

# THE QUEEN'S SCHOOL CHESTER

England & Wales · Charity number 1198230

## Details

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**Status** Registered

**Legal form** Charitable company

**Company number** [13389872](#)

**Registered** 2022-03-14

**Register** [View on the Charity Commission register](#)

## Contact

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**Address** The Queen's School  
City Walls Road  
Chester  
CH1 2NN

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**Website** <https://www.thequeensschool.co.uk/>

## Activities

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**Objects:** 1.1 THE CHARITY'S OBJECTS ("THE OBJECTS") ARE TO ADVANCE EDUCATION FOR THE PUBLIC BENEFIT BY (BUT WITHOUT PREJUDICE TO THE GENERALITY OF THE FOREGOING) THE OPERATION OF A DAY AND / OR BOARDING SCHOOL (OR SCHOOLS) FOR GIRLS.

**Activities:** The Queen's School, Chester is an independent day school for girls age 4 to 18. The School is a highly successful academic school that aims to enable each girl to develop her abilities and talents to the full within a happy, caring and disciplined atmosphere.

## Classification

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- **How:** Makes Grants To Individuals, Provides Human Resources, Provides Buildings/facilities/open Space, Provides Services
- **What:** Education/training
- **Who:** Children/young People

## Geography

- Cheshire West & Chester

## Finances

Period end	Income	Expenditure	Assets	Employees
2025-08-31	£6,687,540	£6,823,106	£10,829,689	128
2024-08-31	£6,892,946	£6,337,318	£10,959,746	134
2023-08-31	£7,241,623	£6,226,869	£10,374,348	137

## Trustees

Name	Role	Appointed
Adam Jonathan Dandy		2024-04-04
Anthony Lees-Smith		2025-09-01
Dr Qaisar Murtaza Jaffri		2024-03-21
ELEANOR JOHNSON		2024-04-04
Hayley McKelvey		2024-04-04
Kirsty Jean Whiteley		2024-04-04
Laura Fearnall		2024-04-04
Lesley Elizabeth Cooke		2024-04-04
Lindsay Cooper		2026-03-19
Neil Pownall		2025-09-01
Paul Wildes		2024-04-04
Razia Daniels		2026-01-14
Rowena Ridgway		2025-09-01
Susan Claire Danby		2024-04-04

## Linked charities

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- THE NESSIE BROWN EXHIBITION (1198230-1)
- THE G M WHITTAM AWARD (1198230-10)
- THE PHYLLIS WAYMOUTH TRAVEL SCHOLARSHIP (1198230-11)
- THE QUEEN'S SCHOOL CHESTER (1198230-12)
- WILLIAM DAVIES PRIZE FUND (1198230-2)
- THE SANDFORD MEMORIAL PRIZE FUND (1198230-3)
- MRS MARY ELIZABETH SANDFORD'S PRIZE FUND (1198230-4)
- JOHN THOMPSON PRIZE FUND (1198230-5)
- THE PHYLLIS BROWN MEMORIAL BURSARY (1198230-6)
- THE HORTON MEMORIAL PRIZE (1198230-7)
- THE MARGARET MEACOCK MEMORIAL PRIZE (1198230-8)
- THE MAUD T NEEDHAM PRIZE (1198230-9)

**THE QUEEN'S SCHOOL CHESTER**

England & Wales - Charity number 1198230

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# Accounts

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**Charity Number: 1198230**

Company Number: 13389872

**The Queen's School, Chester**

**Financial Statements**

**31<sup>st</sup> August 2025**

# The Queen's School, Chester

## Financial Statements

**31<sup>st</sup> August 2025**

### **Contents**

Governors' Report	1-20
Auditors' Report	21-23
Statement of Financial Activities	24
Balance Sheet	25
Cash Flow Statement	26
Notes to the Financial Statements	27-40

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2025

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### Contact Information and Professional Advisors

<b>Headmistress:</b>	Mrs J Keville BSc (Hons)
<b>Director of Finance and Operations:</b>	Mr M Lynch BA (Hons) ACMA
<b>Address:</b>	The Queen's School City Walls Road Chester CH1 2NN
<b>Website:</b>	<a href="http://www.thequeensschool.co.uk">www.thequeensschool.co.uk</a>
<b>Charity Registration Number:</b>	1198230
<b>Company Registration Number:</b>	13389872
<b>Bankers:</b>	National Westminster Bank plc Second Floor 33 Eastgate Street Chester CH1 1LG
<b>Solicitors:</b>	Brabners LLP Horton House Exchange Flags Liverpool L2 3YL  Aaron & Partners Solicitors Grosvenor Court Foregate Street Chester CH1 1HG
<b>Auditors:</b>	Xeinadin Audit Limited First Floor, The Foundation, Herons Way, Chester Business Park, CH4 9GB

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2025

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### Trustees

The Governors are also the Charity Trustees. Governors who currently serve and those who served during the year are:

		<b>Appointed by:</b>	
The Bishop of Chester, The Right Reverend M Tanner		Ex officio	
Rev Dr L E Cooke PhD MA BEd (Hons) Cantab Dip Theo AFBPsS C.Psychol FHEA Professor Emerita	<b>Vice Chair</b>	The University of Chester	●
Mrs L J Cooper	(Appointed 19/03/26)	Governors	●
Mrs S C Danby BSc (Hons) MRICS MAPM		Governors	
Mr A J Dandy Dip		The Queen's School Parents' Association	●
Cllr R Daniels	(Appointed 14/01/26)	Governors	
Mrs L Fearnall BA (Hons)	<b>Vice Chair</b>	The Chester Bluecoat Charity	
Dr Q M Jaffri BDS Biol BSc (Hons)		The Queen's School Parents' Association	
Mrs E M Johnson JP		Dr Robert Oldfield Charity	
Cannon A J Lees-Smith	(Appointed 01/09/25)	Dean and Chapter of the Cathedral in Chester	
Mrs H McKelvey BA (Hons) FCA CTA		Governors	●
Mr N Pownall	(Appointed 01/09/25)	The Queen's School Parents' Association	●
Ms R Ridgeway	(Appointed 01/09/25)	Governors	●
Mrs K J Whiteley BA (Hons) PGCE NPQH	<b>Chair</b>	Governors	●
Mr P Wildes ACMA		Governors	●
Ms J Benton Bed (Hons) NPQSL	(Resigned 31/08/25)	Governors	
Mrs C Brooks BA (Hons)	(Resigned 12/01/26)	The University of Liverpool	
Mrs F Roochove MA (Cantab)	(Resigned 12/01/26)	The Bishop of Chester	
Mrs A L Unett MA (Cantab) TEP	(Resigned 31/08/25)	Governors	

#### ● Members of the Finance Committee

The above trustees and/or the Official Custodian, as custodian trustees, hold the titles to the Charity's property on behalf of the Charity. As part of the 'incorporation' process discussed later in this Governors' Report, title to the Charity's properties have been transferred to the new charitable company.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2025

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The Board of Governors present their annual report for The Queen's School (the School, the Charity or Queen's) for the year ended 31<sup>st</sup> August 2025 under the Companies Act 2006, together with the audited financial statements for the year, and confirm that they comply with the current statutory requirements, the requirements of the Charity Commission and the provisions of Accounting and Reporting by Charities: Statement of Recommended Practice applicable to Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1<sup>st</sup> January 2019) (Charities SORP (FRS 102)).

### Objectives and Activities

#### Charitable Objects

The objects of the Charity, which are set out in the Scheme of 1912, as amended, and in the Articles of Association of the charitable company are to provide a day school for girls in or near the City of Chester. Under the terms of the Scheme, the School maintains a number of bursaries, scholarships and prizes; it also maintains a separate Foundation Bursary Fund, which provides total or partial exemption from tuition fees for pupils who need financial assistance.

#### Principal Activity

The School's principal activity is the provision of single-sex education for girls aged 3 to 18.

#### Organisational Structure and Relationships

The Queen's School comprises 2 girls' day schools on separate Chester city centre sites; the Senior School for pupils aged 11-18 and the Lower School for pupils aged 3-11. Girls come from a very wide catchment area centred around the city of Chester and extending into North Wales, West Wirral and a wide radius around Chester into the county of Cheshire.

The Queen's School is accredited by the Independent Schools Council and actively supports the attainment of the highest standards in the independent schools sector, partly through networking with other major girls' schools and partly through bodies that are concerned with such standards, including the Girls' Schools Association (GSA), the Independent Schools Association (ISA), the Association of Governing Bodies of Independent Schools (AGBIS) and the Independent Schools' Bursars Association (ISBA).

The School benefits from its cultural and sporting links with the City of Chester and many local and national organisations, which provides pupils with an awareness of the social context of the education that they receive at Queen's.

#### Vision and Values

In simple terms, Queen's aims to educate and empower its young women to help lead and shape the world in which they live. The School captures this philosophy in 3 core values:

- Think Independently - by encouraging intellectual curiosity, bravery and creative lifelong learning;
- Collaborate Confidently - by nurturing resilient leaders and collaborators;
- Aspire Globally - by developing ambitious girls with a global outlook.

Central to all these values at Queen's is a strong belief in, and a focus to deliver:

- a culture of excellence and ambition;
- a promotion of self-belief, respect and emotional intelligence;
- a wide offering of opportunities to develop talents;
- an understanding of the benefits of a single-sex education;
- strong links across the School and between age groups;
- raised aspirations through the local, regional and national profile of pupils;
- an appreciation of dynamic, forward-thinking staff; and
- a progressive approach to environmental impact.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2025

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### Objectives

In setting their objectives and planning activities, the Governors have given careful consideration to the Charity Commission's guidance on public benefit, including its guidance on advancing education and fee-charging. In setting their objectives, the Governors have also had regard to the School's commitments to:

- a working environment that is free from any form of discrimination on the grounds of race, colour, ethnicity, gender, sexual orientation, religion or disability;
- safeguarding and promoting the welfare of pupils and staff; and
- attracting pupils from all backgrounds, irrespective of financial means.

The Governors work with the Headmistress and Senior Leadership Team throughout the year to consider the strategic priorities for the short and medium terms and future initiatives for the School.

The key objectives for the School include:

- to deliver an outstanding education and exceptional opportunities for the development of life-long learners;
- to recruit and develop inspirational staff to support the development of each girl's potential;
- to deliver unrivalled pastoral care to develop individual resilience, wellbeing and character;
- to develop the School's bursary strategy and bursary funds; and
- to deliver an attractive and appropriate built environment, addressing compliance, technology and sustainability.

### Strategies to Achieve the School's Objectives

Governors monitor the delivery of the School's key objectives via a comprehensive reporting cycle and regular Board and committee meetings. The strategies to achieve their objectives with regard to the School's core educational provision, pastoral care, public benefit, staff and capital projects are set out in the following paragraphs, together with related achievements during the year.

#### Core Educational Provision

The Governors' Education Committee continues to oversee the quality of teaching and learning across the School, ensuring that curriculum development remains ambitious, well-structured and aligned with the needs of pupils. Meetings provide Governors with clear insight into current educational priorities, national developments and the School's strategic direction. Queen's maintains a holistic approach to education, recognising its role in developing confident, thoughtful and responsible young people who understand the world around them and are equipped to contribute positively to it.

Across both the Lower and Senior Schools, staff work hard to create a nurturing and purposeful learning environment in which pupils are known as individuals. Teachers understand how pupils learn and use this knowledge to plan lessons that support progress, encourage curiosity and build independence. Schemes of work are designed to help pupils develop strong learning habits and critical thinking skills from an early age. Individual progress is monitored through a range of assessment methods, ensuring that pupils receive timely support and appropriate challenge. Parents are kept well informed, and the School's personalised approach continues to support strong academic outcomes.

The School remains committed to high quality teaching and ongoing professional development. Staff are supported in keeping up to date with pedagogical developments, and the quality of teaching and learning is reviewed regularly to inform training and INSET priorities. Quality First Teaching remains central to classroom practice, ensuring that the needs of all learners are met. Internal evaluation processes, alongside feedback from parents, pupils and staff, help the School to identify areas for further development and to embed best practice across departments.

Strong relationships with parents continue to play an important role in supporting pupils' academic and personal development. Regular communication with Form Teachers and subject staff helps ensure that pupils receive consistent guidance both in school and at home. Small class sizes allow teachers to tailor learning effectively, providing the right balance of stretch and support.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2025

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Academic tracking remains a key feature of provision. At the Senior School, progress is reviewed by Heads of Department and discussed following each reporting cycle to evaluate the impact of interventions and share effective practice. Pupils who would benefit from additional guidance are supported through mentoring programmes in Key Stages 4 and 5, as well as targeted learning support where appropriate. In the Lower School, assessment for learning is strengthened using standardised testing in Mathematics and English, enabling staff to build a clear learning profile for each pupil.

This year, pupils in Year 6 have been able to bring their own iPad into school to support their transition to the Senior School and to develop confidence in using digital devices safely and responsibly. Specialist teachers from the Senior School deliver PE, Music, Spanish and French to Lower School pupils, helping to ensure subject expertise and a smooth transition between phases. Outdoor education continues to be an important part of the curriculum, with pupils benefiting from both Beach and Forest School. These experiences promote collaboration, communication, independence and resilience, while also supporting wellbeing and a connection with the natural world.

### Pastoral Care

Pastoral care remains central to the ethos of Queen's, with every pupil known and supported as an individual. Form Tutors play a key role in building strong, trusting relationships with their tutees, and all staff contribute to a culture of care, respect and openness. The School's approach to wellbeing is grounded in compassion, fairness and integrity, ensuring that pupils feel listened to and supported.

Pupil voice continues to be an important part of the pastoral framework. Pupils are encouraged to express their views and take on leadership roles through opportunities such as form captaincy and participation in Student Parliament committees. These experiences help pupils develop confidence, responsibility and a sense of belonging within the School community.

For pupils who require additional support, the Wellbeing Hub provides a calm and accessible space staffed by the Pastoral Support Worker, offering tailored guidance and intervention. The PSHE curriculum reinforces key themes such as online safety, healthy relationships and emotional resilience, helping pupils to develop positive habits and make informed choices about their wellbeing.

Staff and Governors receive regular safeguarding training to ensure that they are equipped to support pupils effectively. Positive behaviour is promoted through clear expectations and the recognition of pupils' contributions to school life. At the Senior School, merits, commendations and awards celebrate effort, achievement and community spirit. In the Lower School, positive behaviour is reinforced through weekly Learning Powers Certificates for Infants and Good Conduct awards in Key Stage 2. The introduction of the Head Queen Bee roles has further strengthened peer support, with Year 6 pupils helping to build connections with younger pupils.

### Public Benefit: Overview

The Governors confirm that they have complied with the duty in Section 4 of the Charities Act 2011 to have due regard to the Charity Commission's general guidance on public benefit, "Charities and Public Benefit".

Governors are committed to broadening access to the School and recognise the importance of bursaries to ensure that girls are able to attend the School who would otherwise not be able to benefit from the education offered at The Queen's School. The School's Governing Document sets out the School's undertaking to provide fee support for pupils and broaden access to the School, and Governors are committed to delivering on this undertaking and extending access wherever possible. The School's Bursary Policy, which is similar to that of many other independent schools, is to make awards based on academic merit and financial need, subject to any conditions imposed by the original donor, where the award is out of Restricted Funds.

### Public Benefit: Financial Support

Governors recognise the importance of replenishing bursary funds to meet future demand for bursaries and to provide wider access to the School; accordingly, the School is continuing with its fundraising to achieve this aim and is very grateful for the support received from local charitable trusts and individuals. The 150 for 150 Bursary Campaign Appeal is an ongoing priority for the School and continues to be promoted to raise awareness across the School community. This fund

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2025

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and continued support from individual donors, the Wildes Foundation and Chester Bluecoat Charity are important sources of financial support now and into the future for families with talented daughters who otherwise would not attend Queen's.

Information about fee assistance through bursaries is available to all families applying to the Senior School and Sixth Form; details are also available on the School website. Bursaries range from smaller contributions to the full value of tuition fees and are reviewed annually, considering family circumstances and parental income and assets. The School provides an external review of bursary applications by its partner company, Bursary Administration Limited. Requests from families for financial assistance have risen over the past two years and demand continues to be significant. This year, means-tested bursaries totalled £430,259 (2024: £416,208) representing 7.3% (2024: 6.9%) of gross fees. The value of scholarships, bursaries and grants made to the School's pupils out of Restricted Funds amounted to £126,999 (2024: £103,042); the balance being funded from unrestricted funds.

### Public Benefit: Educational Community Initiatives

The School's Synergy outreach programme continued to flourish throughout 2024/25. Pupils from local primary schools once again attended science-based interactive workshops during the summer term, with strong participation from Year 4 and 5 pupils across the region. These sessions, designed by Queen's Science Department and aligned with the Key Stage 2 Science national curriculum, remain a popular and impactful element of the School's community engagement. Queen's continues to strengthen links with key feeder primary schools and those visited by the Year 7 and Transition team to widen access further.

The Saturday Series outreach programme maintained its momentum, completing another full cycle of its two-year curriculum. Open to girls from any local school, the programme offers a distinctive learning experience across a broad range of subjects. Pupils typically begin in the summer of Year 4 and attend one session each term until the spring of Year 6. Attendance remained strong across all six sessions, with consistently positive feedback from both internal and external participants.

Queen's Mandarin outreach programme also continued to attract pupils from surrounding state schools. Delivered by specialist staff, the programme supports the promotion of Mandarin language and culture locally and complements the School's provision of Mandarin at GCSE and A-Level.

The School hosted its annual Model United Nations conference, QMUN 4, which brought together students from a wide range of schools across the North West. Delegates engaged in committee debates, supported by Queen's student organisers who contributed as chairs, press team members and runners. The keynote speaker offered valuable insights drawn from professional experience in global affairs, inspiring students to think critically about international issues and diplomacy.

During the Spring term, the Queen's Academic Lecture Programme once again provided students with access to university-style teaching delivered by leading academics. Aimed primarily at Year 12 but open to pupils from Year 10 upwards, the programme supports informed decision-making around university applications and offers a valuable introduction to undergraduate-level study. This year's programme included lectures on:

- Five Types of People: How your personality affects how you cope with stress – Dr Kieran Lyon, Lecturer in Psychology, University of Nottingham
- Empathy – Professor Thomas Schramme, Department of Philosophy, University of Liverpool
- Biodiversity and the Biodiversity Crisis – Dr Ellie Harrison, Lecturer in Ecology, University of Keele
- The Meanings of Greek Myths in Roman Art – Professor Zahra Newby, Department of Classics and Ancient History, University of Warwick
- It's All in the Balance – John Turner, Associate Professor of Chemical Engineering, University of Nottingham

These lectures continue to broaden pupils' academic horizons, offering intellectually stretching content across a diverse range of disciplines and reinforcing the School's commitment to supporting progression into Higher Education.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2025

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### Public Benefit: Wider Community Engagement and Benefit

The School has continued to open its facilities to outside users through its established partners and service providers. The swimming pool is used for children's lessons delivered by Puddleducks, the Senior School hosts language programmes run by English in Chester during the summer holidays, and Little Learners Nursery makes weekly use of the Lower School outdoor areas for Forest School activities. Following the opening of the new hockey astro pitch, the School has also entered into partnership with Chester Hockey Club, with several age groups now using the pitch for training and matches throughout the week.

During 2025, the Chester Festival of Performing Arts hosted both the Chester Drama and Speech Festival and the Chester Music Festival at the School. These events bring together pupils from schools across the region to showcase their talents in the spoken arts. Designed to encourage confidence, creativity and communication, the festivals offer young performers the opportunity to compete in a variety of disciplines while receiving detailed feedback from experienced adjudicators. Their presence at Queen's further strengthens the School's role as a hub for community engagement and cultural enrichment.

The whole School encourages and participates in a wide range of regular fundraising and charitable activities, supporting an extensive list of causes. The ethos of the School is to promote confidence and a wider sense of community, justice and fair play and girls enjoy the sense of achievement that comes from reaching a fundraising goal or making a difference, at the same time building their understanding of effort and reward. Charities are often proposed by the pupils for support via the Charity Committee, and events are organised by small groups, forms or via the House system. In 2024-25 the School raised money for several charities which included Children in Need, MacMillan and Tanzania Better Lives. In total, across both sites, the schools raised nearly £7,000.

Pupils are encouraged to give their time to support the wider community in a variety of meaningful ways, including public performances, volunteering initiatives and service-based activities. Throughout the year, pupils have taken part in a range of opportunities that promote social responsibility, teamwork and personal development. These have included musical and choral performances within the local community, participation in charitable projects, and engagement with organisations that provide support to vulnerable groups. Older pupils are encouraged to develop their leadership and service skills through volunteering placements, community partnerships and enrichment activities linked to their academic interests. Many choose to support local charities, educational organisations and care settings, gaining valuable experience while contributing positively to the lives of others. The Duke of Edinburgh programme continues to be a popular route through which pupils volunteer across a wide range of charities and community organisations, reinforcing the School's commitment to fostering compassion, initiative and civic engagement.

Members of Queen's staff continued to be Governors local primary schools, offering their time, commitment and expertise working with local schools in the community.

### Staff

Continuing Professional Development (CPD) for all staff is a core element of the School Development Plan. Leaders have continued to ensure that CPD is sustained over time and is prioritised by the School. The School also has an in-house staff development system which includes weekly staff meetings, five INSET days per year as well as regular time allocated for departmental and pastoral matters. The School's model of CPD has been well received by staff and is continually developed and refined. The School also works with external providers to develop staff, including supporting several staff in gaining the National Professional Qualification in Senior Leadership (NPQSL) and National Professional Qualification in Headship (NPQH). The benefits for our middle and senior leaders are very evident, and this programme has been expanded to a wider range of staff.

At Queen's, the wellbeing of staff is prioritised equally alongside the wellbeing of pupils. This commitment is reflected in various initiatives, including an annual wellbeing survey to gather feedback, regular staff briefings to keep everyone informed, and one-on-one and small group meetings with the Senior Leadership Team (SLT) and the JCC. Additionally, we provide catering services, organise social events, and a healthcare package through Aviva Smart Health. These efforts ensure that staff can concentrate on delivering the best possible experience for the girls.

To help attract and retain high calibre staff, the School offers fee discounts to all members of staff who choose to educate their daughters at The Queen's School. High staff retention rates are indicative of the excellent working conditions at

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2025

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Queen's, with engaged pupils, supportive parents and staff enjoying considerable autonomy, working in beautiful surroundings in the historic city of Chester.

### Capital Projects

The Director of Finance and Operations together with the Estates Manager works closely with the Senior Leadership Team and Governors via the Estates Committee to deliver a programme of building maintenance across both sites, with a rolling maintenance plan to prioritise work across the School. The Headmistress has a strong focus on environmental impacts and sustainability and work with pupils via Eco-Societies to ensure this thinking is embedded and pupils are engaging and delivering on these aims. It remains an absolute priority of the Governors to deliver the best possible appropriate and attractive facilities to support the education of its pupils.

The most significant ongoing capital project through the year at Queen's was the continuing work towards the installation of a multi-sports Astroturf pitch at the Senior School. This is a complex project due to the School's city-centre site, balancing the interests of different external agencies and service providers. Significant progress was made during the year, and the pitch was completed and handed over in September 2025.

In addition to the essential maintenance programme and the refurbishment of classrooms and corridors, which form part of the normal Estates' team workplans, several other separate estates and IT projects were completed over the course of the year. Completed works included:

- Refurbishment of the Tennis Courts at the Senior School;
- Minor upgrades to the changing facilities in the Pavillion at Senior School;
- The installation of a brand-new boiler and water system at Lower School;
- Significant roof and window repairs on the Stanley Place façade at Senior School;
- Phase 1 of classroom refurbishments at the Senior School;
- Pool maintenance and upgrade works at Lower School;
- Upgrade of main IT Suite at the Senior School.

Additionally, the Environment Committee - consisting of a group of pupils from the School Parliament - worked with the Estates Manager to identify the best use of the soon to be cleared green space around the new multi sports astro turf pitch.

## Achievements and Performance

### Operational Performance

The Governors would like to acknowledge the outstanding contributions and achievements of all Queen's pupils and staff, who strive for excellence as a matter of course; parents, for their continuous support and endorsement of the School's values; the Queen's School Parents' Association for their fundraising and friend-raising efforts; and the Alumni for their continued contributions in all senses of the word to The Queen's School community.

### Academic Activities

The school is focused on high academic attainment and girls achieving their maximum potential. This is reflected every year in the very impressive achievements of pupils and the university destinations and course choices of leavers. A-Level and GCSE results are consistently above the national average for maintained schools. At the end of Key Stage 4 most girls sit 9 GCSEs, and at the end of Key Stage 5 most girls sit 3 A-Levels, with many pupils also submitting high quality Extended Project Qualification (EPQ) reports for assessment.

This was an exceptionally successful year, at A-Level 24% of grades were awarded at A\* (compared to the national average figure of 9.4%) and 62% at A\* or A (compared to the national average of 28.2%). The school achieved 90% A\*-B at A-Level compared to a national average of 55.0%. On results day August 2025, most pupils secured their first choice offers with only one or two having to rely on their insurance choice. The majority of these were applications for prestige courses at Russell Group institutions. No pupils were placed through clearing as this was not needed. This reflected both the strength

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2025

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of the cohort and the excellent grades they achieved and but also some increased flexibility from institutions on results day.

100% of grades were A\* - A in English Language and DT, and 100% of grades were A\*- B in Art, Chemistry, Classical Civilisation, Economics, Further Maths, History, Latin, Maths, Music, PE, and RS. More than half of all students opted to take at least one STEM subject at A-level, with 90% of the grades achieved at A\*- B, proving once again the value of all-girls education in removing barriers and empowering students to not be afraid to pursue traditionally perceived male-dominated subjects.

In total, the school supported 32 pupils in Year 13 and an additional pupil from 2024 who was on a gap year and making UCAS applications through Queen's. Three pupils gained entry for Medicine – one to the University of Liverpool, one to the University of Exeter and one to the University of Hong Kong. Another pupil gained entry to the University of Nottingham for veterinary. Once again it was very pleasing to see some flexibility from the medical schools reflecting the calibre of candidate rather than just focusing too narrowly on grades achieved with Exeter making an offer to a candidate who was one grade below their original offer. The excellent A level grades meant most pupils secured their first-choice university with no girls at all entering the UCAS clearing system in this year.

Sixth Form students attribute much of their success to the academic and career support offered to them, where the tutorial-style learning is much like university and pupils learn to listen and present their ideas clearly, as topics are debated and discussed in small groups led by specialist teachers. The year also saw the completion of the new Q-Elevate programme with Year 12. Entirely new programmes of enrichment activities were developed for the Q-Lead, Q-Enrich and Q-Global elements of the programme. The Q-Scholar programme continued the successful Extended Project Qualification but also introduced support for candidates entering national essay competitions with two candidates securing commendations for their entries. The support activities for university interviews and entrance test preparation also continued in relation to the most competitive university courses.

At GCSE 18% of grades were awarded at Grade 9 (compared to a national average of 5.1%) and 34% at Grade 9 or 8. The School achieved 76% at Grade 9-6 at GCSE compared to a national average of 35.4%.

In the Lower School, pupil outcomes consistently exceed expectations, with standardised tests (Quest Progress and CEM) showing attainment well above the national average for maintained schools. A notable highlight is in the Early Years Foundation Stage (EYFS), where all children met the expected level of development, providing a strong foundation for future success. Across all key stages, value-added measures demonstrate that many pupils exceed their assessed potential, highlighting the effectiveness of our tailored teaching approach.

New pupils, including those joining at various entry points, adapt and progress rapidly, as evidenced by their work, assessments, and positive feedback from parents. Pupils with special educational needs and disabilities (SEND), English as an additional language (EAL), and more able and talented (MAaT) are also supported to achieve exceptional progress, thanks to targeted interventions and a nurturing learning environment. The seamless transition between year groups and key stages is a testament to the combination of robust pastoral care, academic confidence, and resilience instilled in every child.

### Careers

Our School Careers Fair for pupils Year 10 to Sixth Form was an outstanding success in April as judged by pupils, parents, teaching staff and also the delegates from the over 40 companies, universities and organisations represented. Hosting it again at the Racecourse but in a much larger and prestigious venue felt befitting for what was described as a professional event. This was a bespoke event many months in the planning with an inclusive and targeted approach. Each pupil voted for sectors they would like to see represented, meaning that in any one year the representatives will be both varied and inspiring for that specific cohort. For example, the large number of current pupils looking at creative futures were able to talk to universities, businesses, large organisations, Alumna and friends of Queen's representing careers such as architecture, landscape gardening, floristry, design, engineering and so on. We will be running our next Careers Fair in Spring 2027 and contacts are already being made to suit the next group of pupils.

The refurbished careers library has created a wonderful space for inspiration for the pupils and indeed staff. It is also a main venue for visiting potential parents to be brought by our admissions team, and the compliments continue. Mrs Dawson has

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2025

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seen a growth in the number of older pupils using the space for studying when there are free times between careers interviews, but also pupils in the younger years making full use of it at lunchtime which did not happen previously. It is also a perfect space now for meeting current parents to talk about subject and university choices, and for careers small group work with sixth formers.

Careers lessons are timetabled for all pupils in Years 7-10, who also benefit from early access to the online Unifrog careers platform we subscribe to. The School recognises the vital importance of interview practice, offering a range of opportunities for students including specialist mock interviews for healthcare and Oxbridge applicants, such as a multiple mini-interview event for Year 13 medics, dentists and vets and one to one interviews with Alumni in a variety of subjects. The School is proud of its dedicated National Award winning Careers Department, which also offers individual appointments with the Head of Careers for parents seeking advice on options for their daughters, as well as assisting sixth form pupils gaining work-experience in their chosen fields. We have held the Careers Quality Award (Quality Mark) for 3 years now and will be going to re-validation in the summer term with every expectation of success.

### Co-curricular Activities

Co-curricular provision continues to be a major strength of the School and a core contributor to pupils' personal development, confidence and leadership. Across both sites, participation remains high and the breadth of opportunities reflects the School's commitment to developing well-rounded young women.

At Senior School, 98 clubs ran throughout the year, covering academic enrichment, creative arts, sport, debating, Model United Nations, STEM, wellbeing and community service. Participation stands at 76%, a strong position given that Year 11 and Year 13 are not required to attend clubs. The School continues to refine its tracking of engagement through iSAMS and SOCS, enabling more consistent oversight and early identification of pupils who would benefit from greater involvement.

Participation in the Duke of Edinburgh Award scheme remains strong across the School, with healthy numbers of pupils engaging at Bronze, Silver and Gold level. The introduction of a new expedition provider has supported the delivery of a varied and challenging programme, with pupils undertaking expeditions in a range of suitable outdoor locations. The School continues to offer an extensive programme of extracurricular clubs and activities, enabling many pupils to complete significant elements of their award in house. The scheme remains an important part of the School's wider commitment to developing resilience, independence and leadership in young people.

CCF continues to attract strong interest from Queen's pupils, with healthy levels of engagement across all year groups. This year saw an excellent turnout for the Chester Remembrance Parade, where the cadets' commitment and smart turnout were commended. Two sets of Range Days were delivered at Kinmel Army Camp in March, with almost all eligible Queen's pupils taking part. Our Year 11 cohort has proved particularly dedicated, attending Friday parade nights regularly and volunteering for every opportunity available, with early promotions anticipated as they move into the Sixth Form. At Easter, three Queen's pupils were selected for the Silver National Navigation Award weekend and all successfully achieved the award following two demanding days of mountain navigation and a night exercise near Capel Curig. One Year 12 RAF cadet also attended a flying experience at RAF Woodvale in the spring. During the summer term, Year 9 pupils completed their 1-star weekend exercise, Year 8 took part in their one-day field activity, and cadets from both services attended their respective eight-day Summer Camps. The contingent feels it has finally emerged from the lingering post-Covid impact, with pupils from both schools increasingly taking ownership of their cadet journey and embracing the wider opportunities available to them.

The Lower School continues to provide a well-rounded programme that balances academic, creative and sporting pursuits. Pupils have access to a wide variety of clubs designed to spark new interests, nurture existing passions and develop important skills. Activities offered throughout the year have included a broad mix of sports, arts, music, languages, STEM, outdoor learning and wellbeing-based clubs. With opportunities changing each term, pupils can explore new experiences while finding activities that inspire their individual interests and talents. The breadth of provision reflects the School's commitment to supporting the whole child and fostering curiosity, creativity and confidence.

### Sport

Sport continues to hold a position of significant importance at Queen's, playing a central role in developing teamwork, character and resilience across all year groups. The school remains committed to providing every pupil with access to a

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2025

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broad and engaging range of sporting opportunities, encouraging participation at all levels and fostering a lifelong appreciation of physical activity. This commitment is supported by a dedicated team of PE teachers and specialist coaches, whose work is further enhanced by older pupils who regularly lead coaching sessions. These leadership opportunities allow senior pupils to gain valuable hands on experience while contributing meaningfully to the development of younger pupils and strengthening their own confidence, communication and organisational skills.

Throughout the year, pupils have taken part enthusiastically in a wide range of sporting activities, including inter house competitions in netball, badminton, rounders, tennis and athletics. Lower School pupils have also benefitted from opportunities to compete in biathlon and to experience new sports such as Tri Golf. Many pupils continue to compete at a high level, and their academic progress is carefully supported to ensure that sporting excellence enhances rather than compromises their success in the classroom. This balanced approach has enabled Queen's pupils to represent the school at national level in hockey, netball, skiing and pistol shooting, alongside strong achievements in tennis, cross country and athletics.

This academic year also marked an important milestone with the school's first Sports Scholarship Day. We look forward to welcoming our inaugural cohort of scholars in September, each of whom will contribute to an increasingly dynamic and aspirational sporting culture.

Hockey has enjoyed another outstanding year across both Lower and Senior School. The 1st XI established themselves as a formidable team, securing the Cheshire Cup title in both indoor and outdoor formats and progressing to the quarter finals of the Independent Schools Hockey Cup. Their journey in the ISHC England Hockey Nationals took them to Round 4, and they delivered an impressive second place finish at the Cheadle Tournament.

