inclusion in February 2024, a Lead Practitioner for SEND and Inclusion was appointed, who is currently undertaking the national SENDCo qualification. The Deputy Headteacher and Lead DSL continues to provide strategic oversight of the SEND team and is also completing the SENDCo qualification. By 2026, the school will have at least three members of staff with the SENDCo qualification, further strengthening expertise, leadership resilience, and succession planning within this area.

Applications for places from students with Special Educational Needs and Disabilities continue to rise, reflecting growing confidence in the quality and impact of our provision. SEND remains a central priority within the school's improvement strategy and is integral to our wider commitment to inclusion, belonging, and equity. Through this work, Northampton School for Girls ensures that every student is supported to achieve highly, participate fully, and thrive personally, socially, and academically.

During 2024/2025, the school made significant progress in the effective use of Provision Map, which was originally introduced in 2022/2023 to enhance the communication of information about students with SEND to staff and families. The system is now fully embedded within school processes and has become a key tool in ensuring consistency, accuracy, and transparency in the monitoring and sharing of individual student needs and provision. A full review of its implementation and impact will take place in the next academic year to ensure that its potential is being maximised to further strengthen the quality of SEND provision and parental engagement.

During 2024/2025, our Quality Assurance (QA) processes continued to mature and remain firmly embedded within the school calendar at both whole-school and faculty level. These activities follow a clearly defined cycle of monitoring, evaluation, and review across the academic year, ensuring that evidence-based analysis directly informs improvement. The cycle culminated once again in a series of faculty-based deep dives in July, supported by external subject-specific expertise to secure rigorous self-evaluation and precise, quality-assured improvement planning. These deep dives are now an established feature of our QA framework and continue to provide invaluable insight into curriculum quality, teaching effectiveness, and the impact of leadership at all levels.

This year also saw the appointment of an Associate Assistant Headteacher for Quality of Education and Inclusion, bringing valuable additional capacity, expertise, and strategic focus to this area. Alongside strengthening consistency and coherence across faculties, they have been leading the development of the school's Educational Blueprint — refining it further in preparation for the launch of Phase 2 in September 2025. This work is central to ensuring that the curriculum remains both ambitious and inclusive, reflecting the school's values and our commitment to excellence for all learners.

In parallel, we have continued to prioritise professional development to ensure that staff possess the subject knowledge and pedagogical expertise required to refine and adapt curriculum delivery. This includes a balance of internal and external training opportunities. Expert practitioners within the school, identified through the QA process, have been trained and provided with time to lead coaching, curriculum innovation, and the sharing of best practice across departments.

TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Strategic report (continued)

Achievements and performance (continued)

The sustained focus on quality assurance, leadership capacity, and professional learning has led to demonstrable improvements in the consistency and depth of teaching across subjects. Curriculum intent and implementation are now more clearly aligned, with enhanced sequencing, assessment practice, and adaptive teaching evident in classrooms. Faculty self-evaluations are increasingly accurate and improvement planning is sharply focused, ensuring that resources are deployed where they have the greatest impact. These developments have strengthened the school's overall readiness for external scrutiny, particularly in relation to the Quality of Education judgement under the Ofsted 2025 framework, and most importantly, continue to drive improvements in student engagement, progress, and outcomes.

Alongside ongoing attention to key examination groups in Years 11 and 13, we continue to give particular focus to Years 7 and 9 as pivotal transition points in students' learning journeys. This strategic emphasis enables us to accelerate progress as students join the school and to ensure they are fully prepared for the demands of their GCSE courses. The impact of these strategies continues to show in the improvement in Attainment.

There is ongoing refinement of our pastoral systems to ensure that collaboration between the SEND and pastoral teams continues to be strengthened. This integrated approach enables earlier identification of need, more targeted support, and a seamless alignment between academic, pastoral, and inclusion priorities, ensuring that every student is known, supported, and challenged to thrive.

We continue to develop and refine a curriculum that empowers students to understand, question, and positively shape the world around them. Our curriculum design increasingly reflects the evolving demographic of our student body and responds thoughtfully to the complex, dynamic global context in which our young people live and learn. Across all subjects, we ensure that each curriculum offers a coherent and progressive programme of study, building knowledge and skills systematically term by term and year by year. This deliberate sequencing enables students to deepen their understanding over time, make meaningful connections across disciplines, and develop the confidence, curiosity, and agency that sit at the heart of Northampton School for Girls education.

We remain steadfast in our commitment to developing and refining a curriculum that not only empowers students to understand the world around them but also equips them with the skills and knowledge to shape it for the future. Our goal is to prepare them for the challenges and opportunities they will encounter both now and in adulthood. In response to the evolving needs of our diverse student body and the dynamic global landscape, we continue to ensure that our curriculum remains relevant, inclusive, and forward-thinking.

A key focus this year has been ensuring that students develop a secure and critical understanding of Artificial Intelligence and its growing influence across all areas of life. Through subject teaching, assemblies, and enrichment opportunities, we support students to explore the ethical, creative, and practical implications of AI; learning how to use emerging technologies responsibly, evaluate information critically, and harness innovation to enhance learning and problem-solving. This cross-curricular approach reflects our ambition to prepare students not only to adapt to change but to lead it with integrity and confidence. We recognise that this forward-looking curriculum, rooted in inclusion, intellectual curiosity, and social responsibility, is a central reason why families choose Northampton School for Girls, why students thrive here, and why staff are inspired to contribute to our shared vision of excellence.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Strategic report (continued)

Achievements and performance (continued)

The introduction of these two complementary leadership roles has already begun to yield measurable impact across the school. The Lead for Curriculum and Academic Excellence has strengthened the coherence, sequencing, and ambition of subject curricula, ensuring that students experience a consistently high-quality education across all disciplines. Meanwhile, the Lead for Belonging and Culture has enhanced our collective focus on inclusion, representation, and student voice, ensuring that every young person feels seen, valued, and supported to succeed. Together, their work has deepened staff understanding of how academic excellence and belonging are interdependent, fostering a culture in which high expectations are matched by high levels of care and equity. Early indicators, including student feedback, engagement data, and faculty evaluations, demonstrate improved confidence, connection, and motivation among students, clear evidence of the positive influence of these strategic developments.

In every subject area, we have continued to strengthen the coherence and sequencing of our programmes of study, ensuring that knowledge and skills build progressively from term to term and year to year. This approach enables students to develop a secure understanding of key concepts and to apply their learning with increasing confidence and independence.

During 2024/2025, we sustained and further refined our strong STEM (Science, Technology, Engineering, and Mathematics) provision, including the introduction of GCSE Statistics to deepen students' analytical and quantitative reasoning skills. Alongside this, we have enhanced our financial education offer to ensure that all students develop essential economic literacy and an understanding of financial decision-making — skills that are critical to personal empowerment and future employability.

Across the wider curriculum, we have continued to embed global perspectives, particularly within Geography, History, and Languages, so that students gain a broader awareness of international issues, diverse cultures, and the interconnectedness of the modern world. Sustainability and environmental education also remain a consistent theme across subjects, reinforcing the vital role young people play in shaping a more equitable, responsible, and sustainable future.

a. Key performance indicators

We are pleased to continue to see a trend of strong educational performance in Attainment 8 Measures.

The tables below, show the improvements in external examinations all pupils over time as a more accurate measure of improvement over time.

Year	Cohort	School	National	National distribution banding
2024	280	53.4	45.9	Above (sig+)
2023	276	56.6	46.3	Above (sig+)
2022	284	58.1	48.8	Above (sig+)

TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Strategic report (continued)

Achievements and performance (continued)

At Northampton School for Girls, we view destinations as an equally important measure of success alongside examination outcomes. Our aim is not only to secure excellent academic results but also to ensure that every student progresses to a pathway that reflects their aspirations, interests, and potential. We have a highly developed and coherent programme of careers education, information, advice, and guidance (CEIAG), with the greatest support directed towards those students with the greatest need.

In 2023/2024, 90% of our Post-16 students secured their first-choice destination, a figure significantly above the local average and a strong indicator of both the quality of our provision and the ambition of our students. These outcomes are supported by long-term data trends: according to the school's IDSR (Inspection Data Summary Report), published in November 2025, sustained destination measures remain consistently and significantly above national averages, with 96% of 2020 leavers, 97% of 2021 leavers, and 98% of 2022 leavers remaining in education, employment, or training.

This pattern of success reflects the impact of high-quality guidance, strong academic foundations, and a culture that nurtures both aspiration and readiness for life beyond school. It demonstrates that our students leave Northampton School for Girls not only with excellent qualifications.

2. Promoting Student Wellbeing and Personal Development

At Northampton School for Girls, we place a strong and deliberate emphasis on the holistic development of our students, recognising that academic success is inseparable from their emotional, social, and mental wellbeing. Our commitment to wellbeing and personal development is woven through every aspect of school life, from curriculum design and classroom practice to enrichment, leadership, and community engagement. We continue to review and adapt our approach to ensure it reflects both the evolving needs of our students and the changing landscape in which they live and learn.

During 2024/2025, we have further strengthened our efforts to promote a safe, nurturing, and aspirational environment in which students are encouraged to flourish as individuals. Through targeted pastoral initiatives, wellbeing programmes, and inclusive extracurricular opportunities, we support students to develop resilience, empathy, and confidence; equipping them with the skills and mindset necessary to navigate the complexities of modern life and to contribute positively to society.

Wellbeing Curriculum and Mental Health Support

Our approach to promoting student wellbeing is integrated across the curriculum and pastoral systems, with a particular focus on developing emotional intelligence, resilience, and self-awareness:

- **Personal, Social, Health and Economic (PSHE) Education:** At Northampton School for Girls, PSHE education sits at the heart of our commitment to developing confident, informed, and socially responsible citizens and our students thoroughly enjoy engaging in PSHE activities. Our programme ensures that students acquire the knowledge, skills, and understanding needed to navigate the world safely, respectfully, and with integrity.
- Throughout 2024/2025, PSHE lessons have continued to cover key themes such as mental health, emotional wellbeing, healthy relationships, and essential life skills. The introduction of a Managing Stress and Anxiety module was particularly well received by students in Years 10 and 11, providing practical strategies for managing academic pressure and personal challenges ahead of GCSE examinations.

TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Strategic report (continued)

Achievements and performance (continued)

- Given our context as a large, diverse girls' school in Northampton, we place particular emphasis on safeguarding education that empowers our students to recognise, understand, and respond appropriately to risk. This includes focused teaching on consent, healthy relationships, honour-based abuse, forced marriage, county lines, and gang involvement. These topics are delivered sensitively and age-appropriately, drawing on the expertise of safeguarding professionals, police liaison officers, and trusted external agencies. Through these sessions, students are supported to develop critical awareness, resilience, and the confidence to seek help for themselves or others.
- Our PSHE curriculum is continually reviewed to reflect local and national safeguarding trends and to ensure that the education we provide is both preventative and empowering. In doing so, we aim to equip every student not only with the skills to stay safe but with the moral courage and confidence to make informed, compassionate choices as young women shaping their futures and contributing positively to their communities.
- Mental Health Awareness: Mental health and wellbeing remain central to our pastoral and inclusion strategy at Northampton School for Girls. We recognise that emotional resilience, confidence, and self-awareness are essential foundations for both academic success and personal fulfilment. Our whole school approach combines preventative education, early identification, and targeted intervention, ensuring that every student can access the right support at the right time.
- Our partnership with the Mental Health Support Team (MHST) has become firmly embedded over the course of 2024/2025 and now forms an integral part of our wellbeing offer. This collaboration enables early access to professional mental health advice, targeted interventions for students experiencing low mood, anxiety, or emotional distress, and specialist training for staff. Through joint planning, regular consultation, and direct student work, the MHST has strengthened our capacity to identify emerging needs promptly and provide evidence-based, school-embedded support.
- In partnership with local mental health services, we also delivered a highly successful Mental Health Awareness Week, which included workshops, discussions, and creative activities designed to break down stigma and promote open, honest conversations about wellbeing. Students led a powerful social media campaign encouraging peers to seek help, while guest speakers — including mental health professionals, community advocates, and former students — shared personal experiences and strategies for maintaining emotional health.
- Our wellbeing provision is further enhanced by the expertise of our highly experienced in-school counsellor, qualified life coach, and team of school-based mentors, who provide dedicated one-to-one and small-group support. Working in close partnership with our pastoral, safeguarding, and MHST colleagues, they ensure that every student receives compassionate, timely, and tailored care. This joined-up model has been instrumental in improving engagement, reducing barriers to learning, and embedding a culture where seeking help is recognised as a sign of strength.
- Recognising national and local concerns around self-harm, all staff received enhanced training on supporting students who self-harm, ensuring they are equipped to identify early signs, respond sensitively, and signpost appropriately. Delivered in collaboration with MHST and external mental health professionals, this training has strengthened our collective safeguarding capacity and increased staff confidence in responding to complex emotional needs.

Strategic report (continued)

Achievements and performance (continued)

Pastoral Support and Emotional Health Services

Our dedicated pastoral team plays a pivotal role in ensuring that every student at Northampton School for Girls is known, valued, and supported in all aspects of their personal and academic development. Inclusion sits at the heart of this work, ensuring that every young person feels a genuine sense of belonging within our community. Alongside the day-to-day guidance provided by form tutors, we deliver targeted and bespoke support for students with specific pastoral, emotional, or wellbeing needs, ensuring that provision is equitable and responsive to the diversity of our student body.

Throughout 2024/2025, we have strengthened the expertise of our pastoral leaders through enhanced professional training, enabling them to respond more effectively to emerging mental health, safeguarding, and inclusion-related needs. Delivered in collaboration with the Mental Health Support Team (MHST) and local health professionals, this training focused on trauma-informed practice, inclusive approaches to behaviour and wellbeing, and supporting students experiencing self-harm, anxiety, or low mood. As a result, pastoral leaders are increasingly confident in providing proactive and compassionate care, rooted in understanding and respect for individual difference.

We continue to offer a comprehensive in-house counselling service, with a full-time, qualified counsellor providing confidential, student-centred support. Students are encouraged to self-refer, and staff referrals ensure early intervention where needed. The counselling team also provides wellbeing support to staff, promoting a culture of care across the whole school.

Our internal offer is further strengthened by partnerships with The Lowdown, Place2Be, Young Minds, and the MHST, which provide targeted interventions and access to specialist expertise for students with more complex or persistent needs. These collaborations ensure that every student can access the right level of support, reinforcing our inclusive approach to mental health and wellbeing.

Each week, we host a Wellbeing Cafe dedicated to promoting mental, physical, and emotional health. Activities include mindfulness workshops, stress management sessions, fitness challenges, and nutritional guidance, all designed to help students build confidence, resilience, and lifelong healthy habits. In Spring 2024, the initiative received particularly positive feedback from students, many of whom commented on the sense of connection, inclusion, and empowerment the programme fostered.

The collective impact of our enhanced pastoral, counselling, and inclusion provision has been both measurable and profound. The enhanced training received by pastoral leaders has led to earlier identification of need, greater consistency in support, and increased staff confidence in addressing complex emotional and behavioural concerns. This has contributed to a reduction in crisis referrals and an improvement in the timeliness of interventions, particularly for students identified through the MHST partnership.

Student engagement with wellbeing services has continued to rise, with sustained increases in self-referrals and participation in mentoring and counselling programmes, reflecting high levels of trust in our support systems. Feedback from students highlights that they feel listened to, respected, and included, while parents have reported increased confidence in the school's capacity to support mental health through our parental workshops and communication channels.

