SIR ROGER CHOLMELEY'S SCHOOL AT HIGHGATE

England & Wales · Charity number 312765

Details

Other names	SIR ROGER CHOLMELEY'S SCHOOL AT HIGHGATE (HIGHGATE SCHOOL)
Status	Registered
Legal form	Other
Registered	1965-08-24
Register	View on the Charity Commission register

Contact

Address	Highgate School North Road London N6 4AY
Phone	02083473567
Website	www.highgateschool.org.uk

Activities

Objects: (1) THE ADVANCEMENT OF EDUCATION BY THE PROVISION OF A SCHOOL IN OR NEAR HIGHGATE, THE PROVISION OF INCIDENTAL OR ANCILLARY EDUCATIONAL ACTIVITIES AND THE UNDERTAKING OF ASSOCIATED ACTIVITIES FOR THE BENEFIT OF THE PUBLIC; AND (2) IN SO FAR AS THE GOVERNORS THINK FIT (AND SO LONG AS THEY IN THEIR DISCRETION CONSIDER THAT THE OBJECT STATED IN CLAUSE 4(1) IS BEING PROPERLY PROVIDED FOR) THE RELIEF OF THE POOR.

Activities: The advancement of education by the provision of a school in or near Highgate, the provision of incidental or ancillary educational activities and the undertaking of associated activities for the benefit of the public; and, insofar as the Governors think fit, the relief of the poor.

Classification

- **How:** Provides Services
- **What:** Education/training
- **Who:** Children/young People

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Geography

- Haringey

Finances

Period end	Income	Expenditure	Assets	Employees
2025-07-31	£50,847,914	£52,940,417	£80,231,263	610
2024-07-31	£51,400,861	£49,810,930	£82,265,993	588
2023-07-31	£47,380,145	£46,744,146	£80,513,086	565
2022-07-31	£41,281,857	£42,434,013	£79,912,654	554
2021-07-31	£38,835,856	£37,631,312	£81,121,192	537
2020-07-31	£38,466,378	£36,563,236	£79,611,357	531

Trustees

Name	Role	Appointed
BOB ROTHENBERG MBE BA FCA CTA MAE	Chair	
ALY PATEL		2011-05-06
ANTHONY MARK BARBER		2018-09-25
BEVERLEY AUDREY HENDRICKS		2025-10-14
HANNAH LEWIS		2023-10-10
JENNY BROWN MA		2023-09-20
JOAN MINER DESLANDES		2018-09-25
KEVIN MCCARTHY		2023-11-28
KUMAR KANTI PANJA		2014-10-16
LEONIE ANNE MARIE MARTHE MOREL MScM		2021-03-16
SAM KING KC MA		2018-09-25
TAMARA OPPENHEIMER KC		2023-10-10

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Linked charities

- HIGHGATE SCHOOL PRIZE FUND (312765-1)
- EVORS NEWTON PRIZE (312765-10)
- FLETCHER PRIZE FUND (312765-11)
- FURNIVAL-JONES LIBRARY FUND (312765-12)
- GLADSTONE SCHOLARSHIP FUND (312765-13)
- JOHN HENRY GREGORY PRIZE FUND (312765-14)
- HARRISON READING PRIZE (312765-15)
- HIGHGATE BOOK SOCIETY PRIZE FUND (312765-16)
- HOBBS PRIZE FUND (312765-17)
- F G LUSHINGTON PRIZE FUND (312765-18)
- MURRAY STUART POUND PRIZE FUND (312765-19)
- HAMMERSLEY DAVID GEORGE HOLT BEQUEST (312765-2)
- MACHINTOSH PRIZE FUND FOR BOXING (312765-20)
- OSBORNE PRIZE FUND (312765-21)
- OLD CHOLMELEIAN SOCIETY PRIZE (312765-22)
- PRICKETT PRIZE (312765-23)
- ROY PRIZE FUND (312765-24)
- SHARPE EXHIBITION (312765-25)
- SOUTHGATE MUSIC PRIZE FUND (312765-26)
- SYLVESTER TRUST FOR MUSIC AND BOOKS (312765-27)
- T C TATHAM EXHIBITION (312765-28)
- VERNON TRUST FUND (312765-29)
- ALLCOCK TRUST FUND (312765-3)
- FRIENDS OF HIGHGATE SCHOOL SOCIETY (312765-30)
- THE HIGHGATE SCHOOL PRIZE FUND (312765-31)
- THE CHOLMELEY UNIVERSITY AWARD IN MEMORY OF THE REVEREND ARTHUR EDMUND ALLCOCK, PHILIP RIDER CHRISTIE, CHARLES ARTHUR SHARPE AND THOMAS CLARKE TATHAM (312765-32)
- THE COLONEL ANDREW DUNCAN MEDICAL SCHOLARSHIP (312765-33)
- THE GIFT OF BARONESS BURDETT-COUTTS (312765-34)
- BEAVEN MUSIC SCHOLARSHIP (312765-35)
- ROTHENBERG NMUSIC AND DRAMA PRIZE (312765-36)
- G M HOPKINS PRIZE (312765-37)
- BODKIN PRIZE FUND (312765-4)

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- CHRISTIE BENEFACTION (312765-5)
- CHOLMELEY MASONIC LODGE PRIZE (312765-6)
- DYNE PRIZE FUND (312765-7)
- G W DOUTON PRIZE FUND (312765-8)
- C A EVORS PRIZE FUND (312765-9)

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SIR ROGER CHOLMELEY'S SCHOOL AT HIGHGATE

England & Wales - Charity number 312765

Accounts

HIGHGATE

HIGHGATE SCHOOL

GOVERNORS' ANNUAL REPORT AND ACCOUNTS

FOR THE YEAR ENDED 31 JULY 2025

HaysMac LLP
Chartered Accountants
Registered Auditors

HIGHGATE SCHOOL

REPORT AND ACCOUNTS

FOR THE YEAR ENDED 31 JULY 2025

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CHAIRMAN'S FOREWORD

It gives me great pleasure to present Highgate School's report and accounts for the year ending 31 July 2025.

The General Election which ushered in the Labour government happened very close to the end of the previous reporting period; this meant that we, and more particularly our parents and carers, are only now starting to feel the full effects of the removal of the VAT exemption for school fees, the removal of the charitable exemption on Business Rates and the increased Employers' National Insurance contributions. Against that challenging financial background, we continue to scrutinize our expenditure, reducing costs wherever we can, to make sure that fee income is used in the most effective way possible and to find opportunities to grow our non-fee income, so that neither the School's curricular and co-curricular offering nor our charitable reach is reduced. In terms of non-fee income, I am delighted to report excellent progress of Highgate International School Thailand, which will open its doors to Pre-Preparatory and Junior School pupils in 2026 and Senior School pupils in 2027.

One significant change has been in the way we support our partner school, the London Academy of Excellence Tottenham (LAET). Rather than second our staff there we now make an equivalent financial contribution which has a similar impact, for example allowing LAET to offer counselling and wellbeing, careers and university advice, extra-curricular provision and run a library. We also continue to share particular expertise, such as weekly visits by the Director of Music to help guide the new Music department there. In these and other ways we are able to maintain our strong links with this trailblazing school while ensuring our primary focus remains here in Highgate. This report also sets out the many other charitable activities and partnerships that are central to us being a Charity and part of a community.

With an eye to the future we began work on talent identification and management strategies to help us be sure we can continue to appoint good teachers in shortage areas – here at Highgate, at LAET and abroad. We continued to engage our local community over our proposed programme of building works, offering five externally moderated workshops and many other smaller meetings to explain our aims and try to allay concerns. In this spirit of co-operation we have amended some of our plans, dropped one altogether, and set up new school/community groups aimed at finding ways in which we can work together to promote sustainability, traffic management and biodiversity in the local area.

These external issues have not, however, distracted from our primary focus: educating our pupils. In raw exam results terms, 2024-25 was a great success: 80.2% A*-A at A-Level and similarly impressive figures at GCSE were records when the Covid-affected years are discounted. However, a Highgate education is about so much more than public examinations. To that end, I am proud of the extraordinary range of extra- and co-curricular activities on offer. 40 Year 3 children are learning an orchestral instrument; all bar around 20 Year 10 pupils undertake, entirely voluntarily, the Bronze Duke of Edinburgh's Award; on Giving Day, over 2,000 staff, pupils, parents, carers and alumni ran, walked or hobbled over 6000 miles to raise nearly £200,000 for bursaries and LAET; not to mention the drama productions, sports fixtures, national debating successes, bake sales, careers events, inclusion societies – the list is all but endless.

Last year I finished by offering my thanks to the Highgate staff and pupils for their effort, enthusiasm and commitment in another terrific year, and my fellow governors for the support and constructive challenge they provide. I think that's worth repeating for 2024-25.

Bob Rothenberg MBE

CHARITABLE OBJECTS

Our charitable objects are set out in the Scheme of Governance as: (1) the advancement of education by the provision of a school in or near Highgate, the provision of incidental or ancillary educational activities, and the undertaking of associated activities for the benefit of the public; and (2) in so far as the Governors think fit (and so long as they, in their discretion, consider that the object stated in clause 1 is being properly provided for) the relief of the poor.

These objects have been achieved in-year as set out in the 'Objectives as a School 2024-25' and 'Other Charitable Objectives 2024-25'.

OBJECTIVES AS A SCHOOL 2024-25

The School was in its final year of its 2020-25 development plan. Within this plan, the School's Vision Statement is stated as:

> "In what we plan to do, what we actually do and how we measure our success, our pupils are our starting point: what they experience as children and young adults, what they become and the lives they are able and inspired to lead. So, let us imagine our pupils as they leave us:
>
> We imagine a happy, cohesive community whose pupils, from many different backgrounds, have learnt to respect and value the experience which emerges from diversity and who have grown up in a school which has taken nothing for granted and has cleared the way for all children, whatever their prior experience, to feel welcome and to thrive.
>
> They will enjoy life to the full and value their friendships. Open-minded and alert to opportunity, they will leave us for places on competitive courses in a wide range of universities in the UK and around the world, with the ambition, motivation, skills and staying power to equip them to study independently and with success. In their academic learning as well as in their lives beyond the classroom they will have developed 'soft' skills along with qualities of self-awareness, resilience and self-confidence. They will have developed their emotional and mental as well as their physical health and will have insight into ways of preventing and getting help for ill health, without fear or shame. They will do voluntary work, work experience and internships and will be adept at matching their skills and attributes against possibilities ahead. They will have worked in partnership with young people in other schools and broken out of any school bubble.
>
> The way they have journeyed to their exams, and the understanding that remains with them thereafter, will be as important as their grades. They will be creative, rigorous and eager thinkers and readers who have pursued learning for its own sake. They will have had a taste of competition and of the energising effect of entrepreneurship; they will be well informed about ways of living and working sustainably. They will have a range of hobbies and interests in which they will have participated with enjoyment and commitment. In these, and through service to others, they will have grown as individuals who can lead and can serve. They will be thoughtful and open-minded, conscious of the advantages they have enjoyed and of the choices and obligations such advantage should bring."

The School's strategic aims and actions for the whole school are stated as:

- **Inclusion:** To prioritise inclusion by educating staff and pupils to be inclusive, to promote belonging and to ensure that people from minoritised and marginalised communities are championed, centred and celebrated, and that their experiences inform best DEI (diversity, equity and inclusion) policy and practice. To embed inclusion strategically into the academic and pastoral life of the School, and into the role of all leaders (staff and pupils). To continue to embed anti-sexism and racial inclusion cultures as identified in the Anti-Sexism and Sexual Violence (ASSV) plan, Flair Survey and Hemisphere training recommendations.

OBJECTIVES AS A SCHOOL 2024-25 (continued)

To diversify the School through targeted work in admissions, recruitment and retention.

- **Staff Wellbeing:** To review and develop the 5 existing staff wellbeing workstreams: Mental and Physical Health; Learning and Development; Community; Support Systems; The Working Environment. To establish a Learning and Development framework for all staff to support their growth at the different stages of the employee life cycle.
- **Environmental Sustainability:** To enact our environmental sustainability plan, reduce our greenhouse emissions and work towards Net Zero. To equip staff and pupils with greater knowledge and understanding of environmental issues. To engage with relevant stakeholders in relation to core issues (Travel, Educational Visits, Food) to effect positive attitudinal change e.g. reducing the number of car journeys to/from school.
- **Community partnerships:** To deliver our Chrysalis partnership and summer school programmes and to review their quality and impact in relation to our partner schools' needs. To provide tangible opportunities for pupils to share their time, talents and donations as part of our 'connected community' initiative; to raise awareness of our charitable and community related causes. To develop the School's local community partnerships to meet the needs of young people, the less privileged and our local communities. To continue our support of LAET (through our academic, pastoral and other initiatives) and to refine our partnership to support the evolving needs of both schools.
- **Commercial income generation for our charitable objectives:** Pursuing commercial opportunities at home and abroad: seeking educational projects and partnerships with established commercial providers and investors. Overseeing and monitoring international commercial projects, including international branch schools and summer school partnerships. Maximising commercial income using current school assets. Updating and focusing fund-raising efforts: rationalising fundraising strategy in the context of removal of VAT exemption (e.g. undertaking feasibility study in preparation for increased fundraising needs); testing opportunities for fundraising within our capital projects; researching opportunities for sponsorship of partnership projects.
- **Improving and renewing facilities:** Progressing our engagement with local amenity and residents' groups in the planning application process to a successful conclusion. Providing opportunities for key groups, such as parents and carers, to understand the timeline for future works, particularly those involving temporary facilities.
- **Recovery and investment:** Developing and optimising school-family communications during a period of uncertainty over fees and affordability, in conjunction with the Parent Forum (including, wherever possible, timely information over the implementation of VAT on fees). Using reinvigorated parent-school engagement to support parents in tackling societal challenges (impact of technology, sexual violence, exposure to drugs).

Within our Pre-Preparatory School (Reception and Years 1-2), the overview of objectives for 2024-25 is:

- To embed a rigorous yet exploratory and child-led curriculum with purposeful outcomes, that ignites curiosity and motivates children to embark on a lifetime of learning.
- To develop children's regulation, communication, problem solving and negotiation skills through the use of outdoor play.
- To support staff to have greater awareness of the impact their professional practice has on themselves and others.
- To ensure the Pre-Preparatory School successfully works with the Junior School in maintaining the high academic outcomes of pupils following the higher intake at 4+.
- To ensure the Pre-Preparatory School is inclusive and welcoming to all.

OBJECTIVES AS A SCHOOL 2024-25 (continued)

Within our Junior School (Years 3-6), the overview of objectives for 2024-25 is:

- To review and evolve the Junior School curriculum to ensure that it remains innovative, rigorous and forward-thinking, reflecting the wider school aims around diversity and inclusion, sustainability and the development of core character skills.
- To review and evolve the Staff Management and Professional Development model to support staff to have greater ownership of their teaching practices, professional and personal development and wider career aims.
- To ensure that the Junior School is successful in working with the Pre-Preparatory School and the Senior School in maintaining the high academic outcomes of pupils as the intake increases at lower entry points within the School.
- To review and develop the way members of Junior School community interact with the environment in line with agreed School values.

Within our Senior School (Years 7-13), the overview of objectives for 2024-25 is:

- To ensure our standing academic imperatives remain at the core of all teaching and learning (normalising struggle, teaching beyond examinations, scholarship for all).
- To cultivate a culture of reading.
- To prioritise differentiation in lesson planning, lesson delivery and pupil feedback.
- To maximise public examination results in 2025 without sacrificing academic ethos.
- To oversee two new initiatives:
    - training for aspirational Senior Team colleagues;
    - *Highgate Lates* – a programme of events which allow parents to sample the academic offering at Highgate.
- To ensure reforms to Highgate's reporting system are successful.
- To train and support staff to deliver pastoral care that keeps safeguarding at its heart and targets the specific needs of individuals.
- To empower (a) pupils to manage their own wellbeing and (b) parents and staff to understand and promote this self-management.
- To promote belonging, inclusion and anti-discrimination, by working with parents, staff and pupils to build a culture of kindness and respect amongst all members of the community.
- To develop pupils' sense of purpose by actively engaging with their school community, shaping its culture and practice, and contributing fully to the co-curricular programme.

ACTIVITIES OF THE SCHOOL

Academic

Pre-Preparatory and Junior Schools. In September 2024 the Junior School welcomed its first cohort of pupils under the new three-form entry model at 4+ from the Pre-Preparatory School. This prompted a decision to align the aims and objectives of the two Schools, with full integration planned from September 2025. To that end, significant work was undertaken to enhance the transition between Years 2 and 3. Adjustments to Key Stage 1 and Key Stage 2 curricula ensured continuity and supported the successful integration of incoming 7+ pupils.

Subject leads in Mathematics, English, and PSHEE (Personal, Social, Health and Economic Education) across both schools collaborated to ensure curriculum progression and continuity from Reception through to Year 6. The

ACTIVITIES OF THE SCHOOL (continued)

Academic (continued)

Pre-Preparatory and Junior Schools (continued)

Junior School Academic Team explored the implementation of an enquiry-led Humanities curriculum, building on thematic and pedagogical foundations established in Key Stage 1.

In the Pre-Preparatory School a new phonics scheme was successfully embedded, with curriculum design structured around three termly themes: Explore, Power, and Growth. In the Junior School, Philosophy for Children was introduced to the RPE (Religion, Philosophy and Ethics) curriculum to foster critical and collaborative thinking, self-awareness, reflection, communication and reasoning.

Senior School. In 2024-25, Senior School academic aims were:

- To encourage a culture of reading among pupils and staff, in which all teachers are teachers of reading.
- To prioritise differentiation in lesson planning, lesson delivery and feedback.

Highgate pupils achieved outstanding public examination results. 59.1% of grades at GCSE were Grade 9, 85.4% were 9/8 and 95.9% were 9/8/7. This represented the second successive year of record results, excluding Covid and mitigated years. A-Level pupils also set non-Covid records: 43.5% of grades were A*, 80.2% of grades were at A*/A and 92.7% of grades were at A*/A/B. 75% of UCAS (University and Colleges Admissions Service) applicants were accepted at their first-choice university and a further 11% of pupils were accepted into their insurance choice. 31 pupils matriculated at Oxbridge and 15 pupils took up university places in North America or Europe. Arts, Humanities and Languages made up a greater share of leavers' university courses compared to recent years. Heads of Departments continue to oversee teaching that seeks to stretch pupils beyond the limits and expectations of publicly assessed syllabuses and their associated marking schemes for as long as possible, whilst only resorting to examination drilling in the lead-up to public assessment. Excellent examination outcomes this year confirm this approach works.

Our focus on differentiation was not just conceived to better assist our least able pupils, but it is pleasing to note that our internal tracking for this group suggests more significant measurable progress in educational outcomes than hitherto; colleagues are becoming even more adept at teaching the full range of pupils at Highgate. Stretching our most able pupils is, of course, the other key indicator of effective differentiation and our (albeit marginal) increase in the number of successful elite university applications, together with an extremely solid percentage A* count at A-Level suggests that Heads of Departments' work here is effective, particularly in the formal Sixth Form extension programmes and university mentoring that have undergone successive reviews and redevelopment in an effort to make every teacher at Highgate capable of contributing to both. Colleagues continue to advocate for reading for pleasure, both with pupils and parents, and at every available opportunity. As well as speaking to our ethos of learning for its own sake, we remain firmly convinced of its benefits to mental health and cross-curricular understanding, as well as personal and cognitive development.

Last year Heads of Academic Departments undertook in-house Artificial Intelligence (AI) training and experimented with MS Copilot before reporting back to their line-managers about the opportunities it presents for Teaching and Learning in their individual subjects, as well as risks that require mitigation. An agreed set of AI Imperatives has been drawn up, which colleagues understand and must abide by. Collectively, these imperatives safeguard the academic integrity of all academic resources generated by teachers for pupils at Highgate and confirms AI cannot be used when reporting on pupils, marking their work, or communicating with parents. An AI working group of excellent and interested practitioners meets regularly; it is chaired by the Assistant Head (Academic and Digital Strategy) and its role is to scan the horizon for developments, report on them, and to share best teaching practice. Pupils have heard numerous assemblies and presentations relating to academic integrity and the specific opportunities and pitfalls of using AI to assist their work; parents, too, have been briefed. Work will continue apace here next year.

ACTIVITIES OF THE SCHOOL (continued)

Co-curricular

The co-curriculum, as ever, provided a central part of a Highgate pupil's educational experience – particularly when allied to the range of charitable activities that are enthusiastically taken up, including Giving Day (see Pupil Volunteering and Community Partnerships, below). Taken together, these opportunities have helped ensure that all but a small handful of pupils have taken part in something beyond the classroom, along with almost every member of teaching staff and a good number of support staff.

Pre-Preparatory and Junior Schools. The co-curricular programme across the Pre-Preparatory and Junior Schools remained extensive, thoughtfully curated, and age appropriate. It is designed to nurture pupils' interests, broaden their experiences, and extend learning beyond the classroom.

Year 6 House Ambassadors embraced their leadership roles, particularly in supporting younger pupils during break and lunch times. A wide range of responsibilities was available across both Schools, including participation in School and Eco Councils.

In the Pre-Preparatory School, new clubs such as gymnastics and girls' football were added to the existing programme. The Junior School continued to expand its offering, now hosting around 100 clubs ranging from Ornithology to Debating. Notably, our General Knowledge and Science quiz teams reached the National Finals for the second consecutive year.

Community outreach remained a cornerstone of school life. Pupils from both Schools continued to engage with Hammerson House and Signature Care Home, and participate in initiatives with local community centres and partner schools.

Participation in Music and Sport remained exceptionally high. The Music programme offered a wide array of performance opportunities, ensembles and concerts and in Sport, pupils represented the School in a robust fixture programme. Highlights included reaching the national finals in U11 Netball, the Independent Schools Football Association (ISFA) finals for the mixed U11 football team, and winning the ISFA Cup with the U11 girls' football team.

Senior School. The Senior School continued to provide a diverse and engaging co-curricular programme, with pupils able to pursue both established and newly introduced activities. Additions include Punch Needle Embroidery, Neurodiversity Club and the Year 11 Housing Action Group. Meanwhile, the African Caribbean Society, Yoyo Society, and International Affairs Society have flourished thanks to the initiative and enthusiasm of pupils eager to lead their own societies.

Lower School pupils dabbled and experimenting with a wide variety of activities throughout the year. The Year 9 Co-Curricular Day offered engagement in unusual and memorable one-off experiences ranging from bike maintenance to Dungeons and Dragons. A record number of Year 10 pupils have elected to undertake the Bronze Duke of Edinburgh's Award. Many senior pupils not only led clubs for their peers but also acted as role models, fostering a culture of participation across the School.

Our debating teams enjoyed notable success, winning team and individual awards at a range of national and local events, including taking both gold and silver in the finals of the England BP competition.

ACTIVITIES OF THE SCHOOL (continued)

Co-curricular (continued)

Sport and Exercise

Sport and Exercise (SpEx) continued to be a central pillar of life at Highgate, with a vision rooted in promoting lifelong participation, wellbeing and excellence. The School maintained high-quality provision across all areas of SpEx, with 23 sporting pathways ensuring that every pupil, regardless of ability, had access to meaningful and inclusive experiences. Over the year, close to 1,000 pupils in 100 teams represented the School across 14 sports. Basketball, badminton and the Heath Walk were introduced, aimed at broadening participation and reinforcing our commitment to pupil choice and inclusivity. At the elite end, the relaunch of the High-Performance Programme supported pupils in Years 9–13, competing at regional level or higher, in areas such as strength and conditioning, nutrition and academic/athletic balance, while also offering individualised rehab and holiday training plans.

Work to promote active health and wellbeing continued through initiatives such as the Big Brother, Big Sister peer mentorship scheme, which helps younger pupils transition into senior school life with confidence and support. It has fostered empathy, resilience, and a strong sense of belonging across year groups.

Notable achievements, which reflected not only the pupils' talent and dedication but also the consistency and quality of our coaching, facilities, and support structures included (but were by no means limited to) the U11 girls footballers becoming ISFA national champions; Middlesex County Cup football wins for the U18 and U14 boys and U15 and U13 girls; the U15 girls foil fencing team winning the British Schools champions; fifth in the English Schools' Swimming Association (ESSA) water polo championships for the U18 girls while the U18 boys won the plate; and silver medals for the U18 girls national cross-country running finals.

Music

The Music Department enjoyed an exciting programme of concerts in 2024-25. Highlights included senior pupils performing Purcell's Dido and Aeneas; the Highgate Young Musician of the Year competition, showcasing our best instrumentalists; over 100 of our younger pupils taking part in the Emerging Talent contest; and an uplifting evening of musical theatre.

Our large ensemble's concert, Minimus, celebrated music connected by two expressions: the least possible and the least necessary. The annual concert at Southwark Cathedral, this year entitled Journeys, exploring music influenced by our experiences of displacement, exploration, and homecoming, featured music by Jonathan Dove, Brahms, Schrecker, and Gallante. The second half was given over to a complete performance of Mozart's Requiem. The Summer Term concert was a lighter affair, celebrating music from stage and screen.

Our regular Brass Day, which culminated in a mass outdoor performance, was joined by a new Flute and Double Reed Day. This included pupils joining the renowned Ferio Sax Quartet for a flashmob style performance. Two evenings of chamber music featured renditions of Dohnányi, Dvořák's American Quartet and Schumann's Piano Quintet Op. 44.

The instrumental music scheme saw more than 750 pupils from all three Schools involved in over 800 individual music lessons a week, delivered by over 60 Visiting Music Teachers. This includes over 40 pupils learning an orchestral instrument in the Year 3 Headstart scheme.

Externally we continued to support music at LAET: our Director of Music visited weekly to help mentor staff and lead ensembles. Musicians from both schools joined in a contemporary music concert, a study day to analyse and perform A-Level pieces, and solo jazz performances at Pizza Express Soho.

ACTIVITIES OF THE SCHOOL (continued)

Co-curricular (continued)

Drama

In the Michaelmas Term, pupils in Years 9-12 staged a powerful production of The Curious Incident of the Dog in the Night-Time. It was a fast paced, highly physical production with lots of clever chorus work. It also demonstrated our new AV system to full effect, with dramatic sound effects and use of radio microphones to aid the story-telling.

House Drama showcased again our pupils' independence, as members of all 12 houses found time in their busy schedules to put together their ten-minute pieces. The winning House were commended for their outstanding direction, alongside some memorable lead performances.

In the Lent Term we showcased the two productions destined for the Edinburgh Fringe in August: a stripped back, expressionistic version of Hamlet and a two-hander, Forget-me-Nots, written by one of our Year 13 pupils. It was so exciting to see them again in Edinburgh, where both shows performed to packed audiences and stand out reviews.

To round off the year, 50 pupils in Years 7 and 8 took part (on and off stage) in a joyful production of Nina Segal's play The Odyssey: It's a Really, Really, Really Long Journey, based on the story of Telemachus going in search of his father. A truly ensemble piece, the pupils developed important skills in teamwork, collaboration and mutual respect, in addition to showcasing some truly impressive acting.

The Drama Department has also continued to collaborate with Drama at LAET this year, participating in shared workshops and theatre trips for our Year 13 Theatre Studies pupils.

Careers and Employability

Over the course of the year, 126 former pupils and parents supported careers events ranging from curriculum time alumni panel talks, Year 12 employability interviews and pupil Mentoring. The annual Careers Fair was attended by over 400 pupils from Highgate, LAET and several partner schools. Pupils met professionals from a range of sectors, gap year providers and representatives from degree apprenticeship organisations.

The annual Year 10 Employability Day, focused on the changing world of work, was well supported by external contacts. Pupils explored the impact of AI and sustainability on future careers, while also reflecting on their own skills and personal interests.

In addition, pupils continued to access one-to-one guidance sessions with our Careers and Employability Specialist for support including help sourcing work experience, exploring gap year opportunities and making degree apprenticeship applications.

Inclusion

In 2024-25, a new strategic inclusion lead was appointed and the long-term goal developed: 'We are actively working to make Highgate School an inclusive community in which all members feel a true sense of belonging'. Everyone who works and studies with us deserves to feel they are part of an environment that:

- Welcomes them, understands them, and enables them to be themselves.
- Encourages reflection, self-knowledge, and self-expression.

ACTIVITIES OF THE SCHOOL (continued)

Inclusion (continued)

- Helps them **not just to manage**, but **to thrive**: to discover and pursue their passions, and to develop as individuals and as members of a community.

A new Strategic Inclusion Development Plan was devised, for launch in the Michaelmas Term of 2025. The Flair survey was undertaken for the second time; integrated with the outcomes of ongoing Hemisphere training (which was extended this year to Junior School, Pre-Preparatory School and Support staff) it continues to inform our Anti-Racism strategic goals and has helped to frame our engagement with the wider community.

The Anti-Sexism and Anti-Sexual Violence (ASSV) plan is under review, with the overarching aim to refine and consolidate our strategy, including meaningful goals and actions for all ages.