The U13 and U14 teams benefitted from the valuable experience of an overnight tournament in Nottingham, where they faced a variety of opponents and significantly strengthened their match play and teamwork. Both the U14 and U12 squads performed strongly in Chester and District competitions, with the U12 team finishing an impressive second. In the Lower School, the U11 pupils also enjoyed considerable success, securing third place in the Cheshire Cup. The U13 and U14 hockey tour to Nottingham further enriched the programme, giving pupils the chance to compete against unfamiliar teams while developing skills and resilience both on and off the pitch.

Netball has been a standout sport this year, with achievements across the school reaching record breaking levels. The U14A team made school history by becoming the first Queen's team to qualify for the England Netball National Schools Finals, where they finished fifth nationally. Their season also included a fourth-place finish in the Sisters n Sport Cup, victories in both the Chester and District and Cheshire tournaments, and consistent performances against older age groups.

The U14B team added to this success by winning the Chester and District Plate, while the U13B squad secured a strong fourth place finish in their district competition. The U12A team continued this momentum, winning the Chester and District competition and demonstrating excellent progress throughout the season. The Year 9 netball team extended the school's success even further, enjoying a historic run that included winning the U15 Chester and District Tournament, the Cheshire Schools Tournament and the North West National Schools Qualifiers. Their achievements earned them a place in the England Netball National Schools Finals in Sheffield, one of the highest honours at school level.

Lower School netball also flourished. The U11 team won the Chester Schools Tournament before progressing to the Cheshire Finals, where they finished third. They further demonstrated their strength by achieving second place in the AJIS Plate competition. Queen's was also proud to host the U9 AJIS Netball Competition, welcoming over fifteen schools to our site for a vibrant and highly successful event. Younger pupils participated enthusiastically in the U9 Cheshire Schools Festival, and a whole school inter house netball tournament helped to foster community spirit and encourage participation. Football continues to grow in popularity across the school. The U13 team enjoyed a notable achievement in the Cheshire Cup, progressing to Round 4 following a determined 2–1 victory over Catholic High School. The U10 to U15 teams also played a range of friendly fixtures, reflecting the increasing strength and confidence of the school's football programme.

Athletics remains a highlight of the sporting calendar, with impressive individual and team performances across both Lower and Senior School. Senior athletes secured first place finishes in long jump, javelin, discus and the 1500 metres, alongside a strong second place in the 300 metres. One outstanding athlete qualified for the English Schools Athletics Finals, achieving seventh place nationally in the discus, a remarkable accomplishment reflecting both talent and dedication. Lower School pupils also performed exceptionally well at the Chester Schools competitions, earning first and third places in javelin, second

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2025

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place in the 200 metres and second place in both the Year 4 and Year 6 relay events. These results highlight the depth of emerging talent and the effectiveness of early development programmes within the school.

Lower School swimmers demonstrated impressive capability at the ESSA North West Regional Relay Championships, achieving times that secured qualification for the ESSA National Relay Championships in June. This success reflects both strong team cohesion and the effectiveness of the school's swimming programme. The Lower School indoor athletics teams also enjoyed significant success, winning the Girls Division at the U11 Chester Schools competition. At the AJIS Indoor Athletics event, pupils delivered a series of excellent performances, achieving first place in one event, second place in three events and third place in two further events.

Tennis continues to be a strength for Queen's. The U14 team were crowned Chester and District Champions, while the U13 team achieved second place in their district competition. Year 8 pupils were also introduced to Padel Tennis, currently the fastest growing sport in the world. They enjoyed a specialist coaching session at Destination Padel and concluded the experience with a competitive tournament in which several pupils won prizes.

A Year 10 pupil delivered a remarkable performance at the National Schools Biathlon Finals, finishing seventh nationally, an achievement that showcases both dedication and athletic versatility. In pistol shooting, the inters team represented Queen's at the British Shooting Schools National Finals, where they also secured seventh place nationally. Their resilience, concentration and teamwork contributed significantly to this strong result.

This has been an exceptional year for sport at Queen's, characterised by impressive participation, remarkable individual and team achievements and a growing culture of aspiration and leadership. The breadth of opportunities offered ensures that sport remains inclusive while enabling pupils with particular talents to excel at the highest levels. The dedication of pupils, staff and coaches, together with the introduction of our first Sports Scholarship Day, reflects a forward-looking approach that will continue to strengthen the school's sporting excellence in the years ahead.

### Performing Arts

Music and Drama continue to play a central role in the School's extensive extra-curricular programme, with pupils across all year groups engaging in high-quality performance opportunities that build confidence, creativity and technical skill.

Recruitment for vocal and instrumental lessons has remained strong, with more pupils than ever receiving individual music tuition. The Autumn ABRSM examinations once again saw excellent results, maintaining the School's tradition of high achievement. LAMDA participation also remained a significant strength across the School. This year, 19 pupils took their examinations in March, with 16 achieving distinctions and 3 gaining merits, and further entries were completed in June with results pending. In addition, Queen's hosted the Chester Festival of Performing Arts in March, where all four Year 7 entrants received commended certificates. As noted in the Drama Department report, "19 pupils took part and gained some fantastic results," demonstrating the continued success of performance-based communication skills.

The Drama Department has enjoyed another vibrant year "filled with creativity, achievement and memorable performances." The year began with an A Level theatre trip to London's Lyric Theatre to see *Our Country's Good*, offering students the opportunity to see a set text brought to life through a contemporary interpretation. GCSE Drama students also worked intensively throughout the year on both devised and scripted pieces, showcased in performance evenings in November and March, which highlighted their "impressive creativity and growing talent on stage."

Drama clubs across the School contributed significantly to the performing arts calendar. Cabaret evenings featured a wide range of dramatic performances, including a lively mini-pantomime of *Sleeping Beauty* from Drama Fun Club and a fully committed melodramatic performance of *The Black-Hearted Villain* by Drama Queens. Pupils in Years 7 and 8 also presented thoughtful and engaging pieces from *Time*, *Macbeth*, *The Importance of Being Earnest* and *Anne of Green Gables*, demonstrating both range and maturity in performance.

The School continued its partnership with The Paper Birds theatre company, who returned in June to deliver an inspiring devising workshop for pupils in Years 9–12. The session was "highly engaging and interactive," enabling students to explore new creative approaches and build confidence in collaborative performance.

Music remained equally active throughout the year. The Senior School Cabaret evenings in March once again brought together talented musicians, singers, dancers and actors, with all ensembles performing alongside a wide range of soloists

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2025

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from Years 10–13. The Summer Soirée in June provided another highlight, featuring performances from the chamber choir, pop choir and musical theatre choir, accompanied by refreshments for families.

The annual Queen's School Music Festival continued to be a major event in the School calendar, attracting a large number of entries across all categories. External adjudicators praised the exceptionally high standard of musicianship, and the afternoon winners' concert was well attended by parents and families.

At the Lower School, performance remains central to the curriculum, with every child taking part in a major production each year. Highlights included *A King is Born* for the Infants, *Wiz, Wham, Alakazam* for Years 3–4, and *Forever Treasure Island* for Years 5–6, performed on the Senior School stage. These productions continue to nurture confidence, teamwork and public-speaking skills. Pupils also took part in a wide range of public performances, including the Infant Harvest Service, the Cathedral Carol Service, the Daffodil Service and the Little Summer Serenade, where the Lower School Orchestra and ensembles showcased their developing musical talents.

Lower School choirs—Songbirds, Nightingales and Queen's Young Voices—remained extremely popular, and the Junior Choir achieved notable success by placing first in the Chester Music Festival competition. Twelve Lower School pupils also achieved distinctions in their LAMDA examinations in March. The School continued its partnership with Little Beats, enabling pupils to visit Upton Dean Nursing Home to perform and build meaningful connections with residents.

Overall, 2024/25 has been a year of exceptional creativity, collaboration and achievement across the Performing Arts. Pupils have benefited from a rich programme of opportunities that develop confidence, resilience and artistic expression, and the School remains committed to nurturing these talents in the years ahead.

### Debating and public speaking

It has been another exciting year for MUN at Queen's, propelled by the dynamism and experience of our seasoned MUNers as well as enriched by Year 9 students dipping their toes into MUN waters. Through MUN students have the opportunity to simulate a diplomatic summit at the UN, debating current topics of geopolitical relevance, developing their communication and teamworking skills, and grow and develop as individuals by stepping outside their comfort zones.

In November, Queen's hosted QMUN 4, which has become a regular fixture on the MUN circuit in the North West. Run by our experienced MUNers, it saw 220 students from Queen's and 12 other schools from across the North West were involved in a variety of roles. To make full use of all the opportunities offered by QMUN beyond the core debating activities, we always have a Yr7/ 8 team of 'Runners' helping with logistics and a Press Team producing a newsletter and video for publication at the Closing Ceremony.

Delegates and chairs from Queen's also participated in a range of other conferences: hard on the heels of QMUN 4, in December we travelled to Manchester Grammar School; in January, to Altrincham Girls' School; in February, to the King's School, Chester; in June, to Moreton Hall School; and in July, to Withington Girls' School.

### External competitions

Participation in externally organised academic competitions continued to be an important feature of school life during 2024/25, with pupils across all key stages engaging enthusiastically in a wide range of national challenges, Olympiads and enrichment activities. Departments across the School encouraged pupils to extend their learning beyond the classroom, and once again there were many strong performances that reflected both commitment and high academic standards.

In STEM subjects, pupils from the Lower and Senior Schools took part in a variety of mathematics and science competitions, including national problem-solving challenges and Olympiad-style assessments. Many pupils achieved awards across the different levels, with a number progressing to follow-on rounds or receiving commendations for their work. Computational thinking and computer science remained areas of strength, with pupils from multiple year groups entering national coding and logic-based challenges and achieving a broad spread of merits, distinctions and higher-level awards.

Younger pupils in the Lower School continued to participate in age-appropriate mathematics and computational thinking competitions, performing well against regional and national benchmarks. Older pupils in the Senior School engaged in a

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2025

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range of subject-specific Olympiads and online challenges, developing their analytical skills and gaining valuable experience of advanced problem-solving.

Beyond STEM, pupils took part in a variety of literacy, reading and creative writing competitions, with entries submitted across several year groups. Teams represented the School in regional book quizzes and national writing initiatives, and a number of pupils had their work recognised or selected for publication. Engagement in enterprise, economics and financial literacy activities also continued, with pupils benefiting from opportunities to develop presentation, teamwork and research skills through national programmes and competitions.

The Performing Arts remained an important part of the School's enrichment offer, with pupils from both the Lower and Senior Schools taking part in local festivals and competitions. Choirs and ensembles performed strongly, and pupils across the age range gained valuable experience in public performance and adjudicated events.

Overall, 2024/25 was another year in which pupils embraced the opportunity to challenge themselves, represent the School and celebrate their achievements across a wide range of academic and co-curricular competitions. Their successes reflect the School's commitment to fostering intellectual curiosity, confidence and ambition in every pupil.

### **Educational Visits**

Educational visits remain an important element of the School's curriculum, providing structured opportunities for pupils to extend their learning beyond the classroom, develop independence and apply knowledge in real-world contexts. A broad programme of day trips, residential experiences and subject-specific visits took place across all year groups during the year..

Lower School pupils participated in a wide range of curriculum-linked visits. Reception and Year 1 visited the Blue Planet Aquarium and attended a performance at Chester's Storyhouse, with Year 1 also undertaking a history-focused visit to Chirk Castle. Year 2 pupils took part in science and history visits to Knowsley Safari Park and Nantwich and joined Year 3 for a residential at Tattenhall. Year 3 also visited the Eureka! Science and Discovery Centre.

Year 4 undertook visits to the Liverpool World Museum and Weaver Hall, alongside a residential at Robinwood. Year 5 combined a Chester Zoo workshop on sustainability with a residential at Rhos y Gwaliau, and Year 6 completed visits to Safety Central before concluding their Lower School experience with a week-long residential in France.

These trips are carefully designed to provide engaging outdoor challenges, fostering resilience and teamwork, while the French experience broadens cultural horizons. Complementing these adventures, the Lower School also delivers a comprehensive outdoor learning programme. All Lower School groups participate in enriching beach visits during the autumn and spring terms, while the summer term features Forest School experiences that promote learning, creativity, and well-being across all year groups

Senior School pupils benefited from a comprehensive programme of academic, cultural and outdoor learning opportunities. Residentials included the Year 12 Sixth Form Residential at the Conway Centre and the Year 7 residential at High Adventure. Overseas visits included a cultural and language trip to Barcelona for Years 8 and 9, a French Riviera visit for pupils in Years 8 to 10, and a Sixth Form Physics visit to CERN in Geneva.

Departments offered a wide range of subject-specific enrichment. These included theatre visits for Drama and English, Chinese culture workshops for Mandarin pupils, gallery visits for Art students, and a visit to Amazon's Fulfilment Centre for Business and Economics. Psychology students visited Shrewsbury Prison, and Physics pupils attended a STEM activity day at Liverpool University.

Fieldwork remained a core component of the Geography and Biology curricula. Geography pupils undertook coastal, river and tourism studies across the Wirral, North Wales and Liverpool, while Biology students participated in workshops at Chester Zoo and ecological fieldwork at Preston Montford.

The year culminated with the return of the whole-school educational visits day in the final week of term, when each year group went on a trip specifically tailored to suit their age and stage of learning.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2025

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### National and global connections

The School continued to strengthen its international outlook during 2024/25, with pupils benefiting from a range of global connections and cultural experiences. The Virtual Boardroom remained an important tool for enabling meaningful engagement with partners, alumnae and professionals across the world. These sessions supported academic enrichment, careers guidance and wider cultural understanding, and continue to demonstrate the value of digital connectivity in broadening pupils' horizons.

The Alumni Manager facilitated three well-attended reunion events during the year, ensuring important connections were nurtured. We welcomed back alumnae from the Classes of 1975, 1985 and 1995 for milestone reunions filled with laughter, memories and meaningful connections. The School's Alumni community has been running since 1897 and continues to grow, with over 7,000 current connections and is increasing in number.

Alumni are an important and valued asset for the school and by working in conjunction with the Careers Department, we can host popular careers talks for pupils with a wide range of former pupils from diverse sectors. Alumni also help conduct mock interviews for pupils applying for competitive courses, such as medicine, vet science and applications to Oxford and Cambridge. These meetings can be held virtually (on Teams) or in person. As always, this ethos of giving back and mentoring remains strong across Queen's Alumni community.

The school also held its annual Prizegiving and Commemoration Service with inspiring Alumni guest speakers. The Michaelmas Supper held in September at the beginning of the academic year, for our newest alumnae is the springboard for the next steps in their alumnae journey and continued connection with The Queen's School.

### Fundraising Performance

In total, the School secured donations of £113,353 during the year, including £75,090 towards bursaries and £9,979 towards its Building Fund. Many parents contribute to the Building Fund through a termly contribution and Governors are grateful for all donations of any size which enhance the educational offering to pupils.

The School has raised £71,670 for the 150 for 150 Bursary Foundation Appeal since its launch. The School continues to engage with its parents, Alumni, and the wider community to fulfil its aim to support those families who could not otherwise afford an education at Queen's. Governors recognise that everyone benefits from a diverse environment and from meeting and interacting with people who have different perspectives and backgrounds, and they want to ensure that the School continues to reflect the community that it serves. In addition to the focus on its bursary provision, the School is raising funds for a multi-sport Astro pitch project at the Senior School - in total, direct fundraising has contributed £53,458 towards the Astro Project since the project's launch.

The School is committed to nurturing a culture of giving across the entire Queen's community and this remains a continuing focus going forwards.

### Financial Review

The net deficit for the year after depreciation and bad debt provision was £130,057 (2024: surplus of £585,398). Despite these pressures, the School's underlying operating performance remained stable. Before depreciation and the bad debt provision, the School generated a small surplus of £21,882, demonstrating careful management of day-to-day operations. The final position includes a depreciation charge of £84,127, reflecting continued investment in the School's estate, and a prudent bad debt provision of £67,815. Income from donations and legacies totalled £113,353, which, although lower than the previous year, continues to show strong support from the wider Queen's community.

This result needs to be understood within the context of an exceptionally difficult year for independent schools nationally. A combination of economic pressures, policy changes and unavoidable cost increases created a financial environment that was more challenging than anything seen in recent years. The deficit therefore reflects a temporary set of circumstances rather than any underlying weakness in the School's financial position.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2025

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At 31 August 2025, the Charity held total funds of £10,829,689 (2024: £10,959,746). Within this, unrestricted funds amounted to £9,705,013 (2024: £9,764,444), providing substantial resources available to support the Charity's ongoing operations and strategic priorities. A further £1,124,676 (2024: £1,195,302) was held in endowed and restricted funds, which are subject to specific conditions and therefore not available for general use.

Independent schools also faced a unique combination of cost increases. VAT on fees was introduced in January 2025, Mandatory Business Rates Relief ended in April 2025, and employer National Insurance rose from 13.8% to 15%. The National Living Wage increased by 6.7%, and the School came out of a five-year fixed energy contract at a time when UK energy prices were rising again. This resulted in a significant increase in energy and estates-related expenditure. These pressures were national in scale and affected schools across the sector. Pupil numbers were lower across both sites during the year, which placed pressure on fee income. These movements reflect timing and transition rather than long-term trends, and pupil numbers have already shown encouraging signs of improvement in the current year.

Throughout the year, Governors and leaders made a deliberate decision to protect the quality of education, pastoral care and the pupil experience. Short-term cuts that would have compromised the School's core purpose were avoided. The deficit recorded this year is therefore best understood as a one-off result during a period of exceptional external change. The School remains financially secure, resilient and well-positioned for the year ahead.

The School continued to invest in its buildings and facilities in line with the Governor-approved programme of works. The most significant project was the installation of the new multi-sports AstroTurf pitch at the Senior School. This was a complex scheme due to the School's city-centre location and the need to coordinate with multiple external agencies. Substantial progress was made during the year, and the pitch was completed and handed over in September 2025.

Alongside this, a range of essential works were completed across both sites, including refurbishment of the Senior School tennis courts, upgrades to changing facilities, installation of a new boiler and water system at the Lower School, and roof and window repairs to the Stanley Place façade. These projects form part of the School's long-term commitment to maintaining safe, attractive and well-equipped learning environments.

A designated fund of £550,000 remains set aside to meet the cost of future repairs to buildings and equipment. The unrestricted fund balance is sufficient to cover the carrying value of the School's freehold land, buildings and equipment, and day-to-day working capital requirements continue to be managed carefully.

The overall reserves position remains robust. The level of unrestricted reserves demonstrates strong underlying resilience and ensures the School is well placed to manage future uncertainties, maintain stability and continue investing in the development of its educational provision.

### Reserves Policy

The Governors consider that a minimum free cash balance equivalent to one month's expenditure should be held throughout the year to cover the risks and uncertainties of operating as an independent educational establishment. A free cash balance of at least one month's expenditure has been held since December 2014, and this remains the policy of Governors for the forthcoming year. Governors actively monitor cash reserves, in particular considering the need for further capital expenditure to equip the School with up-to-date facilities that may be needed to maintain the standard of educational services that is currently provided.

### Investment Policy, Objectives and Performance

The Charity's powers of investment of its trust funds are governed by the Trustee Act 2000.

The Board's long-term policy is to maximise income while preserving the value of the investments. The Charity's investments have continued to be managed in accordance with that policy. Investment performance continues to reflect the ongoing uncertain market conditions and investments are held for their long-term returns, and performance will continue to be monitored to assess whether they offer adequate returns.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2025

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### Plans for the Future

The principal priority for the School remains to provide an outstanding learning experience and environment for all pupils, to enable them to achieve their maximum potential in all aspects of their development, the very best examination results possible and to provide the strongest platform from which to move on to the next phase in their lives. The School seeks to foster a lifelong love of learning within a nurturing environment, and to provide opportunities for pupils to lead, create and innovate, and then leave as ambitious, independent and confident individuals.

The Strategic Plan sets out the School's main priorities for development and expansion to remain at the forefront of providing as many girls in the local area as possible with the opportunities of a Queen's education.

The key areas of development from the 7-Year Strategic Plan remain a commitment to:

- The completion of a multisport Astro pitch and improvements of the sports provision at the Senior School site which will facilitate further partnership opportunities with local state schools and provide valuable spaces for use by local sports clubs.
- Forging greater environmental awareness and stewardship through expansion of the Beach School provision and significantly reducing the School's carbon footprint.
- Ensuring strong digital literacy and to further expand pupils' confidence in learning through technology, with greater blended learning and the expansion of the use of OneNote and other Microsoft tools across all year groups.
- Expanding the Senior School's sector-leading Careers service, increasing meaningful pupil contacts with Alumni and strengthening its industry mentors programme, enabling more pupils to access relevant work experience and authentic commercial projects.
- Developing the School's library spaces, to include calm places for pupils to read, complemented by exciting digital platforms to capitalise on ebooks and journals.
- Continue to grow partnerships with local schools and the local community through our Saturday Series programmes, Mandarin outreach, sports events and biannual careers fair.

The School will continue to prioritise the recruitment, retention and development of its outstanding teaching and operations staff, as well as the wellbeing of staff through its Staff Wellbeing initiatives and benefits.

Financial sustainability is at the heart of all strategic planning and Governors focus on value for money in terms of both the educational provision and future developments

### Structure, Governance and Management

#### Governing Document

The School was originally founded as the Chester School for Girls and was opened on 1<sup>st</sup> May 1878. The Queen's School was established by Indenture dated 14<sup>th</sup> February 1882 and named The Queen's School by command of Her Majesty the Queen Victoria.

The Governors completed the process of 'incorporation' of the School when 2022 with the appointment of the charitable company known as The Queen's School Chester (charity number 1198230) as sole corporate trustee of the original, unincorporated Queen's School charity. This incorporation process has established a more robust governance system and one that affords better protection to the current Governors against risks of personal liability. The incorporation allows the charity to enter into contracts, as well as own and hold investments and property in its own name, amongst other benefits.

On 19 September 2023, a linking direction was secured from the Charity Commission directing that as of 19 September 2023 the original unincorporated charity called The Queen's School Chester (charity number 525935) be treated as forming part of the charity called the charitable company also known as The Queen's School Chester (charity number 1198230) for the purposes of Part 4 (registration) and Part 8 (accounting) of the Charities Act 2011.

The Governors (referred to throughout the Governors' Report) are in fact the directors of the charitable company that acts as sole corporate trustee of the original unincorporated charity.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2025

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### Governing Body

The School's Governing Document provides for a Governing Body comprising up to 20 Governors: one ex officio Governor, being The Bishop of Chester (or his/her nominee), up to eight Representative Governors and up to eleven co-opted Governors (or twelve co-opted Governors, if The Bishop of Chester declines to take up the Ex-Officio Governorship or appoint a nominee) appointed by a Resolution of the Governors; at least one Governor to be a past pupil of the School.

Co-opted Governors are elected by the Board of Governors on the basis of nominations received. Co-opted Governors are appointed for a period of five years. The Governors' Appointments Committee is responsible for considering the skills, knowledge and experience required by the Board. Representative Governors appointed by Cheshire West and Chester County Council are appointed for a term ending on the date of the appointment of his or her successor, which may be made at any time after the ordinary date of election of Borough Councillors after the date of his or her appointment. The other Representative Governors are appointed for a term of three years. Two Queen's School Parents' Association Representative Governors are elected at a general meeting of the Association.

All Governors give of their time freely and no remuneration or expenses were paid during the period.

### Governor Induction

All new Governors receive an induction pack, which includes the School's governing documents, a Guide to being a Queen's School Governor, the latest financial statements and a number of other relevant documents. New Governors complete the AGBIS eLearning Course for New Governors and are inducted into the workings of The Queen's School as a school and as a registered charity at a meeting with the Chair of Governors, the Headmistress and the Clerk to the Governors.

All Governors attend annual safeguarding training and are invited and encouraged to attend training seminars, including those organised by the School and other organisations, such as AGBIS.

### Organisational Management

The Governors meet as a Board at least four times a year to consider the general policy of the School and the Charity, and to review its overall management and control for which they are legally responsible. Governors are invited to join sub-committees, according to their interests, expertise and availability:

- the Audit and Risk Management Committee is responsible for keeping the School's activities and policies under review. A Governor attends meetings of the School's Health and Safety Committee, which also reports into the Audit and Risk Management Committee and a separate Governor is appointed as Safeguarding lead, to conduct audits and report back to the Board of Governors;
- the Education Committee provides governance over matters specifically in relation to the curriculum, teaching and learning, and pastoral care;
- the Estates Committee is responsible for the maintenance and development of the School premises;
- the Finance Committee is responsible for implementing many of the Board's decisions and meets at least four times a year before full meetings of the Governing Body. The Finance Committee also reviews the budgets and management accounts throughout the year; and
- the Strategy group is responsible for considering strategic issues and making recommendations to the Board.

The day-to-day running of the School is delegated to the Headmistress and the Director of Finance and Operations, supported by other members of the Senior Leadership Team. The Headmistress and the Director of Finance and Operations attend meetings of the Governing Body and its Committees and ad hoc sub-committees are formed to consider specific projects, as appropriate.

Governors are also assigned to departments as Departmental Link Governors, to gain a greater understanding of the activities of the School and individual subject areas, as well as to act as a point of contact between departmental heads and the Board of Governors.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2025

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### Pay Policy for Key Management Personnel

The key management personnel of the Charity comprise the Headmistress and the Director of Finance and Operations, supported by other members of the Senior Leadership Team. Governors meet once a year to review salary benchmarking information relating to these positions and set salary and benefit packages accordingly.

### Risk Management

The Board, through its Audit and Risk Management Committee – which usually consists of seven Governors, the Headmistress and the Director of Finance and Operations – continues to keep the School's activities under review, particularly with regard to any major risks that may arise from time to time. The School, under the leadership of the Headmistress, is responsible for the day-to-day risk management of activities.

The Audit and Risk Management Committee reports directly to the Board of Governors; its terms of reference include:

- maintaining a code of corporate governance to ensure the effective management of The Queen's School's activities, and monitoring and evaluating its operation;
- setting up and monitoring effective risk management of the School's activities, including:
  - an assessment of key risks that could impede achievement of the School's strategic objectives, annual plans and day-to-day activity;
  - the development and management of a Risk Register, comprising the key risks and plans to reduce risks;
  - monitoring the development and implementation of policies, procedures and action plans;
- evaluating key financial systems and controls to ensure their adequacy, reliability and effectiveness and ensuring that they provide adequate safeguards against losses of all kinds.

Over the course of the year, the Audit & Risk Management Committee carries out a thorough review and update of the School's Risk Register, assessing and evaluating major risks and the process by which they are reviewed, monitored and mitigated/managed. The Register is reviewed at every Audit & Risk Management Committee meeting and all other Governor sub-committees perform a detailed review of risks specific to their areas at least annually. The School has also engaged an external company to assist with Risk Assessments of activities, to ensure a consistent approach is adopted throughout the School and that the process is tightly managed.

Through the risk management process, Governors believe that major risks will be identified and adequately mitigated to an acceptable level in the day-to-day operation of the School. It is recognised that systems can only provide reasonable, but not absolute assurance that major risks will be adequately managed.

### Accounting and Reporting Responsibilities

The Charities Act 2011 and the Companies Act 2006 requires the Governors as the Trustees of the Charity to prepare Accounts for each financial year which give a true and fair view of the Charity's financial activities during the period and of its financial position at the end of the year.

In preparing the Accounts the Governors should follow best practice and:

- Select suitable accounting policies and apply them consistently;
- Make judgements and estimates that are reasonable and prudent;
- Follow applicable accounting standards and the Charities SORP, disclosing and explaining any departures in the Accounts; and
- Prepare the Accounts on the going concern basis unless it is inappropriate to assume that the Charity will continue in operation.

The Governors are responsible for keeping accounting records which are such as to disclose, with reasonable accuracy, the financial position of the Charity at any time, and to enable them as Trustees to ensure that the Accounts comply with charity law. The Governors are also responsible for safeguarding the Charity's assets and ensuring their proper application, and for taking reasonable steps for the prevention and detection of error, fraud and other irregularities.

# The Queen's School, Chester


## Governors' Report – Year Ended 31<sup>st</sup> August 2025

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### Auditors

In accordance with the company's articles, a resolution proposing that Xeinadin Audit Limited be reappointed as auditor of the company will be put at a General Meeting.

Approved by the Board of Governors at its meeting on 20<sup>th</sup> May 2026 and signed on its behalf by:



Kirsty J. Whiteley

Mrs K Whiteley

# The Queen's School, Chester

## Independent Auditors' Report to the Trustees of The Queen's School, Chester

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### Opinion

We have audited the financial statements of The Queen's School (the 'School') for the year ended 31 August 2025 which comprise the statement of financial activities, the balance sheet, the statement of cash flows and the notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the School's affairs as at 31 August 2025 and of its incoming resources and application of resources for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006 .

### Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the School in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Conclusions relating to going concern

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

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

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

### Other information

The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. The Trustees are responsible for the other information contained within the annual report. Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon. Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

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

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 require us to

- the information given in the financial statements is inconsistent in any material respect with the Trustees' report;

or

# The Queen's School, Chester

## Independent Auditors' Report to the Trustees of The Queen's School, Chester

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- sufficient accounting records have not been kept; or
- the financial statements are not in agreement with the accounting records; or
- we have not received all the information and explanations we require for our audit.

### Responsibilities of Trustees

As explained more fully in the statement of Trustees' responsibilities, the Trustees are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. In preparing the financial statements, the Trustees are responsible for assessing the School's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Trustees either intend to cease operations, or have no realistic alternative but to do so.

### Auditor's responsibilities for the audit of the financial statements

We have been appointed as auditor under section 144 of the Charities Act 2011 and report in accordance with the Act

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

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

- Enquiry of management and those charged with governance around actual and potential litigation and claims;
- Reviewing minutes of meetings of those charged with governance;
- Performing audit work over the risk of management override of controls, including testing of journal entries and other adjustments for appropriateness, evaluating the business rationale of significant transactions outside the normal course of business and reviewing accounting estimates for bias;
- Enquiry of management and those charged with governance to identify any instances of non-compliance with laws and regulations.

The potential effect of these laws and regulations on the financial statements varies considerably.

Firstly, the School is subject to laws and regulations that directly affect the financial statements including financial reporting legislation (including related companies legislation), distributable profits legislation and taxation legislation and we assessed the extent of compliance with these laws and regulations as part of our procedures on the related financial statement items.

Secondly, the School is subject to many other laws and regulations where the consequence of non-compliance could have a material effect on amounts or disclosures in the financial statements, for instance the imposition of fines or litigation or the loss of the School's license to operate. We identified the following areas as those most likely to have such an effect: data protection laws, anti-bribery, money laundering and employment law. Auditing standards limit the required audit procedures to identify non-compliance with these laws and regulations to enquiry of the trustees and other management and inspection of regulatory and legal correspondence, if any. Therefore, if a breach of operational regulations is not disclosed to us or evident from relevant correspondence, an audit will not detect that breach.

# The Queen's School, Chester

## Independent Auditors' Report to the Trustees of The Queen's School, Chester

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

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

A further description of our responsibilities is available on the Financial Reporting Council's website at: <https://www.frc.org.uk/auditorsresponsibilities>. This description forms part of our auditor's report.

### Other matters

Your attention is drawn to the fact that the charity has prepared financial statements in accordance with "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)" (as amended) in preference to the Accounting and Reporting by Charities: Statement of Recommended Practice issued on 1 April 2005 which is referred to in the extant regulations but has now been withdrawn.

This has been done in order for the financial statements to provide a true and fair view in accordance with current Generally Accepted Accounting Practice.

### Use of our report

This report is made solely to the School's Trustees, as a body, in accordance with part 4 of the Charities (Accounts and Reports) Regulations 2008 and Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the School's Trustees those matters we are required to state to them in an auditors' report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the School and the School's Trustees as a body, for our audit work, for this report, or for the opinions we have formed.

Robert Pearl BSc BEng ACA



Xeinadin Audit Limited

Statutory Auditor

Eligible to act as an auditor in terms of Section 1212 of the Companies Act 2006

First Floor,

The Foundation,

Herons Way,

Chester Business Park,

Chester,

CH4 9GB

Date: 20<sup>th</sup> May 2026

# The Queen's School, Chester

## Statement of Financial Activities – Year Ended 31<sup>st</sup> August 2025

	Notes	Unrestricted Funds £	Restricted Funds £	Endowed Funds £	Total 2025 £	Total 2024 £
<b>Income:</b>						
Income from charitable activities	2	6,397,400	-	-	6,397,400	6,482,256
Income from other trading activities	3	65,238	-	-	65,238	59,730
Investment income	4	103,663	7,886	-	111,549	172,062
Donations and Legacies	5	-	113,353	-	113,353	178,898
<b>Total Income</b>		<b>6,566,301</b>	<b>121,239</b>	<b>-</b>	<b>6,687,540</b>	<b>6,892,946</b>
<b>Expenditure:</b>						
Expenditure on charitable activities	6	6,679,280	143,826	-	6,823,106	6,337,318
Expenditure on raising funds	8	-	-	-	-	-
<b>Total Expenditure</b>		<b>6,679,280</b>	<b>143,826</b>	<b>-</b>	<b>6,823,106</b>	<b>6,337,318</b>
Investment (losses)/gains	13	-	6,637	(1,128)	5,509	29,770
Net income/(expenditure)	10	(112,979)	(15,950)	(1,128)	(130,057)	585,398
Gross transfers (from) and to funds		53,548	(53,548)		-	
<b>Net Movement in Funds</b>		<b>(59,431)</b>	<b>(69,498)</b>	<b>(1,128)</b>	<b>(130,057)</b>	<b>585,398</b>
Fund balances as at 1st September 2024	11	9,764,444	824,394	370,908	10,959,746	10,374,348
<b>Fund balances as at 31st August 2025</b>		<b>9,705,013</b>	<b>754,896</b>	<b>369,780</b>	<b>10,829,689</b>	<b>10,959,746</b>

The activities relate to continuing operations.

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

The Statement of Financial Activities also complies with the requirements for an income and expenditure account under the Companies Act 2006.

The notes on pages 27 to 40 form part of these financial statements.

