

**REGISTERED CHARITY NUMBER: 1108415**

**ABU BAKR TRUST**  
**REPORT AND FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2016**

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**ABU BAKR TRUST**

**CONTENTS OF THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 AUGUST 2016**

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	<b>Page</b>
<b>Trustee's Report</b>	<b>1</b>
<b>Auditor's Report</b>	<b>15</b>
<b>Statement Of Financial Activities</b>	<b>17</b>
<b>Balance Sheet</b>	<b>18</b>
<b>Notes To The Financial Statements</b>	<b>19</b>
<b>Income &amp; Expenditure Statement</b>	<b>24</b>

**ABU BAKR TRUST**  
**REPORT OF THE TRUSTEES**  
**FOR THE YEAR ENDED 31 AUGUST 2016**

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The Trustees present their report and audited financial statements of the charity for the year ended 31 August 2016.

**REFERENCE AND ADMINISTRATIVE DETAILS**

**CHARITY NUMBER:** 1108415

**REGISTERED ADDRESS** 154 -160 Wednesbury Road  
Walsall  
West Midlands  
WS1 4JJ

**EXECUTIVE COMMITTEE CHAIRMAN** Mr. M Luqman

**EXECUTIVE COMMITTEE SECRETARY** Mr. M Ramzan

**TRUSTEES** Mr. Dawood Rashid  
Mrs. Ummekulsoom Luqman

**ACCOUNTANTS / AUDITORS** MAT Global Limited  
5 Highgate Business Centre  
Highgate Road  
Birmingham  
B12 8EA

**BANKERS** Barclays Bank  
Lloyds Bank  
TSB Bank

**ABU BAKR TRUST**  
**REPORT OF THE TRUSTEES**  
**FOR THE YEAR ENDED 31 AUGUST 2016**

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The Trustees present their annual report and audited statement for the year ended 31 August 2016 and confirm that they comply with the Charities Act 2011, as amended by the Charities Act 2006, the Trust Deed and the Charities SORP 2005.

**Administrative Information**

Trustees who have served for the year ended 31st August 2016 were as follows:

Mr M. Luqman	- Chairman/ Acting Treasurer
Mr. M. Ramzan	- Secretary
Mr. Dawood Rashid	- Trustee
Mrs. Ummekulsoom Luqman	- Trustee

**1. Governance, Structure and Management**

**Governing Document**

Abu Bakr Trust was constituted as a Charitable Trust registered with the Charity Commission on 3rd March 2005 under the charity number 1108415. It is governed by a Deed of Trust dated on 7th October 2003, amended on 8th May 2008, amended on 28th February 2009, amended on 24th March 2013, amended on 2nd June 2013 and last amended on 12th March 2015.

**Organisational Structure**

The trustees are appointed by a resolution of the Trustees passed at a special meeting called under clause 15 of the Deed of Trust. The trustees are responsible for the day to day running of the following:

- Masjid Abu Bakr (Evening Part time School, Established 1999)
- Abu Bakr Girls School - DCSF No: 3356010 Est. 2000
- Abu Bakr Boys School - DCSF No: 3356013 Est. 2006
- Abu Bakr Primary School (Boys and Girls mixed) Est. 2009
- Abu Bakr Nursery - EY435188 Est 2011
- Jamia Abu Bakr (Girls 16+) Est 2002
- Alima Classes Girls (Part time Evening)
- Masjid Abu Bakr: (Mosque facilities) - Ladies Adult Classes, Funeral Services, Dars Quran (Monday), Dars Hadith (Wednesday) & Monthly Study Circles (Males & Females)

**2. Objectives and Activities**

**Our Aims (Schools)**

The objectives of the Charity are set out in the Charity's Trust Deed and are summarised as follows:

- To advance the education of children, in particular Muslims through the establishment and maintenance of educational establishments and mosques.

- Provide a safe, welcoming environment in which children feel confident and secure.
- Value each child as an individual ensuring they reach their full potential academically and spiritually.
- Develop high literacy and numeracy skills.
- Encourage good behaviour, respect and the value of working together.
- Foster strong links with parents and guardians.
- Encourage open debate and creative thinking.
- Give students ample opportunity to develop leadership skills.
- Enhance a sense of belonging and strengthen commitment to society.
- Empower our students to become aspiring, effective and productive members of the British society.
- To develop students with active and creative minds, a sense of understanding and compassion for others and the courage to act on their beliefs. We stress each child's spiritual, moral, intellectual, social, emotional and physical development.

### **Nursery**

Nursery school currently employ 12 members of staff and has 64 children enrolled.

### **Our Schools**

Primary and secondary school's current staff comprising of teachers, teaching assistants, administrators and lunch time supervisors.

### **Our Aims (Mosque/Adult Education)**

Abu Bakr Trust is an umbrella body for its schools, mosques & adult education.

### **Objectives**

Our objectives are set to reflect the Islamic faith and community aims. Each year our trustees review our objectives and activities to ensure they continue to reflect our aims. In carrying out this review the trustees have considered the Charity Commission's general guidance on public benefit and in particular its supplementary public guidance on the advancement of religion for the public benefit.

Our dual aims remain to provide a facility where the Communities, in particular the Muslims can learn about Islamic tenets, practices and worships. The trust also aims to provide community facility for all the inhabitants in its surrounding areas.

Our long term ambition is to build the self confidence of the Muslims in their faith and through our community facilities and activities, help make our area a peaceful, vibrant and harmonious community.

### **Masjid Abu Bakr (Mosque)**

Masjid Abu Bakr is a Mosque and learning centre offering the best religious (Deeni) education for all age groups.

We aim to concentrate on instilling in our pupils the desire to follow the commandments of Allah as shown by our beloved Prophet Mohammad (Peace Be Upon Him).

### **Adult Education**

As well as providing the facilities for the five daily prayers, Masjid Abu Bakr offers the following:

- Study Circles (Daily/Monthly)
- A weekly Dars-e-Quran (every Monday)

- A weekly Dars-e-Hadith (every Wednesday)
- Monthly 3 days study circle
- Weekly study circle for sisters
- Sisters conference (Annually)
- Mens conference (Annually)

These programmes are delivered by authentic scholars who explain the Quran and Sunnah in its original formed meanings.

### **Evening Classes (Madrasah)**

The Evening Madrasah offers a comprehensive range of standardised courses to cater for pupils/people of any age and gender which include the following:

- Part time Alima classes for girls (It includes Arabic grammar, Sarf, Nahw, Literature, Jurisprudence, Tajweed and Hifz).
- Memorisation (Hifz) of the Holy Quran.
- Qaidah classes.
- Naazirah classes. This includes a full syllabus which is taught at all ages including Fiqh, Seerat, History and Tajweed.
- Adult classes for females.
- Adult classes for males.

Alhamdulillah, there are currently 71 classes, including 13 Hafiz classes, 10 for boys and 3 unique girls' Hafiza classes. Total number of students enrolled including full time/part time/morning and evening are more than 2500. To date over 270 students (boys & girls) have graduated from the Hafiz classes (memorization of Holy Quran by heart) and 164 have become Ulama (scholars).

### **Strategies**

We want to make our Mosque an accessible and welcoming venue where all Muslims, or those who wish to know more about our faith, can gather together to learn about their religion and worship. We are also fortunate to have facilities for women who want to pray at the mosque. There is now a facility available for ladies to perform Jumuah at the Masjid and also Taraweeh prayers in the month of Ramadan.