Our inclusive approach has also strengthened student belonging and resilience, evidenced by improved attendance among key vulnerable groups and positive trends in student voice surveys. The work of the in-school counsellors, life coach, and school-based mentors has been instrumental in helping students develop coping strategies, self-awareness, and emotional regulation skills.

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TRUSTEES' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

Overall, the integration of wellbeing, inclusion, and safeguarding across our pastoral structures has created a cohesive framework in which every student is supported to thrive, supporting attendance and, consequently, academic and personal successes for our students. Northampton School for Girls continues to be recognised locally as a model of effective, inclusive pastoral care, one that combines professional expertise, compassion, and ambition to ensure that all students are equipped to succeed both within and beyond school.

Promoting Personal Development through Enrichment Activities

At Northampton School for Girls, student leadership and student voice are at the heart of our ethos. We believe that empowering young women to lead with confidence, compassion, and conviction is central to their personal growth and to the life of the school. Leadership is not reserved for the few but fostered in every student, through opportunity, trust, and the expectation that they will make a meaningful contribution to their community.

During 2024/2025, we formalised the structure of our Student Council, establishing it as the central forum through which all student leadership activity is coordinated. This reorganisation has unified our leadership model and strengthened the visibility and influence of student voice across the school. This work will continue to develop in 2025/2026, ensuring that the structures firmly embedded. The Council now brings together the Charter for Unity and Equality Council, the Eco-Council and Eco-Committee, the Fair Trade Committee, the Student Leadership Team, and the Peer Mentoring Programme, creating a coherent and representative structure that ensures every voice is heard and every perspective valued.

In 2023/2024, over 500 students held leadership or ambassadorial roles, leading initiatives that drive cultural, environmental, and social change. The Eco-Council has played a pivotal role in embedding sustainability across the school, leading projects such as the Back on the Rack initiative, a student-led sustainable fashion exchange that promotes environmental responsibility and inclusion. Our Student Leadership Team and Sixth Form Student Council have continued to lead the school's Anti-Bullying Campaign, organise student-led assemblies on themes including equality, consent, and mental health, and model the school's core values of respect, courage, and kindness.

Student-led charity work remains a defining feature of our culture. Across 2023/2024, students raised substantial funds for local and national charities through innovative, student-organised events, from sponsored sports challenges to creative arts showcases. Collectively, students contributed over 4,000 hours to community projects and volunteering, including work with local care homes, food banks, and primary schools. These initiatives not only develop leadership, empathy, and social awareness but also exemplify the collective moral purpose that underpins our school community.

With over 40 extracurricular clubs and societies operating across the year, including Sports Leaders, Duke of Edinburgh's Award, and Wellbeing Club, our students continue to explore their passions and develop the skills, confidence, and agency that prepare them to lead beyond NSG. Through these diverse and inclusive opportunities, every student has the chance to grow, contribute, and be heard.

We are clear: We want our young people to participate, lead, innovate, and inspire. Their voices shape our culture, their actions strengthen our community, and their leadership continues to embody the excellence, integrity, and purpose that define our school.

TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Strategic report (continued)

Achievements and performance (continued)

Safeguarding and Inclusive Support

Student wellbeing at Northampton School for Girls is underpinned by a comprehensive and deeply embedded safeguarding framework that ensures every student feels safe, valued, and included. Safeguarding is not a standalone process but a culture, one that permeates every aspect of school life and is understood and enacted by all staff.

In December 2024, we appointed a highly experienced Safeguarding Manager, whose expertise has significantly strengthened our capacity and refined the systems that support our students and families. This role has enhanced the precision, responsiveness, and consistency of our safeguarding practice, introducing clearer lines of communication, improved case tracking and reporting, and strengthened triage processes for early intervention. As a result, referrals are now handled with even greater timeliness and efficiency, enabling the school to deliver coordinated, wraparound care for those most in need.

Our safeguarding framework is closely linked to wellbeing, pastoral care, and student leadership. In 2023/2024, we revised our Anti-Bullying Policy to provide clearer guidance on online harassment, peer-on-peer abuse, and the emotional wellbeing of victims. This work is reinforced through student voice: the Sixth Form Student Leadership Team continues to lead powerful anti-bullying initiatives, including peer-to-peer workshops and student-led assemblies. These initiatives have significantly strengthened student confidence in reporting concerns and have further embedded the message that NSG is a community built on kindness, respect, and accountability.

Our refined safeguarding systems operate seamlessly across all levels of school life, from early identification and intervention through pastoral channels, to coordinated support involving external agencies such as MHST, Social Care, and Police Liaison Officers. Regular multi-agency reviews and staff briefings ensure that safeguarding remains proactive, transparent, and continuously improving. Leaders engage in daily discussion of safeguarding matters, ensuring that emerging concerns are addressed swiftly and proportionately. Formal meetings with pastoral leaders take place weekly, providing structured oversight and ensuring that clear, consistent channels of communication are maintained across all aspects of student support and welfare.

The appointment of a highly experienced Safeguarding Manager in December 2024 has had a transformative impact on the school's safeguarding culture and the precision of its systems. The refinements implemented, including enhanced triage procedures, improved case tracking, consistent follow-up protocols, and more structured liaison with external agencies, have resulted in earlier identification of risk, faster response times, and more coordinated multi-agency support. These developments have significantly strengthened the safety net surrounding our students, particularly those with complex or emerging needs.

Staff confidence and competence in safeguarding practice have also increased markedly as a result of the new systems and enhanced professional development. Routine case reviews, multi-agency briefings, and structured reflection meetings now ensure that the safeguarding framework remains dynamic, transparent, and evidence-informed. This has contributed to a deeper, school-wide understanding of how safeguarding, wellbeing, and inclusion intersect.

Strategic report (continued)

Achievements and performance (continued)

External safeguarding reviews are a routine feature of our quality assurance process, ensuring that our practice remains robust, transparent, and continually improving. These independent evaluations provide valuable external validation of our systems and culture, confirming that safeguarding at Northampton School for Girls not only meets but exceeds statutory expectations. Feedback from recent reviews (September 2024) has commended the clarity of our referral pathways, the strength of our multi-agency partnerships, and the confidence and expertise of our staff at every level. The process also enables the leadership team to identify areas for further refinement, ensuring that safeguarding remains dynamic, reflective, and deeply embedded within the fabric of the school.

Careers Education and Preparation for the Future

Student wellbeing at Northampton School for Girls is also supported through our exceptional Careers Education, Information, Advice and Guidance (CEIAG) programme, which empowers students to make informed, ambitious choices about their future pathways. We recognise that a strong careers education is integral to both personal development and wellbeing, helping students to build confidence, self-awareness, and the skills to navigate life beyond school with purpose and success.

This year, there have been exceptional enhancements to our CEIAG provision, underpinned by increased financial investment from the school and strengthened strategic leadership. The appointment of a full-time Careers Lead, working in partnership with the Assistant Headteacher for Sixth Form, Teaching, Learning, and Inclusion, has increased both the visibility and impact of careers education across all key stages. This enhanced capacity has allowed for more personalised support, improved tracking of destinations, and a more coherent, aspirational programme of activities tailored to students' needs and ambitions.

Our provision includes one-to-one guidance, careers fairs, sector-specific workshops, and mock interviews for all Year 10 and 11 students, as well as CV writing, personal statement and apprenticeship preparation sessions. During 2024/2025, we introduced a highly successful Lunchtime Lecture Series, giving students direct access to professionals from sectors including medicine, law, STEM, creative arts, and business. These sessions have become a valued feature of the school week, helping students connect their learning to real-world opportunities and broadening their understanding of potential career paths.

We have also expanded our external partnerships with employers, universities, and training providers, including collaborations with the University of Northampton, local STEM industries, and national organisations offering mentoring, work experience, and career insight days. This outward-facing approach ensures our students are not only well informed about their next steps but also inspired by the opportunities available to them.

Our careers advisors and mentors continue to support students' personal development, helping them to build resilience, confidence, communication, and leadership skills that underpin success in all aspects of life.

In recognition of these developments, the school commissioned an external review of its CEIAG provision in late 2024. The review commended the breadth, coherence, and inclusivity of our offer, highlighting the strength of our employer links, the high quality of our guidance, and the clear strategic leadership driving improvement.

Through sustained financial investment, strategic leadership, and partnership working, Northampton School for Girls continues to deliver sector-leading careers provision that raises aspirations, drives equity of opportunity, and ensures that every student leaves us confident, capable, and future-ready.

TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Strategic report (continued)

Achievements and performance (continued)

The impact of the strengthened leadership and increased financial investment in CEIAG has been both transformative and far-reaching. The appointment of a full-time Careers Lead, working alongside the Assistant Headteacher for Personal Development, brought a new level of coherence, visibility, and ambition to the programme. Student engagement in careers-related activities has increased significantly, with strong participation across all year groups in careers fairs, mock interviews, employer workshops, and the highly successful Lunchtime Lecture Series.

This lecture series has become a cornerstone of our provision, exposing students to diverse voices and career journeys. Recent speakers have included magistrates and judges, BBC journalists, local MPs, and former NSG students now working in fields such as medicine, law, engineering, and the creative industries. These sessions have inspired students to see the breadth of possibilities available to them and to recognise how their learning connects to real-world pathways.

The external review of CEIAG provision validated the school's work as strong, commending the quality of personal guidance, the breadth of employer partnerships, and the exceptional alignment of the programme with the Gatsby Benchmarks. The review highlighted the clarity of strategic leadership, the accessibility of careers information, and the powerful influence of student voice in shaping the school's careers offer. It also highlighted areas where we could further strengthen our provision, in terms of individual student experiences.

Partnerships with the University of Northampton, regional STEM organisations, and local industry leaders have strengthened opportunities for mentoring, work experience, and professional insight. Students report feeling better informed, more confident, and more motivated about their next steps.

3. Providing Strategic Leadership and Governance

At Northampton School for Girls, we recognise that strong leadership and governance are the foundations of a highly effective school. Our governance and leadership structures are designed to ensure clarity of purpose, accountability, and collaboration at every level, enabling the school to maintain its trajectory of continuous improvement and to deliver the best possible outcomes for all students.

The Board of Trustees provides robust strategic oversight and ensures that the school operates in alignment with its vision, values, and long-term priorities. Trustees work closely with the Senior Leadership Team to monitor performance, evaluate the quality of education, and ensure that financial resources are directed towards achieving our strategic goals of academic excellence, inclusion, personal development, and wellbeing.

The governance structure was further strengthened in 2024 through key developments designed to enhance accountability, transparency, and effectiveness. The appointment of a new Governance Professional in March 2024, bringing extensive legal expertise and prior experience in corporate governance, has significantly enhanced the professionalism and rigour of governance processes. This expertise has improved the precision of policy oversight, compliance monitoring, and record-keeping, ensuring that Trustees are fully supported to discharge their duties with clarity and confidence.

A major development during 2024/2025 was the commencement of a comprehensive governance review, undertaken by the National Governance Association (NGA) between December 2024 and July 2025. This external review, requested by Trustees, has provided a detailed evaluation of governance effectiveness, recognising the Board's strong strategic leadership, depth of expertise, and clear focus on continuous improvement. Early feedback has commended the quality of support offered by Trustees, the transparency of reporting, and the strong alignment between governance and the school's strategic plan. Recommendations from the review are being incorporated into our ongoing governance development cycle to ensure continued excellence.

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TRUSTEES' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

The Board of Trustees itself brings a broad range of professional expertise across education, finance, law, community engagement, and strategic planning. In 2023/2024, we welcomed a new Trustee with substantial experience in community development and stakeholder engagement, further broadening the skill set and perspectives represented on the Board.

Governance at NSG is also characterised by a culture of reflective leadership. The annual Governor Strategy Day, held in Autumn 1 each academic year, is now firmly embedded as part of the governance calendar. This event provides Trustees and leaders with the opportunity to review progress against strategic priorities, engage in horizon scanning, and refine the long-term vision of the school. These strategy days have been widely praised for their depth of discussion, evidence-informed approach, and alignment between governance, leadership, and operational delivery.

The Senior Leadership Team, led by the Headteacher, works in close partnership with Trustees to deliver the school's strategic vision and evaluate its impact. Progress against the School Improvement Plan is reviewed regularly through detailed reports on academic performance, student wellbeing, staff development, and financial health. Trustees provide effective challenge and support, ensuring that decisions are well-informed, data-driven, and firmly focused on improving outcomes for students.

The impact of strengthened governance at Northampton School for Girls has been substantial and demonstrable. The governance review conducted by the National Governance Association (NGA) between December 2024 and July 2025 validated the Board's work as highly effective, recognising the strong alignment between strategy, accountability, and delivery. The review commended the school's governance culture for its balance of professional rigour and moral purpose, noting the quality of discussion, the depth of expertise within the Board, and the clarity of strategic oversight across all committees.

The appointment of a highly skilled Governance Professional with a legal background has further enhanced efficiency, transparency, and procedural accuracy. Reporting processes, documentation, and communication between the Senior Leadership Team and Trustees have been refined, ensuring that decision-making is informed by high-quality evidence and robust evaluation. Trustees now operate with greater agility, supported by clear data insights and structured agendas that keep strategic priorities at the centre of discussion.

Members and Trustees work in close partnership, ensuring alignment in vision, accountability, and governance assurance. Regular communication, joint strategy sessions, and transparent reporting processes have strengthened cohesion between both layers of governance. This unified approach ensures that oversight is both strategic and sustainable, with Members providing an additional layer of scrutiny and support to the Board in its pursuit of excellence.

The embedding of the annual Governor Strategy Day, now firmly established each Autumn term, has further strengthened governance impact. These sessions allow for deep reflection, forward planning, and evaluation of progress against the School Improvement Plan. Trustees and leaders engage collectively in evidence-based discussion and horizon scanning, ensuring that the governance of the school remains forward-thinking and aligned to the evolving educational landscape.

Overall, the impact of these developments is a governance framework that is proactive, professional, and strategically aligned. Trustees and Members work with shared purpose and clarity, ensuring that every decision contributes directly to the success, wellbeing, and continued excellence of Northampton School for Girls.

Strategic report (continued)

Achievements and performance (continued)

4. Leadership Development and Succession Planning

At Northampton School for Girls, we are committed to developing strong, values-led leadership at every level of the organisation, recognising that effective leadership is fundamental to our continued success. Throughout 2024/2025, we have continued to strengthen our Leadership Development Programme, ensuring that it supports both current and aspiring leaders through high-quality professional learning, mentoring, and strategic opportunities for growth.

A central feature of this programme is our talent management framework, which enables us to identify, develop, and retain exceptional staff. This framework ensures that leadership potential is recognised early and nurtured through structured development plans, regular feedback, and access to bespoke professional learning. By tracking progress and supporting each individual's professional ambitions, we ensure that every member of staff is equipped to contribute meaningfully to the school's strategic priorities.

Mentoring and coaching remain key components of our leadership culture. The Professional Review process, which was overhauled in 2023/2024, continues to play an essential role in supporting reflective practice and professional dialogue. Leaders at all levels engage in evidence-informed discussions about performance, impact, and areas for growth. Through targeted professional development, including leadership workshops, collaborative learning, and external training opportunities, colleagues are supported to strengthen their expertise in areas such as curriculum innovation, data-informed decision-making, and leading change.

Succession planning remains a strategic priority for both the Senior Leadership Team and the Board of Trustees, ensuring that there is a clear and sustainable leadership pipeline within the school. In 2024, following a detailed business case presented by the Headteacher to Governors, the school appointed three Associate Assistant Headteachers from within its existing talent pool. This decision represents a key milestone in our leadership strategy, providing experienced middle leaders with the opportunity to step into senior leadership roles, contributing additional capacity, innovation, and expertise to the strategic leadership of the school. The successful establishment of this new tier of leadership demonstrates the impact and maturity of our internal talent development approach.