# The Queen's School, Chester

## Balance Sheet as at 31<sup>st</sup> August 2025

	Notes		2025		2024
		£	£	£	£
<b>Fixed Assets</b>					
Tangible Fixed Assets	12		8,265,513		6,900,432
Investments	13		319,697		314,188
			<u>8,585,210</u>		<u>7,214,620</u>
<b>Current Assets</b>					
Debtors	14	557,639		309,664	
Cash at Bank and in Hand		3,244,739		4,632,407	
		<u>3,802,378</u>		<u>4,942,071</u>	
<b>Creditors</b>					
Amounts falling due within one year	15	(1,337,405)		(801,932)	
<b>Net Current Assets</b>			<u>2,464,973</u>		<u>4,140,139</u>
<b>Total Assets Less Current Liabilities</b>			<u>11,050,183</u>		<u>11,354,759</u>
<b>Creditors</b>					
Amounts falling due after more than one year	16		(220,494)		(395,013)
<b>Total Net Assets</b>	18		<u>10,829,689</u>		<u>10,959,746</u>
<b>Endowed Funds</b>	19		369,780		370,908
<b>Restricted Funds</b>	20		754,896		824,394
<b>Unrestricted Funds</b>					
Designated	21		550,000		1,362,550
Accumulated Income	21		9,155,013		8,401,894
			<u>10,829,689</u>		<u>10,959,746</u>

The notes on pages 27 to 40 form part of these financial statements.

Approved by the Board of Governors on 20<sup>th</sup> May 2026 and signed on its behalf by:

*Kirsty J. Whiteley*

Mrs K Whiteley

# The Queen's School, Chester

## Cash Flow Statement – Year Ended 31<sup>st</sup> August 2025

### Cash Flow Statement:

	Notes	2025 £	2024 £
<b>Cash flows from Operating Activities:</b>	CF1	(50,009)	519,527
<b>Cash Flows from Investing Activities:</b>			
Purchase of investments			
Sale/redemption of investments			
Improvements to freehold land and buildings		-	-
Purchase of furniture, equipment and vehicles		(145,573)	(40,269)
Disposal of furniture, equipment and vehicles		15,663	-
Purchase of Assets under construction		(1,319,298)	(148,929)
Net cash provided by investing activities		(1,449,208)	(189,198)
<b>Cash Flows from Financing Activities:</b>			
Investment Income		111,549	172,062
Interest paid		-	-
Net cash provided by financing activities		111,549	172,062
Change in Net Cash in the period		(1,387,668)	502,391
Net cash at 01.09.24	CF2	4,629,407	4,127,016
Net cash at 31.08.25	CF2	3,241,739	4,629,407

### Notes to the Cash Flow Statement:

#### CF1 Cash Flows from Operating Activities

	2025 £	2024 £
Net movement in funds	(130,057)	585,398
Deduct gains / Add losses on investments	(5,509)	(29,770)
Add depreciation charges	84,127	85,763
Deduct investment income	(111,549)	(172,062)
Add interest paid	-	-
Add decrease/ Deduct increase in debtors	(247,975)	(53,472)
Add increase/ Deduct decrease in creditors	360,954	103,670
Net cash used in operating activities	<b>(50,009)</b>	<b>519,527</b>

#### CF2 Analysis of Changes in Net Cash

	At 01.09.24 £	Cash Flows £	At 31.08.25 £
Cash balances	4,632,407	(1,387,668)	3,244,739
Overdraft balances	-	-	-
Cash at bank and in hand	4,632,407	(1,387,668)	3,244,739
Debt due within one year	(3,000)	-	(3,000)
Debt due after one year	-	-	-
Total	4,629,407	(1,387,668)	3,241,739

# The Queen's School, Chester

## Notes to the Financial Statements - Year Ended 31<sup>st</sup> August 2025

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The financial statements have been prepared under the Companies Act 2006 and in accordance with applicable accounting standards and the Statement of Recommended Practice on Accounting and Reporting by Charities: the Charities SORP (FRS 102).

### 1. Accounting Policies

The principal accounting policies adopted, judgements and key sources of estimation uncertainty in the preparation of the Financial Statements are as follows:

**a) Presentation currency**

The financial statements are presented in sterling, which is the functional currency of the Charity. Monetary amounts in these financial statements are rounded to the nearest £.

**b) Basis of preparation of financial statements**

The financial statements have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant note(s) to these accounts. The financial statements have been prepared in accordance with the Statement of Recommended Practice: Accounting and Reporting by Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1<sup>st</sup> January 2019) and the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies act 2006 .

The School constitutes a public benefit entity as defined by FRS 102.

**c) Preparation of the accounts on a going concern basis**

The Trustees have considered the future trading of the School and have prepared forecasts for a period of more than 12 months from the date of these financial statements. They have a reasonable expectation that the School can continue to meet its liabilities as they fall due. On this basis, the Trustees consider it appropriate to prepare the financial statements on the going concern basis.

**d) Fees and Similar Income**

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 and scholarships allowed by the School, but include contributions received from bursary funds.

Fees received for education to be provided in future years are carried forward as deferred income.

**e) Interest receivable**

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the Charity, this is normally on notification of the interest paid or payable by the bank.

Income tax recoverable in relation to donations received under Gift Aid is recognised at the time the repayment claim is made.

**f) Direct and Overhead Expenditure**

Expenditure is accounted for on an accruals basis. Overhead and other costs not directly attributable to particular functional activity categories are apportioned over the relevant categories on the basis of management estimates of the amount attributable to that activity in the year, either by reference to staff time or space occupied, as appropriate. The irrecoverable VAT element is included with the item of expense to which it relates.

**g) Teaching materials**

Supplies of apparatus, equipment, books, stationery and sundry materials are written off as soon as the expenditure on procuring them is incurred.

**h) Donations**

Donations and legacies receivable for the general purposes of the Charity are credited to unrestricted funds. Donations and legacies for purposes restricted by the wishes of the donor are taken to restricted funds where those wishes are legally binding on the School Governors, except that any amounts required to be

retained as capital in accordance with the donor's wishes are accounted for instead as endowments – permanent or expendable according to the nature of the restriction.

**i) Allocation of support costs**

Support costs are those functions that assist the work of the Charity but do not directly undertake charitable activities. Support costs include finance, personnel, payroll and governance. Governance costs are those incurred in connection with administration of the Charity and compliance with constitutional and statutory requirements.

**j) Fund accounting**

General funds are unrestricted funds which are available for use at the discretion of the Trustees in furtherance of the general objectives of the Charity and which have not been designated for other purposes. Designated funds are unrestricted funds of the Charity that have been set aside by the Trustees for specific purposes. The aim and use of each designated fund is set out in the notes to the financial statements.

Restricted funds are funds which are used in accordance with specific restrictions imposed by donors or which have been raised by the Charity for particular purposes. The costs of raising and administering such funds are charged against the specific fund. The aim and use of each restricted fund is set out in the notes to the financial statements.

Endowed funds are funds which are used in accordance with specific restrictions imposed by donors or which have been raised by the Charity for particular purposes, and where the capital element of the fund must be maintained in perpetuity. The costs of raising and administering such funds are charged against the specific fund where that does not reduce the original capital element of the fund.

The aim and use of each restricted fund is set out in the notes to the financial statements.

Investment income, gains and losses are allocated to the appropriate fund.

**k) Operating Leases**

Rents payable under operating leases are charged in the Statement of Financial Activities on a straight-line basis over the period of the lease.

**l) Fixed Assets**

Freehold land and buildings, some of which are listed properties, are included at cost and are not depreciated. It is the Governors' policy to maintain the buildings in a good state of repair, consequently they are considered to have an indefinite useful economic life. Annual impairment reviews have so far confirmed that the service potential of the buildings remains undiminished.

In addition to the costs of minor repairs to the buildings, which are written off as incurred, a provision within designated funds is made as and when considered appropriate for major repairs that are likely to arise in the future.

Improvements to land and buildings are included at cost and are depreciated at 10% per annum on cost. Furniture, fixtures, fittings and equipment are capitalised at cost and are depreciated at rates between 10% and 25% per annum on cost. Motor vehicles are capitalised at cost and are depreciated at rates between 20% and 25% per annum on cost.

Individual items costing less than £500 are written off as an expense as acquired.

**m) Investments**

Investments are stated at market value at the balance sheet date. Investment gains or losses are calculated by reference to the market values of investments at the beginning and end of the accounting period. The Statement of Financial Activities includes the net gains and losses arising on revaluations and disposals throughout the year.

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2025

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**n) Debtors**

Debtors are recognised at the settlement amount due after any trade discounts offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

**o) Cash**

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

**p) Creditors and provisions**

Creditors and provisions are recognised where the Charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

**q) Pension Scheme**

The School contributes to a defined contribution pension scheme for staff at rates varying from 4% to 16%, and these contributions are accrued accordingly.

**r) Critical accounting estimates and judgements**

In the application of the School's accounting policies, the Governors are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or in the period of the revision and future periods where the revision affects both current and future periods.

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2025

### 2. Income from Charitable Activities

	<b>2025</b>		<b>2024</b>
	<b>£</b>		<b>£</b>
Income from Charitable Activities comprises:			
School Fees	5,611,184		5,758,580
Catering Income	335,209		359,905
Other Income	451,007		363,771
	<b>6,397,400</b>		<b>6,482,256</b>
School fee income comprises:			
Gross fees	5,914,444		6,071,746
<b>Less</b> Total bursaries and allowances	430,259		416,208
	5,484,185		5,655,538
<b>Add</b> Bursaries paid from Restricted Funds	126,999		103,042
	5,611,184		5,758,580

The above educational awards were made to 36 individuals (2024: 32) of whom 13 (2024: 10) benefitted from a bursary paid partly or fully from Restricted funds.

	<b>2025</b>		<b>2024</b>
	<b>£</b>		<b>£</b>
Catering Income comprises:			
Pupil Lunches	312,969		335,266
Tuck Shop Income	14,864		17,725
Other Catering Income	7,376		6,914
	335,209		359,905
Other Income comprises:			
Entrance examination and other fees	3,750		5,850
Trip Income	222,840		188,842
Other Income	224,417		169,079
	451,007		363,771

### 3. Income from Other Trading Activities

	<b>2025</b>		<b>2024</b>
	<b>£</b>		<b>£</b>
Fee refund scheme	7,203		7,228
Rents and lettings	58,035		52,502
	<b>65,238</b>		<b>59,730</b>

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2025

### 4. Investment Income

	2025		2024
	£		£
Bank and other interest	100,990		161,084
Dividends and interest	10,559		10,978
	<b>111,549</b>		<b>172,062</b>

### 5. Donations and Legacies

	2025		2024
	£		£
Donations to Building Funds	9,979		13,581
Donations to Bursary Funds	75,090		124,802
Other donations and legacies	28,284		40,515
	<b>113,353</b>		<b>178,898</b>

### 6. Expenditure on Charitable Activities

	2025		2024
	£		£
<b>Staff costs comprise:</b>			
Wages and salaries	3,762,989		3,859,334
Social Security costs	375,026		346,662
Pension costs	416,931		449,018
	4,554,946		4,655,014
<b>Contract labour:</b>			
Temporary teaching and support staff	46,851		30,111
	4,601,797		4,685,125
<b>Support costs comprise:</b>			
Teaching costs	755,018		666,796
Welfare costs	194,965		207,529
Premises costs	842,635		562,645
Support costs	418,806		203,823
Governance costs	9,885		11,400
	2,221,309		1,652,193
<b>Total Expenditure on Charitable Activities</b>	<b>6,823,106</b>		<b>6,337,318</b>

Teaching costs include depreciation of £49,261 (2024: £50,897). Premises costs include depreciation of £27,803 (2024: £27,803). Welfare costs include depreciation of £7,063 (2024: £7,063).

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2025

	2025	2024
	No	No
Average number of employees in the period (actual headcount)		
Teaching staff	55	58
Other staff	73	76
	<b>128</b>	<b>134</b>
	2025	2024
	No	No
Average number of employees in the period (full-time equivalent)		
Teaching staff	47	49
Other staff	48	51
	<b>95</b>	<b>100</b>

The number of employees whose emoluments exceeded £60,000 pa, excluding pension contributions, was:

	2025	2024
	No	No
£60,001 - £70,000	1	3
£70,001 - £80,000	1	-
£80,001 - £90,000	-	1
£90,001 - £100,000	1	-
£100,000 - £110,000	-	-

The key management personnel of the Charity comprise the Headmistress, Head of Lower School, Deputy Head, Head of Sixth Form, Head of Pastoral, Director of Finance and Operations and Director of External Relations. The total employee benefits of the key management personnel of the Charity were £577,784 (2024: £616,880).

The Trustees did not receive any remuneration, reimbursement of expenses or benefits in kind during the year (2024: £Nil). The Trustees are entitled to claim for travel expenses but waived their right to do so throughout both the current year and the previous year.

Pension contributions were made to a Legal & General defined contribution scheme for the higher paid employees listed above. The School contributed to this scheme as follows: 15% or 16% of pensionable salary for teaching staff, and 4% or 5% of pensionable salary for operations staff.

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2025

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### 7. Pension Schemes

The School contributes to a Legal & General defined contribution scheme for its teaching staff. The cost of the School's contributions for the year amounted to £379,649. The comparable cost for the previous year was £399,898

The School also contributes to a defined contribution scheme for its operations staff. The cost of the School's contributions for the year amounted to £37,282 (2024: £49,121). All operations staff are enrolled into the defined contribution pension scheme of which teaching staff are also a member.

### 8. Expenditure on Raising Funds

<b>Support costs comprise:</b>		
Fundraising costs	-	-
Financing costs	-	-
<b>Total Expenditure on Raising Funds</b>	<b>-</b>	<b>-</b>

### 9. Transfers between Funds

There was a release of restricted funds of £53,548 in recognition of the Astro Pitch construction project to unrestricted funds. There were no transfers between funds in the prior year.

### 10. Net income/(expenditure)

	<b>2025</b>	<b>2024</b>
<b>Net Income/(Expenditure) is stated after charging:</b>	<b>£</b>	<b>£</b>
Operating Leases	25,796	27,978
Depreciation of Fixed Assets	84,127	85,763
Auditors' Remuneration - Audit Fees	10,850	11,400
Auditors' Remuneration - Non-Audit Fees	5,333	6,000
	<b>126,106</b>	<b>131,141</b>

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2025

### 11. Statement of Financial Activities analysis by fund for Prior Year ended 31<sup>st</sup> August 2024

	Unrestricted Funds	Restricted Funds	Endowed Funds	Total 2024
	£	£	£	£
<b>Income:</b>				
Income from charitable activities	6,482,256	-	-	6,482,256
Income from other trading activities	59,730	-	-	59,730
Investment income	163,457	8,605	-	172,062
Donations and Legacies	-	178,898	-	178,898
<b>Total Income</b>	<b>6,705,443</b>	<b>187,503</b>	<b>-</b>	<b>6,892,946</b>
<b>Expenditure:</b>				
Expenditure on charitable activities	6,232,690	104,628	-	6,337,318
Expenditure on raising funds	-	-	-	-
<b>Total Expenditure</b>	<b>6,232,690</b>	<b>104,628</b>	<b>-</b>	<b>6,337,318</b>
Investment (losses)/gains	-	16,584	13,186	29,770
Net income/(expenditure)	472,753	99,459	13,186	585,398
<b>Net Movement in Funds</b>	<b>472,753</b>	<b>99,459</b>	<b>13,186</b>	<b>585,398</b>
Fund balances as at 1st September 2023	9,291,691	724,935	357,722	10,374,348
<b>Fund balances as at 31st August 2024</b>	<b>9,764,444</b>	<b>824,394</b>	<b>370,908</b>	<b>10,959,746</b>

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2025

### 12. Tangible Fixed Assets

	Freehold Land and Buildings £	Land and Building Improvements £	Furniture, Equipment and Vehicles £	Assets under Construction £	Total £
<b>Fixed Assets used for Direct Charitable Purposes:</b>					
<b>Cost</b>					
At 1st September 2024	6,504,481	1,110,035	1,239,555	166,450	9,020,521
Additions during period	-	-	145,573	1,319,298	1,464,871
Disposals during period	-	-	(15,663)	-	(15,663)
At 31st August 2025	6,504,481	1,110,035	1,369,465	1,485,748	10,469,729
<b>Depreciation</b>					
At 1st September 2024	-	1,059,063	1,061,026	-	2,120,089
Charge for period	-	27,803	56,324	-	84,127
At 31st August 2025	-	1,086,866	1,117,350	-	2,204,216
<b>Net Book Value</b>					
At 31st August 2025	<b>6,504,481</b>	<b>23,169</b>	<b>252,115</b>	<b>1,485,748</b>	<b>8,265,513</b>
At 31st August 2024	6,504,481	50,972	178,529	166,450	6,900,432
<b>Freehold land and buildings comprise land and buildings at:</b>					
City Walls Road, Chester	4,311,058				
Liverpool Road, Chester	2,193,423				
	6,504,481				

### 13. Fixed Asset Investments

	Endowed £	Restricted £	Total £
Market value as at 1st September 2024	155,185	159,003	314,188
Additions	-	-	-
Gains / (Losses) on revaluation	(1,128)	6,637	5,509
Market value as at 31st August 2025	<b>154,057</b>	<b>165,640</b>	<b>319,697</b>
Listed on the UK Stock Exchange:	62,032	165,640	227,672
Unlisted UK Investments	92,025	-	92,025
	154,057	165,640	319,697
Historic cost as at 31st August 2025	41,223	135,304	176,527

All investments are carried at their fair value. Investment in equities and fixed asset securities are all traded in quoted public markets, primarily the London Stock Exchange. Holdings in investment funds, unit trusts and open-ended investment companies are at the bid price. The basis of fair value for quoted investments is equivalent to the market value, using the bid price. Asset sales and purchases are recognised at the date of trade at cost (that is their transaction value).

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2025

### 14. Debtors

	2025	2024
	£	£
Fees and charges	125,367	100,728
Other debtors	57,375	53,163
VAT Recoverable	167,489	-
Prepayments	207,408	155,773
	<b>557,639</b>	<b>309,664</b>

### 15. Creditors – Amounts falling due within one year

	2025	2024
	£	£
Advance fee payments	155,153	426,611
Accruals	340,467	46,354
Trade creditors	480,810	154,062
Taxes and social security	85,031	75,925
Loans repayable within one year (Note 17)	3,000	3,000
Other creditors	272,944	95,980
	<b>1,337,405</b>	<b>801,932</b>

Advance fee payments relate to amounts received from parents under agreements to pay up to the equivalent of fourteen years' tuition fees in advance. The money may be returned subject to specific conditions. Assuming that the pupils remain at the School, advance fees will be applied within the next one to fourteen years.

### 16. Creditors: Amounts falling due after more than one year

	2025	2024
	£	£
Loans repayable after more than one year (Note 17)	-	-
Other amounts payable after more than one year:		
Advance fee payments	70,601	224,163
Registration fees	149,893	170,850
	<b>220,494</b>	<b>395,013</b>

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2025

### 17. Loans

			<b>Interest Free Loans</b>	<b>Total</b>
			<b>£</b>	<b>£</b>
As at 1st September 2024			3,000	3,000
Advances during year			-	-
Repayments during year			-	-
<b>As at 31st August 2025</b>			<b>3,000</b>	<b>3,000</b>
Repayable within one year			3,000	3,000
Repayable between two and five years			-	-
Repayable after more than five years			-	-
			<b>3,000</b>	<b>3,000</b>

The interest free loans of £3,000 represent monies advanced to the Bursary Fund to assist with the provision of Bursaries. The loans are unsecured and repayable on demand.

### 18. Allocation of Net Assets

The net assets are held for the various funds as follows:

	<b>Fixed Assets</b>	<b>Investments</b>	<b>Net Current Assets</b>	<b>Long Term Liabilities</b>	<b>Total</b>
	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>
Endowed Funds	155,322	154,057	60,401	-	369,780
Restricted Funds	-	165,640	589,256	-	754,896
<b>General Funds:</b>					
Designated Funds	-	-	550,000	-	550,000
Accumulated Income	8,110,191	-	1,265,316	(220,494)	9,155,013
	<b>8,265,513</b>	<b>319,697</b>	<b>2,464,973</b>	<b>(220,494)</b>	<b>10,829,689</b>

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2025

### 19. Endowed Funds: Movements in the Year

	Balance 01.09.24	Additions/ Disposals	Investment gains/(losses)	Balance 31.08.25
	£	£	£	£
<b>Permanent Endowment:</b>				
General Fund Capital	300,087	-	850	300,937
Foundation Bursary Fund Capital	29,676	-	(593)	29,083
Prize Funds	41,145	-	(1,385)	39,760
	<b>370,908</b>	<b>-</b>	<b>(1,128)</b>	<b>369,780</b>

General Fund Capital represents freehold land and buildings gifted to the School and, in the case of those properties that were subsequently sold, the sale proceeds. General Fund Capital also includes the value of investments made from funds set aside out of income to recoup to capital the monies expended out of the sale proceeds of other freehold land and buildings owned by the School.

The Foundation Bursary Fund Capital represents the capital element of funds transferred to the Foundation Bursary Fund on the winding up of the Charity known as the Hastings Foundation. The income element of funds transferred from the Hastings Foundation is included within Restricted Funds.

The Prize Funds consist of a number of funds set up by individual donors for the purpose of awarding prizes and travel scholarships to girls in the Senior School.

### 20. Restricted Funds: Movements in the Year

	Balance 01.09.24	Income	Expenditure	Transfer of Funds	Investment Gains/(Losses)	Balance 31.08.25
	£	£	£	£	£	£
Bursary Funds	423,113	75,090	(126,999)		13,449	384,653
150 for 150 Bursary Appeal Fund	67,181	4,489	-		-	71,670
Confucius Classroom Fund	39,112	11,295	(2,928)		-	47,479
Prize Funds	28,344	-	(50)		1,074	29,368
Astro Fund	53,458	90	-	(53,548)	-	-
Building Funds	206,796	9,889	-		-	216,685
QSPA Fund	5,489	12,500	(13,849)		-	4,140
Miscellaneous Restricted Funds	901	-	-		-	901
	<b>824,394</b>	<b>113,353</b>	<b>(143,826)</b>	<b>(53,548)</b>	<b>14,523</b>	<b>754,896</b>

Bursary Funds represent donations received and income arising for the purpose of providing bursaries for girls attending the Senior School. Bursary Funds include the Foundation Bursary Fund (established in 1978 and formerly known as the Centenary Bursary Fund) which includes cash and investments that were transferred to the School on the winding up of the Hastings Foundation, which are to be applied in awarding bursaries to pupils in the Sixth Form. Bursary Funds also include generous annual donations provided by both The Chester Bluecoat Charity and The Wildes Foundation, to be expended to provide financial support to pupils who need such support.

The 150 for 150 Bursary Appeal Fund was established in 2019, with the aim of raising £150,000 by the School's 150<sup>th</sup> anniversary in 2028, to provide bursaries for girls attending the Senior School.

The Confucius Classroom Fund represents funding received to continue the development of the Senior School's Mandarin curriculum and to provide culture enrichment activities within the whole school,

The Prize Funds represent the income element of funds set up by individual donors for the purpose of awarding prizes and travel scholarships to girls in the Senior School.

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2025

The Astro Fund represents donations generously provided by parents and alumnae to support the construction of the School's new hockey pitch. In line with the completion of the project, the accumulated balance of £53,548 was transferred to the construction project within the School's capital programme (Accumulated Fund). Following this transfer, the Astro Fund closed the year with a nil balance, reflecting the full application of all funds raised to the intended capital purpose.

The Building Funds, which include the Foundation Development Fund, formerly known as the Millennium Appeal Fund, represent amounts donated and ringfenced towards the cost of general building projects.

The QSPA Fund represents donations from the Queen's School Parents' Association towards specific projects.

Miscellaneous Restricted Funds includes donations received in memory of Amy Underhill, a former pupil.

### 21. Unrestricted Funds: Movements in the Year

	Balance				Balance
	01.09.24	Income	Expenditure	Transfers	31.08.25
	£	£	£	£	£
<b>Designated Fund:</b>					
Provision for future repairs to buildings and mechanical and electrical equipment	550,000	-	-	-	550,000
Provision for Astro build costs	812,550	-	-	(812,550)	-
<b>Designated Fund Total:</b>	1,362,550	-	-	(812,550)	550,000
<b>Accumulated Income</b>	8,401,894	6,566,301	(6,679,280)	866,098	9,155,013
	<b>9,764,444</b>	<b>6,566,301</b>	<b>(6,679,280)</b>	<b>53,548</b>	<b>9,705,013</b>

The provision for future repairs to buildings and mechanical and electrical equipment represents funds earmarked to meet the cost of future repairs to buildings and equipment at the Senior and Lower Schools.

Transfers between the Designated Fund and Accumulated Income are not treated as Transfers between Funds for the purposes of Note 9, as both funds form part of Unrestricted Reserves.

### 22. Capital Commitments

#### Astro Turf Pitch Development – Senior School Site

The Charity has approved the development of a new multi-sports Astro Turf pitch at the Senior School site as part of its strategic capital improvement programme. The total estimated cost of the project is approximately £1.6 million. A legally binding contract was subsequently signed in January 2025, committing the Charity to most of the capital outlay. The project was completed and handed over in September 2025.

As at the year end, £1,485,748 had been incurred on delivering the project, which has been capitalised as assets under construction.

After the balance sheet date, the School became committed to the remaining costs associated with the completion of the new Astro pitch. The total expected outlay is c£180k, comprising the final construction valuation of £126,926, construction retention of £33,541, and the final project management fee of £19,117, calculated as a percentage of the confirmed construction cost. These amounts represent obligations arising from works completed before the year end and will be settled in the following financial period.

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2025

### 23. Operating Lease Commitments

As at 31<sup>st</sup> August 2025 the School had total commitments under non-cancellable operating leases as detailed below:

	2025	2024
	£	£
<b>Land and buildings:</b>		
Operating leases which expire:		
Within one year	12,956	12,956
Between two and five years	51,824	51,824
After more than five years	-	12,956
	<b>64,780</b>	<b>77,736</b>
<b>Equipment:</b>		
Operating leases which expire:		
Within one year	16,461	5,214
Between two and five years	63,350	-
After more than five years	-	-
	<b>79,811</b>	<b>5,214</b>

### 24. Contingent Liabilities

There were no contingent liabilities as at 31<sup>st</sup> August 2025.

### 25. Transactions With Trustees

During the year the following Governors had daughters attending the School for whom fees were charged on normal commercial terms:

Mr A J Dandy  
Mrs H McKelvey  
Mrs F Roochove  
Dr Q M Jaffri  
Mr N Pownall  
Mr P Wildes

Mrs L Fearnall is the founder and Director of Luya Agency Ltd. Luya provides the School with marketing, PR and social media services under a formal contract commencing 1 April 2025. The transactions during the year totalled £16,487 inclusive of VAT (2024: £nil). All services were procured on normal commercial terms in accordance with the agreed contract.

Mr P Wildes is the Chief Executive Officer of the Wildes Group and the Wildes Foundation. The Wildes Foundation provides charitable support to the School by funding partial bursaries to assist talented pupils to attend. At 31 August 2025 an amount of £15,038 was due from the Foundation in respect of these commitments. All arrangements were conducted on normal terms and in accordance with the School's policies for the management of bursary awards.

The Trustees did not receive any remuneration, reimbursement of expenses or benefits in kind during the year (2024: £Nil). The Trustees are entitled to claim for travel expenses but waived their right to do so throughout both the current and previous year.

**THE QUEEN'S SCHOOL CHESTER**

England & Wales - Charity number 1198230

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# Accounts

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Charity Number: 1198230  
Company Number: 13389872

# The Queen's School, Chester

## Financial Statements

31<sup>st</sup> August 2024

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# The Queen's School, Chester

## Financial Statements

31<sup>st</sup> August 2024

### Contents

Governors' Report	1 – 19
Auditors' Report	20-22
Statement of Financial Activities	23
Balance Sheet	24
Cash Flow Statement	25
Notes to the Financial Statements	26-39

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2024

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### Contact Information and Professional Advisors

**Headmistress:** Mrs S J Wallace-Woodroffe MA BSc (Hons) (retired April 2024)  
Mrs J Keville BSc (Hons)

**Director of Finance and Operations:** Mrs K Petre-Hoyle BSc (Hons) ACMA (resigned November 2024)  
Mr M Lynch BA (Hons) ACMA (Interim)

**Address:** The Queen's School  
City Walls Road  
Chester  
CH1 2NN

**Website:** [www.thequeensschool.co.uk](http://www.thequeensschool.co.uk)

**Charity Registration Number:** 1198230

**Company Registration Number:** 13389872

**Bankers:** National Westminster Bank plc  
Second Floor  
33 Eastgate Street  
Chester  
CH1 1LG

**Solicitors:** Brabners LLP  
Horton House  
Exchange Flags  
Liverpool  
L2 3YL

Aaron & Partners Solicitors  
Grosvenor Court  
Foregate Street  
Chester  
CH1 1HG

**Auditors:** Xeinadin Audit Limited  
2 Hilliards Court  
Chester Business Park  
Chester  
CH4 9QP

## The Queen's School, Chester

### Governors' Report – Year Ended 31<sup>st</sup> August 2024

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#### Trustees

The Governors are also the Charity Trustees. Governors who currently serve and those who served during the year are:

		<b>Appointed by:</b>	
Rev Canon R J Brooke BEd (Hons) Cantab BA	(Retired Dec 2023)	Dean and Chapter of the Cathedral Church at Chester	
Rev Dr L E Cooke PhD MA BEd (Hons) Cantab Dip Theo AFBPsS C.Psychol FHEA Professor Emerita	<b>Vice-Chair</b>	The University of Chester	•
Mrs S C Danby BSc (Hons) MRICS MAPM		Governors	•
Mr A J Dandy Dip		The Queen's School Parents' Association	•
Clr R Daniels FGA DGA		Cheshire West and Chester Council	
Mrs L Fearnall BA (Hons)		The Chester Bluecoat Charity	•
Mrs J S McBurney MA (Hons) PGDip ACA	(Retired Aug 2024)	Governors	•
Mrs H McKelvey BA (Hons) FCA CTA		Governors	•
Mr P Wildes ACMA		Governors	•
Mrs C M E Mosley BA (Hons) MA LLM DipM	(Retired Aug 2024)	Governors	•
Mrs F Roochove MA (Cantab)	<b>Vice-Chair</b>	Governors	
The Bishop of Chester, The Right Reverend M Tanner		Ex officio	
Mrs A L Unett MA (Cantab) TEP		Governors	•
Mrs K J Whiteley BA (Hons) PGCE NPQH	<b>Chairman</b>	Governors	•
Dr Q M Jaffri BDS Biol BSc (Hons)	(From Mar 2024)	The Queen's School Parents' Association	
Mrs E M Johnson JP		Dr Robert Oldfield Charity	
Ms J Benton BEd (Hons) NPQSL	(From Jan 2024)	Governors	
Mrs C Brooks BA (Hons)		The University of Liverpool	

- Members of the Finance Committee

The above trustees and/or the Official Custodian, as custodian trustees, hold the titles to the Charity's property on behalf of the Charity. As part of the 'incorporation' process discussed later in this Governors' Report, title to the Charity's properties have been transferred to the new charitable company.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2024

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The Board of Governors present their annual report for The Queen's School (the School, the Charity or Queen's) for the year ended 31<sup>st</sup> August 2024 under the Companies Act 2006, together with the audited financial statements for the year, and confirm that they comply with the current statutory requirements, the requirements of the Charity Commission and the provisions of Accounting and Reporting by Charities: Statement of Recommended Practice applicable to Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1<sup>st</sup> January 2019) (Charities SORP (FRS 102)).

### Objectives and Activities

#### Charitable Objects

The objects of the Charity, which are set out in the Scheme of 1912, as amended, and in the Articles of Association of the charitable company are to provide a day school for girls in or near the City of Chester. Under the terms of the Scheme, the School maintains a number of bursaries, scholarships and prizes; it also maintains a separate Foundation Bursary Fund, which provides total or partial exemption from tuition fees for pupils who are in need of financial assistance.

#### Principal Activity

The School's principal activity is the provision of single-sex education for girls aged 4 to 18.

#### Organisational Structure and Relationships

The Queen's School comprises 2 girls' day schools on separate Chester city centre sites; the Senior School for pupils aged 11-18 and the Lower School for pupils aged 4-11. Girls come from a very wide catchment area centred around the city of Chester and extending into North Wales, West Wirral and a wide radius around Chester into the county of Cheshire.

The Queen's School is accredited by the Independent Schools Council and actively supports the attainment of the highest standards in the independent schools sector, partly through networking with other major girls' schools and partly through bodies that are concerned with such standards, including the Girls' Schools Association (GSA), the Association of Governing Bodies of Independent Schools (AGBIS) and the Independent Schools' Bursars Association (ISBA).

The School benefits from its cultural and sporting links with the City of Chester and many local and national organisations, which provides pupils with an awareness of the social context of the education that they receive at Queen's.

#### Vision and Values

In simple terms, Queen's aims to educate and empower its young women to help lead and shape the world in which they live. The School captures this philosophy in 3 core values:

- Think Independently - by encouraging intellectual curiosity, bravery and creative lifelong learning;
- Collaborate Confidently - by nurturing resilient leaders and collaborators;
- Aspire Globally - by developing ambitious girls with a global outlook.

Central to all of these values at Queen's is a strong belief in, and a focus to deliver:

- a culture of excellence and ambition;
- a promotion of self-belief, respect and emotional intelligence;
- a wide offering of opportunities to develop talents;
- an understanding of the benefits of a single-sex education;
- strong links across the School and between age groups;
- raised aspirations through the local, regional and national profile of pupils;
- an appreciation of dynamic, forward-thinking staff; and
- a progressive approach to environmental impact.

## **The Queen's School, Chester**

### **Governors' Report – Year Ended 31<sup>st</sup> August 2024**

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#### **Objectives**

In setting their objectives and planning activities, the Governors have given careful consideration to the Charity Commission's guidance on public benefit, including its guidance on advancing education and fee-charging. In setting their objectives, the Governors have also had regard to the School's commitments to:

- a working environment that is free from any form of discrimination on the grounds of race, colour, ethnicity, gender, sexual orientation, religion or disability;
- safeguarding and promoting the welfare of pupils and staff; and
- attracting pupils from all backgrounds, irrespective of financial means.

The Governors work with the Headmistress and Senior Leadership Team throughout the year to consider the strategic priorities for the short and medium terms and future initiatives for the School.

The key objectives for the School include:

- to deliver an outstanding education and exceptional opportunities for the development of life-long learners;
- to recruit and develop inspirational staff to support the development of each girl's potential;
- to deliver unrivalled pastoral care to develop individual resilience, wellbeing and character;
- to develop the School's bursary strategy and bursary funds; and
- to deliver an attractive and appropriate built environment, addressing compliance, technology and sustainability.