In the Senior School, a refreshed Active Bystander course was designed and launched, Sixth Formers supported the delivery of the Active Bystander programme in PSHE for Year 11, and Years 12-13 (along with LAET) participated in the MetGirlz programme to develop and present projects aimed at improving the lives of women and girls in London. Clubs and Societies continue to play a key role in the pupils' experience of inclusion at the School; in particular, FemSoc has engaged girls around the new uniform policies and their equity and PrideSoc worked with People Change Minds to craft our response to the EHRC's (Equality and Human Rights Commission's) consultation following the Women vs. Scotland Supreme Court Ruling.

An Inclusion Forum for the parents and carers of children with black or mixed black heritage, provided admissions, recruitment and pupil voice updates. Academic departments delivered a rich and diverse curriculum, consciously designed with inclusion as a key lens through which to make text, context and topic selections.

All pupils attended a weekly service of one of the following: Chapel, Jewish Circle, Non-denomination Tabernacle and a Muslim Circle – all of which continue to thrive under pupil leadership. The Pre-Preparatory School delivered a Spring festival programme celebrating a series of world faiths and belief groups, and school productions featuring inclusion themes: e.g. belonging, embracing difference and being brave in order to look after your friends.

Developing the staff inclusion program remained a priority, and interim leadership of the HR department helped the pastoral team lead on staff CPD relating to sexual harassment, being an active bystander as well as highlighting the ongoing opportunities available via Inclusive Employers. All Senior School staff undertook Year 1 of Hemisphere training (Black Identity) and Senior School pastoral staff undertook Year 2 (South Asian Identity).

Pastoral and Pupil Wellbeing

The safeguarding focus was to ensure that the work of all staff was child-centered, curious and communicative. Monitoring of safer recruitment and new staff induction was tightened and there was a drive to ensure support staff benefitted from additional training, especially where their roles carried particular safeguarding risks. CPOMS (Child Protection Online Monitoring System) StaffSafe continued to be used for recording Low Level Concerns and additional training for staff increased self-reporting. Relationships with Haringey Children's Services were consolidated and similar partnerships with Camden, Barnet and Islington initiated. A new Director of Safeguarding was appointed in April 2025, taking up the role of Lead DSL (Designated Safeguarding Lead) in May.

Training in pastoral areas focused on anti-bullying; positive behaviour management; online safety; substance misuse; domestic abuse; child sexual abuse, record keeping and information sharing; affluent neglect; supervising trips and visits; Low Level Concerns; child-on-child abuse; and mental health (including low mood, bereavement, and self-harm).

ACTIVITIES OF THE SCHOOL (continued)

Pastoral and Pupil Wellbeing (continued)

We continued to empower pupils to positively manage their own wellbeing, and parents and staff to understand and promote this. Senior School counselling came back in-house with a full-time counsellor, part-time art therapist and two wellbeing practitioners. Our Clinical Mental Health lead advised on complex cases. The Pre-Preparatory and Junior Schools also had access to an art therapist, counsellor and parent practitioner. The diversity of therapeutic models in the team meant we could support a wide range of pupils, and the guidance of the Clinical Lead allowed us to escalate cases with external agencies where needed.

Pupil voice remained a central component of pastoral care. The anti-bullying committee presented to Governors and senior leaders on their work on tackling gossip, and Sixth Form peer mental health champions offered mentoring to younger pupils.

Pastoral work was strongly informed by our inclusion projects, with the overarching aim of enabling all members of our community to feel a strong sense of belonging. An Assistant Head Pastoral and Strategic Inclusion, appointed in April 2025, blended a role focused on pupil inclusion and anti-bullying with supporting staff and pupils. The focus on anti-racism continued, with all pupils in Years 8–13 completing the second iteration of Hemisphere anti-racism training and all staff completing phase one, as did our anti-sexism work: our partnership with the Centre for Excellence on Child Sexual Abuse helped us audit our provision and develop a training plan for 2025-26.

Staff Wellbeing

In January 2025, 70% of our staff completed the biennial staff wellbeing survey with the external provider, Welbee. The questions are based on the Health and Safety Executive's standards; results showed improvements across all standards since the June 2023 survey.

Progress has continued with our Staff Wellbeing Development Plan under its five core pillars:

- Mental and Physical Health: mental health first aid training was included in the new staff induction programme. Termly mental health first aider and Staff Wellbeing Committee meetings drew up actions stemming from the staff wellbeing survey.
- Learning and Development: online training framework, to be formally launched in September 2025, signposts staff to resources relating to job areas and competencies.
- Community: actions from the Flair survey have been addressed and training delivered.
- Support Systems: Surface Pros have been distributed to teachers and new photocopying/printing protocols and systems introduced.
- The Working Environment: offices and communal spaces have been improved, and more water fountains installed on site.

ACTIVITIES OF THE SCHOOL (continued)

Environmental Sustainability

The focus remained on our three core sustainability objectives:

- To enact our environmental Strategy Plan. We collected more accurate baseline data on our School's core carbon emissions (e.g. gas, electricity, water and travel); installed LED lighting in all Junior School classrooms; reinstated photovoltaics; increased our wildflower meadow coverage; and began investigating fully switching to smart Meters.
- To equip staff and pupils with greater knowledge and understanding of environmental issues. In the Senior School, Wildlife Club and Pupil Environment Committee continued to feature as part of the extra-curricular provision; a new environmentally-themed cross-curricular project was trialed with Year 8; a new academic carousel lecture on climate change was delivered to Year 10; assemblies were delivered to all pupils on ancient trees (and were timed to coincide with Earth Day); and we screened the film 'Before the Flood'. In the Pre-Preparatory and Junior Schools environmental content continued to feature, for example in classwork on the life cycle of a T-shirt and in talks on parental careers. Provision for staff included a twilight training session on environmental matters (April) and a conference, hosted by the School, for environmental educators from across London and the Southeast. The School also contributed to environmental education in London by granting a partial secondment to the Head of Environmental Sustainability to work with colleagues in the 'City of London Family of Schools'. The School's award for 'Best for Pupil Voice' in The Week Independent Schools Guide also reflected the care and consistency with which pupils' opinions were consulted in relation to the School's environmental work.
- To engage with relevant stakeholders in relation to core issues e.g. Travel, Educational Visits, Food to effect positive attitudinal change. There was regular contact with Haringey Council to reduce the amount of traffic outside school (most notably at pick-up and drop-off). This area continued to be a source of frustration for the School and our neighbours, but proactive engagement with parents and pupils (e.g. letters from staff, the head and the Environment Committee; a biannual Green Travel/Clean air campaign; agenda items at our Parent Forum) continued. We also conducted travel surveys and maintained our TFL Gold Star Accreditation.

Staff continued to 'green screen' school trips and as such we reduced our carbon emissions from short/long haul trips; a survey of several other independent schools revealed that we're doing well in this area and these findings were presented to our parent forum. The Catering Department has continued to successfully reduce meat consumption, introducing termly Plant Power Days in addition to Meat Free Mondays. The Junior School carried out a project weighing daily plate waste, something we regularly target.

OTHER CHARITABLE OBJECTIVES 2024-25

In 2024-25, specific charitable objectives in addition to education remained as:

- To continue support across the three pillars of our case for support: bursaries, partnerships and responding to emerging needs in our community. The latter includes responding to the cost-of-living crisis and support for those facing hardship.
- To continue to support the School's bursary provision to the Junior School to allow children to attend Highgate on means tested fee assisted places from Year 3.

These were in addition to our continuing objectives:

- To continue our commitment to support, as the primary educational sponsor, LAET, which provides an academically selective, well-governed sixth form free school in a local community where such opportunities are lacking.
- To enable teachers to give some of their time to local state schools in mutually beneficial ways, so that more children can have access to the excellent teaching and enriching activities that Highgate pupils enjoy every day and Highgate teachers develop professionally by teaching different pupil cohorts.
- To award a significant number of bursaries so that children for whom Highgate is the right school can access the excellent teaching and enriching activities that Highgate provides, when financially it would otherwise not be possible.
- To grow strong and sustained links with schools, charities and similar organisations within our School's local community.

OTHER CHARITABLE ACTIVITIES

Partnership Teaching and Summer School

Our 'Chrysalis' partnership teaching programme, involving active engagement with over 35 local schools in three local boroughs, is integral to our educational philosophy. We employed the equivalent of around eight full-time teachers to deliver it and also provided financial and educational support, most notably to LAET.

Chrysalis Teaching Fellows delivered projects and ran events including providing academic support to students at LAET; facilitating weekly projects and clubs across several academic subjects at partner primary schools, and delivering a full programme of activities at the Chrysalis Summer Schools.

The Chrysalis Mock University interview programme for partner school pupils saw over 110 teaching staff from Highgate, LAET and London Academy of Excellence (LAE) Stratford interview over 250 pupils from nine Chrysalis schools. Students from over 80 partner schools attended webinars focused on studying Maths and Chemistry at Oxbridge and other highly selective universities. Other events included Girls in Physics, which enabled partner school pupils with the opportunity to attend a talk from a leading expert in the field; the Year 10 STEM day, attended by 47 pupils from seven partner schools; 45 Chrysalis pupils enjoying Maths lessons and games at the Ri Maths Celebration Day; 60 completing the Maths Olympiad for Girls, a UK Maths Trust exam to promote maths opportunities for female pupils. Additionally, at least 9,000 primary and secondary pupils from around the country attended an As if By Magic chemistry demonstration, designed to inspire interest in chemistry.

Our annual Chrysalis summer schools, designed to enrich the educational experience of participating students, welcomed 66 primary pupils for a diverse array of sessions including art, drama, robotics, science, and maths. The secondary summer school focused on Year 10 and 12 pupils, offering a comprehensive programme of career exploration, employability skills and higher education support to over 75 students. Highlights included a trip to Oxford University and masterclasses in STEM and humanities, delivered by teachers from Highgate and LAET. The

OTHER CHARITABLE ACTIVITIES (continued)

Partnership Teaching and Summer School (continued)

feedback was very positive: 92% of attendees felt more prepared for their future, more knowledgeable about higher education and UCAS, and would recommend the summer school to others.

Pupil Volunteering and Community Partnerships

Pupils took part in a year-round programme of fundraising activities including sustainable uniform days, bake sales, musical performances, busking, quizzes, charity week, competitions, races and games in support of our 'charities of the year': The British Red Cross, Shelter, Cool Earth, North London Action for the Homeless and Designability. Funds were also raised for the charities Galop, Little Princess Trust and Link to Hope. Pupil-led fundraising raised £12,899 and, throughout the year, over 495 shopping bags of food and essential items were donated to our long-term partner Food Bank Aid. Additionally, our annual shoebox appeal yielded 88 shoeboxes gifted to Link-to-Hope for families and elderly people in Eastern Europe, including Ukraine.

Our second, and now annual, Giving Day saw pupils, alumni and staff from all parts of the School take part in challenges involving running (or walking or skipping), maths, reading, swimming, cricket and art to raise money for Highgate's bursary programme and LAET. In total we brought in £196,679, thanks to over 2,000 participants covering more than 6,000 miles, a beautiful chalk mural on the playground, several wickets for the 1st XI against the alumni, 80 parents, carers and their children enjoying the Pre-Preparatory School reading challenge, and some fiendishly difficult maths problems.

Over 500 pupils got involved with community initiatives. Sixth formers volunteered at Holly Lodge Community Centre for lonely and/or elderly residents of the living complex, and at the TreeHouse School for autistic children. Other pupils shared their tech wizardry at Coffee & Computers, a local community initiative for elderly residents. Sixth form volunteers delivered weekly 1-1 numeracy and literacy support for pupils at our Chrysalis partner school Gladesmore, and others supported the delivery of Highgate's Chrysalis Accelerator programme for care experienced children and children with a social worker.

All Year 9 pupils participated in one day of volunteering and community engagement with local community partners e.g. elderly care homes, local Chrysalis partner primary schools and local sustainability projects on Hampstead Heath. All Year 10 pupils participated in a wide range of environmental-related community action for our annual Environment Morning. Activities included landscaping a local church property, learning about sustainable eating practices in community gardens, wildlife habitat building and taking part in food workshops. In the Summer Term, pupils and staff volunteered to pick litter, perform and more at local events such as the Highgate Festival and Fair in the Square.

OTHER CHARITABLE ACTIVITIES (continued)

Bursaries

103 pupils received means-tested fee remission: 92 in the Senior School (including 5 refugee pupils from Ukraine) of whom 59 received 100% fee remission, consistent with the policy to concentrate bursary awards amongst children whose parents or carers are able to pay very little or none of our fees, and; 11 in the Junior School. Twelve pupils were, in addition to their means-tested fee remission, given grants towards the cost of uniform and £10,000 was allocated to enable bursary holders to participate in trips for which there is a charge. Through donations from former pupils (Cholmeleians) and parents, the School also assisted with £68,551 towards the costs of instrumental music lessons and additional expenses for bursary award holders.

The total value of our bursarial support was £2,310,974. Of this figure, the School funded £2,219,926 a significant part of which, as set out in the Accounts, came from generous donations. Five of the 92 Senior School pupils receiving means-tested fee remission were supported by the Friends of Highgate School Society (a registered charity, no. 1056624) which contributed £91,048. In a new initiative, one Sixth Form pupil was supported by the Joshua Dorgu Foundation.

Our review of our total support package, beyond fee remission, continued, with an enhanced "bursary package" being put together for applicants from 2025 onwards. This will ensure a more appealing and competitive offer for bursary candidates. The 'virtual Head of House' for Bursary pupils is now established as a key point of contact for parents and carers, and introductions have been facilitated by home visits and coffee mornings.

A full statement of our policy on bursaries is available on our website; there is also further information available for parents and carers within the admissions section of our website.

Costs associated with other charitable activities

In addition to the funding associated with bursaries, approximately £1,350,000 reflects the associated salary costs for the year (including pension and employer's national Insurance) of our Community Partnership Director, administration of and pastoral support for bursary holders, the share of staffing costs associated with partnership teaching programme (including around 8 full-time equivalent of staff seconded to LAET) and our Chrysalis Fellows. Around a further £35,000 was also incurred during the year on the running costs of our work on partnership teaching and community partnerships, including transport, equipment, and visits to venues.

FUTURE OBJECTIVES

At the beginning of the academic year 2025-26, governors agreed three overarching objectives for the next five years:

- strengthening the School's financial position such that the impact of VAT and other costs are mitigated, in particular through the opening of additional schools abroad and in the UK, so that neither the School's curricular and co-curricular offering nor its charitable reach is reduced, and so the latter may grow;
- strengthening the School's ability to provide an open-minded and humane education responsive to changing political tensions, in particular if faced by regulatory or external pressures;
- understanding and, where necessary, mitigating the changing effects on young people, on families and on parenting of pupils' 'online lives' in terms of their wellbeing, behaviour and values.

The idea behind these objectives is to ensure the School directs its discretionary effort – i.e. that which is not already allocated to the quotidian but ever-important, and no less prioritized, teaching, learning and pastoral care, which are more directly covered in annual reporting – at issues which currently affect the School and its community.

By an "open minded and humane education" the School means one which develops and protects free-thinking and receptiveness; promotes enquiring minds, tolerance and curiosity; and gives children learning that is intended to have a civilising effect on them.

GOVERNANCE

Structure, governance and management

Our Governors (listed in the next section), who are our Charity's Trustees, are responsible for the governance of our School. Highgate is governed in accordance with our Scheme of Governance, dated 1 September 2005, as amended, and our Governors are members of the Body Corporate of "The Wardens and Governors of the possessions, revenues, and goods of the Free Grammar School of Sir Roger Cholmeley, Knight in Highgate".

Management is under the direction of our Head. Our full governing body meets at least six times a year. The following four sub-committees all meet at least three times a year: (1) Finance, Audit and Risk Committee, (2) Estates Committee, (3) Nominations and Remuneration Committee and (4) Safeguarding Committee. Governors have also established a non-fee income working group (which, from 1 September 2025, has become the Interim Advisory Group). Governors drawn from the sub-committees meet periodically to review the ethical dimensions to school policies and, where required, to consider significant matters of education policy or practice.

The Nominations and Remuneration Committee is responsible for overseeing succession planning to ensure our governing body contains appropriate diversity, experience and skills, and making recommendations to Governors about recruitment processes for new Governors. Recent appointments have involved advertising roles within our School community prior to a sifting and interview process; in 2022-23 we worked with Nurole for the specific appointment of a Deputy Chairman and four new Governors were subsequently appointed in the Michaelmas Term 2023. Two additional Governors were recruited during 2024-25 to join the Governing Body in 2025-26. All new Governors receive induction training.

The Governing Body can also appoint associate members to serve on one or more of the sub-committees/working groups and/or to attend full Governing Body meetings. Associate members are often selected to draw on expertise and experience from outside the Governor membership. During 2024-25, an associate member has served on the Estates Committee and on the Sustainability and Environmental Executive Committee. An additional associate member was also recruited during 2024-25 to join the Safeguarding Committee.

Structure, governance and management (continued)

In considering the pay and remuneration for the School's key management personnel, the Nominations and Remuneration Committee consider the nature of the role and responsibilities, trends in pay and competitor salaries in the region available from publicly available sources.

Group Structure

The Group during the year comprised Highgate and its wholly owned and controlled subsidiary – Highgate International Schools Limited.

Management

The day-to-day running of our School is delegated to our senior leadership team. The Head, Adam Pettitt, exercises the functions of Chief Executive in leading and directing the Senior, Junior and Pre-Preparatory Schools, and reports to the governing body. The day-to-day responsibility for management of the Junior School and Pre-Preparatory School is exercised by the respective Principals: Philippa Studd (Principal of the Junior School) who reports to the Head, and Emma Duong Saka (Principal of the Pre-Preparatory School) who reports to the Principal of the Junior School.

The Head is assisted in the Senior School by two Senior Deputy Heads, Todd Lindsay and Louise Shelley, a Deputy Head (Academic), James Newton, a Deputy Head (Pastoral), Rebecca Golland, and a Deputy Head (Professional), Graeme Robertson, together with a number of Assistant Heads.

The Bursar, John Pheasant, is responsible for the management and leadership of support staff, and the financial administration of our School, and reports to the Head. The Bursar also acts as Secretary and Clerk to the governing body, in which role he reports directly to the Chairman.

The Head, Principals of the Junior and Pre-Preparatory Schools, Deputy Heads and Bursar make up the Strategy Management Committee.

ADDRESS OF SCHOOL	Highgate School North Road Highgate London N6 4AY
REGISTERED CHARITY NUMBER	312765
AUDITORS	HaysMac LLP 10 Queen Street Place London EC4R 1AG
SOLICITORS	Farrer & Co. LLP 66 Lincoln's Inn Fields London WC2A 3LH
BANKERS	Coutts & Co. St Martin's Branch 440 Strand London WC2R 0QS

INVESTMENT MANAGERS

RBC Brewin Dolphin
12 Smithfield Street
London EC1A 9BD

GOVERNORS WHO HELD OFFICE DURING THE YEAR ENDING 31 JULY 2025

	FA&R[1]	Estates[2]	Nom&Rem[3]	Safeguarding[4]
Mark Barber MA MRICS FRGS FRSA	*	*		
Jenny Brown MA(Oxon)				
Joan Deslandes BEd(Hons) OBE MA	*			
Sam King KC MA(Cantab)			*	*
Hannah Lewis MEng(Oxon) MBA Treasurer	*			
Kevin McCarthy LLB(Hon) BCL(Oxon) Notary Public Deputy Chairman			*	
Leonie Morel MScM	*		*	
Tamara Oppenheimer KC		*		
Kumar Panja BA LLDip	*			*
Aly Patel MA MBA	*			
Robert M Rothenberg MBE BA FCA CTA Chairman	*	*	*	
Paul Rothwell MA *Resigned 8 October 2024*		*		
Daniel Widdicombe MA *Resigned 8 October 2024*				

[1] Member of the Finance, Audit & Risk Committee.
[2] Member of the Estates Committee.
[3] Member of the Nominations and Remuneration Committee.
[4] Member of the Safeguarding Committee.

PUPIL NUMBERS AND FEES

Pupil numbers were 1,948 in September 2024. Our published fees per term, for 2024-25, were £8,830 (Senior School), £8,095 (Junior School) and £7,645 (Pre-Preparatory School). Following the Labour government's removal of VAT exemption for independent schools from 1 January 2025, to cushion the impact on parents as much as possible, fees were discounted for the Lent and Summer Terms 2025; fees including VAT for these two terms were £9,645 (Senior School), £8,836 (Junior School) and £8,342 (Pre-Preparatory School). This resulted in increases to parents in the region of 10% for these two terms from Michaelmas Term 2024. The fees are inclusive of the use of books and stationery, and practically all other extras including future life membership of our alumni society (Cholmeleian Society), field work, one residential trip in Years 7-9, and day visits in curricular time.

FINANCES

Total fee income in 2024-25 was £45,360,901. The operating deficit was (£2,092,503). This deficit was largely attributable to (1) reduced income as set out above in Lent and Summer Terms 2025, (2) loss of charitable relief on business rates in April 2025, (3) increased employers' National Insurance from April 2025, (4) increased pension costs and (5) reassessment of future pledged donations. Governors continue their strategy of deploying all net incoming resources to investing in the School and Charity to ensure that Highgate keeps, and indeed works to improve further, its position as a successful place of learning and all-round educational excellence. In the current financial year, £3,364,447 was spent in respect of this investment programme, ensuring that the needs of succeeding generations of pupils are met, as well as the current.

Diversifying non-fee income

The School continues to offer paid-for courses at the Mallinson Sports Centre and facilitate filming opportunities. Further work is being undertaken to explore other non-fee income opportunities including lettings, hirings and wider opportunities such as international schools and provision of a pre-school offering. In November 2024, the School announced its partnership with Siam Motors Group and the Phornprapha family to launch our first international sibling school in Thailand. The first cohort of pupils will be welcomed in August 2026.

Fundraising approach and performance

We undertake fundraising activities within the school community via direct mail, telephone, community participation activities (such as our pupils' sponsored walk), fundraising events, solicitation of individuals, crowdfunding campaigns and email in line with the Fundraising Code of Practice set by the Fundraising Regulator. Fundraising is overseen by the School's Development Office by staff all of whom have detailed job descriptions associated with their roles and receive appropriate training to reinforce our fundraising ethics. We are registered with the Fundraising Regulator and adhere to the standards of the Fundraising Code of Practice, and act in accordance with the terms listed in the Charity Governance Code. Fundraising activities are open, fair, honest and respectful; the School does not fundraise from constituents who are considered vulnerable or in circumstances which mean an individual is unable to make an informed decision. No formal complaints were received about fundraising activity in the year. Trustees receive regular reports regarding fundraising activity and performance.

The year saw donations, towards bursaries, partnerships, general funds and capital projects, received in-year of £565,121 (2023-24: £788,811). The Charities SORP requires donations to be recognised when receipt is probable and, therefore, captures pledges promised for receipt in future years; at year-end as a result of the continued economic uncertainty including VAT on school fees, the School has reassessed the likely receipt of some pledges which has had the effect of reducing the total net donations income in the financial statements to a negative position of (£449,637) (2023-24: £55,560) (Note 3b to the Accounts on page 34 refers).

FINANCES (continued)

Buildings

Governors remain committed to continuing to invest substantially in upgrading and, where necessary, renewing current academic facilities, to ensure that our physical estate meets all emerging requirements to a high standard. Our current priorities include improving drama, music, sports and sixth form facilities, plus renewing services to, and reconfiguring, our Senior School's science laboratories. Additionally, in a drive to maintain our first-rate facilities, our School continues to preserve its historic buildings to improve the look of our School for the benefit of staff, pupils and the local community. Consequently work will continue, as part of our extensive capital development programme, in upgrading teaching facilities and repairing the fabric of our historic buildings. During 2024-25, following a number of planning applications that had been submitted during 2022-23, in line with a Supplementary Planning Document (SPD) for the School's estate that was adopted on 9 March 2021, the School continued to consult with the community over the applications.

To contribute towards the funding of this programme, the School entered into a private placement in July 2019 for £60,000,000 details of which are set out within Note 11a to the Accounts.

Specific investment powers, policy and performance

The governing scheme affords Governors powers in line with those generally applicable to charitable foundations. Investments acquired by Governors, during the year ending 31 July 2025, have been acquired in pursuance of those powers and within the Statement of Investment Policy agreed with Investment Managers, RBC Brewin Dolphin. The Investment Objectives aim for a total annual return over rolling three-year periods of at least inflation (RPI) plus 4%. As at the end of September 2025, performance was an annualised return for the rolling three-year period of 8.6% against an annualised return for RPI plus 4% of 9.5%. Work is in hand to try and improve this return.

Reserves Policy

In common with other independent schools, Highgate does not have free reserves readily available to spend on any of the charity's purposes. As indicated on our consolidated balance sheet, at the year end, our School had total funds amounting to £80,231,263. This was split between endowment funds of £29,514,329, of which £27,789,363 related to the net book value of the original endowed property of our School (principally constituting our main island site in our Senior School), restricted funds of £1,444,828, namely donations (including pledges) received for specific purposes, and, the remainder, unrestricted funds of £49,272,106. The unrestricted funds reflect the residual investment that our School has made over the years in the fabric of our building and facilities: it is not readily available for spending. The Governors therefore monitor the day-to-day operations of Highgate through management of good budgeting procedures and cash-flow, to ensure that it can meet the ongoing needs of the operations of the School and continue to invest in the fabric of the estate and educational provision. Governors are satisfied that we have sufficient available cash and facilities to deliver our strategic objectives.

Risk Assessment

Processes are in place to identify risks under the headings of Aims/Objects, Law and Regulation, Governance and Management, Academic, External Factors, Operational, Human Resources, Environmental, Technological and Financial Risks, and the necessary mitigations, and assessments and controls established to manage these are kept under regular review by our senior management and our Governors' Finance, Audit and Risk Committee.

The main risks that have been identified, and the plans to manage those risks, are:

- Challenges to the financial viability and/or affordability of independent schools by increases to costs largely

FINANCES (continued)

Risk Assessment (continued)

outside the control of schools (VAT, Business Rates, National Insurance and other taxes). The School continues to review the educational and other charitable activities to identify costs that could be reduced if necessary, consulting with parents, general financial due diligence and to look to further diversify income by identifying meaningful non-fee income opportunities to reduce the current significant reliance on fee income.

- Service/data/financial loss from unauthorised access to School's network and associated reputational risk, particularly of a personal data breach. This risk is managed by a blended approach, including the enforcement of strong passwords, multi-factor authentication for accessing data and systems, a multi-tiered approach to anti-malware protection and regular staff awareness training on cybersecurity.
- Ageing facilities inadequate for modern day teaching and learning. This risk is managed by the capital programme which aims to address the School's academic requirements by focusing on buildings in significant need of repairs and renewals.
- Reputation of the education and well-being of our pupils and the activities of our School. This risk is managed through relevant policies embedded within our School through meetings, committees, staff and pupil awareness, and having nominated senior management responsible for specific policies. Policies include: safeguarding policies, staff recruitment policies, and health and safety policies. Other areas of focus include security and personal safety. In addition, our School uses professional advisers when necessary.
- Sustainability issues that impact on our community, particularly air pollution. Issue identified as a priority in our development plan. This risk is managed by the Sustainability and Environment Committee and the appointment of an Associate Member to the Governing Body who is helping develop priorities.
- Diversity of pupils and staff. Issue identified as a priority in our development plan. This risk is being managed by continuing to review our application processes to attract more applications from groups that are considered under-represented.

Governors have been provided with assurance that risks have been adequately mitigated where necessary. It is recognised that systems can only provide reasonable, but not absolute, assurance that major risks have been adequately managed.

Fixed assets

The fixed assets are as stated in the balance sheet and further detailed in the notes to the financial statements. They are considered to be available and adequate to fulfil the obligations of our School.

Statement of Governors' Responsibilities

The Governors are responsible for preparing the Governors' Report and the accounts in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Accounting Practice). The law applicable to charities in England and Wales requires the Governors to have prepared financial statements for the financial year that give a true and fair view of the state of affairs of our School and of the surplus of the charity for that period. In preparing these financial statements, Governors have:

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

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

Governors confirm that the accounts comply with the requirements of the Charities Act 2006 as amended by the Charities Act 2011, the Governing Scheme, and the Charities SORP 2015.

Governors confirm that they have complied with the duty in Section 17 of the Charities Act 2011 to have due regard to the public benefit guidance published by the Charity Commission.

on behalf of the Governors

Chairman of the Governing Body and Chairman of Trustees
25 November 2025

INDEPENDENT AUDITOR'S REPORT TO THE TRUSTEES OF HIGHGATE SCHOOL

Opinion

We have audited the financial statements of Highgate School for the year ended 31 July 2025 which comprise Consolidated Statement of Financial Activities, the Consolidated and Charity Balance Sheets, the Consolidated Cash Flow Statement 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 Group's and of the charity's affairs as at 31 July 2025 and of the charity's net movement in funds for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

Basis for opinion

We 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. 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 group 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 charity'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 trustees are responsible for the other information. The other information comprises the information included in the Governors' Report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, 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 audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Matters on which we are required to report by exception

We have nothing to report in respect of the following matters in relation to which the Charities (Accounts and Reports) Regulations 2008 require us to report to you if, in our opinion:

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

Responsibilities of trustees for the financial statements
As explained more fully in the trustees' responsibilities statement (set out on page 21), 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 charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements
Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an 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.