Through this ongoing investment in leadership development, Northampton School for Girls continues to cultivate a professional community characterised by ambition, collaboration, and excellence. Our approach ensures that leadership at NSG is both sustainable and forward-looking, securing the school's long-term capacity to innovate, improve, and deliver outstanding outcomes for all students.

5. Stakeholder Engagement and Collaborative Leadership

Strong governance at Northampton School for Girls is rooted in a culture of openness, collaboration, and shared responsibility. Trustees and leaders recognise that effective governance extends beyond internal structures and must actively incorporate the views of students, parents, and the wider community into decision-making. This approach ensures that the school remains responsive, reflective, and firmly connected to those it serves.

The Student Council, which includes representatives from every year group, continues to play a central role in shaping the student experience. Its work ensures that student voice is both visible and influential within the school's governance framework. In 2023/2024, the Student Council collaborated with senior leaders to review and update the school's Anti-Bullying Policy and to introduce new initiatives focused on wellbeing and mental health awareness. These contributions have directly influenced school policy, promoting inclusion, empathy, and student agency. The Council also provides regular feedback to the Senior Leadership Team on aspects of school life ranging from curriculum enrichment to environmental sustainability, ensuring that students play an active role in shaping their community.

Strategic report (continued)

Achievements and performance (continued)

Parents continue to be key partners in the life and development of the school. In 2023/2024, a series of parent forums and workshops were held on topics including digital safety, mental health, and transition to post-16 education. These events offered opportunities for open dialogue between parents and senior leaders, helping families to engage meaningfully with the school's strategic direction. Feedback gathered through these sessions is routinely used to inform school development planning, ensuring that parental perspectives are integrated into leadership decision-making.

Northampton School for Girls also benefits from strong partnerships with local businesses, charitable organisations, and educational institutions. Our collaborations with the Northampton Teaching School Hub and the Science Learning Partnership have supported professional development and the sharing of best practice across schools. These partnerships not only strengthen teaching and leadership capacity but also create wider opportunities for our students through work experience placements, mentoring, and exposure to professional networks.

At a system leadership level, the Headteacher represents the school as a member of the West Northamptonshire SEND and Inclusion Strategic Group. This involvement ensures that Northampton School for Girls plays an active role in shaping local policy, improving outcomes for young people with additional needs, and contributing to wider discussions about equity and inclusion across the region.

Through this inclusive approach to stakeholder engagement and partnership working, Northampton School for Girls continues to demonstrate a culture of collaboration, trust, and shared ambition. The integration of diverse perspectives into governance ensures that the school remains dynamic, community-focused, and committed to continuous improvement for the benefit of all students.

6. Supporting Staff Development and Retention

We believe that our staff are our greatest asset, and we are deeply committed to supporting, valuing, and developing every member of our team throughout their career. We recognise that the dedication, expertise, and care of our staff are central to the success and wellbeing of our students. We therefore foster a professional culture that is built on trust, respect, and ambition, where staff are empowered to excel and to pass this sense of excellence on to the young people they teach.

Our people strategy is rooted in the understanding that outstanding education is delivered by outstanding professionals. We maintain the highest expectations for professional conduct, collaboration, and continuous improvement, while also ensuring that staff feel recognised, supported, and valued in all aspects of their work. Our leadership approach is deliberately people-centred, focusing on coaching, mentoring, and open communication to nurture both professional and personal growth.

The school is proud to sustain consistently low staff turnover, which reflects the strength of our professional culture, the quality of leadership, and the high levels of trust and job satisfaction across all teams. Colleagues choose to remain at Northampton School for Girls because they feel part of a purposeful, supportive, and forward-looking community that invests in their development and wellbeing. Retention is further strengthened by our clear commitment to career progression and internal development, with staff regularly advancing into leadership and specialist roles as part of our structured succession planning framework.

Staff wellbeing remains a core strategic priority. We recognise that a supported, healthy, and motivated workforce underpins every element of school success. Our wellbeing provision includes access to professional support services, workload consultation groups, and opportunities for flexible working where possible. Leaders model a culture of empathy and openness, ensuring that staff feel listened to and valued. This focus on wellbeing, combined with meaningful professional growth opportunities, helps to maintain a positive, high-performance culture that benefits both staff and students.

TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Strategic report (continued)

Achievements and performance (continued)

Our recruitment and retention approach is founded on care, respect, and professional opportunity. We attract high-quality professionals who share our values and invest in their continued growth through tailored professional development, leadership programmes, and subject-specific training. This year, enhanced induction and mentoring programmes for early career teachers and new leaders have been particularly successful, ensuring that all staff, regardless of career stage, are confident, supported, and able to thrive.

Staff Wellbeing and Support

We recognise that the happiness, health, and engagement of our staff directly influence the success and wellbeing of our students. Our approach to people development is therefore built on respect, support, and collective purpose, ensuring that every member of staff feels valued, heard, and empowered to succeed.

Throughout 2024/2025, we have further expanded the wellbeing provisions available to our staff, ensuring that they have access to high-quality resources, guidance, and opportunities to connect and recharge. Our partnership with Employee Assist, the provider of our Employee Assistance Programme, has been strengthened through the introduction of an extended programme of wellbeing-focused webinars and resources. Topics have included Mental Health Awareness, Wellbeing and the Menopause, and Building Personal Resilience. These sessions have been well received by colleagues and demonstrate our ongoing commitment to supporting the mental and physical health of all staff.

Recognising the importance of inclusivity and the need to support colleagues at different stages of life, we have continued to prioritise Menopause Awareness. The Wellbeing in the Menopause Café provided a supportive forum for discussion, while guidance and training for line managers ensured that colleagues experiencing menopause are appropriately supported. This initiative forms part of our broader commitment to creating a working environment that is inclusive, understanding, and responsive to the needs of all.

The appointment of a Staff Wellbeing Lead in 2023 has further strengthened our provision. This role coordinates wellbeing activities, gathers feedback, and works closely with leaders to ensure that initiatives remain relevant and impactful. Staff views are now regularly captured through a cycle of wellbeing and pulse surveys conducted throughout the year. The findings from these surveys directly inform leadership decisions and drive ongoing improvements to working practices, communication, and staff support. Leaders respond transparently to the feedback received, ensuring that actions taken are visible, meaningful, and aligned with staff needs.

We have also increased the number of initiatives that bring colleagues together and build a sense of community. This has included wellbeing challenges, staff sports activities, shared social events, and collaborative projects designed to strengthen relationships across departments and teams. These initiatives have contributed to a positive, collegiate culture where staff feel connected, appreciated, and proud to work at NSG.

The NSG People Strategy

The NSG People Strategy continues to provide the overarching framework for all work related to staff support, wellbeing, professional development, and retention. Its aim is to ensure that every member of staff benefits from the full range of opportunities available to them, whether in relation to wellbeing, career development, or work-life balance.

Wellbeing Support: The strategy places strong emphasis on wellbeing, with regular wellbeing surveys, mindfulness sessions, and physical health initiatives such as fitness challenges and active wellbeing events. These measures are designed to sustain high levels of morale and resilience across the workforce.

Strategic report (continued)

Achievements and performance (continued)

Flexible Working: We continue to offer flexible working arrangements wherever possible, including part-time roles, job-sharing, and flexible hours. These options support staff in balancing professional and personal commitments, contributing to an inclusive and sustainable working culture.

Workload Reduction: Ongoing workload reduction initiatives have focused on simplifying administrative systems, streamlining communication, and embedding technology that enhances efficiency. This ensures that staff time is used purposefully and that workloads remain sustainable, allowing teachers to focus on what they do best: inspiring and supporting students.

A Culture of Belonging and Celebration

Our culture is built on belonging, recognition, and collective responsibility. Staff are encouraged to participate in team-building activities, professional networks, and cross-departmental projects that foster connection and shared purpose. Staff surveys, including regular pulse surveys, consistently show high levels of satisfaction and pride, with over 95% of colleagues reporting that they are proud or very proud to work at Northampton School for Girls.

We continue to celebrate staff achievements and contributions through recognition at meetings, in newsletters, and at school-wide events. This culture of appreciation reinforces motivation, strengthens morale, and cultivates a sense of collective pride in the school's success.

The combination of these initiatives has resulted in a sustained pattern of exceptionally low staff turnover and high retention of talented colleagues. Staff consistently describe NSG as a place where they feel supported, developed, and inspired to give their best every day.

The continued prioritisation of staff wellbeing and professional support has had a measurable and positive impact across all areas of school life. Staff survey data, including the regular pulse surveys conducted throughout the year, show consistently high levels of satisfaction, trust, and engagement. Feedback demonstrates that staff feel listened to, valued, and supported, with leaders responding swiftly and transparently to emerging needs.

The refinement of school policies to ensure that wellbeing remains central to decision-making has reinforced a culture in which colleagues are confident that their welfare and professional fulfilment are key priorities. This, combined with visible and responsive leadership, has strengthened staff morale and retention. The school continues to sustain exceptionally low turnover rates, reflecting both a deep sense of belonging and confidence in the direction of the school's leadership.

Leadership at All Levels: Empowering Staff and Creating Agency

Leadership is embedded at every level of our organisation, with every member of staff expected to take ownership of their role, uphold the school's values, and act decisively in the best interests of our students. We trust every adult in our community to be a role model who contributes to the school's collective vision of excellence and care.

Throughout 2024/2025, we have continued to focus on developing leadership across the school, building upon the strong foundations of our Leadership Development Programme. This programme is designed to equip both established and emerging leaders with the knowledge, skills, and confidence to inspire others, drive improvement, and sustain a positive, high-performance culture.

Strategic report (continued)

Achievements and performance (continued)

Targeted leadership development has remained a priority, particularly for Heads of Faculty, subject leaders, and other post holders with Teaching and Learning Responsibility (TLR). Through tailored professional development sessions, coaching, and collaborative networks, these leaders have refined their ability to lead teams effectively, foster professional dialogue, and model the behaviours that underpin a thriving school culture. Their leadership ensures that the school's values are evident in every classroom and that both staff and students are supported to achieve their best.

Our commitment to developing leadership capacity has also been strengthened through ongoing collaboration with the Northamptonshire Teaching School Hub. Through this partnership, staff have access to National Professional Qualifications (NPQs) at all stages of leadership, from aspiring middle leaders to senior leadership. During 2024/2025, we expanded this initiative further by offering additional NPQ pathways for middle leaders, recognising the pivotal role they play in shaping the school's culture, curriculum, and outcomes for students.

To provide further opportunities for growth and professional enrichment, we continue to offer internal and external secondment placements across a range of areas, including SEND, Sport, and Business. These opportunities allow staff to gain first-hand experience of leadership in new contexts, broaden their understanding of school operations, and develop a wider perspective on strategic management. Such secondments strengthen professional collaboration across teams and contribute to a culture of shared expertise and continuous improvement.

Our commitment to empowerment extends to professional development more broadly. Through an enhanced CPD programme, we continue to provide high-quality mentorship, coaching, and leadership workshops, ensuring that all staff have access to the resources and encouragement necessary to grow as professionals and leaders. Leadership is viewed as a journey rather than a position, and we are proud to see increasing numbers of colleagues taking on new responsibilities, initiating innovative projects, and shaping whole-school improvement priorities.

This culture of distributed leadership has become a defining feature of Northampton School for Girls. By fostering agency, trust, and collaboration, we ensure that leadership is not confined to the few but shared across the many.

5. Financial Stewardship and Resource Efficiency

Our strategic approach to financial and resource management is rooted in responsibility, sustainability, and long-term educational impact. In 2024/2025, our financial planning has continued to evolve to align more closely with the school's strategic priorities and overarching educational vision.

Our budget is meticulously designed to maximise the impact of every investment. This year, priority funding has been directed towards the areas that most enhance student outcomes, including staff development, curriculum enrichment, digital innovation, and wellbeing provision. These investments ensure that financial resources directly translate into improved teaching quality, enriched learning experiences, and better support for students across all key stages.

Rigorous financial monitoring remains central to our approach. The school applies clear performance benchmarks and uses a range of financial indicators to maintain prudent cost management and ensure long-term stability. Staffing costs, which form a significant proportion of our expenditure, continue to be managed carefully to sustain optimal student-teacher ratios and uphold our commitment to exceptional teaching and pastoral care. Our financial strategy remains closely aligned with our people strategy, prioritising the recruitment, development, and retention of talented staff in an increasingly competitive educational landscape.

Strategic report (continued)

Achievements and performance (continued)

Rising energy and operational costs continue to present challenges across the sector. In response, we have expanded our energy efficiency initiatives to include the installation of advanced smart thermostats, further LED lighting upgrades, and increased reliance on digital learning tools to reduce paper use. These measures not only mitigate the financial impact of rising costs but also reflect our wider environmental commitment to sustainability and responsible energy use.

Capital investment has remained strategically focused on projects that deliver the greatest long-term benefit to students and the wider community. In 2024/2025, we continued to modernise our technology infrastructure, enhance classroom environments, and expand access to digital learning resources. Importantly, towards the end of the academic year, we also began proactive engagement in the refurbishment of the school's existing swimming pool, moving to the pre-planning stage in collaboration with architects, project managers, and local stakeholders.

This initiative represents a significant opportunity for both the school and the wider Northampton community. The refurbished pool will not only enhance the quality of physical education and the breadth of our sports curriculum but will also expand opportunities for community use and outreach. It aligns with our strategic aim to promote health, wellbeing, and participation in sport, particularly for girls, and to ensure that Northampton School for Girls continues to lead in providing outstanding facilities that inspire confidence and lifelong engagement in physical activity. The refurbishment also reflects our commitment to sustainable design and efficient energy use, embedding environmental considerations at every stage of planning.

We remain alert to the broader economic context, including inflationary pressures, staffing costs, and the continued volatility of energy markets. Our financial planning processes are robust and responsive, enabling us to adapt strategically to changing circumstances while maintaining educational excellence.

6. Collaborating with Stakeholders and the Community

Northampton School for Girls has a long and proud tradition of fostering meaningful partnerships with a wide range of stakeholders across the educational sector and the wider community. These collaborations play a vital role in enriching the educational experience of our students and in advancing our mission to deliver an ambitious, inclusive, and future-focused education.

Throughout the 2024/2025 academic year, this commitment to partnership has continued to grow and deepen through a series of strategic and community-based initiatives. Our approach is underpinned by the belief that collaboration enhances opportunity, strengthens impact, and enables us to meet the evolving needs of our students and the communities we serve.

We continue to work closely with parents and carers, whose engagement remains integral to our students' success. Through regular communication, parent forums, and workshops, we ensure that families are well-informed, supported, and actively involved in shaping their children's educational journeys. These opportunities for dialogue help to build mutual trust and reinforce the shared ambition that underpins our partnership with families.

Our collaborations extend across the educational landscape, including partnerships with local schools, the Northampton Teaching School Hub, and professional networks that promote the sharing of expertise and best practice. These connections enable us to contribute to system-wide improvement while continuing to refine our own provision. Through joint professional development programmes, leadership training, and curriculum innovation projects, we play an active role in supporting the continuous improvement of education across Northamptonshire.

TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Strategic report (continued)

Achievements and performance (continued)

Beyond the school gates, our engagement with local organisations, charities, and community groups continues to strengthen. These partnerships allow students to connect learning with real-world experiences and to contribute positively to the community around them. From supporting local initiatives to engaging in volunteering and social action, our students are encouraged to see themselves as active, responsible citizens with the power to make a difference.