An important part of our strategy is community spiritual welfare and education. All our community facilities and activities including classes and seminars are advertised and we welcome the participation of all in our local community, Muslim and Non-Muslim alike. All of our activities are free and supported by donations.

### **3. Recruitment and Appointment of Trustees**

The existing trustees are responsible for the recruitment of new trustees but in doing so the trustees seek the views and recommendations of both elders and community leaders. The trustees believe this approach ensures the new trustees are respected members of the faith and local communities and to ensure that good relations are fostered between the Mosque and the people of the local community that we serve.

In selecting new trustees, we seek to identify people who regularly attend events and functions organised by the charity and are willing to volunteer to help in our broader community work. Potential trustees are invited to attend trustees meetings as observers and are given more details of the charity's aims and activities and, if all agree, they are then proposed as new trustees at the subsequent trustees' meeting. This process allows due consideration of the person's eligibility, personal competence, specialist knowledge and skills.

According to our knowledge, Abu Bakr Trust is amongst the very few if not the only (from Muslim charities), to appoint and have a female trustee. This will ensure that the voice of women is heard, as females in Islamic communities find it easier to approach females rather than males.

## Induction and Training of Trustees

Following appointment, new trustees are introduced to their new role and given copies of the Trust Deed and a guide to the policies and procedures adopted by our charity. A number of publications from the charities commission are also provided including the guidance on charities and public benefit and on the advancement of religion for the public benefit. This ensures that new trustees are aware of the scope of their responsibilities under the Charities Act. Initially, new trustees work with an existing trustee assisting on particular activities and projects run by the charity. After satisfactory feedback from existing trustees, they are then given the task of leading a particular activity or project, reporting progress at trustees' meetings.

## 4. Achievements and Performance

The trustees consider the performance of the trust during the financial year to have been most outstanding.

The boys school had an Ofsted inspection in November 2014, details of the inspection are provided in Abu Bakr Boys' School section. The boys school received Good/ Outstanding report.

The girls' school had interim inspection which is every 3 years and the full inspection is every 6 years. The interim inspection feedback was that the inspector made the following comments: **"I am utmost impressed". He also said that "We have not only met all the expectations but have exceeded them".**

## Abu Bakr Girls' School Inspection report

On 21st October 2014 Bridge Schools Inspectorate carried out an inspection on following schools:

- Abu Bakr Girls School
- Abu Bakr Primary School (Abu Bakr Trust)

This inspection was carried out under section 162 (A) of the Education Act 2002 as amended. Bridge Schools Inspectorate (BSI) has been approved by the Secretary of State in the Department for Education (DfE) to undertake inspections in designated independent schools within membership of the Christian Schools Trust (CST) or the Association of Muslim Schools UK (AMSUK).

<b>DfE number:</b>	335/6010
<b>Association:</b>	AMSUK
<b>Date of inspection:</b>	21st October 2014
<b>Lead Inspector:</b>	Mr Christopher Schenk
<b>Age range of pupils:</b>	5-16 years
<b>Number enrolled:</b>	270 Girl's School & 184 in Primary School

<b>Number of pupils with a statement of special educational need:</b>	None
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<b>Chairman:</b>	Mr. M. Luqman
<b>Head teacher:</b>	Mr. M. Ramzan
<b>Address of school:</b>	154-160 Wednesbury Road Palfrey Walsall WS1 4JJ
<b>Telephone number:</b>	01922 626829
<b>Email:</b>	<a href="mailto:info@abubakrgirlschool.org">info@abubakrgirlschool.org</a>

Post above visit, we received a letter from (BSI) inspector Christopher Schenk. Contents of that letter are provided below:

"Thank you for your welcome and hospitality when I visited your school on Tuesday 21st October. The purpose of my visit was to assess whether the strengths, which are noted in the report following our inspection in March 2011, have been sustained.

Before I came to the school, I read the school information and self-evaluation form (SIEF) and the early years self-evaluation. I also looked at GCSE results since the last inspection and at the Safeguarding Policy on your websites. During the day, I observed teaching and learning in nearly all the year groups from Reception to Year 11, seeing lessons in English, mathematics, science, citizenship, art, physical education, history and Qur'anic studies. I also attended a meeting of the secondary school council and looked at a wide range of the documentation presented to me, including the single central record of staff checks. Before I left, I met the two of you (Mr M Ramzan & Mrs H Varachia), the proprietor and the other two members of the senior leadership team for around an hour to discuss my findings.

The last inspection report found that the school had many strengths, but lacked consistency in some respects. Everything that I saw and read convinces me that the strengths of the school have been sustained in the three and a half years since the last inspection, and that effective action has been taken on all the areas for development highlighted in the report. The school now has agreed and consistent approaches to planning, teaching and assessment, that nevertheless leave room for individual teachers to add in their own ideas.

Pupils in the Reception class have a good balance between adult-led and child-initiated activities, and benefit from spacious accommodation with direct access to their own outdoor play area. The teaching in the primary classes is carefully planned and effectively carried out, with a valuable contribution made by the good number of teaching assistants. In one particularly imaginative session, Year 6 pupils learned a great deal about teamwork when their fund-raising activity was organised along the lines of the Apprentice. In all the lessons observed in the secondary classes, the teachers' knowledge of their subjects was good, explanations were clear and helpful, and pupils knew what was expected of them and responded with attention and good behaviour. Throughout the school a range of assessment strategies are well used to involve pupils in their own assessment and to give them a clear idea of what they need to do to improve further.

Since the last inspection, the results at GCSE have continued to be good, with a notable improvement in the highest grades: in 2014, nearly a quarter of the results were graded A\* or A. Results in citizenship and religious studies, both subjects that are taken by all pupils, are particularly high. Results in history, an option, have improved considerably since the last inspection.

The safeguarding policy is detailed and comprehensive, and has been recently reviewed to take account of the latest government guidance. In line with this guidance, the single central record now includes checks against the list of prohibited teachers. Confidential files on pupils at risk demonstrate that the school's designated safeguarding lead has good links with the local authority.

The detailed and thoughtful SIEF shows a school that is always looking for ways to improve further, and this is borne out by the departmental plans, that are evaluated regularly. The pupils' voice comes through clearly: their views have influenced some recent decisions. The members of the school council were confident and articulate and took their responsibilities seriously, as elected representatives of their classmates.

I was interested to hear that the proprietor has recently purchased new premises, formerly used as part of Walsall College. I understand that the plan is to refurbish them over the coming months so that the school can move to them in time for the beginning of the next academic year. As you are aware, at some stage there will need to be a material change visit to assess the suitability of the new premises, so please keep the Department for Education (DfE) informed about developments.

I am recommending to the DfE, to whom this letter will be copied, that the next full inspection of your school should take place in 2017, six years after the previous inspection."

**End of letter dated 22nd October 2014**

#### **Evaluation of the school**

Abu Bakr School provides a good education within a strong and supportive Islamic environment. The good curriculum supported by consistently good teaching ensures that pupils make rapid progress and achieve well. They become effective learners who enjoy coming to school and believe that their teachers work hard to support them. Provision for pupils with special educational needs is excellent. The spiritual development of pupils is very good and their moral, social and cultural development is good. Procedures to safeguard pupils welfare are good and pupils say that they feel safe and well cared for in the school. Parents are wholeheartedly supportive of the school and believe that it provides well education for their children. The school works assiduously to achieve its aim as expressed in the words of one senior girl, "The school is making me into an independent British Muslim citizen".