#### **Strategies to Achieve the School's Objectives**

Governors monitor the delivery of the School's key objectives via a comprehensive reporting cycle and regular Board and committee meetings. The strategies to achieve their objectives with regard to the School's core educational provision, pastoral care, public benefit, staff and capital projects are set out in the following paragraphs, together with related achievements during the year.

#### **Core Educational Provision**

The Governors' Education Committee oversees the quality of teaching and learning within the School and strategic curriculum developments to enable girls' potential to be maximised. The meetings are informative and continue to raise Governors' awareness of current curriculum and other educational issues. Queen's approach to educating children and teenagers is a holistic one, recognising it is helping to grow a future generation of respected leaders, thinkers and decision-makers, ready to shape the world in which they live and with a knowledge and understanding of the world around them. The School works hard to create a family atmosphere across both the Lower and Senior Schools, where the staff know girls as individuals and understand the areas in which they excel and those in which they may need extra support. Teachers encourage a spirit of supportive endeavour throughout the School, exemplifying Queen's core values.

Teachers understand how different pupils learn, creating a pathway to success for every pupil. Schemes of work are developed to enable girls to discover from an early age how best they learn and to develop critical thinking skills. Individual progress is tracked and monitored through a range of different methods, ensuring that the progress of all pupils is understood and followed. Pupil assessment is informative, frequent and reflective and parents are kept well-informed of progress, and extra support and challenge are given to make sure all girls achieve their full potential. The results of this personalised learning help ensure that girls regularly achieve among the best external examinations results in the area.

The School supports all staff in keeping up to date with pedagogical developments and the quality of teaching and learning is evaluated each term. This helps to inform staff training and INSET. Quality First Teaching (QFT) remains a core element of all teaching and learning, so that the specific learning needs of each and every pupil are met. Queen's internal evaluation processes, combined with parent, pupil and staff surveys have helped the School to identify and explore areas to develop and improve, to ensure best practice across all areas.

Relationships with parents remain pivotal to supporting the girls both in school and at home, and strong communication with Form Teachers, both electronically and in person, is an important means of achieving this. Teaching and learning remains focussed, supportive and strong, and the consistency, experience and knowledge of staff is fundamental to this

## The Queen's School, Chester

### Governors' Report – Year Ended 31<sup>st</sup> August 2024

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excellent provision. Moreover, the small class sizes allow staff to tailor teaching, providing the right level of stretch and support where required.

The academic tracking of pupils allows staff to provide support where needed and to encourage further academic development and enrichment. At the Senior School, progress is constantly reviewed by Heads of Departments and formally reflected upon following each termly report, to monitor the effectiveness of any intervention strategies and share this across the School. For pupils who are not reaching their potential in several subjects, the School has developed a mentoring programme in Key Stages 4 and 5 and offers additional learning support as appropriate for each student. This runs alongside a Learning Support Skills Programme which has been established to support a small number of pupils with motivation, engagement and improved examination performance. In the Lower School, assessment for learning is enhanced through the inclusion of standardised testing in Mathematics and English every term, and pupil progress is tracked efficiently and comprehensively to build a learning profile for each pupil.

From this year, pupils in Year 6 have been able to bring their own iPad into school in preparation for the transition to Senior School and with the objective of ensuring they are more confident, responsible and independent in their knowledge of how to use their devices safely, appropriately and efficiently. Specialist subject teachers from the Senior School teach PE, Music, Spanish and French to Lower School pupils, which not only gives the benefit of subject excellence, but also aids the transition process for pupils from Lower to Senior School, as they gain familiarity with Senior staff. Outdoor education remains an intrinsic part of the curriculum, and Lower School pupils have the benefit of both Beach and Forest School. The opportunities for collaboration, communication, independence and resilience are as important as opportunities for wellbeing – with pupils experiencing the freedom of being outdoors and immersing themselves in noticing all that nature has to offer.

#### Pastoral Care

Relationships are at the heart of Queen's pastoral philosophy with every child known and understood as an individual. Each and every teacher is part of the pastoral team and every child is able to have a trusted adult that they can turn to with Form Tutors developing strong and supportive relationships with their tutees. The School has a compassionate approach to supporting wellbeing with the aim to build trust and mutual respect through fairness, honesty and integrity. Pupils receive individual tailored support depending on their needs.

Developing confidence to speak out and encouraging pupil voices to be heard and listened to is a central element to ensuring that each child's views and perceptions matter. Pupils are encouraged to develop and use their voice by applying to be form captain or to sit on one of the Student Parliament Committees.

For those pupils who need a little extra support, the School has a Wellbeing Hub, staffed by the Pastoral Support Worker, who provides bespoke support to pupils. Pupils are encouraged to be responsible and develop good habits around technology through the PSHE focus on online safety and good relationships.

There is a strong emphasis on ensuring staff are able to support pupils with their wellbeing and all staff and Governors receive statutory safeguarding training. PSHE and Tutor Time are used to educate pupils regarding body image and healthy coping strategies and staff promote positive behaviour at the Senior School by clearly communicating expectations and by recognising positive contributions to the School community in assemblies and through the award of merits, Head of Year Commendations and other awards.

Staff at the Lower School promote positive behaviour through the award of weekly 'Learning Powers Certificates' for the Infants and 'Good Conduct' awards in Key Stage 2, with an emphasis on high standards of conduct and extra-curricular attendance. Additionally, pupil mentoring has been expanded through the creation of the 'Head Queen Bee' roles, where Year 6 pupils are responsible for forming and maintaining links with Infant pupils.

#### Public Benefit: Overview

The Governors confirm that they have complied with the duty in Section 4 of the Charities Act 2011 to have due regard to the Charity Commission's general guidance on public benefit, "Charities and Public Benefit".

## The Queen's School, Chester

### Governors' Report – Year Ended 31<sup>st</sup> August 2024

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Governors are committed to broadening access to the School and recognise the importance of bursaries to ensure that girls are able to attend the School who would otherwise not be able to benefit from the education offered at The Queen's School. The School's Governing Document sets out the School's undertaking to provide fee support for pupils and broaden access to the School, and Governors are committed to delivering on this undertaking and extending access wherever possible. The School's Bursary Policy, which is similar to that of many other independent schools, is to make awards based on academic merit and financial need, subject to any conditions imposed by the original donor, where the award is out of Restricted Funds.

#### **Public Benefit: Financial Support**

Governors recognise the importance of replenishing bursary funds to meet future demand for bursaries and to provide wider access to the School; accordingly, the School is continuing with its fundraising to achieve this aim and is very grateful for the support received from local charitable trusts and individuals. The 150 for 150 Bursary Campaign Appeal is an ongoing priority for the School and continues to be promoted to raise awareness across the School community. This fund and continued support from individual donors, the Willdes Foundation and Chester Bluecoat Charity are important sources of financial support now and into the future for families with talented daughters who otherwise would not attend Queen's.

Information about fee assistance through bursaries is available to all families applying to the Senior School and Sixth Form; details are also available on the School website. Bursaries range from smaller contributions to the full value of tuition fees and are reviewed annually, considering family circumstances and parental income and assets. The School provides an external review of bursary applications by its partner company, Bursary Administration Limited. Requests from families for financial assistance have risen over the past two years and demand continues to be significant. This year, means-tested bursaries totalled £416,208 (2023: £407,432) representing 6.9% (2023: 6.5%) of gross fees. The value of scholarships, bursaries and grants made to the School's pupils out of Restricted Funds amounted to £103,042 (2023: £82,721); the balance being funded from unrestricted funds.

#### **Public Benefit: Educational Community Initiatives**

The School's 'Synergy' outreach programme continues to thrive. Pupils from local primary schools attended sessions in the summer, with over 100 Year 4 and 5 pupils taking part in the science-based, interactive workshops. These sessions were developed by Queen's Science department and were specifically tailored to meet the demands of the Key Stage 2 Science national curriculum. The workshops are popular, and Queen's will work to attract pupils from more schools next academic year, focusing particularly on key potential feeder primary schools and those visited by the Year 7 and Transition team.

A full cycle of the two-year programme of Queen's 'Saturday Series' outreach programme was completed in summer 2024 and the impact, through feedback from pupils and parents from both lower school and externals has been outstanding. This programme is open to girls from any local school, and offers a unique learning experience in a range of subjects covering the whole curriculum. The programme comprises 6 separate sessions, each focusing on different skills, topics and themes, and pupils can begin attending in the summer of Year 4, taking part each term until spring of Year 6. Overall, 160 pupils attended one or more sessions in 2023-24.

Queen's Mandarin outreach programme remains popular, with local children attending throughout the year from surrounding state schools. The School offers Mandarin at GCSE and A-Level to Senior School pupils as part of its broad academic offering, enabling it to work with local schools in promoting Mandarin language and culture.

In November, 230 students from a range of local schools from across the North West, and one from Jersey, attended QMUN 3, our third Model United Nations (MUN) conference. 25 students participated as delegates in a range of committees. 10 students ran the Press Team, producing a newsletter and video of the event, both delivered in time for publication at the closing ceremony. 8 Year 7 and 8 students acted as runners, helping out with various logistical jobs during the day. The keynote address was delivered by Xenia Wickett, who shared insights gained during a career in politics and academia, including at the White House, Harvard and Chatham House. Xenia also conducted Q&A sessions with each committee. Engaging sagely and informatively with students' questions on matters ranging from geopolitics to careers and mental health, she helped us move closer to our aspiration of developing MUN beyond a 'conference' into a platform for learning and growth.

## The Queen's School, Chester

### Governors' Report – Year Ended 31<sup>st</sup> August 2024

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In the Spring term, the annual Queen's Academic Lecture Programme gives students the chance to hear from some of the UK's leading university researchers to help them prepare for their applications to top universities and competitive courses. These lectures are aimed at Year 12 but are open to pupils from across the area from Year 10 upwards. The aim of the talks is to allow pupils to enjoy a university-standard lecture from an expert in their field. This is both helpful for pupils making decisions over which subject to choose at university subject but also gives a feel for undergraduate level study to support their journey into Higher Education. Lectures from this year's programme included:

- 'Evolution' - World famous fertility expert and broadcaster Professor Baron Robert Winston;
- 'Biomedical Sciences and the BCUHB-Maelor Academic Unit of Medical & Surgical Sciences' - Professor Stephen Hughes;
- 'Prison Rehabilitating and Promoting Recidivism' - Paul French, University of Chester;
- 'Alternative econometric techniques to value Liverpool's live music sector and why enumerating economic value matters' - Dr Sarah Louisa Phythian-Adams, Management School, Liverpool University;
- 'Cognitive Neuroscience / Anxiety and its Causes' - Francesca Nannetti and Courtney Fisher, University of Nottingham;
- 'Learning Across Different Degree Disciplines' - London Interdisciplinary School.

#### Public Benefit: Wider Community Engagement and Benefit

The School has continued to open its facilities to outside users via its established partners and service providers. The swimming pool is used for children's lessons via Puddleducks, the Senior School hosts language lessons delivered by English in Chester during the summer holidays, and Little Learners Nursery has complementary use of Queen's Lower School outdoor facilities for Forest School on a weekly basis.

The whole School encourages and participates in a wide range of regular fundraising and charitable activities, supporting an extensive list of causes. The ethos of the School is to promote confidence and a wider sense of community, justice and fair play and girls enjoy the sense of achievement that comes from reaching a fundraising goal or making a difference, at the same time building their understanding of effort and reward. Charities are often proposed by the pupils for support via the Charity Committee, and events are organised by small groups, forms or via the House system. In 2023-24 the School raised money for Better Lives, Climbers against cancer, British Heart Foundation, MacMillan, Children in Need, Evie's Gift Hospice of the Good Shepherd, SHARE, Daffodils, Clare House and Hope House as well as holding food bank collections and gift donations at Christmas time. In total, across both sites, the schools raised nearly £9,000.

Pupils are encouraged to give their time to help support the community in a variety of different ways, including via public performances and volunteering initiatives. The School's Chamber Choir performed in St Mary's supporting their choral programme, amongst other events, and Year 12 Business pupils visited Share Aid, providing donations and working with the Centre Manager to produce food parcels for the local community, before presenting to Year 11 to raise awareness within the School community. Year 12 students applying to study medicine and dentistry at university completed voluntary work in a local care home, and other students volunteered with English in Chester during the summer holidays. The Duke of Edinburgh programme remains popular with students, and pupils volunteer across a wide range of charities and community organisations as part of their volunteering contributions.

Members of Queen's staff continued to be Governors at Grosvenor Park Academy and Westlea Primary school, offering their time, commitment and expertise working with local schools in the community.

#### Staff

Continuing Professional Development (CPD) for all staff is a core element of the School Development Plan. Leaders have continued to ensure that CPD is sustained over time and is prioritised by the School. The School also has an in-house staff development system which includes weekly staff meetings, five INSET days per year as well as regular time allocated for departmental and pastoral matters. The School's model of CPD has been well received by staff and is continually developed and refined. The School also works with external providers to develop staff, including supporting several staff in gaining the National Professional Qualification in Senior Leadership (NPQSL) and National Professional Qualification in Headship (NPQH) as well as working with The National College for Education to complete Masters level qualifications in

## **The Queen's School, Chester**

### **Governors' Report – Year Ended 31<sup>st</sup> August 2024**

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Educational Leadership. The benefits for our middle and senior leaders are very evident, and this programme has been expanded to a wider range of staff.

At Queen's, the wellbeing of staff is prioritised equally alongside the wellbeing of pupils. This commitment is reflected in various initiatives, including an annual wellbeing survey to gather feedback, regular staff briefings to keep everyone informed, and one-on-one and small group meetings with the Senior Leadership Team (SLT) and the JCC. Additionally, we provide catering services, organize social events, and offer a cycle-to-work scheme. These efforts ensure that staff can concentrate on delivering the best possible experience for the girls.

To help attract and retain high calibre staff, the School offers fee discounts to all members of staff who choose to educate their daughters at The Queen's School. High staff retention rates are indicative of the excellent working conditions at Queen's, with engaged pupils, supportive parents and staff enjoying considerable autonomy, working in beautiful surroundings in the historic city of Chester.

#### **Capital Projects**

The Estates Manager works closely with the Senior Leadership Team and Governors via the Estates Committee to deliver a programme of building maintenance across both sites, with a rolling maintenance plan to prioritise work across the School. The Headmistress has a strong focus on environmental impacts and sustainability and work with pupils via Eco-Societies to ensure this thinking is embedded and pupils are engaging and delivering on these aims. It remains an absolute priority of the Governors to deliver the best possible appropriate and attractive facilities to support the education of its pupils.

The most significant ongoing capital project through the year at Queen's was the continuing work towards the installation of a multi-sports AstroTurf pitch at the Senior School. This is a complex project due to the School's city-centre site, balancing the interests of different external agencies and service providers. Important progress was made during the year, including extensive preparatory works and investigations, and identifying solutions for relocating utility services.

In addition to the essential maintenance programme and the refurbishment of classrooms and corridors, which form part of the normal Estates' team workplans, a number of other separate estates and IT projects were completed over the course of the year. Completed works included:

- Implementation of new MIS system, iSams, across both sites;
- Refurbishment of Senior School Fiction Library;
- Residential flat refurbishment at Senior School;
- Pool maintenance and upgrade works at the Lower School;

Additionally, the Environment Committee - consisting of a group of pupils from the School Parliament - worked with the Estates Manager to identify the best use of the soon to be cleared green space around the new multi sports astro turf pitch.

#### **Achievements and Performance**

##### **Operational Performance**

The Governors would like to acknowledge the outstanding contributions and achievements of all Queen's pupils and staff, who strive for excellence as a matter of course; parents, for their continuous support and endorsement of the School's values; the Queen's School Parents' Association for their fundraising and friend-raising efforts; and the Alumni for their continued contributions in all senses of the word to The Queen's School community.

##### **Academic Activities**

The School is focused on high academic attainment and girls achieving their maximum potential. This is reflected every year in the very impressive achievements of pupils and the university destinations and course choices of leavers. A-Level and GCSE results are consistently above the national average for maintained schools. At the end of Key Stage 4 most girls sit 10 GCSEs, and at the end of Key Stage 5 most girls sit 3 A-Levels, with many pupils also submitting high quality Extended Project Qualification (EPQ) reports for assessment.

## The Queen's School, Chester

### Governors' Report – Year Ended 31<sup>st</sup> August 2024

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This was an exceptionally successful year, at A-Level 22% of grades were awarded at A\* (compared to the national average figure of 9.3%) and 52% at A\* or A (compared to the national average of 27.6%). The school achieved 77% A\*-B at A-Level compared to a national average of 53.9%. On results day August 2024, most pupils secured their first choice offers with only one or two having to rely on their insurance choice. The majority of these were applications for prestige courses at Russell Group institutions. No pupils were placed through clearing as this was not needed. This reflected both the strength of the cohort and the excellent grades they achieved and but also some increased flexibility from institutions on results day.

100% of grades were A\* - A in Computing, Further Maths, Economics, Physics, Latin, Geography, DT and Classical Civilisation and 100% of grades were A\*- B in Art, Drama, English Literature and Maths. Nearly 80% of students opted to take at least one STEM subject at A-level, with 77% of the grades achieved at A\*- B, proving once again the value of all-girls education in removing barriers and empowering students to not be afraid to pursue traditionally perceived male-dominated subjects.

In total, the school supported 31 pupils in Year 13 and a further 4 from 2023 who were on gap years and making UCAS applications through Queen's. Two pupils gained Oxbridge entry – one to Christchurch College Oxford for Classics, and one to Churchill College Cambridge for History and Politics. Of the cohort, 4 pupils secured places to study Medicine. It was very pleasing to see some flexibility from the medical schools reflecting the calibre of candidate rather than just focusing too narrowly on grades achieved with both Liverpool and Brighton and Sussex schools accepting candidates who were one grade below their original offer.

Sixth Form students attribute much of their success to the academic and career support offered to them, where the tutorial-style learning is much like university and pupils learn to listen and present their ideas clearly, as topics are debated and discussed in small groups led by specialist teachers. Extended projects, online extension courses, enrichment activities, academic lectures and discussion groups - making up the Queen's Baccalaureate - along with mock interviews and entrance test preparation all help to guide pupils towards achieving their very best.

At GCSE 22% of grades were awarded at Grade 9 (compared to a national average of 5%) and 42% at Grade 9 or 8. The School achieved 81.2% at Grade 9-6 at GCSE compared to a national average of 35.4%.

In the Lower School, pupil outcomes consistently exceed expectations, with standardised tests (InCAS, PIRA, and PUMA) showing attainment well above the national average for maintained schools. A notable highlight is in the Early Years Foundation Stage (EYFS), where all children met the expected level of development, providing a strong foundation for future success. Across all key stages, value-added measures demonstrate that many pupils exceed their assessed potential, highlighting the effectiveness of our tailored teaching approach.

New pupils, including those joining at various entry points, adapt and progress rapidly, as evidenced by their work, assessments, and positive feedback from parents. Pupils with special educational needs and disabilities (SEND), English as an additional language (EAL), and more able and talented (MAaT) are also supported to achieve exceptional progress, thanks to targeted interventions and a nurturing learning environment. The seamless transition between year groups and key stages is a testament to the combination of robust pastoral care, academic confidence, and resilience instilled in every child.

#### Careers

We are currently in the planning for a School Careers Fair for our Year 10 and above pupils to be hosted again at Chester Racecourse in the Spring, as the feedback for our previous Fair held here was incredibly supportive and encouraging from pupils, parents and the exhibitors alike. This is a bespoke event many months in the planning, where our pupils choose who they would like to be there – an inclusive and targeted approach. Careers lessons are timetabled for all pupils in Years 7-10, who also benefit from early access to the Unifrog platform. The School recognises the vital importance of interview practice, offering a range of opportunities for students including specialist mock interviews for healthcare and Oxbridge applicants, such as a multiple mini-interview event for Year 13 medics, dentists and vets and one to one interviews with Alumni in a variety of subjects. The School is proud of its dedicated National Award winning Careers Department, which also offers individual appointments with the Head of Careers for parents seeking advice on options for their daughters, as well as assisting sixth form pupils gaining work-experience in their chosen fields.

## The Queen's School, Chester

### Governors' Report – Year Ended 31<sup>st</sup> August 2024

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#### Co-curricular Activities

The Co-Curricular programme is extensive across all ages. The Senior School offers a programme of over 90 clubs and clinics every week, with a termly rotation enabling students the widest possible choice and variety of enrichment. Students are encouraged to attend at least 3 clubs per week and many students in older years run clubs for their fellow pupils. The provision always covers a full range of academic, creative, wellbeing/pastoral and physical activities, with new offerings always being provided. New and particularly successful clubs for 2023-24 included Crochet club, watercolour club, Film-making and Criminal brains. Co-curricular participation is now being registered and monitored through SOCS and registered participation has increased from 57% at the start of the year to 71% at the end of the academic year. Reporting and monitoring via form tutors is now in place and in summer 2024 we ran a house competition for participation which had an excellent impact on increasing involvement.

Duke of Edinburgh participation rates remain high in the school, with 70% of students signed up to undertake their Bronze award, 49% at Silver and 44% at Gold level. The new expedition provider, Mountain Water Expeditions, took the students to the Clwydian Range, Llangollen and Snowdonia for the students expedition element of the award and we continue to host a vast amount of extra-curricular clubs in school enabling our students to complete much of their award in house.

CCF continues to attract Queen's pupils with levels slightly lower than previous years at 32 pupils out of a contingent of 125 across both schools. Trips over the past included 2 National Navigation Award weekends run by Mrs Dawson, enabling most Year 9 pupils to gain this award. Three Year 11 pupil gained places and excelled on the rigorous SCIC Senior Leadership week. All Year 10 cadets successfully passed their internally delivered JCIC Junior Cadet leadership cadre and there were several early promotions for Queen's cadets in recognition of their dedication in attending trips and offering to help with the training of lower years. Range Days took place at Kinmel Army Camp, Easter Camp at Swinnerton Camp with 10 QS cadets, and Year 9 camped out for their First Steps Exercise, where they fired the cadet rifle for the first time. 14 QS Cadets attended Summer Camps with the Army at Altcar and the RAF just down the road from them at Inskip.

The Lower School provides a well-rounded program that balances academic, creative, and sporting pursuits. Pupils have the opportunity to explore a diverse array of clubs designed to spark new interests, nurture passions, and develop skills. These clubs, which vary each term, have included activities such as netball, football, running, hockey, swimming, tennis, rounders, athletics, drawing, quizzes, crafts, sewing, book clubs, choirs, orchestra, STEM, Spanish, mindfulness, dance, computing, puzzles, construction, life skills and digital photography. With such a broad selection, there truly is something to inspire unique interests and talents.

#### Sport

Sport is seen as having high value in developing team building, character and resilience amongst pupils and a strong emphasis is placed on providing a wide range of sporting opportunities to engage all girls in exercise across all year groups. Along with the dedicated team of PE teachers and sports coaches, the expertise and experience of older pupils is harnessed, with additional sessions led by pupils to complement the extensive extra-curricular programme. These pupils have been able to gain valuable experience coaching younger pupils and developing their leadership skills.

All pupils are encouraged to take part in sport and fitness activities including competitive events and a wide range of Inter-house competitions throughout the year, including netball, badminton, rounders, tennis and athletics. Lower School pupils take part in competitions including biathlon, as well as netball, hockey, athletics and swimming events - enabling all pupils to take part in a wide range of sporting activities - as well as being introduced to other sports such as Tri-golf.

Many pupils compete at a high standard in numerous different sports and are supported by teachers to ensure academic progress is not hindered. Over the course of the year, pupils at Queen's have competed at a national level in hockey, netball, skiing and pistol shooting in addition to high levels of achievement in tennis, cross country and athletics.

The hockey season continues to be particularly successful at Queen's, with strong performances in many competitions and with a high number of new players representing the School, both on the local match circuit and also in county and national competitions. The U12s travelled to Nottingham University to compete in the Independent School Hockey tournament, with impressive goals scored by 2 pupils; the U13s competed in the In2Hockey regional tournament; the U14s 11-a-side team played some excellent hockey and were unbeaten in the Chester & District tournament; the U16s continued to build on last year's success, becoming Chester and District champions; progressing to the Tier 1 National Schools Finals, losing

## The Queen's School, Chester

### Governors' Report – Year Ended 31<sup>st</sup> August 2024

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in the quarterfinals; the U16s also competed at Repton in the National Schools' Indoor Hockey Finals, once again on the national stage playing against the best sporting schools in the country, finishing as the 7th ranked team in the country. The U18 team finished their season as quarter finalists in the ISHL, finishing the season with a 80% win rate across all their matches.

Netball is continuing to grow with another successful season and many strong performances in a range of competitions. There are a high number of new players representing the school, alongside a number of players representing county, franchise and international teams. Year 1- 2 took part in netball club as well as the inter-house competition, Year 3 played friendly matches, the youngest team ever to represent Queen's at netball. Year 5 had a particularly successful year with a 75%-win rate and finished the year with a 3rd place finish at the AJIS Netball Tournament. Our Year 7-10 teams all participated in the Chester and District netball tournaments, performing brilliantly. Year 7A, Year 7B, Year 8A and Year 8B all won their respective competitions with Year 9 finishing 3rd. The Year 8A team won the Independent Schools National Competition- the second year that this team have won a National competition. The Year 8B team reached the Quarter Finals of the Sisters n Sport Shield, losing out 29-19 to Holmfirth. An incredible number of netball matches took place, with pupils competing in over 125 netball matches across Years 4-11.

For the first time at Queen's, we took 33 pupils from Year 7-9 on a netball tour to Marbella, where they received specialist coaching on multiple days, played friendly matches and on the final day 3 teams competed in a tournament. The U14/13 mixed team won the U15 tournament, scoring over 100 goals and only conceding 10 total throughout the day. Both U12 and U13 teams shown brilliant match play and had lots of success throughout the tournament. This was a fantastic opportunity for pupils to develop skills, teamwork and independence within a new setting. Feedback was overwhelmingly positive, with many parents and pupils requesting for this tour to be an annual event in the calendar.

Athletics is one of the major sports in the summer term at Queen's. KS2 pupils took part in the Chester Junior Schools Athletics Cup, with notable top 3 finishes in both track and field events. 22 Year 7 and 8 Pupils took part in the Chester and District athletics competition held at Deeside Athletics track, with many achieving personal best records in their respective events. 20 Year 9 and 10 pupils also took part in the Chester and District athletics competition, with many pupils winning their heats and competing in the finals of their event. Pupils from Year 7-10 participated in the Cheshire Schools Round 1 competition, where some pupils went on to the next round of the competition, representing West Cheshire.

Both Senior and Lower School participated in indoor athletics competitions. Our Lower School pupils competed in the AJIS; achieving success in various disciplines and medalling in 3 of the events. They also competed in the Chester Schools indoor athletics competition, finishing with the highest combined girls score. Year 7 finished 2nd in the Chester Schools indoor athletics and the Year 8's won the Chester School competition, finishing 3rd in the Cheshire School Games County Finals.

Football is a developing sport at Queen's, inspired by the success and media coverage of the England Lionesses' win in the 2022 European Championships. Enthusiasm to play the game and commitment to training is high, with football training introduced for Years 3-4, and over 30 matches played across Years 6-11, including Year 6 playing in the AJIS football competition and the U12 team securing 3rd place in a local 5-aside tournament, showing great attitude and ability. The U11-U14 teams also played a range of friendly fixtures.

Swimmers had a successful year and entered the English School's Swimming championships with another successful Queen's team. 4 Year 7, 4 Year 8 and a Year 10 pupil competed in the English School Swimming Association (ESSA) Championships competing in a variety of strokes.

Six Year 7/8 pupils competed in the North West Biathlon (run and swim) competition at Lancaster University for the first time. A wonderful experience for all girls being able to have a go at a new event, with 3 pupils qualifying for the National finals.

Four of The Queen's School Equestrian Team had success in the NSEA Arena Eventing qualifier. The Queen's School Equestrian Team also competed at Kelsall Hill in April, where they won first place in the 50cm, 85cm and the 95cm teams' competitions.

The Queen's School Pistol Shooting Team won the Schools Pistol Championship West Midlands and North West qualifier, resulting in qualification for the National finals, where they went on to achieve 4th place in the country.

## **The Queen's School, Chester**

### **Governors' Report – Year Ended 31<sup>st</sup> August 2024**

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#### **Performing Arts**

Music and Drama are a key element of the extensive extra-curricular programme. Recruitment for vocal and instrumental lessons has increased and there are now more pupils receiving music tuition, with 100% pass rate achieved in the Autumn ABRSM examinations. 55 drama pupils in Years 7-12 took their LAMDA examinations this academic year, with 100% gaining either merits or distinctions.

In September, the drama department invited our new chosen theatre practitioner 'The Paper Birds' into school to run a devising workshop with our GCSE and A level students. We also jumped straight into the year with rehearsals for 'We will rock you', which was a fantastic success and a highlight of the school year, receiving rave reviews after four performances in December 2023.

We were also busy with theatre trips, taking our A level drama students to see 'A Little Life' at the Storyhouse cinema in October and we did joint trips with the Music Department, taking Y10-13 pupils to see 'Hamilton' in Manchester in February 2024 and KS3 -5 pupils to see 'Wicked' in June 2024.

In March, the Senior School came alive with two evenings of cabaret performances from talented musicians, singers, dancers and actors. All of the School's music ensembles performed, as well as many musical solos from students in Years 10-13 and some drama pieces. The Music Department also organised a very enjoyable Summer Solree in June, which showcased music performances from soloists, chamber choir, pop and musical theatre choirs, served with tea and scones.

The annual Queen's School Music Festival is a very successful event with many talented musicians competing for trophies and awards, before the winners perform in an afternoon concert attended by parents. External adjudicators were once again impressed by the high standard of musical talent at the School. Year 8, Colette Hong was the overall winner.

The Lower School places a strong emphasis on nurturing confidence and performance skills in every child. Each year, carefully crafted productions provide all students with the opportunity to shine on stage. Highlights from the year included A King is Born, a heartwarming Nativity for the Infants; Wiz, Wham, Alakazam for Years 3-4 in the spring; and Forever Treasure Island for Years 5-6, which was performed on the Senior School stage. These productions not only offered a platform for self-expression but also helped students develop poise and confidence in speaking and performing before an audience.

Beyond these shows, students participated in a range of public performances throughout the year, including the Infant Harvest Service in the autumn, the Cathedral Carol Service at Christmas, the Lower School Daffodil Service in the spring, and the Little Summer Serenade in the summer term. During this event, the Lower School Orchestra, along with string and guitar ensembles and soloists, displayed their impressive musical talents.

The Lower School also boasts three vibrant choirs—Songbirds, Nightingales, and Queen's Young Voices—and this year, the Junior Choir came first in the Chester Music Festival competition. Further celebrating student achievements, 12 children earned distinctions in their LAMDA exams held in March, showcasing their dedication and skill in drama and communication. The Lower School have also liaised with Little Beats, a small charity supporting music and nursing homes. The girls have enjoyed visiting Upton Dean Nursing Home to perform and get to know the residents.

#### **Debating and public speaking**

This has been a very busy year for Model United Nations (MUN), carried by the enthusiasm of an exceptionally passionate cohort of students. Through MUN students have the opportunity to simulate a diplomatic summit at the UN, debating current topics of geopolitical relevance, developing their communication and teamworking skills, and grow and develop as individuals.

In November, Queen's hosted QMUN 3, our biggest MUN conference to-date, with 250 students from Queen's and 13 other schools from across the North West (and one from Jersey) involved in a variety of roles. A particular feature of QMUN is the prominent role played by our Press Team, who produce a Newsletter and a video of the conference ready for publication at the Closing Ceremony.

## The Queen's School, Chester

### Governors' Report – Year Ended 31<sup>st</sup> August 2024

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Delegates and chairs from Queens' also participated in a variety of other conferences: in November, at The King's School, Chester; in December, at Manchester Grammar School; in January, at Manchester High School for Girls; in March, at Shrewsbury School; and in June, at Moreton Hall and at Withington Girls' School. In addition, three of our students participated in a virtual MockCOP in February.

#### External competitions

Participation in externally organised academic competitions is encouraged by many departments, with notable successes. In the British Physics Olympiad series of online competitions, Year 10 students achieved four Gold, ten Silver and twenty Bronze awards in the Junior challenge, Year 11 students achieved five Silver and eight Bronze awards in the Intermediate challenge, and Year 12 students achieved one Gold, three Silver and two Bronze awards in the Senior challenge.

Years 3-6 at the Lower School took part in this year's Bebras computational thinking challenge with some strong results from the girls, performing above county and national averages, including many distinctions in all year groups. Year 9 entered the national Tycoon Enterprise competition run by the Peter Jones Foundation from dragons Den). All year 9 pupils researched and wrote a business proposal which was taken forward to a panel of judges. Two teams were chosen to move to the next stage of the competition 'Glossy Donuts' and 'Eternity' producing a range of goods including personalised friendship bracelets, lip-glosses and donuts. Both teams were so successful they were able to pay back their loans from the PJ Foundation and also make a healthy profit, whilst learning about the process of starting a business.

Four pupils from year 12 entered the GSA Girls are Investors (GAIN) stock market challenge. Supported by an industry mentor from HSBC, they attended a two-month programme to understand the fundamental of investments. The team produced a superb and innovative pitch video on their chosen stock to try and persuade a panel of industry experts to invest. Their efforts were highly commended and whilst they did not win this increasingly popular competition, they gained a wealth of knowledge and skills to prepare them for both university and the world of work.

Year 5 and Year 6 took part in the Primary Mathematics Competition. They did well, and pupils who reach a threshold are put through to a bonus round. We had one pupil who completed the bonus round. Year 3 and Year 4 took part in the First Mathematics Competition. A high proportion of Senior pupils took part in the various UKMT Mathematical Challenges with notable successes. The school also took part in Liverpool Mathematical Society Merseyside Open Challenge, Lincoln University maths competition as well as University of Southampton Cipher Challenge and were awarded a silver medal and invitation to a prize giving ceremony at Bletchley Park.