Northampton Teaching School Hub (NTSH)

As a partner within the Northampton Teaching School Hub (NTSH), Northampton School for Girls plays an integral role in supporting the professional development of teachers across the region. The NTSH is a central initiative designed to improve the quality of teaching through the delivery of high-quality initial teacher training (ITT), professional development, and leadership support. As a strategic partner and key participant in this network, Northampton School for Girls collaborates with other local schools to provide:

- Initial Teacher Training (ITT): hosting trainee teachers, offering them practical experience in a range of subjects. Our experienced teachers provide mentoring and training to help shape the next generation of educators.
- Continual Professional Development (CPD): contributing to a variety of CPD offerings, ensuring that teachers within our school and across the local region have access to the latest pedagogical research and best practices. These programs cover areas such as assessment for learning, subject-specific training, leadership development, and inclusive teaching strategies.
- Leadership Development: supporting the development of middle and senior leaders, providing opportunities for staff to enhance their leadership skills and knowledge. This is critical in developing the future leaders of both Northampton School for Girls and the wider educational community.

By working closely with the NTSH, Northampton School for Girls ensures that we not only contribute to the professional development of the teaching workforce but also stay at the forefront of educational innovation.

Maths Hub

The Maths Hub network plays a pivotal role in supporting the development of mathematics teaching across the region. As part of this initiative, Northampton School for Girls works closely with the Northamptonshire Maths Hub to:

- Lead Collaborative Teaching and Learning: Northampton School for Girls mathematics department contributes to collaborative learning projects, sharing effective teaching strategies and resources with colleagues in other schools.
- Improving Outcomes in Mathematics: Through the Maths Hub, we support schools in addressing challenges related to student achievement in mathematics, particularly at GCSE and A-Level, for example through hosting and partnering to deliver Mathematics conferences, such as the one that took place at Northampton School for Girls in June 2023. We collaborate on strategies to close achievement gaps and raise expectations for all learners.

Northamptonshire Sport

NSG is actively engaged with Northamptonshire Sport, which promotes physical activity and sport across the county. Our collaboration focuses on:

- Sports Development and Competitions: Northampton School for Girls is involved in hosting and organising and hosting a variety of sports events, from inter-school competitions to regional tournaments. This partnership ensures that students have access to a wide range of extracurricular activities and sporting opportunities and is facilitated through the secondment of a leader from the P.E faculty to the charity.

TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Strategic report (continued)

Achievements and performance (continued)

- **Promoting Physical Literacy:** In collaboration with Northamptonshire Sport, NSG supports initiatives aimed at improving physical literacy across the student body, encouraging lifelong participation in physical activity. This includes promoting healthy lifestyles, wellbeing, and mental health through sport.
- **Inclusive Sports Initiatives:** NSG also works to ensure that students with disabilities or additional needs are provided with appropriate sports opportunities. We partner with Northamptonshire Sport to deliver inclusive programs that cater to students of all abilities, fostering a culture of inclusion and teamwork. These take place throughout the year and are fundamental to our commitment to inclusivity.

Collaboration with Local Schools

NSG is deeply committed to supporting other local schools, particularly through collaborative partnerships aimed at raising standards across Northamptonshire. These collaborations include:

- **Community Outreach and Enrichment:** Northampton School for Girls works with a number of local schools to run community outreach initiatives, such as mentoring programmes, peer tutoring, and subject-specific workshops. These programs help to support the education of pupils in the local community and provide our students with leadership and volunteering opportunities.
- **Secondary School Networks:** As part of local educational networks, Northampton School for Girls regularly meets with other secondary schools to discuss curriculum development, transition support, and shared challenges. This enables schools to work together in ensuring a smooth transition for students between primary and secondary education and in providing a consistent standard of education across the area.
- **Equality, Diversity and Inclusion:** Northampton School for Girls is committed to working with other local schools to build on its successes in this area and to extend its reach. Led by the Charter for Unity and Equality Council, a student lead council, collaborative events take place regularly throughout the year, organised and delivered by representatives of the School and hosted at the School, for example the annual EDI conference that is now well-established.

7. Innovation, Digital Strategy and Sustainability

In 2024/2025, Northampton School for Girls has continued to demonstrate its strong commitment to innovation, adaptability and forward-thinking practice in response to the evolving educational landscape. Central to this has been our strategic investment in digital technologies and artificial intelligence, ensuring that both students and staff are equipped to thrive in an increasingly complex and technologically advanced world.

Recognising the growing role of AI in education, the school has taken proactive steps to embed its use within teaching, learning and operational processes. This year, all staff have undertaken dedicated professional training on how to use AI tools effectively for lesson planning, assessment and workload efficiency. The training focused on helping teachers use technology to enhance personalisation, feedback and curriculum design, while maintaining professional judgement and pedagogical integrity. The outcomes of this training have been transformative, improving the quality of planning, reducing administrative burden and freeing up valuable time for teachers to focus on direct student interaction and high-quality teaching.

To lead this work strategically, the school made the forward-thinking appointment of an Associate Assistant Headteacher with a computing background and a specialism in AI. This role has brought valuable expertise and capacity to the leadership team, ensuring that the integration of AI remains purposeful, ethical and aligned with the school's values. Under their guidance, Northampton School for Girls has begun developing a framework for the safe and responsible use of AI across all aspects of school life, supporting both staff and students in understanding how technology can enhance, rather than replace, human creativity, critical thinking and collaboration.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Strategic report (continued)

Achievements and performance (continued)

Building on our established success with platforms such as Century Tech, the school continues to make effective use of adaptive digital learning tools to personalise the learning experience. The introduction of blended learning models, combining face-to-face teaching with digital resources, has further strengthened our capacity to support students both in school and remotely. This flexibility ensures that no student is left behind due to absence or other barriers, while promoting independence, ownership and digital confidence among learners.

During 2024/2025, the school also introduced AV Robots to facilitate learning for students who are temporarily unable to attend school in person for a variety of reasons. These robots enable students to participate in lessons and interact with peers in real time, creating an immersive and inclusive learning experience that mirrors classroom engagement. Their use has transformed access to education, ensuring continuity of learning and social connection for students who may otherwise face disruption. This initiative reflects the school's deep commitment to inclusion and equality of opportunity, demonstrating how technology can be used to remove barriers and enhance participation for all learners.

The school has also embraced emerging technologies to enrich learning in creative and dynamic ways. Augmented reality workshops have been introduced across several curriculum areas, allowing students to explore complex topics such as climate change, environmental systems and sustainable development through immersive, interactive experiences. These workshops have deepened student engagement and understanding, encouraging curiosity, critical thinking and a sense of global responsibility.

Innovation at Northampton School for Girls extends beyond technology to include our holistic approach to wellbeing and sustainability. Throughout 2024/2025, we have deepened our wellbeing provision in response to the evolving emotional and psychological needs of students and staff. Building on previous success, we have expanded resilience and stress management workshops and increased the number of trained Mental Health First Aiders. Our peer support network continues to thrive, providing accessible, student-led guidance and fostering a sense of belonging and care across the school community. Close collaboration with local mental health services ensures that families continue to benefit from timely and relevant support.

Sustainability and environmental stewardship remain core pillars of our strategic vision. This year, we continued our partnership with the Green Schools Project, empowering students to take an active role in reducing the school's carbon footprint and promoting ecological responsibility. Projects included expanding our recycling programme, implementing further energy-saving initiatives and launching student-led campaigns to reduce single-use plastics and promote sustainable living. In parallel, the Science Faculty has continued to integrate environmental science and sustainability into the curriculum, enabling students to engage with real-world challenges such as climate change, biodiversity and resource management.

Through this integration of innovation, inclusion, wellbeing and sustainability, Northampton School for Girls continues to prepare students not only for academic success but also for the ethical, digital and environmental challenges of the future. Our commitment to embracing new technologies while maintaining a strong moral and educational compass ensures that we remain at the forefront of modern education, empowering both staff and students to lead with confidence, creativity and purpose in a rapidly changing world.

b. Going concern

After making appropriate enquiries, the Board of Trustees 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.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Strategic report (continued)

Financial review

During the year ended 31 August 2025, total incoming resources were £13,746,394 (2024 - £12,868,262). Total expenditure was £13,909,709 (2024 - £12,624,446). The in-year deficit was £294,797 (2024 – surplus of £343,445) excluding pension reserve and restricted fixed asset funds.

At 31 August 2025, the net book value of fixed assets was £4,262,509 (2024 - £4,140,423)

At 31 August 2025, unrestricted funds are £1,094,819 (2024 - £978,889)

The teacher pay and support staff pay increases for 2024-25 were awarded at a higher rate than expected. A combination of grants were received from DfE to contribute towards this additional cost, namely Teachers Pay Additional Grant (TPAG), Teachers Pension Employer Contributions Grant (TPECG) and Core Schools Budget Grant (CSBG). However, there remained an imbalance due to the Academy having a significant number of specialist teachers being paid on the Upper Pay Scales. Consequently, the Academy ensured strategic staffing decisions throughout the year to manage staffing costs.

a. Reserves policy

The Academy intends to hold 3 months of reserves which would enable the Academy to continue its work in case of a change in grant income and spending needs. In year reserves are set to cover unexpected staffing costs and to manage emergency requirements, such as urgent maintenance. Reserves for significant expenditure (including refurbishment or large equipment costs) are planned for taking into account cash flow forecasts.

During the 2024/2025 accounting period, Northampton School for Girls continued to invest strategically in its facilities and infrastructure to enhance the quality of teaching, learning and student experience. Each area of capital expenditure was carefully aligned with the school's broader vision for excellence, inclusion and sustainability, ensuring that resources deliver long-term benefit to students, staff and the wider community.

Key areas of investment during the year included:

- **Installation of interactive screens in classrooms**, supporting high-quality teaching and engagement through the use of advanced digital technologies. This upgrade has strengthened classroom interactivity, improved accessibility of learning resources and enhanced the overall learning environment across departments.
- **Purchase of a new school minibus** to facilitate the wide range of enrichment activities in which Northampton School for Girls students represent the school and Trust. This includes sporting fixtures, musical and performing arts events, Duke of Edinburgh expeditions and Young Enterprise competitions. The new vehicle improves the accessibility, safety and reliability of transport provision, further supporting our commitment to a broad and enriching curriculum.
- **Creation of a new office and teaching space within the Sixth Form**, designed to meet the growing needs of students and staff. This development provides additional flexibility for teaching and pastoral work, improving both the functionality of the learning environment and the efficiency of Sixth Form operations.
- **Advancement of the swimming pool refurbishment project through the RIBA Stage 3 design phase**, marking a key milestone in this major capital development. This phase has focused on detailed design planning, cost analysis and stakeholder consultation, ensuring that the project continues to progress in line with the school's vision for accessibility, sustainability and community use.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

- **Targeted ICT investment within the English Faculty**, including the renewal of student laptops to enhance digital access and support blended learning approaches. This investment has strengthened students' ability to research, write and collaborate digitally, improving both the quality of learning and the efficiency of assessment.

Collectively, these capital improvements represent a sustained commitment to maintaining and enhancing the outstanding learning environment at Northampton School for Girls. They ensure that our facilities remain modern, accessible and inspiring, supporting every student to thrive academically, creatively and personally while reinforcing the school's position as a centre of excellence in the region.

The reserves are managed by the Finance and Audit Committee, who deploy the reserves as required in accordance with the Academy's financial plans or, in an emergency, to effect an urgent solution.

At 31 August 2025 the total funds comprised:

Unrestricted	1,094,819
Restricted: Fixed asset funds	4,262,509
Other	2,581,446
	<hr/>
	7,938,774
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b. Investment policy

Investments will only be made that are consistent with the Academy's charitable status and in line with policies which would be approved by the Governing Body. During the period, the only investments were cash balances held with NatWest Bank.

c. Principal risks and uncertainties

Northampton School for Girls continues to experience strong and sustained demand for places, remaining oversubscribed for a significant number of years. Admissions and interest in the school remain exceptionally high, with student numbers remaining stable year on year across all key stages. This consistency reflects the enduring reputation of Northampton School for Girls for academic excellence, inclusive education, and a vibrant enrichment offer. With the school-age population across Northampton projected to increase over the next decade, the risk associated with a falling roll remains minimal.

However, the school continues to monitor local developments closely. The establishment of new free schools and the expansion of post-16 provision within West Northamptonshire represent a changing educational landscape that could affect future student recruitment patterns. While these factors present genuine market competition, Northampton School for Girls is well positioned to respond effectively, supported by its long-standing reputation, exceptional outcomes, and distinctive ethos. The Academy's strong identity, high levels of parental confidence, and continued excellence in academic and personal development ensure that it remains a school of choice for families across the region.

The Academy remains alert to wider financial challenges faced by the sector, particularly those linked to reduced post-16 funding, rising staffing costs, and increasing energy expenditure. The annual inflationary uplift within the PFI contract also places additional pressure on budgets. Despite these challenges, Northampton School for Girls continues to manage its resources with rigour, ensuring that every financial decision is aligned with educational priorities and long-term sustainability.

NORTHAMPTON SCHOOL FOR GIRLS
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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

While the majority of the school site operates under the PFI agreement, guaranteeing the maintenance and condition of the main buildings, the school-owned facilities, such as specialist learning spaces and areas supporting extracurricular provision, sit outside this arrangement. These areas require continued investment to maintain the high standards that define the school's learning environment. Careful financial planning and a clear capital investment strategy have been developed to ensure that these spaces remain well maintained and fit for purpose.

Two key operational services delivered by the Academy present additional financial risks: the bus service and peripatetic music tuition. The school continues to work in partnership with NMPAT and other external providers to deliver a high-quality and accessible music offer. The Academy's subsidised bus service, which enables students from across Northampton to travel to school, remains a valued provision. However, rising operational and fuel costs continue to place pressure on this service. The sustainability of the model is reviewed regularly by Trustees to ensure continued accessibility and value for money.

The school has also seen an increase in the number of students with complex and additional needs. While Northampton School for Girls remains wholly committed to inclusion and to meeting the needs of every learner, the financial implications of delivering the appropriate level of support are considerable. These challenges are compounded by the pressures facing external agencies and local authority services, which continue to experience high demand and capacity constraints.

Finally, the cost of covering staff absence continues to represent an unpredictable area of expenditure. Although careful workforce planning and investment in wellbeing initiatives have helped to mitigate this, it remains an area requiring ongoing monitoring.

Northampton School for Girls continues to demonstrate strong financial resilience. Trustees and leaders maintain close oversight of financial performance and risk through systematic monitoring, ensuring that resources are used efficiently and that any emerging pressures are addressed swiftly.

Fundraising

Northampton School for Girls Academy Trust does not use professional fundraisers or commercial participators. As part of our commitment to the wider community, students are encouraged to raise money for registered charities, and are supported and monitored in this: any students wishing to run a charity event are required to present a written submission which includes, for example, the charity number (fund-raising for unregistered charities is not allowed) and that is passed to a senior member of staff for checking and authorisation.

During the 2024/2025 academic year, students and staff at Northampton School for Girls demonstrated exceptional generosity, compassion and social awareness through a wide range of charitable initiatives. Fundraising efforts across the school raised in excess of £3,394 in support of both local and national causes, reflecting the school's strong commitment to community engagement and global citizenship.