#### **Quality of education**

The quality of the curriculum is good throughout the school. At Key Stage 1 the curriculum includes all the subjects of the National Curriculum, personal, social, and health education (PSHE), religious education (RE) and Arabic. This provision is extended at Key Stage 3 with the addition of citizenship, Qur'anic studies and Urdu. At Key Stage 4 the school has succeeded in providing a broad range of core and foundation subjects at GCSE so that all pupils are well prepared for the next phase of their education.

In the primary classes, literacy and numeracy are given high priority. From Key Stage 1, pupils are progressively introduced to the specialist vocabulary of individual subjects, helping them to understand that different areas of learning have their own specific language and conventions. The school's Islamic ethos, citizenship and economic education (known as PSHE in Key Stages 3 and 4), contribute significantly to the pupils' good, and in some respects, excellent personal development.



At Key Stage 4, curriculum planning is effectively informed by examination syllabi. The curriculum remains sufficiently broad for pupils of all abilities to follow GCSE courses in a range of subjects including the core subjects of English, mathematics and science. The majority of girls are expected to undertake eight subjects at examination. They achieve well and results exceed those achieved on average by pupils nationally.

Effective careers education is provided for Years 10 and 11 onwards and is well-supported by the Connexions Service who work regularly with the girls. In Year 10 all girls undertake a week of work experience in a variety of work-place settings. The procedures are carefully set out and organised with the informed consent of parents.

Provision for pupils with special educational needs, including the two girls who have a statement of special educational need is excellent. The procedures are thorough and the special educational needs co-ordinator (SENCO) ensures that individual education plans are written and implemented for girls who need them. Flexible teaching arrangements are in place so that where appropriate girls work in mainstream classes, while at other times they receive carefully planned tuition in small groups. Booster classes for targeted girls in mainstream classes help to support those who need short-term support with some aspect of their learning. A recent valuable initiative includes mentoring for those girls likely to benefit from this specific support.

Visits to places of particular interest which enrich aspects of the curriculum are regularly undertaken and greatly enjoyed by pupils. These first hand experiences enhance the curriculum in poetry, art and science, bringing the curriculum to life, adding immediacy and relevance to learning in class. In addition, the school uses activity days to introduce pupils to a range of experiences through events such as International Day and World Book Day. Visiting speakers from specialist services and charities contribute significantly to pupils' wider knowledge and understanding of the world around them.

The quality of teaching and assessment is predominantly good and as a result pupils make good progress. Teachers have a secure knowledge of the subjects they teach and this contributes significantly to the overall quality of teaching throughout the school. Good quality lesson planning identifies learning objectives which specify what pupils are intended to learn so that girls are aware of what they should know or be able to do by the end of the lesson. In the best lessons, teachers are skilled at asking open-ended questions giving girls the opportunity to think beyond the superficial, build on their previous learning and respond in ways which extend and consolidate what they understand.

Relationships between teachers and pupils are good and pupils are encouraged to try hard at the tasks they are given. Some teachers can adopt at assessing individual pupils' strengths and needs in lessons and are often able to give them timely and sustained support. In addition, well-briefed learning support staff offer targeted classroom help to pupils with particular needs.

Pupils make good progress in aspects of literacy and numeracy throughout the school. They become increasingly competent speakers able to respond confidently in class. In the primary classes they make effective progress in writing though there is some overuse of photocopied worksheets which limit what pupils can write and give teachers too little information about what pupils have learned. At Key Stage 3 the girls have a good range of opportunities to write across the curriculum. Nevertheless, the girls' ability to use more complex sentence constructions and a wider, maturing vocabulary is less evident and would benefit from further development.

Throughout the school there is a range of regular assessments which enable the school to monitor pupils' progress across the curriculum. At Key Stages 3 and 4, end of unit tests are routinely carried out and the results assiduously recorded. At Key Stage 3 the girls are assessed against the National Curriculum levels of attainment and at Key Stage 4 in relation to GCSE grades. Yearly examinations in all subjects provide an additional assessment of progress and attainment. These assessments and test results are rigorously recorded and inform future planning. They also give teachers a valuable view of pupils' progress across the year.

The school has very recently introduced Cognitive Ability Tests (CATS) from Year 7. This constructive initiative will provide teachers with valuable information about the girls' capabilities as well as useful predictors for their likely performance at the end of Key Stage 3 and GCSE. This data will also ensure that there is a reliable and objective baseline from which to track both individual and class progress and attainment over time.

### **Spiritual, Moral, Social and Cultural Development of the Pupils**

Pupils' spiritual development is excellent and their moral, social and cultural development is good. Every day dhuhr salah (mid-afternoon prayers) are performed by all pupils, fostering spirituality. Pupils regularly lead assemblies which contribute strongly to the development of their self-discipline and self-esteem. Almost all the girls at Key Stages 3 and 4 agreed in their questionnaires that the school's worship, Religious Education and Qur'anic studies lessons help them to explore and deepen their faith. The reading and recitation of the Qur'an reinforces pupils' knowledge of their faith. The parents who responded to the pre-inspection questionnaire believe that the school helps their child to grow in faith.

Pupils understand the difference between right and wrong and their moral development is supported by good role models exemplified by the staff. The school code of conduct, displayed in all classrooms, helps to reinforce pupils' understanding of good conduct, and encourages them to adhere to the ethos of the school and respect authority. Pupils relate harmoniously to one another and show care and kindness in their everyday relationships.

The teaching of Islamic studies contributes to pupils' personal development by helping them to appreciate the importance of expressing beliefs through their everyday conduct. Similarly, short daily sessions in the tutorial periods focus on topics relating to morality, spirituality, social issues, etiquette, kindness and tolerance.

Pupils enjoy school and their attendance is high. Behaviour around the school and in the classroom is generally good. A very small number of girls have yet to meet the school's expectations of courtesy and self-discipline. The pupils collaborate well in class when they work in pairs or groups, and support each other informally, sharing their knowledge and helping one another to learn. PSHE lessons broaden pupils' knowledge and understanding of society in modern Britain. Learning in this area encourages pupils to accept responsibility for their own behaviour, show initiative, and understand more clearly how they can contribute to community life. The school council gives pupils an opportunity to take responsibility, contribute their views and make decisions which have tangible outcomes. Pupils leave the school well-prepared for the future.

Pupils' secure competence in basic and social skills supports their growing economic awareness. They help to raise funds for various charities and show initiative and reliability and increase their understanding of how they can contribute to the well-being of others. As well as receiving a thorough grounding in their own faith, the curriculum helps pupils to learn to appreciate other faiths, cultures and traditions. At Key Stage 4 girls study community cohesion and social harmony which gives them a further understanding of living in a multicultural society. Curricular provision is well supported by an International Day where pupils have a variety of workshops about countries from around the world to celebrate different cultures.

#### **Welfare, health and safety of the pupils**

The quality of the welfare, health and safety is good. All the required policies are comprehensive and procedures are in place to implement them effectively. Safeguarding procedures are thorough and the school benefits from training and advice from the local authority. Procedures for staff recruitment are rigorously carried out. Training in safeguarding and first aid are priorities for newly appointed staff. Pupils feel safe and are well cared for, commenting that staff listen to their views and treat them as individuals.

The behaviour policy addresses all aspects of behaviour including serious misbehaviour and a record is kept of these instances which are few. Most recently, the school has developed the rewards system so that pupils receive certificates and praise more regularly and more formally, which pupils find encouraging. All pupils are aware of the anti-bullying policy. Senior girls commented that bullying is rare, and they are confident in knowing what to do should it arise.