Lower School and Senior School took part in Chester Festival of Performing Arts, with both Junior Choir coming and Senior School Chamber Choir coming first in their respective categories. A group of Year 8 students took part in the National Literacy Trust Book Quiz and came 3rd in the regional heat. Sixth form students took part in the National Flash Fiction Youth Competition and were highly commended for their work.

#### Educational Visits

Educational Visits are seen as an integral part of the experiential curriculum for pupils and all year groups are able to access a wide range of year group and key stage trips through the year.

The Lower School offers a vibrant programme of day trips, taking full advantage of the School's close proximity to Chester city centre. Students enjoy walking visits to local landmarks such as the supermarket, independent shops, Chester Cathedral, Storyhouse, and the Grosvenor Museum. Further afield, they explore exciting destinations including Chester Zoo, Knowsley Safari Park, Safety Central, Conwy, Chirk Castle, and the museums and art galleries of Liverpool. This year, we proudly embraced train travel to reduce our environmental impact, with journeys from Bache Station adding an extra layer of adventure for even our youngest pupils.

Residential trips in the UK are a highlight for all girls in Years 2 to 5, offering unique opportunities for adventure and personal growth:

- Year 2: One-night stay at Burwardsley
- Year 3: One-night stay at Tattenhall
- Year 4: Three-night stay at Kingswood

## The Queen's School, Chester

### Governors' Report – Year Ended 31<sup>st</sup> August 2024

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Year 5: Three-night stay at Rhos-y-Gwaliau

In Year 6, the focus shifts to cultural exploration with a five-night residential trip to France.

These trips are carefully designed to provide engaging outdoor challenges, fostering resilience and teamwork, while the French experience broadens cultural horizons. Complementing these adventures, the Lower School also delivers a comprehensive outdoor learning programme. All Lower School groups participate in enriching beach visits during the autumn and spring terms, while the summer term features Forest School experiences that promote learning, creativity, and well-being across all year groups.

At the Senior School, most departments ran at least one trip including theatre visits by English, Music and Drama Departments to Liverpool Playhouse, Liverpool Empire, Storyhouse and The Globe. The Art Department enriched pupil learning through visits to galleries in London and Manchester, and Business and Psychology students attended a conference in Manchester. Biology, Physics and Geography students attended field trips in North Wales, Chester Zoo and London and computing pupils visited the historic Bletchley Park.

Residential trips including pastoral visits to Conway for Year 12 and High Adventure for Year 7 were very successful and the Classics and RS Departments ran a cultural trip to Rome. Business and Psychology led an academic trip to London to take part in workshops and conferences. Pupils in Years 12 and 13 and Physicists visited CERN to see the Large Hadron Collider and a large group of keen netball players took part in a competitive and training trip in Marbella.

The year culminated with the return of the whole-school educational visits day in the final week of term, when each year group went on a trip specifically tailored to suit their age and stage of learning.

#### National and global connections

The Virtual Boardroom continues to enable connections with alumnae across the globe to grow, with valuable sessions for Year 12/13 students from alumnae in the USA and the physical space for careers talk with alumnae with professionals from the Legal, Medical and Science professions currently in the UK.

The Alumni Manager facilitated three well-attended reunion events during the year, ensuring important connections were nurtured. There were reunions from the Class of 1973 and the Class of 1974 and the Annual Reunion with alumnae from year groups, 1973, 74, 84, 04, 14 and more. The School's Alumni community has been running since 1897 and continues to grow, with over 7,000 current connections and is increasing in number.

We regularly hear of the success of alumnae from the UK and further afield including, South Australia and New York

Alumni are an important and valued asset for the school and by working in conjunction with the Careers Department, we can host popular careers talks for pupils with a wide range of former pupils from diverse sectors. Alumni also help conduct mock interviews for pupils applying for competitive courses, such as medicine, vet science and applications to Oxford and Cambridge. These meetings can be held virtually (on Teams) or in person. As always, this ethos of giving back and mentoring remains strong across Queen's Alumni community.

The school also held its annual Prizegiving and Commemoration Service with inspiring Alumni guest speakers. The speaker at the Commemoration Service (May 2024) was an alumnae with an inspirational talk on how the foundation of a Queen's education had supported her in her career journey in a typical male-dominated world and our Prize Giving speaker (September 2024) also extolled the benefits of a Queen's school experience and genuinely referred to how her Queen's educational experience still impacted her positively today. Both speakers are esteemed in their respective fields. The Michaelmas Supper held in September at the beginning of the academic year, for our newest alumnae is the springboard for the next steps in their alumnae journey and continued connection with The Queen's School.

#### Fundraising Performance

In total, the School secured donations of £178,898 during the year, including £124,802 towards bursaries and £13,581 towards its Building Fund. Many parents contribute to the Building Fund through a termly contribution and Governors are grateful for all donations of any size which enhance the educational offering to pupils.

## The Queen's School, Chester

### Governors' Report – Year Ended 31<sup>st</sup> August 2024

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The School has raised £67,181 for the 150 for 150 Bursary Foundation Appeal since its launch. The School continues to engage with its parents, Alumni, and the wider community to fulfil its aim to support those families who could not otherwise afford an education at Queen's. Governors recognise that everyone benefits from a diverse environment and from meeting and interacting with people who have different perspectives and backgrounds, and they want to ensure that the School continues to reflect the community that it serves.

In addition to the focus on its bursary provision, the School is raising funds for a multi-sport Astro pitch project at the Senior School - in total, direct fundraising has contributed £53,458 towards the Astro Project since the project's launch, in addition to £812,550 set aside by Governors in a Designated Fund.

The School is committed to nurturing a culture of giving across the entire Queen's community and this remains a continuing focus going forwards.

#### Financial Review

The net surplus for the year was £585,398 (2023: surplus of £1,007,990) of which net income of £178,898 (2023: £385,978) was attributable to donations and legacies. This year's improved surplus reflects several factors including growth in pupil numbers across both the Senior and Lower Schools during the year, with fee and associated pupil income benefitting from the increase in pupil numbers, alongside increased income from bank interest and donations from Alumni.

During the year, the School continued with its 2022 Governor approved programme of investment in the maintenance, development and upgrade of the School sites, with works carried out across both Senior and Lower School buildings and grounds. In addition, significant investigations and preparatory works were conducted for the development of the School's sport facilities with the proposed build of a multi-sports Astro pitch at the Senior School. This is a complex project due to the site location and has experienced significant unavoidable delays resulting from the pandemic, however the project remains a priority development for Queen's and work is ongoing to deliver this important project.

The School's unrestricted funds at the year-end stood at £9,764,444, including £550,000 earmarked by the Board of Governors to meet the cost of future repairs to buildings and equipment at the Senior and Lower Schools, and £812,550 designated for the development of an Astro pitch at the Senior School site. The unrestricted fund balance is sufficient to cover the carrying value of the School's freehold land and buildings and equipment, and day-to-day working capital requirements are met by careful management of short-term liquid resources.

#### Reserves Policy

The Governors consider that a minimum free cash balance equivalent to one month's expenditure (which currently amounts to £520,000), should be held throughout the year in order to cover the risks and uncertainties of operating as an independent educational establishment. A free cash balance of at least one month's expenditure has been held since December 2014, and this remains the policy of Governors for the forthcoming year. Governors actively monitor cash reserves, in particular considering the need for further capital expenditure to equip the School with up-to-date facilities that may be needed to maintain the standard of educational services that is currently provided.

The Charity held total funds at 31st August 2024 of £10,959,746 (2023: £10,374,348), of which £8,401,894 (2023: £7,929,141) were unrestricted funds and available for the general purposes of the Charity, and £2,557,852 (2023: £2,445,207) were held in either Endowed, Restricted or Designated funds, and not available for the general purposes of the Charity. Tangible Fixed Assets funded from unrestricted reserves totalled £6,745,110 (2023: £6,641,675), leaving free reserves at 31st August 2024 of £1,656,784 (2023: £1,287,466).

#### Investment Policy, Objectives and Performance

The Charity's powers of investment of its trust funds are governed by the Trustee Act 2000.

The Board's long-term policy is to maximise income while preserving the value of the investments. The Charity's investments have continued to be managed in accordance with that policy.

## The Queen's School, Chester

### Governors' Report – Year Ended 31<sup>st</sup> August 2024

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Investment performance continues to reflect the ongoing uncertain market conditions. The gross income return is 2.4%, and the capital value increased 10.2% over the year - both present improvements on the previous year. Investments are held for their long-term returns, and performance will continue to be monitored to assess whether they offer adequate returns.

#### Plans for the Future

The principal priority for the School remains to provide an outstanding learning experience and environment for all pupils, to enable them to achieve their maximum potential and the very best examination results possible, to provide the strongest platform from which to move on to the next phase in their lives. The School seeks to foster a lifelong love of learning within a nurturing environment, and to provide opportunities for pupils to lead, create and innovate, and then leave as ambitious, independent and confident individuals.

The Strategic Plan sets out the School's main priorities for development and expansion to remain at the forefront of providing as many girls in the local area as possible with the opportunities of a Queen's education.

The key areas of development from the 7-Year Strategic Plan remain a commitment to:

- Completion of a multisport Astro pitch and improvements of the sports pavillion at the Senior School site which will facilitate further partnership opportunities with local state schools and provide valuable spaces for use by local sports clubs.
- Forging greater environmental awareness and stewardship through expansion of the Beach School provision and significantly reducing the School's carbon footprint.
- Ensuring strong digital literacy, with extended provision of iPad-enhanced learning to Lower School pupils. In addition, the School aims to further expand pupils' confidence in learning through technology, with greater blended learning and the expansion of the use of OneNote and other Microsoft tools across all year groups.
- Expanding the Senior School's sector-leading Careers service, increasing meaningful pupil contacts with Alumni and strengthening its industry mentors programme, enabling more pupils to access relevant work experience and authentic commercial projects.
- Developing the School's library spaces, to include calm places for pupils to read, complemented by exciting digital platforms to capitalise on ebooks and journals.

The School will continue to prioritise the recruitment, retention and development of its outstanding teaching and operations staff, as well as the wellbeing of staff through its Staff Wellbeing initiatives and benefits.

Financial sustainability is at the heart of all strategic planning and Governors focus on value for money in terms of both the educational provision and future developments

### Structure, Governance and Management

#### Governing Document

The School was originally founded as the Chester School for Girls and was opened on 1<sup>st</sup> May 1878. The Queen's School was established by Indenture dated 14<sup>th</sup> February 1882 and named The Queen's School by command of Her Majesty the Queen Victoria.

The Governors completed the process of 'incorporation' of the School whin 2022 with the appointment of the charitable company known as The Queen's School Chester (charity number 1198230) as sole corporate trustee of the original, unincorporated Queen's School charity. This incorporation process has established a more robust governance system and one that affords better protection to the current Governors against risks of personal liability. The incorporation allows the charity to enter into contracts, as well as own and hold investments and property in its own name, amongst other benefits.

On 19 September 2023, a linking direction was secured from the Charity Commission directing that as of 19 September 2023 the original unincorporated charity called The Queen's School Chester (charity number 525935) be treated as forming

## The Queen's School, Chester

### Governors' Report – Year Ended 31<sup>st</sup> August 2024

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part of the charity called the charitable company also known as The Queen's School Chester (charity number 1198230) for the purposes of Part 4 (registration) and Part 8 (accounting) of the Charities Act 2011.

The Governors (referred to throughout the Governors' Report) are in fact the directors of the charitable company that acts as sole corporate trustee of the original unincorporated charity.

#### Governing Body

The School's Governing Document provides for a Governing Body comprising up to 20 Governors: one ex officio Governor, being The Bishop of Chester (or his/her nominee), up to eight Representative Governors and up to eleven co-opted Governors (or twelve co-opted Governors, if The Bishop of Chester declines to take up the Ex-Officio Governorship or appoint a nominee) appointed by a Resolution of the Governors; at least one Governor to be a past pupil of the School.

Co-opted Governors are elected by the Board of Governors on the basis of nominations received. Co-opted Governors are appointed for a period of five years. The Governors' Appointments Committee is responsible for considering the skills, knowledge and experience required by the Board. Representative Governors appointed by Cheshire West and Chester County Council are appointed for a term ending on the date of the appointment of his or her successor, which may be made at any time after the ordinary date of election of Borough Councillors after the date of his or her appointment. The other Representative Governors are appointed for a term of three years. Two Queen's School Parents' Association Representative Governors are elected at a general meeting of the Association.

All Governors give of their time freely and no remuneration or expenses were paid during the period.

#### Governor Induction

All new Governors receive an induction pack, which includes the School's governing documents, a Guide to being a Queen's School Governor, the latest financial statements and a number of other relevant documents. New Governors complete the AGBIS eLearning Course for New Governors and are inducted into the workings of The Queen's School as a school and as a registered charity at a meeting with the Chair of Governors, the Headmistress and the Clerk to the Governors.

All Governors attend annual safeguarding training and are invited and encouraged to attend training seminars, including those organised by the School and other organisations, such as AGBIS.

#### Organisational Management

The Governors meet as a Board at least four times a year to consider the general policy of the School and the Charity, and to review its overall management and control for which they are legally responsible. Governors are invited to join sub-committees, according to their interests, expertise and availability:

- the Audit and Risk Management Committee is responsible for keeping the School's activities and policies under review. A Governor attends meetings of the School's Health and Safety Committee, which also reports into the Audit and Risk Management Committee and a separate Governor is appointed as Safeguarding lead, to conduct audits and report back to the Board of Governors;
- the Education Committee provides governance over matters specifically in relation to the curriculum, teaching and learning, and pastoral care;
- the Estates Committee is responsible for the maintenance and development of the School premises;
- the Finance Committee is responsible for implementing many of the Board's decisions and meets at least four times a year before full meetings of the Governing Body. The Finance Committee also reviews the budgets and management accounts throughout the year; and
- the Strategy group is responsible for considering strategic issues and making recommendations to the Board.

The day-to-day running of the School is delegated to the Headmistress and the Director of Finance and Operations, supported by other members of the Senior Leadership Team. The Headmistress and the Director of Finance and Operations attend meetings of the Governing Body and its Committees and ad hoc sub-committees are formed to consider specific projects, as appropriate.

## The Queen's School, Chester

### Governors' Report – Year Ended 31<sup>st</sup> August 2024

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Governors are also assigned to departments as Departmental Link Governors, to gain a greater understanding of the activities of the School and individual subject areas, as well as to act as a point of contact between departmental heads and the Board of Governors.

#### Pay Policy for Key Management Personnel

The key management personnel of the Charity comprise the Headmistress and the Director of Finance and Operations, supported by other members of the Senior Leadership Team. Governors meet once a year to review salary benchmarking information relating to these positions and set salary and benefit packages accordingly.

#### Risk Management

The Board, through its Audit and Risk Management Committee – which usually consists of seven Governors, the Headmistress and the Director of Finance and Operations – continues to keep the School's activities under review, particularly with regard to any major risks that may arise from time to time. The School, under the leadership of the Headmistress, is responsible for the day-to-day risk management of activities.

The Audit and Risk Management Committee reports directly to the Board of Governors; its terms of reference include:

- maintaining a code of corporate governance to ensure the effective management of The Queen's School's activities, and monitoring and evaluating its operation;
- setting up and monitoring effective risk management of the School's activities, including:
  - an assessment of key risks that could impede achievement of the School's strategic objectives, annual plans and day-to-day activity;
  - the development and management of a Risk Register, comprising the key risks and plans to reduce risks;
  - monitoring the development and implementation of policies, procedures and action plans;
- evaluating key financial systems and controls to ensure their adequacy, reliability and effectiveness and ensuring that they provide adequate safeguards against losses of all kinds.

Over the course of the year, the Audit & Risk Management Committee carries out a thorough review and update of the School's Risk Register, assessing and evaluating major risks and the process by which they are reviewed, monitored and mitigated/managed. The Register is reviewed at every Audit & Risk Management Committee meeting and all other Governor sub-committees perform a detailed review of risks specific to their areas at least annually. The School has also engaged an external company to assist with Risk Assessments of activities, to ensure a consistent approach is adopted throughout the School and that the process is tightly managed.

Through the risk management process, Governors believe that major risks will be identified and adequately mitigated to an acceptable level in the day-to-day operation of the School. It is recognised that systems can only provide reasonable, but not absolute assurance that major risks will be adequately managed.

#### Accounting and Reporting Responsibilities

The Charities Act 2011 and the Companies Act 2006 requires the Governors as the Trustees of the Charity to prepare Accounts for each financial year which give a true and fair view of the Charity's financial activities during the period and of its financial position at the end of the year.

In preparing the Accounts the Governors should follow best practice and:

- Select suitable accounting policies and apply them consistently;
- Make judgements and estimates that are reasonable and prudent;
- Follow applicable accounting standards and the Charities SORP, disclosing and explaining any departures in the Accounts; and
- Prepare the Accounts on the going concern basis unless it is inappropriate to assume that the Charity will continue in operation.

The Governors are responsible for keeping accounting records which are such as to disclose, with reasonable accuracy, the financial position of the Charity at any time, and to enable them as Trustees to ensure that the Accounts comply with charity

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2024

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law. The Governors are also responsible for safeguarding the Charity's assets and ensuring their proper application, and for taking reasonable steps for the prevention and detection of error, fraud and other irregularities.

### Auditors

In accordance with the company's articles, a resolution proposing that Xeinadin Audit Limited be reappointed as auditor of the company will be put at a General Meeting.

Approved by the Board of Governors at its meeting on 21<sup>st</sup> May 2025 and signed on its behalf by:

*Kristy J. Whiteley*      21-5-25

Mrs K Whiteley

## The Queen's School, Chester

### Independent Auditors' Report to the Trustees of The Queen's School, Chester

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#### Opinion

We have audited the financial statements of The Queen's School (the 'School') for the year ended 31 August 2024 which comprise the statement of financial activities, the balance sheet, the statement of cash flows and the notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the School's affairs as at 31 August 2024 and of its incoming resources and application of resources for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006 .

#### Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the School in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

#### Conclusions relating to going concern

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

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

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

#### Other information

The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. The Trustees are responsible for the other information contained within the annual report. Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon. Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

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

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 require us to report to you if, in our opinion:

- the information given in the financial statements is inconsistent in any material respect with the Trustees' report; or
- sufficient accounting records have not been kept; or
- the financial statements are not in agreement with the accounting records; or
- we have not received all the information and explanations we require for our audit.

## The Queen's School, Chester

### Independent Auditors' Report to the Trustees of The Queen's School, Chester

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#### Responsibilities of Trustees

As explained more fully in the statement of Trustees' responsibilities, the Trustees are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. In preparing the financial statements, the Trustees are responsible for assessing the School's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Trustees either intend to cease operations, or have no realistic alternative but to do so.

#### Auditor's responsibilities for the audit of the financial statements

We have been appointed as auditor under section 144 of the Charities Act 2011 and report in accordance with the Act and relevant regulations made or having effect thereunder.

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

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

- Enquiry of management and those charged with governance around actual and potential litigation and claims;
- Reviewing minutes of meetings of those charged with governance;
- Performing audit work over the risk of management override of controls, including testing of journal entries and other adjustments for appropriateness, evaluating the business rationale of significant transactions outside the normal course of business and reviewing accounting estimates for bias;
- Enquiry of management and those charged with governance to identify any instances of non-compliance with laws and regulations.

The potential effect of these laws and regulations on the financial statements varies considerably.

Firstly, the School is subject to laws and regulations that directly affect the financial statements including financial reporting legislation (including related companies legislation), distributable profits legislation and taxation legislation and we assessed the extent of compliance with these laws and regulations as part of our procedures on the related financial statement items.

Secondly, the School is subject to many other laws and regulations where the consequence of non-compliance could have a material effect on amounts or disclosures in the financial statements, for instance the imposition of fines or litigation or the loss of the School's license to operate. We identified the following areas as those most likely to have such an effect: data protection laws, anti-bribery, money laundering and employment law. Auditing standards limit the required audit procedures to identify non-compliance with these laws and regulations to enquiry of the trustees and other management and inspection of regulatory and legal correspondence, if any. Therefore, if a breach of operational regulations is not disclosed to us or evident from relevant correspondence, an audit will not detect that breach.

## The Queen's School, Chester

### Independent Auditors' Report to the Trustees of The Queen's School, Chester

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

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

A further description of our responsibilities is available on the Financial Reporting Council's website at: <https://www.frc.org.uk/auditorsresponsibilities>. This description forms part of our auditor's report.

#### Other matters

Your attention is drawn to the fact that the charity has prepared financial statements in accordance with "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)" (as amended) in preference to the Accounting and Reporting by Charities: Statement of Recommended Practice issued on 1 April 2005 which is referred to in the extant regulations but has now been withdrawn.

This has been done in order for the financial statements to provide a true and fair view in accordance with current Generally Accepted Accounting Practice.

#### Use of our report

This report is made solely to the School's Trustees, as a body, in accordance with part 4 of the Charities (Accounts and Reports) Regulations 2008 and Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the School's Trustees those matters we are required to state to them in an auditors' report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the School and the School's Trustees as a body, for our audit work, for this report, or for the opinions we have formed.



Robert Pearl BSc BEng ACA

Xeinadin Audit Limited  
Statutory Auditor  
Eligible to act as an auditor in terms of Section 1212 of the Companies Act 2006  
2 Hilliards Court  
Chester Business Park  
Chester  
CH4 9QP

Date: 21<sup>st</sup> May 2025

# The Queen's School, Chester

## Statement of Financial Activities – Year Ended 31<sup>st</sup> August 2024

	Notes	Unrestricted Funds £	Restricted Funds £	Endowed Funds £	Total 2024 £	Total 2023
<b>Income:</b>						
Income from charitable activities	2	6,482,256	-	-	6,482,256	6,687,370
Income from other trading activities	3	59,730	-	-	59,730	41,091
Investment income	4	163,457	8,605	-	172,062	127,184
Donations and Legacies	5	-	178,898	-	178,898	385,978
<b>Total Income</b>		<b>6,705,443</b>	<b>187,503</b>	<b>-</b>	<b>6,892,946</b>	<b>7,241,623</b>
<b>Expenditure:</b>						
Expenditure on charitable activities	6	6,232,690	104,628	-	6,337,318	6,209,472
Expenditure on raising funds	8	-	-	-	-	17,397
<b>Total Expenditure</b>		<b>6,232,690</b>	<b>104,628</b>	<b>-</b>	<b>6,337,318</b>	<b>6,226,869</b>
Investment (losses)/gains	13	-	16,584	13,186	29,770	(6,764)
<b>Net income/(expenditure)</b>	<b>10</b>	<b>472,753</b>	<b>99,459</b>	<b>13,186</b>	<b>585,398</b>	<b>1,007,990</b>
<b>Net Movement in Funds</b>		<b>472,753</b>	<b>99,459</b>	<b>13,186</b>	<b>585,398</b>	<b>1,007,990</b>
Fund balances as at 1st September 2023	11	9,291,691	724,935	357,722	10,374,348	9,366,358
<b>Fund balances as at 31st August 2024</b>		<b>9,764,444</b>	<b>824,394</b>	<b>370,908</b>	<b>10,959,746</b>	<b>10,374,348</b>

The activities relate to continuing operations.

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

The Statement of Financial Activities also complies with the requirements for an income and expenditure account under the Companies Act 2006.

The notes on pages 26 to 39 form part of these financial statements.

## The Queen's School, Chester

### Balance Sheet as at 31<sup>st</sup> August 2024

	Notes	2024	2023
		£	£
<b>Fixed Assets</b>			
Tangible Fixed Assets	12	6,900,432	6,796,997
Investments	13	314,188	284,418
		<u>7,214,620</u>	<u>7,081,415</u>
<b>Current Assets</b>			
Debtors	14	309,664	256,192
Cash at Bank and in Hand		4,632,407	4,130,016
		<u>4,942,071</u>	<u>4,386,208</u>
<b>Creditors</b>			
Amounts falling due within one year	15	(801,932)	(801,896)
<b>Net Current Assets</b>		<u>4,140,139</u>	<u>3,584,312</u>
<b>Total Assets Less Current Liabilities</b>		<u>11,354,759</u>	<u>10,665,727</u>
<b>Creditors</b>			
Amounts falling due after more than one year	16	(395,013)	(291,379)
<b>Total Net Assets</b>	18	<u>10,959,746</u>	<u>10,374,348</u>
<b>Endowed Funds</b>	19	370,908	357,722
<b>Restricted Funds</b>	20	824,394	724,935
<b>Unrestricted Funds</b>			
Designated	21	1,362,550	1,362,550
Accumulated Income	21	8,401,894	7,929,141
		<u>10,959,746</u>	<u>10,374,348</u>

The notes on pages 26 to 39 form part of these financial statements.

Approved by the Board of Governors on 21<sup>st</sup> May 2025 and signed on its behalf by:

*Kirsty J. Whiteley*  
21.5.25

Mrs K Whiteley

The Queen's School, Chester

Cash Flow Statement – Year Ended 31<sup>st</sup> August 2024

Cash Flow Statement:

	Notes	2024 £	2023 £
<b>Cash flows from Operating Activities:</b>	CF1	519,527	698,739
<b>Cash Flows from Investing Activities:</b>			
Improvements to freehold land and buildings		-	-
Purchase of furniture, equipment and vehicles		(189,198)	(41,803)
<b>Net cash provided by investing activities</b>		<b>(189,198)</b>	<b>(41,803)</b>
<b>Cash Flows from Financing Activities:</b>			
Investment Income		172,062	127,184
Interest paid		-	(17,397)
<b>Net cash provided by financing activities</b>		<b>172,062</b>	<b>109,787</b>
<b>Change in Net Cash in the period</b>		<b>502,391</b>	<b>766,723</b>
Net cash at 01.09.23	CF2	4,127,016	3,360,293
Net cash at 31.08.24	CF2	4,629,407	4,127,016

Notes to the Cash Flow Statement:

CF1 Cash Flows from Operating Activities

	2024 £	2023 £
Net movement in funds	585,398	1,007,990
Deduct gains / Add losses on investments	(29,770)	6,764
Add depreciation charges	85,763	86,634
Deduct investment income	(172,062)	(127,184)
Add interest paid	-	17,397
Add decrease/ Deduct increase in debtors	(53,472)	(181,441)
Add increase/ Deduct decrease in creditors	103,670	(111,421)
<b>Net cash used in operating activities</b>	<b>519,527</b>	<b>698,739</b>

CF2 Analysis of Changes in Net Cash

	At 01.09.23 £	Cash Flows £	At 31.08.24 £
Cash balances	4,130,016	502,391	4,632,407
Overdraft balances	-	-	-
<b>Cash at bank and in hand</b>	<b>4,130,016</b>	<b>502,391</b>	<b>4,632,407</b>
Debt due within one year	(3,000)	-	(3,000)
Debt due after one year	-	-	-
<b>Total</b>	<b>4,127,016</b>	<b>502,391</b>	<b>4,629,407</b>

# The Queen's School, Chester

## Notes to the Financial Statements - Year Ended 31<sup>st</sup> August 2023

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The financial statements have been prepared under the Companies Act 2006 and in accordance with applicable accounting standards and the Statement of Recommended Practice on Accounting and Reporting by Charities: the Charities SORP (FRS 102).

### 1. Accounting Policies

The principal accounting policies adopted, judgements and key sources of estimation uncertainty in the preparation of the Financial Statements are as follows:

**a) Presentation currency**

The financial statements are presented in sterling, which is the functional currency of the Charity. Monetary amounts in these financial statements are rounded to the nearest £.

**b) Basis of preparation of financial statements**

The financial statements have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant note(s) to these accounts. The financial statements have been prepared in accordance with the Statement of Recommended Practice: Accounting and Reporting by Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1<sup>st</sup> January 2019) and the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies act 2006.

The School constitutes a public benefit entity as defined by FRS 102.

**c) Preparation of the accounts on a going concern basis**

The Trustees have considered the future trading of the School and have prepared forecasts for a period of more than 12 months from the date of these financial statements. They have a reasonable expectation that the School can continue to meet its liabilities as they fall due. On this basis, the Trustees consider it appropriate to prepare the financial statements on the going concern basis.

**d) Fees and Similar Income**

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 and scholarships allowed by the School, but include contributions received from bursary funds.

Fees received for education to be provided in future years are carried forward as deferred income.

**e) Interest receivable**

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the Charity, this is normally on notification of the interest paid or payable by the bank.

Income tax recoverable in relation to donations received under Gift Aid is recognised at the time the repayment claim is made.

**f) Direct and Overhead Expenditure**

Expenditure is accounted for on an accruals basis. Overhead and other costs not directly attributable to particular functional activity categories are apportioned over the relevant categories on the basis of management estimates of the amount attributable to that activity in the year, either by reference to staff time or space occupied, as appropriate. The irrecoverable VAT element is included with the item of expense to which it relates.

**g) Teaching materials**

Supplies of apparatus, equipment, books, stationery and sundry materials are written off as soon as the expenditure on procuring them is incurred.

**h) Donations**

Donations and legacies receivable for the general purposes of the Charity are credited to unrestricted funds. Donations and legacies for purposes restricted by the wishes of the donor are taken to restricted funds where those wishes are legally binding on the School Governors, except that any amounts required to be

## The Queen's School, Chester

### Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2024

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retained as capital in accordance with the donor's wishes are accounted for instead as endowments – permanent or expendable according to the nature of the restriction.

**i) Allocation of support costs**

Support costs are those functions that assist the work of the Charity but do not directly undertake charitable activities. Support costs include finance, personnel, payroll and governance. Governance costs are those incurred in connection with administration of the Charity and compliance with constitutional and statutory requirements.

**j) Fund accounting**

General funds are unrestricted funds which are available for use at the discretion of the Trustees in furtherance of the general objectives of the Charity and which have not been designated for other purposes. Designated funds are unrestricted funds of the Charity that have been set aside by the Trustees for specific purposes. The aim and use of each designated fund is set out in the notes to the financial statements. Restricted funds are funds which are used in accordance with specific restrictions imposed by donors or which have been raised by the Charity for particular purposes. The costs of raising and administering such funds are charged against the specific fund. The aim and use of each restricted fund is set out in the notes to the financial statements.

Endowed funds are funds which are used in accordance with specific restrictions imposed by donors or which have been raised by the Charity for particular purposes, and where the capital element of the fund must be maintained in perpetuity. The costs of raising and administering such funds are charged against the specific fund where that does not reduce the original capital element of the fund. The aim and use of each restricted fund is set out in the notes to the financial statements.

Investment income, gains and losses are allocated to the appropriate fund.

**k) Operating Leases**

Rents payable under operating leases are charged in the Statement of Financial Activities on a straight-line basis over the period of the lease.

**l) Fixed Assets**

Freehold land and buildings, some of which are listed properties, are included at cost and are not depreciated. It is the Governors' policy to maintain the buildings in a good state of repair, consequently they are considered to have an indefinite useful economic life. Annual impairment reviews have so far confirmed that the service potential of the buildings remains undiminished.

In addition to the costs of minor repairs to the buildings, which are written off as incurred, a provision within designated funds is made as and when considered appropriate for major repairs that are likely to arise in the future.

Improvements to land and buildings are included at cost and are depreciated at 10% per annum on cost. Furniture, fixtures, fittings and equipment are capitalised at cost and are depreciated at rates between 10% and 25% per annum on cost. Motor vehicles are capitalised at cost and are depreciated at rates between 20% and 25% per annum on cost.

Individual items costing less than £5,000 are written off as an expense as acquired.

**m) Investments**

Investments are stated at market value at the balance sheet date. Investment gains or losses are calculated by reference to the market values of investments at the beginning and end of the accounting period. The Statement of Financial Activities includes the net gains and losses arising on revaluations and disposals throughout the year.

## The Queen's School, Chester

### Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2024

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**n) Debtors**

Debtors are recognised at the settlement amount due after any trade discounts offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

**o) Cash**

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

**p) Creditors and provisions**

Creditors and provisions are recognised where the Charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

**q) Pension Scheme**

The School contributes to a defined contribution pension scheme for staff at rates varying from 4% to 16%, and these contributions are accrued accordingly.

**r) Critical accounting estimates and judgements**

In the application of the School's accounting policies, the Governors are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or in the period of the revision and future periods where the revision affects both current and future periods.

The Governors consider the key accounting estimates and judgments to be:

**Determining residual values and useful economic lives of plant and equipment:**

Tangible assets are depreciated over their estimated useful lives based on historic performance. The actual lives can vary. Judgement is applied also in the residual values of plant and machinery. When determining the residual value, the Governors aim to assess the amount that the asset would currently obtain if the asset were disposed using market prices where possible.

**Recoverability of receivables:**

A provision is established for receivables that are estimated not to be recoverable. The Governors consider factors such as past experience when assessing this provision.

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2024

### 2. Income from Charitable Activities

	2024	2023
	£	£
Income from Charitable Activities comprises:		
School Fees	5,758,580	5,967,851
Catering Income	359,905	377,829
Other Income	363,771	341,690
	<b>6,482,256</b>	<b>6,687,370</b>
School fee Income comprises:		
Gross fees	6,071,746	6,292,562
Less Total bursaries and allowances	416,208	407,432
	5,655,538	5,885,130
Add Bursaries paid from Restricted Funds	103,042	82,721
	<b>5,758,580</b>	<b>5,967,851</b>

The above educational awards were made to 32 individuals (2023: 35) of whom 10 (2023: 10) benefitted from a bursary paid partly or fully from Restricted funds.

	2024	2023
	£	£
Catering Income comprises:		
Pupil Lunches	335,266	357,903
Tuck Shop Income	17,725	12,391
Other Catering Income	6,914	7,535
	<b>359,905</b>	<b>377,829</b>
Other Income comprises:		
Entrance examination and other fees	5,850	4,950
Trip Income	188,842	210,502
Other Income	169,079	126,238
	<b>363,771</b>	<b>341,690</b>

### 3. Income from Other Trading Activities

	2024	2023
	£	£
Fee refund scheme	7,228	8,105
Rents and lettings	52,502	32,986
	<b>59,730</b>	<b>41,091</b>

## The Queen's School, Chester

### Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2024

#### 4. Investment Income

	2024	2023
	£	£
Bank and other interest	161,084	117,602
Dividends and interest	10,978	9,582
	<b>172,062</b>	<b>127,184</b>

#### 5. Donations and Legacies

	2024	2023
	£	£
Donations to Building Funds	13,581	116,600
Donations to Bursary Funds	124,802	214,281
Other donations and legacies	40,515	55,097
	<b>178,898</b>	<b>385,978</b>

#### 6. Expenditure on Charitable Activities

	2024	2023
	£	£
<b>Staff costs comprise:</b>		
Wages and salaries	3,859,334	3,591,414
Social Security costs	346,662	310,989
Pension costs	449,018	432,709
	<b>4,655,014</b>	<b>4,335,112</b>
<b>Contract labour:</b>		
Catering staff		
Temporary teaching and support staff	30,111	54,117
	<b>4,685,125</b>	<b>4,389,229</b>
<b>Support costs comprise:</b>		
Teaching costs	666,796	616,024
Welfare costs	207,529	190,906
Premises costs	562,645	656,008
Support costs	203,823	346,555
Governance costs	11,400	10,750
	<b>1,652,193</b>	<b>1,820,243</b>
<b>Total Expenditure on Charitable Activities</b>	<b>6,337,318</b>	<b>6,209,472</b>

Teaching costs include depreciation of £50,897 (2023: £49,230). Premises costs include depreciation of £27,803 (2023: £30,252). Welfare costs include depreciation of £7,063 (2023: £7,063).