Based on our understanding of the charity and the environment in which it operates, we identified that the principal risks of non-compliance with laws and regulations related to The Education (Independent School Standards) Regulations 2014, safeguarding regulations, health and safety requirements, GDPR, employment law and charity law and we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as the Charities Act 2011, the Statement of Recommended Practice for Charities (SORP 2019), and considered other factors such as payroll taxes and VAT.

We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls), and determined that the principal risks were related to improper recognition of revenue and management bias in certain accounting estimates and judgements. Audit procedures performed by the engagement team included:

- Inspecting correspondence with regulators and tax authorities, including the outcomes of inspections;
- Discussions with management including consideration of known or suspected instances of non-compliance with laws and regulations and fraud;
- Evaluating management's controls designed to prevent and detect irregularities; Identifying and testing journal entries, using data analytics to focus on higher risk entries; and
- Challenging assumptions and judgements made by management in their accounting estimates and challenge of the underlying assumptions.

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

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

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

HaysMac LLP

HaysMac LLP
Statutory Auditors
Date: 18/12/2025

10 Queen Street Place
London
EC4R 1AG

HaysMac LLP is eligible to act as an auditor in terms of section 1212 of the Companies Act 2006

HIGHGATE SCHOOL

CONSOLIDATED STATEMENT OF FINANCIAL ACTIVITIES

FOR THE YEAR ENDED 31 JULY 2025

	Notes	General Funds £	Designated Funds £	Restricted Funds £	Endowment Funds £	Total 2025 £	Total 2024 £
INCOME FROM:							
Charitable activities							
School fees receivable	1	45,360,901	-	-	-	45,360,901	45,951,801
Other educational income	2	614,239	-	-	-	614,239	727,083
Ancillary trading income	2	2,148,348	-	-	-	2,148,348	2,106,287
Trading company	2	543,480	-	-	-	543,480	-
Investments							
Bank and other interest		2,586,206	-	429	402	2,587,037	2,517,598
Investment income		6,118	-	19,137	18,291	43,546	42,532
Voluntary sources							
Donations	3	34,960	-	(484,597)	-	(449,637)	55,560
Total Income		51,294,252	-	(465,031)	18,693	50,847,914	51,400,861
EXPENDITURE ON:							
Raising funds							
Fundraising and development		215,993	-	-	-	215,993	162,667
Finance costs		1,774,000	-	-	-	1,774,000	1,774,000
Trading company		265,461	-	-	-	265,461	-
Charitable activities							
School operating costs		50,021,223	-	654,243	9,497	50,684,963	47,874,263
Total expenditure	4	52,276,677	-	654,243	9,497	52,940,417	49,810,930
NET INCOME		(982,425)	-	(1,119,274)	9,196	(2,092,503)	1,589,931
Gains on investment assets		-	-	-	57,773	57,773	162,976
Transfers between funds	14	982,425	(982,425)	-	-	-	
Net movement in funds		-	(982,425)	(1,119,274)	66,969	(2,034,730)	1,752,907
Balances brought forward at 1 August 2024		-	50,254,531	2,564,102	29,447,360	82,265,993	80,513,086
Balances carried forward at 31 July 2025		-	£49,272,106	£1,444,828	£29,514,329	£80,231,263	£82,265,993

All amounts derive from continuing activities.

All gains and losses recognised in the year are included in the statement of financial activities.

Full comparative figures for the year ended 31 July 2024 are shown in note 18.

The accompanying notes are an integral part of this statement.

HIGHGATE SCHOOL

CONSOLIDATED BALANCE SHEET

AS AT 31 JULY 2025

	Notes	2025 £	2025 £	2024 £	2024 £
FIXED ASSETS					
Tangible assets	6		98,640,948		100,977,249
Investments	7		1,954,143		1,869,245
			100,595,091		102,846,494
CURRENT ASSETS					
Stock	8	45,845		53,957	
Debtors	9	20,691,817		2,969,224	
Cash at bank and in hand	10	59,489,171		60,843,181	
		80,226,833		63,866,362	
CURRENT LIABILITIES					
Creditors - due within one year	11	(32,553,489)		(16,057,900)	
NET CURRENT ASSETS			47,673,344		47,808,462
TOTAL ASSETS LESS CURRENT LIABILITIES			148,268,435		150,654,956
Creditors – due after one year	11		(68,037,172)		(68,388,963)
TOTAL NET ASSETS			£80,231,263		£82,265,993
Represented by:					
ENDOWMENT FUNDS	12		29,514,329		29,447,360
RESTRICTED FUNDS	13		1,444,828		2,564,102
UNRESTRICTED FUNDS					
Designated and general funds	14		49,272,106		50,254,531
TOTAL FUNDS			£80,231,263		£82,265,993

The financial statements were approved and authorised for issue by the Governing Body on 25 November 2025 and were signed below on its behalf by:

RM ROTHENBERG MBE BA FCA CTA
Chairman

H LEWIS MEng(Oxon) MBA
Treasurer

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

HIGHGATE SCHOOL

CHARITY BALANCE SHEET

AS AT 31 JULY 2025

	Notes	2025 £	2025 £	2024 £	2024 £
FIXED ASSETS					
Tangible assets	6		98,640,948		100,977,249
Investments	7		1,954,144		1,869,245
			100,595,092		102,846,494
CURRENT ASSETS					
Stock	8	45,845		53,957	
Debtors	9	20,665,151		2,969,224	
Cash at bank and in hand	10	59,276,635		60,843,181	
		79,987,631		63,866,362	
CURRENT LIABILITIES					
Creditors - due within one year	11	(32,537,959)		(16,057,900)	
NET CURRENT ASSETS			47,449,672		47,808,462
TOTAL ASSETS LESS CURRENT LIABILITIES			148,044,764		150,654,956
Creditors – due after one year	11		(68,037,172)		(68,388,963)
TOTAL NET ASSETS			£80,007,592		£82,265,993
Represented by:					
ENDOWMENT FUNDS	12		29,514,329		29,447,360
RESTRICTED FUNDS	13		1,444,828		2,564,102
UNRESTRICTED FUNDS					
Designated and general funds	14		49,048,435		50,254,531
TOTAL FUNDS			£80,007,592		£82,265,993

The financial statements were approved and authorised for issue by the Governing Body on 25 November 2025 and were signed below on its behalf by:

RM ROTHENBERG MBE BA FCA CTA
Chairman

H LEWIS MEng(Oxon) MBA
Treasurer

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

HIGHGATE SCHOOL

CONSOLIDATED CASH FLOW STATEMENT

FOR THE YEAR ENDED 31 JULY 2025

	2025		2024	
	£	£	£	£
RECONCILIATION OF NET INCOME TO NET CASH FLOW FROM OPERATING ACTIVITIES				
Net income	(2,034,730)		1,752,907	
(Gains)/Loss on investments	(57,773)		(162,976)	
Depreciation	2,983,968		3,001,458	
Interest paid	1,774,000		1,774,000	
Interest and dividends receivable	(2,630,583)		(2,560,130)	
Decrease in stock	8,112		3,416	
(Increase)/ decrease in debtors	(15,005,813)		1,450,686	
Increase in creditors	19,167,516		2,217,268	
Net cash flow from operating activities		4,204,697		7,476,629
CASH FLOWS FROM INVESTING ACTIVITIES				
Purchase of fixed assets	(3,364,447)		(650,783)	
Proceeds from sale of investments	297,838		946,813	
Purchase of investments	(329,248)		(978,095)	
Decrease in investment cash	4,285		5,202	
Interest and dividends received	2,630,583		2,560,130	
Net cash (used in)/ provided by investing activities		(760,989)		1,883,267
CASH FLOWS FROM FINANCING ACTIVITIES				
Interest paid	(1,774,000)		(1,774,000)	
Net cash used in investing activities		(1,774,000)		(1,774,000)
Advance fees				
New Composition Fees	434,380		8,283,243	
Composition Fees Amounts utilised	(3,458,098)		(1,583,114)	
		(3,023,718)		6,700,129
CHANGE IN CASH AND CASH EQUIVALENTS IN THE REPORTING PERIOD		£(1,354,010)		£14,286,025
Cash and cash equivalents at beginning of period		60,843,181		46,557,156
Cash and cash equivalents at end of reporting period		59,489,171		60,843,181

ANALYSIS OF CHANGES IN NET DEBT

	At 1 August 2024	Cashflows	At 31 July 2025
	£	£	£
Cash and cash equivalents			
Cash at bank	60,843,181	(1,354,010)	59,489,171
Advance fees	(10,753,248)	3,023,718	(7,729,530)
Borrowings			
Debt due within one year	-	-	-
Debt due after one year	(60,000,000)	-	(60,000,000)
	(9,910,067)	1,669,708	(8,240,359)

ACCOUNTING POLICIES

General Information

Statement of Compliance

The financial statements have been prepared in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102), the Companies Act 2006 and the 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) – second edition effective 1 January 2019.

The accounts are drawn up on the historical cost basis of accounting, as modified by the revaluation of investments and revaluation of land and buildings.

The Consolidated Statement Of Financial Activities (SOFA) and Consolidated Balance Sheet consolidate the financial statements of the Charity and its subsidiary undertaking. The results of the subsidiary are consolidated on a line-by-line basis.

Having reviewed the funding facilities available to the School together with the expected ongoing demand for places and the School's future projected cash flows, the Governors have a reasonable expectation that the School has adequate resources to continue its activities for the foreseeable future and consider that there were no material uncertainties over the School's financial viability.

The likely financial challenges on the horizon has also been provisionally assessed by the Governors and, by reviewing the charity's ongoing activities, its forecasts, mitigations to manage income/expenditure and risks, the organisation remains financially viable. Governors will continue to monitor these closely.

Governors' monitoring of performance and wellbeing indicate that overall there has been no significant impact on our activities that cannot be managed. A detailed updated financial forecast has been prepared and considered to assess the impact of the financial challenges on the horizon; Governors have a reasonable expectation that the School has adequate resources to continue for the foreseeable future. As a result of the private placement, any significant change is likely to impact on the pace of delivering the capital programme. Accordingly, they also continue to adopt the going concern basis in preparing the financial statements.

The School is a Public Benefit Entity registered as a charity in England and Wales (charity number: 312765).

Critical accounting judgements and key sources of estimation uncertainty

In the application of the accounting policies, Governors are required to make judgements, estimates, and assumptions about the carrying value of assets and liabilities that are not readily apparent from other sources. The estimates and underlying 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 if the revision affects only that period, or in the period of the revision and future periods if the revision affected current and future periods.

In the view of the trustees, the depreciation rates charged are the Governors best estimate of useful economic life for the asset, and changes could result in a material adjustment of the carrying amount in subsequent years. The School provides for bad debts which includes a judgement on recoverability and is reassessed annually.

ACCOUNTING POLICIES (continued)

The following accounting policies have been applied consistently in dealing with items which are considered material in relation to School's financial statements.

Fees and similar earned income

Fees receivable and charges for services and use of the premises, less any allowances, scholarships, bursaries granted by the School against those fees, but including contributions received from restricted funds, are accounted for in the period in which the service is provided.

Bank and interest income

Income from cash deposits and bank balances is accounted for on an accruals basis.

Investment income

Investment income from dividends and fixed interest securities is accounted for on an accruals basis.

Donations, legacies, grants and other voluntary income

Voluntary income is accounted for as and when entitlement arises, the amount can be reliably quantified and the economic benefit to the School is considered probable. This particularly impacts on accounting for pledges where the School is notified of income during a financial year but the income will not actually be received until a later accounting year. Such income is recognised upon confirmation of entitlement where it is probable that the income will ultimately be received (not on receipt). The detail of pledges 'previously recognised' (pledges recognised in earlier years' Accounts that had not been received by 31 July 2024) and 'pledges carried forward' (a combination of (a) pledges 'previously recognised' that had still not been received by 31 July 2025, (b) new pledges made but not received during the period 1 August 2024 to 31 July 2025 and (c) any changes to pledges 'previously recognised' where it is no longer probable that the income will ultimately be received) is set out in Note 3b.

Voluntary income for the School's general purposes is accounted for as unrestricted and is credited to the General Reserve. Where the donor or an appeal has imposed trust law restrictions, voluntary income is credited to the relevant restricted fund.

Expenditure

Expenditure is accrued as soon as a liability is considered probable, discounted to present value for longer-term liabilities. Expenditure attributable to more than one cost category in the Statement of Financial Activities is apportioned to them on the basis of the estimated amount attributable to each activity in the year, either by reference to staff time or the use made of the underlying assets, as appropriate. Irrecoverable VAT is included with the item of expenditure to which it relates.

Governance costs comprise the costs of running the charity, including strategic planning for its future development, external audit, any legal advice for the School's Governors, and all the costs of complying with constitutional and statutory requirements, such as costs of Board and Committee meetings and of preparing statutory accounts and satisfying public accountability.

ACCOUNTING POLICIES (continued)

Tangible fixed assets

Tangible assets are included at their net book value at the year-end.

Expenditure on the acquisition, construction or enhancement of land and buildings of a capital nature together with vehicles, furniture, machinery, ICT infrastructure and other equipment of a capital nature are capitalised and carried in the balance sheet at historical cost.

Other expenditure on equipment incurred in the normal day-to-day running of the School is charged to the Statement of Financial Activities as incurred. Individual items costing less than £1,000 are normally written off as an expense in acquisition.

Depreciation is provided to write off the cost of all relevant tangible fixed assets less estimated residual value based on current market prices, in equal annual instalments from commencement of the project over their expected useful economic lives as follows:

Freehold Property	- 2% of carrying value
Furniture and Equipment:	
- Furniture, Equipment and IT	- 2-10% or 20% on cost
- Motor Vehicles	- 20% on cost

Included in freehold properties are residential properties owned by the School that are let on a short-term basis, and subject to short notice periods. The properties are held at cost and were acquired in line with the School's continuing development strategy and as such are treated as operational property and not investment assets.

Investments

Listed investments are valued at market value as at the balance sheet date. Unrealised gains and losses arising on the revaluation of investments are credited or charged to the Statement of Financial Activities and are allocated to the appropriate Fund according to the "ownership" of the underlying assets.

Stock

Stock represents goods for resale and is valued at the lower of cost and net realisable value.

Fees In Advance

Amounts received under the School's Advance Fee Scheme contracts, for education not yet utilised to settle school fees, are recorded as Advance Fees in creditors and allocated as current liabilities where the education will be provided within 12-months from the reporting date and as long-term liabilities where the education will be provided in subsequent years.

Fund accounting

The charitable trust funds of the School are accounted for as unrestricted or restricted income in accordance with the terms of trust imposed by the donors or any appeal to which they may have responded.

ACCOUNTING POLICIES (continued)

Funds

The School maintains four types of fund:

(a) Endowment – where the capital is held in perpetuity and income generated used for charitable purposes expenditure;

(b) Restricted – where the purposes for which funds may be used have been restricted by donors;

(c) Designated – where the funds are unrestricted but where the Trustees have designated them for a specific purpose;

(d) General – where the funds are unrestricted and not designated.

Endowment Funds

The original land and buildings of the School are subject to a permanent endowment. The Endowment Fund reflects the rebased cost of assets principally constituting the main Island Site, following engagement with the Charity Commission, as at 31 July 2016.

The Sinking Fund represents recoupment of the proceeds on disposal of endowment property.

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

Restricted Funds

The Library Fund exists to provide books and equipment for the School library.

Designated Funds

The building reserve represents funds generated from appeals and transfers from unrestricted funds. The reserve reflects that part of the School's unrestricted funds which relates to property.

Pension costs

Retirement benefits to employees of the School are provided through two pension schemes. The pension costs charged in the Statement of Financial Activities are determined as follows:

(a) The Teachers' Pension Scheme - This scheme is a multi-employer pension scheme. It is not possible to identify the School's share of the underlying assets and liabilities of the Teachers' Pension Scheme on a consistent and reasonable basis and therefore, as required by FRS102, accounts for the scheme as if it were a defined contribution scheme. The School's contributions, which are in accordance with the recommendations of the Government Actuary, are charged in the period in which the salaries to which they relate are payable;

(b) The ISPEN is a multi-employer defined benefit scheme. The assets of the scheme are held independently from those of Highgate School in an independently administered fund. The costs recognised during the year relate to the movement in the year end liability, which is disclosed in more detail in Notes 11 and 17;

(c) Other pension costs are charged in the accounts for defined contribution schemes and represent the contributions payable by the School during the year.

ACCOUNTING POLICIES (continued)

Operating leases

Rentals under operating leases are charged on a straight-line basis over the lease term, even if the payments are not made on such a basis. Benefits received and receivable as an incentive to sign an operating lease are similarly spread on a straight-line basis over the lease term.

Financial instruments

Basic financial instruments are initially recognised at transaction value and subsequently measured at amortised with the exception of investments which are held at fair value. Financial assets held at amortised cost comprise cash at bank and in hand, together with trade and other debtors. A specific provision is made for debts for which recoverability is in doubt. Cash at bank and in hand is defined as all cash held in instant access bank accounts and used as working capital. Financial liabilities held at amortised cost comprise all creditors except social security and other taxes and provisions.

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.

Debtors

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

Cash at bank and in hand

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 deposit or similar account.

1. FEES

	2025 £	2024 £
Fees receivable consist of:		
Tuition fees	47,235,215	48,008,835
Music fees	807,747	741,102
	48,042,962	48,749,937
Less: Allowances	(421,569)	(435,065)
Less: Bursaries funded from unrestricted funds	(1,725,177)	(1,704,691)
Less: Bursaries funded from restricted funds	(494,749)	(612,453)
	(2,219,926)	(2,317,144)
Less: Scholarships	(40,566)	(45,927)
	£45,360,901	£45,951,801

Scholarships, bursaries and other awards were paid to117 pupils (2024: 120). Within this, means tested bursaries totalling £2,293,358 were paid to 103 pupils (2024: £2,317,144 to 107 pupils).

2. OTHER INCOME

	2025 £	2024 £
Other educational charitable income		
Entrance & registration fees	219,906	273,359
Lettings	107,794	182,285
Other educational income	286,539	271,439
	614,239	727,083
Other ancillary activities		
Mallinson Sports Centre	659,511	556,840
Other income	-	3,000
Rents	910,688	863,384
Educational visits	551,850	658,291
6th Form and Tuck Shop income	26,299	24,772
	2,148,348	2,106,287
	£2,762,587	£2,833,370

2b. INCOME FROM TRADING SUBSIDIARY

During the year, the related party transaction with its subsidiary in respect of invoices received for legal and professional fees, salary recharges and licence fee was £353,763.16 net of VAT. A total of £78,568 remained outstanding and payable to the School. As at 31st July 2025, the net assets of the subsidiary were £223,672.

	2025
Turnover	543,480
Administrative expenses	(319,809)
Operating profit	223,671

3a. DONATIONS AND LEGACIES (2025)

	Unrestricted £	Restricted £	2025 £
Restricted Funds	-	(484,597)	(484,597)
Unrestricted donations	34,960	-	34,960
	£34,960	£(484,597)	£(449,637)

DONATIONS AND LEGACIES (PRIOR YEAR)

	Unrestricted £	Restricted £	2024 £
Restricted Funds	-	17,232	17,232
Unrestricted donations	38,328	-	38,328
	£38,328	£17,232	£55,560

3b. BREAKDOWN OF DONATIONS (see explanatory comments within Accounting Policies)

	2025 £	2024 £
Pledges previously recognised	(1,404,818)	(2,138,069)
Donations received in-year	565,121	788,811
Pledges carried forward	390,060	1,404,818
Donations income	£(449,637)	£55,560

4a. ANALYSIS OF EXPENDITURE

	2025 £	2024 £
Net income is stated after charging:		
Auditors' remuneration – audit fees	44,000	49,220
Auditors' remuneration – other services	3,080	7,944
Depreciation	2,983,968	3,001,458

4a. ANALYSIS OF EXPENDITURE (continued)

	Average Staff Numbers 2025	Staff Costs	Depreciation	Other	2025 Total
Charitable Activity – School Operating Costs					
Teaching costs	418	28,067,202	-	3,369,951	31,437,153
Welfare	71	1,525,842	-	1,456,664	2,982,506
Premises	41	1,899,260	2,983,968	3,736,590	8,619,818
Grants, awards and prizes		-	-	10,848	10,848
Support costs and governance	75	3,446,105	-	2,053,533	5,499,638
Pension deficit		2,135,000	-	-	2,135,000
Operating Costs		37,073,409	2,983,968	10,627,586	50,684,963
Fundraising and Development	5	105,829	-	110,164	215,993
Trading costs		-	-	265,461	265,461
Finance costs		-	-	1,774,000	1,774,000
	610	£37,179,238	£2,983,968	£12,777,211	£52,940,417

The Pension Deficit relates to the change as set out in Note 17.

PRIOR YEAR

	Average Staff Numbers 2024	Staff Costs	Depreciation	Other	2024 Total
Charitable Activity – School Operating Costs					
Teaching costs	413	26,582,760	-	3,972,761	30,555,521
Welfare	60	1,410,592	-	1,454,323	2,864,915
Premises	39	1,759,243	3,001,458	4,223,273	8,983,974
Grants, awards and prizes		-	-	12,198	12,198
Support costs and governance	73	2,951,426	-	2,506,229	5,457,655
Operating Costs		32,704,021	3,001,458	12,168,784	47,874,263
Fundraising and Development	3	57,440	-	105,227	162,667
Finance costs	-	-	-	1,774,000	1,774,000
	588	£32,761,461	£3,001,458	£14,048,011	£49,810,930

4c. GOVERNANCE INCLUDED IN SUPPORT COSTS

	2025 £	2024 £
Remuneration paid to auditors		
- audit services	44,000	49,200
- other services	3080	7,944
Governors' reimbursement to Governors' expenses	-	299
	£47,080	£57,443

The support costs relate to the charitable activity of running the School.

5. STAFF COSTS (including related party transactions)

	2025 No.	2024 No.
The average number employed by the company within each category of persons was:		
Teaching staff	418	413
Support staff	192	175
	610	588
	£	£
The costs incurred in respect of these employees were:		
Wages and salaries	25,696,129	24,633,348
Social Security costs	3,039,730	2,728,591
Pension costs	6,299,279	5,391,039
Termination payments	9,100	8,483
Pension deficit	2,135,000	-
	£37,179,238	£32,761,461
Aggregate employee benefits of 9 (2024: 9) key management personnel	£2,253,134	£1,801,057

	2025 No.	2024 No.
The number of higher paid employees was:		
Taxable emoluments band:		
£60,000 - £70,000	73	52
£70,000 - £80,000	47	50
£80,000 - £90,000	22	18
£90,000 - £100,000	14	14
£100,000 - £110,000	6	5
£110,000 - £120,000	3	1
£120,000 - £130,000	-	2
£150,000 - £160,000	-	1
£160,000 - £170,000	1	1
£170,000 - £180,000	-	1
£180,000 - £190,000	2	-
£210,000 - £220,000	-	1
£220,000 - £230,000	1	-
£400,000 - £410,000	-	1
£420,000 - £430,000*	1	-
The number with retirement benefits accruing was:	170	147

* For this member of staff, emoluments includes a contribution in lieu of employer's pension contributions, without which would result in pay being in £350,000-£360,000 band.

During the year the School obtained, within its general insurance, professional indemnity and governors liability insurance cover of £10,000,000 (2024: £10,000,000).

In addition to the remuneration paid to the key management personnel, the School provides fee remission to staff typical of the independent sector and accommodation to staff who are entitled to accommodation by virtue of their role.

There were no travel expenses in respect of the Governing Body (2024: £299 for one member). There were travel costs refunded to two Directors of HISL totalling £5,786 (2024: £3,500 for one Director). Three Governors gave a total of £30,100 to the school during the year.

No Governors received any remuneration or benefits other than the expenses disclosed above from the School or any connected organisation. There are Governors during the year who have pupils at the School; the arrangements are on the same basis as for other parents at the school. There were no related party transactions during the year.

During the year, in addition to the costs within the detail on page 14 associated with the London Academy of Excellence Tottenham (LAET), £100,379 (2024: £379,871) raised through Highgate's Development team on behalf of LAET and transferred to them accordingly. The Head, Bursar and two Governors from Highgate are governors at LAET.

6. TANGIBLE FIXED ASSETS

	Total £	Freehold Land and Permanent Buildings £	Equipment and Motor Vehicles £
COST/VALUATION			
At 1 August 2024	148,178,294	146,058,015	2,120,279
Additions	3,364,447	3,364,447	-
Adjustment	(2,716,780)	(2,716,780)	-
At 31 July 2025	148,825,961	146,705,682	2,120,279
DEPRECIATION			
At 1 August 2024	47,201,045	45,128,695	2,072,350
Charge for the year	2,983,968	2,960,576	23,392
Disposals	-	-	-
At 31 July 2025	50,185,013	48,089,271	2,095,742
NET BOOK VALUE			
At 31 July 2025	£98,640,948	£98,616,411	£24,537
At 31 July 2024	£100,977,249	£100,929,320	£47,929

The original land and buildings of the School are subject to a permanent endowment. See Note 12.

Depreciation calculated on a historical basis would be lower by £495,700 than the amount shown above (2024: lower by £495,700).

7. FIXED ASSET INVESTMENTS

	Endowment £	Total 2025 £	Total 2024 £
Market value			
At 1 August 2024	1,846,159	1,846,159	1,651,901
Additions	329,248	329,248	978,095
Disposals	(292,733)	(292,733)	(903,438)
Revaluations	52,668	52,668	119,601
	1,935,342	1,935,342	1,846,159
Cash awaiting investment	18,801	18,801	23,086
At 31 July 2025 – Group	£1,954,143	£1,954,143	£1,869,245
Investment in subsidiary		1	
At 31 July 2025 - Charity		£1,954,144	

Highgate School owns all the share capital (1 £1 ordinary share) of Highgate International Schools Limited (HISL), incorporated in England and Wales, registered number 15791508 and address North Road, Highgate, London N6 4AY. The subsidiary promotes and helps establish overseas schools and colleges. HISL has been a subsidiary of Highgate School since its incorporation on 20 June 2024.

8. STOCKS

	2025 Group £	2025 Charity £	2024 Group £	2024 Charity £
Catering, cleaning, stationery	£45,845	£45,845	£53,957	£53,957

9. DEBTORS

	2025 Group £	2025 Charity £	2024 Group £	2024 Charity £
Fees	16,068,627	16,068,627	552,109	552,109
Amount due from subsidiary	-	78, 568	-	-
Loans to employees	115,317	115,317	113,000	113,000
Prepayments and accrued income	1,554,394	1,554,394	2,061,099	2,061,099
Other debtors	2,953,479	2,848,245	243,016	243,016
	£20,691,817	£20,665,151	£2,969,224	£2,969,224

There has been a change in presentation following the introduction of VAT regarding Fees: historically the School netted off forthcoming Michaelmas Term fee debtors (invoices issued pre-year-end for fees due post-year-end) against the corresponding deferred income. Fee debtors now reflects invoices issued before year-end. There is a corresponding impact on deferred income in Creditors in Note 11a. Included on other debtors are amounts of £2,502,562 due after one year.

10. CASH AT BANK AND IN HAND

	2025 Group £	2025 Charity £	2024 Group £	2024 Charity £
Bank deposit and current accounts	£59,489,171	£59,276,635	£60,843,181	£60,843,181

11a. CREDITORS

	2025 Group £	2025 Charity £	2024 Group £	2024 Charity £
Due within one year				
Fee deposits	3,935,300	3,935,300	3,206,800	3,206,800
Fees received in advance	-	-	4,468,335	4,468,335
Advance Fees	2,979,358	2,979,358	3,757,285	3,757,285
Audit & accountancy	49,000	44,000	44,000	44,000
Accruals and deferred income	20,113,080	20,113,080	4,016,121	4,016,121
Taxation and social securities	4,919,589	4,919,589	-	-
Other creditors	557,162	546,632	565,359	565,359
	32,553,489	32,537,959	16,057,900	16,057,900
Due after one year				
Advance Fees	4,750,172	4,750,172	6,995,963	6,995,963
Pension provision	3,287,000	3,287,000	1,393,000	1,393,000
Other Loans	60,000,000	60,000,000	60,000,000	60,000,000
	68,037,172	68,037,172	68,388,963	68,388,963
Total creditors	£100,590,661	£100,575,131	£84,446,863	£84,446,863

On the 24 July 2019, the School entered into a private placement for £60m funding paid to the School in three tranches to assist in the financing of the School's capital programme. The first drawdown of £20m was received on 24 July 2019 with an interest rate of 3.01% repayable on the 24 September 2054. The second drawdown totalling £40m was received on 24 September 2019; £10m with an interest rate of 2.90% repayable on the 24 September 2044 and £30m with an interest rate of 2.94% repayable on the 24 September 2049. For all three tranches the first interest payment was made on 24 March 2021 and will continue at six-monthly intervals thereafter.