The school encourages pupils to eat healthily. All pupils bring packed lunches which contain a good balanced variety of foods. Staff supervise meal times and discuss the merits of healthy eating. Aspects of personal health and safety are thoroughly taught through the curriculum and well integrated with work in PSHE lessons, assemblies and tutorials.

Fire & safety procedures are in place and complete record of checks and fire drills is maintained. A specialist company regularly checks fire-fighting equipment. The arrangements made for first aid and medical procedures are very good. Extensive records are securely kept and medical supplies are carefully logged and stored. Appropriate arrangements are made for the supervision of pupils.

The admission and attendance registers are meticulously kept and contact with the local authority welfare officer is made as and when necessary. The school meets its responsibilities under the Equality Act 2010.

#### **Suitability of the proprietor and staff**

All staff and governors have been subject to satisfactory clearance with the Criminal Records Bureau at an enhanced level. The school's thorough employment procedures ensure that all required checks are carried out prior to appointment. The single central register meets requirements.

### Procedures for handling complaints

The school's complaints policy and procedures comply fully with regulatory requirements. There were no formal complaints during the last year.

### Achievements

#### Our Excellent GCSE's Results at Abu Bakr Girls School

Year	5A* - C including English & Maths	5A* - C excluding English & Maths	5A* - G
2014	63%	84%	100%
2015	64%	81%	100%
2016	74%	81%	100%

### Community activities

Our school halls and cabins provide a valuable educational and recreational resource to all in our local community. A wide variety of activities are organised and take place from our community centre during the school holidays and weekends.

**Funeral Facilities:** The Mosque provides a complete funeral service in line with the teachings of Islam. We relieve the deceased's bereaved relatives of the burden of organising burials. We also hold special classes to teach people how to proceed with Islamic burial procedures.

#### Female scholars graduate from Jamia Abu Bakr (Girls) — June 2016

79 female students completed the 5 year Alima course (Islamic Studies equivalent to MA) from 2010 till 2016. We are proud to say with confidence that there is no other equivalent or counterpart school/Jamia providing the high quality Darse Nizami of this calibre (Alhamdulillah).

## Abu Bakr Boys' School

<b>DfE number:</b>	335/6013
<b>Association:</b>	AMSUK
<b>Date of inspection:</b>	4th - 6th November 2014
<b>Lead Inspector:</b>	Mr David Young
<b>Team inspectors:</b>	Sheila Ann Boyle
<b>Age range of pupils:</b>	11-16 years
<b>Number on roll:</b>	222
<b>Full-time:</b>	222 boys
<b>Number of pupils with a statement of special educational need:</b>	None
<b>Chairman:</b>	Mr M Luqman
<b>Head teacher:</b>	Mr M Ramzan
<b>Address of school:</b>	Kent Street Walsall West Midlands WS2 7AN
<b>Telephone number:</b>	01922 724149
<b>Email:</b>	<a href="mailto:info@abubakrboysschool.org">info@abubakrboysschool.org</a>

## Welcome to Abu Bakr Boys School

Assalamua alaykum,

***“On the Day of Qiyamah, a crown of such brilliance will be placed on the heads of the parents of the one who learnt the Qur’an and practised on its laws; it’s glitter will outshine the brilliance of the sun which pierces your houses. Then, what do you think will be the position of the one who learnt the Qur’an and acted in accordance with it?”***

**(Sunan Abu Dawud)**

Our school’s philosophy is that every child matters. We are committed to raising standards of achievement and ensuring a culture of high expectations and success for every pupil. This success comes not only in the form of academic achievement but development of character as guided by the teachings of the Qur’an and Sunnah of our beloved Prophet Muhammad (peace and blessings be upon him).

This view was confirmed during an Ofsted-BSI inspection of the school in November 2014, which judged the school to be ‘good’. We do hope you will take the time to read our inspection report. It is available via a link on our school website [www.abubakrboysschool.org](http://www.abubakrboysschool.org)

We want all pupils to feel safe and secure. We also want to support them in becoming independent learners. We expect all pupils to achieve the best results they can, as well as becoming rounded, confident and responsible young British Muslims who contribute positively to their respective community and society as a whole.

This is very encouraging time for our school. We are continuing to improve and move forward at a reasonable pace. The GCSE exam results for 2016 were very good with 83% of pupils achieving A\*-C grades including English and Maths, 76% achieving 5A\*-C excluding English and Maths & 100% achieving in A\* - G.

Our aim is to ensure a well ordered atmosphere where the focus of all activities is on the quality of learning and teaching in a Islamic atmosphere.

## Aims and Objectives

### Our Aims:

- Provide a safe, welcoming environment in which pupils feel confident and secure.
- Value each pupil as an individual ensuring they reach their full potential academically and spiritually.
- Encourage good behaviour, respect and the value of working together.
- Give pupils the opportunity to develop their leadership skills.
- Enhance a sense of belonging and strengthen commitment to British society.
- Create tolerance of all faiths and cultures.
- Empower our pupils to become aspiring, effective and productive members of our society.
- We aim to ensure that our pupils will grow and develop an Islamic personality based upon the teachings of the Holy Qur’an and the teachings of our beloved prophet Muhammad (PBUH).

All praise is due to Allah (SWT) who is our Creator and Sustainer. It is Allah (SWT) alone who deserves all praise. Almighty Allah (SWT) is unique in all his attributes and his power evades everywhere and all time. May peace and blessings be upon our final and beloved Prophet Muhammad (PBUH).

The following Qur’anic ayah shows the high place that education has in Islam.

***‘Allah will exalt in degree those of you who believe, and those who have been granted knowledge and Allah is well-acquainted with what you do.’***

Surah al Mujadilah, Sipara 28.

Whilst the benefits of being in the path of knowledge are truly immense;

***‘He who goes out in search of knowledge is busy in the cause of Allah until he returns from his quest.’*** Tirmidhi.

It is only through gaining knowledge can we advance as a society.

Our aim is to provide a strong Islamic environment in which our pupils achieve their full potential and go on to become outstanding ambassadors for Islam. We are committed to creating a culture of learning in which pupils will strive and flourish, academically and spiritually.

Our school is based on a foundation of the teachings of Islam and we endeavour to provide a journey that fosters true Iman and love for Islam in the hearts and minds of our pupils, staff and parents.

### **Behaviour and Discipline**

The Prophet of Allah (PBUH) was sent not just to eradicate transgression and to uphold Islam, but he was also sent to bring mankind to higher levels of good character.

The Prophet of Allah (PBUH) has said:

***Indeed, I Rasul Allah have been sent to perfect good character.***

**(Al-Hakim)**

The Prophet of Allah (PBUH) himself displayed exceptional character, and was himself a manifestation of excellent character to the extent that he was praised by Almighty Allah (SWT):

***“And you, surely, possess sublime moral excellences.”***

***Surah Al-Qalam***

Good manners and good character are very much demanded in Islam.

***“There is nothing heavier in the scales of the Hereafter than good character”***

***(Tirmizi and Abu Daud).***

Our aim as a school is to build character of our pupils and instil in them a love for Deen. Our school Behaviour Policy and Code of Conduct reflects these aims.

We are committed to involving parents/guardians as soon as a problem of discipline arises. Our welfare officer, Mr Khaja Hussain deals with pupil welfare. The head teacher is only involved when it is felt that the pupils are persistently being disruptive.

We have a variety of ways of dealing with pupils who are having difficulties.

