

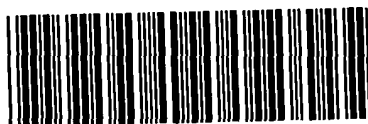
Charity Number: 1198230
Company Number: 13389872

The Queen's School, Chester

Financial Statements

31st August 2024

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The Queen's School, Chester

Financial Statements

31st August 2024

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The Queen's School, Chester

Governors' Report – Year Ended 31st August 2024

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)

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Charity Registration Number: 1198230

Company Registration Number: 13389872

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Solicitors: Brabners LLP
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2 Hilliards Court
Chester Business Park
Chester
CH4 9QP

The Queen's School, Chester

Governors' Report – Year Ended 31st August 2024

Trustees

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

		Appointed by:	
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	Vice-Chair	The University of Chester	•
Mrs S C Danby BSc (Hons) MRICS MAPM		Governors	•
Mr A J Dandy Dip		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	(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)	Vice-Chair	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	Chairman	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 31st August 2024

The Board of Governors present their annual report for The Queen's School (the School, the Charity or Queen's) for the year ended 31st 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 1st 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 31st August 2024

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 31st August 2024

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 31st August 2024

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 £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 31st August 2024

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 Courteney 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 31st August 2024

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 31st August 2024

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 31st August 2024

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

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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 9B 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-a-side 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.

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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.

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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

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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.

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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.

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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 1st May 1878. The Queen's School was established by Indenture dated 14th 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

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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.

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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

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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 21st May 2025 and signed on its behalf by:

Kristy J. Whiteley
Mrs K Whiteley

21-5-25

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

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

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

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: 21st May 2025

The Queen's School, Chester

Statement of Financial Activities – Year Ended 31st August 2024

		Unrestricted	Restricted	Endowed	Total	Total
	Notes	Funds	Funds	Funds	2024	2023
		£	£	£	£	
Income:						
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
Total Income		6,705,443	187,503	-	6,892,946	7,241,623
Expenditure:						
Expenditure on charitable activities	6	6,232,690	104,628	-	6,337,318	6,209,472
Expenditure on raising funds	8	-	-	-	-	17,397
Total Expenditure		6,232,690	104,628	-	6,337,318	6,226,869
Investment (losses)/gains	13	-	16,584	13,186	29,770	(6,764)
Net income/(expenditure)	10	472,753	99,459	13,186	585,398	1,007,990
Net Movement in Funds		472,753	99,459	13,186	585,398	1,007,990
Fund balances as at 1st September 2023	11	9,291,691	724,935	357,722	10,374,348	9,366,358
Fund balances as at 31st August 2024		9,764,444	824,394	370,908	10,959,746	10,374,348

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 31st August 2024

	Notes	2024	2023
		£	£
Fixed Assets			
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>
Current Assets			
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>
Creditors			
Amounts falling due within one year	15	(801,932)	(801,896)
Net Current Assets		<u>4,140,139</u>	<u>3,584,312</u>
Total Assets Less Current Liabilities		<u>11,354,759</u>	<u>10,665,727</u>
Creditors			
Amounts falling due after more than one year	16	(395,013)	(291,379)
Total Net Assets	18	<u>10,959,746</u>	<u>10,374,348</u>
Endowed Funds	19	370,908	357,722
Restricted Funds	20	824,394	724,935
Unrestricted Funds			
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 21st 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 31st August 2024

Cash Flow Statement:

	Notes	2024 £	2023 £
Cash flows from Operating Activities:	CF1	519,527	698,739
Cash Flows from Investing Activities:			
Improvements to freehold land and buildings		-	-
Purchase of furniture, equipment and vehicles		(189,198)	(41,803)
Net cash provided by investing activities		(189,198)	(41,803)
Cash Flows from Financing Activities:			
Investment Income		172,062	127,184
Interest paid		-	(17,397)
Net cash provided by financing activities		172,062	109,787
Change in Net Cash in the period		502,391	766,723
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)
Net cash used in operating activities	519,527	698,739

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	-	-	-
Cash at bank and in hand	4,130,016	502,391	4,632,407
Debt due within one year	(3,000)	-	(3,000)
Debt due after one year	-	-	-
Total	4,127,016	502,391	4,629,407