At 31 July the School had the following annual commitments under non-cancellable operating leases:

	2025 £	2024 £
Leases expiring within 1 year	12.347	14,504
Leases expiring between 2 - 5 years	8,007	16,655
Leases expiring greater than 5 years	-	-
	20,354	£31,159

11b. ADVANCE FEES

The fees in advance balance relates to pupils whose fees have been paid in advance. The advance fees will be applied as follows:

	2025 £	2024 £
After 5 years	343,229	400,489
Within 2 to 5 years	2,412,488	3,556,875
Within 1 to 2 years	1,994,455	3,038,599
	4,750,172	6,995,963
Within 1 year	2,979,358	3,757,285
	£7,729,530	£10,753,248

	2025 £
The movements during the year on the accrued liability under the contracts were:	
Balance at 1 August 2024	10,753,248
New contracts	434,380
	11,187,628
Amounts utilised in payment of fees:	
To the school	(3,458,098)
	£7,729,530

12. ENDOWMENT FUNDS

	Balance at 1 August 2024 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment Gains/(losses) £	Balance at 31 July 2025 £
Property Fund	27,789,363	-	-	-	27,789,363
Sinking Fund	333,788	389	-	3,884	338,061
Prize Fund	640,052	8,807	-	26,047	674,906
Furnival Jones Library Fund	29,546	-	-	1,202	30,748
Arthur (Bill) and Beryl Field Memorial Bursary Fund	564,974	-	-	22,992	587,966
Zikel Music Fund	89,637	-	-	3,648	93,285
	£29,447,360	£9,196	-	£57,773	£29,514,329

PRIOR YEAR (2024):

	Balance at 1 August 2023 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains(losses) £	Balance at 31 July 2024 £
Property Fund	27,789,363	-	-	-	27,789,363
Sinking Fund	300,005	381	-	33,402	333,788
Prize Fund	561,065	17,241	-	61,746	640,052
Furnival Jones Library Fund	26,617	-	-	2,929	29,546
Arthur (Bill) and Beryl Field Memorial Bursary Fund	508,962	-	-	56,012	564,974
Zikel Music Fund	80,750	-	-	8,887	89,637
	£29,266,762	£17,622	-	£162,976	£29,447,360

Property Fund: Represents the net book value as at 31 July 2016 of the endowed property of the School, principally constituting the main Island Site.

Sinking Fund: Represents the recoupment required under a Charity Commission scheme on the utilisation of endowed funds in earlier years which expired in 2022.

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

Furnival Jones Library Fund: Represents a donation received where the capital element was to be retained and the income arising utilised for the library.

Arthur (Bill) and Beryl Field Memorial Bursary Fund: a fund established from which the income is to provide bursarial assistance at the discretion of Governors.

Zikel Music Fund: A fund established from which the income be used for or towards music tuition (including the hire of the associated instrument) for a promising pupil entering the school who would not otherwise be able to afford the cost of such tuition.

13. RESTRICTED FUNDS

	Balance at 1 August 2024 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains/(losses) £	Balance at 31 July 2025 £
Furnival Jones Library Fund	5,370	845	-	-	6,215
Outreach Project	64,648	2,837	-	-	67,485
Robin Barnard Bequest	29,750	-	-	-	29,750
Bursary Fund	2,020,575	(1,063,000)	-	-	957,575
LAET	175,882	(77,283)	-	-	98,599
Digital Access	13,711	-	-	-	13,711
Open Door	54,431	-	-	-	54,431
Arthur (Bill) and Beryl Field Memorial Bursary Fund	89,287	16,157	-	-	105,444
Hardship Fund	74,579	-	-	-	74,579
Other Funds	11,393	1,170	-	-	12,563
Buildings Fund	1,250	-	-	-	1,250
Refugee Fund	23,226	-	-	-	23,226
	£2,564,102	£(1,119,274)	-	-	£1,444,828

PRIOR YEAR (2024):

	Balance at 1 August 2023 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains/(losses) £	Balance at 31 July 2024 £
Furnival Jones Library Fund	4,552	818	-	-	5,370
Outreach Project	67,884	(3,236)	-	-	64,648
Robin Barnard Bequest	29,750	-	-	-	29,750
Bursary Fund	2,702,275	(681,700)	-	-	2,020,575
LAET	266,038	(90,156)	-	-	175,882
Digital Access	28,651	(14,940)	-	-	13,711
Open Door	54,431	-	-	-	54,431
Arthur (Bill) and Beryl Field Memorial Bursary Fund	73,647	15,640	-	-	89,287
Hardship Fund	74,579	-	-	-	74,579
Other Funds	11,393	-	-	-	11,393
Buildings Fund	201,250	(200,000)	-	-	1,250
Refugee Fund	32,962	(9,736)	-	-	23,226
	£3,547,412	£(983,310)	-	-	£2,564,102

Library Fund: donations received towards the improvements in library facilities at Highgate School.
Robin Barnard Bequest: for the benefit of pupils wishing to pursue careers in medicine or science.
Bursary Fund: donations received from fundraising to be used to fund future bursaries at the School.
Outreach Project, Capital Projects and E-learning Funds: donations received for the purposes described in the fund name.
Open Door: donation received to encourage pupils in their explanation or understanding of the Christian faith.
Arthur (Bill) and Beryl Field Memorial Bursary Fund: see Note 12.
Zikel Music Fund: see Note 12.
Digital Access: donations received to help children at our partner schools who have little or no access to a computer.
LAET: A fund following a Gala event and other donations throughout the year to raise money for London Academy of Excellence Tottenham (LAET).

13. RESTRICTED FUNDS (continued)

Hardship Fund: donations received to help families who are struggling to pay fees due to unforeseen circumstances.
Other: donations received for CCF and PPS/JS.
Refugee Fund: donations received towards supporting Ukrainian and other refugee bursary holders/
Buildings Fund: donations received to help develop the buildings/fabric of the school.

14. UNRESTRICTED FUNDS

	Balance at 1 August 2024 £	Net income/ (expenditure) £	Transfers between funds £	Investment gains/ (losses) £	Balance at 31 July 2025 £
Designated Funds					
Property Fund	50,254,531	-	(1,206,096)	-	49,048,435
General Funds					
Revenue Reserve	-	(1,206,096)	1,206,096	-	-
TOTAL	£50,254,531	£(1,206,096)	-	-	£49,048,435

CONSOLIDATED

	Balance at 1 August 2024 £	Net income/ (expenditure) £	Transfers between funds £	Investment gains/ (losses) £	Balance at 31 July 2025 £
Designated Funds					
Property Fund	50,254,531	-	(982,425)	-	49,272,106
General Funds					
Revenue Reserve	-	(982,425)	982,425	-	-
TOTAL	£50,254,531	£(982,425)	-	-	£49,272,106

PRIOR YEAR (2024):

	Balance at 1 August 2023 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains/ (losses) £	Balance at 31 July 2024 £
Designated Funds					
Property Fund	47,698,912	-	2,555,619	-	50,254,531
General Funds					
Revenue Reserve	-	2,555,619	(2,555,619)	-	-
TOTAL	£47,698,912	£2,555,619	-	-	£50,254,531

The Property Fund reflects the net book value of unrestricted fixed assets together with the proceeds of asset disposals which the Governors intend to reinvest in fixed assets.

15. ANALYSIS OF THE NET ASSETS BETWEEN FUNDS

	Fixed Assets £	Investments £	Net Current Assets less Liabilities £	Long term Liabilities £	Total £
Endowment Funds	27,789,363	1,954,143	(229,177)	-	29,514,329
Restricted Funds	-	-	1,444,828	-	1,444,828
Unrestricted :					
General	-	-	-	-	-
Designated	70,851,585	-	46,457,693	(68,037,172)	49,272,106
	£98,640,948	£1,954,143	£47,673,344	£(68,037,172)	£80,231,263

PRIOR YEAR (2024):

	Fixed Assets £	Investments £	Net Current Assets less Liabilities £	Long term Liabilities £	Total £
Endowment Funds	27,789,363	1,869,245	(211,248)	-	29,447,360
Restricted Funds	-	-	2,564,102	-	2,564,102
Unrestricted :					
General	-	-	-	-	-
Designated	73,187,886	-	45,455,608	(68,388,963)	50,254,531
	£100,977,249	£1,869,245	£47,808,462	£(68,388,963)	£82,265,993

16. CAPITAL COMMITMENTS

	2025	2024
Authorised and contracted for	£2,287,360	£3,233,985

17. PENSION COMMITMENTS

Teachers' Pension Scheme

The School participates in the Teachers' Pension Scheme ("the TPS") for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £4,394,655 (2024: £3,925,119) and at the year-end £Nil (2024 - £Nil) was accrued in respect of contributions to this scheme.

The TPS is an unfunded multi-employer defined benefits pension scheme governed by The Teachers' Pensions Regulations 2010 (as amended) and The Teachers' Pension Scheme Regulations 2014 (as amended). Members contribute on a "pay as you go" basis with contributions from members and the employer being credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

The employer contribution rate is set by the Secretary of State following scheme valuations undertaken by the Government Actuary's Department. The most recent actuarial valuation of the TPS was prepared as at 31 March 2020 and the Valuation Report was published in October 2023. The Valuation Report shows notional assets of £222.2 bn and liabilities of £262 bn, resulting in a scheme deficit of £39.8 bn.

17. PENSION COMMITMENTS (continued)

Teachers' Pension Scheme (continued)

The employer contribution rate for the TPS is 28.6%, and employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 28.68%.

Support Staff Pension Scheme

With effect from 1 December 2022, Support Staff have been offered membership of the Aviva Pension Trust for Independent Schools (APTIS), a defined contribution pension scheme. At the year end the balance was £Nil

Prior to that date, Support Staff were able to join the Independent School's Pension Scheme (ISPEN). ISPEN is a multi-employer defined benefit scheme. The last formal valuation of the scheme was performed as at 30 September 2023. This actuarial valuation was certified on 11 December 2024 and showed assets of £99.2m, liabilities of £151.5m and a deficit of £52.3m. To eliminate this funding shortfall, the trustees and the participating employers have agreed that additional contributions will be paid in line with their estimated share of the scheme liabilities, of £6.0 million per annum from 1 September 2022 to 30 June 2032.

As at year-end the amounts recognised within creditors in line with the repayment schedule for the deficit contributions are noted within Note 11. These balances are £460,000 (2024: £219,000) due in less than one year and £3,287,000 (2024: £1,393,000 due in more than one year).

There is a potential debt on the employer that could be levied by the Trustees of the scheme. The debt is due in the event of the employer ceasing to participate in the scheme or the scheme winding up. Highgate School has been notified by the Pensions Trust of the estimated employer debt on withdrawal from the Independent Schools' Pension Scheme based on the financial position of the scheme as at 30 September 2024. As of this date the estimated employer debt was £7,143,997. As in prior years and best practice, this amount is not provided for in the accounts as the School has not fully withdrawn from the scheme.

RECONCILIATION OF OPENING AND CLOSING PROVISIONS

	Period Ending 31 July 2025 (£000s)	**Period Ending** 31 July 2024 (£000s)
Provision at start of period	1,612	1,674
Unwinding of the discount factor (interest expense)	70	90
Deficit contribution paid	(219)	(213)
Remeasurements - impact of any change in assumptions	(9)	61
Remeasurements - amendments to the contribution schedule	2,293	-
Provision at end of period	3,747	1,612

18. CONSOLIDATED STATEMENT OF FINANCIAL ACTIVITIES COMPARATIVE FIGURES BY FUND

	Notes	General Funds £	Designated Funds £	Restricted Funds £	Endowment Funds £	Total 2023 £
INCOME FROM:						
Charitable activities						
School fees receivable	1	45,951,801	-	-	-	45,951,801
Other educational income	2	727,083	-	-	-	727,083
Ancillary trading income	2	2,106,287	-	-	-	2,106,287
Investments						
Bank and other interest		2,516,962	-	333	303	2,517,598
Investment income		6,606	-	18,607	17,319	42,532
Voluntary sources						
Donations	3	38,328	-	17,232	-	55,560
Total Income		51,347,067	-	36,172	17,622	51,400,861
EXPENDITURE ON:						
Raising funds						
Fundraising and development		162,667	-	-	-	162,667
Finance costs		1,774,000	-	-	-	1,774,000
Charitable activities						
School operating costs		46,854,781	-	1,019,482	-	47,874,263
Total expenditure	4	48,791,448	-	1,019,482	-	49,810,930
NET INCOME		2,555,619		(983,310)	17,622	1,589,931
Gains on investment assets		-	-	-	162,976	162,976
Transfers between funds	14	(2,555,619)	2,555,619	-	-	-
Net movement in funds		-	2,555,619	(983,310)	180,598	1,752,907
Balances brought forward at 1 August 2023		-	47,698,912	3,547,412	29,266,762	80,513,086
Balances carried forward at 31 July 2024		-	£50,254,531	£2,564,102	£29,447,360	£82,265,993

SIR ROGER CHOLMELEY'S SCHOOL AT HIGHGATE

England & Wales - Charity number 312765

Accounts

HIGHGATE

HIGHGATE SCHOOL

GOVERNORS' ANNUAL REPORT AND ACCOUNTS

FOR THE YEAR ENDED 31 JULY 2024

HaysMac LLP
Chartered Accountants
Registered Auditors

HIGHGATE SCHOOL

REPORT AND ACCOUNTS

FOR THE YEAR ENDED 31 JULY 2024

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CHAIRMAN'S FOREWORD

It gives me great pleasure to present Highgate School's report and accounts for the year ending 31 July 2024.

If the 2022-23 Development Plan focused, among other things, on promoting pupils' feelings of belonging through active engagement in decision-making, the Plan for 2023-24 pivoted more towards engaging parents. This had begun at the end of 2022-23 with the Listening Exercise I referred to last year, and was given impetus by the then likely, and now certain, addition of VAT to school fees. To that end, a new Parents Forum has been enormously helpful in gauging parental views and helping us judge the nature and tone of communication on these and other issues, including our very considerable public benefit work, the annual fee increase and our stance on mobile phones.

VAT, and its potential impact on our ability to fund our charitable activities in their current form, in particular, our partnership with the state sixth form, the London Academy of Excellence Tottenham (LAET), has also been the subject of considerable communication with MPs local to us and LAET. Against the new VAT policy, we continue to review the most appropriate way to enable this partnership, a key part of our charitable endeavour, to continue for the benefit of pupils in the east of our borough.

At its heart, however, like any school, Highgate is most focused on its pupils (and a positive Inspection Report post year-end provides external confirmation of our successes with this). I am delighted to report that pupils have continued to thrive academically (pages 4-5 has the details) but also as a community. In addition, we have continued to work towards empowering pupils to positively manage their own wellbeing and empower parents and staff to understand and promote young people's management of their own wellbeing. Our continued work on inclusion and diversity is paying dividends, with active affinity and equality groups meeting regularly to discuss issues of particular interest, the welcome continuation of Bystander Training, and highly engaged Pupil Action Committees. A dedicated group of pupils continued to spearhead our sustainability drive through initiatives such as Clean Air Week and Fast Fashion Free February, the latter now spreading to a number of other schools.

Work to secure planning permission for various projects to upgrade and modernise the school continued, including, in the summer term, detailed meetings with a range of community stakeholders. These will carry on into 2024-25 as we seek to explain our rationale and explore opportunities to work together with our local residents to achieve outcomes suitable for all. The School also continued to investigate commercial opportunities at home and abroad, seeking to maximise non-fee income at a time when many costs are increasing; once again our financial results were significantly strengthened from the higher interest rates achieved on the remaining private placement funds, drawn to fund the capital programme, and donations received in year.

I would like to finish by thanking the staff and pupils for their effort, enthusiasm and commitment in another terrific year, and my fellow governors for the support and constructive challenge they provide.

Bob Rothenberg MBE

CHARITABLE OBJECTS

Our charitable objects are set out in the Scheme of Governance as: (1) the advancement of education by the provision of a school in or near Highgate, the provision of incidental or ancillary educational activities, and the undertaking of associated activities for the benefit of the public; and (2) in so far as the Governors think fit (and so long as they, in their discretion, consider that the object stated in clause 1 is being properly provided for) the relief of the poor.

These objects have been achieved in-year as set out in the 'Objectives as a School 2023-24' and 'Other Charitable Objectives 2023-24'.

OBJECTIVES AS A SCHOOL 2023-24

The School was in its fourth year of its 2020-25 development plan. Within this plan, the School's Vision Statement is stated as:

> "In what we plan to do, what we actually do and how we measure our success, our pupils are our starting point: what they experience as children and young adults, what they become and the lives they are able and inspired to lead. So, let us imagine our pupils as they leave us:
>
> We imagine a happy, cohesive community whose pupils, from many different backgrounds, have learnt to respect and value the experience which emerges from diversity and who have grown up in a school which has taken nothing for granted and has cleared the way for all children, whatever their prior experience, to feel welcome and to thrive.
>
> They will enjoy life to the full and value their friendships. Open-minded and alert to opportunity, they will leave us for places on competitive courses in a wide range of universities in the UK and around the world, with the ambition, motivation, skills and staying power to equip them to study independently and with success. In their academic learning as well as in their lives beyond the classroom they will have developed 'soft' skills along with qualities of self-awareness, resilience and self-confidence. They will have developed their emotional and mental as well as their physical health and will have insight into ways of preventing and getting help for ill health, without fear or shame. They will do voluntary work, work experience and internships and will be adept at matching their skills and attributes against possibilities ahead. They will have worked in partnership with young people in other schools and broken out of any school bubble.
>
> The way they have journeyed to their exams, and the understanding that remains with them thereafter, will be as important as their grades. They will be creative, rigorous and eager thinkers and readers who have pursued learning for its own sake. They will have had a taste of competition and of the energising effect of entrepreneurship; they will be well informed about ways of living and working sustainably. They will have a range of hobbies and interests in which they will have participated with enjoyment and commitment. In these, and through service to others, they will have grown as individuals who can lead and can serve. They will be thoughtful and open-minded, conscious of the advantages they have enjoyed and of the choices and obligations such advantage should bring."

The School's strategic aims and actions for the whole school are stated as:

- **Inclusion:** Ensuring people from minoritised and marginalised communities are championed, centred, and celebrated; and informing best EDI practice.
- **Staff Wellbeing**: Embedding the wellbeing strategy and vision: A culture of care, for ourselves and others, where all our staff feel valued, supported and energized. Analysing the Welbee Staff Wellbeing Survey and incorporating relevant actions into the 5 existing wellbeing workstreams: Mental and Physical Health; Development and Learning; Community; Support Systems; Working Environment.

OBJECTIVES AS A SCHOOL 2023-24 (continued)

- **Environmental Sustainability:** Continuing to Enact our environmental sustainability plan, develop our decarbonisation plan and work towards Net Zero. Equipping staff and pupils with greater knowledge and understanding of environmental issues to work towards a more sustainable future. Engaging with relevant stakeholders in relation to core issues e.g. Travel to School, Educational Visits, Food, Buildings.
- **Community partnerships:** Continuing the delivery of our Chrysalis partnership teaching and summer school programme in support of the students, staff and schools in our Chrysalis network. Providing an annual programme of opportunities for Highgate staff, pupils and community, to volunteer their time and donate money and goods to communities of need and charitable causes through our 'A Connected Community' initiative. Continuing local community partnerships to meet the needs of young people and lesser privileged local communities. Continuing support to London Academy of Excellence Tottenham (LAET) through the cohort of seconded teachers, shared staff training and development, and support for enriched student and school partnership opportunities.
- **Income generation to support our charitable objectives:** Considering commercial opportunities at home and abroad: investigating regions around the globe and seeking projects and partnerships with established commercial providers looking for elite school partners. Maximising commercial income using current school assets. Driving fund-raising efforts: testing opportunities for fundraising within our CapEx projects; researching opportunities for sponsorship of partnership projects.
- **Improving and renewing facilities:** Continuing our engagement with neighbours and local amenity groups in the planning application process in furtherance of our estates strategy. Providing opportunities for key groups, such as parents and carers, to understand the timeline for future works, particularly those involving temporary facilities.
- **Recovery and investment:** Responding to concerns, anxiety and queries about fee levels, including the withdrawal of our VAT exemption. Formalising and developing channels of communication between families and the School.

Within our Pre-Preparatory School (Reception and Years 1-2), the overview of objectives for 2023-24 is:

- To review and evolve the rigorous yet exploratory and child-led curriculum that ignites curiosity and motivates children to embark on a lifetime of learning.
- To promote a sustainable footprint within the Pre-Preparatory School.
- To ensure a sense of belonging for all pupils, staff and families.
- To continue to develop the Pre-Preparatory School's role in sustaining strong and valuable Community Partnerships.
- To promote wellbeing of all members of the Pre-Preparatory School community.

Within our Junior School (Years 3-6), the overview of objectives for 2023-24 is:

- To review and evolve the Junior School Curriculum to ensure that it remains innovative, rigorous and forward-thinking, reflecting the wider school aims around diversity and inclusion, sustainability and the development of core character skills.
- To review and evolve Staff Management and Professional Development to support staff to have greater ownership of their teaching practices, professional and personal development and wider career aims.
- To ensure that the Junior School is successful in working with the Pre-Preparatory School and the Senior School in maintaining the high academic outcomes of pupils as the intake increases at lower entry points within the school.
- To continue to evolve and develop the Junior School's contribution to community partnership, bursaries and charity initiatives through increasing the provision and impact on a wider group of beneficiaries.

OBJECTIVES AS A SCHOOL 2023-24 (continued)

Within our Senior School (Years 7-13), the overview of objectives for 2023-24 is:

- To encourage a culture of reading.
- To consider the needs and profiles of all pupils with a specific focus on neurodiversity.
- To continue to train and support staff to deliver effective, proactive pastoral care that keeps safeguarding at its heart and targets the specific needs of individual pupils.
- To further empower pupils to positively manage their own wellbeing, including seeking help where needed, and empower parents and staff to understand and promote young people's management of their own wellbeing.
- To promote belonging at Highgate and to focus on inclusivity and embedding active anti-discrimination by working in partnership with parents, staff and pupils to build a culture of kindness, respect and inclusion in which all members of the community are encouraged to build positive relationships.
- To continue to develop pupils' sense of purpose by actively engaging with their school community, shaping its culture and practice, and by contributing fully to the co-curricular programme.

ACTIVITIES OF THE SCHOOL

Academic

Pre-Preparatory School. In September 2023, we welcomed 60 children into Reception, marking the completion of our expansion to a three-form entry with the addition of a third class in Year 2. With the increased number of children transitioning from the Pre-Preparatory School to the Junior School, we have strengthened further our links with Junior School colleagues. Leadership teams now meet regularly to share insights on curriculum development, teaching methods, and assessment strategies, ensuring a more seamless and unified educational experience as children move through the school.

With the introduction of our revised curriculum, our children continue to thrive by engaging in purposeful projects that culminate in dynamic outcomes, such as performances, debates, exhibitions, and charitable initiatives. The curriculum remains a reflection of the school's core values, placing sustainability, community, inclusion, and diversity at the forefront. These projects are thoughtfully designed to incorporate both a "windows" perspective—offering students a broader understanding of the world—and a "mirrors" perspective, enabling children to see themselves reflected in their learning, ensuring that their identities, backgrounds, and experiences are valued and represented.

In January, we introduced a new phonics scheme, Monster Phonics, to support teaching and learning. Baseline assessments in Reception had revealed a wider range of attainment among children upon entering the Pre-Preparatory School, largely due to the addition of a third class in Reception and the closure of our nursery. This scheme was implemented to better support the varying needs of our children in this area.

Junior School. Over the past year, the Junior School conducted an in-depth subject audit to facilitate work on developing a curriculum that continues to be innovative, rigorous, forward-thinking, and aligned with wider school aims. The outcome has resulted in a focus on creating more opportunities for cross-curricular approaches to learning and developing further opportunities to nurture creativity within the curriculum. This has included developing links between the Humanities and Art curriculum and the embedding of skills-based approaches across all subjects. New projects have been introduced for each year group, for example, a William Morris printing project to coincide with the study of Victorians in Year 5. Additionally, all art projects now include some study of exemplar artists, with greater emphasis on diversity with celebrated female artists and those from minority ethnic backgrounds. In Year 6, pupils have been using a new graphic design platform for one of their projects,

ACTIVITIES OF THE SCHOOL (continued)

Academic (continued)

incorporating AI in their work creating WWII propaganda posters while studying the topic in History. Several key initiatives have been undertaken to enhance the STEM curriculum in the Junior School. A new medium-term planning grid was introduced for all year groups in Maths, ensuring continuity and a cohesive learning experience. Four DTE projects were redeveloped, including the integration of textiles into two of them. A research project into transferable skills identified a set of Essential Skills to be incorporated into the curriculum to further support our pupils' knowledge and self-awareness of how they learn.

Senior School. Highgate pupils achieved excellent results in public examinations. 55.3% of grades at GCSE were Grade "9", 82.4% of grades were "9/8" and 94.8% of grades were "9/8/7". These were record results, outside Covid and mitigated years. A Level grades were similarly impressive: 40.8% of all grades were "A*", 78.4% of all grades were "A*/A" and 95.7% of all grades were "A*/A/B". Although the proportion of top grades was down on last year's record, the cumulative "A*/A" proportion was the second-best year on record, outside of Covid and mitigated years, and the school had its shortest ever tail. 81% of applicants were accepted into their first-choice university and a further 10% were accepted into their insurance choice university. 22 pupils matriculated at Oxbridge and 8 pupils took up places in North American universities.

The reason for these excellent results remains, fundamentally, the school's ethos of teaching beyond exams and delaying practicing examination craft until it is absolutely necessary. Pupils expect to be pushed in class and embrace the many opportunities for extension – both inside class and as part of formal academic enrichment. Planning lessons to account for the most and least able pupils, and for neurodiverse pupils, remains central to colleagues' teaching, as does ensuring all pupils receive bespoke feedback. Thinking about differentiation and sharing best practice is a central theme in whole school Continued Professional Development and regularly features in departmental meetings.

Colleagues' promotion of reading for pleasure was a whole school academic aim for 2023-24. Tangible improvements in examination results are not the point of the exercise and would be extremely hard to link back to pupils' changed reading habits. Instead, colleagues are committed to advocating for reading as a life-long and richly rewarding hobby, which provides an alternative past-time for pupils whose wellbeing is adversely affected by too much screen time and exposure to social media. Initiatives were various, within departments and across them; certainly, pupils are now firmly aware of our drive to promote reading, and engagement with the various initiatives was good. We will continue to pursue this aim in 2024-25.

Co-curricular

The co-curricular life of all three schools has continued to form an integral part of pupils' educational experience. Almost every pupil, in every year group, has contributed to at least one co-curricular venture; nearly every member of teaching staff, and an increasing number of support staff, have also supported these activities.

Pre-Preparatory School. The Pre-Preparatory School continues to offer a wide range of optional clubs before, during and after the school day. These range from tennis, dance, Lego, gardening, Science, and drama, to name just a few. The children love attending these clubs and their suggestions feed into the offer for future terms. In addition, we offer wrap-around care from 0745 until the start of each school day and from 1530-1800 in the evening on Mondays to Thursdays, which are proving to be increasingly popular.

Junior School. The Junior School's co-curricular offering is rich and varied with a wider range of clubs and activities to support pupils' in developing and exploring a range of interests and skills. There are around 100 co-curricular clubs split into four categories; academic, creative, music and sports, including debating, graffiti,

ACTIVITIES OF THE SCHOOL (continued)

Co-curricular (continued)

Junior School (continued)

playground design and ornithology club, to name just a few. In addition, our house system and community outreach programmes foster a sense of belonging and purpose both within the school community and further afield with pupils joining together to complete DTE challenges or perform in House Poetry as well as visits to Hammerson House Care Home or a partnership school on Broadwater Farm, Tottenham to share in cooking and reading activities with pupils there.

Both Junior School Music and Sport and Exercise continue to go from strength to strength with pupils participating in a wider variety of musical ensembles and performances alongside sports fixtures and games. A number of pupils joined other Primary Schools to perform at Wembley Arena at Young Voices earlier this year and we have had particular success in gymnastics and judo this year with a range of pupils competing in and receiving medals in these sports.

Senior School. The Co-Curricular world continues to flourish in the Senior School: all pupils in Years 7-10 attend a timetabled co-curricular session and there is now a record number of clubs on offer with new ones emerging all the time e.g. Improvisation, Flag Football (a variant on American football) and Aquarium Building. Airfix Society has emerged most recently, but the long-standing Model United Nations (MUN) club has also gained traction after successful advertising by sixth formers at our Society Fairs. Pupils have enjoyed terrific success in national competitions in areas as diverse as MUN, debating, chess and Vex Robotics. Pupils of all ages continue to offer to run their own clubs and many of the older pupils take on specific leadership roles.

The CCF has recently recruited pupils from Year 8 for the first time and the Duke of Edinburgh's Award Scheme (DofE) goes from strength to strength with approximately 250 attendees. Feedback from our Year 9 Co-Curricular Day, where pupils chose from a selection of one-off activities, showed that they gained much from the experience of being involved in pursuits such as fishing, climbing and kayaking, Dragon's Den, bike maintenance and street dance.

Sport and Exercise (SpEx)

Sport and Exercise is an integral part of a pupil's time at Highgate and we're proud to emphasise the significant impact it has on their development. Our vision is focused on a pupil-centred approach, which aims to unlock every child's potential and build character, by exposing them to opportunities that guide them towards sport pathways that they feel invested in. With 23 different sporting pathways on offer, both on and off-site, the SpEx team work with pupils to develop their confidence and competence.