These include:

- Pupils are removed from the classroom.
- Detentions during Lunch time or Break time.
- Detentions are given after school.
- Pupils are put on report where behaviour in all lessons are closely monitored.
- Pupils receive a suspension or in very serious cases an expulsion.

Under no circumstances does the school tolerate any form of bullying. The school has an anti-bullying policy in place to reprimand any pupils involved in such behaviour.

A copy of the school’s behaviour policy is available upon request and available from the school website.

### **Notice**

One term’s notice must be given in writing if parents wish to withdraw a pupil. A ‘terms notice’ means notice given before the first day of a term and expiring at the end of that term.

In such a case, if that notice is not given, the full terms fees are payable. It is expected that in every case, parents or the authorised guardian will consult personally with the head teacher before notice of withdrawal is given.

## Internal Assessments

At Abu Bakr school, our assessment procedures include end of topic tests in all subjects throughout the year. Pupils sit formal examinations in January and June. Any concerns are swiftly reported to parents/guardians.

## Homework

As a school, we believe that homework will support our pupils in a number of ways. They will learn to work more independently and develop time management skills. We encourage parents/guardians to check their son's homework by reviewing their homework planner each night, signing their planner each week and taking an active interest in the homework being done.

## School reporting system

Abu Bakr Boys School's strength lies in parents evening, which is held three times a year, once a term. This is an invaluable opportunity to talk to teachers and staff at Abu Bakr Boys School. We value the partnership between school and home. Our reporting system is designed to strengthen this relationship. Parents who do not attend parent's evening are expected to see their child's teachers soon after, so their progress can be discussed. Parents of year 7 pupils receive a progress review in October.

## Extended learning

Other areas covered in school include:

- Visit from Connexions Career Adviser/LAG (Information, Advice and Guidance - Careers).
- PSHEE (Personal, Social, Health and Economic Education) This is a continuous course and is a time-tabled lesson for pupils from years 7 to 9. It is designed to encourage pupils to develop their personal and social skills and values in such a way as to prepare positively for adult life. Form teachers also play a leading role in the delivery of the PSHEE course.

## The Code of Conduct

We recognise the importance of disciplined approach to life in school. Our school cannot enjoy a secure and well-ordered environment without it.

We believe in rewarding pupils who are positive towards the school, others and their learning.

## Attendance and punctuality

Pupils must arrive in good time for morning registration. It would be appreciated if parents/guardians give us their maximum support on issues such as punctuality and attendance.

### Parents

- Parents are responsible for ensuring that their son attends school regularly & punctually.
- If their son is prevented for any reason from attending school, parent should notify the school as soon as possible on the first day of absence by telephone (01922 724149). Parents should fill in an absence note in the pupil planner for the form tutor.
- Parents must try to keep all medical or dental appointments for pupils outside school hours. If pupils need to leave school during the day to attend medical appointments, they must bring with them a medical letter before the appointment day. They must be collected by an authorised person and must sign out. Where this is not possible, parents/guardians **MUST** contact the school when pupils arrive home safely. Prior permission from the headteacher will be required before pupil can leave school without parental supervision.
- The school may, at its discretion dismiss any pupil for persistent irregular attendance or lateness.
- For all extended leave, parents must contact the headteacher and make an appointment to discuss the nature and duration of the visit.

### Pupils

- **MUST** attend school regularly & punctually.
- If pupils are late, they **MUST** sign the late book in reception, giving the reason for lateness.
- Pupils who are experiencing difficulties in attending school regularly or on time should seek help from their form tutor or welfare officer.

## 5. New Developments

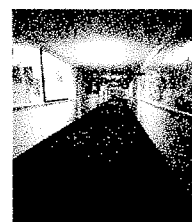
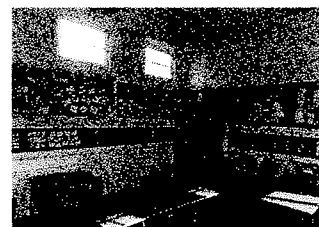
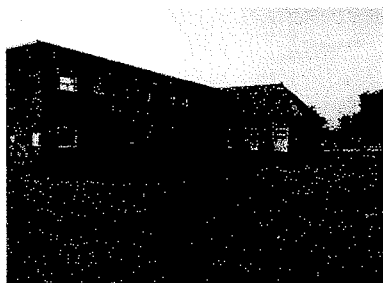
- Purchase of the former Palfrey Supermarket. Abu Bakr Trust has purchased the mentioned site to run as a Charity shop for the community. Islamic products, clothes, books, food and general stationery will be sold. The premises consist of 3 properties made into one open plan to run as a supermarket. The property was purchased in 2013 and renovation work has continued during the year. We were expecting the work to be completed in 2016 however, due to shelley campus being a priority the project was postponed to complete in 2017.

### Crown Works Giant Hall conversion into a Mosque

- The trust has continued making payments towards an agreement to acquire Crown Works (Unit 1) building. As part of this agreement monthly payments are being made towards the total price agreed at £1.3 million plus VAT. This payment arrangement is interest free. The Crown Works building will be used as a School and Mosque (Prayer Hall). Due to the purchase of the Shelley Campus College site, we had put on hold the development of Crown Works conversion. Since Shelley Campus is now operating we have gradually started seeking professional advice regarding planning and conversion of this site.

### Shelley Campus

- Major refurbishment work was carried out at Shelley Campus, on Scarborough Road. The building was purchased for £1.2 million and refurbishment costs were in region of £900,000. Our new building offers large and well-lit classrooms, significant outdoor space and a number of school halls. We were greatly supported by the local community and as a result, we were able to meet the opening deadline for September 2015. It is now successfully running with increased number of pupil & staff providing improved educational facilities.



## 6. Financial review

### Reserves policy

The trustees have reviewed the reserves of the charity. Their policy is to hold enough funds to meet minimum of three months operating costs of the trust excluding the depreciation, one off refinancing costs, loan interest and one off cost of refurbishment. The net operating cost of the trust in the year ended 31st August 2016 after excluding depreciation provision of £133,678 (2015: £123,918) and loan interest of £36,600 (2015: £37,761) was £96,231 (2015: £80,464)

### Principal funding sources

The charity's main source of income is a combination of school fee, madrasa fee and donations. For the year ended 31st August 2016 total donations amounted to £623,847 (including special collections of £140,905) & £174,452 were Friday prayers donations. Given the economic conditions currently affecting our local community, this level of voluntary giving is both generous and encouraging. The local community has believe in our efforts and always donate more than our expectation whenever we appeal for a particular project.

With regards to the funding policy, Charity's aim is to not rely on donations too much but to cover it's operating costs through school & madrasa fee. Level of school & madrasa fee is reviewed regularly and amendments are made as and when required. For the year ended 31st August 2016 total fee income was £1,530,011 (2015: £1,215,710).

## 7. Risk Management

The trustees actively review the major risks which the charity faces on a regular basis and believe that maintaining reserves at current levels, combined with an annual review of the controls over key financial systems, will provide sufficient resources in the event of adverse conditions. The trustees have also examined other operational and business risks faced by the charity and confirm that they have established systems to mitigate the significant risks.

## 8. Trustee's Responsibilities in relation to the Financial Statements

The charity trustees are responsible for preparing an annual report and financial statements in accordance with applicable law of United Kingdom Accounting Standards (United Kingdom Generally Accepted Practice).