Beneficiaries of this fundraising included Young Minds, a leading mental health charity supporting children and young people; Save the Children; Breast Cancer Now; The Hope Centre, a Northampton-based charity tackling homelessness, hunger and hardship; Muslim Hands; and Cynthia Spencer Hospice, which provides specialist palliative care to individuals and families across Northamptonshire.

These initiatives, many of which were led and organised by students through the formalised Student Council and associated committees, highlight the school's ethos of empowering young people to make a positive difference. Charitable events ranged from themed non-uniform days and sponsored challenges to student-led assemblies, performances and awareness campaigns.

The success of this year's fundraising not only provided vital support to those in need but also deepened students' understanding of social responsibility, empathy and civic engagement.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Fundraising (continued)

In December 2024, Sixth Form students demonstrated exceptional leadership and compassion by organising a whole-school non-uniform day to collect donations for a local food bank. The initiative was an overwhelming success, resulting in a remarkable response from the school community and requiring multiple minibus trips to deliver the vast number of food parcels received. This event was a powerful expression of Northampton School for Girls' core value of respect for others, reflecting the empathy, generosity and sense of civic responsibility that characterise our students. Through their actions, the Sixth Form not only provided vital support to local families in need but also inspired younger students to recognise the importance of kindness, community and collective action in shaping a more compassionate society.

Plans for future periods

In the academic year 2025/2026, Northampton School for Girls will continue to build upon the significant progress made this year, maintaining a clear and strategic focus on achieving the priorities set out in the School Improvement Plan. Central to this will be our ongoing commitment to raising attainment and achievement across all key stages, ensuring that every student is supported and challenged to achieve academic and personal excellence. Particular emphasis will be placed on closing the attainment gap between disadvantaged and non-disadvantaged students and on further raising the performance of those with high prior attainment.

The Sixth Form will continue to be a major area of focus, reflecting both our commitment to inclusion and our response to evolving government reforms in post-16 education. We will refine our curriculum pathways to ensure they remain broad, ambitious and responsive to student need, while continuing to strengthen academic guidance and pastoral support. Our goal is to ensure that every student leaves the Sixth Form with the qualifications, confidence and character required for success in higher education, employment or training, and that the Sixth Form remains one of the most sought-after and high-performing in the region.

The Academy is also mindful of the recent curriculum reforms announced by the government and the potential impact these will have on the shape and delivery of education in the coming years. Senior leaders and Trustees are engaging proactively with national updates, ensuring that Northampton School for Girls remains both responsive and strategically prepared. As part of this, we will continue to review and adapt our curriculum to maintain breadth, depth and coherence, ensuring that our offer continues to meet the needs, aspirations and interests of all learners while reflecting our values of excellence, inclusion and innovation.

In terms of capital investment, Trustees have reaffirmed their commitment to the continued improvement of the school's physical and digital environment. Investment in ICT hardware and infrastructure will remain a priority, ensuring that teaching and learning are underpinned by modern, reliable and innovative technology. Further enhancements will also be made to the school's wider learning environment, ensuring that classrooms, furniture and specialist equipment continue to meet the highest standards and reflect the pride and professionalism of the school community.

A major focus of capital development in 2025/2026 will be the continuation of the swimming pool refurbishment project. This flagship initiative, delivered in partnership with West Northamptonshire Council, represents a significant investment in both the school and the local community. The project has now progressed into the next phase of planning and design, with the goal of creating an accessible, sustainable and high-quality facility that meets the needs of all students while supporting community swimming and sports groups. Once completed, the refurbished pool will strengthen the school's unique sporting offer, enhance its PE and extracurricular provision, and further position Northampton School for Girls as a leader in promoting participation, wellbeing and excellence in girls' sport.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Plans for future periods (continued)

The school also enters its next Ofsted window on 1 December 2025 and is well placed for inspection. Extensive preparation has already been undertaken across all areas of school life to ensure that self-evaluation remains rigorous and reflective. The Senior Leadership Team, working closely with Trustees, continues to review key areas of performance through systematic monitoring, evidence gathering and analysis. The School Improvement Plan is tightly aligned with the current Ofsted framework, ensuring that priorities are sharply focused on the quality of education, behaviour and attitudes, personal development, and leadership and management. Governors remain highly engaged in this process through link visits, committee oversight and regular strategic review, ensuring that accountability and support are both strong and effective.

We continue to strengthen staff readiness through professional dialogue, reflective practice and ongoing training, ensuring that all colleagues are confident in articulating the school's vision, values and impact. This culture of shared responsibility and collective pride means that Northampton School for Girls approaches the Ofsted window from a position of confidence, transparency and ambition: well placed to demonstrate the quality, depth and integrity of its provision.

Through these academic, pastoral and infrastructural priorities, Northampton School for Girls will continue to exemplify excellence in education. The coming year will see a continued focus on innovation, inclusion and sustainability, ensuring that every decision contributes to a thriving learning environment where all students are empowered to achieve and to lead with confidence in a changing world.

Funds held as custodian on behalf of others

There are no funds held on behalf of others.

Disclosure of information to auditors

Insofar as the Trustees are aware:

- there is no relevant audit information of which the charitable company's auditors are unaware, and
- that Trustees have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditors are aware of that information.

The Trustees' Report, incorporating a strategic report, was approved by order of the Board of Trustees, as the company directors, on 1 December 2025 and signed on its behalf by:


.....
Mr R Gray
Chair of Trustees

NORTHAMPTON SCHOOL FOR GIRLS
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GOVERNANCE STATEMENT

Scope of responsibility

As Trustees we acknowledge we have overall responsibility for ensuring that Northampton School for Girls Academy has an effective and appropriate system of control, financial and otherwise. However, such a system is designed to manage rather than eliminate the risk of failure to achieve business objectives, and can provide only reasonable and not absolute assurance against material misstatement or loss.

As Trustees, we have reviewed and taken account of the guidance in DfE's Governance Handbook and competency framework for governance.

The Board of Trustees has delegated the day-to-day responsibility to the Headteacher as Accounting Officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between Northampton School for Girls Academy Trust and the Secretary of State for Education. They are also responsible for reporting to the Board of Trustees any material weaknesses or breakdowns in internal control.

Governance

The information on governance included here supplements that described in the Trustees' Report and in the Statement of Trustees' Responsibilities. The Board of Trustees has formally met 6 times during the year.

Attendance during the year at meetings of the Board of Trustees was as follows:

Trustee	Meetings attended	Out of a possible
Mrs A Bhosale	3	6
Mr M Blow (appointed 2 December 2024)	6	6
Mr R Gray, Chair	6	6
Mr P Hampton	5	6
Mr J Kay (appointed 2 December 2024)	3	6
Mrs D Lewis	5	6
Mrs C Taboada-Naya, Headteacher & Accounting Officer	6	6
Mrs D Tysoe (appointed 23 September 2024)	4	6
Mrs L Wainwright	5	6
Ms S Webb (resigned 14 July 2025)	3	6
Mrs R West	3	6

During the year, two Trustees have resigned and three Trustees has been appointed. The Governors are directly involved in school improvement and evaluation processes (save those relating directly to Finance and Audit). The number of meetings throughout the year reflects this. The Governing Board has found this structure of benefit in ensuring that all members of the board have a thorough understanding of the school, its values and objectives. Individual roles were assigned linked to the objectives of the school improvement plan, which were combined to give an even greater whole.

The Governing Board's work has been supported through the use of regular training sessions, delivered both by the school and external providers, with topics ranging from safeguarding, to appeals training and preparation for Ofsted.

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GOVERNANCE STATEMENT (CONTINUED)

Governance (continued)

The Governing Board holds the school leaders to account by:

- Reviewing critical information required to measure the effectiveness of the academy. This includes termly (as a minimum) analysis of key performance indicators as identified by the DfE, including examination performance and attendance measures, which may then be evaluated against national data.
- Providing challenge and support to the Senior Leadership Team in reviewing school performance, including the implementation of the School Improvement Plan and the quality of self-evaluation as documented with the Self Evaluation Form (SEF).

In 2019, the Governing board introduced a Quality of Education Committee.

The Governing Board undertakes annual self-review and skill-audit. The skill audit demonstrates that there is a breadth of skills, qualities and experience across the Governing board, including finance, legal and project management. This skill set allows governors to rigorously interrogate the data presented to ensure they are satisfied with the quality and reliability of data presented to them.

The Quality of Education Committee has met 3 times this year, attendance at meetings in the year was as follows:

Trustee	Meetings attended	Out of a possible
Mrs A Bhosale	1	1
Mrs R Gray	1	1
Mr J Kay	0	1
Mrs D Lewis	3	3
Mrs C Taboada-Naya (Headteacher)	3	3
Ms S Webb (Chair of Quality of Education Committee)	2	3
Mrs R West (Staff Trustee)	2	3

The Finance and Audit Committee is a sub-committee of the main Board of Trustees. Its purpose is as follows:

- To review financial long-term planning and resourcing.
- To identify priorities and present the annual budget to the Governing Board for approval in line with the School Improvement Plan. This includes making recommendations on staff deployment across the school, and receiving reports on in-year staffing decisions covered by the scheme of delegation.
- To receive regular reports on the school's income and expenditure, comparing these against budget estimates and taking remedial action where necessary.
- To monitor the level of service provided under the PFI contract. To keep the Health and Safety policies up to date and ensure that they are being followed.
- To consider tender recommendations in accordance with the procurement policy, and review contract decisions as described in the scheme of delegation.
- To agree the pay policy and make recommendations on staff salaries and wages; to ensure that procedures relating to recruitment, selection and appointment of staff are kept in line with legislation, along with policies relating to Human Resources.
- To approve consultancy payments above £10,000.
- To review policies relating to finance on an annual (Charging and Remissions; Income) or rolling basis as per the policy review schedule.
- To receive and review the audited accounts, presenting these to the Governing Board for approval.
- To ensure that Northampton School for Girls receives best value from its budget.

NORTHAMPTON SCHOOL FOR GIRLS
(A Company Limited by Guarantee)

GOVERNANCE STATEMENT (CONTINUED)

Governance (continued)

The finance and audit committee has met 3 times this year, attendance at meetings in the year was as follows:

Trustee	Meetings attended	Out of a possible
Mr R Gray	3	3
Mr P Hampton (Chair of Finance & Audit Committee)	1	3
Mrs C Taboada-Naya (Headteacher)	3	3
Mrs D Tysoe	2	2

The information on governance included here supplements that described in the Trustees' Report.

Review of value for money

As Accounting Officer the Headteacher has responsibility for ensuring that the Academy Trust delivers good value in the use of public resources. The Accounting Officer understands that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received.

The Accounting Officer considers how the Academy Trust use of its resources has provided good value for money during each academic year, and reports to the Board of Trustees where value for money can be improved, including the use of benchmarking data where appropriate.

The Accounting Officer for the Academy Trust has delivered improved value for money during the year through:

- Curriculum led financial planning
- Making further efficient use of teachers in all Key Stages, for example by allowing the increase of group size for all subjects and reducing the allocation of teaching time for tutor mentoring
- Modifying the structure of pastoral teams, to include the use of Pastoral Officers
- Using secondment opportunities to upskill staff to senior roles
- Optimising the use of UPS teachers to support school improvement priorities across the school
- Reducing the use of external Alternative Provision and replacing this with in-house solutions
- Reducing the use of external school improvement partner contracts and replacing these with targeted subject specific support and upskilling personnel
- Utilising refurbished computer hardware in place of new
- Enabling budget holders to re-invest savings made into larger cost items that have been identified in the School Improvement Plan.
- Rationalising equipment to support increased efficiencies, for example photocopying machines

Conflicts of interest

The trust maintains an up to date and complete register of interests, which is published on the school website. At the beginning of every trust meeting, those in attendance will be asked to declare any new business and pecuniary interests, all new declarations would be noted and the register updated. The Business Manager is made aware of any changes so that statutory financial obligations are met, for example, informing the DfE of any relevant transactions.

GOVERNANCE STATEMENT (CONTINUED)

The purpose of the system of internal control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can, therefore, only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an on-going process designed to identify and prioritise the risks to the achievement of Academy Trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in Northampton School for Girls Academy Trust for the period 1 September 2024 to 31 August 2025 and up to the date of approval of the annual report and financial statements.

Capacity to handle risk

The Board of Trustees has reviewed the key risks to which the Academy Trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Board of Trustees is of the view that there is a formal on-going process for identifying, evaluating and managing the Academy Trust's significant risks that has been in place for the period 1st September 2024 to 31 August 2025 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Governing board.

The risk and control framework

The Academy Trust's system of internal financial control is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. In particular, it includes:

- comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the Board of Trustees
- regular reviews by the Finance and General Purposes Committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes
- setting targets to measure financial and other performance
- clearly defined purchasing (asset purchase or capital investment) guidelines
- delegation of authority and segregation of duties
- identification and management of risks

The Board of Trustees has decided to employ School Business Services (SBS) as internal auditor.

This appointment ensures compliancy with the FRC Ethical Standard which states that separate firms must be used for providing external audit services and internal scrutiny/audit services.

The internal reviewer's role includes giving advice on financial matters and performing a range of checks on the Academy Trust's financial and non-financial systems. In particular the checks carried out in the current period included the following areas:

- Website Review
- Statutory Policies and Financial Procedures
- Payroll Processing
- Payroll Management
- Management Accounting Procedures
- Budget Management and Statutory Returns

NORTHAMPTON SCHOOL FOR GIRLS
(A Company Limited by Guarantee)

GOVERNANCE STATEMENT (CONTINUED)

The risk and control framework (continued)

On a termly basis, the reviewer reports to the Board of Trustees, through the finance and audit committee on the operation of the systems of control and on the discharge of the Board of Trustees' financial responsibilities.

Review of effectiveness

As Accounting Officer, the Headteacher has responsibility for reviewing the effectiveness of the system of internal control. During the year in question the review has been informed by:

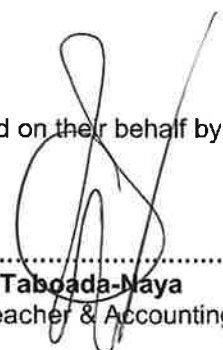
- the work of the internal reviewer;
- the financial management and governance self-assessment process;
- the work of the executive managers within the Academy Trust who have responsibility for the development and maintenance of the internal control framework;
- the work of the external auditor;

Conclusion

The Accounting Officer has been advised of the implications of the result of their review of the system of internal control by the Finance and Audit Committee and a plan to ensure continuous improvement of the system is in place.

Approved by order of the members of the Board of Trustees and signed on their behalf by:


.....
Mr R Gray
Chair of Trustees


.....
Mrs C Taboada-Naya
Headteacher & Accounting Officer

Date: 01-12-2025

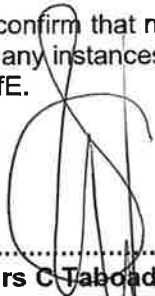
NORTHAMPTON SCHOOL FOR GIRLS
(A Company Limited by Guarantee)

STATEMENT OF REGULARITY, PROPRIETY AND COMPLIANCE

As Accounting Officer of Northampton School for Girls, I confirm that I have had due regard to the framework of authorities governing regularity, propriety and compliance, including the trust's funding agreement with DfE, and the requirements of the Academy Trust Handbook, including responsibilities for estates safety and management. I have also considered my responsibility to notify the Academy Trust board of trustees and DfE of material irregularity, impropriety and non-compliance with terms and conditions of all funding, including for estates safety and management.

I confirm that I, and the Board of Trustees are able to identify any material irregular or improper use of all funds by the Academy Trust, or material non-compliance with the framework of authorities.

