



**HIGHGATE SCHOOL**  
**GOVERNORS' ANNUAL REPORT AND ACCOUNTS**  
**FOR THE YEAR ENDED 31 JULY 2010**

**haysmacintyre**  
**Chartered Accountants**  
**Registered Auditors**

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**HIGHGATE SCHOOL**  
**REPORT AND ACCOUNTS**  
**FOR THE YEAR ENDED 31 JULY 2010**

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# HIGHGATE SCHOOL

## GOVERNORS' REPORT FOR THE YEAR ENDED 31 JULY 2010

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### CHAIRMAN'S INTRODUCTION

On behalf of the Governing Body, I am pleased to present the School's annual report for the year ended 31 July 2010, together with the audited financial statements for the year.

The report includes statements of the School's ethos and aims, and sets out and reviews the main strategies through which we seek to achieve our ambitious aims at Highgate, and to meet the objectives of our Charity. Highgate's continued success and vibrancy depends upon its being a place for learning and scholarship, a reflective community and an exemplar for the healthy life. The impressive examination results achieved in 2010 are also highlighted. Our success is reflected in our pupil numbers. With increasing numbers of applications from very able children, we now have over 1400 pupils across the Foundation, in line with the size for which we planned when we began to contemplate the modernisation of the School through moving to full co-education about 10 years ago.

Over the past year we have continued to take forward our charitable endeavours. We increased our spending on widening access to just under £500,000 for means-tested Bursaries and, helped enormously by a number of donations and increasing pledges of giving from our alumni and current parents, this will continue to increase next year. More details can be found on pages 14 and 15. Furthermore, our partnerships with local schools, charities and organisations have grown significantly in strength, number and impact.

The annual report also introduces the financial statements for the year. As in previous years the School has generated a surplus, based on judicious financial planning, management and budgeting, from its operations and fund-raising activities. We depend almost entirely on fee income. We naturally wish to keep fee increases as low as possible, consistent with sustaining Highgate's excellence and managing the commitments expressed in this report. The surplus is, however, essential in allowing the School to invest in capital projects aimed at maintaining or improving the fabric and facilities of the School. In the last eight years, some £25 million has been invested in capital projects, and currently we have several substantial projects in hand, including a new teaching building within the Senior School, a new library within Big School and thus in the heart of the Senior School, repairs to the fabric of Big School and Chapel, upgrades to the Junior School and improvements to the sports centre and sporting facilities. Our income is only projected to fund a proportion of these important improvements and we shall be looking too to continued generous support from former pupils and parents of the School. We need first-class facilities in order to deliver excellent education, which then enables us to attract the best pupils and the highest calibre staff. The Governors are determined to ensure that this 'virtuous circle' is sustained for Highgate.

I would like to take this opportunity to recognise and thank all governors, staff, volunteers, parents and pupils for their contribution and commitment to our work, and for all the effort they invest for the benefit of others.

# HIGHGATE SCHOOL

## GOVERNORS' REPORT FOR THE YEAR ENDED 31 JULY 2010

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### GOVERNORS WHO HELD OFFICE DURING THE YEAR ENDING 31 JULY 2010

	F&GP <sup>1</sup>	Estates <sup>2</sup>	Charity <sup>3</sup>	Development <sup>4</sup>
<b>John Mills</b> CBE MA BLitt Treasurer & Chairman (nominated by the University of Oxford)	*	**		****
<b>Robert M Rothenberg</b> MBE BA FCA CTA MAE Deputy Chairman	*		***	
<b>Jonathan H Hill</b> CBE MA (nominated by the University of Cambridge) (until 27 May 2010)			***	
<b>The Ven Michael Lawson</b> BA (nominated by the Bishop of London) (until 18 May 2010)				
<b>Paul E Marshall</b> BSc MRICS	*	**		
<b>Dr Kate Little</b> MB BS BSc				
<b>Miss Rachel Langdale</b> QC LLB MPhil (nominated by the Lord Chief Justice of England and Wales)			***	
<b>Mark G Clarke</b> MA FCA	*			
<b>Professor Brian Davidson</b> MD FRCS MB ChB MD FRCPS(Glasg) FRCSE(Hon) (nominated by the University of London)		**		
<b>Jeremy D Randall</b>	*		***	****
<b>John A Claughton</b> MA				****
<b>Professor Katherine J Willis</b> BSc PhD (from 19 May 2010)				
<b>Michael T Danson</b> MA (from 24 June 2010)		**		

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<sup>1</sup> Member of the Finance & General Purposes Committee.

<sup>2</sup> Member of the Estates Committee.

<sup>3</sup> Member of the Charity Committee.

<sup>4</sup> Member of the Development Committee.

## HIGHGATE SCHOOL

### GOVERNORS' REPORT FOR THE YEAR ENDED 31 JULY 2010 (continued)

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<b>ADDRESS OF SCHOOL</b>	Highgate School North Road Highgate London N6 4AY
<b>AUDITORS</b>	haysmacintyre Fairfax House 15 Fulwood Place London WC1V 6AY
<b>BANKERS</b>	Coutts & Co. St Martin's Branch 440 Strand London WC2R 0QS
<b>SOLICITORS</b>	Farrer & Co. 66 Lincoln's Inn Fields London WC2A 3LH
<b>REGISTERED CHARITY</b>	312765

### GOVERNORS' ANNUAL REPORT 2009 – 2010

#### BACKGROUND

Highgate School is a corporate body known formally as "The Wardens and Governors of the Possessions, Revenues and Goods of the Free Grammar School of Sir Roger Cholmeley, Knight, in Highgate" incorporated by Royal Charter in the year 1565 as Trustee of the registered charity (no. 312765). Commonly, the charity is known as Highgate School. The Governors are pleased to present their report and audited financial statements for the year ended 31 July 2010. The Governors confirm that the accounts comply with the requirements of the Charities Act 1993 as amended by the Charities Act 2006, the trust deed, and the Charities SORP 2005.

The Charity Commission sealed a new Scheme of Governance on 1 September 2005 which sets out the objects of the charity as (1) the advancement of education by the provision of a school in or near Highgate, the provision of incidental or ancillary educational activities, and the undertaking of associated activities for the benefit of the public; and (2) in so far as the Governors think fit (and so long as they in their discretion consider that the object stated in clause (1) is being properly provided for) the relief of the poor. This new scheme replaces one made in 1876 made under the Endowed Schools Act.

Further information regarding the School can be viewed on its website, [www.highgateschool.org.uk](http://www.highgateschool.org.uk).

#### STRUCTURE, GOVERNANCE AND MANAGEMENT

The Governors (listed on page 2), who are the Charity's Trustees, are responsible for exercising oversight of the governance and management of the School. The full Governing Body meets six times a year. The work of keeping under review the School's business, finances and other interests is carried out by the Finance & General Purposes Committee which meets five times a year. This Committee also acts as an Audit Committee and as a Remuneration Committee.

## HIGHGATE SCHOOL

### GOVERNORS' REPORT FOR THE YEAR ENDED 31 JULY 2010 (continued)

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#### STRUCTURE, GOVERNANCE AND MANAGEMENT (continued)

There are three other sub-committees:

- Estates – to oversee and keep under review all aspects of the School's properties and estates and their maintenance and improvement (meets at least five times a year)
- Charity – to ensure that Sir Roger Cholmeley's Charity meets its objects and to keep under review the charity's compliance with all relevant statutory and regulatory requirements (meets six times a year)
- Development – to steer and keep under review the School's fundraising and development activities (meets three times a year (formally) and three times a year (informally)).

Each Committee is chaired by a Governor. The Secretary to the Foundation is responsible for co-ordinating the work of the Governors and their Committees, the preparation of papers and management accounts and the review of matters arising and advises the Chairman of the Governing Body accordingly.

All Governors, as Trustees, give of their time freely and no remuneration or benefits were paid in the year other than those permitted within the Governing Scheme. The Trustees confirm that they have complied with the duty in section 4 of the Charities Act 2006 to have due regard to the Charity Commission's general guidance on public benefit, and in particular to its supplementary public benefit guidance on advancing education and on fee-charging.

Five Governors are nominated, respectively, by the Lord Chief Justice of England and Wales; the Bishop of London; the University of Oxford; the University of Cambridge; and the University of London. Other Governors are co-opted. No more than fifteen Governors can be appointed. All are appointed to office for the term of five years and in every case are eligible for re-appointment. All new Governors take part in an induction programme which includes a tour of the Foundation and meetings with senior management. Training, both internal and external, is also provided as required depending on each individual Governor's needs. Internal training is generally provided by the School's Solicitors; in 2009, for example, Governors attended a workshop on trustees' responsibilities. With regard to external training, Governors benefit from, inter alia, conferences and seminars provided by the School's Auditors, the School's Bankers and the Association of Governing Bodies in Independent Schools.

#### Organisational Management

The Head Master, Mr Adam Pettitt, has overall responsibility for the Schools of the Foundation (The Pre-Preparatory School (Reception – Year 2), the Junior School (Year 3 – Year 6) and the Senior School (Year 7 – Year 13)) and reports to Governors. The Principal of the Junior School, Mr Mark James, and the Principal of the Pre-Preparatory School, Mrs Sarah Kennedy, have day-to-day responsibility for the Junior School and Pre-Preparatory School and report to the Head Master.

The Head Master is assisted by a Principal Deputy Head, Mr Todd Lindsay, and a further Deputy Head, the Director of Studies, Mr David Fotheringham, together with six Assistant Heads. The Head Master, the Principals of the Junior and Pre-Preparatory Schools, the Deputy Heads, the Director of Sir Roger Cholmeley's Charity and the Bursar make up the Foundation Management Strategy Committee.

The Bursar, Mr John Pheasant, is responsible for the financial administration and support staff in the Foundation and reports to the Governors via the Head Master. The Bursar also acts as Secretary to the Foundation, in which role he reports direct to the Chairman.

## HIGHGATE SCHOOL

### GOVERNORS' REPORT FOR THE YEAR ENDED 31 JULY 2010 (continued)

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#### PUPIL NUMBERS AND FEES

Pupil numbers were 1414 in September 2009.

Our policy when setting fees is to keep fee increases as low as possible, consistent with the commitments expressed in our aims. The fees per term, inclusive of lunch, the use of books, stationery and practically all other extras including future life membership of the Cholmeleian Society, field work and day visits in curricular time, in 2009-10 were £4,870 (Senior School), £4,460 (Junior School), £4,218 (Pre-Preparatory School (full-time: Reception to Year 2) and £2,110 (Pre-Preparatory School (Part-time: nursery)).

Total fee income in 2009-10 was £18,315,658. Fee income accounted for 92.3% of the School's income.

#### STATEMENT OF ETHOS AND AIMS

The three Schools of the Foundation share one ethos which defines and determines the Schools' actions, and they have common aims against which the success of the Schools are measured.