The law applicable to charities in England and Wales require the charity trustees to prepare financial statements for each year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources of the charity for that period. In preparing the financial statements, the trustees are required to:

- Select suitable accounting policies and then apply them consistently.
- Observe the method and principles in the charities SORP.
- Make judgments and estimates that are reasonable and prudent.
- State whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements.
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business.

The trustees are responsible for keeping accounting records that disclose with reasonable accuracy at any time the financial position of the charity and to enable them to ensure that the financial statements comply with the Charities Act 2011. They are also responsible for safeguarding the assets of the charity and hence taking reasonable steps for the prevention and detection of fraud and other irregularities.

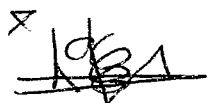
The trustees for the purposes of charity law who served during the year up to the date of this report are set out on page 2.

## AUDITORS

MAT Global Limited are deemed to be reappointed as the charity's auditors.

This report has been prepared in accordance with the Statement of Recommended Practice: Accounting and Reporting by Charities (issued in March 2005) and in accordance with the Charities Act 2011.

Approval on 21st June 2017 by the trustees and signed on its behalf by:



Mr. M Luqman

Chairman/ Acting Treasurer



## ABU BAKR TRUST

### INDEPENDENT AUDITORS' REPORT TO THE TRUSTEES FOR THE YEAR ENDED 31ST AUGUST 2016

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We have audited the charity financial statements of Abu Bakr Trust for the year ended 31st August 2016, which comprise the statement of financial activities, the balance sheet and the related notes. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

This report is made solely to the charity's trustees, as a body, in accordance with section 144 of the Charities Act 2011 and the regulations made under section 154 of that Act. Our audit work has been undertaken so that we might state to the charity's trustees those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charity's trustees as a body, for our audit work, for this report, or for the opinions we have formed.

#### **Respective responsibilities of trustees and auditors**

As explained more fully in the trustees' responsibilities statement on page 14, the trustees are responsible for the preparation of financial statements and for being satisfied that they give a true and fair view.

We have been appointed as auditors under Section 144 of the Charities Act 2011 and report in accordance with regulations made under section 154 of that act. Our responsibility is to audit and express an opinion on the financial statements in accordance with applicable law and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's (APB's) Ethical Standards for Auditors.

#### **Scope of the audit of the financial statements**

An audit involves obtaining evidence about the amounts and disclosures in the financial statements sufficient to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or error. This includes an assessment of: whether the accounting policies are appropriate to the charity's circumstances and have been consistently applied and adequately disclosed; the reasonableness of significant accounting estimates made by the trustees; and the overall presentation of the financial statements. In addition, we read all the financial and non-financial information in the trustees annual report to identify material inconsistencies with the audited financial statements. If we become aware of any apparent material misstatements or inconsistencies we consider the implications for our report.

#### **Opinion on financial statements**

In our opinion the financial statements:

1. give a true and fair view of the state of the charity's affairs as at 31 August 2016, and of its incoming resources and application of resources, for the year ended 31 August 2016.
2. have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
3. have been prepared in accordance with the requirements of the Charities Act 2011.

**Matters on which we are required to report by exception**

We have nothing to report in respect of the following matters where the Charities Act 2011 requires us to report to you if, in our opinion:

1. the information given in the Trustees' Annual Report is inconsistent in any material respect with the financial statements; or
2. sufficient accounting records have not been kept; or
3. the financial statements are not in agreement with the accounting records and returns; or
4. we have not received all the information and explanations we require for our audit.

**DATE:** 21 June 2017



Mohammed Shabir (Senior Statutory Auditor)  
MAT Global Limited  
5 Highgate Business Centre  
Highgate Road  
Birmingham  
B12 8EA

**ABU BAKR TRUST**

**STATEMENT OF FINANCIAL ACTIVITIES  
FOR THE YEAR ENDED 31 AUGUST 2016**

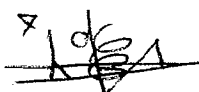
<b><u>Incoming Resources</u></b>	<b>Notes</b>	<b>Restricted Funds</b>	<b>Unrestricted Funds</b>	<b>TOTAL Funds 2016</b>	<b>TOTAL Funds 2015</b>
<b>Incoming Resources from generating funds:</b>					
Voluntary Income	2	NIL	623,847	623,847	361,132
Incoming Resources from Charitable activities	3	NIL	1,530,011	1,530,011	1,215,710
Income from other Resources	4	NIL	-	-	-
<b>TOTAL INCOMING RESOURCES</b>		<b>NIL</b>	<b>2,153,858</b>	<b>2,153,858</b>	<b>1,576,842</b>
<b><u>Resources Expended</u></b>					
Costs of Generating funds	5	NIL	63,568	63,568	60,462
Charitable Activities	6	NIL	1,241,470	1,241,470	1,035,843
Governance Costs	7	NIL	20,008	20,008	30,936
<b>TOTAL RESOURCES EXPENDED</b>		<b>NIL</b>	<b>1,325,046</b>	<b>1,325,046</b>	<b>1,127,241</b>
<b>NET MOVEMENT IN FUNDS</b>		<b>NIL</b>	<b>828,812</b>	<b>828,812</b>	<b>449,601</b>
<b><u>RECONCILIATION OF FUNDS</u></b>					
<b>TOTAL FUNDS Brought forward</b>		<b>NIL</b>	<b>2,181,420</b>	<b>2,181,420</b>	<b>1,731,819</b>
<b>TOTAL FUNDS Carried forward</b>		<b>NIL</b>	<b>3,010,232</b>	<b>3,010,232</b>	<b>2,181,420</b>

**ABU BAKR TRUST**

**BALANCE SHEET AS AT 31 AUGUST 2016**

	Notes	2016	2015
	12	£	£
<b><u>FIXED ASSETS</u></b>			
Land & Buildings Including Improvements		5,099,719	5,203,795
Portable Cabins		34,888	38,765
Motor Vehicles		17,422	21,778
Equipment, Fixtures & Fittings		192,317	71,692
		<u>5,344,346</u>	<u>5,336,030</u>
<b><u>CURRENT ASSETS</u></b>			
Debtors	13	1,148,928	846,090
Bank Account Balances		2,541	20,253
Cash Account		10,199	8,454
		<u>1,161,668</u>	<u>874,797</u>
<b><u>LESS CREDITORS: Amounts</u></b>			
Falling Due Within One Year	14	<u>(128,491)</u>	<u>(130,719)</u>
<b>NET CURRENT (LIABILITIES) ASSETS</b>		1,033,177	744,078
		<u>6,377,523</u>	<u>6,080,108</u>
<b><u>LESS CREDITORS: Amounts Falling</u></b>			
Due after more than One Year	15	<u>(3,367,291)</u>	<u>(3,898,688)</u>
<b>TOTAL ASSETS LESS TOTAL LIABILITIES</b>		<u><u>3,010,232</u></u>	<u><u>2,181,420</u></u>
<b><u>Unrestricted Funds</u></b>			
General Purpose Funds B/Fwd	17	2,181,420	1,731,819
General Purpose Funds For The Year		<u>828,812</u>	<u>449,601</u>
		<b>3,010,232</b>	<b>2,181,420</b>
<b><u>Restricted Funds</u></b>			
Specific Funds B/fwd		NIL	NIL
Specific Funds For the Year		<u>NIL</u>	<u>NIL</u>
		<u><u>3,010,232</u></u>	<u><u>2,181,420</u></u>

The financial statements were approved by the Board of Trustees on 21st June 2017 and were signed on its behalf by:



Mr. M Luqman - Chairman/ Acting Treasurer

## ABU BAKR TRUST

### NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2016

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#### 1. Accounting Policies

##### (a) Basis of Preparation

The financial statements have been prepared under the historic cost convention. The financial statements have been prepared in accordance with the Statement of Recommended Practice: Accounting and Reporting by Charities (SORP 2005) issued in March 2005 and applicable UK Accounting Standards and Charities Act 2011.