The refinement of the Exercise curriculum has supported a number of initiatives focused on pupils' health and wellbeing. The curriculum aims to develop pupils' knowledge and understanding of mental, emotional, social and physical wellbeing, delivered through a range of practical lessons and resources. We want our pupils to make informed decisions to improve their experiences of the positive aspects of healthy living and activity, establishing a pattern of health and wellbeing that can be sustained into adult life. Our work on gender equality in co-education sport has continued, featuring in both local and national education media outlets. Pupil voice lies at the heart of our female health project, and a dedicated group of pupil ambassadors have driven our efforts to promote better education and comfortable conversations around male and female health.

SOCS Sport has allowed us to track pupil attendance, and participation numbers have been at the highest ever. Over 950 pupils participated in competitive fixtures or tournaments during the 2023-24 academic year, across 14

ACTIVITIES OF THE SCHOOL (continued)

Co-curricular (continued)

Sport and Exercise (SpEx) (continued)

different sports. Recent success stories include: U12 Girls Football Team (Middlesex Cup Winners); U13 Football Team becoming Highgate's first ever national football champions by winning the ISFA Cup; Senior Girls Cross Country (3rd Place in National Schools' Cup); National Fives Champions at U14 and U15, as well as a 4th Place finish in the ESSA National Water Polo Finals for our U18 Girls team.

Music

The music department enjoyed an exciting programme of concerts again in 2023-24. In addition to our established Calendar of solo platform, small and large ensemble, jazz and contemporary music concerts, this year we launched a number of new initiatives. Following the huge success of the inaugural Piano Day in 2022 which featured a solo recital of French piano repertoire by a Y12 pupil for their Extended Project Qualification (EPQ), this year Piano Day spawned a couple of offspring: Vocal Day and Brass Day! Highlights of these days included workshops with internationally renowned trumpeter Imogen Whitehead and our Head of Vocal Studies, a cappella busking in Central Hall, flash mobs and a vibrant street-style massed brass performance on Senior Field. As usual the Highgate Young Musician of the Year competition for senior pupils was a celebration of our finest instrumentalists and this year we enjoyed the return of John Rutter (OC) to Chair the Adjudication panel. In the Summer Term we hosted the 2nd Highgate Emerging Talent Festival aimed specifically to celebrate the musical talent that is developing in the lower school. Again, over 100 pupils performed in the festival which culminated in a prize winners' concert that was attended enthusiastically by parents and carers. In March we hosted our biennial Whole School Musical, *Anything Goes*. It was a stunning production, and it enjoyed a sell-out four show run at the Arts Depot in Finchley.

Since September 2023 we have been delighted to support the new Music Department in our partner school, London Academy of Excellence Tottenham (LAET). Two members of staff (Director of Music and Head of Academic and Choral Music) have visited LAET every week to help mentor staff there and to lead ensembles, and as a result our links continue to grow deeper. New initiatives include greater academic sharing of resources involving a joint study and composition day and we continue to collaborate instrumentally. Highlights included musicians from both schools performing together in a spectacular contemporary music concert at Jackson's Lane, a performance at the finals of the National Festival of Music for Youth in Birmingham, a joint Y12 Solo Platform Concert and solo performances in the Jazz gig at Pizza Express, Dean Street, Soho.

Our large ensemble schedule continues to flourish, and the Michaelmas Term culminated in a fantastic concert in the Junior School Hall under the imaginative title: *Sounds Like Highgate*. Repertoire was carefully selected to ambitiously 'tell the musical life of the school by the outstanding musical ensembles making it!' performed by our senior orchestras and choirs. In the Lent Term we curated a stunning large ensemble concert at Southwark Cathedral titled 'Heaven and Earth' Music for a Precious Planet. In this concert we explored music whose influence originates in the beauty and wonder of the natural world, and in what lies beyond. All of the music performed allowed us to show how composers have used music to reflect nature in the hope that this will bring our community together to understand what the natural environment means to us, and its importance. It was a thought provoking and uplifting evening of music and spoken word, featuring music by Holst, Jonathan Dove, Copland, Chopin, Vivaldi, Faure and even Hans Zimmer. As ever the Summer Term highlight was a lighter affair: a big outdoor 'pops' concert celebrating Music from Stage and Screen.

The instrumental music scheme has continued to grow with more than 750 pupils, from across all three Schools, involved in over 800 individual music lessons a week with over 60 Visiting Music Teachers.

ACTIVITIES OF THE SCHOOL (continued)

Co-curricular (continued)

Drama

To kick start the year in style, pupils in Years 9-13 performed a darkly comic production of *DNA* by Dennis Kelly. Taking full advantage of the wonderful AV team, projected images were powerfully used to capture the themes of the play. House Drama was won this year by The Lodge in a very clever adaptation of a famous *Friends* episode. We were fortunate enough to have OC and critically acclaimed playwright Billie Esplen as our adjudicator.

The hottest theatre ticket of the year was undoubtedly the musical, *Anything Goes* (as referred to in '*Music*' section on page 7). A collaboration between music, drama and dance, this was a huge undertaking and saw pupils come together both on and off stage, to produce a stellar performance. Finally, we ran the now well established annual New Views playwrighting scheme in collaboration with the National Theatre. This year a pupil in Y13 short-listed, meaning her apposite play about child celebrity was performed as a rehearsed reading at the National Theatre itself.

Careers and Employability

The annual Careers Fair was an in-person event which was held on the same evening as the Higher Education Fair. The evening was well attended by pupils from Highgate, the London Academy of Excellence Tottenham (LAET) and several other partner schools. During the evening, pupils were able to meet with professionals from a range of sectors and, over the course of the year, former pupils and parents supported careers events ranging from curriculum time alumni panel talks, Year 12 employability interviews and pupil Mentoring. The annual Year 10 Employability Day was also well supported by external contacts with the day having a strong focus on sustainability with pupils exploring "Green Careers" while reflecting on their own skills and personal interests.

In addition, pupils continue to access one-to-one sessions with our Careers and Employability Specialist for support including help sourcing work experience, exploring Gap Year opportunities and making degree apprenticeship applications.

Inclusion

In 2023-24, a strategic inclusion lead was appointed and a long-term goal established: 'We are actively working to make Highgate School an inclusive community in which all members feel a true sense of belonging'. This was underscored by three foundational principles: (i) Strategy - working in a way that is data-driven, intentional and aligned, (ii) Celebration - working to ensure that all identities - and especially underrepresented and/or marginalised ones - are celebrated and not only protected from discrimination, and (iii) Action – working to address some of the r–commendations and priority areas through demonstrable actions, which included:

- Establishing a Strategic Inclusion committee, comprising 25+ leaders from all sections of the school, to meet termly to discuss plans, challenges and best practice.
- Running a wide range of DEI events, activities and initiatives e.g. One World Week (Pre-Preparatory School); Culture Weeks (Junior and Senior Schools); Black History Month; Neurodiversity week; International Women's Day; Holocaust Memorial Day; PRIDE, and Ramadan.
- Addressing some core recommendations from the Flair Anti-Racism Survey (2022) e.g. providing online racial literacy training (Hemisphere) for pupils; delivering racial inclusion and anti-racism training for staff (including microaggression training from the African and Caribbean Education Network (ACEN)); actively supporting staff and pupil societies e.g. The South and East Asian Society. In addition, staff also received training on autism, ADHD and neurodiversity.

ACTIVITIES OF THE SCHOOL (continued)

Inclusion (continued)

Work continued on our Anti-Sexism and Anti-Sexual Violence (ASSV) plan. In the Senior School, the Feminist Society championed initiatives focused on gender inclusion and anti-sexism; Sixth Formers supported the delivery of the Active Bystander programme in PSHE; pupils completed the second biennial ASSV survey; tackling misogyny remained a pastoral priority; Highgate Her Way (previously In Her Shoes) continued to address the participation of females in sports and exercise.

In terms of the diversification of the pupil and staff body, we ran an admissions event with ACEN for 60 Black Heritage families of prospective pupils (from 4+ to 16+) and the inaugural Joshua Dorgu scholar of Black heritage commenced sixth form study. All staff with senior recruitment responsibilities attended inclusive recruitment training with Diverse Educators.

The academic life of the school remained a key source of DEI activity with all departments delivering a rich and diverse curriculum, supplemented by a programme of clubs, societies, talks and author visits. A partnership with People Change Minds (a LGBTQ+ inclusion organization) provided guidance on supporting gender questioning pupils and delivered a workshop to pastoral leaders. With regards to the faith and belief life of the School, all pupils attended a weekly service of one of the following: Chapel, Jewish Circle, Non-denomination Tabernacle and a newly formed Muslim Circle. The Pre-Preparatory School delivered a Spring festival programme celebrating a series of world faiths and belief groups.

The School became a corporate member of Inclusive Employers which provides access to DEI related resources, toolkits and webinars. Staff from across the School attended training webinars e.g. Islamphobia, the menopause, Holocaust remembrance. Pre-Preparatory and Junior School leaders attended diversity in the curriculum training from Diverse Educators; pastoral leaders attended ACEN's anti-racism annual conference; pupil and staff leaders from Senior and Junior School attended identity-related anti-bullying awareness training from Equally Safe.

Pastoral and Pupil Wellbeing

Pastoral

Further to the developments in the pastoral team in the past three years, during this academic year, whilst the Deputy Head (Pastoral) was on maternity leave, the (Acting) Deputy Head (Pastoral) line managed the Head of PSHE, and the Directors of Safeguarding and Pupil Wellbeing were line managed by the two Senior Deputy Heads.

Regarding safeguarding, our focus has been on embedding further the culture of safeguarding across all three schools and amongst teaching and support staff. A new set of policies was published in September 2023 with the aim of simplifying and clarifying procedures. Evaluation and reflection is fully embedded in safeguarding practice, with DSLs and Governors participating in quarterly case audits, alongside the annual audit conducted by external experts. DSLs continued to access supervision through the Director of Safeguarding and, for the first time this year, pastoral leaders were offered external supervision with an independent safeguarding expert.

The Director of Safeguarding continued to work across the three schools; this model facilitates working together and has enabled better support for families with children across the schools. The early intervention model has been well received by parents and carers and practices introduced last year have been further embedded, including the use of CPOMS StaffSafe, technology for recording Low Level Concerns; regular parent workshops; and the introduction of termly pupil and staff focus groups to evaluate attitudes to and understanding of different areas of safeguarding. In addition, relationships with Haringey Childrens Services have been firmly established, with the Assistant Director of Childrens Service involved in supporting the school with audits and reviews, and the Head

ACTIVITIES OF THE SCHOOL (continued)

Pastoral (continued)

and Director of Safeguarding being part of the Haringey Childrens Safeguarding Partnership.

Our continuing pastoral imperative more broadly is to train and support staff to deliver effective, proactive pastoral care that keeps safeguarding at its heart and targets the specific needs of individual pupils. We are now in year two of our three-year training plan which focuses on building staff confidence in areas including affluent neglect, mental health, and domestic abuse, as well as ongoing training in understanding social 'graces' and unconscious bias. Training is delivered in multiple formats, including newsletters, optional CPD (Continuing Professional Development) workshops, and compulsory INSET (in-service training) sessions. Training has this year focused on: anti-bullying; positive behaviour management; online safety; substance misuse; domestic abuse; parental chastisement; Prevent and radicalisation; mental health (including low mood, bereavement, and self-harm); low level concerns.

Moreover, we have continued to work towards empowering pupils to positively manage their own wellbeing and empower parents and staff to understand and promote young people's management of their own wellbeing. There are now three wellbeing practitioners, five counsellors, and two play therapists across all three schools with the counselling service offering CBT (Cognitive Behavioural Therapy), psychodynamic, integrative and art therapy. The development of the wellbeing team has allowed clearer distinction in supporting pupils' mental health or wellbeing needs. We have also continued to work on developing the relationships between the pastoral and wellbeing teams.

This year saw us launch the Wellbeing Hub (to replace TeenTips): an online wellbeing hub with a range of resources for the parent, staff and pupil community. This supports the development plan of stronger parent education around mental health, developing pastoral staff skill in triaging and signposting pupils to the appropriate support and de-stigmatising seeking mental health support amongst the pupil cohort.

In addition, parents have been offered workshops on topics including mental health, nutrition, social media, consent, parties and the law, alcoholism, substances, gaming, eating disorders, online safety, exams and anxiety, and festival safety. These have been well attended and have been delivered by a combination of internal and external speakers. Several of the external speakers have also spoken to pupils. These speaker events have been coordinated by the Head of PSHE to ensure that parent education is forming part of our PSHE offering, and ensuring connected messages are given to pupils and parents.

Pastoral work has continued to be strongly informed by our inclusion projects, with the overarching aim being to enable all members of the Highgate community to feel a strong sense of belonging. The introduction of a new Strategic Inclusion Lead has shifted the emphasis to embedding inclusion in all aspects of everyone's work, with all staff encouraged to engage in CPD and make inclusion a key priority. For pupils, the focus was on anti-sexism and anti-racism, with all pupils in Years 9–13 completing the second iteration of the school's Anti-Sexism and Anti-Sexual Violence (ASSV) survey, and all pupils across the Senior School completing Hemisphere anti-racism training. Pastoral staff have also engaged in training delivered by Equaliteach, whose Equally Safe programme seeks to empower school leaders to more successfully promote and understand equality, diversity and inclusion.

ACTIVITIES OF THE SCHOOL (continued)

Pupil Wellbeing

The Wellbeing Team work closely with the pastoral team to promote and facilitate a whole school approach to pupil wellbeing. The Director of Pupil Wellbeing met half termly with the Directors of Safeguarding, Inclusion and Pastoral to collaborate on strategy to promote pupils' best interests in each field. This team worked closely with the pupil Wellbeing Inclusion Safeguarding Committee, to ensure that pupil voice ran through discussions and decisions.

The Wellbeing Hub was promoted by House Captains to their respective pupil bodies and to parents, who accessed Webinars and articles relevant to their children. This supported the plan of building stronger links with parents when supporting the pupils' mental health, and encouraged pastoral staff to be proactive in their CPD. For example, the Director of Wellbeing signposted particularly relevant training courses to the pastoral team, so that they could prioritise attending them.

Two new Pupil Wellbeing Practitioners were appointed in the Lent term of 2024, expanding the Wellbeing team's capacity to support pupils. This followed the resignation of one pupil wellbeing practitioner, bringing the total number to 3 (two full-time, one part time 0.6). This has allowed for more pupils to access support early in their wellbeing struggles, leading to escalation of mental health difficulties being less likely. It has also allowed the Pupil Wellbeing Practitioners time to create and deliver material about supporting one's mental health to pupils in different settings, for example in tutor times and assemblies. This has led to the Wellbeing team having a higher profile in school, encouraging pupils to consider it a constant presence in their time at Highgate, rather than as something to turn to only in times of significant need.

The Director of Wellbeing worked closely with the Head of PSHE to inform and educate pupils about key mental health themes and to embed positive wellbeing strategies among the pupil community. This supports the aim of developing agency, belonging and competence among pupils. The Director of Pupil Wellbeing also co-facilitated parent workshops on mental health with the Head of PSHE.

In Easter of 2024, the Director of Wellbeing left and the Wellbeing department was overseen by the (Acting) Deputy Head (Pastoral) for one half term. From May 2024, a newly appointed Head of Pupil Health and Wellbeing began in post, working alongside the newly appointed part-time Clinical Mental Health Lead. The Head of Pupil Health and Wellbeing was appointed from pastoral teaching staff, with the aim of encouraging closer links between the pastoral and wellbeing teams. This supports the ethos of a whole-school approach to mental health, with the two teams having already begun to work in a more efficient and collaborative manner.

ACTIVITIES OF THE SCHOOL (continued)

Staff Wellbeing

We had two core areas of focus within our School Development Plan: to embed the Wellbeing Strategy and to analyse the results of the Welbee Staff Wellbeing Survey. In terms of staffing, we appointed an Acting People Director (Michaelmas term) and restructured the HR team. We reviewed and improved the suite of family policies e.g. staff from across the School contributed to a new framework and guidance documents (for the Maternity Leave Policy) which will be used as an exemplar moving forward. In terms of staff engagement, the Wellbeing Committee continued to meet half-termly to discuss and action the wellbeing strategy. From an economic wellbeing point of view, as part of the School's strategy to improve the understanding of pensions and manage the increased employers' contributions associated with the Teachers' Pension Scheme, the School offered pension presentations and one-to-one educational sessions, provided by external advisors, in the Lent term.

The following actions (not exhaustive) have helped progress the Wellbeing Development Plan:

- ***Mental and Physical Health:*** Mental Health First Aiders continued to meet termly, run drop-in sessions and support national initiatives; nine more staff were trained in the two-day MHFA course (June 2024). Support Staff have been accessing the employee health benefits (Help@Hand App) as part of their pension package. Staff involvement in weekly activities e.g. football, running, pilates, has been good and the Sports Centre has been used at the designated times.
- ***Learning and Development:*** The first Support Staff specific INSET training day (January 2024) was well received. Various staff wellbeing training has been delivered e.g. Organisational hack and stress management (Junior School/Pre-Preparatory School); Resilient Leaders Training (for the Pre-Preparatroy school Middle and Senior Leaders), and C-Me Colour Profiling for specifically targeted departments. A review of whole staff training, learning and development is underway.
- ***Community:*** Work on racial inclusion has been prioritised this year to develop a truer sense of belonging for all staff (see Inclusion section); specific Staff Networks/Affinity groups are being developed (and included the launch of the first Menopause staff networking). In the Summer term, we ran whole staff training on EDI/Microaggressions and introduced an inclusion reporting form. Other staff initiatives e.g. Art classes, language classes have proved popular.
- ***Support Systems:*** Staff have access to numerous online resources including the Wellbeing Hub. The Staff Handbook has been reviewed and republished; the IT roll-out of Surface Pros has improved the experience for staff logging into the wifi; the Appraisal system has been updated e.g. for Assistant Heads. HR training updates have been provided to all staff highlighting changes to employment law (paternity rights, carers protection, enhanced redundancy protection.) New job advert boards have been introduced to attract a more diverse pool of applicants.
- ***Working Environment:*** There have been improvements to the staff spaces across the site including the new staff wellbeing space in Field House, breast-feeding/expressing spaces on the top and lower site and the propagation of plants for communal areas and offices.

Environmental Sustainability

Progress continues in the three key areas identified in our School Development Plan this year: Enacting our Environmental Sustainability Plan; Educating Staff and Pupils about Environmental Issues; Engaging with Relevant Stakeholders in relation to core issues: Travel, Educational Visits, Food.

In terms of the first area, we continue to prioritise the 10 strands of our Environmental Sustainability Plan (available on our website). Our report for the third phase of the Energy Saving Opportunities Scheme (ESOS III) was completed in August 2024 and the recommendations are being reviewed for funding. Additional control upgrades

ACTIVITIES OF THE SCHOOL (continued)

Environmental Sustainability (continued)

on gas boilers have been made to reduce unnecessary use, and further progress has been made on LED conversion across the Estate as fluorescent fittings are phased out. As in previous years, we took part in the No Mow May campaign and included more areas across the Estate to enhance the biodiversity for as long as possible in the year. Close attention is being paid to developments in technology within heat pump energy as we prepare for end-of-life renewals of some older heating systems. Surveys are being carried out to ensure that boilers that are no longer serviceable are replaced with green technology. An audit of the swimming pool systems has identified some plant modifications that can reduce the energy loading of the circulating pumps, which is being taken forward for completion by the end of 2024. Further changes to pool operating conditions and processes will reduce the levels of chemicals required to operate the pool safely without compromising the hygiene conditions. In addition to the ESOS III submission, work has commenced on our own in-house Carbon Emissions Audit with a view to gathering broader baseline data (from 2022-23) on a wider range of Scope 1 and 2 emissions (e.g. gas, electricity, travel to/from school, flights etc.).

Our second objective (Environmental Education) has been addressed through the following training: All Staff INSET (Sept 2023); Carbon Literacy INSET for 198 staff drawn from the Support Staff (Jan 2024) and the Pre-Prep and Junior Schools (May 2024); a T*eaching Environmental Curriculum* INSET carousel in Jan 2024 for Senior School teachers and staff from our partner school, the London Academy of Excellence Tottenham (LAET) (Jan 24), and a Teaching and Learning Seminar (Feb 24). In July 2024, we ran our third London Schools Eco Network Conference for staff from over 40 schools (and other sectors). Further curricular reviews have been conducted to introduce more environmental content e.g. KS3 cross-curricular projects. Other educational initiatives have included: a very successful Mock COP (Dec 2023) with representatives from six local schools; 'Food' assemblies (Dec 24); a Y7 Wildlife Assembly (Jan 24), and the establishment of a Wildlife Club for Y7&8 pupils. Financial Approval has been given to our Head of Environmental Sustainability to do regular seconded work for a new Environmental Education Hub (launched through the City of London Corporation.)

Finally, in terms of our third objective, regular engagement with a range of stakeholders has taken place. We are currently going through a formal consultation process with our local community re: our capital projects planning submission and in June 2024, we had a full day dedicated to Environmental Sustainability at which talks were given by representatives from the School and other consultants e.g. ecologist, biodiversity experts. In September (2023), an Environmental Survey was sent to all staff (and completed by 53%). Key findings included: 74% of staff felt either 'very' or 'extremely concerned' about the environment with 93% citing that the School was playing its part to 'some' or 'a great' extent. In January (2024), Y11 pupils completed the National Survey (Jan 24) and key findings included the fact that 80% of are 'very' or 'fairly' concerned about climate change (compared to 62% of Y11s nationally). The Educational Visits Policy has been updated with an Environmental strand and checklist aimed at reducing our emissions. The results from the Pupil Educational Visits Survey (SS) were analysed and discussed during tutor times (Sept 2024); we retained our TFL Gold Stars accreditation and ran a separate detailed in-house travel survey (which was completed by 74% of all pupils) to help calculate the CO2 emissions from travel to/from school. Correspondence has continued with Haringey Council about the potential for traffic control measures (e.g. cross hatching/cameras) on North Road and Southwood Lane.

In terms of 'Food', in addition to Meat Free Mondays (running for 8+ years), the catering department surveyed all staff and pupils, launched the inaugural Plant Power Day (Jan 2024), and published an online Highgate Plant Power Recipe Book. Red meat consumption has been reduced by more than 50% in the past two years and more vegetarian/vegan food has been introduced (it now comprises nearly 50% of all dishes served.) A Food Waste Weighing Week (Jan 24) was carried out by JS pupils and an action plan is being developed to reduce waste (including the introduction of new portion options). The Eco Councils and Committees continue to be active in all three schools and run/take part in numerous successful initiatives.

OTHER CHARITABLE OBJECTIVES 2023-24

In 2023-24, specific charitable objectives in addition to education remained as:

- To continue support across the three pillars of our case for support:: bursaries, partnerships and responding to emerging needs in our community. The latter includes responding to the cost-of-living crisis and support for those facing hardship.
- To continue to support the School's bursary provision to the Junior School to allow children to attend Highgate on means tested fee assisted places from Year 3.

These were in addition to our continuing objectives:

- To continue our commitment to support, as the primary educational sponsor, London Academy of Excellence Tottenham (LAET), which provides an academically selective, well-governed sixth form free school in a local community where such opportunities are lacking.
- To enable teachers to give some of their time to local state schools in mutually beneficial ways, so that more children can have access to the excellent teaching and enriching activities that Highgate pupils enjoy every day and Highgate teachers develop professionally by teaching different pupil cohorts.
- To award a significant number of bursaries so that children for whom Highgate is the right school can access the excellent teaching and enriching activities that Highgate provides, when financially it would otherwise not be possible.
- To grow strong and sustained links with schools, charities and similar organisations within our School's local community.

OTHER CHARITABLE ACTIVITIES

Partnership Teaching and Summer School

The Chrysalis department welcomed a new annual cohort of four Chrysalis Teaching Fellows at the start of this academic year. The Fellows delivered projects and events across the Chrysalis Partnership Teaching portfolio including: providing academic support for pupils at LAET; running a primary debating club for partner school pupils; running a coding and computer club for LAET feeder schools, and; facilitating weekly projects and events across several academic subjects for partner school pupils and the Chrysalis Summer Schools.

The team delivered the annual Chrysalis Mock University Interview programme for partner school pupils. This included coordinating over 100 teaching staff from Highgate and LAET who interviewed over 250 pupils from 9 Chrysalis schools. All respondents to our feedback survey 'would recommend the Chrysalis Mock University Interviews to other pupils at their school' with 98% saying they felt more prepared for their real interviews. The Chrysalis portfolio grew to include a new series of webinars on applying to study Mathematics, Chemistry and related subjects at Oxbridge and other highly selective institutions. In addition, in Lent Term, over 100 Year 12 pupils from 14 Chrysalis partner schools joined their peers from Highgate to listen to panels of undergraduates, former pupils of Chrysalis partner schools or OCs, talk about their higher education academic experience. Participants were unanimous in their assessment of these events as having helped them to make a more informed decision on their choice of university and degree.

Over 300 Chrysalis partner school pupils in Years 8-12 attended Mathematics enrichment days throughout the year, expertly delivered by various members of the Mathematics Department. The Physics and Chemistry Departments delivered STEM Innovation and Skills development and Chemistry masterclasses for partner school pupils. The academic year culminated in the annual STEM Conference which brought together over 200 Year 12 pupils from Highgate, LAET and 5 partner schools. Pupils attended seminars delivered by Highgate teachers and a lecture from keynote speaker Nick Lane, Professor of Evolutionary Biology at UCL and Faraday Prize winner.

OTHER CHARITABLE ACTIVITIES (continued)

Partnership Teaching and Summer School (continued)

Sharing best practice between Highgate teachers and colleagues in partner schools demonstrates our ambition of mutuality in partnership and included the annual English teacher training day held in the Summer term with our English Department joined by 15 colleagues from 9 partner schools including LAET for a day-long CPD event. The partnership with LAET continued with 14 seconded teachers (circa 10 full-time equivalent), a shared January inset, a new provision for music and the Community Partnerships Director and all Chrysalis Fellows working there one day weekly to work alongside the talented LAET staff body.

The two annual Chrysalis summer schools are designed to enrich the educational experience for participating students. In July 2024, the primary summer school for Year 4 and 5 pupils was well attended and featured a diverse array of sessions, including British Sign Language, robotics, sports, and science. The secondary summer school, held in August 2024, focused on Year 10 and Year 12 pupils, offering a comprehensive programme that included career exploration, employability skills, and higher education support. Highlights included a university visit to Oxford University and masterclasses in STEM and humanities, delivered by educators from Highgate and LAET. An impressive 95% of Year 12 students and 100% of Year 10 students indicated they would recommend the summer school to their peers. Post-programme evaluations reveal that 84% of Year 12 students and 100% of Year 10 students felt adequately prepared to pursue their chosen subjects at university and A Level respectively.

Pupil Volunteering and Community Partnerships

The pupil volunteering and community engagement efforts continued to be aligned under the theme 'A Connected Community'; this theme demonstrates Highgate's values of encouraging our pupils to look outwards, to play an active part in their community and to use their voices and minds to make a difference to the world around them. Each school and section continued their relationship with their 'charity of the year' partner from the previous academic year to align with the biennial charitable fundraising sponsored walk cycle. The charity partners were: Pre-Preparatory School - David Nott Foundation; Junior School - World Villages for Children; Lower School (Years 7-8) - UK Antarctic Heritage Trust; Middle School (Years 9-11) - Street Child; Sixth Form - Women's Aid; Whole School: in-kind donations - Food Bank Aid; global crises charity partner- Disaster Emergency Committee.

Pupils across the school took part in a year-round programme of fundraising activities including sustainable non-uniform days, bake sales, musical performances, busking, quizzes, charity races, and games. Pupils and staff also donated over 762 shopping bags of groceries and household items to our long-term partner North London Food Bank Aid throughout the year. In addition to these formal 'charity-of-the-year' partnerships, pupils raised funds and awareness for other one-off initiatives e.g. Junior School activities for Children in Need and Senior School activities for homelessness including a 'Sleep Out' to raise empathy and awareness in partnership with the charity Shelter. All schools and sections received visits from their 'charity of the year' partner to ensure pupils were connected to the causes to which they donated. All pupils and staff across the School and our partner school LAET participated in an off-timetable day of charity for the biennial charitable fundraising sponsored walk on Wednesday 11 October 2023. This event, called 'Step for Change' raised over £91,000 for our charity partners and involved pupils walking varying distances totaling 31,600km for all Highgate and LAET pupils and staff.

Pupil volunteering continued throughout the year. Several sixth form pupils committed to weekly volunteering at the Wellness Café, a St. Michael's church initiative that provides lunch and company for local lonely and/or elderly residents. Other sixth form pupils committed to monthly digital skills sharing with Coffee and Computers, a local community initiative for elderly residents. A cohort of sixth form volunteers delivered weekly numeracy and literacy 1-1 support for pupils at Chrysalis partner school Gladesmore, and others supported the delivery of Highgate's Chrysalis Accelerator programme for looked after children and children with a social worker (CWSW).