##### Our Ethos

Highgate School's ethos and aims is reflected in the following statement, which is kept under regular review by Governors on the advice of the Head Master:

*The actions which define and determine our **ethos**, and thereby create the character and spirit of Highgate School, are:*

- *advancing the education and intellectual and moral development of our pupils, whatever their capabilities, attributes and interests;*
- *securing the welfare and safety of our pupils as individuals and as members of a community;*
- *conducting the School in a manner consistent with Christian values and reflecting and celebrating the diversity of modern London;*
- *sharing the best of what we do by funding and awarding bursaries, by supporting learning in partner schools and charities and enabling them to use our facilities as appropriate;*
- *fostering open-mindedness and thoughtfulness in our pupils and our School;*
- *striving for continuing improvement and development.*

Taking stock of this statement – in particular, *striving for continuing improvement and development* – Governors and staff embarked upon a thorough updating and re-focusing of Highgate's development strategies through a process of collaborative self-evaluation, drawing on good practice recommended by the Independent Schools' Inspectorate. The resulting Foundation Development Plan (heralded in the Governors' Report, 2008-9) was agreed by Governors and put in place in the course of 2009-10 and its priorities inform this report.

In his foreword to the plan, the Chairman of Governors wrote:

*"The Governors' simple objective is to ensure that every pupil of the School has every opportunity to benefit from challenging, interesting and educative experience within the highest quality environment for teaching and learning that we can provide. This is easily said but requires constant endeavour by everyone who works for or is involved with the School. A great deal of progress has been made in recent years but there is always more to do – seemingly, perhaps, much more. This plan is about focusing on the future and the continuing and intensifying actions needed to ensure that Highgate remains a high quality place of learning and*

### Our Ethos (continued)

*educational experience. There are certainly many challenges to be faced – educational, organisational, financial and regulatory. But my fellow Governors and I are very confident that Highgate is well-placed to meet them, recognising that this will involve continuous change to meet new circumstances, much hard work and commitment on the part of every member of staff, strong partnership with parents, and with the local community in pursuit of our charitable objectives, and, above all, an absolute absence of complacency about all those many challenges, and about the fact that all our parents, current and prospective, have a choice.”*

### Our Aims

The three Schools' common aims that set the framework within which they work are:

- a. To be an academic school and **a place for learning and scholarship**, where
  - we are ambitious about what pupils should know and we provide a cultural framework for their studies and their living;
  - we work to ensure pupils are knowledgeable and are active, independent learners;
  - teaching is rigorous, critical, engaging and learned and puts problem-solving at the heart of lessons;
  - pupils leaving school will be intellectually and emotionally prepared for higher education and the world of work
- b. To be **a reflective community** where pupils practise making moral decisions by
  - learning the instincts of courtesy and good manners;
  - developing, practising and living out a moral code;
  - caring for others and seeing service to others as a way of life
- c. To be **an exemplar for the healthy life** where pupils
  - are supported in developing strength and resourcefulness to meet the challenges of day-to-day life;
  - develop healthy, transferable interests and pursuits in a coeducational setting;
  - learn and practise the skills of friendship through participation in a wide range of activities;
  - grasp the value of the community, and its price.

### Our Development Strategy

Our charitable objects, essentially dating back to our foundation in 1565, define the Charity's and thus the Governors' abiding responsibilities. These responsibilities find their expression in aims which Governors review and amend as necessary: for example, the School's aims were re-defined in 2005 with the introduction of co-education, and were subsequently updated in 2009 not least to reflect the change in the transition age to the Senior School from 13 to 11. To ensure that the School's aims are achieved, the Head Master and Governors set development priorities in the context of the strategic development plan. The table which follows shows the relationship between the School's aims, development priorities and charitable objects.

# HIGHGATE SCHOOL

## GOVERNORS' REPORT FOR THE YEAR ENDED 31 JULY 2010 (continued)

### Foundation Development Plan – A Summary

SCHOOL AIMS	To be place for learning and scholarship	DEVELOPMENT PRIORITIES	Setting pupils free	Embedding a culture of independent learning where pupils acquire and practise the skills of research, analysis and interpretation	CHARITABLE OBJECTS	"the advancement of education by the provision of a school in or near Highgate"
			Deeper learning	Securing a culture of teaching, research and scholarship which goes beyond national or examination curricula		
			Investment in staff	Enabling teachers and support staff to develop their skills and expertise formally throughout their careers and to cater for their welfare		
	To be a reflective community		Beyond ourselves	Developing a culture of social engagement and personal responsibility and awareness of the international dimension		"the undertaking of associated activities for the benefit of the public" and "the relief of the poor"
			Our breathing space	Sustaining, safeguarding and building on the quality of the spiritual dimension to pupils' education and experience		"the provision of incidental or ancillary educational activities"
			Preparing for the future	Developing a culture where pupils are emotionally and intellectually self-sufficient and able to make well-informed decisions about further education and employment		
	To be an exemplar for the healthy life		A balanced life	Promoting and safeguarding a culture of broad and willing achievement and high achievement in the co-curricular life of the school		"the undertaking of associated activities for the benefit of the public" and "the advancement of education"
			Going green	Embedding sustainability in the organisation's functioning as a business and a school		
			Keeping on track	Clarifying and improving the use of rewards and sanctions		"the advancement of education"

# HIGHGATE SCHOOL

## GOVERNORS' REPORT FOR THE YEAR ENDED 31 JULY 2010 (continued)

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### Development Strategy

Governors have emphasised that the priorities need to be understood in the context of the strategy, the main goals for which are as follows:

#### a. Guiding Principles

- To provide a first-class education for all pupils at Highgate School;
- To seek to improve continually on Highgate's performance and offering;
- To continue to conduct the School in a manner consistent with Christian values, and one that recognises and celebrates the diversity of our pupils and modern society.

#### b. Education

- To prepare pupils for GCSE, IGCSE and A level examinations;
- To provide a broad but traditional curriculum complemented by a wide range of extra-curricular activities;
- To develop pupils' learning in a way which strikes a balance between skills and knowledge, and between personal ambition and selflessness, and which fosters a healthy life.

#### c. Charity

- To safeguard and remain true to our status as a charity, generating such surpluses as necessary to invest in the organisation and meeting our public benefit obligations;
- To continue to build partnerships with local schools and the community;
- To increase non-fee income to help secure our charitable expenditure including improving, over time, the resources we devote to means-tested fee assistance.

#### d. Operational

- To operate as one Foundation with three separate schools: a Pre-Preparatory School (ages 3-7, with entry at 3+ and two classes per year group), a Junior School (ages 7-11, with entry at 7+ and four classes per year group) and a Senior School (ages 11-18, with entry at 11+, 13+ and 16+);
- To welcome girls and boys into all year groups, aiming at roughly equivalent ratios across the Foundation;
- To operate an admissions policy with academic criteria determining selection;
- To retain the current number of pupils and class sizes, with an overall population of about 1,400 pupils.

#### e. Commercial

- To be financially sound, with an operating surplus supplemented by fundraising and prudent borrowing to help fund major capital developments and bursaries;
- To set fee levels which are both sufficient to provide a first-class education, and affordable and competitive in the market within which Highgate operates.

### Development Strategy (continued)

f. Facilities

- To continue to invest in Highgate's buildings and facilities, ensuring that they are of high quality and readily stand comparison with competitor schools.

### ACHIEVING OUR AIMS

#### A Place for Learning and Scholarship

We have two main educational objectives: first, "to set pupils free", by which we mean enabling pupils to learn independently and to take control of their learning as scholars; and secondly, "going deeper", by which we mean ensuring that good preparation for examinations does not limit pupils' ambitions or experience and that we are not entirely hidebound by the narrowness of many examination syllabuses.

The first objective has been the focus of research and debate by the heads of academic departments and their equivalents in the Junior and Pre-Preparatory Schools to define what we mean by independent learning and scholarship and to look at ways of embedding such independence and scholarliness in the schemes of work of all subjects. Academic meetings have also focused on the evaluation and development of pupils' learning across subject disciplines; the results of trial work scrutinies informed plans for regular, cross-curricular and subject-based work scrutiny in 2010-11, and these scrutinies have further helped to monitor the quality and depth of pupils' learning. Additional posts in the Senior School (Assistants to the Director of Studies) were created following equivalent ones in the Pre-Preparatory School (Key Stage I Coordinator) and Junior School (Heads of Year) in 2008-09 to look at the pattern, methodology and effectiveness of teaching and learning. The Junior School undertook a systematic review of assessment and curriculum planning to meet the needs of what is now a Year 3-6 Primary School; marking now focuses far less on raw marks or grades but on constructive comments which enable each child to see clearly how to make progress and to monitor his/her own standards.

In the Senior School the role of the library and the librarians in teaching information and research skills was enhanced and the quality of pupils' induction to the library has been significantly strengthened. A new course to teach critical thinking and Theory of Knowledge, called Critical Method, was co-written by the Heads of RE and of Philosophy and of Mathematics. This course is aimed at giving Sixth Formers the methodology of logical thought, to enable them to be confident about analysing arguments rigorously for themselves. Criteria for awarding internal scholarships were revised to take account of the way in which pupils achieved their high results: future scholars will have to have a track record of scholarly behaviour over time, as well as excellence in internal and external examinations. In the Junior School, Philosophy for Children enriched the PSHE course and in the Pre-Preparatory School, play-based and child-initiated learning schemes were introduced to allow pupils to progress their learning at a pace and rate suited to their maturity.

The second objective – going deeper – involved promoting the benefits of teaching beyond exam syllabuses and providing opportunities to do so. The most obvious of these was the Knowledge Curriculum, an extension and enrichment programme of study which seeks both to fill the gaps in pupils' cultural and scientific knowledge and the connections they make, and to offer pupils and teachers the opportunity to undertake research off the beaten examination track. Topics were chronologically ordered from the birth of the great religions, through the classical empires, the Renaissance and the Reformation, taking in the themes of Crown and Parliament and ending in the Enlightenment and the Modern World. A study day per term, primed by subject contributions, allowed pupils to gain insight into and a context of historical, cultural and political movements through art, music, science and literature. Scholars' forums – open to all – afforded pupils the experience of hearing their teachers

## HIGHGATE SCHOOL

### GOVERNORS' REPORT FOR THE YEAR ENDED 31 JULY 2010 (continued)

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#### **A Place for Learning and Scholarship (continued)**

deliver seminars off the syllabus and of debating questions to which there may be no one answer, if answer there be at all. Science enriched the pupils' learning further through the annual, whole-Foundation Science Week, a programme of thirty-five experiments, pupil-led debates and lectures, including a series of high-profile scientists' talks to packed lecture-rooms. The Junior and Pre-Preparatory Schools ran successful Science, Art and Environment Weeks; in the Junior School, 'juniorised' versions of the Senior School academic forums continued.

Examination results, while they measure what examination boards seek to measure, provide the public with an indication of our pupils' success. Results at A level were strong, with, for the third year running, 90% of all grades awarded at A\*, A or B, and 70% at A. A quarter of all grades were A\*, the new grade introduced to reward the achievements of the most able pupils. At GCSE, 61% of all grades were at A\*, a record-breaking leap from the School's previous best of 45% in 2005. This included results at IGCSE in English, English Literature and Mathematics. Double the number of pupils (44) were rewarded with eight A\* or more. This was the last all-boy year group – from 2010 there will be girls and boys in all year groups – and it was rewarding to see this cohort, the first generation not to have had to sit an entrance test from the Junior School, and to have been taught by senior school specialists from Year 7, do so well. Full details of the results, together with a summary of university destinations of the leavers, may be viewed on our website.