I confirm that no instances of material irregularity, impropriety or non-compliance have been discovered to date. If any instances are identified after the date of this statement, these will be notified to the Board of Trustees and DfE.



.....
Mrs C. Taboada-Naya
Accounting Officer

Date: 01-12-2025

NORTHAMPTON SCHOOL FOR GIRLS
(A Company Limited by Guarantee)

STATEMENT OF TRUSTEES' RESPONSIBILITIES
FOR THE YEAR ENDED 31 AUGUST 2025

The Trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for preparing the Trustees' Report and the financial statements in accordance with the Academies Accounts Direction published by the Department for Education, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the Trustees to prepare financial statements for each financial year. Under company law, the Trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the charitable company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles of the Charities SORP 2019 and the Academies Accounts Direction 2024 to 2025;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK 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 presume that the charitable company will continue in business.

The Trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the charitable company's transactions and 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 charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The Trustees are responsible for ensuring that in its conduct and operation the charitable company applies financial and other controls, which conform with the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from DfE have been applied for the purposes intended.

The Trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Approved by order of the members of the Board of Trustees and signed on its behalf by:



Mr R Gray
Chair of Trustees

Date: 01-12-2025

NORTHAMPTON SCHOOL FOR GIRLS
(A Company Limited by Guarantee)

**INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF
NORTHAMPTON SCHOOL FOR GIRLS**

Opinion

We have audited the financial statements of Northampton School for Girls (the 'Academy Trust') for the year ended 31 August 2025 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and the related notes, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice), including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland', the Charities SORP 2019 and the Academies Accounts Direction 2024 to 2025 issued by the Department for Education.

In our opinion the financial statements:

- give a true and fair view of the state of the Academy Trust's affairs as at 31 August 2025 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 Companies Act 2006, the Charities SORP 2019 and the Academies Accounts Direction 2024 to 2025 issued by the Department for Education.

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 Auditors' responsibilities for the audit of the financial statements section of our report. We are independent of the Academy Trust in accordance with the ethical requirements that are relevant to our audit of the financial statements in the United Kingdom, including the Financial Reporting Council'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

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

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

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

NORTHAMPTON SCHOOL FOR GIRLS
(A Company Limited by Guarantee)

**INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF
NORTHAMPTON SCHOOL FOR GIRLS (CONTINUED)**

Other information

The other information comprises the information included in the Annual Report other than the financial statements and our Auditors' Report thereon. The Trustees are responsible for the other information contained within the Annual Report. 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. Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Opinion on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the Trustees' Report including the Strategic Report for the financial year for which the financial statements are prepared is consistent with the financial statements.
- the Trustees' Report and the Strategic Report have been prepared in accordance with applicable legal requirements.

In the light of our knowledge and understanding of the Academy Trust and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' Report including the Strategic Report.

Matters on which we are required to report by exception

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 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 Trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

NORTHAMPTON SCHOOL FOR GIRLS
(A Company Limited by Guarantee)

INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF NORTHAMPTON SCHOOL FOR GIRLS (CONTINUED)

Responsibilities of trustees

As explained more fully in the Statement of Trustees' Responsibilities, the Trustees (who are also the directors of the Academy Trust 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 Trustees 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 Trustees are responsible for assessing the Academy Trust'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 Trustees either intend to liquidate the Academy Trust or to cease operations, or have no realistic alternative but to do so.

Auditors' 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 Auditors' 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.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

- Enquiry of management and those charged with governance around actual and potential litigation and claims;
- Enquiry of entity staff to identify any instances of non-compliance with laws and regulations;
- Performing audit work over the risk of management override of controls, including testing of journal entries and other adjustments for appropriateness and reviewing accounting estimates for bias;
- Reviewing minutes of meetings of those charged with governance;
- Reviewing internal audit reports;
- Reviewing financial statement disclosures and testing to supporting documentation to assess compliance with applicable laws and regulations.

Because of the inherent limitations of an audit, there is a risk that we will not detect all irregularities, including those leading to a material misstatement in the financial statements or non-compliance with regulation. This risk increases the more that compliance with a law or regulation is removed from the events and transactions reflected in the financial statements, as we will be less likely to become aware of instances of non-compliance. The risk is also greater regarding irregularities occurring due to fraud rather than error, as fraud involves intentional concealment, forgery, collusion, omission or misrepresentation.

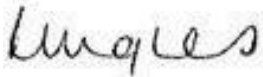
A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: www.frc.org.uk/auditorsresponsibilities. This description forms part of our Auditors' Report.

NORTHAMPTON SCHOOL FOR GIRLS
(A Company Limited by Guarantee)

**INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF
NORTHAMPTON SCHOOL FOR GIRLS (CONTINUED)**

Use of our report

This report is made solely to the Academy Trust's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the Academy Trust's members those matters we are required to state to them in an Auditors' 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 Academy Trust and its members, as a body, for our audit work, for this report, or for the opinions we have formed.



Rebecca Hughes BSc (Hons) FCCA (Senior Statutory Auditor)

for and on behalf of

MHA

Statutory Auditor

Northampton

Date: 16 December 2025

MHA is the trading name of MHA Audit Services LLP, a limited liability partnership in England and Wales (registered number OC455542).

NORTHAMPTON SCHOOL FOR GIRLS
(A Company Limited by Guarantee)

**INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO
NORTHAMPTON SCHOOL FOR GIRLS AND THE SECRETARY OF STATE FOR EDUCATION**

In accordance with the terms of our engagement letter dated 8 April 2025 and further to the requirements of the Department for Education (DfE) as included in the extant Framework and Guide for External Auditors and Reporting Accountants of Academy Trusts 2024 to 2025, we have carried out an engagement to obtain limited assurance about whether anything has come to our attention that would suggest, in all material respects, the expenditure disbursed and income received by Northampton School for Girls during the year 1 September 2024 to 31 August 2025 have not been applied to the purposes identified by Parliament and that the financial transactions do not conform to the authorities which govern them.

This report is made solely to Northampton School for Girls and the Secretary of State for Education in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Northampton School for Girls and the Secretary of State for Education those matters we are required to state in a report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than Northampton School for Girls and the Secretary of State for Education, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of Northampton School for Girls's accounting officer and the reporting accountant

The accounting officer is responsible, under the requirements of Northampton School for Girls's funding agreement with the Secretary of State for Education dated 30 December 2013 and the Academy Trust Handbook, extant from 1 September 2024, for ensuring that expenditure disbursed and income received is applied for the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

Our responsibilities for this engagement are established in the United Kingdom by our profession's ethical guidance and are to obtain limited assurance and report in accordance with our engagement letter and the requirements of the extant Framework and Guide for External Auditors and Reporting Accountants of Academy Trusts 2024 to 2025. We report to you whether anything has come to our attention in carrying out our work which suggests that in all material respects, expenditure disbursed and income received during the year 1 September 2024 to 31 August 2025 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

NORTHAMPTON SCHOOL FOR GIRLS
(A Company Limited by Guarantee)

**INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO
NORTHAMPTON SCHOOL FOR GIRLS AND THE SECRETARY OF STATE FOR EDUCATION
(CONTINUED)**

Approach

We conducted our engagement in accordance with the Framework and Guide for External Auditors and Reporting Accountant of Academy Trusts issued by DfE. We performed a limited assurance engagement as defined in our engagement letter.

The objective of a limited assurance engagement is to perform such procedures as to obtain information and explanations in order to provide us with sufficient appropriate evidence to express a negative conclusion on regularity.

A limited assurance engagement is more limited in scope than a reasonable assurance engagement and consequently does not enable us to obtain assurance that we would become aware of all significant matters that might be identified in a reasonable assurance engagement. Accordingly, we do not express a positive opinion.

Our engagement includes examination, on a test basis, of evidence relevant to the regularity and propriety of the Academy Trust's income and expenditure.

The work undertaken to draw to our conclusion includes:

- reviewing the Minutes of the meetings of the Governing Body and other evidence made available to us, relevant to our consideration of regularity;
- a review of the objectives and activities of the Academy, with reference to the income streams and other information available to us as auditors of the Academy;
- testing of a sample of payroll payments to staff;
- testing of a sample of payments to suppliers and other third parties;
- consideration of governance issues; and
- evaluating the internal control procedures and reporting lines, testing as appropriate and making appropriate enquiries of the Accounting Officer.

Conclusion

In the course of our work, nothing has come to our attention which suggest in all material respects the expenditure disbursed and income received during the year 1 September 2024 to 31 August 2025 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

MHA

MHA
Chartered Accountants
Statutory Auditor

Date: 16 December 2025

NORTHAMPTON SCHOOL FOR GIRLS
(A Company Limited by Guarantee)

STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING INCOME AND EXPENDITURE ACCOUNT)
FOR THE YEAR ENDED 31 AUGUST 2025

	Note	Unrestricted funds 2025 £	Restricted funds 2025 £	Restricted fixed asset funds 2025 £	Total funds 2025 £	Total funds 2024 £
Income from:						
Donations and capital grants	3	-	801,033	213,615	1,014,648	678,726
Other trading activities	5	59,558	-	-	59,558	96,461
Investments	6	90,774	-	-	90,774	97,634
Charitable activities	4	-	12,581,414	-	12,581,414	11,995,441
Total income		150,332	13,382,447	213,615	13,746,394	12,868,262
Expenditure on:						
Raising funds		34,402	-	-	34,402	56,629
Charitable activities		-	13,723,327	151,980	13,875,307	12,567,817
Total expenditure	7	34,402	13,723,327	151,980	13,909,709	12,624,446
Net income/(expenditure)		115,930	(340,880)	61,635	(163,315)	243,816
Transfers between funds	16	-	(38,847)	38,847	-	-
Net movement in funds before other recognised gains/(losses)		115,930	(379,727)	100,482	(163,315)	243,816
Other recognised gains/(losses):						
Actuarial gains on defined benefit pension schemes	23	-	63,000	-	63,000	321,000
Net movement in funds		115,930	(316,727)	100,482	(100,315)	564,816

NORTHAMPTON SCHOOL FOR GIRLS
(A Company Limited by Guarantee)

STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING INCOME AND EXPENDITURE ACCOUNT)
(CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

	Unrestricted funds 2025 £	Restricted funds 2025 £	Restricted fixed asset funds 2025 £	Total funds 2025 £	Total funds 2024 £
Note					
Reconciliation of funds:					
Total funds brought forward	978,889	2,898,173	4,162,027	8,039,089	7,474,273
Net movement in funds	115,930	(316,727)	100,482	(100,315)	564,816
Total funds carried forward	<u><u>1,094,819</u></u>	<u><u>2,581,446</u></u>	<u><u>4,262,509</u></u>	<u><u>7,938,774</u></u>	<u><u>8,039,089</u></u>

The Statement of Financial Activities includes all gains and losses recognised in the year.

The notes on pages 53 to 78 form part of these financial statements.

NORTHAMPTON SCHOOL FOR GIRLS
(A Company Limited by Guarantee)
REGISTERED NUMBER: 08591532

BALANCE SHEET
AS AT 31 AUGUST 2025

	Note	2025 £	2024 £
Fixed assets			
Tangible assets	13	4,262,509	4,140,423
Current assets			
Debtors	14	212,095	160,554
Cash at bank and in hand	20	4,293,686	4,479,436
		<u>4,505,781</u>	<u>4,639,990</u>
Current liabilities			
Creditors: amounts falling due within one year	15	(829,516)	(647,324)
Net current assets		<u>3,676,265</u>	<u>3,992,666</u>
Total assets less current liabilities		<u>7,938,774</u>	<u>8,133,089</u>
Defined benefit pension scheme asset / liability	23	-	(94,000)
Total net assets		<u><u>7,938,774</u></u>	<u><u>8,039,089</u></u>
Funds of the Academy Trust			
Restricted funds:			
Fixed asset funds	16	4,262,509	4,162,027
Restricted income funds	16	2,581,446	2,992,173
		<u>6,843,955</u>	<u>7,154,200</u>
Restricted funds excluding pension asset	16	6,843,955	7,154,200
Pension reserve	16	-	(94,000)
Total restricted funds	16	<u>6,843,955</u>	<u>7,060,200</u>
Unrestricted income funds	16	<u>1,094,819</u>	<u>978,889</u>
Total funds		<u><u>7,938,774</u></u>	<u><u>8,039,089</u></u>

NORTHAMPTON SCHOOL FOR GIRLS
(A Company Limited by Guarantee)
REGISTERED NUMBER: 08591532

BALANCE SHEET (CONTINUED)
AS AT 31 AUGUST 2025

The financial statements on pages 48 to 78 were approved and authorised for issue by the Trustees and are signed on their behalf, by:


.....
Mr R Gray
Chair of Trustees

Date: *01-12-2025*

The notes on pages 53 to 78 form part of these financial statements.

NORTHAMPTON SCHOOL FOR GIRLS
(A Company Limited by Guarantee)

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 AUGUST 2025

	Note	2025 £	2024 £
Cash flows from operating activities			
Net cash (used in)/provided by operating activities	18	(216,073)	244,816
Cash flows from investing activities	19	30,323	88,345
Change in cash and cash equivalents in the year		(185,750)	333,161
Cash and cash equivalents at the beginning of the year		4,479,436	4,146,275
Cash and cash equivalents at the end of the year	20, 21	4,293,686	4,479,436

The notes on pages 53 to 78 form part of these financial statements

NORTHAMPTON SCHOOL FOR GIRLS
(A Company Limited by Guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

1. Accounting policies

Northampton School for Girls is a private company limited by guarantee, incorporated in England. Its registered number and address of registered office are detailed on page 1 and 2. The nature of the Academy Trust's operations and principal activity are detailed in the Trustees' Report.

A summary of the principal accounting policies adopted (which have been applied consistently, except where noted), judgments and key sources of estimation uncertainty, is set out below.

The financial statements are prepared in £ sterling, rounded to the nearest £1.

1.1 Basis of preparation of financial statements

The financial statements of the Academy Trust, which is a public benefit entity under FRS 102, have been prepared under the historical cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (Charities SORP (FRS 102)), the Academies Accounts Direction 2024 to 2025 issued by DfE, the Charities Act 2011 and the Companies Act 2006.

1.2 Going concern

The Trustees assess whether the use of going concern is appropriate i.e. whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the Academy Trust to continue as a going concern. The Trustees make this assessment in respect of a period of at least one year from the date of authorisation for issue of the financial statements and have concluded that the Academy Trust has adequate resources to continue in operational existence for the foreseeable future and there are no material uncertainties about the Academy Trust's ability to continue as a going concern, thus they continue to adopt the going concern basis of accounting in preparing the financial statements.

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

1. Accounting policies (continued)

1.3 Income

All incoming resources are recognised when the Academy Trust has entitlement to the funds, the receipt is probable and the amount can be measured reliably.

• **Grants**

Grants are included in the Statement of Financial Activities on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the Balance Sheet. Where income is received in advance of meeting any performance-related conditions there is not unconditional entitlement to the income and its recognition is deferred and included in creditors as deferred income until the performance-related conditions are met. Where entitlement occurs before income is received, the income is accrued.

General Annual Grant is recognised in full in the Statement of Financial Activities in the year for which it is receivable and any abatement in respect of the year is deducted from income and recognised as a liability.

Capital grants are recognised in full when there is an unconditional entitlement to the grant. Unspent amounts of capital grants are reflected in the Balance Sheet in the restricted fixed asset fund. Capital grants are recognised when there is entitlement and are not deferred over the life of the asset on which they are expended.