##### (b) Funds structure

Unrestricted income funds comprise those funds which the trustees are free to use for any purpose in furtherance of the charitable objects. Unrestricted funds include designated funds where the trustees, at their discretion, have set aside resources for a specific purpose.

Restricted funds are funds which are to be used in accordance with specific restrictions imposed by the donor or the terms of a specific appeal at Friday prayers or under the terms for public collection of Zakat in accordance with the teachings of Islam.

##### (c) Incoming resources

All incoming resources are recognised once the charity has entitlement to the resources, it is certain that the resources will be received and the monetary value of incoming resources can be measured with sufficient reliability. The following specific policies are applied to particular categories of income:

- Voluntary income is received by way of donations at Friday prayers and grants and is included in full in the Statement of Financial Activities when receivable. Grants, where entitlement is not conditional on the delivery of a specific performance by the charity, are recognized when the charity becomes unconditionally entitled to the grant.
- Incoming resources from grants, where there are performance or service deliverables required by the terms of the grant, are accounted for as the charity earns the right to payment through its performance.
- Donated services and facilities are included at the value to the charity where this can be quantified. The value of services donated by volunteers has not been included in these accounts, except where the services provided are in the nature of professional services where a fee would otherwise be charged, in which case the donated service is valued at their chargeable rate.
- Investment income is included when receivable.
- Incoming resources from charitable trading activity is accounted for when earned.

##### (d) Resources expended

Liabilities are recognised as resources are expended as soon as there is a legal or constructive obligation committing the charity to the expenditure. All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category.

##### (h) Irrecoverable VAT

Irrecoverable VAT is charged against the category of resources expended for which it was incurred.

##### (i) Allocation of overhead and support costs

Support costs include administration office functions and have been allocated to activity cost categories on a basis consistent with the use of resources, allocating property costs on floor areas, staff costs by the time spent and other costs on a measure of usage. The only exception is that no allocation of cost is made against Zakat, instead the relevant share is met from general funds of the Mosque.

##### (j) Costs of generating funds

Costs of generating funds are those costs incurred in attracting voluntary income, or incurred in trading activities undertaken to raise funds.

##### (k) Depreciation (Tangible fixed assets for use by the charity)

These are only capitalised when they can be used for more than a year and cost more than £250. They are valued at cost or a reasonable value on receipt. The charity does not have a policy of revaluation. Depreciation is charged as follows:

- Land & Buildings Including Improvements	2% at reducing balance basis
- Porta Cabins	10% at reducing balance basis
- Motor Vehicles	20% reducing balance basis
- Office Equipment & Fixtures & Fittings	10% reducing balance basis

**ABU BAKR TRUST**

**NOTES TO THE FINANCIAL STATEMENTS FOR THE  
YEAR ENDED 31 AUGUST 2016 (Continued)**

**2. Incoming Resources from Voluntary Income**

	<b>Restricted Funds</b>	<b>Unrestricted Funds</b>	<b>TOTAL 2016</b>	<b>TOTAL 2015</b>
Donations (Including Friday Prayers)	NIL	623,847	623,847	361,132
	NIL	623,847	623,847	361,132

**3. Incoming Resources from charitable Activities**

	<b>Restricted Funds</b>	<b>Unrestricted Funds</b>	<b>TOTAL 2016</b>	<b>TOTAL 2015</b>
<u>Funds from School Activities</u>				
. Girls School fees	NIL	881,861	881,861	692,930
. Boys School fees	NIL	380,500	380,500	297,750
<u>Faith and worship (Mosque) Activities</u>				
. Evening Classes Mosque fees	NIL	267,650	267,650	225,030
	NIL	1,530,011	1,530,011	1,215,710

**4. Incoming Resources from Other Resources**

	<b>Restricted Funds</b>	<b>Unrestricted Funds</b>	<b>TOTAL 2016</b>	<b>TOTAL 2015</b>
Rental Income	NIL	-	-	-
Interest Received	NIL	-	-	-
	NIL	-	-	-

	<b>Restricted Funds</b>	<b>Unrestricted Funds</b>	<b>Unrestricted Support Costs</b>	<b>Total 2016</b>	<b>Total 2015</b>
<b>5. Cost of Generating Funds</b>	NIL	-	63,568	63,568	60,462

**6. Charitable activities**

<b>. Faith and worship:</b>					
Mosque expenses	NIL	109,348	71,548	180,896	143,223
<b>. Community activities:</b>					
School expenditure	NIL	928,783	131,791	1,060,574	892,620
<b>Total charitable activities</b>	NIL	1,038,131	203,339	1,241,470	1,035,843

<b>7. Governance costs</b>	NIL	5,608	14,400	20,008	30,936
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**ABU BAKR TRUST**

**NOTES TO THE FINANCIAL STATEMENTS FOR THE  
YEAR ENDED 31 AUGUST 2016 (Continued)**

**8. Support Costs**

	<b>Cost of Generating Funds</b>	<b>Mosque</b>	<b>School</b>	<b>Governance</b>	<b>Total 2016</b>	<b>Total 2015</b>
Administration Expenses	500	53,368	34,277	14,400	<b>102,545</b>	114,595
Printing & Stationery	1,643	6,270	16,384	-	<b>24,297</b>	26,309
Insurance	4,612	8,568	7,607	-	<b>20,787</b>	19,853
Depreciation	56,813	3,342	73,523	-	<b>133,678</b>	123,918
	<b>63,568</b>	<b>71,548</b>	<b>131,791</b>	<b>14,400</b>	<b>281,307</b>	<b>284,675</b>

**9. Corporation tax**

The charity is exempt from corporation tax on its charitable activities.

**10. Net incoming/(outgoing) resources for the year are stated after charging (crediting) the following:**

	<b>2016</b>	<b>2015</b>
Auditors remuneration	6,000	6,000
Depreciation	133,678	123,918

**11. Staff costs**

	<b>2016</b>	<b>2015</b>
Wages and salaries	798,717	632,657
Social security costs	44,947	40,799
	<b>843,664</b>	<b>673,456</b>

	<b>2016</b>	<b>2015</b>
Imams (Mosque Staff)	9	9
School Teachers	38	36
Administration	2	2
	<b>49</b>	<b>47</b>

No employees were paid in excess of £60,000

The trustees received no pay in executing their duties as trustees. However, they received remuneration for the following services:

<b>Name</b>	<b>Role</b>	<b>Salary (£)</b>	<b>Expenses (£)</b>
M Luqman	Head of Administration	8,166	500
M Ramzan	Head Teacher	8,166	-

All payments are sanctioned by the Trust Deed as allowed by the Charity Commission. Had the Trust employed external individuals to fill these positions then the cost to the Trust would have been significantly higher.