OTHER CHARITABLE ACTIVITIES (continued)

Pupil Volunteering and Community Partnerships (continued)

All Y9 pupils participated in one day of volunteering and community engagement this academic year with local partners i.e. an elderly care home, local Chrysalis primary schools, Jackson's Lane community initiative, and local sustainability projects. All Y10 pupils participated in environment-related community action for Environment Morning, activities included litter picking, gardening, and wildlife habitat building. The summer term included pupil and staff volunteering at local community fairs and events i.e. Highgate Festival, Fair in the Square, and Eco fair in the Square- volunteer activities ranged from marshalling, set-up and clear away of festival stages, litter picking, and musical performances of the main stage.

Bursaries

107 pupils received means-tested fee remission: 97 in the Senior School (including 8 refugee pupils from Ukraine, supported by the Refugee Family Support Officer) of whom 61 received 100% fee remission, consistent with the policy to concentrate bursary awards amongst children whose parents or carers are able to pay very little or none of our fees, and; 10 in the Junior School. Thirteen pupils were in addition to their means-tested fee remission given grants towards the cost of uniform and £10,000 was allocated to enable bursary holders to participate in trips for which there is a charge – requests for trip support has once again increased significantly. Through donations from former pupils (Cholmeleians) and parents, the School also assisted with £42,375 towards the costs of instrumental music lessons and additional expenses for bursary award holders.

The total value of our bursarial support was £2,480,811. Of this figure, the School funded £2,317,144, a significant part of which, as set out in the Accounts, came from generous donations. Six of the 97 Senior School pupils receiving means-tested fee remission were supported by the Friends of Highgate School Society (a registered charity, no. 1056624) which contributed £163,667. In a new initiative, one Sixth Form pupil was supported by the Joshua Dorgu Foundation.

Our review of our total support package, beyond fee remission, continued, with an enhanced "bursary package" being put together for applicants from 2025 onwards. This will ensure a more appealing and competitive offer for bursary candidates. The 'virtual Head of House' for Bursary pupils is now established as a key point of contact for parents and carers, and introductions have been facilitated by home visits and coffee mornings.

A full statement of our policy on bursaries is available on our website; there is also further information available for parents and carers within the admissions section of our website.

Costs associated with other charitable activities

In addition to the funding associated with bursaries, approximately £1,530,000 reflects the associated salary costs for the year (including pension and employer's national Insurance) of our Community Partnership Director, administration of and pastoral support for bursary holders, the share of staffing costs associated with partnership teaching programme (including 10 full-time equivalent of staff seconded to LAET) and our Chrysalis Fellows. Around a further £44,000 was also incurred during the year on the running costs of our work on partnership teaching and community partnerships, including transport, equipment, and visits to venues.

FUTURE OBJECTIVES

As stated earlier, in September 2020, a new development plan for the period 2020-25 was launched. This plan brings together our current school priorities, the measures we will take to raise standards further and the changes we are planning to bring about better outcomes for our pupils. The plan includes objectives which are unlikely to be achieved without deliberate or renewed, coordinated action. Many critical aspects of Highgate School always remain at the forefront of our thinking throughout – pupil welfare, for example – and are not therefore included unless they are the focus of change or particular development. This development plan will continue to inform our objectives over the next year.

GOVERNANCE

Structure, governance and management

Our Governors (listed in the next section), who are our Charity's Trustees, are responsible for the governance of our School. Highgate is governed in accordance with our Scheme of Governance, dated 1 September 2005, as amended, and our Governors are members of the Body Corporate of "The Wardens and Governors of the possessions, revenues, and goods of the Free Grammar School of Sir Roger Cholmeley, Knight in Highgate".

Management is under the direction of our Head. Our full governing body meets at least six times a year. The following four sub-committees all meet at least three times a year: (1) Finance, Audit and Risk Committee, (2) Estates Committee, (3) Nominations and Remuneration Committee and (4) Safeguarding Committee. Governors have also established a non-fee income working group. Governors drawn from the sub-committees meet periodically to review the ethical dimensions to school policies and, where required, to consider significant matters of education policy or practice.

The Nominations and Remuneration Committee is responsible for overseeing succession planning to ensure our governing body contains appropriate diversity, experience and skills, and making recommendations to Governors about recruitment processes for new Governors. Recent appointments have involved advertising roles within our School community prior to a sifting and interview process; in 2022-23 we worked with Nurole for the specific appointment of a Deputy Chairman. Four new Governors were appointed in the Michaelmas Term 2023. All new Governors receive induction training.

The Governing Body can also appoint associate members to serve on one or more of the sub-committees/working groups and/or to attend full Governing Body meetings. Associate members are often selected to draw on expertise and experience from outside the Governor membership. During 2023-24, an associate member has served on the Estates Committee, Safeguarding Committee and on the Sustainability and Environmental Executive Committee.

In considering the pay and remuneration for the School's key management personnel, the Nominations and Remuneration Committee consider the nature of the role and responsibilities, trends in pay and competitor salaries in the region available from publicly available sources.

Management

The day-to-day running of our School is delegated to our senior leadership team. The Head, Adam Pettitt, exercises the functions of Chief Executive in leading and directing the Senior, Junior and Pre-Preparatory Schools, and reports to the governing body. The day-to-day responsibility for management of the Junior School and Pre-Preparatory School is exercised by the respective Principals, who report to the Head: Philippa Studd (Principal of the Junior School) and Sally Hancock (Principal of the Pre-Preparatory School).

Management (continued)

The Head is assisted in the Senior School by two Senior Deputy Heads, Todd Lindsay and Louise Shelley, a Deputy Head (Academic), James Newton, a Deputy Head (Pastoral and Safeguarding), Rebecca Golland, and a Deputy Head (Professional), Graeme Robertson, together with a number of Assistant Heads. From September 2024, an (Acting) Deputy Head (Pastoral), Verity Smith, has also been appointed.

The Bursar, John Pheasant, is responsible for the management and leadership of support staff, and the financial administration of our School, and reports to the Head. The Bursar also acts as Secretary and Clerk to the governing body, in which role he reports directly to the Chairman.

The Head, Principals of the Junior and Pre-Preparatory Schools, Deputy Heads and Bursar make up the Strategy Management Committee.

ADDRESS OF SCHOOL	Highgate School North Road Highgate London N6 4AY
REGISTERED CHARITY NUMBER	312765
AUDITORS	HaysMac LLP 10 Queen Street Place London EC4R 1AG
SOLICITORS	Farrer & Co. LLP 66 Lincoln's Inn Fields London WC2A 3LH
BANKERS	Coutts & Co. St Martin's Branch 440 Strand London WC2R 0QS
INVESTMENT MANAGERS	RBC Brewin Dolphin 12 Smithfield Street London EC1A 9BD

GOVERNORS WHO HELD OFFICE DURING THE YEAR ENDING 31 JULY 2024

	FA&R[1]	Estates[2]	Nom&Rem[3]	Safeguarding[4]
Mark Barber MA MRICS FRGS FRSA	*	*		
Jenny Brown MA(Oxon) *Appointed 20 September 2023*				
Joan Deslandes BEd(Hons) OBE MA	*			
Sam King KC MA(Cantab)			*	*
Hannah Lewis *Appointed 10 October 2023*	*			
Kevin McCarthy LLB(Hon) BCL(Oxon) Notary Public Deputy Chairman *Appointed 28 November 2023*			*	
Leonie Morel MScM	*		*	
Tamara Oppenheimer KC *Appointed 10 October 2023*		*		
Kumar Panja BA LLDip	*			*
Aly Patel MA MBA Treasurer	*			
Robert M Rothenberg MBE BA FCA CTA Chairman	*	*	*	
Paul Rothwell MA		*		
Daniel Widdicombe MA				

[1] Member of the Finance, Audit & Risk Committee.
[2] Member of the Estates Committee.
[3] Member of the Nominations and Remuneration Committee.
[4] Member of the Safeguarding Committee.

PUPIL NUMBERS AND FEES

Pupil numbers were 1,944 in September 2023. Our fees per term, in 2023-24, were £8,505 (Senior School), £7,800 (Junior School) and £7,365 (Pre-Preparatory School). Our fees are inclusive of lunch, the use of books and stationery, and practically all other extras including future life membership of our alumni society (Cholmeleian Society), field work, one residential trip in Years 7-9, and day visits in curricular time.

FINANCES

Total fee income in 2023-24 was £45,951,801. The operating surplus was £1,589,931. Governors continue their strategy of deploying all net incoming resources to investing in the School and Charity to ensure that Highgate keeps, and indeed works to improve further, its position as a successful place of learning and all-round educational excellence. In the current financial year, £609,869 was spent in respect of this investment programme, ensuring that the needs of succeeding generations of pupils are met, as well as the current.

Diversifying non-fee income

The School continues to offer paid-for courses at the Mallinson Sports Centre and facilitate filming opportunities. Further work is being undertaken to explore other non-fee income opportunities including lettings, hirings and wider opportunities such as international schools and provision of a pre-school offering.

Fundraising approach and performance

We undertake fundraising activities within the school community via direct mail, telephone, community participation activities (such as our pupils' sponsored walk), fundraising events, solicitation of individuals, crowdfunding campaigns and email in line with the Fundraising Code of Practice set by the Fundraising Regulator. Fundraising is overseen by the School's Development Office by staff all of whom have detailed job descriptions associated with their roles and receive appropriate training to reinforce our fundraising ethics. We are registered with the Fundraising Regulator and adhere to the standards of the Fundraising Code of Practice, and act in accordance with the terms listed in the Charity Governance Code. Fundraising activities are open, fair, honest and respectful; the School does not fundraise from constituents who are considered vulnerable or in circumstances which mean an individual is unable to make an informed decision. No formal complaints were received about fundraising activity in the year. Trustees receive regular reports regarding fundraising activity and performance.

The year saw donations, towards bursaries, partnerships, general funds and capital projects, received in-year of £788,811 (2022-23: £971,206). The Charities SORP requires donations to be recognised when receipt is probable and, therefore, captures pledges promised for receipt in future years; at year-end as a result of the continued economic uncertainty including the announced introduction of VAT on school fees, the School has reassessed the likely receipt of some pledges which has had the effect of reducing the total net donations income in the financial statements to £55,560 (2022-23: £870,888) (Note 3b to the Accounts on page 35 refers).

Buildings

Governors remain committed to continuing to invest substantially in upgrading and, where necessary, renewing current academic facilities, to ensure that our physical estate meets all emerging requirements to a high standard. Our current priorities include improving drama, music, sports and sixth form facilities, plus renewing services to, and reconfiguring, our Senior School's science laboratories. Additionally, in a drive to maintain our first-rate facilities, our School continues to preserve its historic buildings to improve the look of our School for the benefit of staff, pupils and the local community. Consequently work will continue, as part of our extensive capital

FINANCES (continued)

Buildings (continued)

development programme, in upgrading teaching facilities and repairing the fabric of our historic buildings. During 2023-24, following a number of planning applications that had been submitted during 2022-23, in line with a Supplementary Planning Document (SPD) for the School's estate that was adopted on 9 March 2021, the School continued to consult with the community over the applications.

To contribute towards the funding of this programme, the School entered into a private placement in July 2019 for £60,000,000 details of which are set out within Note 11a to the Accounts.

Specific investment powers, policy and performance

The governing scheme affords Governors powers in line with those generally applicable to charitable foundations. Investments acquired by Governors, during the year ending 31 July 2024, have been acquired in pursuance of those powers and within the Statement of Investment Policy agreed with Investment Managers, RBC Brewin Dolphin. The Investment Objectives aim for a total annual return over rolling three-year periods of at least inflation (RPI) plus 4%. As of October 2024, performance was an annualised return for the rolling three-year period of 1.6% against an annualised return for RPI plus 4% of 12.3%. Work is in hand to try and improve this return.

Reserves Policy

In common with other independent schools, Highgate does not have free reserves readily available to spend on any of the charity's purposes. As indicated on our balance sheet, at the year end, our School had total funds amounting to £82,265,993. This was split between endowment funds of £29,447,360, of which £27,789,363 related to the net book value of the original endowed property of our School (principally constituting our main island site in our Senior School), restricted funds of £2,564,102, namely donations (including pledges) received for specific purposes, and, the remainder, unrestricted funds of £50,254,531. The unrestricted funds reflect the residual investment that our School has made over the years in the fabric of our building and facilities: it is not readily available for spending. The Governors therefore monitor the day-to-day operations of Highgate through management of good budgeting procedures and cash-flow, to ensure that it can meet the ongoing needs of the operations of the School and continue to invest in the fabric of the estate and educational provision. Governors are satisfied that we have sufficient available cash and facilities to deliver our strategic objectives.

Risk Assessment

Processes are in place to identify risks under the headings of Aims/Objects, Law and Regulation, Governance and Management, Academic, External Factors, Operational, Human Resources, Environmental, Technological and Financial Risks, and the necessary mitigations, and assessments and controls established to manage these are kept under regular review by our senior management and our Governors' Finance, Audit and Risk Committee.

The main risks that have been identified, and the plans to manage those risks, are:

- Challenges to the financial viability and/or affordability of independent schools by increases to costs largely outside the control of schools such as VAT, Business Rates, National Insurance and other taxes. The introduction of VAT on school fees from 1 January 2025 has been announced and will have a significant impact on affordability for many current parents and those who may, in the future, have considered independent schools; as mitigation, the School continues to review the educational and other charitable activities to identify costs that could be reduced if necessary, consulting with parents, general financial due diligence and to look to further diversify income by identifying meaningful non-fee income opportunities

FINANCES (continued)

Risk Assessment (continued)

to reduce the current significant reliance on fee income.

- Service/data/financial loss from unauthorised access to School's network and associated reputational risk, particularly of a personal data breach. This risk is managed by a blended approach, including the enforcement of strong passwords, multi-factor authentication for accessing data and systems, a multi-tiered approach to anti-malware protection and regular staff awareness training on cybersecurity.
- Ageing facilities inadequate for modern day teaching and learning. This risk is managed by the capital programme which aims to address the School's academic requirements by focusing on buildings in significant need of repairs and renewals.
- Reputation of the education and well-being of our pupils and the activities of our School. This risk is managed through relevant policies embedded within our School through meetings, committees, staff and pupil awareness, and having nominated senior management responsible for specific policies. Policies include: safeguarding policies, staff recruitment policies, and health and safety policies. Other areas of focus include security and personal safety. In addition, our School uses professional advisers when necessary.
- Sustainability issues that impact on our community, particularly air pollution. Issue identified as a priority in our development plan. This risk is managed by the Sustainability and Environment Committee and the appointment of an Associate Member to the Governing Body who is helping develop priorities.
- Diversity of pupils and staff. Issue identified as a priority in our development plan. This risk is being managed by continuing to review our application processes to attract more applications from groups that are considered under-represented.

Governors have been provided with assurance that risks have been adequately mitigated where necessary. It is recognised that systems can only provide reasonable, but not absolute, assurance that major risks have been adequately managed.

Fixed assets

The fixed assets are as stated in the balance sheet and further detailed in the notes to the financial statements. They are considered to be available and adequate to fulfil the obligations of our School.

Statement of Governors' Responsibilities

Governors have prepared financial statements for the financial year that give a true and fair view of the state of affairs of our School and of the surplus of the charity for that period. In preparing these financial statements, Governors have:

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

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

Governors confirm that the accounts comply with the requirements of the Charities Act 2006 as amended by the Charities Act 2011, the Governing Scheme, and the Charities SORP 2015.

Governors confirm that they have complied with the duty in Section 17 of the Charities Act 2011 to have due regard to the public benefit guidance published by the Charity Commission.

On 18 November 2024, haysmacintyre LLP changed its registered name to HaysMac LLP.

on behalf of the Governors

Chairman of the Governing Body and Chairman of Trustees

3 December 2024

INDEPENDENT AUDITOR'S REPORT TO THE TRUSTEES OF HIGHGATE SCHOOL

Opinion

We have audited the financial statements of Highgate School for the year ended 31 July 2024 which comprise Statement of Financial Activities, the Balance Sheets, the Cash Flow Statement 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 charity's affairs as at 31 July 2024 and of the charity's net movement in funds for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

Basis for opinion

We 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. 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 group 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 charity'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 trustees are responsible for the other information. The other information comprises the information included in the Governors' Report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, 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 audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Matters on which we are required to report by exception

We have nothing to report in respect of the following matters in relation to which the Charities (Accounts and Reports) Regulations 2008 require us to report to you if, in our opinion:

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

Responsibilities of trustees for the financial statements
As explained more fully in the trustees' responsibilities statement (set out on pages 22-23), 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 charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements
Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an 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.

Based on our understanding of the charitable company and the environment in which it operates, we identified that the principal risks of non-compliances with laws and regulations related to the regulatory requirements of the Charity Commission and the Independent Schools Inspectorate (ISI), and we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as the Charities Act 2011, Charities SORP (2019) and payroll taxes.

We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls) and determined that the principal risk was related to the recognition of voluntary income. Audit procedures performed by the engagement team included:

- Enquiries of management regarding correspondence with regulators and tax authorities;
- Discussions with management including consideration of known or suspected instances of non-compliance with laws and regulation and fraud;
- Reviewing the controls and procedures of the charity, particularly in relation to the recording of income and processing of payments and payroll, to ensure these were in place throughout the year;
- Reviewing relevant minutes of meetings held during the course of the year;
- Evaluating management's controls designed to prevent and detect irregularities;
- Reviewing and testing journal entries made in the year, particularly those made as part of the year end financial reporting process; and
- Challenging assumptions and judgements made by management in their critical accounting estimates which comprise depreciation, bad debt provision, accruals, deferred income and the classification of properties.

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

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

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

HaysMac LLP
Statutory Auditors
18 December 2024

10 Queen Street Place
London
EC4R 1AG

HaysMac LLP is eligible to act as an auditor in terms of section 1212 of the Companies Act 2006

HIGHGATE SCHOOL

STATEMENT OF FINANCIAL ACTIVITIES

FOR THE YEAR ENDED 31 JULY 2024

	Notes	General Funds £	Designated Funds £	Restricted Funds £	Endowment Funds £	Total 2024 £	Total 2023 £
INCOME FROM:							
Charitable activities							
School fees receivable	1	45,951,801	-	-	-	45,951,801	42,084,977
Other educational income	2	727,083	-	-	-	727,083	626,751
Ancillary trading income	2	2,106,287	-	-	-	2,106,287	2,272,406
Investments							
Bank and other interest		2,516,962	-	333	303	2,517,598	1,487,617
Investment income		6,606	-	18,607	17,319	42,532	37,506
Voluntary sources							
Donations	3	38,328	-	17,232	-	55,560	870,888
Total Income		51,347,067	-	36,172	17,622	51,400,861	47,380,145
EXPENDITURE ON:							
Raising funds							
Fundraising and development		162,667	-	-	-	162,667	204,643
Finance costs		1,774,000	-	-	-	1,774,000	1,774,000
Charitable activities							
School operating costs		46,854,781	-	1,019,482	-	47,874,263	44,765,503
Total expenditure	4	48,791,448	-	1,019,482	-	49,810,930	46,744,146
NET INCOME		2,555,619		(983,310)	17,622	1,589,931	635,999
Gains on investment assets		-	-	-	162,976	162,976	(35,567)
Transfers between funds	14	(2,555,619)	2,555,619	-	-	-	-
Net movement in funds		-	2,555,619	(983,310)	180,598	1,752,907	600,432
Balances brought forward at 1 August 2023		-	47,698,912	3,547,412	29,266,762	80,513,086	79,912,654
Balances carried forward at 31 July 2024		-	50,254,531	2,564,102	29,447,360	£82,265,993	£80,513,086

All amounts derive from continuing activities.

All gains and losses recognised in the year are included in the statement of financial activities.

Full comparative figures for the year ended 31 July 2023 are shown in note 18.

The accompanying notes are an integral part of this statement.

HIGHGATE SCHOOL

BALANCE SHEET

AS AT 31 JULY 2024

	Notes	2024 £	2024 £	2023 £	2023 £
FIXED ASSETS					
Tangible assets	6		100,977,249		103,327,924
Investments	7		1,869,245		1,680,189
			102,846,494		105,008,113
CURRENT ASSETS					
Stock	8	53,957		57,373	
Debtors	9	2,969,224		4,419,910	
Cash at bank and in hand	10	60,843,181		46,557,156	
		63,866,362		51,034,439	
CURRENT LIABILITIES					
Creditors - due within one year	11	(16,057,900)		(11,401,652)	
NET CURRENT ASSETS			47,808,462		39,632,787
TOTAL ASSETS LESS CURRENT LIABILITIES			150,654,956		144,640,900
Creditors – due after one year	11		(68,388,963)		(64,127,814)
TOTAL NET ASSETS			£82,265,993		£80,513,086
Represented by:					
ENDOWMENT FUNDS	12		29,447,360		29,266,762
RESTRICTED FUNDS	13		2,564,102		3,547,412
UNRESTRICTED FUNDS					
Designated and general funds	14		50,254,531		47,698,912
TOTAL FUNDS			£82,265,993		£80,513,086

The financial statements were approved and authorised for issue by the Governing Body on 26 November 2024 and were signed below on its behalf by:

RM ROTHENBERG MBE BA FCA CTA
Chairman

H LEWIS
Treasurer

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

HIGHGATE SCHOOL

CASH FLOW STATEMENT

FOR THE YEAR ENDED 31 JULY 2024

	2024		2023	
	£	£	£	£
RECONCILIATION OF NET INCOME TO NET CASH FLOW FROM OPERATING ACTIVITIES				
Net income	1,752,907		600,432	
(Gains)/Loss on investments	(162,976)		35,567	
Depreciation	3,001,458		2,981,242	
Interest paid	1,774,000		1,774,000	
Interest and dividends receivable	(2,560,130)		(1,525,123)	
Decrease in stock	3,416		(8,504)	
(Increase) in debtors	1,450,686		(1,122,549)	
Increase/(Decrease) in creditors	2,217,268		(1,979,564)	
Net cash flow from operating activities		7,476,629		755,501
CASH FLOWS FROM INVESTING ACTIVITIES				
Purchase of fixed assets	(650,783)		(2,621,901)	
Proceeds from sale of investments	946,813		334,953	
Purchase of investments	(978,095)		(360,782)	
(Increase)/ Decrease in investment cash	5,202		(5,455)	
Interest and dividends received	2,560,130		1,525,123	
Net cash used in investing activities		1,883,267		(1,128,062)
CASH FLOWS FROM FINANCING ACTIVITIES				
Interest paid	(1,774,000)		(1,774,000)	
Net cash used in investing activities		(1,774,000)		(1,774,000)
Advance fees				
New Composition Fees	8,283,243		1,204,714	
Composition Fees Amounts utilised	(1,583,114)		(1,735,393)	
		6,700,129		(530,679)
CHANGE IN CASH AND CASH EQUIVALENTS IN THE REPORTING PERIOD		£14,286,025		£(2,677,240)
Cash and cash equivalents at beginning of period		46,557,156		49,234,396
Cash and cash equivalents at end of reporting period		60,843,181		46,557,156

ANALYSIS OF CHANGES IN NET DEBT

	At 1 August 2023	Cashflows	At 31 July 2024
	£	£	£
Cash and cash equivalents			
Cash	46,557,156	14,286,025	60,843,181
Advance fees	(4,053,119)	(6,700,129)	(10,753,248)
Borrowings			
Debt due within one year	-	-	-
Debt due after one year	(60,000,000)	-	(60,000,000)
	(17,495,963)	7,585,896	(9,910,067)

ACCOUNTING POLICIES

General Information

Statement of Compliance

The financial statements have been prepared in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102), the Companies Act 2006 and the 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) – second edition effective 1 January 2019.

The accounts are drawn up on the historical cost basis of accounting, as modified by the revaluation of investments and revaluation of land and buildings.

Having reviewed the funding facilities available to the School together with the expected ongoing demand for places and the School's future projected cash flows, the Governors have a reasonable expectation that the School has adequate resources to continue its activities for the foreseeable future and consider that there were no material uncertainties over the School's financial viability.

The likely financial challenges on the horizon has also been provisionally assessed by the Governors and, by reviewing the charity's ongoing activities, its forecasts, mitigations to manage income/expenditure and risks, the organisation remains financially viable. Governors will continue to monitor these closely.

Governors' monitoring of performance and wellbeing indicate that overall there has been no significant impact on our activities that cannot be managed. A detailed updated financial forecast has been prepared and considered to assess the impact of the financial challenges on the horizon; Governors have a reasonable expectation that the School has adequate resources to continue for the foreseeable future. As a result of the private placement, any significant change is likely to impact on the pace of delivering the capital programme. Accordingly, they also continue to adopt the going concern basis in preparing the financial statements.

The School is a Public Benefit Entity registered as a charity in England and Wales (charity number: 312765).

Critical accounting judgements and key sources of estimation uncertainty

In the application of the accounting policies, Governors are required to make judgements, estimates, and assumptions about the carrying value of assets and liabilities that are not readily apparent from other sources. The estimates and underlying 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 if the revision affects only that period, or in the period of the revision and future periods if the revision affected current and future periods.

In the view of the trustees, the depreciation rates charged are the Governors best estimate of useful economic life for the asset, and changes could result in a material adjustment of the carrying amount in subsequent years. The School provides for bad debts which includes a judgement on recoverability and is reassessed annually.

ACCOUNTING POLICIES (continued)

The following accounting policies have been applied consistently in dealing with items which are considered material in relation to School's financial statements.

Fees and similar earned income

Fees receivable and charges for services and use of the premises, less any allowances, scholarships, bursaries granted by the School against those fees, but including contributions received from restricted funds, are accounted for in the period in which the service is provided.

Bank and interest income

Income from cash deposits and bank balances is accounted for on an accruals basis.

Investment income

Investment income from dividends and fixed interest securities is accounted for on an accruals basis.

Donations, legacies, grants and other voluntary income

Voluntary income is accounted for as and when entitlement arises, the amount can be reliably quantified and the economic benefit to the School is considered probable. This particularly impacts on accounting for pledges where the School is notified of income during a financial year but the income will not actually be received until a later accounting year. Such income is recognised upon confirmation of entitlement where it is probable that the income will ultimately be received (not on receipt). The detail of pledges 'previously recognised' (pledges recognised in earlier years' Accounts that had not been received by 31 July 2023) and 'pledges carried forward' (a combination of (a) pledges 'previously recognised' that had still not been received by 31 July 2024, (b) new pledges made but not received during the period 1 August 2023 to 31 July 2024 and (c) any changes to pledges 'previously recognised' where it is no longer probable that the income will ultimately be received) is set out in Note 3b.

Voluntary income for the School's general purposes is accounted for as unrestricted and is credited to the General Reserve. Where the donor or an appeal has imposed trust law restrictions, voluntary income is credited to the relevant restricted fund.

Expenditure

Expenditure is accrued as soon as a liability is considered probable, discounted to present value for longer-term liabilities. Expenditure attributable to more than one cost category in the Statement of Financial Activities is apportioned to them on the basis of the estimated amount attributable to each activity in the year, either by reference to staff time or the use made of the underlying assets, as appropriate. Irrecoverable VAT is included with the item of expenditure to which it relates.

Governance costs comprise the costs of running the charity, including strategic planning for its future development, external audit, any legal advice for the School's Governors, and all the costs of complying with constitutional and statutory requirements, such as costs of Board and Committee meetings and of preparing statutory accounts and satisfying public accountability.

ACCOUNTING POLICIES (continued)

Tangible fixed assets

Tangible assets are included at their net book value at the year-end.

Expenditure on the acquisition, construction or enhancement of land and buildings of a capital nature together with vehicles, furniture, machinery, ICT infrastructure and other equipment of a capital nature are capitalised and carried in the balance sheet at historical cost.

Other expenditure on equipment incurred in the normal day-to-day running of the School is charged to the Statement of Financial Activities as incurred. Individual items costing less than £1,000 are normally written off as an expense in acquisition.

Depreciation is provided to write off the cost of all relevant tangible fixed assets less estimated residual value based on current market prices, in equal annual instalments from commencement of the project over their expected useful economic lives as follows:

Freehold Property	- 2% of carrying value
Furniture and Equipment:	
- Furniture, Equipment and IT	- 2-10% or 20% on cost
- Motor Vehicles	- 20% on cost

Included in freehold properties are residential properties owned by the School that are let on a short-term basis, and subject to short notice periods. The properties are held at cost and were acquired in line with the School's continuing development strategy and as such are treated as operational property and not investment assets.

Investments

Listed investments are valued at market value as at the balance sheet date. Unrealised gains and losses arising on the revaluation of investments are credited or charged to the Statement of Financial Activities and are allocated to the appropriate Fund according to the "ownership" of the underlying assets.

Stock

Stock represents goods for resale and is valued at the lower of cost and net realisable value.

Fund accounting

The charitable trust funds of the School are accounted for as unrestricted or restricted income in accordance with the terms of trust imposed by the donors or any appeal to which they may have responded.

Funds

The School maintains four types of fund:

(a) Endowment – where the capital is held in perpetuity and income generated used for charitable purposes expenditure;

(b) Restricted – where the purposes for which funds may be used have been restricted by donors;

ACCOUNTING POLICIES (continued)

Funds (continued)

(c) Designated – where the funds are unrestricted but where the Trustees have designated them for a specific purpose;

(d) General – where the funds are unrestricted and not designated.