Results of standardised tests in the Junior and Pre-Preparatory Schools show that at each key stage 'value' is added. In 2009-10, tracking through standardised tests and internal assessments across the Foundation was developed so that pupils' progress can be measured and used to inform parents as well as aid pupils.

In the conclusion to his annual report to Governors on pupils' academic achievements, the Director of Studies wrote:

*“As for our wider aims of Setting pupils free and Deeper Learning, we are beginning to make an impact, albeit less easy to measure. In the Senior School, it is certainly the case that we pin high hopes on the pupils who achieved so well at GCSE this year: they have been involved in the pilot Extended Project and are the first to have the new course in Critical Method. We are convinced that these initiatives will give the pupils the means and the confidence to be more independent and deeper learners and that this will lead to even greater success in public examinations. The Pre-Prep cycle of projects and the enrichment and extension initiative in the Junior School serve to link a whole-school extension project, all of which will feed into our pupils' learning, to make them interested and scholarly, independent and inquisitive. We see some exciting times ahead as these initiatives become embedded in the fabric of teaching and learning at Highgate.”*

#### **A Reflective Community**

In a busy, metropolitan, day school, the pace of life can often leave little space for quiet or contemplation. The School's Chaplain continued to lead assemblies and services across the Foundation and instituted voluntary, early-morning communion services on the Church's feast days, as well as holding prayers at times of crisis, either for individuals or groups. The long-standing Jewish Circle celebrated its 70<sup>th</sup> anniversary and continued to be led by pupils. A working party tasked with examining how best to sustain and safeguard the quality of the spiritual dimension to pupils' lives recommended a closer coordination of religious and secular assemblies to ensure that there was good, coherent coverage, but not repetition, of important spiritual and pastoral messages. A quiet room has been designated for Muslim prayers, and pupils during Ramadan were monitored for fatigue during their fast. In its aim to reflect and celebrate the diversity of modern London, the School seeks through its assemblies and teaching to make any and all assemblies and religious services meaningful and of interest to

### **A Reflective Community (continued)**

pupils (and staff) of any or no faith: since September 2009, where services have taken Christian scripture as their starting point, an over-arching aim has been to put the text in its context and to show pupils the spiritual dimension to some people's lives, and thus to encourage open-mindedness and thoughtfulness in pupils and staff alike.

The School has developed increasingly strong links with its Alumni, in particular through the appointment of a Development Officer who organises reunions and manages an alumni website; one reason for doing so has been to enable pupils to hear about the experiences of, and benefit from the advice of, Alumni as they have moved from School to university and into careers. Some younger Alumni have reported the step-change on reaching university: they miss the pastoral support enjoyed at school. This, together with the changing nature of higher education, led the School's Senior Team to review the provision and the nature of support in the Sixth Form, in particular with regard to careers education. The Head of Sixth Form visited Alumni in two of the most popular universities, Nottingham and Leeds, with a view to gathering information and guidance for would-be university applicants. The Principals of the Pre-Preparatory and Junior Schools have been reflecting on the pupils' experiences at the transition points across the Foundation in order to create a culture where pupils are more self-sufficient and able to make well-informed decisions independently as needed.

### **An Exemplar for the Healthy Life**

Highgate's well-established tradition of clubs and societies, with its aim of promoting a culture of willing and wide-ranging engagement, continued to flourish. These societies range from those sponsored by academic departments – for example, in biology, chemistry, physics, economics, geography, history, modern languages, philosophy and politics, where pupils present papers to their peers or attend lectures from visiting experts in their fields – to pupil journalism in the areas of politics, science and the arts; to avowedly intellectual pursuits such as poetry, anthropology, opera and bioethics; or to those hallmarks of British co-curricular life such as debating, Model United Nations, Duke of Edinburgh's Award or chess; taking in hobbies, both mainstream and quirky: jewellery-making, Warhammer, automobiles, bee-keeping, pocket-watches, and Vinyl & Philosophy.

In order to introduce pupils to the pleasures and benefits, as well as the disciplines, of the co-curricular life, younger pupils in the Senior School devote Tuesday lunch-times (the junior version of a long-standing Tuesday Afternoon Activity for older pupils) to a range of activities which provide eleven-year-olds with an experience of salsa dancing, basket-weaving, make-do-and-mend, art appreciation, debating, first aid, juggling, meccano, nature watching, origami, mind-games and philosophy.

The aims of the co-curricular programme are to ensure that all pupils develop enduring interests which extend their independent learning, lead them to discover interests – academic and otherwise – beyond the curriculum, and teach them to learn and practise the skills of friendship in a co-educational setting. The Junior School offers a similar programme of activities for which children sign up to at least one after school activity and in the Pre-Preparatory School, activities such as ceramics, drama and choir are incorporated into the school day, both of which is aimed at promoting the same values as in the Senior School.

Encouraged to aim at high achievement in the co-curricular life of the School, pupils exploited the opportunities in sport, music and drama to develop their learning in a number of well-structured programmes. In sport, teams trained and competed in netball, football, Eton Fives, cross-country, waterpolo, swimming, fencing, rounders, athletics, cricket, tennis, basketball, gymnastics, hockey, golf and dance. Beyond Highgate, a number of pupils represented Middlesex in rugby, cricket, athletics, and swimming. While there were many successes across the board, in sport as well as in other activities, pupils were encouraged to develop strength and resourcefulness in meeting the challenges inherent in competition, preparing them to face not dissimilar challenges in later life: the skills of working in a team, of collaborating positively, planning, training and competing were practised in the

#### **An Exemplar for the Healthy Life (Continued)**

School's Combined Cadet Force and the Duke of Edinburgh's Award Scheme.

In music, the programme of concerts was maintained and developed to allow pupils to rehearse and perform in groups ranging from the Symphonic Band, the Symphony Orchestra, the Sinfonietta (or younger players' orchestra) and its big band equivalent, the Concert Band, the Jazz and Chamber Orchestras as well as several trios, quartets and quintets. Their concerts featured works spanning the musical canon, including Galante, Saucedo, Purcell, Gershwin, Grieg, Rossini, Bruckner, Nelhybel, Barrett, Berg, Bach, Whitacre, Hess, Schubert, Handel, Jenkins, Rachmaninov and Nyman. For the first time, three senior pupils performed the solo arias in the annual Southwark Cathedral Concert from Bach's mass in F. A new a cappella group was formed and it joined the programme of choral performances by the Chapel Choir, the Chorale, Concert and Junior Choirs. The Chamber Choir took part in the regional competition of the National Festival of Music for Youth, winning their section and competing in the national finals in Birmingham where the ensemble was commended for their use of the baroque bows and for the way in which the exploration of authentic practice has been encouraged within the School. The mentors were also particularly impressed with the poise, clear intonation, overall control and the vibrancy of the School's performance. In the Pre-Preparatory School, in a new venture, the Year 2 Choir competed in the North London Music Festival at St. James' Church, Muswell Hill, where they won the first prize in their class and were invited to perform at the Festival Concert.

In drama, performances ranged from the vast scale of Stephen Sondheim's *Sweeney Todd* and an adaptation of Kenneth Graham's *Wind in the Willows* to studio staging of monologues and duologues emerging from a drama club. The French and Classics Departments put on versions of *Cyrano de Bergerac* and *Hyppolytus*, while a production of Ionesco's *Rhinoceros* was co-staged with pupils from three local state schools at the Jackson's Lane multi-arts community venue. The School's youngest pupils were all involved in three musical productions staged in the Pre-Prep: *The Harvest Assembly*, *One Bright Night* (Nativity play) and *Robin Hood*.

The School's evaluation of these activities and their pupil take-up suggested that the co-curricular offering should be audited regularly and refined as needed so as to ensure that all pupils, whatever their abilities or interests, find a niche, and that the School's rewards system should be more responsive to co-curricular achievement, more consistent across activities and less cumbersome to apply. A review of the School's Colours (or rewards) system was undertaken and an evening ceremony and celebration arranged to mark the contribution of leaving pupils in all areas of the co-curriculum.

The School's 'Green' agenda was introduced into the co-curricular life of the Senior School in the shape of a new pupil 'Highgate Environment Committee' which began to examine the not inconsiderable challenges facing Highgate School in reducing its carbon footprint. In order to promote sustainable transport, a transport survey of parents was undertaken as part of the School's transport plan, a 'cycle to school' and a 'walk to school' week were introduced across the Foundation, encouraging more pupils to walk or use the bus and fewer to travel by car. In both the Junior and Pre-Preparatory Schools, a 'go green' week was held and pupils were able to participate in a wide range of activities that raised their awareness of environmental and conservation issues. For example, in the Junior School, children could swap unwanted clothes in a 'bring and swap' day and participate in a range of cross-curricular lessons looking at the School's impact on the environment.

## HIGHGATE SCHOOL

### GOVERNORS' REPORT FOR THE YEAR ENDED 31 JULY 2010 (continued)

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#### **MEETING OUR CHARITABLE OBJECTS: "THE UNDERTAKING OF ASSOCIATED ACTIVITIES FOR THE BENEFIT OF THE PUBLIC" AND "THE RELIEF OF THE POOR"**

To interpret and implement these clauses of the charity's objects for the school today, and to set the direction for tomorrow, the Governors have confirmed, in full consultation with the Head Master, that Highgate's charitable ambitions are to:

*"Enable our teachers to give some of their time to neighbourhood schools and charitable organisations, so that more children can have **Access** to the excellent teaching and enriching activities that our pupils enjoy every day. One priority is to ensure that able children who are not Highgate pupils, in particular disadvantaged children, can have stimulating teaching in the rigorous academic subjects that are ultimately required by top universities and employers.*

*Award every year a significant number of substantial **Bursaries**, so that children for whom Highgate is the right school can join us, even if financially it would not at all be possible for their parents to consider us. Through our links with local primary schools and our carefully targeted advertising, we aim to reach out to children from the poorest families, to make it possible for them to have the life-changing education that will meet their intellectual needs and unlock for them the doors to lifelong opportunities.*

*Grow strong and sustained links with schools, charities and similar organisations in our local **Community**, so that they can draw on and benefit from our skills and our human, intellectual and physical resources. It is especially important to us that our more senior pupils participate in these partnerships, so that as part of their education at Highgate they experience and hence learn the importance and the pleasure of selfless service. Community Service is therefore an integral part of each pupil's curriculum.*

*Our ambitions are as simple to state as **ABC**, and they are as fundamental as that to our ethos and our values."*

Throughout 2009-10 there has been considerable activity in these areas. The success of existing projects has been developed further and new initiatives have been undertaken. More details are reported later in this document within the Public Benefit Audit 2009-10 which is also available on the School's website.

The school's activities within the ABC vision are overseen by two members of the Senior Team: the Director of Sir Roger Cholmeley's Charity, who is on the Foundation Management Strategy Committee, and the Director of Community Partnerships. The following provides additional detail about some of the activities.