• **Donations**

Donations are recognised on a receivable basis (where there are no performance-related conditions) where the receipt is probable and the amount can be reliably measured.

• **Other income**

Other income, including the hire of facilities, is recognised in the year it is receivable and to the extent the Academy Trust has provided the goods or services.

1.4 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use.

• **Expenditure on raising funds**

This includes all expenditure incurred by the Academy Trust to raise funds for its charitable purposes and includes costs of all fundraising activities events and non-charitable trading.

• **Charitable activities**

These are costs incurred on the Academy Trust's educational operations, including support costs and costs relating to the governance of the Academy Trust apportioned to charitable activities.

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

1. Accounting policies (continued)

1.4 Expenditure (continued)

All resources expended are inclusive of irrecoverable VAT.

1.5 Interest receivable

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the Academy Trust; this is normally upon notification of the interest paid or payable by the institution with whom the funds are deposited.

1.6 Taxation

The Academy Trust is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes.

Accordingly, the Academy Trust is potentially exempt from taxation in respect of income or capital gains received within categories covered by Part 11, chapter 3 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

1.7 Tangible fixed assets

Assets costing £5,000 or more are capitalised as tangible fixed assets and are carried at cost, net of depreciation and any provision for impairment.

Where tangible fixed assets have been acquired with the aid of specific grants, either from the government or from the private sector, they are included in the Balance Sheet at cost and depreciated over their expected useful economic life. Where there are specific conditions attached to the funding requiring the continued use of the asset, the related grants are credited to a restricted fixed asset fund in the Statement of Financial Activities and carried forward in the Balance Sheet. Depreciation on the relevant assets is charged directly to the restricted fixed asset fund in the Statement of Financial Activities. Where tangible fixed assets have been acquired with unrestricted funds, depreciation on such assets is charged to the unrestricted fund.

Depreciation is provided on all tangible fixed assets other than freehold land and assets under construction, at rates calculated to write off the cost of each asset on a straight-line basis over its expected useful life, as follows:

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

1. Accounting policies (continued)

1.7 Tangible fixed assets (continued)

Depreciation is provided on the following bases:

Long-term leasehold property	- 50 years straight line
Furniture and equipment	- 5 years straight line
Computer equipment	- 5 years straight line
Motor vehicles	- 5 years straight line

A review for impairment of a fixed asset is carried out if events or changes in circumstances indicate that the carrying value of any fixed asset may not be recoverable. Shortfalls between the carrying value of fixed assets and their recoverable amounts are recognised as impairments. Impairment losses are recognised in the Statement of Financial Activities.

Where the property occupied is the subject of PFI contracts, consideration is given to the detailed terms of the relevant contract and to whether or not the PFI contract transfers the risks and rewards of ownership to the Academy Trust. If there is such a transfer of risk and reward, such assets are accounted for under the policies for land and buildings set out above. If such risks and rewards are not transferred, the nature of the property is deemed to be akin to serviced accommodation, and payments under the PFI contract are treated as operating lease payments.

1.8 Debtors

Trade and other debtors are recognised at the settlement amount after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

1.9 Cash at bank and in hand

Cash at bank and in hand includes cash and short-term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

1.10 Financial instruments

The Academy Trust only holds basic financial instruments as defined in FRS 102. The financial assets and financial liabilities of the Academy Trust and their measurement bases are as follows:

Financial assets - trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 14. Prepayments are not financial instruments. Amounts due to the Academy Trust's wholly owned subsidiary are held at face value less any impairment.

Cash at bank is classified as a basic financial instrument and is measured at face value.

Financial liabilities - trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost as detailed in note 15. Taxation and social security are not included in the financial instruments disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

1. Accounting policies (continued)

1.11 Operating leases

Rentals paid under operating leases are charged to the Statement of Financial Activities on a straight-line basis over the lease term.

1.12 Pensions

Retirement benefits to employees of the Academy Trust are provided by the Teachers' Pension Scheme ("TPS") and the Local Government Pension Scheme ("LGPS"). These are defined benefit schemes.

The TPS is an unfunded scheme and contributions are calculated to spread the cost of pensions over employees' working lives with the Academy Trust in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary based on quadrennial valuations using a prospective unit credit method. TPS is an unfunded multi-employer scheme with no underlying assets to assign between employers. Consequently, the TPS is treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

The LGPS is a funded multi-employer scheme, and the assets are held separately from those of the Academy Trust in separate trustee administered funds. Pension scheme assets are measured at fair value and liabilities are measured on an actuarial basis using the projected unit credit method and discounted at a rate equivalent to the current rate of return on a high quality corporate bond of equivalent term and currency to the liabilities. The actuarial valuations are obtained at least triennially and are updated at each Balance Sheet date. The amounts charged to operating surplus are the current service costs and the costs of scheme introductions, benefit changes, settlements and curtailments. They are included as part of staff costs as incurred. Net interest on the net defined benefit liability/asset is also recognised in the Statement of Financial Activities and comprises the interest cost on the defined benefit obligation and interest income on the scheme assets, calculated by multiplying the fair value of the scheme assets at the beginning of the period by the rate used to discount the benefit obligations. The difference between the interest income on the scheme assets and the actual return on the scheme assets is recognised in other recognised gains and losses.

Actuarial gains and losses are recognised immediately in other recognised gains and losses.

1.13 Fund accounting

Unrestricted income funds represent those resources which may be used towards meeting any of the charitable objects of the Academy Trust at the discretion of the Trustees.

Restricted fixed asset funds are resources which are to be applied to specific capital purposes imposed by the funders where the asset acquired or created is held for a specific purpose.

Restricted general funds comprise all other restricted funds received with restrictions imposed by the funder/donor and include grants from the Department for Education Group.

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2. Critical accounting estimates and areas of judgment

Estimates and judgments are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

Critical accounting estimates and assumptions:

The Academy Trust makes estimates and assumptions concerning the future. The resulting accounting estimates and assumptions will, by definition, seldom equal the related actual results. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are discussed below.

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost or income for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 23, will impact the carrying amount of the pension liability. Furthermore a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2022 has been used by the actuary in valuing the pensions liability at 31 August 2025. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

The pension scheme surplus is recognised in the balance sheet to the extent to which it can be recovered through reduce contributions in the future or through refunds to the plan. Further details in note 23.

Critical areas of judgment:

The Academy Trust occupies buildings under PFI agreements with the local authority and has applied judgment in determining that these buildings should not be capitalised on the balance sheet. The Academy Trust does not believe that there are any other additional critical areas where judgement is used.

3. Income from donations and capital grants

	Restricted funds 2025 £	Restricted fixed asset funds 2025 £	Total funds 2025 £	Total funds 2024 £
Donations	781,216	-	781,216	643,043
Grants	-	213,615	213,615	35,683
Insurance claims	19,817	-	19,817	-
	<u>801,033</u>	<u>213,615</u>	<u>1,014,648</u>	<u>678,726</u>

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

4. Funding for the Academy Trust's charitable activities

	Restricted funds 2025 £	Total funds 2025 £	Total funds 2024 £
DfE grants			
General annual grant (GAG)	9,246,649	9,246,649	8,727,237
Other DfE grants			
Supplementary grant	1,934,280	1,934,280	1,968,593
Pupil premium	295,102	295,102	162,465
Teachers pay grant	145,281	145,281	145,999
16-19 funding	122,257	122,257	160,285
Teachers pension grant	308,887	308,887	286,460
Other DfE	283,306	283,306	269,976
	<u>12,335,762</u>	<u>12,335,762</u>	<u>11,721,015</u>
Other Government grants			
Local authority grants	245,652	245,652	274,426
	<u>245,652</u>	<u>245,652</u>	<u>274,426</u>
	<u><u>12,581,414</u></u>	<u><u>12,581,414</u></u>	<u><u>11,995,441</u></u>

5. Income from other trading activities

	Unrestricted funds 2025 £	Total funds 2025 £	Total funds 2024 £
Hire of facilities	59,558	59,558	96,461
	<u><u>59,558</u></u>	<u><u>59,558</u></u>	<u><u>96,461</u></u>

NORTHAMPTON SCHOOL FOR GIRLS
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NOTES TO THE FINANCIAL STATEMENTS
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6. Investment income

	Unrestricted funds 2025 £	Total funds 2025 £	Total funds 2024 £
Bank interest	90,774	90,774	97,634

7. Expenditure

	Staff Costs 2025 £	Premises 2025 £	Other 2025 £	Total 2025 £	Total 2024 £
Expenditure on fundraising trading activities:					
Direct costs	7,280	-	27,122	34,402	56,629
Academy's educational operations:					
Direct costs	8,360,135	-	1,816,536	10,176,671	8,891,858
Allocated support costs	1,359,824	1,967,599	371,213	3,698,636	3,675,959
	<u>9,727,239</u>	<u>1,967,599</u>	<u>2,214,871</u>	<u>13,909,709</u>	<u>12,624,446</u>

8. Net income/(expenditure) for the year includes:

	2025 £	2024 £
Operating leases	1,273,364	1,231,527
Depreciation	151,980	139,312
Fees payable to auditor for: audit	12,000	11,750
Fees payable to the auditor for: other services	6,150	5,375

NORTHAMPTON SCHOOL FOR GIRLS
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

9. Analysis of expenditure by activities

	Activities undertaken directly 2025 £	Support costs 2025 £	Total funds 2025 £	Total funds 2024 £
Educational operations	10,176,671	3,698,636	13,875,307	12,567,817

Analysis of support costs

	2025 £	Total funds 2025 £	Total funds 2024 £
Pension finance costs	4,000	4,000	21,000
Staff costs	1,359,824	1,359,824	1,288,715
Depreciation	151,980	151,980	139,312
Recruitment costs	23,174	23,174	15,631
Premises costs	1,815,619	1,815,619	1,912,343
Governance costs	20,090	20,090	18,953
Other support costs	323,949	323,949	280,005
	3,698,636	3,698,636	3,675,959

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

10. Staff

a. Staff costs and employee benefits

Staff costs during the year were as follows:

	2025 £	2024 £
Wages and salaries	6,806,048	6,359,252
Social security costs	804,906	666,857
Pension costs	1,756,239	1,485,790
	<u>9,367,193</u>	<u>8,511,899</u>
Agency staff costs	360,046	219,434
	<u>9,727,239</u>	<u>8,731,333</u>

b. Staff numbers

The average number of persons employed by the Academy Trust during the year was as follows:

	2025 No.	2024 No.
Teaching staff	99	106
Administration	57	59
Leadership	12	9
	<u>168</u>	<u>174</u>

NORTHAMPTON SCHOOL FOR GIRLS
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

10. Staff (continued)

c. Higher paid staff

The number of employees whose employee benefits (excluding employer pension costs) exceeded £60,000 was:

	2025	2024
	No.	No.
In the band £60,001 - £70,000	13	3
In the band £70,001 - £80,000	3	1
In the band £80,001 - £90,000	1	-
In the band £90,001 - £100,000	2	2
In the band £120,001 - £130,000	-	1
In the band £130,001 - £140,000	1	-

The above employees participated in the Teachers Pension Scheme. During the year ended 31 August 2025, pension contributions for these staff amounted to £410,503 (2024 - £154,762).

d. Key management personnel

The key management personnel of the Academy Trust comprise the Trustees and the senior management team as listed on page 1. The total amount of key management personnel benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the Academy Trust was £1,370,173 (2024 - £1,034,809).

11. Trustees' remuneration and expenses

One or more Trustees has been paid remuneration or has received other benefits from an employment with the Academy Trust. The principal and other staff Trustees only receive remuneration in respect of services they provide undertaking the roles of principal and staff members under their contracts of employment. The value of Trustees' remuneration and other benefits was as follows:

		2025	2024
		£	£
Mrs R West	Remuneration	30,000 -	30,000 -
		35,000	35,000
	Pension contributions paid	5,000 -	5,000 -
		10,000	10,000
Mrs C Taboada-Naya	Remuneration	135,000 -	125,000 -
		140,000	130,000
	Pension contributions paid	35,000 -	30,000 -
		40,000	35,000

During the year ended 31 August 2025, no Trustee expenses have been incurred (2024 - £NIL).

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

12. Trustees' and Officers' insurance

The Academy Trust has opted into the Department of Education's risk protection arrangement (RPA), an alternative to insurance where UK government funds cover losses that arise. This scheme protects Trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business, and provides cover up to £10,000,000. It is not possible to quantify the Trustees and officers indemnity element from the overall cost of the RPA scheme membership.

13. Tangible fixed assets

	Long-term leasehold property £	Furniture and equipment £	Computer equipment £	Motor vehicles £	Total £
Cost or valuation					
At 1 September 2024	4,699,224	281,020	497,367	-	5,477,611
Additions	17,827	24,116	187,958	44,165	274,066
At 31 August 2025	<u>4,717,051</u>	<u>305,136</u>	<u>685,325</u>	<u>44,165</u>	<u>5,751,677</u>
Depreciation					
At 1 September 2024	688,384	205,211	443,593	-	1,337,188
Charge for the year	65,818	25,348	54,189	6,625	151,980
At 31 August 2025	<u>754,202</u>	<u>230,559</u>	<u>497,782</u>	<u>6,625</u>	<u>1,489,168</u>
Net book value					
At 31 August 2025	<u>3,962,849</u>	<u>74,577</u>	<u>187,543</u>	<u>37,540</u>	<u>4,262,509</u>
At 31 August 2024	<u>4,010,840</u>	<u>75,809</u>	<u>53,774</u>	<u>-</u>	<u>4,140,423</u>

14. Debtors

	2025 £	2024 £
Due within one year		
Trade debtors	100	-
VAT recoverable	157,968	155,498
VAT recoverable	54,027	5,056
	<u>212,095</u>	<u>160,554</u>

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

15. Creditors: Amounts falling due within one year

	2025 £	2024 £
Other creditors - 16-19 Bursary	22,787	28,118
Accruals and deferred income	806,729	619,206
	<u>829,516</u>	<u>647,324</u>
	2025 £	2024 £
Deferred income at 1 September 2024	95,786	69,895
Resources deferred during the year	68,672	95,786
Amounts released from previous periods	(95,786)	(69,895)
	<u>68,672</u>	<u>95,786</u>

At the balance sheet date the Academy Trust was holding funds in advance for school buses £56,435 (2024 - £60,838), music lessons £8,200 (2024 - £8,911), school trips £2,670 (2024 - £25,287), theatre hire income £1,050 (2024 - £750) and student art supplies £317 (2024 - £Nil).

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

16. Statement of funds

	Balance at 1 September 2024 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2025 £
Unrestricted funds						
General Funds - all funds	978,889	150,332	(34,402)	-	-	1,094,819
Restricted general funds						
General Annual Grant	962,269	11,180,929	(11,709,857)	-	-	433,341
Other DfE grants	1,901,086	1,154,833	(1,016,512)	(38,847)	-	2,000,560
Other Activities	54,795	740,018	(721,291)	-	-	73,522
Pupil Premium (LA)	-	22,511	(22,511)	-	-	-
Miscellaneous restricted	74,023	61,015	(61,015)	-	-	74,023
Other Local Authority	-	223,141	(223,141)	-	-	-
Pension reserve	(94,000)	-	31,000	-	63,000	-
	2,898,173	13,382,447	(13,723,327)	(38,847)	63,000	2,581,446

NORTHAMPTON SCHOOL FOR GIRLS
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

16. Statement of funds (continued)

**Restricted fixed
asset funds**

DfE capital grants	4,140,423	-	(151,980)	274,066	-	4,262,509
Devolved formula capital	21,604	213,615	-	(235,219)	-	-
	<u>4,162,027</u>	<u>213,615</u>	<u>(151,980)</u>	<u>38,847</u>	<u>-</u>	<u>4,262,509</u>
Total Restricted funds	7,060,200	13,596,062	(13,875,307)	-	63,000	6,843,955
Total funds	8,039,089	13,746,394	(13,909,709)	-	63,000	7,938,774

The specific purposes for which the funds are to be applied are as follows:

Unrestricted funds - these funds represent donations on conversion, parental contributions and lettings during the period. The funds can be utilised towards meeting any of the charitable objectives of the Academy Trust at the discretion of the Governors.