The Queen's School, Chester

Notes to the Financial Statements - Year Ended 31st August 2023

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 1st 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 31st August 2024

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 31st August 2024

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 31st 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
	6,482,256	6,687,370
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
	5,758,580	5,967,851

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
	359,905	377,829
Other Income comprises:		
Entrance examination and other fees	5,850	4,950
Trip Income	188,842	210,502
Other Income	169,079	126,238
	363,771	341,690

3. Income from Other Trading Activities

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

The Queen's School, Chester

Notes to the Financial Statements – Year Ended 31st August 2024

4. Investment Income

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

5. Donations and Legacies

	2023	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
	178,898	385,978

6. Expenditure on Charitable Activities

	2024	2023
	£	£
Staff costs comprise:		
Wages and salaries	3,859,334	3,591,414
Social Security costs	346,662	310,989
Pension costs	449,018	432,709
	4,655,014	4,335,112
Contract labour:		
Catering staff		
Temporary teaching and support staff	30,111	54,117
	4,685,125	4,389,229
Support costs comprise:		
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
	1,652,193	1,820,243
Total Expenditure on Charitable Activities	6,337,318	6,209,472

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 31st August 2024

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

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

	2024 No	2023 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 31st 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

Support costs comprise:		
Fundraising costs	-	-
Financing costs	-	17,397
Total Expenditure on Raising Funds	-	17,397

9. Transfers between Funds

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

10. Net Income/(expenditure)

	2023	2023
Net Income/(Expenditure) is stated after charging:	£	£
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
	131,141	138,672

The Queen's School, Chester

Notes to the Financial Statements – Year Ended 31st August 2024

11. Statement of Financial Activities analysis by fund for Prior Year ended 31st August 2023

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

The Queen's School, Chester

Notes to the Financial Statements – Year Ended 31st August 2024

12. Tangible Fixed Assets

	Freehold Land and Buildings £	Land and Building Improvements £	Furniture, Equipment and Vehicles £	Assets under Construction £	Total £
Fixed Assets used for Direct Charitable Purposes:					
Cost					
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
Depreciation					
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
Net Book Value					
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
Freehold land and buildings comprise land and buildings at:					
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 31st August 2024

14. Debtors

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

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
	801,932	801,896

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
	395,013	291,379

The Queen's School, Chester

Notes to the Financial Statements – Year Ended 31st August 2024

17. Loans

	Interest Free Loans £	Total £
As at 1st September 2023	3,000	3,000
Advances during year	-	-
Repayments during year	-	-
As at 31st August 2024	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 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
General Funds:					
Designated Funds	-	-	1,362,550	-	1,362,550
Accumulated Income	6,745,110	-	2,051,797	(395,013)	8,401,894
	6,900,432	314,188	4,140,139	(395,013)	10,959,746

The Queen's School, Chester

Notes to the Financial Statements – Year Ended 31st August 2024

19. Endowed Funds: Movements in the Year

	Balance 01.09.23 £	Additions/ Disposals £	Investment gains/(losses) £	Balance 31.08.24 £
Permanent Endowment:				
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
	357,722	-	13,186	370,908

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
	724,935	178,898	(104,628)	25,189	824,394

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 150th 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 31st 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
	£	£	£	£	£
Designated Fund:					
Provision for future repairs to buildings and mechanical and electrical equipment	550,000	-	-	-	550,000
Provision for Astro build costs	812,550	-	-	-	812,550
Designated Fund Total:	1,362,550	-	-	-	1,362,550
Accumulated Income	7,929,141	6,705,443	(6,232,690)	-	8,401,894
	9,291,691	6,705,443	(6,232,690)	-	9,764,444

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 has been set aside towards funding this project along with a restricted fund of £50,308.

23. Operating Lease Commitments

As at 31st 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 31st August 2024

	2024	2023	2022
	£	£	£
Land and buildings:			
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
	77,736	90,692	103,648
Equipment:			
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	-	-	-
	5,214	8,490	9,830

24. Contingent Liabilities

There were no contingent liabilities as at 31st 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.