#### **"Access to excellent teaching"**

##### ***Chrysalis Summer Schools (Y10 and Y12) and Voyages of Exploration Summer School (Y4)***

The Chrysalis Partnership of eighteen schools from across the boroughs of Haringey, Camden, Ealing, Newham and Barnet has been built upon a shared sense that there is not enough genuine subject-specific extension work for the brightest pupils, nor support for, and shared expertise in, applications to selecting universities. The partnership has developed considerably over the past year, not just in its size, but in support for cooperative activity and sharing at many different levels. The initial focus of the partnership remains the Chrysalis Scheme, an ambitious project to bring a university access scheme to gifted and talented cohorts from across the London boroughs of Haringey and Camden. Pupils are invited to engage in a programme of dedicated activities, the centrepiece of which is an intensive four-day summer school. This involves subject-specific tutorials given by

## HIGHGATE SCHOOL

### GOVERNORS' REPORT FOR THE YEAR ENDED 31 JULY 2010 (continued)

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#### **“Access to excellent teaching” (continued)**

teachers in affiliated schools, expert and inspiring lectures, visiting admissions tutors and university ambassadors as well as undergraduate mentoring.

Details of the specific activities carried out under this umbrella are given in the Public Benefit Audit 2009-10. The Chrysalis Partnership was funded by the former DCSF for the three years to 2010, but going forward will be funded by the School itself.

The *Voyages of Exploration* Summer School was run jointly at Highgate by Highgate and University College Schools. Aimed at primary school pupils in Year 4 in the boroughs of Haringey and Camden, the programme of activities complemented the provision for “gifted and talented” pupils that schools already offer. The selection of the 60 pupils who attended was coordinated by the Borough’s advisors for Gifted and Talented Children; the programme was also run for 59 pupils from four local primary schools (St Michael’s Church of England Primary School (Highgate N6), St James’ Primary School (Muswell Hill N10), St Joseph’s Primary School (Highgate N19) and Highgate Primary School (Highgate N6)).

#### **Highgate School’s staff engaging in Public Benefit activities**

Teachers and support staff at Highgate have always given their time willingly in support of the School’s charitable activities. It is now an explicit requirement in teachers’ contracts that they will support the School’s charitable work and it is pleasing that there is considerable enthusiasm for voluntary participation in this area. The Public Benefit Audit identified twenty seven activities (in addition to the summer schools and the Easter GCSE revision) in which teachers contributed to the educational partnerships and outreach projects that the School has developed.

In addition to this, there were many teachers whose work in their own time as examiners, lecturers, writers or volunteers exemplified “the provision of incidental or ancillary educational activities, and the undertaking of associated activities for the benefit of the public”; these time commitments can’t sensibly be quantified, but nor should they or their impact be ignored.

#### **“a significant number of substantial Bursaries”**

The school invested considerable time, thought and resources into the awarding of bursaries (i.e. means tested fee remission) during 2009-10. A new policy was written in August 2009 and, following that, new practice was developed. Almost all bursary applicants were visited at home by the Director of the Charity (whose teaching was covered by colleagues so that he could make these visits). For 11+, 13+ and 16+ entry, 76 visits were made; a conservative estimate would be that each visit required 2.5 hours (including preparation, travel and administration). These visits meant that parents and carers had support with the completion of the inevitably complicated application form (called the *Statement of Financial Circumstances*) and that supporting documentation could be verified without risking the loss of documents in the post. The visits also helped the School carry out due diligence. The visits were very warmly appreciated by parents and carers.

A full statement of the School’s policy on Bursaries is available on our website; there is also further information available for parents and carers within the Admissions section of the website.

Governors have decided that they want to concentrate bursary awards amongst the lowest income families, an approach designed to widen access. Therefore, during 2009-10 considerable effort was put into making such families aware of the awards. They were advertised during September, October and November (2009) on 6-sheet advertisements (the size of the advertising panel in a bus stop) in appropriate locations (e.g. shopping centres and supermarket car parks), and also in *Haringey People* magazine, which is delivered to every household

## HIGHGATE SCHOOL

### GOVERNORS' REPORT FOR THE YEAR ENDED 31 JULY 2010 (continued)

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#### **“a significant number of substantial Bursaries” (continued)**

in the borough. Some information on the School's website was translated into other languages. Highgate School was one of 18 schools advertising bursary awards on the shared [www.feeassistancelondonschools.org.uk](http://www.feeassistancelondonschools.org.uk); there were 1222 visits to the Highgate School website from this website. This marketing campaign also included Tube advertisements.

Furthermore, the head teachers of primary schools within 3km of Highgate School, and those of schools near to bus routes direct to Highgate Village, were written to, to advertise the existence of bursary awards and to ask them to speak to parents and carers of potential applicants. This strategy was very successful: of the nine bursary award holders who will join Highgate in Year 7 in September 2010, five were recommended to apply by their head teachers.

Indeed, all these initiatives that occurred within this reporting period have had a positive impact on the Bursarial assistance provided. However, the main impact will be reflected in the 2010-11 figures.

During the year 2009-10, 66 pupils held means-tested bursaries, of whom 15 received support in excess of 90% of the School fees. Thirteen of these were 100% bursaries. The value of the support was £491,594 which represented an increase in funding from the previous year of 17.8%. Additionally, the School allocated funding (£5,000 in 2009-10) to enable bursary holders to participate in those School trips for which there is a charge. Through a donation from an alumnus of the School, bursary award holders had support with the costs of instrumental music lessons and associated expenses. In total, £6,371 of support with trips and music was given to bursary award holders in 2009-10. Additional means-tested bursarial support was provided to 11 pupils by *The Friends of Highgate School*, one of our alumni groups which is itself a registered charity.

Governors have stated their ambition of continuing the upward trend in the level of means-tested fee remission over coming years. Rental income from the School's property portfolio is used to fund the current bursary provision and the School knows that additional income is necessary if it is to further the charitable ambitions it has set itself. Therefore, the groundwork was laid during 2009-10 for a substantial fundraising campaign. In 2009-10, in particular, we received donations into our Bursary Fund of £120,424.

#### **“strong and sustained links with our local Community”**

##### ***Y9 Community Day and Y10 Environment programme***

This was the third year in which all the pupils in Year 9 spent one day off timetable in local primary schools, charity shops, care homes and churches. A variety of tasks were undertaken, from helping with reading lessons to pricing items and playing Bingo. Year 10 pupils have participated in two ground clearance environment projects, based at St Joseph's Primary School in Archway and at the Harington Scheme, a charity providing courses in horticulture to young people with learning difficulties and disabilities, based in Highgate Village. Feedback from both year groups has been overwhelmingly positive. Overall, nearly 250 pupils each gave about 6 hours of their time.

Including the 106 pupils working towards their Duke of Edinburgh Awards, we estimate that Highgate School pupils gave 3700 hours of community service in 2009-10.

##### ***Charitable giving***

In 2009-10, our pupils raised £35,200 for charities, and a further £77,500 for the Great Lakes High School, Kirima in Uganda. A breakdown can be found in the Public Benefit Audit 2009-10 below.

# HIGHGATE SCHOOL

## GOVERNORS' REPORT FOR THE YEAR ENDED 31 JULY 2010 (continued)

### PUBLIC BENEFIT AUDIT 2009-10

**Abbreviations used:** HS (Highgate School); HJS (Highgate Junior School); CBA (Crest Boys Academy); CGA (Crest Girls Academy); St M (St Michael's Primary School); St J (St Joseph's Primary School); HP (Highgate Primary School)

	Activity	Location	Occurrence	Beneficiaries	Additional details
1	Bursary provision (means-tested fee remission)	Highgate School	All year	66 pupils received means-tested fee remission (13 pupils had 100% fee remission)	11 pupils were also supported by The Friends of Highgate School, a charity (registered no. 1056624) that is separate from but closely linked to School. The primary purpose of The Friends is to support pupils already at Highgate if their families fall into financial hardship. The Friends also fund bursary awards. We are very grateful to The Friends for the support they give each year, and both charities are working together closely for the benefit of Highgate pupils.
2	<i>Voyages of Exploration</i> Summer School (7-9 July 2010)	Highgate School	Annual	60 Y4 pupils from 13 primary schools in the boroughs of Haringey and Camden, and also 59 pupils from four local primary schools (St M, St J, HP, and St James').	The <i>Voyages of Exploration</i> Summer School was run jointly at Highgate School by Highgate and University College Schools. The selection of the pupils was coordinated by the Borough's advisors for Gifted and Talented Children. The focus was on Design and Technology, Science, Music, Mathematics and a Modern Language – Breton – within an over-arching theme of <i>Exploration</i> . The programme of activities complemented the provision for Gifted and Talented pupils that schools already offer. Lessons and workshops were taught and led by members of both schools' staff. 12 teachers from Highgate School participated.
3	Y12 and Y10 Summer Schools (Chrysalis) (24-27 August 2009)	Highgate School	Annual	71 Y12 and 50 Y10 pupils (drawn from 18 partner schools)	The Y12 programme consisted of subject-specific tutorials and a series of workshops dealing with presentation skills and interview preparation. As usual there was a series of UCAS seminars covering the whole university admissions process. There were seminars from representatives from Oxford and Cambridge Universities. The Year 10 programme attracted 50 pupils. The aim was to raise the aspirations of the students through subject-specific tutorials. There was also a series of motivational workshops, a talk from Lynne Featherstone MP and an interview at which the pupils were able to discuss their future intentions. 24 teachers from Highgate School participated in these two summer schools.

## HIGHGATE SCHOOL

### GOVERNORS' REPORT FOR THE YEAR ENDED 31 JULY 2010 (continued)

	Activity	Location	Occurrence	Beneficiaries	Additional details
4	Developing Spanish teaching at St Joseph's RC Primary School	St Joseph's	Weekly all year	60 Y5 pupils; 12 Y1, Y2 pupils	
5	Mathematics clubs (for Gifted pupils from St Michael's and HJS)	St Michael's	Twice weekly all year (30 min lessons before school)	25 Y4 and Y5 (HJS); similar St M; some Y12 (HS)	
6	<i>Minimus</i> (Latin for Gifted pupils from St Michael's)	St Michael's	Weekly all year (30 min lessons)	8 (HS); about 28 Y6 St M pupils	
7	One-to-one literacy support (paired reading)	Crest Academies	Weekly (Michaelmas, Spring Terms)	12 Y12 / 13 (HS); similar CAG and CAB; 6 Y8 (CAB); 6 Y9 (CAG)	
8	Oxbridge English preparation	Highgate School	Weekly (Michaelmas Term; 75 min lessons)	7 pupils from Chrysalis partner schools joined lessons scheduled for HS pupils	
9	Oxbridge Chemistry preparation	Highgate School	1 lesson (60 mins)	4 pupils from Chrysalis partner schools joined a lesson scheduled for HS pupils	
10	French debating competition	Highgate School	1 evening	30 Y12, 13 pupils and 10 staff from local schools; 4 Y12, 13 (HS)	
11	Chemistry Conference	Highgate School	1 day	50 Y12 pupils from Chrysalis partner schools; 59 Y12 (HS)	
12	Evening of "mock" interviews (12.11.09)	Highgate School	1 evening	56 pupils from Chrysalis partner schools	Pupils who were applying for Oxford, Cambridge or medical school were given a formal practice interview in order to help them prepare for the real event. After a 20-minute interview each student was given some advice. Feedback was also sent to the Head of Sixth Form at each school.