**ABU BAKR TRUST**

**NOTES TO THE FINANCIAL STATEMENTS FOR THE  
YEAR ENDED 31 AUGUST 2016 (Continued)**

**12. FIXED ASSET**

	<b>Property Improvement</b>	<b>Land &amp; Buildings</b>	<b>Porta Cabins</b>	<b>Motor Vehicle</b>	<b>Office Equipment Fix. &amp; Fittings</b>	<b>Total</b>
<b><u>COST</u></b>						
As At 1 September 2015	2,198,516	3,525,179	85,558	47,000	125,510	5,981,763
Additions	-	-	-	-	141,994	141,994
<b>As At 31 August 2016</b>	<b>2,198,516</b>	<b>3,525,179</b>	<b>85,558</b>	<b>47,000</b>	<b>267,504</b>	<b>6,123,757</b>
<b><u>DEPRECIATION</u></b>						
As At 1 September 2015	163,119	356,781	46,793	25,222	53,818	645,733
Charge For Year	40,708	63,368	3,877	4,356	21,369	133,678
<b>As At 31 August 2016</b>	<b>203,827</b>	<b>420,149</b>	<b>50,670</b>	<b>29,578</b>	<b>75,187</b>	<b>779,411</b>
<b><u>NET BOOK VALUES</u></b>						
<b>AS AT 31 August 2016</b>	<b>1,994,689</b>	<b>3,105,030</b>	<b>34,888</b>	<b>17,422</b>	<b>192,317</b>	<b>5,344,346</b>
<b>AS AT 31 August 2015</b>	<b>2,035,397</b>	<b>3,168,398</b>	<b>38,765</b>	<b>21,778</b>	<b>71,692</b>	<b>5,336,030</b>

	<b>2016</b>	<b>2015</b>
<b>13. DEBTORS</b>		
Student Fees	26,470	6,200
Other Debtors	1,122,458	839,890
	<b>1,148,928</b>	<b>846,090</b>

Other Debtors includes payments made in relation to the acquisition of Crown Works (Unit 1) premises & will be reflected as fixed asset on completion. It also includes payments to another charity with similar objectives.

**14. CREDITORS: Amounts falling  
due within one year**

	<b>2016</b>	<b>2015</b>
Sundry Creditors & Accruals	31,056	36,914
Bank Loan/ Overdraft	75,420	77,412
Credit Card Balances & Bank Overdrafts	22,015	16,393
	<b>128,491</b>	<b>130,719</b>

**15. CREDITORS: Amounts falling  
due after one year**

	<b>2016</b>	<b>2015</b>
Bank Loan & Mortgage	1,244,291	1,282,943
Other Creditors - Shelley Campus Renovation Related	210,000	415,000
Friendly Loans	1,913,000	2,200,745
	<b>3,367,291</b>	<b>3,898,688</b>

Friendly private loans to the trust are interest free, unsecured and repayable as and when the trust can afford to do so.  
The bank loan is secured against the following properties:

1. 150 Wednesbury Road, Walsall
2. 162 Wednesbury Road, Walsall
3. 140B Wednesbury Road, Walsall
4. Former Edward Shelly School, Scarborough (Shelly Campus)
5. Abu Bakr Trust School, Kent Street
6. Old Factory Building, Crown Works, Walsall



**ABU BAKR TRUST**

**NOTES TO THE FINANCIAL STATEMENTS FOR THE  
YEAR ENDED 31 AUGUST 2016**

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**16. Contingent Liabilities**

Except as reflected in the Financial Statements, there were no Contingent Liabilities at 31 August 16 (2015: £NIL)

<b>17. Reserves</b>	<b>2016</b>	<b>2015</b>
As At 1st September 2015	2,181,420	1,731,819
Net Surplus for the year	<u>828,812</u>	<u>449,601</u>
As At 31st August 2016	<u><b>3,010,232</b></u>	<u><b>2,181,420</b></u>

**18. Related Party Transactions**

Except as detailed in note 11 there are no other related party transactions.

**ABU BAKR TRUST**

**INCOME & EXPENDITURE STATEMENT FOR  
THE YEAR ENDED 31 AUGUST 2016**

	<b>Restricted</b>	<b>Unrestricted</b>	<b>Total 2016</b>	<b>Total 2015</b>
<b><u>INCOME</u></b>				
Donations	NIL	623,847	<b>623,847</b>	<b>361,132</b>
School & Mosque Fees	NIL	1,530,011	<b>1,530,011</b>	<b>1,215,710</b>
Other income	NIL	-	-	-
	<b>NIL</b>	<b>2,153,858</b>	<b>2,153,858</b>	<b>1,576,842</b>
<b><u>Expenditure</u></b>				
<b><u>Mosque Expenditure</u></b>				
Wages	NIL	45,196	45,196	46,307
Insurance	NIL	8,568	8,568	7,677
Food, Trips & Leisure activities	NIL	18,884	18,884	13,831
Printing & Stationery	NIL	6,270	6,270	6,424
Light & Heat	NIL	9,124	9,124	8,954
Motor Vehicle & Travel Expenses	NIL	4,999	4,999	1,590
Training, Subscriptions & Funeral Costs	NIL	1,936	1,936	1,806
Cleaning	NIL	1,237	1,237	1,112
Depreciation	NIL	3,342	3,342	3,098
	<b>NIL</b>	<b>99,556</b>	<b>99,556</b>	<b>90,799</b>
<b><u>School Expenditure</u></b>				
Laboratory Refurbishment	NIL	7,581	7,581	5,524
Teachers' Wages & Social Security Costs	NIL	798,468	798,468	627,149
Pensions	NIL	4,685	4,685	-
School Text Books	NIL	34,277	34,277	47,668
Insurance	NIL	7,607	7,607	7,925
Printing & Stationery	NIL	18,027	18,027	19,885
Light, Heat & Water	NIL	36,110	36,110	39,505
Equipment Rental & Software	NIL	17,318	17,318	7,607
Repairs & Renewals	NIL	12,303	12,303	20,562
Motor Vehicle & Travel Expenses	NIL	9,845	9,845	852
Training & Subscription	NIL	23,507	23,507	21,898
Bank (Mortgage/Loan) Interest	NIL	23,790	23,790	24,545
Cleaning	NIL	1,487	1,487	1,345
Donations	NIL	3,425	3,425	-
Depreciation	NIL	73,523	73,523	68,155
	<b>NIL</b>	<b>1,071,953</b>	<b>1,071,953</b>	<b>892,620</b>
<b><u>Administration Expenditure</u></b>				
Insurance	NIL	4,612	4,612	4,251
Rates & Water	NIL	31,175	31,175	18,214
Telephone & Postage	NIL	18,440	18,440	17,475
Bank Charges & Interest	NIL	6,725	6,725	4,158
Bank (Mortgage/Loan) Interest	NIL	12,810	12,810	13,216
Credit Card Interest & Charges	NIL	816	816	1,034
Health & Safety	NIL	2,138	2,138	1,873
Depreciation	NIL	56,813	56,813	52,665
	<b>NIL</b>	<b>133,529</b>	<b>133,529</b>	<b>112,886</b>
<b><u>Governance</u></b>				
Book-Keeping, Accountancy & Audit	NIL	14,400	14,400	14,400
Legal & Professional Fees	NIL	5,108	5,108	14,824
Trustees' Travel Expenses	NIL	500	500	1,712
	<b>NIL</b>	<b>20,008</b>	<b>20,008</b>	<b>30,936</b>
<b>TOTAL EXPENDITURE</b>	<b>NIL</b>	<b>1,325,046</b>	<b>1,325,046</b>	<b>1,127,241</b>
<b>EXCESS INCOME OVER EXPENDITURE</b>	<b>NIL</b>	<b>828,812</b>	<b>828,812</b>	<b>449,601</b>