Endowment Funds

The original land and buildings of the School are subject to a permanent endowment. The Endowment Fund reflects the rebased cost of assets principally constituting the main Island Site, following engagement with the Charity Commission, as at 31 July 2016.

The Sinking Fund represents recoupment of the proceeds on disposal of endowment property.

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

Restricted Funds

The Library Fund exists to provide books and equipment for the School library.

Designated Funds

The building reserve represents funds generated from appeals and transfers from unrestricted funds. The reserve reflects that part of the School's unrestricted funds which relates to property.

Pension costs

Retirement benefits to employees of the School are provided through two pension schemes. The pension costs charged in the Statement of Financial Activities are determined as follows:

(a) The Teachers' Pension Scheme - This scheme is a multi-employer pension scheme. It is not possible to identify the School's share of the underlying assets and liabilities of the Teachers' Pension Scheme on a consistent and reasonable basis and therefore, as required by FRS102, accounts for the scheme as if it were a defined contribution scheme. The School's contributions, which are in accordance with the recommendations of the Government Actuary, are charged in the period in which the salaries to which they relate are payable;

(b) The ISPEN is a multi-employer defined benefit scheme. The assets of the scheme are held independently from those of Highgate School in an independently administered fund. The costs recognised during the year relate to the movement in the year end liability, which is disclosed in more detail in Notes 11 and 17;

(c) Other pension costs are charged in the accounts for defined contribution schemes and represent the contributions payable by the School during the year.

ACCOUNTING POLICIES (continued)

Operating leases

Rentals under operating leases are charged on a straight-line basis over the lease term, even if the payments are not made on such a basis. Benefits received and receivable as an incentive to sign an operating lease are similarly spread on a straight-line basis over the lease term.

Financial instruments

Basic financial instruments are initially recognised at transaction value and subsequently measured at amortised with the exception of investments which are held at fair value. Financial assets held at amortised cost comprise cash at bank and in hand, together with trade and other debtors. A specific provision is made for debts for which recoverability is in doubt. Cash at bank and in hand is defined as all cash held in instant access bank accounts and used as working capital. Financial liabilities held at amortised cost comprise all creditors except social security and other taxes and provisions.

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.

Debtors

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

Cash at bank and in hand

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 deposit or similar account.

1. FEES

	2024 £	2023 £
Fees receivable consist of:		
Tuition fees	48,008,835	44,076,611
Music fees	741,102	689,751
	48,749,937	44,766,362
Less: Allowances	(435,065)	(392,153)
Less: Bursaries funded from unrestricted funds	(1,704,691)	(1,695,994)
Less: Bursaries funded from restricted funds	(612,453)	(540,318)
	(2,317,144)	(2,236,312)
Less: Scholarships	(45,927)	(52,920)
	£45,951,801	£42,084,977

Scholarships, bursaries and other awards were paid to 120 pupils (2023: 118). Within this, means tested bursaries totalling £2,317,144 were paid to 107 pupils (2023: £2,236,312 to 105 pupils).

2. OTHER INCOME

	2024 £	2023 £
Other educational charitable income		
Entrance & registration fees	273,359	296,272
Lettings	182,285	88,622
Other educational income	271,439	241,857
	727,083	626,751
Other ancillary activities		
Mallinson Sports Centre	556,840	584,655
Other income	3,000	3,000
Rents	863,384	818,790
Educational visits	658,291	840,817
6th Form and Tuck Shop income	24,772	25,144
	2,106,287	2,272,406
	£2,833,370	£2,899,157

3a. DONATIONS AND LEGACIES (2024)

	Unrestricted £	Restricted £	2024 £
Restricted Funds	-	17,232	17,232
Unrestricted donations	38,328	-	38,328
	38,328	17,232	55,560

DONATIONS AND LEGACIES (PRIOR YEAR)

	Unrestricted £	Restricted £	2023 £
Restricted Funds	-	813,793	813,793
Unrestricted donations	57,095	-	57,095
	57,095	813,793	870,888

3b. BREAKDOWN OF DONATIONS (see explanatory comments within Accounting Policies)

	2024 £	2023 £
Pledges previously recognised	(2,138,069)	(2,238,387)
Donations received in-year	788,811	971,206
Pledges carried forward	1,404,818	2,138,069
Donations income	55,560	870,888

4a. ANALYSIS OF EXPENDITURE

	2024 £	2023 £
Net income is stated after charging:		
Auditors' remuneration – audit fees	49,220	39,300
Auditors' remuneration – other services	7,944	7,164
Depreciation	3,001,458	2,981,242

4b.

	Average Staff Numbers 2024	Staff Costs	Depreciation	Other	2024 Total
Charitable Activity – School Operating Costs					
Teaching costs	413	26,582,760	-	3,972,761	30,555,521
Welfare	60	1,410,592	-	1,454,323	2,864,915
Premises	39	1,759,243	3,001,458	4,223,273	8,983,974
Grants, awards and prizes		-	-	12,198	12,198
Support costs and governance	73	2,951,426	-	2,432,221	5,383,647
Fundraising and Development	3	57,440	-	105,227	162,667
Finance costs	-	-	-	1,774,000	1,774,000
Mallinson Sports Centre	-	-	-	74,008	74,008
	588	32,761,461	3,001,458	14,048,011	49,810,930

PRIOR YEAR

	Average Staff Numbers 2023	Staff Costs	Depreciation	Other	2023 Total
Charitable Activity – School Operating Costs					
Teaching costs	400	24,914,264	-	3,237,159	28,151,423
Welfare	51	1,251,832	-	1,519,867	2,771,699
Premises	37	1,655,366	2,981,242	4,001,730	8,638,338
Grants, awards and prizes	-	-	-	9,799	9,799
Support costs and governance	74	3,086,036	-	2,051,646	5,137,682
Fundraising and Development	3	70,331	-	134,312	204,643
Finance costs	-	-	-	1,774,000	1,774,000
Mallinson Sports Centre	-	-	-	56,592	56,592
	565	30,977,829	2,981,242	12,785,105	46,744,176

4c. GOVERNANCE INCLUDED IN SUPPORT COSTS

	2024 £	2023 £
Remuneration paid to auditors		
- audit services	49,200	39,300
- other services	7,944	7,164
Governors' reimbursement to Governors' expenses	299	283
	£57,443	£46,747

The support costs relate to the charitable activity of running the School.

5. STAFF COSTS (including related party transactions)

	2024 No.	2023 No.
The average number employed by the company within each category of persons was:		
Teaching staff	413	400
Support staff	175	165
	588	565
	£	£
The costs incurred in respect of these employees were:		
Wages and salaries	24,633,348	23,351,999
Social Security costs	2,728,591	2,589,796
Pension costs	5,391,039	5,002,278
Termination payments	8,483	33,756
	£32,761,461	£30,977,829
Aggregate employee benefits of 9 (2023: 8) key management personnel	£1,801,057	£1,776,051

	2024 No.	2023 No.
The number of higher paid employees was:		
Taxable emoluments band:		
£60,000 - £70,000	52	61
£70,000 - £80,000	50	40
£80,000 - £90,000	18	13
£90,000 - £100,000	14	6
£100,000 - £110,000	5	1
£110,000 - £120,000	1	-
£120,000 - £130,000	2	1
£140,000 - £150,000	-	1
£150,000 - £160,000	1	-
£160,000 - £170,000	1	1
£170,000 - £180,000	1	-
£180,000 - £190,000	-	-
£190,000 - £200,000	-	1
£210,000 - £220,000	1	-
£390,000 - £400,000	-	-
£400,000 - £410,000*	1	1
The number with retirement benefits accruing was:	147	126

* For this member of staff, emoluments includes a contribution in lieu of employer's pension contributions, without which would result in pay being in £340,000-£350,000 band.

During the year the School obtained, within its general insurance, professional indemnity and governors liability insurance cover of £10,000,000 (2023: £10,000,000).

In addition to the remuneration paid to the key management personnel, the School provides fee remission to staff typical of the independent sector, loans to assist in house purchasing and accommodation to staff who are entitled to accommodation by virtue of their role.

Other expenditure includes an amount of £299 which relates to travel expenses for one member of the Governing Body (2023: £283 for one member).

No Governors received any remuneration or benefits other than the expenses disclosed above from the School or any connected organisation. There are Governors during the year who have pupils at the School; the arrangements are on the same basis as for other parents at the school.

During the year, in addition to the costs within the detail on page 16 associated with the London Academy of Excellence Tottenham (LAET), £379,871 (2023: £467,211) was raised through Highgate's Development team on behalf of LAET and transferred to them accordingly. The Head, Bursar and two Governors from Highgate are governors at LAET. There were no other related party transactions during the year.

6. TANGIBLE FIXED ASSETS

	Total £	Freehold Land and Permanent Buildings £	Equipment and Motor Vehicles £
COST/VALUATION			
At 1 August 2023	147,527,511	145,448,146	2,079,365
Additions	650,783	609,869	40,914
Disposals			
At 31 July 2024	148,178,294	146,058,015	2,120,279
DEPRECIATION			
At 1 August 2023	44,199,587	42,224,945	1,974,642
Charge for the year	3,001,458	2,903,750	97,708
Disposals			
At 31 July 2024	47,201,045	45,128,695	2,072,350
NET BOOK VALUE			
At 31 July 2024	£100,977,249	£100,929,320	£47,929
At 31 July 2023	£103,327,924	£103,223,201	£104,723

The original land and buildings of the School are subject to a permanent endowment. See Note 12.

Depreciation calculated on a historical basis would be lower by £495,700 than the amount shown above (2023: lower by £495,700).

7. FIXED ASSET INVESTMENTS

	Endowment £	Total 2024 £	Total 2023 £
Market value			
At 1 August 2023	1,651,901	1,651,901	1,661,639
Additions	978,095	978,095	360,782
Disposals	(903,438)	(903,438)	(347,881)
Revaluations	119,601	119,601	(22,639)
	1,846,159	1,846,159	1,651,901
Cash awaiting investment	23,086	23,086	28,288
At 31 July 2024	£1,869,245	£1,869,245	£1,680,189

8. STOCKS

	2024 £	2023 £
Catering, cleaning, stationery	£53,957	£57,373

9. DEBTORS

	2024 £	2023 £
Fees	552,109	946,501
Loans to employees	113,000	110,747
Prepayments and accrued income	2,061,099	3,285,634
Other debtors	243,016	77,028
	£2,969,224	£4,419,910

10. CASH AT BANK AND IN HAND

	2024 £	2023 £
Bank deposit and current accounts	£60,843,181	£46,557,156

11a. CREDITORS

	2024 £	2023 £
Fee deposits	3,206,800	2,484,800
Fees received in advance	4,468,335	2,849,692
Advance Fees	3,757,285	1,386,305
Audit & accountancy	44,000	36,000
Accruals and deferred income	4,016,121	4,201,660
Other creditors	565,359	443,195
	16,057,900	11,401,652
Due after one year		
Advance Fees	6,995,963	2,666,814
Pension provision	1,393,000	1,461,000
Other Loans	60,000,000	60,000,000
Total creditors	£84,446,863	£75,529,466

On the 24 July 2019, the School entered into a private placement for £60m funding paid to the School in three tranches to assist in the financing of the School's capital programme. The first drawdown of £20m was received on 24 July 2019 with an interest rate of 3.01% repayable on the 24 September 2054. The second drawdown totalling £40m was received on 24 September 2019; £10m with an interest rate of 2.90% repayable on the 24 September 2044 and £30m with an interest rate of 2.94% repayable on the 24 September 2049. For all three tranches the first interest payment was made on 24 March 2021 and will continue at six-monthly intervals thereafter.

At 31 July the School had the following annual commitments under non-cancellable operating leases:

	2024 £	2023 £
Leases expiring within 1 year	14,504	18,550
Leases expiring between 2 - 5 years	16,655	13,038
Leases expiring greater than 5 years	-	-
	31,159	31,588

11b. ADVANCE FEES

	2024 £	2023 £
After 5 years	400,489	124,069
Within 2 to 5 years	3,556,875	1,524,696
Within 1 to 2 years	3,038,599	1,018,049
	6,995,963	2,666,814
Within 1 year	3,757,285	1,386,305
	£10,753,248	£4,053,119

	2024 £
The movements during the year on the accrued liability under the contracts were:	
Balance at 1 August 2023	4,053,119
New contracts	8,283,243
	12,336,362
Amounts utilised in payment of fees: To the school	(1,583,114)
	£10,753,248

12. ENDOWMENT FUNDS

	Balance at 1 August 2023 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains(losses) £	Balance at 31 July 2024 £
Property Fund	27,789,363	-	-	-	27,789,363
Sinking Fund	300,005	381	-	33,402	333,788
Prize Fund	561,065	17,241	-	61,746	640,052
Furnival Jones Library Fund	26,617	-	-	2,929	29,546
Arthur (Bill) and Beryl Field Memorial Bursary Fund	508,962	-	-	56,012	564,974
Zikel Music Fund	80,750	-	-	8,887	89,637
	29,266,762	17,622	-	162,976	29,447,360

PRIOR YEAR (2023):

	Balance at 1 August 2021 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains(losses) £	Balance at 31 July 2023 £
Property Fund	27,789,363	-	-	-	27,789,363
Sinking Fund	297,015	379	-	2,611	300,005
Prize Fund	564,238	14,766	-	(17,939)	561,065
Furnival Jones Library Fund	27,491	-	-	(874)	26,617
Arthur (Bill) and Beryl Field Memorial Bursary Fund	525,675	-	-	(16,713)	508,962
Zikel Music Fund	83,402	-	-	(2,652)	80,750
	£29,287,184	£15,145	-	£(35,567)	£29,266,762

Property Fund: Represents the net book value as at 31 July 2016 of the endowed property of the School, principally constituting the main Island Site.

Sinking Fund: Represents the recoupment required under a Charity Commission scheme on the utilisation of endowed funds in earlier years which expired in 2022.

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

Furnival Jones Library Fund: Represents a donation received where the capital element was to be retained and the income arising utilised for the library.

Arthur (Bill) and Beryl Field Memorial Bursary Fund: a fund established from which the income is to provide bursarial assistance at the discretion of Governors.

Zikel Music Fund: A fund established from which the income be used for or towards music tuition (including the hire of the associated instrument) for a promising pupil entering the school who would not otherwise be able to afford the cost of such tuition.

13. RESTRICTED FUNDS

	Balance at 1 August 2023 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains/(losses) £	Balance at 31 July 2024 £
Furnival Jones Library Fund	4,552	818	-	-	5,370
Outreach Project	67,884	(3,236)	-	-	64,648
Robin Barnard Bequest	29,750	-	-	-	29,750
Bursary Fund	2,702,275	(681,700)	-	-	2,020,575
LAET	266,038	(90,156)	-	-	175,882
Digital Access	28,651	(14,940)	-	-	13,711
Open Door	54,431	-	-	-	54,431
Arthur (Bill) and Beryl Field Memorial Bursary Fund	73,647	15,640	-	-	89,287
Hardship Fund	74,579	-	-	-	74,579
Other Funds	11,393	-	-	-	11,393
Buildings Fund	201,250	(200,000)	-	-	1,250
Refugee Fund	32,962	(9,736)	-	-	23,226
	3,547,412	(983,310)	-	-	2,564,102

PRIOR YEAR (2023):

	Balance at 1 August 2022 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains/(losses) £	Balance at 31 July 2023 £
Furnival Jones Library Fund	3,833	719	-	-	4,552
Outreach Project	10,773	57,111	-	-	67,884
Robin Barnard Bequest	29,750	-	-	-	29,750
Bursary Fund	2,629,037	73,238	-	-	2,702,275
LAET	618,126	(352,088)	-	-	266,038
Digital Access	28,651	-	-	-	28,651
Open Door	54,431	-	-	-	54,431
Arthur (Bill) and Beryl Field Memorial Bursary Fund	59,890	13,757	-	-	73,647
Learning Support Fund	72,181	(72,181)	-	-	-
Hardship Fund	74,579	-	-	-	74,579
Other Funds	11,393	-	-	-	11,393
Mental Health Fund	77,814	(77,814)	-	-	-
Buildings Fund	201,250	-	-	-	201,250
Refugee Fund	15,134	17,828	-	-	32,962
	£3,886,842	£(339,430)	-	-	£3,547,412

13. RESTRICTED FUNDS (continued)

Library Fund: donations received towards the improvements in library facilities at Highgate School.
Robin Barnard Bequest: for the benefit of pupils wishing to pursue careers in medicine or science.
Bursary Fund: donations received from fundraising to be used to fund future bursaries at the School.
Outreach Project, Capital Projects and E-learning Funds: donations received for the purposes described in the fund name.
Open Door: donation received to encourage pupils in their explanation or understanding of the Christian faith.
Arthur (Bill) and Beryl Field Memorial Bursary Fund: see Note 12.
Zikel Music Fund: see Note 12.
Digital Access: donations received to help children at our partner schools who have little or no access to a computer.
LAET: A fund following a Gala event and other donations throughout the year to raise money for London Academy of Excellence Tottenham (LAET).
Hardship Fund: donations received to help families who are struggling to pay fees due to unforeseen circumstances.
Other: donations received for CCF and PPS/JS.
Learning Support: donation received for additional staffing to strengthen Learning Support.
Mental Health: donation received towards staffing costs for enhanced mental health provision.
Buildings Fund: donation received to help develop the buildings/fabric of the School.

14. UNRESTRICTED FUNDS

	Balance at 1 August 2023 £	Net income/ (expenditure) £	Transfers between funds £	Investment gains/ (losses) £	Balance at 31 July 2024 £
Designated Funds					
Property Fund	47,698,912	-	2,555,619	-	50,254,531
General Funds					
Revenue Reserve	-	2,555,619	(2,555,619)	-	-
TOTAL	47,698,912	2,555,619	-	-	50,254,531

PRIOR YEAR (2023):

	Balance at 1 August 2022 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains/ (losses) £	Balance at 31 July 2023 £
Designated Funds					
Property Fund	46,738,628	-	960,284	-	47,698,912
General Funds					
Revenue Reserve	-	960,284	(960,284)	-	-
TOTAL	46,738,628	960,284	-	-	47,698,912

The Property Fund reflects the net book value of unrestricted fixed assets together with the proceeds of asset disposals which the Governors intend to reinvest in fixed assets.

15. ANALYSIS OF THE NET ASSETS BETWEEN FUNDS

	Fixed Assets £	Investments £	Net Current Assets less Liabilities £	Long term Liabilities £	Total £
Endowment Funds	27,789,363	1,869,245	(211,248)	-	29,447,360
Restricted Funds	-	-	2,564,102	-	2,564,102
Unrestricted :					
General	-	-	-	-	-
Designated	73,187,886	-	45,455,608	(68,388,963)	50,254,531
	100,977,249	1,869,245	47,808,462	(68,388,963)	82,265,993

PRIOR YEAR (2023):

	Fixed Assets £	Investments £	Net Current Assets less Liabilities £	Long term Liabilities £	Total £
Endowment Funds	27,789,363	1,680,189	(202,790)	-	29,266,762
Restricted Funds	-	-	3,547,412	-	3,547,412
Unrestricted :					
General	-	-	-	-	-
Designated	75,538,561	-	36,288,165	(64,127,814)	47,698,912
	103,327,924	1,680,189	39,632,787	(64,127,814)	80,513,086

16. CAPITAL COMMITMENTS

	2024	2023
Authorised and contracted for	£3,233,985	£152,765

17. PENSION COMMITMENTS

Teachers' Pension Scheme

The School participates in the Teachers' Pension Scheme ("the TPS") for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £3,925,119 (2023: £3,461,935) and at the year-end £Nil (2023 - £Nil) was accrued in respect of contributions to this scheme.

The TPS is an unfunded multi-employer defined benefits pension scheme governed by The Teachers' Pensions Regulations 2010 (as amended) and The Teachers' Pension Scheme Regulations 2014 (as amended). Members contribute on a "pay as you go" basis with contributions from members and the employer being credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

The employer contribution rate is set by the Secretary of State following scheme valuations undertaken by the Government Actuary's Department. The most recent actuarial valuation of the TPS was prepared as at 31 March 2020 and the Valuation Report was published in October 2023.

17. PENSION COMMITMENTS (continued)

Teachers' Pension Scheme (continued)
Following the McCloud judgement, the remedy proposed that when benefits become payable, eligible members can select to receive them from either the reformed or legacy schemes for the period 1 April 2015 to 31 March 2022. The actuaries have assumed that members are likely to choose the option that provides them with the greater benefits, and in preparing the 2020 valuation have valued the 'greater value' benefits for groups of relevant members.

The employer contribution rate for the TPS is 28.6%, and employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 28.68%.

Support Staff Pension Scheme
With effect from 1 December 2022, Support Staff have been offered membership of the Aviva Pension Trust for Independent Schools (APTIS), a defined contribution pension scheme.

Prior to that date, Support Staff were able to join the Independent School's Pension Scheme (ISPEN). ISPEN is a multi-employer defined benefit scheme. The last formal valuation of the scheme was performed as at 30 September 2020 by a professionally qualified actuary using the Projected Unit Method. The market value of the scheme's assets at the valuation date was £201.1 million. The valuation revealed a shortfall of assets compared with the value of liabilities of £55.2 million. Following consideration of the results of the actuarial valuation, it was agreed that the shortfall of £55.2 million would be dealt with by the payment of deficit contributions, from all participating employers allocated in line with their estimated share of the scheme liabilities, of £2.7 million per annum from 1 September 2022 to 30 June 2032. As at year-end the amounts recognised within creditors in line with the repayment schedule for the deficit contributions are noted within Note 11. These balances are £219,000 (2023: £213,000) due in less than one year and £1,393,000 (2023: £1,461,000) due in more than one year.

There is a potential debt on the employer that could be levied by the Trustees of the scheme. The debt is due in the event of the employer ceasing to participate in the scheme or the scheme winding up. Highgate School has been notified by the Pensions Trust of the estimated employer debt on withdrawal from the Independent Schools' Pension Scheme based on the financial position of the scheme as at 30 September 2023. As of this date the estimated employer debt was £6,598,089. As in prior years and best practice, this amount is not provided for in the accounts as the School has not fully withdrawn from the scheme.

18. CONSOLIDATED STATEMENT OF FINANCIAL ACTIVITIES COMPARATIVE FIGURES BY FUND

	Notes	General Funds £	Designated Funds £	Restricted Funds £	Endowment Funds £	Total 2023 £
INCOME FROM:						
Charitable activities						
School fees receivable	1	42,084,977	-	-	-	42,084,977
Other educational income	2	626,751	-	-	-	626,751
Ancillary trading income	2	2,272,406	-	-	-	2,272,406
Investments						
Bank and other interest		1,487,477	-	-	140	1,487,617
Investment income		5,842	-	16,659	15,005	37,506
Voluntary sources						
Donations	3	57,095	-	813,793	-	870,888
Total Income		46,534,548	-	830,452	15,145	47,380,145
EXPENDITURE ON:						
Raising funds						
Fundraising and development		204,643	-	-	-	204,643
Finance costs		1,774,000	-	-	-	1,774,000
Charitable activities						
School operating costs		43,595,621	-	1,169,882	-	44,765,503
Total expenditure	4	45,574,264	-	1,169,882	-	46,744,146
NET INCOME		960,284	-	(339,430)	15,145	635,999
Gains on investment assets		-	-	-	(35,567)	(35,567)
Transfers between funds	14	(960,284)	960,284	-	-	-
Net movement in funds		-	960,284	(339,430)	(20,422)	600,432
Balances brought forward at 1 August 2022		-	46,738,628	3,886,842	29,287,184	79,912,654
Balances carried forward at 31 July 2023		-	47,698,912	3,547,412	29,266,762	£80,513,086

SIR ROGER CHOLMELEY'S SCHOOL AT HIGHGATE

England & Wales - Charity number 312765

Accounts

HIGHGATE

HIGHGATE SCHOOL

GOVERNORS' ANNUAL REPORT AND ACCOUNTS

FOR THE YEAR ENDED 31 JULY 2023

Haysmacintyre LLP
Chartered Accountants
Registered Auditors

HIGHGATE SCHOOL

REPORT AND ACCOUNTS

FOR THE YEAR ENDED 31 JULY 2023

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CHAIRMAN'S FOREWORD

Following another year of excellent achievement, across many fronts as described more fully herein, I am pleased to present Highgate School's report and accounts for the year ending 31 July 2023.

We have continued to focus on many important aspects of our Development Plan in areas including wellbeing (both pupil and staff), sustainability and inclusion and diversity. However, our continuing imperatives as a school – to keep pupils safe and happy and to ensure that they receive the best possible education – remain constants; I am particularly pleased to highlight the GCSE and A-Level achievements and university acceptances as detailed on page 4. I hope that this report will enable those interested in Highgate to understand something of the energy and self-reflective determination which characterise the School in consistently striving to improve how those imperatives are delivered. Additionally, significant commitment continues, and I hope is captured within the narrative, to look at how we can strengthen what it means, as a school, to be a charity; I and my fellow governors strongly support the Head's determination to pursue greater impact still of Highgate as a charity.

Progress continued to be made on the necessary planning applications to deliver the estate plan set out in Haringey's Supplementary Planning Document for the School; at year end, we were working with the community on a detailed consultation process as part of the applications. Like our predecessors, we need to look to the needs of succeeding generations as well as the present, carefully balancing inter-generational costs where past investment in facilities benefit today's pupils and investment now benefits current and future pupils.

Financially, we continue to manage the challenges of significantly higher costs, particularly in energy and food where expenditure increased from the previous year in the region of 110% and 23% respectively; our income benefited from the higher interest rates achieved on the remaining private placement funds, drawn in 2019 to assist in the estate plan mentioned above, and the continued generosity of our donors (donations are not largely readily available for school use because most are restricted). Without the bank and other interest receivable, which has been significantly higher than budget due to unknown increases in interest rates, there would have been a deficit on general funds.

In the Summer Term 2023, the School undertook a Listening Exercise in which parents were invited to attend one of twelve externally moderated sessions at which they could express their views about whatever they chose; these included fees and affordability, communications, operational costs and building works. We continue to reflect on the issues raised during these sessions, communicating regularly with our parent body on progress.

I take this opportunity to thank the staff for their enthusiasm and all that they do both to sustain and enhance the quality and standing of the School, and to spread the same standards of quality and excellence among our growing range of partner schools. I thank also my fellow governors for their support and unswerving commitment to the School.

Bob Rothenberg MBE

CHARITABLE OBJECTS

Our charitable objects are set out in the Scheme of Governance as: (1) the advancement of education by the provision of a school in or near Highgate, the provision of incidental or ancillary educational activities, and the undertaking of associated activities for the benefit of the public; and (2) in so far as the Governors think fit (and so long as they, in their discretion, consider that the object stated in clause 1 is being properly provided for) the relief of the poor.

These objects have been achieved in-year as set out in the 'Objectives as a School 2022-23' and 'Objectives as a Charity 2022-23'.

OBJECTIVES AS A SCHOOL 2022-23

The School was in its third year of its 2020-25 development plan. Within this plan, the School's Vision Statement is stated as:

> "In what we plan to do, what we actually do and how we measure our success, our pupils are our starting point: what they experience as children and young adults, what they become and the lives they are able and inspired to lead. So, let us imagine our pupils as they leave us:
>
> We imagine a happy, cohesive community whose pupils, from many different backgrounds, have learnt to respect and value the experience which emerges from diversity and who have grown up in a school which has taken nothing for granted and has cleared the way for all children, whatever their prior experience, to feel welcome and to thrive.
>
> They will enjoy life to the full and value their friendships. Open-minded and alert to opportunity, they will leave us for places on competitive courses in a wide range of universities in the UK and around the world, with the ambition, motivation, skills and staying power to equip them to study independently and with success. In their academic learning as well as in their lives beyond the classroom they will have developed 'soft' skills along with qualities of self-awareness, resilience and self-confidence. They will have developed their emotional and mental as well as their physical health and will have insight into ways of preventing and getting help for ill health, without fear or shame. They will do voluntary work, work experience and internships and will be adept at matching their skills and attributes against possibilities ahead. They will have worked in partnership with young people in other schools and broken out of any school bubble.
>
> The way they have journeyed to their exams, and the understanding that remains with them thereafter, will be as important as their grades. They will be creative, rigorous and eager thinkers and readers who have pursued learning for its own sake. They will have had a taste of competition and of the energising effect of entrepreneurship; they will be well informed about ways of living and working sustainably. They will have a range of hobbies and interests in which they will have participated with enjoyment and commitment. In these, and through service to others, they will have grown as individuals who can lead and can serve. They will be thoughtful and open-minded, conscious of the advantages they have enjoyed and of the choices and obligations such advantage should bring."

The School's strategic aims and actions for the whole school are stated as:

- **Embedding Highgate is Here**. Continue to establish Highgate is Here as our enduring charitable campaign, encompassing both our long term commitment to our bursary provision and partnerships and our response to emerging community needs, such as support for refugee children and a commitment to digital access; Expanding partnership and opportunity: establishing 'Chrysalis East' for the London Academy of Excellence Tottenham's (LAET) feeder schools, supporting pupils in these schools and local primary schools to improve outcomes in Tottenham and increase the number of children able to access a Sixth Form education at LAET.