## The Queen's School, Chester

### Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2024

	2024	2023
	No	No
Average number of employees in the period (actual headcount)		
Teaching staff	58	59
Other staff	76	78
	<b>134</b>	<b>137</b>
	2024	2023
	No	No
Average number of employees in the period (full-time equivalent)		
Teaching staff	49	51
Other staff	51	50
	<b>100</b>	<b>101</b>

The number of employees whose emoluments exceeded £60,000 pa, excluding pension contributions, was:

	2024	2023
	No	No
£60,001 - £70,000	3	1
£70,001 - £80,000	-	1
£80,001 - £90,000	1	-
£90,001 - £100,000	-	-
£100,000 - £110,000	-	1

The key management personnel of the Charity comprise the Headmistress, Head of Lower School, Deputy Head, Head of Sixth Form, Head of Pastoral, Head of Teaching & Learning, Director of Finance and Operations and Director of External Relations. The total employee benefits of the key management personnel of the Charity were £616,880 (2023: £614,057).

The Trustees did not receive any remuneration, reimbursement of expenses or benefits in kind during the year (2023: £Nil). The Trustees are entitled to claim for travel expenses but waived their right to do so throughout both the current year and the previous year.

Pension contributions were made to a Legal & General defined contribution scheme for the higher paid employees listed above. The School contributed to this scheme as follows: 15% or 16% of pensionable salary for teaching staff, and 4% or 5% of pensionable salary for operations staff.

## The Queen's School, Chester

### Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2024

#### 7. Pension Schemes

The School contributes to a Legal & General defined contribution scheme for its teaching staff. The cost of the School's contributions for the year amounted to £399,898. The comparable cost for the previous year was £391,628.

The School also contributes to a defined contribution scheme for its operations staff. The cost of the School's contributions for the year amounted to £49,121 (2023: £41,081). All operations staff are enrolled into the defined contribution pension scheme of which teaching staff are also a member.

#### 8. Expenditure on Raising Funds

<b>Support costs comprise:</b>		
Fundraising costs	-	-
Financing costs	-	17,397
<b>Total Expenditure on Raising Funds</b>	<b>-</b>	<b>17,397</b>

#### 9. Transfers between Funds

There were no transfers between funds during the current year or the prior year.

#### 10. Net Income/(expenditure)

	2023	2023
<b>Net Income/(Expenditure) is stated after charging:</b>	<b>£</b>	<b>£</b>
Operating Leases	27,978	27,573
Depreciation of Fixed Assets	85,763	86,634
Auditors' Remuneration - Audit Fees	11,400	10,200
Auditors' Remuneration - Non-Audit Fees	6,000	6,000
Interest payable	-	8,265
	<b>131,141</b>	<b>138,672</b>

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2024

### 11. Statement of Financial Activities analysis by fund for Prior Year ended 31<sup>st</sup> August 2023

	Unrestricted Funds	Restricted Funds	Endowed Funds	Total 2023
	£	£	£	£
<b>Income:</b>				
Income from charitable activities	6,687,370	-	-	6,687,370
Income from other trading activities	41,091	-	-	41,091
Investment income	119,920	7,264	-	127,184
Donations and Legacies	-	385,978	-	385,978
<b>Total Income</b>	<b>6,848,381</b>	<b>393,242</b>	<b>-</b>	<b>7,241,623</b>
<b>Expenditure:</b>				
Expenditure on charitable activities	6,116,899	92,573	-	6,209,472
Expenditure on raising funds	17,397	-	-	17,397
<b>Total Expenditure</b>	<b>6,134,296</b>	<b>92,573</b>	<b>-</b>	<b>6,226,869</b>
Investment (losses)/gains	-	(2,841)	(3,923)	(6,764)
Net income/(expenditure)	714,085	297,828	(3,923)	1,007,990
<b>Net Movement in Funds</b>	<b>714,085</b>	<b>297,828</b>	<b>(3,923)</b>	<b>1,007,990</b>
Fund balances as at 1st September 2022	8,577,606	427,107	361,645	9,366,358
<b>Fund balances as at 31st August 2023</b>	<b>9,291,691</b>	<b>724,935</b>	<b>357,722</b>	<b>10,374,348</b>

## The Queen's School, Chester

### Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2024

#### 12. Tangible Fixed Assets

	Freehold Land and Buildings £	Land and Building Improvements £	Furniture, Equipment and Vehicles £	Assets under Construction £	Total £
<b>Fixed Assets used for Direct Charitable Purposes:</b>					
<b>Cost</b>					
At 1st September 2023	6,504,481	1,110,035	1,199,286	17,521	8,831,323
Additions during period	-	-	40,269	148,929	189,198
At 31st August 2024	6,504,481	1,110,035	1,239,555	166,450	9,020,521
<b>Depredation</b>					
At 1st September 2023	-	1,031,260	1,003,066	-	2,034,326
Charge for period	-	27,803	57,960	-	85,763
At 31st August 2024	-	1,059,063	1,061,026	-	2,120,089
<b>Net Book Value</b>					
At 31st August 2024	6,504,481	50,972	178,529	166,450	6,900,432
At 31st August 2023	6,504,481	78,775	196,220	17,521	6,796,997
<b>Freehold land and buildings comprise land and buildings at:</b>					
City Walls Road, Chester	4,311,058				
Liverpool Road, Chester	2,193,423				
	6,504,481				

#### 13. Fixed Asset Investments

	Endowed £	Restricted £	Total £
Market value as at 1st September 2023	141,999	142,419	284,418
Additions	-	-	-
Gains / (Losses) on revaluation	13,186	16,584	29,770
Market value as at 31st August 2024	155,185	159,003	314,188
Listed on the UK Stock Exchange:	61,332	159,003	220,335
Unlisted UK Investments	93,853	-	93,853
	155,185	159,003	314,188
Historic cost as at 31st August 2024	40,571	126,070	166,641

All investments are carried at their fair value. Investment in equities and fixed asset securities are all traded in quoted public markets, primarily the London Stock Exchange. Holdings in investment funds, unit trusts and open-ended investment companies are at the bid price. The basis of fair value for quoted investments is equivalent to the market value, using the bid price. Asset sales and purchases are recognised at the date of trade at cost (that is their transaction value).

## The Queen's School, Chester

### Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2024

#### 14. Debtors

	2024	2023
	£	£
Fees and charges	100,728	69,508
Other debtors	53,163	42,874
Prepayments	155,773	143,810
	<b>309,664</b>	<b>256,192</b>

#### 15. Creditors – Amounts falling due within one year

	2024	2023
	£	£
Advance fee payments	426,611	162,043
Accruals	46,354	173,254
Trade creditors	154,062	206,813
Taxes and social security	75,925	77,071
Bank overdraft	-	-
Loans repayable within one year (Note 17)	3,000	3,000
Other creditors	95,980	179,715
	<b>801,932</b>	<b>801,896</b>

Advance fee payments relate to amounts received from parents under agreements to pay up to the equivalent of fourteen years' tuition fees in advance. The money may be returned subject to specific conditions. Assuming that the pupils remain at the School, advance fees will be applied within the next one to fourteen years.

#### 16. Creditors: Amounts falling due after more than one year

	2024	2023
	£	£
Loans repayable after more than one year (Note 17)	-	-
Other amounts payable after more than one year:		
Advance fee payments	224,163	103,704
Registration fees	170,850	187,675
	<b>395,013</b>	<b>291,379</b>

## The Queen's School, Chester

### Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2024

#### 17. Loans

	Interest Free Loans £	Total £
As at 1st September 2023	3,000	3,000
Advances during year	-	-
Repayments during year	-	-
<b>As at 31st August 2024</b>	<b>3,000</b>	<b>3,000</b>
Repayable within one year	3,000	3,000
Repayable between two and five years	-	-
Repayable after more than five years	-	-
	<b>3,000</b>	<b>3,000</b>

The interest free loans of £3,000 represent monies advanced to the Bursary Fund to assist with the provision of Bursaries. The loans are unsecured and repayable on demand.

#### 18. Allocation of Net Assets

The net assets are held for the various funds as follows:

	Fixed Assets £	Investments £	Net Current Assets £	Long Term Liabilities £	Total £
Endowed Funds	155,322	155,185	60,401	-	370,908
Restricted Funds	-	159,003	665,391	-	824,394
<b>General Funds:</b>					
Designated Funds	-	-	1,362,550	-	1,362,550
Accumulated Income	6,745,110	-	2,051,797	(395,013)	8,401,894
	<b>6,900,432</b>	<b>314,188</b>	<b>4,140,139</b>	<b>(395,013)</b>	<b>10,959,746</b>

## The Queen's School, Chester

### Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2024

#### 19. Endowed Funds: Movements in the Year

	Balance 01.09.23	Additions/ Disposals	Investment gains/(losses)	Balance 31.08.24
	£	£	£	£
<b>Permanent Endowment:</b>				
General Fund Capital	290,469	-	9,618	300,087
Foundation Bursary Fund Capital	29,050	-	626	29,676
Prize Funds	38,203	-	2,942	41,145
	<b>357,722</b>	<b>-</b>	<b>13,186</b>	<b>370,908</b>

General Fund Capital represents freehold land and buildings gifted to the School and, in the case of those properties that were subsequently sold, the sale proceeds. General Fund Capital also includes the value of investments made from funds set aside out of income to recoup to capital the monies expended out of the sale proceeds of other freehold land and buildings owned by the School.

The Foundation Bursary Fund Capital represents the capital element of funds transferred to the Foundation Bursary Fund on the winding up of the Charity known as the Hastings Foundation. The income element of funds transferred from the Hastings Foundation is included within Restricted Funds.

The Prize Funds consist of a number of funds set up by individual donors for the purpose of awarding prizes and travel scholarships to girls in the Senior School.

#### 20. Restricted Funds: Movements in the Year

	Balance 01.09.23	Income	Expenditure	Investment Gains/(Losses)	Balance 31.08.24
	£	£	£	£	£
Bursary Funds	377,213	124,802	(103,042)	24,140	423,113
150 for 150 Bursary Appeal Fund	32,111	35,070	-	-	67,181
Confucius Classroom Fund	35,142	5,445	(1,475)	-	39,112
Prize Funds	27,295	-	-	1,049	28,344
Astro Fund	50,308	3,150	-	-	53,458
Building Funds	196,365	10,431	-	-	206,796
QSPA Fund	5,600	-	(111)	-	5,489
Miscellaneous Restricted Funds	901	-	-	-	901
	<b>724,935</b>	<b>178,898</b>	<b>(104,628)</b>	<b>25,189</b>	<b>824,394</b>

Bursary Funds represent donations received and income arising for the purpose of providing bursaries for girls attending the Senior School. Bursary Funds include the Foundation Bursary Fund (established in 1978 and formerly known as the Centenary Bursary Fund) which includes cash and investments that were transferred to the School on the winding up of the Hastings Foundation, which are to be applied in awarding bursaries to pupils in the Sixth Form. Bursary Funds also include generous annual donations provided by both The Chester Bluecoat Charity and The Wildes Foundation, to be expended to provide financial support to pupils who need such support.

The 150 for 150 Bursary Appeal Fund was established in 2019, with the aim of raising £150,000 by the School's 150<sup>th</sup> anniversary in 2028, to provide bursaries for girls attending the Senior School.

The Confucius Classroom Fund represents funding received to continue the development of the Senior School's Mandarin curriculum and to provide culture enrichment activities within the whole school,

The Prize Funds represent the income element of funds set up by individual donors for the purpose of awarding prizes and travel scholarships to girls in the Senior School.

## The Queen's School, Chester

### Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2024

The Building Funds, which include the Foundation Development Fund, formerly known as the Millennium Appeal Fund, represent amounts donated and ringfenced towards the cost of general building projects.

The QSPA Fund represents donations from the Queen's School Parents' Association towards specific projects.

Miscellaneous Restricted Funds Includes donations received in memory of Amy Underhill, a former pupil.

#### 21. Unrestricted Funds: Movements in the Year

	Balance 01.09.23	Income	Expenditure	Transfers	Balance 31.08.24
	£	£	£	£	£
<b>Designated Fund:</b>					
Provision for future repairs to buildings and mechanical and electrical equipment	550,000	-	-	-	550,000
Provision for Astro build costs	812,550	-	-	-	812,550
<b>Designated Fund Total:</b>	<b>1,362,550</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,362,550</b>
<b>Accumulated Income</b>	<b>7,929,141</b>	<b>6,705,443</b>	<b>(6,232,690)</b>	<b>-</b>	<b>8,401,894</b>
	<b>9,291,691</b>	<b>6,705,443</b>	<b>(6,232,690)</b>	<b>-</b>	<b>9,764,444</b>

The provision for future repairs to buildings and mechanical and electrical equipment represents funds earmarked to meet the cost of future repairs to buildings and equipment at the Senior and Lower Schools.

Transfers between the Designated Fund and Accumulated Income are not treated as Transfers between Funds for the purposes of Note 9, as both funds form part of Unrestricted Reserves.

#### 22. Capital Commitments

##### Astro Turf Pitch Development – Senior School Site

The Charity has approved the development of a new multi-sports Astro Turf pitch at the Senior School site as part of its strategic capital improvement programme. The total estimated cost of the project is approximately £1.4 million.

At the balance sheet date 31 August 2024, the School had not entered into a binding construction contract. However, on 23 September 2024, the Charity issued a formal letter of intent to its preferred contractor to allow preparatory work to proceed. A legally binding contract was subsequently signed in January 2025, committing the Charity to the majority of the capital outlay.

As at the year end, £166,450 had been incurred on project design and early-stage works, which has been capitalised as assets under construction. A designated reserve of £812,550 as has been set aside towards funding this project along with a restricted fund of £50,308.

#### 23. Operating Lease Commitments

As at 31<sup>st</sup> August 2024 the School had total commitments under non-cancellable operating leases as detailed below:

The Queen's School, Chester

Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2024

	2024	2023	2022
	£	£	£
<b>Land and buildings:</b>			
Operating leases which expire:			
Within one year	12,956	12,956	12,956
Between two and five years	51,824	51,824	51,824
After more than five years	12,956	25,912	38,868
	<b>77,736</b>	<b>90,692</b>	<b>103,648</b>
<b>Equipment:</b>			
Operating leases which expire:			
Within one year	5,214	7,932	7,932
Between two and five years	-	558	1,898
After more than five years	-	-	-
	<b>5,214</b>	<b>8,490</b>	<b>9,830</b>

24. Contingent Liabilities

There were no contingent liabilities as at 31<sup>st</sup> August 2024.

25. Transactions With Trustees

During the year the following Governors had daughters attending the School for whom fees were charged on normal commercial terms:

Mr A J Dandy
Mrs H McKelvey
Mrs F Roochove
Dr A F Wood

Mrs C M E Mosley is a director of Canda Copying Limited which supplies photocopying equipment to the School under operating rental agreements. The transactions during the year totalled £19,827 inclusive of VAT (2023: £18,978); these transactions were on normal commercial terms.

The Trustees did not receive any remuneration, reimbursement of expenses or benefits in kind during the year (2023: £Nil). The Trustees are entitled to claim for travel expenses but waived their right to do so throughout both the current and previous year.

**THE QUEEN'S SCHOOL CHESTER**

England & Wales - Charity number 1198230

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# Accounts

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**Charity Number: 1198230**

**The Queen's School, Chester**

**Financial Statements**

**31<sup>st</sup> August 2023**

# The Queen's School, Chester

## Financial Statements

**31<sup>st</sup> August 2023**

### Contents

Governors' Report	1 – 19
Auditors' Report	20-22
Statement of Financial Activities	23
Balance Sheet	24
Cash Flow Statement	25
Notes to the Financial Statements	26-39

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2023

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### Contact Information and Professional Advisors

**Headmistress:** Mrs S J Wallace-Woodroffe MA BSc (Hons)

**Director of Finance and Operations:** Mrs K Petre-Hoyle BSc (Hons) ACMA

**Address:** The Queen's School  
City Walls Road  
Chester  
CH1 2NN

**Website:** [www.thequeensschool.co.uk](http://www.thequeensschool.co.uk)

**Charity Registration Number:** 1198230

**Bankers:** National Westminster Bank plc  
Second Floor  
33 Eastgate Street  
Chester  
CH1 1LG

**Solicitors:** Brabners LLP  
Horton House  
Exchange Flags  
Liverpool  
L2 3YL

Aaron & Partners Solicitors  
Grosvenor Court  
Foregate Street  
Chester  
CH1 1HG

**Auditors:** Xeinadin Audit Limited  
2 Hilliards Court  
Chester Business Park  
Chester  
CH4 9PX

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2023

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### Trustees

The Governors are also the Charity Trustees. Governors who currently serve and those who served during the year are:

		<b>Appointed by:</b>	
Rev Canon R J Brooke BEd (Hons) Cantab BA		Dean and Chapter of the Cathedral Church at Chester	
Rev Dr L E Cooke PhD MA BEd (Hons) Cantab Dip Theo AFBPSS C.Psychol FHEA Professor Emerita	<b>Vice-Chair</b>	The University of Chester	●
Mrs S C Danby BSc (Hons) MRICS MAPM		Governors	●
Mr A J Dandy		The Queen's School Parents' Association	●
Cllr R Daniels FGA & DGA		Cheshire West and Chester Council	
Mrs L Fearnall BA (Hons)		The Chester Bluecoat Charity	●
Mrs J S McBurney MA (Hons) PGDip ACA		Governors	●
Mrs H McKelvey BA (Hons) FCA CTA	(From June 2023)	Governors	●
Mrs C M E Mosley BA (Hons) MA LLM DipM	<b>Chairman</b>	Governors	●
Mrs F Roochove MA (Cantab)	(From March 2023)	Governors	
The Bishop of Chester, The Right Reverend M Tanner		Ex officio	
Mrs A L Unett MA (Cantab) TEP		Governors	●
Mrs K J Whiteley BA (Hons) PGCE NPQH	<b>Vice-Chair</b>	Governors	●
Dr A F Wood BMedSci BM BS MRCGP	(Retired August 2023)	The Queen's School Parents' Association	

#### ● Members of the Finance Committee

The above trustees and/or the Official Custodian, as custodian trustees, hold the titles to the Charity's property on behalf of the Charity. As part of the 'incorporation' process discussed later in this Governors' Report, title to the Charity's properties is being transferred to the new charitable company.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2023

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The Board of Governors present their annual report for The Queen's School (the School, the Charity or Queen's) for the year ended 31<sup>st</sup> August 2023 under the Charities Act 2011, together with the audited financial statements for the year, and confirm that they comply with the current statutory requirements, the requirements of the Charity Commission and the provisions of Accounting and Reporting by Charities: Statement of Recommended Practice applicable to Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1<sup>st</sup> January 2019) (Charities SORP (FRS 102)).

### Objectives and Activities

#### Charitable Objects

The objects of the Charity, which are set out in the Scheme of 1912, as amended, and in the Articles of Association of the charitable company are to provide a day school for girls in or near the City of Chester. Under the terms of the Scheme, the School maintains a number of bursaries, scholarships and prizes; it also maintains a separate Foundation Bursary Fund, which provides total or partial exemption from tuition fees for pupils who are in need of financial assistance.

#### Principal Activity

The School's principal activity is the provision of single-sex education for girls aged 4 to 18.

#### Organisational Structure and Relationships

The Queen's School comprises 2 girls' day schools on separate Chester city centre sites; the Senior School for pupils aged 11-18 and the Lower School for pupils aged 4-11. Girls come from a very wide catchment area centred around the city of Chester and extending into North Wales, West Wirral and a wide radius around Chester into the county of Cheshire.

The Queen's School is accredited by the Independent Schools Council and actively supports the attainment of the highest standards in the independent schools sector, partly through networking with other major girls' schools and partly through bodies that are concerned with such standards, including the Girls' Schools Association (GSA), the Association of Governing Bodies of Independent Schools (AGBIS) and the Independent Schools' Bursars Association (ISBA).

The School benefits from its cultural and sporting links with the City of Chester and many local and national organisations, which provides pupils with an awareness of the social context of the education that they receive at Queen's.

#### Vision and Values

In simple terms, Queen's aims to educate and empower its young women to help lead and shape the world in which they live. The School captures this philosophy in 3 core values:

- Think Independently - by encouraging intellectual curiosity, bravery and creative lifelong learning;
- Collaborate Confidently - by nurturing resilient leaders and collaborators;
- Aspire Globally - by developing ambitious girls with a global outlook.

Central to all of these values at Queen's is a strong belief in, and a focus to deliver:

- a culture of excellence and ambition;
- a promotion of self-belief, respect and emotional intelligence;
- a wide offering of opportunities to develop talents;
- an understanding of the benefits of a single-sex education;
- strong links across the School and between age groups;
- raised aspirations through the local, regional and national profile of pupils;
- an appreciation of dynamic, forward-thinking staff; and
- a progressive approach to environmental impact.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2023

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### Objectives

In setting their objectives and planning activities, the Governors have given careful consideration to the Charity Commission's guidance on public benefit, including its guidance on advancing education and fee-charging. In setting their objectives, the Governors have also had regard to the School's commitments to:

- a working environment that is free from any form of discrimination on the grounds of race, colour, ethnicity, gender, sexual orientation, religion or disability;
- safeguarding and promoting the welfare of pupils and staff; and
- attracting pupils from all backgrounds, irrespective of financial means.

The Governors work with the Headmistresses and Senior Leadership Team throughout the year to consider the strategic priorities for the short and medium terms and future initiatives for the School. The Strategy Day held in Summer 2023 focused on some of the more immediate strategic priorities for the School, which subsequently drove the short term School Development Plan and detailed work plans for implementation.

The key objectives for the School include:

- to deliver an outstanding education and exceptional opportunities for the development of life-long learners;
- to recruit and develop inspirational staff to support the development of each girl's potential;
- to deliver unrivalled pastoral care to develop individual resilience, wellbeing and character;
- to develop the School's bursary strategy and bursary funds; and
- to deliver an attractive and appropriate built environment, addressing compliance, technology and sustainability.

### Strategies to Achieve the School's Objectives

Governors monitor the delivery of the School's key objectives via a comprehensive reporting cycle and regular Board and committee meetings. The strategies to achieve their objectives with regard to the School's core educational provision, pastoral care, public benefit, staff and capital projects are set out in the following paragraphs, together with related achievements during the year.

#### Core Educational Provision

The Governors' Education Committee oversees the quality of teaching and learning within the School and strategic curriculum developments to enable girls' potential to be maximised. The meetings are informative and continue to raise Governors' awareness of current curriculum and other educational issues. Queen's approach to educating children and teenagers is a holistic one, recognising it is helping to grow a future generation of respected leaders, thinkers and decision-makers, ready to shape the world in which they live and with a knowledge and understanding of the world around them. The School works hard to create a family atmosphere across both the Lower and Senior Schools, where the staff know girls as individuals and understand the areas in which they excel and those in which they may need extra support. Teachers encourage a spirit of supportive endeavour throughout the School, exemplifying Queen's core values.

Teachers understand how different pupils learn, creating a pathway to success for every pupil. Schemes of work are developed to enable girls to discover from an early age how best they learn and to develop critical thinking skills. Individual progress is tracked and monitored through a range of different methods, ensuring that the progress of all pupils is understood and followed. Pupil assessment is informative, frequent and reflective and parents are kept well-informed of progress, and extra support and challenge are given to make sure all girls achieve their full potential. The results of this personalised learning help ensure that girls regularly achieve among the best external examinations results in the area.

The School supports all staff in keeping up to date with pedagogical developments and the quality of teaching and learning is evaluated each term. This helps to inform staff training and INSET. Quality First Teaching (QFT) remains a core element of all teaching and learning, so that the specific learning needs of each and every pupil are met. Queen's internal evaluation processes, combined with parent, pupil and staff surveys have helped the School to identify and explore areas to develop and improve, to ensure best practice across all areas.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2023

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Relationships with parents remain pivotal to supporting the girls both in school and at home, and strong communication with Form Teachers, both electronically and in person, is an important means of achieving this. Teaching and learning remains focussed, supportive and strong, and the consistency, experience and knowledge of staff is fundamental to this excellent provision. Moreover, the small class sizes allow staff to tailor teaching, providing the right level of stretch and support where required.

The academic tracking of pupils allows staff to provide support where needed and to encourage further academic development and enrichment. At the Senior School, progress is constantly reviewed by Heads of Departments and formally reflected upon following each termly report, to monitor the effectiveness of any intervention strategies and share this across the School. For pupils who are not reaching their potential in several subjects, the School has developed a mentoring programme in Key Stages 4 and 5 and offers additional learning support as appropriate for each student. This runs alongside a Learning Support Skills Programme which has been established to support a small number of pupils with motivation, engagement and improved examination performance. In the Lower School, assessment for learning is enhanced through the inclusion of standardised testing in Mathematics and English every term, and pupil progress is tracked efficiently and comprehensively to build a learning profile for each pupil.

From this year, pupils in Year 6 have been able to bring their own iPad into school in preparation for the transition to Senior School and with the objective of ensuring they are more confident, responsible and independent in their knowledge of how to use their devices safely, appropriately and efficiently. Specialist subject teachers from the Senior School teach PE, Music, Spanish and French to Lower School pupils, which not only gives the benefit of subject excellence, but also aids the transition process for pupils from Lower to Senior School, as they gain familiarity with Senior staff. Outdoor education remains an intrinsic part of the curriculum, and Lower School pupils have the benefit of both Beach and Forest School. The opportunities for collaboration, communication, independence and resilience are as important as opportunities for wellbeing – with pupils experiencing the freedom of being outdoors and immersing themselves in noticing all that nature has to offer.

### **Pastoral Care**

Relationships are at the heart of Queen's pastoral philosophy with every child known and understood as an individual. Each and every teacher is part of the pastoral team and every child is able to have a trusted adult that they can turn to. The School has a compassionate and trauma informed approach to supporting wellbeing with the aim to build trust and mutual respect through fairness, honesty and integrity. Pupils receive individual tailored support depending on their needs.

Developing confidence to speak out and encouraging pupil voices to be heard and listened to is a central element to ensuring that each child's views and perceptions matter. Pupils are encouraged to develop and use their voice by applying to be form captain or to sit on one of the Student Parliament Committees.

For those pupils who need a little extra support, the School has a weekly 'hot choc and chat' drop-in session in the Wellbeing Hub, hosted by the Pastoral Support Worker and trained Emotional Literacy Assistant, who also hosts a morning support group for girls who need extra time and reassurance before the day begins. Pupils at The Queen's School also have access to Kooth, an online wellbeing service for additional support, and staff can signpost a range of additional resources if needed. The School's Respect programme looks at friendship dynamics and encourages girls to develop empathy, manage their emotions and effectively deal with conflict. The Wellbeing and Diversity Committees play important roles in promoting good relationships within the School and in creating a welcoming and inclusive community. Pupils are encouraged to be responsible and develop good habits around technology through the PSHE focus on online safety and good relationships.

There is a strong emphasis on ensuring staff are able to support pupils with their wellbeing and all staff and Governors receive statutory safeguarding training. PSHE and Tutor Time are used to educate pupils regarding body image and healthy coping strategies and staff promote positive behaviour at the Senior School by clearly communicating expectations and by recognising positive contributions to the School community in assemblies and through the award of merits, Head of Year Commendations and Spirit of Queen's Awards.

Staff at the Lower School promote positive behaviour through the award of weekly 'Learning Powers Certificates' for the Infants and 'Good Conduct' awards in Key Stage 2, with an emphasis on high standards of conduct and extra-curricular attendance. Additionally, pupil mentoring has been expanded through the creation of the 'Head Queen Bee' roles, where Year 6 pupils are responsible for forming and maintaining links with Infant pupils.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2023

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### Public Benefit: Overview

The Governors confirm that they have complied with the duty in Section 4 of the Charities Act 2011 to have due regard to the Charity Commission's general guidance on public benefit, "Charities and Public Benefit".

Governors are committed to broadening access to the School and recognise the importance of bursaries to ensure that girls are able to attend the School who would otherwise not be able to benefit from the education offered at The Queen's School. The School's Governing Document sets out the School's undertaking to provide fee support for pupils and broaden access to the School, and Governors are committed to delivering on this undertaking and extending access wherever possible. The School's Bursary Policy, which is similar to that of many other independent schools, is to make awards based on academic merit and financial need, subject to any conditions imposed by the original donor, where the award is out of Restricted Funds.

### Public Benefit: Financial Support

Governors recognise the importance of replenishing bursary funds to meet future demand for bursaries and to provide wider access to the School; accordingly, the School is continuing with its fundraising to achieve this aim and is very grateful for the support received from local charitable trusts and individuals. The 150 for 150 Bursary Campaign Appeal is an ongoing priority for the School and continues to be promoted to raise awareness across the School community. This fund and continued support from individual donors, the Wildes Foundation and Chester Bluecoat Charity are important sources of financial support now and into the future for families with talented daughters who otherwise would not attend Queen's.

Information about fee assistance through bursaries is available to all families applying to the Senior School and Sixth Form; details are also available on the School website. Bursaries range from smaller contributions to the full value of tuition fees and are reviewed annually, considering family circumstances and parental income and assets. The School provides an external review of bursary applications by its partner company, Bursary Administration Limited. Requests from families for financial assistance have risen over the past two years and demand continues to be significant. This year, means-tested bursaries totalled £407,432 (2022: £428,850) representing 6.5% (2022: 7.1%) of gross fees. The value of scholarships, bursaries and grants made to the School's pupils out of Restricted Funds amounted to £82,721 (2022: £82,240); the balance being funded from unrestricted funds.

### Public Benefit: Educational Community Initiatives

The School's 'Synergy' outreach programme was re-launched in 2023 following a break due to COVID-19. Pupils from local primary schools attended sessions in the summer, with over 100 Year 4 and 5 pupils taking part in the science-based, interactive workshops. These sessions were developed by Queen's Science department and were specifically tailored to meet the demands of the Key Stage 2 Science national curriculum. The workshops were very popular, and Queen's will work to attract pupils from more schools next academic year.

The first full year of Queen's 'Saturday Series' outreach programme was completed in 2022-23, receiving excellent feedback from participants. This 2-year programme is open to girls from any local school, and offers a unique learning experience in a range of subjects covering the whole curriculum. The programme comprises 6 separate sessions, each focusing on different skills, topics and themes, and pupils can begin attending in the summer of Year 4, taking part each term until spring of Year 6. Overall, 128 pupils attended one or more sessions in 2022-23.

Queen's Mandarin outreach programme remains popular, with local children attending throughout the year from surrounding state schools. The School offers Mandarin at GCSE and A-Level to Senior School pupils as part of its broad academic offering, enabling it to work with local schools in promoting Mandarin language and culture.

In November, 150 students from a range of local schools attended QMUN 2, Queen's second Model United Nations (MUN) conference. 25 Queen's students participated as delegates and 10 students ran the Press Team. All students gained valuable insights from the Opening Ceremony keynote speaker Maria Gaboyan, who spoke to students during the day and gave advice to develop their public speaking and debating skills.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2023

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In the Spring term, the annual Queen's Academic Lecture Programme gives students the chance to hear from some of the UK's leading university researchers to help them prepare for their applications to top universities and competitive courses. The programme is open to pupils from other schools and to increase accessibility will be broadcast over Zoom next year, so that a wider pool of students can access the programme. These lectures are aimed at Year 12 and are open to pupils from across the area from Year 10 upwards. The aim of the lectures is to allow pupils to access stimulating lectures from experts across a range of fields and give them a taste of university-style academic delivery in preparation for their own journey into Higher Education. Lectures from this year's programme included:

- 'A Career in Vertebrate Environmental Physiology' (Dr Jenny Sneddon, Liverpool John Moores University);
- 'Excavations at Arthur's Stone' (Professor Julian Thomas, University of Manchester);
- 'Multiculturalism in Early Medieval Britain' (Dr Lindy Brad, Edge Hill University);
- 'Psychoanalytic Criminology in 'The Strange Case of Dr Jekyll and Mr Hyde'' (Dr Chris Nicholson, University of Essex); and
- 'Materials Science and Engineering' (Dr Julian Dean, University of Sheffield).

### Public Benefit: Wider Community Engagement and Benefit

The School has continued to open its facilities to outside users via its established partners and service providers. The swimming pool is used for children's lessons via Puddleducks, the Senior School hosts language lessons delivered by English in Chester during the summer holidays, and Little Learners Nursery has complementary use of Queen's Lower School outdoor facilities for Forest School on a weekly basis.

The whole School encourages and participates in a wide range of regular fundraising and charitable activities, supporting an extensive list of causes. The ethos of the School is to promote confidence and a wider sense of community, justice and fair play and girls enjoy the sense of achievement that comes from reaching a fundraising goal or making a difference, at the same time building their understanding of effort and reward. Charities are often proposed by the pupils for support via the Charity Committee, and events are organised by small groups, forms or via the House system. In 2022-23 the School raised money for Young Minds, Blue Skies, Save the Children, MacMillan Cancer Support, Children in Need, Clatterbridge and the Hospice of the Good Shepherd, as well as holding a food bank collection.