## HIGHGATE SCHOOL

### GOVERNORS' REPORT FOR THE YEAR ENDED 31 JULY 2010 (continued)

	Activity	Location	Occurrence	Beneficiaries	Additional details
13	Teacher Continuing Professional Development meeting (about UCAS) (24.9.09)	Highgate School	1 twilight session	31 teachers from Chrysalis partner schools, and some Connexions Higher Education Advisers	This was in response to a request from several Haringey headteachers for a CPD event targeted at Year 12 and Year 13 tutors who were new to the role and would be giving UCAS advice for the first time. The focus of the meeting was on writing school references and giving advice to students about constructing their personal statements. Teachers and some Connexions Higher Education Advisers heard Matthew Welbourn from UCAS deliver a keynote presentation on current issues and future developments in university admissions. He was followed by Ben Fowler from Queen Mary College of the University of London who spoke in some detail about applications from the university perspective. The concluding session was led by Joy Spiers and Jo Salisbury from Haringey Sixth Form Centre who delivered a workshop on writing school references.
14	Chrysalis schools invited to the Careers Fair (23.3.10)	Highgate School	1 evening	About 20 pupils from Chrysalis partner schools attended	
15	Easter Revision (GCSE Mathematics)	Highgate School	April (2 days)	46 pupils from Chrysalis partner schools and 1 teacher	
16	Chrysalis Y10 Oxford visit 29.6.10	Oxford	1 day	37 pupils from 5 Chrysalis partner schools	Pupils spent a day at Christ Church as guests of Oxford University. They attended a talk about obtaining a place at the university, met a selection of current students, and participated in a legal exercise defending or prosecuting an (alleged) bank-robbing gangster. The day concluded with a treasure hunt around Oxford.
17	Mathematics (Saturday classes)	Highgate School	Michaelmas Term, six 2-hour lessons	10 Y13 external pupils from Chrysalis partner schools	Pupils who attended the Year 12 Chrysalis Summer School for Mathematics were invited to these fortnightly Saturday morning classes, in which Highgate teachers helped them to prepare for university interviews.
18	Y8 Mathematics Enrichment Day (12.5.10)	Highgate School	1 day	50 Y8 from six partner secondary schools; 10 Y8, 20 Y10, 6 teachers (HS)	
19	Art workshops	St Michael's; St Gilda's	2 days	95 (St M); 56 (St G)	

## HIGHGATE SCHOOL

### GOVERNORS' REPORT FOR THE YEAR ENDED 31 JULY 2010 (continued)

	Activity	Location	Occurrence	Beneficiaries	Additional details
20	Y13 Mathematics seminars	Highgate School	Weekly after January	2 Y13 from Chrysalis partner schools; HS Y13	
21	Enrichment for Haringey Looked-after Children	Highgate School	2 sessions after school	5 LAC, 2 Haringey staff	
22	Being an exam centre for a home-schooled young person with autism spectrum disorder.	Highgate School	May, June	1 Y10 pupil	The costs that arose from this (invigilation £473.65; entry fees £241.50) were met by Highgate School.
23	The Science Independent State School Partnership project (2 <sup>nd</sup> year).	Various schools	5 meetings	7 Y10 pupils from HS, and Y10 pupils from North London Collegiate School, East Barnet College, Henrietta Barnet School, and Fortismere School.	This is aimed at increasing pupils' ability to design experiments, make observations and draw conclusions from the results obtained.
24	<i>Rhinoceros</i>	Highgate School and Jackson' Lane	March – June (c. 100 hours)	10 HS pupils, 6 pupils from partner schools in Haringey	This was a collaborative drama project.
25	Cricket Festival	Highgate School	1 day and 2 coaching sessions per school	66 pupils: St Michaels, St Josephs, Highgate Primary, St Gildas, and Highgate JS	
26	Netball Academy	Highgate School	Weekly, all year (1 hour lessons)	(approx) 18 pupils from HJS and St M	
27	St Michael's and St Joseph's swimming	Mallinson Centre	Weekly, all year (half hour slots)	(approx) 40 St M (2 slots); 20 St J (1 slot); HS provides lifeguard	
28	Performance by Quantum Theatre of the numeracy musical <i>The Countback Kid</i>	Highgate Junior School	1 day	60 Y4 (St M); 57 Y5 (St J)	
29	Michael Rosen visit	October	1 day	About 900 pupils from HJS, St M, St J and HP	
30	Y9 Community Day	Neighbourhood	Annual (1 day for each pupil)	All Y9 (132)	See further details on page 15 of this Annual Report.
31	Y10 Environment Day	Neighbourhood	Annual (1 day for each pupil)	All Y10 (116)	See further details on page 15 of this Annual Report.

## HIGHGATE SCHOOL

### GOVERNORS' REPORT FOR THE YEAR ENDED 31 JULY 2010 (continued)

	Activity	Location	Occurrence	Beneficiaries	Additional details
32	Service as part of the Duke of Edinburgh award scheme	Neighbourhood	Periodic	106 Y9 – Y13	
33	ICT seminar for local charities wishing to increase their web skills 22.10.09	Highgate School	1 day	5 charities	
34	Mentoring a Modern Foreign Languages PGCE student and associated MFL Professional Development	Highgate School	Various times throughout the year	1 PGCE student from the Institute of Education; PGCE students at two nearby state schools	1 PGCE student was fully trained at Highgate; the Head of Modern Languages also organised 4 training sessions with 10 PGCE students at Ackland Burghley and La Sainte Union Schools.
35	Mentoring a Religious Education PGCE student support (Physics)	Highgate School		1 PGCE student from the Institute of Education	
36	<i>Science Additional Specialism Programme</i> support (Physics)	Highgate School	2 half days and 1 full day	Student and qualified teachers enrolled on the SASP	

We recognise that the next four activities are not as closely aligned to our charitable objects as the activities already listed; however, we include them in our audit because they reflect and contribute to the ethos of social responsibility and community engagement within the school. Highgate School would be a poorer community if these activities did not take place.

	Activity	Location	Occurrence	Beneficiaries	Additional details
37	Swimming gala for Hereward House	Mallinson Centre	May	HS provided 2 lifeguards	
38	Staff being governors in state schools	London	(At least) six meetings per year	The Crest Academies; The Devonshire Hill Primary School	
39	Other activities carried out by Highgate staff which have some Public Benefit	National and international		Members of these groups	
40	Support for / facilities used by community groups	Camden Swimming Club; HLSI; St Jude's Proms; Open House weekend;	Year-round	Members of these groups	

## HIGHGATE SCHOOL

### GOVERNORS' REPORT FOR THE YEAR ENDED 31 JULY 2010 (continued)

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#### Charitable Fundraising

Sponsored Walk (October)	£77509.34 for the Great Lakes High School, Kirima, Uganda
Collections (Pre-Prep)	£850.10 Marie Curie Cancer Care £135.45 for UNICEF Day of Change £618.11 Shelter £111.22 Royal British Legion Harvest collection of tins for Muswell Hill Soup Kitchen
(Junior School)	£500 for Volunteer Uganda £572.65 for Roald Dahl Foundation £685.26 for Jeans for Genes £422.48 for Oxfam's East Asia Disasters Appeal (Harvest) 444 boxes donated (with Pre-Prep) for Operation Christmas Child £4872.54 for DEC Haiti Earthquake Appeal £5613.41 for Breast Cancer Campaign (Charity Week and Carol Service) £2674.45 split between Sports 4 All and Volunteer Uganda £1558 for SmileTrain, NSPCC, Shelter (Charity May Day) £757.67 raised by pupil-initiated activities
(Senior School)	£1215 (Haiti) £905.25 (Royal British Legion) £550 (Kenyan Orphan Project) Harvest collection of tins for Muswell Hill Soup Kitchen £7371 for Kids Company, the Meningitis Trust and the International Medical Corps (Charity Week) £500 raised by Y7/8 Christmas Fayre £550 raised for Clic Sargent and Roald Dahl Foundation (Y7, 8 Readthon)

The Y8 Social Entrepreneurs Project (SEP) raised £4800. The SEP is a scheme run by the charity HopeHIV (a charity supporting AIDS orphans in Africa <http://www.hopehiv.org>). The SEP introduces entrepreneurial skills and social awareness to the UK classroom. Given 'seed capital', pupils come up with creative business ideas, then develop commercial skills as they make it happen. All profits are donated to HopeHIV. Each child in Y8 was given £10 and a challenge to try to change that into £100. The pupils worked in groups or alone and came up with lots of good ideas, from the obvious (bake sales) to a twist on the obvious (milkshake sales) to the creative (personalised plimsoll decoration, personalised Christmas cards) to service ideas (dog walking, car washing), fun stuff (Singing Santa Christmas card delivery) and, the winner of the competition for the best idea: gift bulb sales (plants not light). Some teams took advantage of the cold snap in January and sold magic gloves and hot chocolate. They also learned about business: marketing, adapting to circumstances, profits (and losses, in some cases), reinvesting, etc. In all, they raised about £3,500, not including the School's initial investment of (about) £1,310 (which the School has added to the total).

The Parents' Association also raises money for charities. "The Highgate Pre-Prep and Junior School Parents Association" (HPPJSPA) raised over £7000 each for Winston's Wish and the Teenage Cancer Trust. "Our primary fundraising events included an annual Christmas Gift Fair, a Quiz Night and the main event, our annual Summer Fair. Several smaller events were held throughout the year also raising money towards the charities: bake sales, book sales and an art exhibition. The PA are enormously grateful to Highgate School for the use of their superb facilities without which these events would not be possible" (Elizabeth Knowles, Chair 2009-10).

### FUTURE OBJECTIVES FOR 2010-11

#### (1) Academic

Building on all recent progress, and underpinning all teaching and learning throughout the whole School, the Head Master has set the following aims for Highgate in 2010-11:

- to embed self-evaluation, in particular using work scrutiny, as a core activity for academic heads of department throughout the Foundation;
- to refine further teachers' understanding of independent learning and to give training to promote its use;
- to embed the principle and practice of going beyond exam or National Curriculum syllabuses by developing and publishing departmental strategies, including content;
- to build on the effectiveness of the Knowledge Curriculum to ensure that pupils experience a coherent programme of cultural, historical, scientific and literary education;
- to research and evaluate further the balance between supporting pupils and making them self-sufficient.

#### (2) Charitable

Having reflected on the development of charitable activity undertaken in 2009-10, the Governors have set the following aims for 2010-11:

- a. to continue to
  - identify able children in low-income families and award appropriate means-tested support to them;
  - forge sustainable educational partnerships with a range of local primary and secondary schools;
  - run the Chrysalis programme, wholly funded by the School;
- b. to continue to identify and draw upon the beneficial educational opportunities arising from charitable activity, in particular the opportunities to
  - sharpen pupils' critical judgements in relation to charity;
  - help pupils practise informed decision-making, and thereby grasp the importance of it;
  - instil the pleasures and rewards of selfless service in pupils in year groups other than 9 and 10.