Restricted funds - these funds arise from funding from the Department for Education and the Local Authority.

Restricted funds fixed asset funds amounting to £4,262,509 will be reserved against future depreciation charges.

NORTHAMPTON SCHOOL FOR GIRLS
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

16. Statement of funds (continued)

Comparative information in respect of the preceding year is as follows:

	Balance at 1 September 2023 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2024 £
Unrestricted funds						
General Funds - all funds	841,423	194,095	(56,629)	-	-	978,889
Restricted general funds						
General Annual Grant	1,463,789	10,695,830	(11,197,350)	-	-	962,269
Other DfE grants	1,244,763	1,025,184	(368,861)	-	-	1,901,086
Other Activities	42,644	601,145	(588,994)	-	-	54,795
Pupil Premium (LA)	-	41,133	(41,133)	-	-	-
Miscellaneous restricted	34,998	41,899	(2,874)	-	-	74,023
Other Local Authority	-	233,293	(233,293)	-	-	-
Pension reserve	(419,000)	-	4,000	-	321,000	(94,000)
	<u>2,367,194</u>	<u>12,638,484</u>	<u>(12,428,505)</u>	<u>-</u>	<u>321,000</u>	<u>2,898,173</u>
Restricted fixed asset funds						
DfE capital grants	4,234,763	-	(139,312)	44,972	-	4,140,423
Devolved formula capital	30,893	35,683	-	(44,972)	-	21,604
	<u>4,265,656</u>	<u>35,683</u>	<u>(139,312)</u>	<u>-</u>	<u>-</u>	<u>4,162,027</u>
Total Restricted funds	<u>6,632,850</u>	<u>12,674,167</u>	<u>(12,567,817)</u>	<u>-</u>	<u>321,000</u>	<u>7,060,200</u>
Total funds	<u><u>7,474,273</u></u>	<u><u>12,868,262</u></u>	<u><u>(12,624,446)</u></u>	<u><u>-</u></u>	<u><u>321,000</u></u>	<u><u>8,039,089</u></u>

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

17. Analysis of net assets between funds

Analysis of net assets between funds - current year

	Unrestricted funds 2025 £	Restricted funds 2025 £	Restricted fixed asset funds 2025 £	Total funds 2025 £
Tangible fixed assets	-	-	4,262,509	4,262,509
Current assets	1,094,819	3,410,962	-	4,505,781
Creditors due within one year	-	(829,516)	-	(829,516)
Total	<u>1,094,819</u>	<u>2,581,446</u>	<u>4,262,509</u>	<u>7,938,774</u>

Analysis of net assets between funds - prior year

	Unrestricted funds 2024 £	Restricted funds 2024 £	Restricted fixed asset funds 2024 £	Total funds 2024 £
Tangible fixed assets	-	-	4,140,423	4,140,423
Current assets	978,889	3,639,497	21,604	4,639,990
Creditors due within one year	-	(647,324)	-	(647,324)
Provisions for liabilities and charges	-	(94,000)	-	(94,000)
Total	<u>978,889</u>	<u>2,898,173</u>	<u>4,162,027</u>	<u>8,039,089</u>

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

18. Reconciliation of net (expenditure)/income to net cash flow from operating activities

	2025 £	2024 £
Net (expenditure)/income for the year (as per Statement of Financial Activities)	(163,315)	243,816
Adjustments for:		
Depreciation	151,980	139,312
Capital grants from DfE and other capital income	(213,615)	(35,683)
Defined benefit pension scheme cost less contributions payable	(4,000)	(25,000)
Defined benefit pension scheme finance cost	(27,000)	21,000
Increase in debtors	(51,541)	(21,021)
Increase in creditors	182,192	20,026
Interest receivable	(90,774)	(97,634)
Net cash (used in)/provided by operating activities	(216,073)	244,816

19. Cash flows from investing activities

	2025 £	2024 £
Interest Receivable	90,774	97,634
Interest Receivable	(274,066)	(44,972)
Capital grants from DfE Group	213,615	35,683
Net cash provided by investing activities	30,323	88,345

20. Analysis of cash and cash equivalents

	2025 £	2024 £
Cash in hand and at bank	4,293,686	4,479,436
Total cash and cash equivalents	4,293,686	4,479,436

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21. Analysis of changes in net debt

	At 1 September 2024 £	Cash flows £	At 31 August 2025 £
Cash at bank and in hand	4,479,436	(185,750)	4,293,686
	<u>4,479,436</u>	<u>(185,750)</u>	<u>4,293,686</u>

22. Contingent liabilities

On conversion to Academy status it has been agreed by Northamptonshire County Council that £2.75m would be ring fenced for capital projects for the Academy following completion of the sale of the former Parklands Middle School site. The ring fencing of these funds would be subject to an agreement between the Council and the Academy as to the application of these funds.

23. Pension commitments

The Academy Trust's employees belong to two principal pension schemes: the Teachers' Pension Scheme England and Wales (TPS) for academic and related staff; and the Local Government Pension Scheme (LGPS) for non-teaching staff, which is managed by Northamptonshire County Council. Both are multi-employer defined benefit schemes.

The latest actuarial valuation of the TPS related to the period ended 31 March 2020 and of the LGPS 31 March 2022.

There were no outstanding or prepaid contributions at either the beginning or the end of the financial year.

Teachers' Pension Scheme

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pension Scheme Regulations 2014. Membership is automatic for full-time teachers in academies. All teachers have the option to opt-out of the TPS following enrolment.

The TPS is an unfunded scheme to which both the member and employer makes contributions, as a percentage of salary - these contributions are credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

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23. Pension commitments (continued)

Valuation of the Teachers' Pension Scheme

The Government Actuary, using normal actuarial principles, conducts a formal actuarial review of the TPS in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014 published by HM Treasury every 4 years. The aim of the review is to ensure scheme costs are recognised and managed appropriately and the review specifies the level of future contributions.

Actuarial scheme valuations are dependent on assumptions about the value of future costs, design of benefits and many other factors. The latest actuarial valuation of the TPS was carried out as at 31 March 2020. The valuation report was published by the Department for Education on 27 October 2023, with the SCAPE rate, set by HMT, applying a notional investment return based on 1.7% above the rate of CPI. The key elements of the valuation outcome are:

- employer contribution rates set at 28.68% of pensionable pay (including a 0.08% administration levy). This is an increase of 5% in employer contributions and the cost control result is such that no change in member benefits is needed.
- total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £262,000 million and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £222,200 million, giving a notional past service deficit of £39,800 million.

The next valuation result is due to be implemented from 1 April 2024. The next valuation result is due to be implemented from 1 April 2027.

The employer's pension costs paid to TPS in the year amounted to £1,520,239 (2024 - £1,250,790).

A copy of the valuation report and supporting documentation is on the Teachers' Pensions website (<https://www.teacherspensions.co.uk/news/employers/2019/04/teachers-pensions-valuation-report.aspx>).

Under the definitions set out in FRS 102, the TPS is an unfunded multi-employer pension scheme. The Academy Trust is unable to identify its share of the underlying assets and liabilities of the plan. Accordingly, the Academy Trust has taken advantage of the exemption in FRS 102 and has accounted for its contributions to the scheme as if it were a defined contribution scheme. The Academy Trust has set out above, the information available on the scheme.

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23. Pension commitments (continued)

Local Government Pension Scheme

The LGPS is a funded defined benefit pension scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2025 was £340,000 (2024 - £326,000), of which employer's contributions totalled £271,000 (2024 - £260,000) and employees' contributions totalled £69,000 (2024 - £66,000). The agreed contribution rates for future years are 23.5 per cent for employers and 5.5 to 12.5 per cent for employees.

As described in note the LGPS obligation relates to the employees of the Academy Trust, who were the employees transferred as part of the conversion from the maintained school and new employees who were eligible to, and did, join the Scheme in the year. The obligation in respect of employees who transferred on conversion represents their cumulative service at both the predecessor school and the Academy Trust at the balance sheet date.

Parliament has agreed, at the request of the Secretary of State for Education, to a guarantee that, in the event of academy closure, outstanding Local Government Pension Scheme liabilities would be met by the Department for Education. The guarantee came into force on 18 July 2013 and on 21 July 2022, the Department for Education reaffirmed its commitment to the guarantee, with a parliamentary minute published on GOV.UK.

Principal actuarial assumptions

	2025	2024
	%	%
Rate of increase in salaries	3.20	3.15
Discount rate for scheme liabilities	6.05	5.00
Inflation assumption (CPI)	2.70	2.65
Commutation of pensions to lump sums	50.00	50.00

The current mortality assumptions include sufficient allowance for future improvements in mortality rates. The assumed life expectations on retirement age 65 are:

	2025	2024
	Years	Years
Retiring today		
Males	20.7	20.4
Females	24.0	24.0
Retiring in 20 years		
Males	20.3	20.1
Females	25.1	25.1

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23. Pension commitments (continued)

Sensitivity analysis

	2025	2024
	£000	£000
Discount rate +0.1%	102,000	121,000
Discount rate -0.1%	(102,000)	(121,000)
Mortality assumption - 1 year increase	204,000	229,000
Mortality assumption - 1 year decrease	(204,000)	(229,000)
CPI rate +0.1%	99,000	116,000
CPI rate -0.1%	(99,000)	(116,000)

Share of scheme assets

The Academy Trust's share of the assets in the scheme was:

	At 31	At 31 August
	August 2025	2024
	£	£
Equities	3,365,000	2,894,000
Gilts	1,745,000	1,576,000
Corporate bonds	935,000	845,000
Property	186,000	225,000
Total market value of assets	6,231,000	5,540,000

The actual return on scheme assets was £372,000 (2024 - £549,000).

The amounts recognised in the Statement of Financial Activities are as follows:

	2025	2024
	£	£
Current service cost	-	235,000
Interest income	287,000	258,000
Interest cost	(291,000)	(279,000)
Total amount recognised in the Statement of Financial Activities	(4,000)	214,000

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23. Pension commitments (continued)

Changes in the present value of the defined benefit obligations were as follows:

	2025 £	2024 £
At 1 September	5,724,000	5,276,000
Interest cost	291,000	279,000
Employee contributions	69,000	66,000
Actuarial losses/(gains)	22,000	(30,000)
Benefits paid	(111,000)	(102,000)
Current service costs	236,000	235,000
At 31 August	6,231,000	5,724,000

Changes in the fair value of the Academy Trust's share of scheme assets were as follows:

	2025 £	2024 £
At 1 September	5,630,000	4,857,000
Interest income	287,000	258,000
Actuarial gains	85,000	291,000
Employer contributions	271,000	260,000
Employee contributions	69,000	66,000
Benefits paid	(111,000)	(102,000)
At 31 August	6,231,000	5,630,000

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The amounts recognised in the balance sheet:

	2025	2024
	£	£
Closing fair value of scheme assets	6,231,000	5,630,000
Closing defined benefit obligation	(5,108,000)	(5,724,000)
Surplus not recognised - assets ceiling	(1,123,000)	-
	<u>-</u>	<u>(94,000)</u>

The fair value of the pension plan assets at 31 August 2025 is £6,231,000, which is £1,123,000 in excess of the present value of the defined benefit obligation at that date of £5,108,000. This surplus of £1,123,000 is recognised in the financial statements only to the extent that the Academy Trust can recover that surplus, either through a reduction in future contributions or through a refund to the Academy Trust.

Following discussions with actuaries and consultations, the Academy Trust is not able to determine that future contributions will be reduced. It is not possible for the to receive a refund, as the conditions for this have not been met. Therefore an asset ceiling surplus of £1,123,000 is not recognised as an asset at 31 August 2025 as the academy trust is not able to determine that the Academy Trust will benefit from reduced future contributions or by a refund in the foreseeable future.

Total remeasurements recognised in Other Comprehensive Income:

	2025	2024
	£	£
Changes in financial assumptions	1,078,000	181,000
Changes in demographic assumptions	(23,000)	11,000
Actuarial gains / (losses)	131,000	129,000
Surplus not recognised - assets ceiling	(1,123,000)	-
	<u>63,000</u>	<u>321,000</u>

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24. Operating lease commitments

At 31 August 2025 the Academy Trust had commitments to make future minimum lease payments under non-cancellable operating leases as follows:

	2025 £	2024 £
Not later than 1 year	3,008	2,841
Later than 1 year and not later than 5 years	27,576	710
Later than 5 years	5,745	-
	<u>36,329</u>	<u>3,551</u>

25. Other financial commitments

Northampton School for Girls is mainly a PFI school (Private Finance Initiative - a procurement method that uses private school sector investment to deliver public sector services). Therefore Northampton School for Girls have a PFI agreement that approximately £1,269k will be made available each year for the services provided. Based on an expected inflationary rate of 8% (2024: 8%) per year the commitment is expected to be:

	2025 £	2024 £
Within 1 year	1,269,162	1,270,523
Between 1 and 5 years	6,345,810	6,352,615
After more than 5 years	9,836,006	9,846,553
	<u>17,450,978</u>	<u>17,469,691</u>

26. Members' liability

Each member of the charitable company undertakes to contribute to the assets of the company in the event of it being wound up while he/she is a member, or within one year after he/she ceases to be a member, such amount as may be required, not exceeding £10 for the debts and liabilities contracted before he/she ceases to be a member.

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27. Related party transactions

Owing to the nature of the Academy Trust and the composition of the Board of Trustees being drawn from local public and private sector organisations, transactions may take place with organisations in which the trustees have an interest. All transactions involving such organisations are conducted in accordance with the requirements of the Academy Trust Handbook, including notifying the DfE of all transactions made on or after 1 April 2019 and obtaining their approval where required, and with the Academy Trust's financial regulations and normal procurement procedures relating to connected and related party transactions.

The following related party transactions took place in the financial period.

Mr R Gray is a Partner of Browne Jacobson and a Governor at University of Northampton. Professional services to the value of £33,975 (2024 - £62,523) were received by the school from Browne Jacobson and careers services to the value of £nil (2024 - £1,373) were received by the school from University of Northampton. There was no balance outstanding with Browne Jacobson (2024 - £nil) and University of Northampton (2024 - £nil) at the year-end.

The brother of a Deputy Headteacher is the Managing Director of A7 Media. Professional services to the value of £5,200 (2024 - £nil) were received by the school from A7 Media. There was no balance outstanding with A7 Media (2024 - £nil).

All transactions involving such organisations are conducted in accordance with the requirements of the Academy Trust Handbook, including notifying DfE of all transactions made on or after 1 April 2019 and obtaining their approval where required, and with the Academy Trust's financial regulations and normal procurement procedures relating to connected and related party transactions.

28. Agency arrangements

The Academy Trust distributes 16-19 bursary funds to students as an agent for the DfE. In the accounting year ending 31 August 2025 the Academy Trust received £34,313 (2024 - £36,045) and distributed £39,644 (2024 - £38,507) from the fund. An amount of £22,787 (2024 - £28,118) is included in creditors relating to undistributed funds that are repayable to the DfE.