Pupils are encouraged to give their time to help support the community in a variety of different ways, including via public performances and volunteering initiatives. The School's Chamber Choir performed in support of the Lady Taveners Charity, amongst other events, and Year 12 Business pupils visited Share Aid, providing donations and working with the Centre Manager to produce food parcels for the local community, before presenting to Year 11 to raise awareness within the School community. Year 12 students applying to study medicine and dentistry at university completed voluntary work in a local care home, and other students volunteered with English in Chester during the summer holidays. The Duke of Edinburgh programme remains popular with students, and pupils volunteer across a wide range of charities and community organisations as part of their volunteering contributions - last year, a total of 910 hours of voluntary work were completed as part of the programme.

Members of Queen's staff continue to be Governors at Grosvenor Park Academy and Westlea Primary school, offering their time, commitment and expertise working with local schools in the community.

### Staff

Continuing Professional Development (CPD) for all staff is a core element of the School Development Plan. Leaders have continued to ensure that CPD is sustained over time and is prioritised by the School. The School also has an in-house staff development system which includes weekly staff meetings, five INSET days per year as well as regular time allocated for departmental and pastoral matters. The School's model of CPD has been well received by staff and is continually developed and refined. The School also works with external providers to develop staff, including supporting several staff in gaining the National Professional Qualification in Senior Leadership (NPQSL) and National Professional Qualification in Headship (NPQH) as well as working with The National College for Education to deliver Masters level qualifications in Educational Leadership. The benefits for our middle and senior leaders are very evident, and this programme has been expanded to a wider range of staff.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2023

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At Queen's, the wellbeing of staff takes equal priority with the wellbeing of pupils and a Staff Wellbeing group has been set up to support staff and identify areas where additional help may be welcomed. The group have commissioned annual whole staff surveys and use these to respond to the ongoing needs of staff.

To help attract and retain high calibre staff, the School offers fee discounts to all members of staff who choose to educate their daughters at The Queen's School. High staff retention rates are indicative of the excellent working conditions at Queen's, with engaged pupils, supportive parents and staff enjoying considerable autonomy, working in beautiful surroundings in the historic city of Chester.

### Capital Projects

The Estates Manager works closely with the Senior Leadership Team and Governors via the Estates Committee to deliver a programme of building maintenance across both sites, with a rolling maintenance plan to prioritise work across the School. The Headmistresses have a strong focus on environmental impacts and sustainability and work with pupils via Eco-Societies to ensure this thinking is embedded and pupils are engaging and delivering on these aims. It remains an absolute priority of the Governors to deliver the best possible appropriate and attractive facilities to support the education of its pupils.

The most significant ongoing capital project through the year at Queen's was the continuing work towards the installation of a multi-sports Astroturf pitch at the Senior School. This is a complex project due to the School's city-centre site, balancing the interests of different external agencies and service providers. Important progress was made during the year, including extensive preparatory works and investigations, and identifying solutions for relocating utility services.

In addition to the essential maintenance programme and the refurbishment of classrooms and corridors, which form part of the normal Estates' team workplans, a number of other separate estates and IT projects were completed over the course of the year. Completed works included:

- Roofing works across both sites;
- Boiler upgrade works at the Senior School;
- Pool maintenance and upgrade works at the Lower School;
- Tree maintenance and removal across both sites;
- Installation of new interactive screens in Lower School classrooms; and
- Refurbishment of the School Finance Office.

Additionally, the Environment Committee - consisting of a group of pupils from the School Parliament - worked with the Estates Manager to begin an application for Listed Building Consent to replace the School Hall balcony railings.

## Achievements and Performance

### Operational Performance

The Governors would like to acknowledge the outstanding contributions and achievements of all Queen's pupils and staff, who strive for excellence as a matter of course; parents, for their continuous support and endorsement of the School's values; the Queen's School Parents' Association for their fundraising and friend-raising efforts; and the Alumni for their continued contributions in all senses of the word to The Queen's School community.

The first full year of normal operation of the School following COVID-19 enabled a return to a full programme of activities through the year. Some of the adaptations made during the pandemic served to enhance our operational performance and so have been retained, for instance the use of the Virtual Board Room and Virtual Meeting Room to facilitate meetings, to enrich lessons such as Classics (which is taught partly remotely) and to offer more virtual events, including information evenings for parents and webinars for Governors.

### Academic Activities

The School is focused on high academic attainment and girls achieving their maximum potential. This is reflected every year in the very impressive achievements of pupils and the university destinations and course choices of leavers. A-Level

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2023

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and GCSE results are consistently above the national average for maintained schools. At the end of Key Stage 4 most girls sit 10 GCSEs, and at the end of Key Stage 5 most girls sit 3 A-Levels, with many pupils also submitting high quality Extended Project Qualification (EPQ) reports for assessment.

A-Level results have held up impressively, despite the downward adjustment in grades that affected pupils nationally following several years of inflated grade outcomes because of the pandemic. At A-Level 22% of grades were awarded at A\* (compared to the national average figure of 8.6%) and 45% at A\* or A (compared to the national average of 26.5%). The School achieved 77% A\*-B at A-Level compared to a national average of 52.7%. On results day August 2023, 90% of pupils going to university secured their first choice despite the prior warnings of oversubscribed courses in the media and UCAS.

In total, the School supported 49 pupils in Year 13 and a further 6 from 2022 who were on gap years and making UCAS applications through Queen's. Two pupils gained Oxbridge entry – one to Trinity College Cambridge for Mathematics, and one to Brasenose College Oxford for History. For the second consecutive year, a candidate won a place to study Art at the prestigious Central St Martins and another pupil gained a place to study Architecture at Bath. In total, 4 pupils secured places to study Medicine in what was another very competitive year, with applications still much higher than usual after COVID-19 and many medics nationally deferring their places from 2022. Overall, 28 pupils left to study at Russell Group universities and 4 more moved on to study at other top 50 institutions, with one favouring a degree apprenticeship.

Sixth Form students attribute much of their success to the academic and career support offered to them, where the tutorial-style learning is much like university and pupils learn to listen and present their ideas clearly, as topics are debated and discussed in small groups led by specialist teachers. Extended projects, online extension courses, enrichment activities, academic lectures and discussion groups - making up the Queen's Baccalaureate - along with mock interviews and entrance test preparation all help to guide pupils towards achieving their very best.

At GCSE 18.2% of grades were awarded at Grade 9 (compared to a national average of 5.6%) and 39.5% at Grade 9 or 8. The School achieved 80.9% at Grade 9-6 at GCSE compared to a national average of 41.2%.

In the Lower School, standardised tests (InCAS, PIRA and PUMA) show that pupil attainment is above the national average for maintained schools. Pupil outcomes are strong, which is demonstrated through achievement and progress tests with many pupils exceeding their assessed potential. Pupils who join the School at various entry points progress quickly as evidenced in their books, assessments and feedback from parents. Assessment of progress of pupils with special educational needs and disability (SEND), English as an additional language (EAL), and more able and talented (MAAT) demonstrate these pupils progress well. Most importantly, pupils transition between key stages and year groups seamlessly, which is not only attributable to the strong pastoral care they receive, but also to their academic confidence and resilience.

### Careers

Building on its award at Gold level of the National Quality in Careers Standard, Queen's held its first School Careers Fair since 2019 at Chester Racecourse, with 45 exhibitors from a wide range of universities, businesses and other Higher Education providers. This very successful event was held for pupils in Years 10-12, with many parents attending to learn about further education and careers options for their daughters. The School timetables careers lessons for all pupils in Years 7-10, who also benefit from early access to the Unifrog platform. The School recognises the vital importance of interview practice, offering a range of opportunities for students including: a mock interview afternoon for Year 11 pupils, specialist opportunities for older healthcare applicants, with a healthcare sciences multiple mini-interview event for Year 13 and all medics and pharmacists receiving at least one interview from a university representative. The School is proud of its dedicated Careers Department, which also offers individual appointments with the Head of Careers for parents seeking advice on options for their daughters, as well as assisting pupils gaining work-experience in their chosen fields.

### Co-curricular Activities

The Co-Curricular programme is extensive across all ages. The Senior School offers a programme of over 100 clubs and clinics every week, with a termly rotation enabling students the widest possible choice and variety of enrichment. Students are encouraged to attend at least 3 clubs per week and many students in older years run clubs for their fellow pupils. The provision always covers a full range of academic, creative, wellbeing/pastoral and physical activities, with new offerings

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2023

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always being provided. New and particularly successful clubs for 2022-23 included Politics Society, Philosothon, Language Disco, Chinese Drama Club, Musicals Sing-a-long, Christian Union, Dodgeball, Neuroscience Club and Colouring Club.

Duke of Edinburgh participation rates remain high in the School, with significant numbers of girls undertaking the Silver and Bronze levels and 63% and 75% of these respective year groups signing up for the award. In 2022-23, the School saw 21 participants complete their full awards (5 Gold, 11 Silver and 5 Bronze).

CCF continues to attract a large number of Queen's pupils with levels stable at about 50 pupils, representing around one third of the full contingent. For the first time since 2019, all trips including Summer Camps for the Army and RAF sections took place as planned this year, including 3 National Navigation Award weekends, enabling most Year 9 pupils to gain this award. Two Year 12 and one Year 11 pupil gained places and excelled on the rigorous SCIC Senior Leadership week, and another Year 12 pupil won a place on the Master Cadet Course, a highly significant achievement. All Year 10 cadets successfully passed their internally delivered JCIC Junior Cadet leadership cadre, the first time Queen's has been able to run this fully since the pandemic. Range Days took place at Kinmel Army Camp, Easter Camp at Swinnerton Camp and Year 9 camped out for their First Steps Exercise, where they fired the cadet rifle for the first time.

The Eco-Society has continued to build on the School's Green Flag status awarded last year, with a Green Tree School Gold award from the Woodland Trust and with various pupil led initiatives such as planting activities in the garden and Earth Day. Pupils also completed a survey of the School's windows in conjunction with the Estates team. The girls' activity through its Eco-Society exemplifies the Eco-Schools mantra: to empower children to drive change and improve their environmental awareness. A further range of projects to enhance the biodiversity and environmental quality around the School site are continuing to improve the School's carbon footprint in addition to plans for installing solar panels.

The Lower School offers a balance of academic, creative and sporting pursuits. Pupils have been able to participate in a wide variety of clubs which endeavour to establish new interests, foster passions, and hone skills. Clubs tend to change on a termly basis and have included: netball, football, running, hockey, swimming, tennis, rounders, athletics, drawing, quizzes, crafts, sewing, books, choirs, orchestra, STEM, Spanish, mindfulness, dance, computing, puzzles, construction, digital photography ... a wide range to suit every taste and interest.

### Sport

Sport is seen as having high value in developing team building, character and resilience amongst pupils and a strong emphasis is placed on providing a wide range of sporting opportunities to engage all girls in exercise across all year groups. Along with the dedicated team of PE teachers and sports coaches, the expertise and experience of older pupils is harnessed, with additional sessions led by pupils to complement the extensive extra-curricular programme. These pupils have been able to gain valuable experience coaching younger pupils and developing their leadership skills.

All pupils are encouraged to take part in sport and fitness activities including competitive events and a wide range of Inter-house competitions throughout the year, including netball, badminton, rounders, tennis and bench ball. Lower School pupils take part in competitions including biathlon, as well as netball, hockey, athletics and swimming events - enabling all pupils to take part in a wide range of sporting activities - as well as being introduced to other sports such as Tri-golf and lacrosse.

Many pupils compete at a high standard in numerous different sports and are supported by teachers to ensure academic progress is not hindered. Over the course of the year, pupils at Queen's have competed at a national level in hockey, gymnastics, archery, lacrosse and rowing, in addition to high levels of achievement in netball, tennis, cross country and athletics.

The hockey season continues to be particularly successful at Queen's, with strong performances in many competitions and with a high number of new players representing the School, both on the local match circuit and also in county and national competitions. Some of the notable results from the season included:- the U11 hockey team were runners up in the Moreton Hall Invitational tournament, narrowly losing on goal difference; the U14s 11-a-side team played some excellent hockey and were unbeaten in the Chester & District tournament; the U16s continued to build on last year's success and progressed to the Tier 1 National Schools Finals, losing in the quarterfinals; the U16s also competed at Repton in the National Schools' Indoor Hockey Finals, once again on the national stage playing against the best sporting schools in the country, finishing as the 8th ranked team in the country; and the U18 team finished the season with a 75% win rate across all their matches.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2023

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Netball is developing in both popularity and competitive success throughout the School. Year 1- 2 took part in netball club as well as the inter-house competition and for the first time, Year 3 played friendly matches, the youngest team ever to represent Queen's at netball. Year 4 were Plate winners in the ISA Netball tournament and the AJIS Netball tournament and Year 6 secured 3rd place at the AJIS netball tournament (Plate event), with the B team as Bowl winners. The U12 team was crowned Sisters n Sport (SNS) Plate competition winners - the furthest a Queen's netball team has reached in a national netball competition - also winning the Chester and District competition and reaching the semi-final of the Cheshire County Schools Tournament. The U13 team secured 2nd place at the Packwood Invitational and the U14 team were Chester and District runners up, as well as semi-finalists in the Cheshire County Schools Tournament.

Athletics is one of the major sports in the summer term at Queen's. 11 girls were selected to represent Chester at the Cheshire Schools Championships from Years 8-13, competing with the best athletes in the County, resulting in 3 girls achieving County Championship titles and 1 selected to represent Cheshire at the Inter County Championships Vs Merseyside, gaining 3rd place in the 1500m. A pupil was also selected to represent Cheshire at the English Schools National Championships, finishing her event in 3rd place. Across the School, the Year 3-6 team won the District Athletics Competition, and Years 7-8 won the district Sportshall Athletics competition and represented Chester in the Cheshire School Games County Finals. The U11 team were the AJIS Cross Country Plate winners.

Football is a developing sport at Queen's, inspired by the success and media coverage of the England Lionesses' win in the 2022 European Championships. Enthusiasm to play the game and commitment to training is high, with football training introduced for Years 3-4, and over 30 matches played across Years 6-11, including Year 6 playing in their first AJIS football competition and the U13 team securing 3rd place in a local 5-aside tournament, showing great attitude and ability. The U12-U14 teams also played a range of friendly fixtures.

Swimmers had a successful year and entered the English School's Swimming championships with the largest ever Queen's team. Five Year 6 pupils qualified for the English School Swimming Association (ESSA) National Finals for both the freestyle and medley relay in Sheffield.

The Queen's School Equestrian Team qualified for the NSEA Dressage Championships at Keysoe and also the NSEA Championships at Hickstead in August.

### Performing Arts

Music and Drama are a key element of the extensive extra-curricular programme. Recruitment for vocal and instrumental lessons has increased and there are now more pupils receiving music tuition, with 100% pass rate achieved in the summer ABRSM examinations. 45 pupils from Years 7-11 took LAMDA examinations, with 61% gaining Distinctions.

In September, the physical theatre company Frantic Assembly worked with the Year 9-13 Drama students exploring physical skills and devising movement sequences. This directly benefitted the quality of their work in lessons, and in October Year 10-13 Drama students watched Frantic Assembly's performance of Othello in Liverpool for the live theatre section of their course.

In December, the Senior School came alive with two evenings of cabaret performances from talented musicians, singers, dancers and actors. All of the School's music ensembles performed, as well as many musical solos from students in Years 10-13 and some drama pieces. The Senior School's main theatrical production of 'Be My Baby' by Amanda Whittington took place over two nights in February to high acclaim with two different casts. The performers handled the complexities of the storyline with significant emotional precision. The Music and Drama Departments also staged a very enjoyable Midsummer Extravaganza in June, which showcased Shakespearean scenes alongside music performances from soloists and choirs, as well as flute, brass and string ensembles.

The annual Queen's School Music Festival is a very successful event with many talented musicians competing for trophies and awards, before the winners perform in an afternoon concert attended by parents. External adjudicators were once again impressed by the high standard of musical talent at the School.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2023

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At the Lower School, a new junior orchestra was formed for Years 4-6, with members rehearsing regularly each week after school assisted by volunteer Year 13 Music A-Level students. The celebration of the 75th anniversary of Nedham House at the Lower School in February provided a significant occasion for Year 5 musicians to perform in front of a large audience.

Lower School productions are carefully designed to ensure that every child has an opportunity to perform on stage. The year's productions included the 'Boogie Woogie' Nativity for the Infants, 'Project Planet' for Years 3-4 in the spring, and 'The Wizard of Oz' for Years 5-6 in the summer on the Senior School stage, with each production providing a valuable opportunity to build confidence for speaking and performing to an audience. Additional opportunities to perform publicly included the Infant Harvest Service in the autumn, the Lower School Daffodil Service in the spring, together with the 'Little Summer Serenade' in the summer term where the Lower School Orchestra as well as ensembles and soloists showcased their musical talents. The three Lower School choirs also competed in the Chester Music Festival winning their competition, and Queen's Nightingales and Queen's Young Voices performed in a concert near Tarporley in May.

### Debating and public speaking

The 2022-23 academic year saw Model United Nations (MUN) back in full swing with a new generation of students participating after the COVID-19 disruption. Through MUN, students gain the opportunity to debate current topics, honing their communication techniques and developing their collaboration skills. In November, Queen's hosted QMUN 2 and in January, Queen's students travelled to StonyMUN at Stonyhurst College, where 2 students acted as Chairs of Debate. Queen's students also participated in ShrewsMUN VI at Shrewsbury School and in WiMUN XII at Withington Girls School, where Queen's students took part as delegates and Chairs of Debates.

### External competitions

Participation in externally organised academic competitions is encouraged by many departments, with notable successes. In the British Physics Olympiad, Year 11 students achieved one Gold and six Silver awards in the Intermediate competition and one Year 13 student achieved the 'Top Gold' Award in the first round, ranking her in the top 6% of students nationwide. She then also achieved a Distinction in the British Astronomy and Astrophysics Olympiad, placing her within the top 20 students in the UK. Year 13 biologists took part in the British Biology Olympiad, with two students achieving Silver awards, three gaining Bronze awards and a further two students highly commended and four pupils commended.

Years 3-6 at the Lower School took part in this year's Bebras computational thinking challenge with some strong results from the girls, performing above county and national averages, including a Gold award. Overall, the cohort achieved 21 merits and 20 distinctions in total. Fifteen students across the Senior School gained the prestigious Gold Award and then took part in the Oxford University Computing Challenge (OUCC). A-Level computer scientists took part in 'Hack the Web', an interactive online workshop from the Computer Science facility at Sunderland University. All students progressed to the most difficult challenges with one Year 12 pupil being the first in the whole country to successfully complete all nine hacks.

Year 4 took part in the Primary First Mathematics Challenge and a high proportion of Senior pupils took part in the various UKMT Mathematical Challenges with notable successes. Three pupils progressed to a 3.5 hour follow-on challenge from the Senior Maths Challenge, which is an entry point to the training and selection programme for the international competitions run by the UKMT.

A Year 7 team took part in the National Literacy Trust Book Quiz achieving 6th place, and one Year 13 took part on Round 2 of the UK Linguistics Olympiad, after achieving a Gold award on Round 1, gaining one of the top 8 places nationally and qualifying for a three-day training camp in Edinburgh.

### Educational Visits

Educational Visits are seen as an integral part of the experiential curriculum for pupils and all year groups are able to access a wide range of year group and key stage trips through the year.

The Lower School run a full programme of day trips making full use of the School's proximity to Chester city centre, with walking visits to the Cathedral, Storyhouse and the Grosvenor Museum. Trips further afield included visits to Chester Zoo, Knowsley Safari Park, Safety Central, Conwy, Liverpool Museums and art galleries. Residential trips in the UK were offered to all girls in Years 2-5, when pupils also embraced outdoor challenges, and Year 6 pupils returned to France for the first

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2023

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time since 2019 for a multitude of cultural opportunities. Alongside these experiences, the Lower School runs a full programme of outdoor learning, with autumn and spring visits to the Beach for all Lower School groups each term. In the summer, Forest School experiences enhance pupil learning and provide valuable well-being opportunities for all age groups.

At the Senior School, most departments ran at least one trip including theatre visits by English, Music and Drama Departments to Liverpool Playhouse, Liverpool Empire and Storyhouse. The Art Department enriched pupil learning through visits to galleries in London and Manchester, and Business and Psychology students attended a conference in Manchester. Biology, Physics and Geography students attended field trips in North Wales, Chester Zoo and London; Year 9 Computer Science pupils spent a day in Merseyside, and there were leadership opportunities for Year 8 students who visited Airbus.

Residential trips including pastoral visits to Conway for Year 11 and High Adventure for Year 7 were run for the first time since COVID-19, and the Languages Department ran a Spanish language and cultural trip to Salamanca. A Sixth Form trip to New York was well-attended by students in Years 12 and 13 and Physicists visited CERN to see the Large Hadron Collider. The popular annual ski trip was run again, with a trip to Italy at Easter with 40 students from Years 8-13.

The year culminated with the return of the whole-school educational visits day in the final week of term, when each year group went on a trip specifically tailored to suit their age and stage of learning.

### National and global connections

The School continued its link with Education First (EF) and received the Global Education Excellence award for cultural exchange, welcoming another four short stay international pupils into Sixth Form over the course of the year. The feedback from both the exchange pupils and current students was overwhelmingly positive and the School will continue to build the partnership to enhance cultural diversity. Pupils joined Queen's from countries including Abu Dhabi, Dubai, Germany, Hong Kong, India, Italy and Turkey, reflecting the School and Governors' commitment to developing the School's international focus.

The Virtual Boardroom continues to enable connections with schools across the globe to grow, with valuable partnerships extended from last academic year, including those with a school in Gabon and with exchange students from English in Chester.

The Alumni Office held two well-attended reunion events during the year, ensuring important connections were nurtured, including a celebration of the 75th Anniversary of Nedham House, and another for leavers from years ending in 3. The School's Alumni community has been running since 1897 and continues to grow, with over 7,000 current connections. Alumni are an important and valued asset for the School and in particular the Careers Department, which holds popular careers talks for pupils with a wide range of former pupils from diverse sectors, and Alumni also help conduct mock interviews for pupils applying for competitive courses, such as medicine, and applications to Oxford and Cambridge. As always, this ethos of giving back and mentoring remains strong across Queen's Alumni community.

The School also held its annual Prizegiving, Commemoration Service and Michaelmas Supper with inspiring Alumni guest speakers.

### Fundraising Performance

In total, the School secured donations of £336,389 during the year, including £214,458 towards bursaries and £116,600 towards its Building Fund. Many parents contribute to the Building Fund through a termly contribution and Governors are grateful for all donations of any size which enhance the educational offering to pupils.

The School has raised £32,111 for the 150 for 150 Bursary Foundation Appeal since its launch. The School continues to engage with its parents, Alumni, and the wider community to fulfil its aim to support those families who could not otherwise afford an education at Queen's. Governors recognise that everyone benefits from a diverse environment and from meeting and interacting with people who have different perspectives and backgrounds, and they want to ensure that the School continues to reflect the community that it serves.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2023

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In addition to the focus on its bursary provision, the School is raising funds for a multi-sport Astro pitch project at the Senior School - in total, direct fundraising has contributed £50,308 towards the Astro Project since the project's launch, in addition to £812,550 set aside by Governors in a Designated Fund.

The School is committed to nurturing a culture of giving across the entire Queen's community and this remains a continuing focus going forwards.

### Financial Review

The net surplus for the year was £1,007,990 (2022: surplus of £623,376) of which net income of £385,978 (2022: £135,111) was attributable to donations and legacies. This year's improved surplus reflects several factors including growth in pupil numbers across both the Senior and Lower Schools during the year, with fee and associated pupil income benefitting from the increase in pupil numbers, alongside increased income from bank interest and donations from Alumni.

During the year, the School continued with its 2022 Governor approved programme of investment in the maintenance, development and upgrade of the School sites, with works carried out across both Senior and Lower School buildings and grounds. In addition, significant investigations and preparatory works were conducted for the development of the School's sport facilities with the proposed build of a multi-sports Astro pitch at the Senior School. This is a complex project due to the site location and has experienced significant unavoidable delays resulting from the pandemic, however the project remains a priority development for Queen's and work is ongoing to deliver this important project.

In January, the School repaid its historic bank loans in full, repaying the principal amounts of £507,414 in full out of free cash reserves.

The School's unrestricted funds at the year-end stood at £9,291,691, including £550,000 earmarked by the Board of Governors to meet the cost of future repairs to buildings and equipment at the Senior and Lower Schools, and £812,550 designated for the development of an Astro pitch at the Senior School site. The unrestricted fund balance is sufficient to cover the carrying value of the School's freehold land and buildings and equipment, and day-to-day working capital requirements are met by careful management of short-term liquid resources.

### Reserves Policy

The Governors consider that a minimum free cash balance equivalent to one month's expenditure (which currently amounts to £520,000), should be held throughout the year in order to cover the risks and uncertainties of operating as an independent educational establishment. A free cash balance of at least one month's expenditure has been held since December 2014, and this remains the policy of Governors for the forthcoming year. Governors actively monitor cash reserves, in particular considering the need for further capital expenditure to equip the School with up-to-date facilities that may be needed to maintain the standard of educational services that is currently provided.

The Charity held total funds at 31st August 2023 of £10,374,348 (2022: £9,366,358), of which £7,929,141 (2022: £7,715,056) were unrestricted funds and available for the general purposes of the Charity, and £2,445,207 (2022: £1,651,302) were held in either Endowed, Restricted or Designated funds, and not available for the general purposes of the Charity. Tangible Fixed Assets funded from unrestricted reserves totalled £6,641,675 (2022: £6,686,506), leaving free reserves at 31st August 2023 of £1,287,466 (2022: £1,028,550).

### Investment Policy, Objectives and Performance

The Charity's powers of investment of its trust funds are governed by the Trustee Act 2000.

The Board's long-term policy is to maximise income while preserving the value of the investments. The Charity's investments have continued to be managed in accordance with that policy.

Investment performance continues to reflect the ongoing uncertain market conditions. The gross income return is 2.5%, while the capital value decreased 2.3% over the year - both present modest improvements on the previous year.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2023

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Investments are held for their long-term returns, and performance will continue to be monitored to assess whether they offer adequate returns.

### Plans for the Future

Continuing the strategic planning begun in early 2022, further development of the School's 7-Year Strategic Plan has been a priority with a strong focus on enabling works for the Astro turf build at the Senior School.

The principal priority for the School remains to provide an outstanding learning experience and environment for all pupils, to enable them to achieve their maximum potential and the very best examination results possible, to provide the strongest platform from which to move on to the next phase in their lives. The School seeks to foster a lifelong love of learning within a nurturing environment, and to provide opportunities for pupils to lead, create and innovate, and then leave as ambitious, independent and confident individuals.

The Strategic Plan sets out the School's main priorities for development and expansion to remain at the forefront of providing as many girls in the local area as possible with the opportunities of a Queen's education.

The key areas of development from the 7-Year Strategic Plan remain a commitment to:

- Increasing opportunities for project leadership and management for pupils, introducing more problem-based learning throughout the curriculum with broad extended projects offered from Year 6 to Year 12, via the Extended Project Qualification (EPQ) for Sixth Form pupils, the Higher Project Qualification (HPQ) for GCSE pupils and a new Queen's Project Qualification (QPQ) for pupils in Years 6-9. These opportunities will be enhanced through increased interdisciplinary opportunities and cross-curricular events and learning days.
- Completion of a multisport Astro pitch at the Senior School site which will facilitate further partnership opportunities with local state schools and provide valuable spaces for use by local sports clubs.
- Forging greater environmental awareness and stewardship through expansion of the Beach School provision, establishing diverse wildlife environments and significantly reducing the School's carbon footprint.
- Ensuring strong digital literacy, with extended provision of iPad-enhanced learning to Lower School pupils. In addition, the School aims to further expand pupils' confidence in learning through technology, with greater blended learning and the expansion of the use of OneNote and other Microsoft tools across all year groups.
- Expanding the Senior School's sector-leading Careers service, increasing meaningful pupil contacts with Alumni and strengthening its industry mentors programme, enabling more pupils to access relevant work experience and authentic commercial projects.
- Developing the School's library spaces, to include calm places for pupils to read, complemented by exciting digital platforms to capitalise on ebooks and journals.
- Improving technology facilities for music and drama performances, as well as for public speaking and presentations in assemblies, as part of the refurbishment of the Halls at both sites.

The School will continue to prioritise the recruitment, retention and development of its outstanding teaching and operations staff, as well as the wellbeing of staff through its Staff Wellbeing initiatives and benefits.

Financial sustainability is at the heart of all strategic planning and Governors focus on value for money in terms of both the educational provision and future developments.

## Structure, Governance and Management

### Governing Document

The School was originally founded as the Chester School for Girls and was opened on 1<sup>st</sup> May 1878. The Queen's School was established by Indenture dated 14<sup>th</sup> February 1882 and named The Queen's School by command of Her Majesty the Queen Victoria.

The Governors have been engaged in a process of 'incorporation' of the School which culminated on 30 November 2022 with the appointment of the charitable company known as The Queen's School Chester (charity number 1198230) as sole

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2023

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corporate trustee of the original, unincorporated Queen's School charity. This incorporation process has established a more robust governance system and one that affords better protection to the current Governors against risks of personal liability. The incorporation allows the charity to enter into contracts, as well as own and hold investments and property in its own name, amongst other benefits.

On 19 September 2023, a linking direction was secured from the Charity Commission directing that as of 19 September 2023 the original unincorporated charity called The Queen's School Chester (charity number 525935) be treated as forming part of the charity called the charitable company also known as The Queen's School Chester (charity number 1198230) for the purposes of Part 4 (registration) and Part 8 (accounting) of the Charities Act 2011.

The Governors (referred to throughout the Governors' Report) are in fact the directors of the charitable company that acts as sole corporate trustee of the original unincorporated charity.

### Governing Body

The School's Governing Document provides for a Governing Body comprising up to 20 Governors: one ex officio Governor, being The Bishop of Chester (or his/her nominee), up to eight Representative Governors and up to eleven co-opted Governors (or twelve co-opted Governors, if The Bishop of Chester declines to take up the Ex-Officio Governorship or appoint a nominee) appointed by a Resolution of the Governors; at least one Governor to be a past pupil of the School.

Co-opted Governors are elected by the Board of Governors on the basis of nominations received. Co-opted Governors are appointed for a period of five years. The Governors' Appointments Committee is responsible for considering the skills, knowledge and experience required by the Board. Representative Governors appointed by Cheshire West and Chester County Council are appointed for a term ending on the date of the appointment of his or her successor, which may be made at any time after the ordinary date of election of Borough Councillors after the date of his or her appointment. The other Representative Governors are appointed for a term of three years. Two Queen's School Parents' Association Representative Governors are elected at a general meeting of the Association.

All Governors give of their time freely and no remuneration or expenses were paid during the period.

### Governor Induction

All new Governors receive an induction pack, which includes the School's governing documents, a Guide to being a Queen's School Governor, the latest financial statements and a number of other relevant documents. New Governors complete the AGBIS eLearning Course for New Governors and are inducted into the workings of The Queen's School as a school and as a registered charity at a meeting with the Chair of Governors, the Headmistress and the Clerk to the Governors.

All Governors attend annual safeguarding training and are invited and encouraged to attend training seminars, including those organised by the School and other organisations, such as AGBIS.

### Organisational Management

The Governors meet as a Board at least four times a year to consider the general policy of the School and the Charity, and to review its overall management and control for which they are legally responsible. Governors are invited to join sub-committees, according to their interests, expertise and availability:

- the Audit and Risk Management Committee is responsible for keeping the School's activities and policies under review. A Governor attends meetings of the School's Health and Safety Committee, which also reports into the Audit and Risk Management Committee and a separate Governor is appointed as Safeguarding lead, to conduct audits and report back to the Board of Governors;
- the Education Committee provides governance over matters specifically in relation to the curriculum, teaching and learning, and pastoral care;
- the Estates Committee is responsible for the maintenance and development of the School premises;
- the Finance Committee is responsible for implementing many of the Board's decisions and meets at least four times a year before full meetings of the Governing Body. The Finance Committee also reviews the budgets and management accounts throughout the year; and

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2023

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- the Strategy and Marketing Forum is responsible for considering strategic issues and making recommendations to the Board.

The day-to-day running of the School is delegated to the Headmistress and the Director of Finance and Operations, supported by other members of the Senior Leadership Team. The Headmistress and the Director of Finance and Operations attend meetings of the Governing Body and its Committees and ad hoc sub-committees are formed to consider specific projects, as appropriate.

Governors are also assigned to departments as Departmental Link Governors, to gain a greater understanding of the activities of the School and individual subject areas, as well as to act as a point of contact between departmental heads and the Board of Governors.

### **Pay Policy for Key Management Personnel**

The key management personnel of the Charity comprise the Headmistress and the Director of Finance and Operations, supported by other members of the Senior Leadership Team. Governors meet once a year to review salary benchmarking information relating to these positions and set salary and benefit packages accordingly.

### **Risk Management**

The Board, through its Audit and Risk Management Committee – which usually consists of seven Governors, the Headmistress and the Director of Finance and Operations – continues to keep the School's activities under review, particularly with regard to any major risks that may arise from time to time. The School, under the leadership of the Headmistress, is responsible for the day-to-day risk management of activities.

The Audit and Risk Management Committee reports directly to the Board of Governors; its terms of reference include:

- maintaining a code of corporate governance to ensure the effective management of The Queen's School's activities, and monitoring and evaluating its operation;
- setting up and monitoring effective risk management of the School's activities, including:
  - an assessment of key risks that could impede achievement of the School's strategic objectives, annual plans and day-to-day activity;
  - the development and management of a Risk Register, comprising the key risks and plans to reduce risks;
  - monitoring the development and implementation of policies, procedures and action plans;
- evaluating key financial systems and controls to ensure their adequacy, reliability and effectiveness and ensuring that they provide adequate safeguards against losses of all kinds.

Over the course of the year, the Audit & Risk Management Committee carries out a thorough review and update of the School's Risk Register, assessing and evaluating major risks and the process by which they are reviewed, monitored and mitigated/managed. The Register is reviewed at every Audit & Risk Management Committee meeting and all other Governor sub-committees perform a detailed review of risks specific to their areas at least annually. The School has also engaged an external company to assist with Risk Assessments of activities, to ensure a consistent approach is adopted throughout the School and that the process is tightly managed.

Through the risk management process, Governors believe that major risks will be identified and adequately mitigated to an acceptable level in the day-to-day operation of the School. It is recognised that systems can only provide reasonable, but not absolute assurance that major risks will be adequately managed.