#### (3) Buildings

The Governors are committed to continuing to invest substantially in upgrading and, where necessary, expanding current academic facilities to ensure that the physical estate meets all emerging requirements. Additionally, in its drive to maintain first-rate facilities, the School continues to preserve its historic buildings to improve the look of the School for the benefit of staff, pupils and the local community. Consequently, work will continue, as part of the School's extensive capital development programme, in upgrading the School's teaching facilities and repairing the fabric of its historic buildings. These building works will take into account the School's Accessibility Plan, relevant Health and Safety issues and energy efficiency. Indeed, all three topics are standing agenda items for the Governors' Estates Committee. Environmental issues are also a high priority.

The Governors are also committed to increasing the community and partner use of our facilities (cognizant of the higher costs (such as security and maintenance) associated with such increased use) where practicable in relation to the operation of the School.

# HIGHGATE SCHOOL

## GOVERNORS' REPORT FOR THE YEAR ENDED 31 JULY 2010 (continued)

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### FINANCES

There was an increase in net fee income of £1,017,451. The operating surplus for the Foundation was £2,003,826. The Governors continue their strategy of deploying all net incoming resources to investing in the educational purposes and fabric of the Foundation in accordance with the Governing Scheme. £1,869,612 was spent in the current financial year in respect of this programme.

#### Specific investment powers, policy and performance

The Governing Scheme affords the Governors powers in line with those generally applicable to charitable foundations. Any investments acquired by the Governors during the year ending 31 July 2010 have been acquired in pursuance of those powers.

#### Reserves Policy

The approach to free reserves applied by most charities is to define such reserves as total reserves less amounts tied up in endowed and restricted funds or in fixed assets. Based on this definition the School has free reserves of nil due to the significant investment of the School in its buildings. This position is common to many schools and the Governors consider it satisfactory. In making this assessment the Governors consider the School's working capital, access to finance and the need to finance any unexpected expenditure.

#### Risk Assessment

Processes are in place to identify financial, operational, regulatory and reputational risks and the necessary mitigations, and these are kept under regular review by the senior management and Governors. Governors are satisfied that risks have been adequately mitigated where necessary. It is recognised that systems can only provide reasonable but not absolute assurance that major risks have been adequately managed.

#### Fixed Assets

The fixed assets are as stated in the Balance Sheet on page 31 and further detailed in the notes to the Financial Statements on page 35 and are considered to be available and adequate to fulfil the obligations of the Charity.

**Statement of Governors' Responsibilities**

The Governors have prepared Financial Statements for the financial year which give a true and fair view of the state of affairs of the School and of the surplus of the Charity for that period. In preparing those Financial Statements the Governors have:

- a. adopted suitable accounting policies and applied them consistently;
- b. observed the methods and principles in the Charities SORP;
- c. made judgements and estimates that were reasonable and prudent;
- d. stated that applicable accounting standards have been followed, subject to any material departures disclosed and explained in the Financial Statements; and
- e. prepared the Financial Statements on a going concern basis.

The Governors have kept proper accounting records which disclose with reasonable accuracy at any time that the Financial Statements comply with trust law. The Governors have safeguarded the assets of the Charity and taken reasonable steps for the prevention and detection of fraud and other irregularities.

**on behalf of the Governors**

**John Mills CBE MA BLitt, Treasurer & Chairman**

# HIGHGATE SCHOOL

## STATEMENT OF ACCOUNTING POLICIES FOR THE YEAR ENDED 31 JULY 2010

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The financial statements have been prepared in accordance with applicable accounting standards and the Statement of Recommended Practice: *Accounting and Reporting by Charities* (SORP 2005). The particular accounting policies are described below.

### (a) BASIS OF ACCOUNTING

The financial statements, with exception of the revaluation of freehold land and buildings and investments, are prepared under the historical cost convention.

### (b) TANGIBLE FIXED ASSETS

Depreciation is provided on all tangible fixed assets, at rates calculated to write off each asset evenly over its expected useful life, as follows:

Freehold buildings	2% on re-valued amounts
Furniture and equipment	10% or 20% on cost
Motor vehicles	20% on cost

Freehold land and buildings were valued by the Governors on 1 August 1994 on an existing use basis. As permitted by the transitional arrangements under FRS15 "Tangible Fixed Assets", the Governors have elected not to adopt a policy of revaluation of fixed assets. The freehold land is retained at the carrying value and this valuation will not be updated.

### (c) INVESTMENTS

Investments held as fixed assets are carried at market value. Any unrealised gains or losses are included in the Statement of Financial Activities (SOFA) by reference to the opening market value at the beginning of the period. Realised gains or losses are also incorporated within the SOFA by reference to sale proceeds and opening market values at the beginning of the period.

### (d) FUNDS

The School maintains four types of fund:

- i. Endowment – where the capital is held in perpetuity and only income generated used for charitable purposes expenditure;
- ii. Restricted – where the purposes for which the funds may be used have been restricted by donors;
- iii. Designated – where the funds are unrestricted but where the Trustees have designated them for a specific purpose;
- iv. General – where funds are unrestricted and not designated.

#### **Endowment Funds**

The original land and buildings of the School are subject to a permanent endowment and are governed by a Charity Commissioners Scheme dated 12 August 1876. The Governors revalued the land and buildings on 1 August 1994. The revalued amount less the depreciation thereon is represented by the revaluation reserve.

The sinking fund represents recoupment of the proceeds on disposal of endowment property. These are invested with the Charities Official Investment Fund.

## HIGHGATE SCHOOL

### STATEMENT OF ACCOUNTING POLICIES FOR THE YEAR ENDED 31 JULY 2010 (continued)

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**(d) FUNDS (continued)**

The Prize Fund consists of a number of individual prize funds set up by donors for the provision of prizes.

**Restricted Funds**

The Library Fund consists of two funds named (i) Burdett-Coutts and (ii) Furnival Jones, and exists to provide books and equipment for the school library.

**Designated Funds**

The building reserve represents funds generated from appeals and transfers from unrestricted funds. The reserve reflects that part of the schools unrestricted funds which is tied up in property.

**(e) STOCK**

Stock is valued at the lower of cost and net realisable value.

**(f) FEES**

Fees receivable and charges for services and use of premises are accounted for in the period in which the service is provided. Fees receivable are stated after deducting allowances, scholarships and other remissions granted by the School.

**(g) OTHER INCOME**

Other income such as investment, rental and letting income is included in the accounts when the amounts are due. Mallinson Sports Centre and lettings incomes are reported net of direct costs.

**(h) DONATIONS AND LEGACIES**

Donations and legacies are accounted for in the year in which they are received.

**(i) EXPENDITURE**

Expenditure is accounted for on an accruals basis.

## HIGHGATE SCHOOL

### STATEMENT OF ACCOUNTING POLICIES FOR THE YEAR ENDED 31 JULY 2010 (continued)

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#### **(j) PENSION COSTS**

Contributions are made to the Department for Education and Skills Teachers Pension Scheme ('TPA') and Independent Schools' Pension Scheme ('ISPEN').

The TPA is an unfunded defined benefit scheme. For the purposes of complying with relevant accounting standards it is accounted for as a defined contribution scheme as the School is not responsible for or entitled to receive benefit for any surplus or deficit of the scheme.

The ISPEN is a multi-employer defined benefit scheme. It is not possible in the normal course of events to identify on a consistent and reasonable basis the share of underlying assets and liabilities belonging to individual participating employers. This is because the Scheme is a multi-employer scheme where the Scheme assets are co-mingled for investment purposes and benefits are paid from the total Scheme assets. Accordingly, due to the nature of the Scheme, the accounting charge for the period under FRS17 represents the employer contribution payable.

#### **(k) REVALUATION RESERVE**

Surpluses arising on the revaluation of freehold land and buildings in excess of net book value were credited to the revaluation reserve within the endowment fund.

#### **(l) LEASED ASSETS**

Operating lease rentals are charged on a time basis over the lease term. Assets held under finance leases are capitalised and depreciated according to the rates relevant to the type of asset as given in note (b) above.

# INDEPENDENT AUDITORS' REPORT TO THE BOARD OF GOVERNORS OF

## HIGHGATE SCHOOL

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We have audited the financial statements of Highgate School for the year ended 31 July 2010 which comprise the Statement of Accounting Policies, the Statement of Financial Activities, the Balance Sheet, the Cash Flow Statement and the related notes. These financial statements have been prepared under the accounting policies set out in the Statement of Accounting Policies.

This report is made solely to the charity's trustees, as a body, in accordance with the regulations made under the Charities Act 1993. 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 and the charity's trustees as a body, for our audit work, for this report, or for the opinions we have formed.

### **Respective responsibilities of Governors and Auditors**

As described in the Statement of Governors' Responsibilities the charity's trustees are responsible for the preparation of the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

We have been appointed as auditors under section 43 of the Charities Act 1993 and report in accordance with regulations made under section 44 of that Act. Our responsibility is to audit the financial statements in accordance with relevant legal and regulatory requirements and International Standards on Auditing (UK and Ireland).

We report to you our opinion as to whether the financial statements give a true and fair view and are properly prepared in accordance with the Charities Act 1993. We also report to you if, in our opinion, the Trustees' Report is not consistent with the financial statements, if the charity has not kept proper accounting records, if we have not received all the information and explanations we require for our audit.

We read the Trustees' Report and consider the implications for our report if we become aware of any apparent misstatements within it.

### **Basis of audit opinion**

We conducted our audit in accordance with International Standards on Auditing (UK and Ireland) issued by the Auditing Practices Board. An audit includes examination, on a test basis, of evidence relevant to the amounts and disclosures in the financial statements. It also includes an assessment of the significant estimates and judgements made by the trustees in the preparation of the financial statements, and of whether the accounting policies are appropriate to the charity's circumstances, consistently applied and adequately disclosed.

We planned and performed our audit so as to obtain all the information and explanations which we considered necessary in order to provide us with sufficient evidence to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or other irregularity or error. In forming our opinion we also evaluated the overall adequacy of the presentation of information in the financial statements.

**INDEPENDENT AUDITORS' REPORT TO THE BOARD OF GOVERNORS OF  
HIGHGATE SCHOOL**

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**Opinion**

In our opinion the financial statements:

- give a true and fair view, in accordance with United Kingdom Generally Accepted Accounting Practice, of the state of the charity's affairs as at 31 July 2010 and of its incoming resources and application of resources in the year then ended; and
- have been properly prepared in accordance with the Charities Act 1993.

**haysmacintyre  
Chartered Accountants  
Statutory Auditors**

**Fairfax House  
15 Fulwood Place  
London  
WC1V 6AY**

HIGHGATE SCHOOL

STATEMENT OF FINANCIAL ACTIVITIES

FOR THE YEAR ENDED 31 JULY 2010

	Notes	General Funds £	Designated Funds £	Restricted Funds £	Endowment Funds £	Total 2010 £	Total 2009 £
<b>INCOMING RESOURCES</b>							
<i>Incoming resources from charitable activities</i>							
Fees Receivable	1	18,315,658	-	-	-	18,315,658	17,298,207
Other educational income	2	77,012	-	-	-	77,012	72,585
Other ancillary trading income	2	1,292,795	-	-	-	1,292,795	1,187,254
<i>Incoming resources from generated funds</i>							
Bank and other Interest		3,475	-	-	118	3,593	45,090
Investment Income		1,588	-	4,497	17,037	23,122	30,212
Donations	3	7,837	-	120,424	-	128,261	10,903
<i>Other incoming resources</i>	2	-	-	-	-	-	29,506
<b>Total Incoming Resources</b>		<b>19,698,365</b>	<b>-</b>	<b>124,921</b>	<b>17,155</b>	<b>19,840,441</b>	<b>18,673,757</b>
<b>RESOURCES EXPENDED</b>							
<i>Charitable Expenditure</i>							
School operating costs	4	17,777,913	-	-	27,976	17,805,889	16,690,021
<b>Governance</b>	4	<b>30,726</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>30,726</b>	<b>30,851</b>
<b>Total Resources Expended</b>		<b>17,808,639</b>	<b>-</b>	<b>-</b>	<b>27,976</b>	<b>17,836,615</b>	<b>16,720,872</b>
<b>NET INCOMING RESOURCES</b>		<b>1,889,726</b>	<b>-</b>	<b>124,921</b>	<b>(10,821)</b>	<b>2,003,826</b>	<b>1,952,885</b>
Transfers between funds	13	(1,904,165)	2,399,885	-	(495,720)	-	-
Gains/(Losses) on Investment asset assets							
- Realised		-	-	(106)	-	(106)	-
- Unrealised	6	14,439	-	39,249	28,548	82,236	(65,374)
Net Movement in funds		-	2,399,885	164,064	(477,993)	2,085,956	1,887,511
Balances brought forward at 1 August		-	26,400,121	588,850	17,728,900	44,717,871	42,830,360
Balances carried forward at 31 July		£-	£28,800,006	£752,914	£17,250,907	46,803,827	44,717,871

The accompanying notes are an integral part of this statement.

**HIGHGATE SCHOOL****BALANCE SHEET****AS AT 31 JULY 2010**

		2009/2010		2008/2009	
	Notes	£	£	£	£
<b>FIXED ASSETS</b>					
Tangible Assets	5		47,294,416		46,889,981
Investments	6		430,579		354,687
			<u>47,724,995</u>		<u>47,244,668</u>
<b>CURRENT ASSETS</b>					
Stock	7	28,643		32,273	
Debtors	8	626,765		606,482	
Cash at bank and in hand	9	1,226,538		896,652	
		<u>1,881,946</u>		<u>1,535,407</u>	
<b>CURRENT LIABILITIES</b>					
Creditors - due within one year	10	(2,404,988)		(3,572,210)	
<b>NET CURRENT LIABILITIES</b>					
			<u>(523,042)</u>		<u>(2,036,803)</u>
<b>TOTAL ASSETS LESS CURRENT LIABILITIES</b>					
			47,201,953		45,207,865
Creditors – due after one year	10		(398,126)		(489,994)
<b>TOTAL NET ASSETS</b>					
			<u>£46,803,827</u>		<u>£44,717,871</u>
Represented by:					
<b>ENDOWMENT FUNDS</b>					
	11		17,250,907		17,728,900
<b>RESTRICTED FUNDS</b>					
	12		752,914		588,850
<b>UNRESTRICTED FUNDS</b>					
Designated and general funds	13		28,800,006		26,400,121
<b>TOTAL FUNDS</b>					
			<u>£46,803,827</u>		<u>£44,717,871</u>

The financial statements were approved and authorised for issue by the Board on 30 November 2010 and were signed below on its behalf by:

**J F MILLS CBE MA BLitt**  
Treasurer & Chairman

**RM ROTHENBERG MBE BA FCA CTA MAE**  
Deputy Chairman

The accompanying notes are an integral part of this balance sheet.

# HIGHGATE SCHOOL

## CASH FLOW STATEMENT

FOR THE YEAR ENDED 31 JULY 2010

	2010		2009	
	£	£	£	£
<b>RECONCILIATION OF NET INCOMING RESOURCES TO NET CASH INFLOW</b>				
Net incoming resources	2,003,826		1,952,885	
Depreciation	1,465,177		1,367,989	
Interest paid	10,275		45,989	
Interest and dividends receivable	(26,715)		(75,302)	
Decrease/(increase) in stock	3,630		(9,093)	
(Increase) in debtors	(20,283)		(204,458)	
Increase in creditors	80,006		150,210	
		<u>3,515,916</u>		<u>3,228,220</u>
<b>CASH FLOW STATEMENT</b>				
Net cash flow from operating activities		3,515,916		3,228,220
<b>FINANCING ACTIVITIES</b>				
Interest and dividends received		26,715		75,302
Interest paid		(10,275)		(45,989)
<b>INVESTING ACTIVITIES</b>				
Purchase of fixed assets		(1,869,612)		(4,957,500)
Purchase of investments		(3,920)		(3,920)
Sales of investments		10,158		-
		<u>1,668,982</u>		<u>£(1,703,887)</u>
<b>NET CASH MOVEMENT</b>				
		<u>1,668,982</u>		<u>£(1,703,887)</u>
<b>ANALYSIS OF CHANGES IN NET DEBT</b>				
		<b>Balance at 1 August 2009</b>	<b>Cash Flows</b>	<b>Balance at 31 July 2010</b>
Cash Balance		896,652	329,886	1,226,538
Bank overdraft		(1,843,669)	1,339,096	(504,573)
		<u>£(947,017)</u>	<u>1,668,982</u>	<u>£721,965</u>
<b>RECONCILIATION OF NET CASH INFLOW TO CHANGES IN NET FUNDS/DEBT</b>				
Net (debt)/funds at 1 August		(947,017)		756,870
Net cash inflow/(outflow)		1,668,982		(1,703,887)
Net funds/(debt) at 31 July		<u>£721,765</u>		<u>(947,017)</u>

**HIGHGATE SCHOOL**

**NOTES TO THE ACCOUNTS**

**FOR THE YEAR ENDED 31 JULY 2010**

**1. FEES**

	<b>2010</b>	<b>2009</b>
	<b>£</b>	<b>£</b>
Fees receivable consist of:		
Tuition fees	19,422,323	18,250,088
Music fees	288,991	266,452
	<u>19,711,314</u>	<u>18,516,540</u>
Allowances	(105,320)	(48,311)
Scholarships and bursaries	(1,290,336)	(1,170,022)
	<u>18,315,658</u>	<u>17,298,207</u>
Add: Bursaries funded by restricted funds	-	-
	<u>£18,315,658</u>	<u>£17,298,207</u>

**2. OTHER INCOME**

	<b>2010</b>	<b>2009</b>
	<b>£</b>	<b>£</b>
<b>Other educational charitable income</b>		
Fees interest	150	225
Entrance & registration fees	67,160	63,360
Lettings	9,702	9,000
	<u>77,012</u>	<u>72,585</u>
<b>Other ancillary activities</b>		
Mallinson Sports Centre	365,314	344,359
Discount on fees insurance	13,630	16,704
School uniform administration	2,000	1,000
Rents	698,622	581,328
Trip income	166,435	193,218
6th Form and Tuck Shop income	46,794	50,645
	<u>1,292,795</u>	<u>1,187,254</u>
<b>Other incoming resources</b>		
Buyout of restrictive covenant	-	-
VAT refund	-	29,506
	<u>£1,369,807</u>	<u>£1,289,345</u>

**3. DONATIONS AND LEGACIES**

	<b>2010</b>	<b>2009</b>
	<b>£</b>	<b>£</b>
Bursary Fund	120,424	8,925
Other donations	7,837	1,978
	<u>£128,261</u>	<u>£10,903</u>

# HIGHGATE SCHOOL

## NOTES TO THE ACCOUNTS (continued)

### FOR THE YEAR ENDED 31 JULY 2010

#### 4. RESOURCES EXPENDED

	2010 £	2009 £
<u>Net incoming resources is stated after charging::</u>		
Auditors' remuneration – audit fees	30,000	27,000
Auditors' remuneration – other services	-	-
Depreciation	1,465,177	1,367,989
<u>Total Staff costs:</u>	<u>10,006,953</u>	<u>9,209,785</u>
Wages & Salaries	842,595	768,111
Social Security costs	1,080,466	982,256
Pension contributions	<u>£11,930,014</u>	<u>£10,960,152</u>

	Staff Numbers (average)	Staff Costs	Other	2010 Total	2009 Total
<u>Charitable Activities</u>					
Teaching costs	195	9,725,366	1,426,185	11,151,551	10,224,917
Welfare	32	631,074	586,159	1,217,233	1,104,410
Premises	42	791,141	3,056,528	3,847,669	3,826,383
Grants, Awards and Prizes	-	-	27,976	27,976	25,910
Support costs of schooling	41	782,433	768,752	1,551,185	1,462,412
Finance costs	-	-	10,275	10,275	45,989
	<u>310</u>	<u>11,930,014</u>	<u>5,875,875</u>	<u>17,805,889</u>	<u>16,690,021</u>
<u>Governance</u>	-	-	30,726	30,726	30,851
	<u>310</u>	<u>11,930,114</u>	<u>5,906,601</u>	<u>17,836,615</u>	<u>16,720,872</u>

The number of employees whose emoluments exceeded £60,000 was 20 (2009: 12).

Other expenditure includes an amount of £4,352 which relates to expenses for members of the Governing Body (2009: £4,087).

No Governors, nor persons connected with them, received any remuneration or benefits other than the expenses disclosed above from the School or any connected organisation.

**HIGHGATE SCHOOL**

**NOTES TO THE ACCOUNTS (continued)**

**FOR THE YEAR ENDED 31 JULY 2010**

**5. TANGIBLE FIXED ASSETS**

The movement of tangible fixed assets was as follows:

	<b>Total £</b>	<b>Freehold Land and Permanent Buildings £</b>	<b>Equipment and Motor Vehicles £</b>
<b>COST/VALUATION</b>			
At 1 August 2009	60,480,561	59,129,809	1,350,752
Additions	1,869,612	1,869,612	-
At 31 July 2010	<u>62,350,173</u>	<u>60,999,421</u>	<u>1,350,752</u>
<b>DEPRECIATION</b>			
At 1 August 2009	13,590,580	12,346,153	1,244,427
Charge for the year	1,465,177	1,375,650	89,527
At 31 July 2010	<u>15,055,757</u>	<u>13,721,803</u>	<u>1,333,954</u>
<b>NET BOOK VALUE</b>			
At 31 July 2010	<u>£47,294,416</u>	<u>£47,277,618</u>	<u>£16,798</u>
At 31 July 2009	<u>£46,889,981</u>	<u>£46,783,656</u>	<u>£106,325</u>

The freehold land and buildings were valued by the Governors on 1 August 1994 on an existing use basis. Depreciation calculated on a historical basis would be lower by £495,720 than the amount shown above (2009: lower by £495,720).

**6. FIXED ASSET INVESTMENTS**

	<b>Unrestricted £</b>	<b>Endowment £</b>	<b>Restricted £</b>	<b>Total 2010 £</b>	<b>Total 2009 £</b>
Market value					
At 1 August 2009	£53,029	£216,010	£85,648	£354,687	£416,141
Additions	619	3,301	-	3,920	3,920
Disposals	-	-	(10,264)	(10,264)	-
Revaluations	14,439	28,548	39,249	82,236	(65,374)
At 31 July 2010	<u>£68,087</u>	<u>£247,859</u>	<u>£114,633</u>	<u>£430,579</u>	<u>£354,687</u>

All investments are listed on the U.K. Stock Exchange.