### **Accounting and Reporting Responsibilities**

The Charities Act 2011 requires the Governors as the Trustees of the Charity to prepare Accounts for each financial year which give a true and fair view of the Charity's financial activities during the period and of its financial position at the end of the year.

In preparing the Accounts the Governors should follow best practice and:

- Select suitable accounting policies and apply them consistently;

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2023

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- Make judgements and estimates that are reasonable and prudent;
- Follow applicable accounting standards and the Charities SORP, disclosing and explaining any departures in the Accounts; and
- Prepare the Accounts on the going concern basis unless it is inappropriate to assume that the Charity will continue in operation.

The Governors are responsible for keeping accounting records which are such as to disclose, with reasonable accuracy, the financial position of the Charity at any time, and to enable them as Trustees to ensure that the Accounts comply with charity law. The Governors are also responsible for safeguarding the Charity's assets and ensuring their proper application, and for taking reasonable steps for the prevention and detection of error, fraud and other irregularities.

# The Queen's School, Chester

## Governors' Report – Year Ended 31<sup>st</sup> August 2023

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### Auditors

In accordance with the company's articles, a resolution proposing that Xeinadin Audit Limited be reappointed as auditor of the company will be put at a General Meeting.

Approved by the Board of Governors at its meeting on 23<sup>rd</sup> May 2024 and signed on its behalf by:



Mrs C M E Mosley

# The Queen's School, Chester

## Independent Auditors' Report to the Trustees of The Queen's School, Chester

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### Opinion

We have audited the financial statements of The Queen's School (the 'School') for the year ended 31 August 2023 which comprise the statement of financial activities, the balance sheet, the statement of cash flows and the notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the School's affairs as at 31 August 2023 and of its incoming resources and application of resources for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

### Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the School in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Conclusions relating to going concern

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

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

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

### Other information

The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. The Trustees are responsible for the other information contained within the annual report. Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon. Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

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

We have nothing to report in respect of the following matters in relation to which the Charities (Accounts and Reports) Regulations 2008 require us to report to you if, in our opinion:

- the information given in the financial statements is inconsistent in any material respect with the Trustees' report;
- or
- sufficient accounting records have not been kept; or
- the financial statements are not in agreement with the accounting records; or
- we have not received all the information and explanations we require for our audit.

# The Queen's School, Chester

## Independent Auditors' Report to the Trustees of The Queen's School, Chester

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### Responsibilities of Trustees

As explained more fully in the statement of Trustees' responsibilities, the Trustees are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. In preparing the financial statements, the Trustees are responsible for assessing the School's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Trustees either intend to cease operations, or have no realistic alternative but to do so.

### Auditor's responsibilities for the audit of the financial statements

We have been appointed as auditor under section 144 of the Charities Act 2011 and report in accordance with the Act and relevant regulations made or having effect thereunder.

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

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

Enquiries of management and those charged with governance were held in order to identify any laws and regulations that could be expected to have a material impact on the financial statements. Throughout the audit, the team were updated with the outcomes of these enquiries including consideration as to where and how fraud may occur in the School.

The audit procedures undertaken to address any potential risk in relation to irregularities (which include fraud and non-compliance with laws and regulations) included: enquiries of management and those charged with governance on how the School complies with relevant laws, regulations and any cases of actual or potential litigation or claims; examination of appropriate legal correspondence; review of board minutes; testing of journal entries for appropriateness; and analytical procedures on account balances to identify variances against expectation which may show indications of fraud.

No instances of material non-compliance were identified, although the prospect of detecting irregularities, including fraud, is inherently difficult. This is due to difficulty in detecting irregularities, limits imposed by the effectiveness of the entity's controls, and the nature, timing and extent of the audit procedures performed. Irregularities as a result of fraud are inherently more difficult to detect than those resulting from error. Despite this the audit has been planned and performed in accordance with ISAs (UK), there is an unavoidable risk that material misstatements may not be detected.

A further description of our responsibilities is available on the Financial Reporting Council's website at: <https://www.frc.org.uk/auditorsresponsibilities>. This description forms part of our auditor's report.

### Other matters

Your attention is drawn to the fact that the charity has prepared financial statements in accordance with "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)" (as amended) in preference to the Accounting and Reporting by Charities: Statement of Recommended Practice issued on 1 April 2005 which is referred to in the extant regulations but has now been withdrawn.

This has been done in order for the financial statements to provide a true and fair view in accordance with current Generally Accepted Accounting Practice.

# The Queen's School, Chester

## Independent Auditors' Report to the Trustees of The Queen's School, Chester

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### Use of our report

This report is made solely to the School's Trustees, as a body, in accordance with part 4 of the Charities (Accounts and Reports) Regulations 2008. Our audit work has been undertaken so that we might state to the School's Trustees those matters we are required to state to them in an auditors' report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the School and the School's Trustees as a body, for our audit work, for this report, or for the opinions we have formed.

Alastair Jeffcott BA FCA

Xeinadin Audit Limited

Statutory Auditor

Eligible to act as an auditor in terms of Section 1212 of the Companies Act 2006

2 Hilliards Court

Chester Business Park

Chester

CH4 9PX

Date: 15<sup>th</sup> May 2024

# The Queen's School, Chester

## Statement of Financial Activities – Year Ended 31<sup>st</sup> August 2023

	Notes	Unrestricted Funds £	Restricted Funds £	Endowed Funds £	Total 2023 £	Total 2022 £
<b>Income:</b>						
Income from charitable activities	2	6,687,370	-	-	6,687,370	6,306,263
Income from other trading activities	3	41,091	-	-	41,091	49,543
Investment income	4	119,920	7,264	-	127,184	51,863
Donations and Legacies	5	-	385,978	-	385,978	135,111
<b>Total Income</b>		<b>6,848,381</b>	<b>393,242</b>	<b>-</b>	<b>7,241,623</b>	<b>6,542,780</b>
<b>Expenditure:</b>						
Expenditure on charitable activities	6	6,116,899	92,573	-	6,209,472	5,870,575
Expenditure on raising funds	8	17,397	-	-	17,397	23,099
<b>Total Expenditure</b>		<b>6,134,296</b>	<b>92,573</b>	<b>-</b>	<b>6,226,869</b>	<b>5,893,674</b>
Investment (losses)/gains	13	-	(2,841)	(3,923)	(6,764)	(25,730)
Net income/(expenditure)	10	714,085	297,828	(3,923)	1,007,990	623,376
<b>Net Movement in Funds</b>		<b>714,085</b>	<b>297,828</b>	<b>(3,923)</b>	<b>1,007,990</b>	<b>623,376</b>
Fund balances as at 1st September 2022	11	8,577,606	427,107	361,645	9,366,358	8,742,982
<b>Fund balances as at 31st August 2023</b>		<b>9,291,691</b>	<b>724,935</b>	<b>357,722</b>	<b>10,374,348</b>	<b>9,366,358</b>

The activities relate to continuing operations.

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

The notes on pages 26 to 39 form part of these financial statements.

# The Queen's School, Chester

## Balance Sheet as at 31<sup>st</sup> August 2023

	Notes	2023	2022
		£	£
<b>Fixed Assets</b>			
Tangible Fixed Assets	12	6,796,997	6,841,828
Investments	13	284,418	291,182
		<b>7,081,415</b>	<b>7,133,010</b>
<b>Current Assets</b>			
Debtors	14	256,192	74,751
Cash at Bank and in Hand		4,130,016	3,925,843
		<b>4,386,208</b>	<b>4,000,594</b>
<b>Creditors</b>			
Amounts falling due within one year	15	(801,896)	(968,648)
<b>Net Current Assets</b>		<b>3,584,312</b>	<b>3,031,946</b>
<b>Total Assets Less Current Liabilities</b>		<b>10,665,727</b>	<b>10,164,956</b>
<b>Creditors</b>			
Amounts falling due after more than one year	16	(291,379)	(798,598)
<b>Total Net Assets</b>	18	<b>10,374,348</b>	<b>9,366,358</b>
<b>Endowed Funds</b>	19	357,722	361,645
<b>Restricted Funds</b>	20	724,935	427,107
<b>Unrestricted Funds</b>			
Designated	21	1,362,550	862,550
Accumulated Income	21	7,929,141	7,715,056
		<b>10,374,348</b>	<b>9,366,358</b>

The notes on pages 26 to 39 form part of these financial statements.

Approved by the Board of Governors on 23<sup>rd</sup> May 2024 and signed on its behalf by:



Mrs C M E Mosley

# The Queen's School, Chester

## Cash Flow Statement – Year Ended 31<sup>st</sup> August 2023

### Cash Flow Statement:

	Notes	2023	2022
		£	£
<b>Cash flows from Operating Activities:</b>	CF1	698,739	537,891
<b>Cash Flows from Investing Activities:</b>			
Improvements to freehold land and buildings		-	-
Purchase of furniture, equipment and vehicles		(41,803)	(34,374)
Net cash provided by investing activities		(41,803)	(34,374)
<b>Cash Flows from Financing Activities:</b>			
Investment Income		127,184	51,863
Interest paid		(17,397)	(23,099)
Net cash provided by financing activities		109,787	28,764
Change in Net Cash in the period		766,723	532,281
Net cash at 01.09.22	CF2	3,360,293	2,828,012
Net cash at 31.08.23	CF2	4,127,016	3,360,293

### Notes to the Cash Flow Statement:

#### CF1 Cash Flows from Operating Activities

	2023	2022
	£	£
Net movement in funds	1,007,990	623,376
Deduct gains / Add losses on investments	6,764	25,730
Add depreciation charges	86,634	135,058
Deduct investment income	(127,184)	(51,863)
Add interest paid	17,397	23,099
Add decrease/ Deduct increase in debtors	(181,441)	(35,805)
Add increase/ Deduct decrease in creditors	(111,421)	(181,704)
Net cash used in operating activities	<b>698,739</b>	<b>537,891</b>

#### CF2 Analysis of Changes in Net Cash

	At 01.09.22	Cash Flows	At 31.08.23
	£	£	£
Cash balances	3,925,843	204,173	4,130,016
Overdraft balances	-	-	-
Cash at bank and in hand	3,925,843	204,173	4,130,016
Debt due within one year	(151,994)	148,994	(3,000)
Debt due after one year	(413,556)	413,556	-
Total	3,360,293	766,723	4,127,016

# The Queen's School, Chester

## Notes to the Financial Statements - Year Ended 31<sup>st</sup> August 2023

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The financial statements have been prepared under the Charities Act 2011 and in accordance with applicable accounting standards and the Statement of Recommended Practice on Accounting and Reporting by Charities: the Charities SORP (FRS 102).

### 1. Accounting Policies

The principal accounting policies adopted, judgements and key sources of estimation uncertainty in the preparation of the Financial Statements are as follows:

**a) Presentation currency**

The financial statements are presented in sterling, which is the functional currency of the Charity. Monetary amounts in these financial statements are rounded to the nearest £.

**b) Basis of preparation of financial statements**

The financial statements have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant note(s) to these accounts. The financial statements have been prepared in accordance with the Statement of Recommended Practice: Accounting and Reporting by Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1<sup>st</sup> January 2019) and the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Charities Act 2011.

The School constitutes a public benefit entity as defined by FRS 102.

**c) Preparation of the accounts on a going concern basis**

The Trustees have considered the future trading of the School and have prepared forecasts for a period of more than 12 months from the date of these financial statements. They have a reasonable expectation that the School can continue to meet its liabilities as they fall due. On this basis, the Trustees consider it appropriate to prepare the financial statements on the going concern basis.

**d) Fees and Similar Income**

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 and scholarships allowed by the School, but include contributions received from bursary funds.

Fees received for education to be provided in future years are carried forward as deferred income.

**e) Interest receivable**

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the Charity, this is normally on notification of the interest paid or payable by the bank.

Income tax recoverable in relation to donations received under Gift Aid is recognised at the time the repayment claim is made.

**f) Direct and Overhead Expenditure**

Expenditure is accounted for on an accruals basis. Overhead and other costs not directly attributable to particular functional activity categories are apportioned over the relevant categories on the basis of management estimates of the amount attributable to that activity in the year, either by reference to staff time or space occupied, as appropriate. The irrecoverable VAT element is included with the item of expense to which it relates.

**g) Teaching materials**

Supplies of apparatus, equipment, books, stationery and sundry materials are written off as soon as the expenditure on procuring them is incurred.

**h) Donations**

Donations and legacies receivable for the general purposes of the Charity are credited to unrestricted funds. Donations and legacies for purposes restricted by the wishes of the donor are taken to restricted funds where those wishes are legally binding on the School Governors, except that any amounts required to be

retained as capital in accordance with the donor's wishes are accounted for instead as endowments – permanent or expendable according to the nature of the restriction.

**i) Allocation of support costs**

Support costs are those functions that assist the work of the Charity but do not directly undertake charitable activities. Support costs include finance, personnel, payroll and governance. Governance costs are those incurred in connection with administration of the Charity and compliance with constitutional and statutory requirements.

**j) Fund accounting**

General funds are unrestricted funds which are available for use at the discretion of the Trustees in furtherance of the general objectives of the Charity and which have not been designated for other purposes. Designated funds are unrestricted funds of the Charity that have been set aside by the Trustees for specific purposes. The aim and use of each designated fund is set out in the notes to the financial statements.

Restricted funds are funds which are used in accordance with specific restrictions imposed by donors or which have been raised by the Charity for particular purposes. The costs of raising and administering such funds are charged against the specific fund. The aim and use of each restricted fund is set out in the notes to the financial statements.

Endowed funds are funds which are used in accordance with specific restrictions imposed by donors or which have been raised by the Charity for particular purposes, and where the capital element of the fund must be maintained in perpetuity. The costs of raising and administering such funds are charged against the specific fund where that does not reduce the original capital element of the fund.

The aim and use of each restricted fund is set out in the notes to the financial statements.

Investment income, gains and losses are allocated to the appropriate fund.

**k) Operating Leases**

Rents payable under operating leases are charged in the Statement of Financial Activities on a straight-line basis over the period of the lease.

**l) Fixed Assets**

Freehold land and buildings, some of which are listed properties, are included at cost and are not depreciated. It is the Governors' policy to maintain the buildings in a good state of repair, consequently they are considered to have an indefinite useful economic life. Annual impairment reviews have so far confirmed that the service potential of the buildings remains undiminished.

In addition to the costs of minor repairs to the buildings, which are written off as incurred, a provision within designated funds is made as and when considered appropriate for major repairs that are likely to arise in the future.

Improvements to land and buildings are included at cost and are depreciated at 10% per annum on cost. Furniture, fixtures, fittings and equipment are capitalised at cost and are depreciated at rates between 10% and 25% per annum on cost. Motor vehicles are capitalised at cost and are depreciated at rates between 20% and 25% per annum on cost.

Individual items costing less than £5,000 are written off as an expense as acquired.

**m) Investments**

Investments are stated at market value at the balance sheet date. Investment gains or losses are calculated by reference to the market values of investments at the beginning and end of the accounting period. The Statement of Financial Activities includes the net gains and losses arising on revaluations and disposals throughout the year.

**n) Debtors**

Debtors are recognised at the settlement amount due after any trade discounts offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

**o) Cash**

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

**p) Creditors and provisions**

Creditors and provisions are recognised where the Charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

**q) Pension Scheme**

The School contributes to a defined contribution pension scheme for staff at rates varying from 4% to 16%, and these contributions are accrued accordingly.

**r) Critical accounting estimates and judgements**

In the application of the School's accounting policies, the Governors are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or in the period of the revision and future periods where the revision affects both current and future periods.

The Governors consider the key accounting estimates and judgments to be:

Determining residual values and useful economic lives of plant and equipment:

Tangible assets are depreciated over their estimated useful lives based on historic performance. The actual lives can vary. Judgement is applied also in the residual values of plant and machinery. When determining the residual value, the Governors aim to assess the amount that the asset would currently obtain if the asset were disposed using market prices where possible.

Recoverability of receivables:

A provision is established for receivables that are estimated not to be recoverable. The Governors consider factors such as past experience when assessing this provision.

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2023

### 2. Income from Charitable Activities

	<b>2023</b>		<b>2022</b>
	<b>£</b>		<b>£</b>
Income from Charitable Activities comprises:			
School Fees	5,967,851		5,656,744
Catering Income	377,829		301,626
Other Income	341,690		347,893
	<b>6,687,370</b>		<b>6,306,263</b>
School fee income comprises:			
Gross fees	6,292,562		6,003,354
<b>Less</b> Total bursaries and allowances	407,432		428,850
	5,885,130		5,574,504
<b>Add</b> Bursaries paid from Restricted Funds	82,721		82,240
	5,967,851		5,656,744

The above educational awards were made to 35 individuals (2022: 41) of whom 10 (2022: 11) benefitted from a bursary paid partly or fully from Restricted funds.

	<b>2023</b>		<b>2022</b>
	<b>£</b>		<b>£</b>
Catering Income comprises:			
Pupil Lunches	357,903		287,206
Tuck Shop Income	12,391		7,956
Other Catering Income	7,535		6,464
	377,829		301,626
Other Income comprises:			
Entrance examination and other fees	4,950		10,400
Trip Income	210,502		236,199
Other Income	126,238		101,294
	341,690		347,893

### 3. Income from Other Trading Activities

	<b>2023</b>		<b>2022</b>
	<b>£</b>		<b>£</b>
Fee refund scheme	8,105		7,588
Rents and lettings	32,986		41,955
	<b>41,091</b>		<b>49,543</b>

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2023

### 4. Investment Income

	<b>2023</b>		<b>2022</b>
	<b>£</b>		<b>£</b>
Bank and other interest	117,602		45,965
Dividends and interest	9,582		5,898
	<b>127,184</b>		<b>51,863</b>

### 5. Donations and Legacies

	<b>2023</b>		<b>2022</b>
	<b>£</b>		<b>£</b>
Donations to Building Funds	116,600		69,055
Donations to Bursary Funds	214,281		62,001
Other donations and legacies	55,097		4,055
	<b>385,978</b>		<b>135,111</b>

### 6. Expenditure on Charitable Activities

	<b>2023</b>		<b>2022</b>
	<b>£</b>		<b>£</b>
<b>Staff costs comprise:</b>			
Wages and salaries	3,591,414		3,254,167
Social Security costs	310,989		291,003
Pension costs	432,709		415,705
	<b>4,335,112</b>		<b>3,960,875</b>
<b>Contract labour:</b>			
Catering staff	-		205,205
Temporary teaching and support staff	54,117		20,166
	<b>4,389,229</b>		<b>4,186,246</b>
<b>Support costs comprise:</b>			
Teaching costs	616,024		639,110
Welfare costs	190,906		190,633
Premises costs	656,008		669,418
Support costs	346,555		175,328
Governance costs	10,750		9,840
	<b>1,820,243</b>		<b>1,684,329</b>
<b>Total Expenditure on Charitable Activities</b>	<b>6,209,472</b>		<b>5,870,575</b>

Contract labour catering staff costs relate to employees of Palmer & Howell, which provided the catering service for the School until a TUPE transfer of the catering staff from Palmer & Howell to the School in August 2022. Catering staff costs are now included within overall staff costs and employee numbers have increased accordingly.

Teaching costs include depreciation of £49,320 (2022: £73,587). Premises costs include depreciation of £30,252 (2022: £54,407). Welfare costs include depreciation of £7,063 (2022: £7,063).

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2023

	<b>2023</b>		<b>2022</b>
	<b>No</b>		<b>No</b>
Average number of employees in the period (actual headcount)			
Teaching staff	59		59
Other staff	78		63
	<b>137</b>		<b>122</b>
	<b>2023</b>		<b>2022</b>
	<b>No</b>		<b>No</b>
Average number of employees in the period (full-time equivalent)			
Teaching staff	51		51
Other staff	50		40
	<b>101</b>		<b>91</b>

The number of employees whose emoluments exceeded £60,000 pa, excluding pension contributions, was:

	<b>2023</b>		<b>2022</b>
	<b>No</b>		<b>No</b>
£60,001 - £70,000	1		1
£70,001 - £80,000	1		-
£80,001 - £90,000	-		1
£90,001 - £100,000	-		1
£100,000 - £110,000	1		

The key management personnel of the Charity comprise the Headmistress, Head of Lower School, Deputy Head, Head of Sixth Form, Head of Pastoral, Head of Teaching & Learning, Director of Finance and Operations and Director of External Relations. The total employee benefits of the key management personnel of the Charity were £494,803 (2022: £704,265, which included the Director of Finance & Clerk to the Governors and Director of IT).

The Trustees did not receive any remuneration, reimbursement of expenses or benefits in kind during the year (2022: £Nil). The Trustees are entitled to claim for travel expenses but waived their right to do so throughout both the current year and the previous year.

Pension contributions were made to a Legal & General defined contribution scheme for the higher paid employees listed above. The School contributed to this scheme as follows: 15% or 16% of pensionable salary for teaching staff, and 4% or 5% of pensionable salary for operations staff.

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2023

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### 7. Pension Schemes

The School contributes to a Legal & General defined contribution scheme for its teaching staff. The cost of the School's contributions for the year amounted to £391,628. The comparable cost for the previous year was £384,248.

The School also contributes to a defined contribution scheme for its operations staff. The cost of the School's contributions for the year amounted to £41,081 (2022: £31,457). All operations staff are enrolled into the defined contribution pension scheme of which teaching staff are also a member.

### 8. Expenditure on Raising Funds

<b>Support costs comprise:</b>			
Fundraising costs	-		-
Financing costs	17,397		23,099
<b>Total Expenditure on Raising Funds</b>	<b>17,397</b>		<b>23,099</b>

### 9. Transfers between Funds

There were no transfers between funds during the current year or the prior year.

### 10. Net income/(expenditure)

	<b>2023</b>		<b>2022</b>
<b>Net Income/(Expenditure) is stated after charging:</b>	<b>£</b>		<b>£</b>
Operating Leases	27,573		28,367
Depreciation of Fixed Assets	86,634		135,058
Auditors' Remuneration - Audit Fees	10,200		9,900
Auditors' Remuneration - Non-Audit Fees	6,000		6,000
Interest payable	8,265		23,099
	<b>138,672</b>		<b>202,424</b>

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2023

### 11. Statement of Financial Activities analysis by fund for Prior Year ended 31<sup>st</sup> August 2022

	Unrestricted Funds	Restricted Funds	Endowed Funds	Total 2022
	£	£	£	£
<b>Income:</b>				
Income from charitable activities	6,306,263	-	-	6,306,263
Income from other trading activities	49,543	-	-	49,543
Investment income	48,132	3,731	-	51,863
Donations and Legacies	-	135,061	50	135,111
<b>Total Income</b>	<b>6,403,938</b>	<b>138,792</b>	<b>50</b>	<b>6,542,780</b>
<b>Expenditure:</b>				
Expenditure on charitable activities	5,783,042	87,533	-	5,870,575
Expenditure on raising funds	23,099	-	-	23,099
<b>Total Expenditure</b>	<b>5,806,141</b>	<b>87,533</b>	<b>-</b>	<b>5,893,674</b>
Investment (losses)/gains	-	(16,173)	(9,557)	(25,730)
Net income/(expenditure)	597,797	35,086	(9,507)	623,376
<b>Net Movement in Funds</b>	<b>597,797</b>	<b>35,086</b>	<b>(9,507)</b>	<b>623,376</b>
Fund balances as at 1st September 2021	7,979,809	392,021	371,152	8,742,982
<b>Fund balances as at 31st August 2022</b>	<b>8,577,606</b>	<b>427,107</b>	<b>361,645</b>	<b>9,366,358</b>

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2023

### 12. Tangible Fixed Assets

	Freehold Land and Buildings	Land and Building Improvements	Furniture, Equipment and Vehicles	Assets under Construction	Total
	£	£	£	£	£
<b>Fixed Assets used for Direct Charitable Purposes:</b>					
<b>Cost</b>					
At 1st September 2022	6,504,481	1,110,035	1,175,004	-	8,789,520
Additions during period	-	-	24,282	17,521	41,803
At 31st August 2023	6,504,481	1,110,035	1,199,286	17,521	8,831,323
<b>Depreciation</b>					
At 1st September 2022	-	1,001,008	946,684	-	1,947,692
Charge for period	-	30,252	56,382	-	86,634
At 31st August 2023	-	1,031,260	1,003,066	-	2,034,326
<b>Net Book Value</b>					
At 31st August 2023	<b>6,504,481</b>	<b>78,775</b>	<b>196,220</b>	<b>17,521</b>	<b>6,796,997</b>
At 31st August 2022	6,504,481	109,027	228,320	-	6,841,828
<b>Freehold land and buildings comprise land and buildings at:</b>					
City Walls Road, Chester	4,311,058				
Liverpool Road, Chester	2,193,423				
	6,504,481				

### 13. Fixed Asset Investments

	Endowed £	Restricted £	Total £
Market value as at 1st September 2022	145,922	145,260	291,182
Additions	-	-	-
Gains / (Losses) on revaluation	(3,923)	(2,841)	(6,764)
Market value as at 31st August 2023	<b>141,999</b>	<b>142,419</b>	<b>284,418</b>
Listed on the UK Stock Exchange:	56,416	142,419	198,835
Unlisted UK Investments	85,583	-	85,583
	141,999	142,419	284,418
Historic cost as at 31st August 2023	40,571	126,070	166,641

All investments are carried at their fair value. Investment in equities and fixed asset securities are all traded in quoted public markets, primarily the London Stock Exchange. Holdings in investment funds, unit trusts and open-ended investment companies are at the bid price. The basis of fair value for quoted investments is equivalent to the market value, using the bid price. Asset sales and purchases are recognised at the date of trade at cost (that is their transaction value).

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2023

### 14. Debtors

	<b>2023</b>	<b>2022</b>
	<b>£</b>	<b>£</b>
Fees and charges	69,508	19,293
Other debtors	42,874	18,109
Prepayments	143,810	37,349
	<b>256,192</b>	<b>74,751</b>

### 15. Creditors – Amounts falling due within one year

	<b>2023</b>	<b>2022</b>
	<b>£</b>	<b>£</b>
Advance fee payments	162,043	117,482
Accruals	173,254	364,797
Trade creditors	206,813	89,249
Taxes and social security	77,071	78,737
Bank overdraft	-	-
Loans repayable within one year (Note 17)	3,000	151,994
Other creditors	179,715	166,389
	<b>801,896</b>	<b>968,648</b>

Advance fee payments relate to amounts received from parents under agreements to pay up to the equivalent of fourteen years' tuition fees in advance. The money may be returned subject to specific conditions. Assuming that the pupils remain at the School, advance fees will be applied within the next one to fourteen years.

### 16. Creditors: Amounts falling due after more than one year

	<b>2023</b>	<b>2022</b>
	<b>£</b>	<b>£</b>
Loans repayable after more than one year (Note 17)	-	413,556
Other amounts payable after more than one year:		
Advance fee payments	103,704	185,717
Registration fees	187,675	199,325
	<b>291,379</b>	<b>798,598</b>

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2023

### 17. Loans

	Bank Loans £	Interest Free Loans £	Total £
As at 1st September 2022	562,550	3,000	565,550
Advances during year	-	-	-
Repayments during year	(562,550)	-	(562,550)
As at 31st August 2023	-	3,000	3,000
Repayable within one year	-	3,000	3,000
Repayable between two and five years	-	-	-
Repayable after more than five years	-	-	-
	-	3,000	3,000

The bank loans represented advances from National Westminster Bank plc to assist with the financing of the construction of a new classroom block, the purchase of 14 Stanley Place, Chester, and property repairs and improvements at the Senior and Lower Schools. The loans, which were at fixed and variable rates, were repaid in full in January 2023.

The interest free loans of £3,000 represent monies advanced to the Bursary Fund to assist with the provision of Bursaries. The loans are unsecured and repayable on demand.

### 18. Allocation of Net Assets

The net assets are held for the various funds as follows:

	Fixed Assets £	Investments £	Net Current Assets £	Long Term Liabilities £	Total £
Endowed Funds	155,322	141,999	60,401	-	357,722
Restricted Funds	-	142,419	582,516	-	724,935
<b>General Funds:</b>					
Designated Funds	-	-	1,362,550	-	1,362,550
Accumulated Income	6,641,675	-	1,578,845	(291,379)	7,929,141
	<b>6,796,997</b>	<b>284,418</b>	<b>3,584,312</b>	<b>(291,379)</b>	<b>10,374,348</b>

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2023

### 19. Endowed Funds: Movements in the Year

	Balance 01.09.22	Additions/ Disposals	Investment gains/(losses)	Balance 31.08.23
	£	£	£	£
<b>Permanent Endowment:</b>				
General Fund Capital	292,259	-	(1,790)	290,469
Foundation Bursary Fund Capital	30,478	-	(1,428)	29,050
Prize Funds	38,908	-	(705)	38,203
	<b>361,645</b>	<b>-</b>	<b>(3,923)</b>	<b>357,722</b>

General Fund Capital represents freehold land and buildings gifted to the School and, in the case of those properties that were subsequently sold, the sale proceeds. General Fund Capital also includes the value of investments made from funds set aside out of income to recoup to capital the monies expended out of the sale proceeds of other freehold land and buildings owned by the School.

The Foundation Bursary Fund Capital represents the capital element of funds transferred to the Foundation Bursary Fund on the winding up of the Charity known as the Hastings Foundation. The income element of funds transferred from the Hastings Foundation is included within Restricted Funds.

The Prize Funds consist of a number of funds set up by individual donors for the purpose of awarding prizes and travel scholarships to girls in the Senior School.

### 20. Restricted Funds: Movements in the Year

	Balance 01.09.22	Income	Expenditure	Investment Gains/(Losses)	Balance 31.08.23
	£	£	£	£	£
Bursary Funds	242,270	214,281	(82,721)	3,383	377,213
150 for 150 Bursary Appeal Fund	24,351	7,760	-	-	32,111
Confucius Classroom Fund	-	41,956	(6,814)	-	35,142
Prize Funds	26,305	50	(100)	1,040	27,295
Astro Fund	47,566	5,331	(2,589)	-	50,308
Building Funds	79,765	116,600	-	-	196,365
QSPA Fund	5,949	-	(349)	-	5,600
Miscellaneous Restricted Funds	901	-	-	-	901
	<b>427,107</b>	<b>385,978</b>	<b>(92,573)</b>	<b>4,423</b>	<b>724,935</b>

Bursary Funds represent donations received and income arising for the purpose of providing bursaries for girls attending the Senior School. Bursary Funds include the Foundation Bursary Fund (established in 1978 and formerly known as the Centenary Bursary Fund) which includes cash and investments that were transferred to the School on the winding up of the Hastings Foundation, which are to be applied in awarding bursaries to pupils in the Sixth Form. Bursary Funds also include generous annual donations provided by both The Chester Bluecoat Charity and The Wildes Foundation, to be expended to provide financial support to pupils who need such support.

The 150 for 150 Bursary Appeal Fund was established in 2019, with the aim of raising £150,000 by the School's 150<sup>th</sup> anniversary in 2028, to provide bursaries for girls attending the Senior School.

The Confucius Classroom Fund represents funding received to continue the development of the Senior School's Mandarin curriculum and to provide culture enrichment activities within the whole school,

The Prize Funds represent the income element of funds set up by individual donors for the purpose of awarding prizes and travel scholarships to girls in the Senior School.

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2023

The Building Funds, which include the Foundation Development Fund, formerly known as the Millennium Appeal Fund, represent amounts donated and ringfenced towards the cost of general building projects.

The QSPA Fund represents donations from the Queen's School Parents' Association towards specific projects.

Miscellaneous Restricted Funds includes donations received in memory of Amy Underhill, a former pupil.

### 21. Unrestricted Funds: Movements in the Year

	Balance				Balance
	01.09.22	Income	Expenditure	Transfers	31.08.23
	£	£	£	£	£
<b>Designated Fund:</b>					
Provision for future repairs to buildings and mechanical and electrical equipment	550,000	-	-	-	550,000
Provision for Astro build costs	312,550	-	-	500,000	812,550
<b>Designated Fund Total:</b>	<b>862,550</b>	<b>-</b>	<b>-</b>	<b>500,000</b>	<b>1,362,550</b>
<b>Accumulated Income</b>	<b>7,715,056</b>	<b>6,848,381</b>	<b>(6,134,296)</b>	<b>(500,000)</b>	<b>7,929,141</b>
	<b>8,577,606</b>	<b>6,848,381</b>	<b>(6,134,296)</b>	<b>-</b>	<b>9,291,691</b>

The provision for future repairs to buildings and mechanical and electrical equipment represents funds earmarked to meet the cost of future repairs to buildings and equipment at the Senior and Lower Schools.

Governors agreed to designate £500,000 from the surplus for the year and accumulated income reserves for the proposed new multi-sports Astro development project, giving rise to a total designation for this project of £812,550. Transfers between the Designated Fund and Accumulated Income are not treated as Transfers between Funds for the purposes of Note 9, as both funds form part of Unrestricted Reserves.

### 22. Capital Commitments

There were no capital commitments as at 31<sup>st</sup> August 2023.

### 23. Operating Lease Commitments

As at 31<sup>st</sup> August 2023 the School had total commitments under non-cancellable operating leases as detailed below:

# The Queen's School, Chester

## Notes to the Financial Statements – Year Ended 31<sup>st</sup> August 2023

			2023	2022
			£	£
<b>Land and buildings:</b>				
Operating leases which expire:				
Within one year			12,956	12,956
Between two and five years			51,824	51,824
After more than five years			25,912	38,868
			<b>90,692</b>	<b>103,648</b>
<b>Equipment:</b>				
Operating leases which expire:				
Within one year			7,932	7,932
Between two and five years			558	1,898
After more than five years			-	-
			<b>8,490</b>	<b>9,830</b>

### 24. Contingent Liabilities

There were no contingent liabilities as at 31<sup>st</sup> August 2023.

### 25. Transactions With Trustees

During the year the following Governors had daughters attending the School for whom fees were charged on normal commercial terms:

Mr A J Dandy
Mrs H McKelvey
Mrs F Roochove
Dr A F Wood

Mrs C M E Mosley is a director of Canda Copying Limited which supplies photocopying equipment to the School under operating rental agreements. The transactions during the year totalled £15,940 inclusive of VAT (2022: £17,916); these transactions were on normal commercial terms.

The Trustees did not receive any remuneration, reimbursement of expenses or benefits in kind during the year (2022: £Nil). The Trustees are entitled to claim for travel expenses but waived their right to do so throughout both the current and previous year.