HIGHGATE SCHOOL

NOTES TO THE ACCOUNTS (continued)

FOR THE YEAR ENDED 31 JULY 2010

7. STOCKS

	Total 2010 £	Total 2009 £
Catering, cleaning, stationery	£28,643	£32,273

8. DEBTORS

	2010 £	2009 £
Fees and extras in arrears	116,053	115,235
Loans to employees	351,541	284,379
Prepayments and accrued income	88,672	157,516
Sundry	70,499	49,352
	<u>£626,765</u>	<u>£606,482</u>

9. CASH AT BANK AND IN HAND

	2010 £	2009 £
Bank deposit and current accounts	£1,226,538	£896,652

10. CREDITORS

	2010 £	2009 £
<b>Due within one year</b>		
Bank loans and overdrafts	504,573	1,843,669
Fee deposits & advance payments	1,113,795	983,854
Audit & Accountancy	35,000	35,000
Sundry expense creditors and Accruals	737,269	678,681
Sundry creditors	14,351	31,006
	<u>2,404,988</u>	<u>3,572,210</u>
<b>Due after one year</b>		
Advance payments	398,126	489,994
Total creditors	<u>£2,803,114</u>	<u>£4,062,204</u>

At 31 July 2010, the school had annual commitments under non-cancellable operating leases as set out below.

	£	£
Total annual cost of leases expiring within 1 year	496	2,818
Total annual cost of leases expiring between 1 - 2 years	1,396	916
Total annual cost of leases expiring between 2 - 5 years	10,283	11,687
	<u>£12,175</u>	<u>£15,421</u>

**HIGHGATE SCHOOL**

**NOTES TO THE ACCOUNTS (continued)**

**FOR THE YEAR ENDED 31 JULY 2010**

**11. ENDOWMENT FUNDS**

	<b>Balance at 1 August 2009</b>	<b>Net Incoming/ (outgoing) Resources</b>	<b>Transfers Between Funds</b>	<b>Investment Gains(Losses)</b>	<b>Balance at 31 July 2010</b>
	£	£	£	£	£
Revaluation Reserve	17,350,200	-	(495,720)	-	16,854,480
Sinking Fund	71,403	300	-	10,804	82,507
Prize Fund	307,297	(11,121)	-	17,744	313,920
	<u>£17,728,900</u>	<u>(10,821)</u>	<u>(495,720)</u>	<u>28,548</u>	<u>£17,250,907</u>

Revaluation Reserve: Represents the uplift in valuation as part of the 1994 revaluation of premises that related to the original endowed site. The 'transfers between funds' represents the depreciation on the revalued amount.

Sinking Fund: Represents the recoupment required under a Charity Commission scheme on the utilisation of endowed funds in earlier years.

Prize Fund: Represents donations received where the capital element was to be retained and the income arising utilised for awards to pupils.

**12. RESTRICTED FUNDS**

	<b>Balance at 1 August 2009</b>	<b>Incoming Resources</b>	<b>Resources Expended</b>	<b>Investment gains/(losses)</b>	<b>Balance at 31 July 2010</b>
	£	£	£	£	£
Library Fund	558,850	4,497	-	39,143	602,490
Robin Barnard Bequest	30,000	-	-	-	30,000
Bursary Fund	-	120,424	-	-	120,424
	<u>£588,850</u>	<u>124,921</u>	<u>-</u>	<u>39,143</u>	<u>£752,914</u>

The Library Fund represents donations received towards the improvement in library facilities at Highgate School. The Robin Barnard bequest was for the benefit of boys wishing to pursue careers in medicine or science. The Bursary Fund comprises donations received from fundraising which will be used to fund future bursaries of the School.

**HIGHGATE SCHOOL**

**NOTES TO THE ACCOUNTS (continued)**

**FOR THE YEAR ENDED 31 JULY 2010**

**13. UNRESTRICTED FUNDS**

	Balance at 1 August 2009 £	Net Incoming/ (outgoing) Resources £	Transfers Between Funds £	Investment gains / (losses) £	Balance at 31 July 2010 £
<u>Designated Funds</u>					
Building Reserve	26,257,821	-	2,542,185	-	28,800,006
Pension Reserve	142,300	-	(142,300)	-	-
	<u>26,400,121</u>	<u>-</u>	<u>2,399,885</u>	<u>-</u>	<u>28,800,006</u>
<u>General Funds</u>					
Revenue Reserve	-	1,889,726	(1,904,165)	14,439	-
	<u>-</u>	<u>1,889,726</u>	<u>(1,904,165)</u>	<u>14,439</u>	<u>-</u>
<b>TOTAL</b>	<u><u>£26,400,121</u></u>	<u><u>£1,889,726</u></u>	<u><u>£495,720</u></u>	<u><u>14,439</u></u>	<u><u>28,800,006</u></u>

In line with the School's Reserves Policy, the Building Reserve represents the value of unrestricted funds that have already been utilised in the improvement of the School's infrastructure.

During the year the pension reserve has been released and transferred to Revenue Reserve as the old pension scheme to which it related has now been closed.

**14. ALLOCATION OF THE CHARITY NET ASSETS**

	Fixed Assets £	Investments £	Net Current Assets less Liabilities £	Total £
Endowment Funds	16,854,480	247,859	148,568	17,250,907
Restricted Funds	-	114,633	638,281	752,914
Unrestricted :				
General	1,639,930	68,087	(1,708,017)	-
Designated	28,800,006	-	-	28,800,006
	<u>47,294,416</u>	<u>430,579</u>	<u>(921,168)</u>	<u>£46,803,827</u>

**15. CAPITAL COMMITMENTS**

	2010	2009
Authorised and contracted for	<u>£1,300,000</u>	<u>£1,725,000</u>

**16. PENSION COMMITMENTS**

*Teachers' Pension Scheme*

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme. The regulations under which the TPS operates are the Teachers' Pensions Regulations 2010. These regulations apply to teachers in schools and other educational establishments in England and Wales maintained by local authorities, to teachers in many independent and voluntary-aided schools, and to teachers and lecturers in establishments of further and higher education. Membership is automatic for full-time teachers and lecturers and from 1 January 2007 automatic too for teachers and lecturers in part-time employment following appointment or a change of contract. Teachers and lecturers are able to opt out of the TPS.

Although teachers and lecturers are employed by various bodies, their retirement and other pension benefits, including annual increases payable under the Pensions (Increase) Acts are, as provided for in the Superannuation Act 1972, paid out of monies provided by Parliament. Under the unfunded TPS, teachers' contributions on a 'pay-as-you-go' basis, and employers' contributions, are credited to the Exchequer under arrangements governed by the above Act.

The Teachers' Pensions Regulations require an annual account, the Teachers' Pension Budgeting and Valuation Account, to be kept of receipts and expenditure (including the cost of pensions' increases). From 1 April 2001, the Account has been credited with a real rate of return (in excess of price increases and currently set at 3.5%), which is equivalent to assuming that the balance in the Account is invested in notional investments that produce that real rate of return. Not less than every four years the Government Actuary (GA), using normal actuarial principles, conducts a formal actuarial review of the TPS. The aim of the review is to specify the level of future contributions.

The contribution rate paid into the TPS is assessed in two parts. First, a standard contribution rate (SCR) is determined. This is the contribution, expressed as a percentage of the salaries of teachers and lecturers in service or entering service during the period over which the contribution rate applies, which if it were paid over the entire active service of these teachers and lecturers would broadly defray the cost of benefits payable in respect of that service. Secondly, a supplementary contribution is payable if, as a result of the actuarial investigation, it is found that accumulated liabilities of the Account for benefits to past and present teachers, are not fully covered by standard contributions to be paid in future and by the notional fund built up from past contributions. The total contribution rate payable is the sum of the SCR and the supplementary contribution rate.

The last valuation of the TPS related to the period 1 April 2001 - 31 March 2004. The GA's report of October 2006 revealed that the total liabilities of the Scheme (pensions currently in payment and the estimated cost of future benefits) amounted to £166,500 millions. The value of the assets (estimated future contributions together with the proceeds from the notional investments held at the valuation date) was £163,240 millions. The assumed real rate of return is 3.5% in excess of prices and 2% in excess of earnings. The rate of real earnings growth is assumed to be 1.5%. The assumed gross rate of return is 6.5%.

As from 1 January 2007, and as part of the cost-sharing agreement between employers' and teachers' representatives, the SCR has been assessed at 19.75%, and the supplementary contribution rate has been assessed to be 0.75% (to balance assets and liabilities as required by the regulations within 15 years); a total contribution rate of 20.5%. This translates into an employee contribution rate of 6.4% and employer contribution rate of 14.1% payable. The cost-sharing agreement has also introduced – effective for the first time for the 2008 valuation – a 14% cap on employer contributions payable.

## HIGHGATE SCHOOL

### NOTES TO THE ACCOUNTS (continued)

#### FOR THE YEAR ENDED 31 JULY 2010

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#### 16. PENSION COMMITMENTS (continued)

##### *Independent Schools' Pension Scheme*

Highgate School participates in the Independent Schools' Pension Scheme (ISPEN). The Scheme is funded and is contracted out of the state scheme.

ISPEN is a multi-employer defined benefit scheme. 58 employees currently participate in the scheme. 50 employees participate on a final salary basis with a 1/80<sup>th</sup> accrual rate. These employees make a contribution of 6% of pensionable salary to the scheme whereas the school makes an employer contribution of 9%. A further 8 employees who pre-1996 were members of the Highgate School Retirement and Death Benefit Scheme participate on a final salary basis with a 1/60<sup>th</sup> accrual rate. These employees make a contribution of 6% whereas the employer contribution is 14.4%.

The last formal valuation of the Scheme was performed as at 30 September 2008 by a professionally qualified actuary using the Projected Unit Method. The market value of the Scheme's assets at the valuation date was £77.4 million. The valuation revealed a shortfall of assets compared with the value of liabilities of £25.3 million, equivalent to a past service funding level of 75%. An actuarial report updated this valuation on an approximate basis as at 30 September 2009 and indicated an increase in the assets to £95.1 million and a increase in the shortfall of assets compared to liabilities to £32.8 million. Following consideration of the results of the actuarial valuation it was agreed that the shortfall of £25.3million would be dealt with by the payment of deficit contributions of 3.9% of pensionable salaries from 1 September 2010 to March 2018 and 0.4% from 1 April 2018 to 31 August 2030 for the final salary benefit structures. These deficit contributions are in addition to the long term joint contribution rates from 1 September 2010 of 20.6% for 1/60<sup>th</sup> accrual rate members and 16.3% for 1/80<sup>th</sup> accrual rate members.

There is a potential debt on the employer that could be levied by the Trustee of the Scheme. The debt is due in the event of the employer ceasing to participate in the Scheme or the Scheme winding up. Highgate School has been notified by the Pensions Trust of the estimated employer debt on withdrawal from the Independent Schools' Pension Scheme based on the financial position of the Scheme as at 30 September 2008. As of this date the estimated employer debt was £12,000. This amount is not provided for in the accounts as it is not considered likely that the school will withdraw from the scheme.