OBJECTIVES AS A SCHOOL 2022-23 (continued)

- **Inclusion**. Making our School 'actively anti-racist'; ensuring the voices and experiences of pupils inform change and policy; Increasing diversity in pupil applications; Initiating curriculum review and change; Investing in and improving staff inclusion and diversity through targeted recruitment and sector-wide engagement to encourage graduates from minoritised ethnic groups to look at teaching.
- **Sustainability.** Continuing to embed environmental sustainability into our thinking and actions. As a school, Highgate has a central role to play in educating our pupils, staff (and parents) about the importance of environmental sustainability. Our intent is set out in our Environmental Sustainability Strategy Plan.
- **Income generation to support our charitable objectives**. Identifying and testing out opportunities for alternative income generation.
- **Improving and renewing facilities**. Enacting our estate master plan to improve and enhance facilities in sport, science, drama, music and for specialist sixth form teaching.
- **Making life easier and better.** Professionalising school-home communications; Introducing 'wrap-around care' for pupils in the Pre-Prep and Junior Schools; Making it easier to travel to school (expanding school bus routes, lobbying to improve safer cycle routes, introducing walking buses).
- **Keeping balance in the curriculum.** Enabling and getting pupils to do what they love; making the case for all subjects as needed, especially the humanities and creative arts.
- **Building capacity and change management.** Investing in long-term teacher recruitment; Dealing with the challenges of and identifying the opportunities in the interruption caused by building works and in re-siting core teaching facilities; Harnessing the best of digital/remote learning/other related activities.

Within our Pre-Preparatory School (Reception and Years 1-2), the overview of objectives for 2022-23 is:

- To design and deliver a rigorous yet exploratory and child-led curriculum that ignites curiosity and motivates children to embark on a lifetime of learning.
- To promote a sustainable footprint within the Pre-Preparatory School.
- To ensure a sense of belonging for all pupils, staff and families.
- To continue to develop the Pre-Preparatory School's role in sustaining strong and valuable Community Partnerships.
- To promote wellbeing of all members of the Pre-Preparatory School community.

Within our Junior School (Years 3-6), the overview of objectives for 2022-23 is:

- To extend opportunities for academic stretch and challenge, 'for taking risks without consequences', throughout the Junior School, keeping these flexible and accessible.
- To provide pastoral and academic support for the first Junior School bursary pupils and their families to ensure that they are settled, happy and equipped to thrive in our school.
- To optimise and communicate the opportunities of being a larger Junior School through choice.

Within our Senior School (Years 7-13), the overview of objectives for 2022-23 is:

- To encourage a culture of reading.
- To consider the needs and profiles of all pupils with a specific focus on neurodiversity.
- To train and support staff to deliver effective, proactive pastoral care that targets the specific needs of individual pupils.
- To empower pupils by helping them to manage their own wellbeing.
- To deepen community engagement by mobilising pupils to 're-think' the future and become positive agents of change in their school and beyond.

OBJECTIVES AS A SCHOOL 2022-23 (continued)

ACTIVITIES OF THE SCHOOL

Academic

Pre-Preparatory School. In September 2022, we welcomed 60 children to our reception year group; this was our first full intake of 60 new children following the closure of the nursery classes the previous year. In order to accommodate the growing number of pupils, a new extension, incorporating 3 additional classrooms and a new library was completed. The classrooms were ready for use in September and the library was in use by October half-term. The opportunity was taken to audit and update the books within the library to ensure they were appropriate and inclusive when they were moved to the new space.

The teaching and learning focus this year has been on creating more opportunities for children to lead their own learning and to increase the autonomy that they have in the classroom. This year the School has focused greatly on embedding active learning and the use of guided exploration in the Key Stage One classrooms to do this. All staff have benefitted from significant levels of training in facilitating and extending learning through questioning and provocation. In the Summer Term the whole School embraced planning and teaching from our new refreshed curriculum. The curriculum promotes pupil agency through community-based projects. In the Lent Term, Reception children visited a local care home as part of a project looking at caring professions within the local community. As part of a project on displacement and migration, Year 2 children created welcome packages for refugee children and visited a local drop-in centre to give these to children who had recently arrived in London.

Junior School. Last academic year, the Junior School curriculum continued to provide rigorous yet creative content for all ability levels across the subjects. In Maths, regular mental maths practice was reinstated in all year groups to support recall, reasoning and fluency. The content and staff for this additional provision will be further supported by the newly appointed Head of Stem for 2023-24. In English, diversification of texts and library stock in general continued to enhance the Junior School literacy provision, and a comprehensive standardised assessment system was mapped out to inform subject planning for the next phase of curriculum development. Pupils have enjoyed many successes through maths and literary competitions, e.g. Primary Maths Challenge, Young Writers' Competitions, First News Live Interviews with the Prime Minister and other public figures. Outside the core subjects, pupils have studied a wide range of content designed to develop their application of practical skills (through Science, DTE (Design, Technology and Engineering), Computing, Art, SpEx, Music and Drama) as well as critical and creative thinking (through Humanities, RPE (Religion, Philosophy and Ethics) and MFL (Modern Foreign Languages)). Learning in these subjects have extended outside the classroom with the children exploring outdoor spaces of the School to complete project work as well as explore their learning through the Trips and Visits programme with workshops including the Victorians, Macbeth and Mexicolore as well as trips to the RAF museum, Royal Courts of Justice and Bletchley Park.

Senior School. Colleagues were understandably anxious about the second phase of Ofqual's stated aim to re-align public examination results with pre-pandemic levels. Teachers were not sure how much examination boards would need to tighten their grade boundaries and felt more than a little uncertain when making examination predictions, particularly in light of what this meant for pupils holding competitive UCAS offers.

In the event, the drop in top grades from 2022 was not too severe (a few departments actually improved on the previous year's results) and Highgate's overall results were above those of 2019. At GCSE, the pupils achieved 50.1% grade 9, 78.9% grades 8/9 and 92.9% grades 7/8/9. At A Level, the pupils achieved 46.5% A* (or its Pre-U equivalent), 82.8% A*/A and 94.9% A*/A/B. Most pleasingly, the significant majority of our Y13 cohort were well-served by their grades for university entrance: 82.2% of pupils were accepted by the first-choice university and a further 10.1% of pupils were accepted into their insurance choice university. These proportions were in line with our very pleasing results from 2019.

ACTIVITIES OF THE SCHOOL (continued)

Academic (continued)

Senior School (continued). Overall, our well-established ethos of teaching beyond the examination syllabuses and delaying coaching pupils in the particulars of marking schemes and question types until necessary was successful in ensuring public examinations did not dominate pupils' thinking throughout the potentially fraught academic year. It is very pleasing to note that "learning for its own sake" remains well-established amongst pupils and teachers.

Heads of Departments continue to emphasise the importance of colleagues' regular engagement with their subjects as academic disciplines beyond their course syllabuses, and thoughtful reviews of each department's existing extension programme for Year 12 pupils provided numerous opportunities for colleagues' subject development. Likewise, Heads of Departments' review of their arrangements for university mentoring also provided colleagues with opportunities to sharpen their subject knowledge.

Colleagues continue to engage with important issues relating to inclusion and diversity. Schemes of work look very different as a result of several years' development and new topics continue to be rolled out. We spent a good deal of time – within subjects, as committees of subject leaders, and in cross-departmental groups – thinking about neurodiversity, and how teachers normalise conversations with pupils about their needs, as well as how to adapt lessons to the profiles of all pupils. In this, we were ably led by colleagues in our well-resourced Learning Support department. This work continues as a particular focus into 2023-24.

Co-curricular

The co-curricular life of all three schools has continued to form an integral part of pupils' educational experience. Almost every pupil, in every year group, has contributed to at least one co-curricular venture; nearly every member of teaching staff, and an increasing number of support staff, have also supported these activities.

Pre-Preparatory School. The Pre-Preparatory School continues to offer a wide range of optional clubs before, during and after the school day. These range from tennis, dance, Lego, gardening, Science, and drama, to name but a few. The children love attending these clubs and their suggestions feed into the offer for future terms. In addition, we offer wrap-around care from 0745 until the start of the school day and from 1530-1800 in the evening, which are proving to be increasingly popular.

Junior School. The Junior School co-curricular life builds on the success of the previous years' provision by providing an increasing range of opportunities that develop curiosity and further challenge pupils of all ability levels. With over 90 weekly clubs, including Fencing, Gardening and Skateboarding, pupils gain new skills that foster intrapersonal skills and forge friendships with children across year groups. Through Partnership Clubs with local state schools, pupils learn from others across the community in Drama, Science and Music.

It was an excellent year for Junior School Sport and Exercise (SpEx) with all sports being delivered as fully co-educational and producing some fantastic mixed teams across multiple sports throughout the year groups. Highlights include our gymnasts taking part in their first external club competition and the girls U11 football team achieving both regional and national success, representing both Tottenham Hotspur in the Premier League Stars Final at Elland Road and Highgate Junior School at St George's Park in the Independent Schools' Football Association (ISFA) Cup Final. Also in football, the boys represented Highgate in the ISFA Cup and Haringey competitions.

ACTIVITIES OF THE SCHOOL (continued)

Co-curricular (continued)

Senior School. In the Senior School, all pupils from Years 7 to 10 are required to attend a lunchtime activity once a week, which include the Duke of Edinburgh's Award Scheme (DofE), spinning, debating, cross-stitching, and Combined Cadet Force (CCF) to name but a few. Pupils of all age groups are also encouraged to attend at least one of a vast number of lunch-time clubs and societies. These are advertised enthusiastically by current attendees, from both the pupil and staff bodies, at Society Fairs in September. Several pupils support younger pupils or help staff run the in-person activities. New clubs, such as Film Society and Dungeons and Dragons, have recently emerged as a result of pupils across the year groups taking the initiative to run activities themselves.

In June, all pupils in Year 9 took part in an off-timetable co-curricular day where they were asked to choose a couple of activities that they had not tried before, such as fishing and urban foraging.

Sport and Exercise (SpEx)

Sport and Exercise (SpEx) at Highgate is a pupil-centred programme, which aims to unlock every child's potential by exposing them to experiences and opportunities that guide them towards Sports Pathways in which they are invested. The 2022-23 academic year saw a number of initiatives come to fruition, namely the relaunch of our SpEx Tours Programme with domestic and international trips to Manchester and Holland/Jersey respectively, and the implementation of the In Her Shoes initiative to our Exercise and Parent Seminar curriculum.

Junior School pupils took part in various SpEx events, including the annual Giving Day challenges, where pupils aimed to complete rowing, cycling and running distance challenges to unlock funding for Highgate is Here.

The acquisition of SOCS Sport allowed us to track pupil attendance to fixtures more closely, with 825 pupils participating in competitive sport in the Senior School during the 2022-23 academic year across 15 different sports. Our most notable achievements in the Senior School included Middlesex County Competition wins for the U12 Football and U13 Netball teams, with further team achievements at the National Fives Championships for our U14, U15 and U16 girls' pair, and an U18 Girls' Cross Country win at the Wellington Relays earlier in the year.

At the SpEx Awards Evening in June, honours were presented in the following categories: Great Britain and England representation (9), County representation (43), with Outstanding Achievements and Sports Commendations awarded to a total of 82 pupils who demonstrated outstanding performance and commitment to school sport at Highgate.

ACTIVITIES OF THE SCHOOL (continued)

Co-curricular (continued)

Music

The music department enjoyed an exciting programme of concerts again in 2022-23. In addition to our established calendar of solo platform, small and large ensemble, jazz and contemporary music concerts, this year we launched two new initiatives. Following the huge success of the annual Highgate Young Musician of the Year competition for senior pupils, in May, we hosted the inaugural Highgate Emerging Talent Festival aimed specifically to celebrate the musical talent that is developing in the lower school. Over 100 pupils performed in the festival which culminated in a prize winners' concert that was attended enthusiastically by parents and carers. In March we hosted our first Music Theatre Showcase which featured pupils performing solos and duets bringing the sounds of the West End to our Drama Studio!

Our links to our sister school LAET continue to grow and we collaborated once again on several occasions this year. Highlights included musicians from both schools performing together in a spectacular contemporary music concert at Kings Place and a performance at the finals of the National Festival of Music for Youth in Birmingham.

Our large ensemble schedule continues to flourish and the Michaelmas Term culminated in a fantastic concert in the Junior School Hall under the imaginative title of 'Schubert, Mahler, Mendelssohn and other Romantics'. Repertoire was carefully selected to ambitiously take the audience 'from the physical to the meta-physical in a sumptuous celebration of German Romanticism!' performed by our senior orchestras and choirs. In the Lent Term we curated a stunning large ensemble concert at Southwark Cathedral titled 'Balance'. In this concert we celebrated both the under-represented and the established in a joyful and uplifting evening of music featuring music by Florence Price, Vivaldi, Mozart, Hildegard Von Bingen, Holst, Sibelius, Doreen Carwithen, Arvo Pärt and JS Bach. The Summer Term highlight was a big outdoor concert on the Festival Stage.

The instrumental music scheme has continued to grow with more than 830 pupils, from across the Senior and Junior Schools, involved in individual music lessons with 53 Visiting Music Teachers.

Drama

The year started with a beautifully atmospheric production of Jane Eyre, featuring pupils in Years 9 to 11. An enormous metal scaffold set and elaborate period costumes, made this a visually striking production. House Drama raised the bar yet again, with a standout performance from Southgate who rightly took the trophy home with their theatrical adaptation of a famous TV series. OC Tash Knight gave the adjudication. The biggest excitement of the year was being able to perform up at the Edinburgh Fringe for the first time since the pandemic. In collaboration with London Academy of Excellence Tottenham (LAET), we took a production of Love's Labour's Lost and two new plays, written by pupils from both schools, one of which had been shorted listed for the National Theatre's New Views playwriting scheme.

Pastoral and Pupil Wellbeing

Pastoral

Further to the developments in the pastoral team in the past three years, we have continued to evolve our new structure, with the Deputy Head Pastoral line managing a Director of Pupil Wellbeing and a Director of Safeguarding (who also takes responsibility as lead Designated Safety Lead (DSL)).

ACTIVITIES OF THE SCHOOL (continued)

Pastoral (continued)

Regarding safeguarding, our focus has been on continuing to respond to the recommendations of the Haringey Audit (November 2021) and the Independent Review (January 2022) to make our safeguarding an exemplar of best practice: simplifying policy and making it accessible to all; and evaluating the impact of safeguarding on behaviour, attitudes and culture. A full review of safeguarding and related policies has been completed in collaboration with the School's solicitors, with a simplified set released in September 2023. Evaluation has become regular practice, with a new internal audit process in place alongside formal external audits, which this year have focused on school culture. Internal supervision is available to DSLs and pastoral leaders to support the process of reflection, and more safeguarding training is being delivered in-house (with the process of formally accrediting our Level 1 training underway), which allows personalisation to our unique school context as well as fuller opportunities for evaluating impact.

The Director of Safeguarding works across the three schools; this model facilitates working together and has enabled better support for families with children across the schools. The early intervention model being developed, with the support of student social workers, has been well received by parents and carers. Further developments include: all Senior School teachers having access to CPOMS (Child Protection Online Monitoring System) for recording pupil safeguarding concerns; the introduction of CPOMS StaffSafe for recording Low Level Concerns; development of parent workshops; and the introduction of termly pupil and staff focus groups to evaluate attitudes to and understanding of different areas of safeguarding.

Our continuing pastoral imperative more broadly is to train and support staff to deliver effective, proactive pastoral care that keeps safeguarding at its heart and targets the specific needs of individual pupils. To achieve this, we have developed a 3-year training plan which focuses on training in wellbeing, safeguarding, inclusion and pastoral care. This year was focused on implementing a strong safeguarding foundation with specialist input that reflects learning from safeguarding audits and reviews. In this year of training, feedback from staff was sought to gain an understanding of areas of strengths and development; the programme also included informing practice with learning from serious case reviews and changes in legislation and policy. Feedback and learning from this year will support planning for year two.

Training is delivered in multiple formats, including weekly newsletters, optional CPD (Continuing Professional Development) workshops, and compulsory INSET (in-service training) sessions. Training has this year focused on: anti-bullying; restorative justice; contextual safeguarding; adverse childhood experiences; emotional based school avoidance; affluent neglect; gender identity; child-on-child abuse; working with privileged children and families; bereavement; Low Level Concerns; masculinity and online misogyny influencers; contextual safeguarding; achieving best evidence interview skills; Prevent; Early Help; self-harm awareness; online safety; and substance misuse. Staff have also completed safeguarding scenarios related to radicalisation and substance misuse, adapted for all three school settings.

Moreover, we have continued to work towards empowering pupils to positively manage their own wellbeing, and empower parents and staff to understand and promote young people's management of their own wellbeing. Michaelmas Term brought the development of the wellbeing team and a more robust service; with two senior school wellbeing practitioners in post, a daily drop-in service was introduced, offering pupils a safe space for informal support and to help them learn tools to emotionally regulate. There are now five counsellors and two play therapists across the foundation with the counselling service offering CBT (Cognitive Behavioural Therapy), psychodynamic, integrative and art therapy. The development of the wellbeing team has allowed clearer distinction in supporting pupils' mental health, addressed with counsellors, or wellbeing needs, addressed with wellbeing practitioners.

ACTIVITIES OF THE SCHOOL (continued)

Pastoral (continued)

Parents have been offered workshops on understanding eating disorders, bereavement, self-harm, and substance misuse. The review of mental health in the Senior School PSHE (Personal, Social, Health and Economic) curriculum has also been a key aspect of empowering pupils to manage their own wellbeing. A parent and staff session on self-harm awareness, designed to support parents in helping young people manage their own mental health difficulties, proved very popular. We intend to run a programme of speakers on mental health topics on a regular cycle. In addition, parent pastoral presentation evenings in the Senior School have included talks on resilience and managing stress.

Pastoral work has continued to be strongly informed by our inclusion projects, with an aim being to focus on inclusivity and embedding active anti-racism by working in partnership with parents, staff and pupils to build a culture of kindness, respect and inclusion in which all members of the community are encouraged to build positive relationships and feel a strong sense of belonging. The Heads of School made 'belonging' their key focus this year and led pupil voice projects, including peer education workshops, assemblies and (recently) the development of a podcast to promote inclusion and belonging within the Senior School pupil community. In addition, the updated pupil Code of Conduct now includes as its first item: 'Ensure the School is a safe, caring, and respectful environment where bullying and abuse is not tolerated', and teachers have received training in how to proactively support this culture of kindness, respect and inclusion. In the Senior School and Junior School we have also begun an externally supported programme designed to help us tackle prejudice and identity-based bullying.

Pupil Wellbeing

The wellbeing team work alongside the pastoral team to promote a collaborative approach to embedding a whole school response to pupil wellbeing. The wellbeing service, alongside inclusion, safeguarding and pastoral, form WISP (Wellbeing, Inclusion, Safeguarding and Pastoral), with the Directors of each area meeting half-termly to think strategically about all four areas to improve policy and practice and ensure a close working relationship. The WISP team also work closely with the pupil WISC (Wellbeing Inclusion Safeguarding Committee) team to ensure that pupil voice is included in our strategic planning for the provision.

Michaelmas Term also saw the introduction of 'TeenTips' an online wellbeing hub with a range of resources for the parent, staff and pupil community. This supports the development plan of stronger parent education around mental health, developing pastoral staff skill in triaging and signposting pupils to the appropriate support and destigmatising seeking mental health support amongst the pupil cohort.

Following the full review of the PSHE curriculum, as recommended by the Haringey Audit and Independent Reviews, the Director of Pupil Wellbeing has worked closely with the recently appointed Head of PSHE to inform and educate pupils about key mental health themes and embed positive wellbeing strategies within the PSHE curriculum. This further supports the messaging of developing agency, belonging and competence amongst pupils. There are also a series of parent workshops planned across the 2023-24 academic year to reinforce the education and awareness around mental health at home.

In September 2022, the Senior Deputy Head provided an update on the Staff Wellbeing Strategy Plan and the five core pillars: mental and physical health; learning and development; community; support systems, and the working environment. At the joint INSET with LAET, in January, we prioritised staff professional development through a range of seminars on topics as diverse as 'Women's Health in the Workplace' and 'Moving into Leadership.' This year, we have run Resilient Leaders Elements (RLE) training for 23 middle managers (teaching and support staff), provided individual leadership training for several members of the Senior Team and completed colour profiling

ACTIVITIES OF THE SCHOOL (continued)

Staff Wellbeing

work with designated teams; the Senior Leadership Team in the Junior School has also completed the RLE programme.

In terms of Mental health and wellbeing, 73% of all staff completed a comprehensive wellbeing survey with an external provider (Welbee); the results were shared with staff at INSET in September 2023 and priority actions will be incorporated into the Wellbeing Improvement Plan. Fifteen Pastoral Staff in the Senior School completed a two-day MHFA (Mental Health First Aid) course and joined our team of existing (15) Mental Health First Aiders. We provided bookable counselling slots with Rephael Counselling for some staff, gave all staff access to the Welbee Toolkit and expanded the wellbeing resources on our internal platform, Venn. Additionally, we improved our wellbeing spaces by creating breast-feeding/expressing rooms across the schools, a wellbeing garden in the Junior School, and a wellbeing space in the chapel garden. A dedicated wellbeing space was also introduced in the Senior School at the start of Michaelmas Term 2023 to further emphasis our commitment to pupil wellbeing. The wellbeing space will provide a range of self-regulation resources to feed into the wellbeing development plan of empowering pupils to have some autonomy over low-level wellbeing concerns.

As part of switching to a new support staff pension scheme, additional employee benefits were introduced via the Help@Hand App. With regards to the 'Community' wellbeing pillar, new initiatives, this year, included a running club on Friday, a book club, Spanish lessons for beginners, a Wellbeing Week in the Summer Term and a 'Highgate People' communications campaign.

In terms of staffing, we appointed a Deputy Head Professional (started in September 2023) to oversee day to day staffing issues e.g. flexible working requests; staff training etc. Our current Community Partnership Director has taken on additional responsibility as the Strategic Inclusion Lead and will shape and drive through important work in this area. One of the Assistant Heads has spearheaded important work on maternity/paternity and absence policies and practices, and over 30 staff contributed to working group discussions; the results of this work will be shared during the academic year 2023-24.

Sustainability

Progress has continued in our two core areas of focus: Environmental Education and Environmental Action. In terms of the Environmental Education of our staff, we have taken the following steps: trained all staff at INSET (September 2022) on the Environmental Crisis and the School's strategy; held additional twilight teaching and learning seminars; run carbon literacy and eco-anxiety training (including with LAET) and set up 'Climate Cafes' (learning sharing forums for staff and pupils.) In June 2023, the School ran its second – and successful - London Schools Eco Network Conference for staff from over 40 schools (and other sectors); this has now become an annual feature in the calendar. In July, we published an update on our Environmental Sustainability Strategy Plan, highlighting some of the positive steps we have taken (as set out below).

Environmental Audits have been carried out in all three schools. In the Senior School, following the publication of a detailed audit, a Green Curriculum Working group was set up to enact the recommendations. A new Head of Environmental Sustainability has been appointed (started September 2023) to drive through key aspects of this work. Teachers in the Pre-Preparatory School and the Junior School have continued to make excellent use of the outdoor classroom and have adapted their curricula e.g. the Pre-Preparatory School completed work on 'Sustainable Smoothies', 'Every Good Tern Deserves a Nawhal' and Sustainable Fashion; the Junior School focused on Travel ('Walk to Work Week', Air Pollution Assemblies) and a denim project in 'Fast Fashion Free February'.

ACTIVITIES OF THE SCHOOL (continued)

Sustainability (continued)

In the Senior School, we ran a comprehensive consultation with pupils and the School's environmental work was featured in two blog posts, one for the Independent Schools' Council (ISC) and one for the Head's Conference (HMC). In all three schools, pupils have been actively engaged: the Eco reps in the Pre-Preparatory School and the Junior School have targeted a range of initiatives; the Senior School pupils have taken part in various community partnership days (e.g. Y9 Community and Y10 Environment days) and other related events. Gardening clubs have been delivered to promote bio-diversity and educate pupils.

As part of our planning applications, we have ensured the environmental impact of major building elements uses whole life cycle models and Environmental Product Declarations (EPDs); we have commissioned additional studies and assessments to inform and shape designs, construction, operation and overall lifecycle of the projects; we have set our aspiration for BREEAM (Building Research Establishment Environmental Assessment Methodology) to Excellent where feasible and ensured there are significant levels of landscaping in all schemes.

On our Estate, we have carried out the following improvements: engaged specialist energy advisers to develop our de-carbonsiation plan as part of the Energy Saving Opportunities Scheme (ESOS); reviewed and upgraded all BMS (Building Management System) and heating clocks; more accurately matched heating and cooling with room and building occupation; ensured sustainability is considered as a key factor in the installation or replacement of the plant; carried out a full lighting survey of Senior School and commenced an LED conversion programme; taken steps within IT to reduce carbon emissions; introduced significant energy improvements within the kitchen and dining hall refurbishment; achieved a 50%+ reduction in red meat on the menu, and sourced meat within 100 miles; donated food items and excess food to local food banks and charities (e.g. Food Bank Aid); extended growing, propagation and composting capabilities; planted trees and hedges, and adapted a range of plants; installed swift boxes; continued with the annual 'No Mow May initiative; planned for the construction of a pond on the school site; updated the School Travel Plan and maintained our TfL STARS accreditation – 'Gold' status; run Clean air Weeks, Air Pollution Days, liaised with Haringey council over improvements; promoted the staff 'Cycle to Work' scheme, and enhanced the school bus service and areas covered.

Inclusion and Diversity

Our overall inclusion aim this year was to collect effective and accurate data across our community and ensure the voices and experiences of people from minoritised and marginalised groups informed change with reference to, and beyond, the Equality Act (2010).

An important aspect of this was our commitment to making Highgate School 'actively anti-racist' by enacting the recommendations and priorities from the Flair survey (a survey undertaken by an external company, Flair, in March 2022 to provide a better understanding of pupil and staff experiences to help understand how to improve). We hosted a number of follow up sessions with parents and carers of children who have African and Caribbean heritage, and presented on the work done in light of last year's Flair survey and Afro Caribbean Education Network (ACEN) report. Feedback was overwhelmingly positive.

Following the Flair recommendations, this year we have: encouraged applicants to enrol with the name they use at home and stored the phonetic pronunciation; implemented a restorative justice approach across the school, and trained staff in reporting racism and being specific about the use of discriminatory language; continued to promote a school culture where racism is confidently discussed and challenged e.g. the Y12 bystander programme focussed on anti-racism, and as part of the 'Pre-Preparatory School Book Club' Y13 pupils and members of Senior

ACTIVITIES OF THE SCHOOL (continued)

Inclusion and Diversity (continued)

Team read books which consciously engage with this; continued to work with external consultancy companies in this area (The Clear Company), including to increase the diversity of our staff (Teacheroo/BAMEEd) and pupils (ACEN); sent staff weekly emails from the WISP teams which has included Black History Month resources; continued to work on our recruitment interview questions and panels; reviewed the diversity of our pupil applicants and analysed the progression of those from minoritised ethnic groups.

Following ACEN recommendations, we have: introduced new schemes of work and topics across the school; trained staff and provided regular reminders about the impact of microaggressions; reviewed our marketing. The Director of Admissions and Director of Inclusion spoke at a workshop specifically for parents and carers of Black children in March, with a particular focus on admissions at 4+ and 7+. Pupils involved in the Flair competition to make reporting racism mandatory in schools won best social campaign category. They chose to donate their £200 prize to Show Racism the Red Card. Acknowledging the particulars around discrimination in sport (broadly), we've updated our comms to parents and the lanyards to have a statement of intent around anti-racism in collaboration with Show Racism the Red Card (and anti-sexism in This Girl Can).

We have also continued to embed the culture outlined in the Anti-Sexism and Sexual Violence (ASSV) plan. We have reviewed and RAG rated the 2022 ASSV Plan and the Director of Inclusion gave an update to key stakeholders in March. We have seen in the reports of sexism and in the programmes we run with pupils that there is still work to be done (which is expected) but progress is being made and children and staff are more aware. Collaboration with parents and carers remains vital. International Women's Day provided an opportunity to review progress in this area with pupil-led assemblies in the Senior School working well. INSET training on responding to sexism in the classroom and sports field in the Senior School involving 'ordinary' teachers was well received.

In addition, we have been implementing curriculum review and change across all three schools by exploring opportunities in all aspects of teaching and learning across all subjects. There has been much positive change and many imaginative approaches. The Senior School pupil survey indicated good progress but also areas for improvement. The Director of Inclusion, with the Deputy Head Academic and relevant Heads of Department, has responded to feedback on where the curriculum could be improved (particularly with regards to race). The Junior School inclusion working group continues ably to navigate the complexity of exploring anti-racism and sexism with young children. As ever, the joy of celebrating sameness and difference during One World Week in Pre-Preparatory School was a real highlight.

Finally, we have begun to take a fresh look at systems and policy design with inclusion and belonging in mind, particularly with reference to disability and gender. In Michaelmas Term we ran the first ever staff census; the data will be analysed and published in 2024. We also carried out a pupil survey on the curriculum in the Senior School. We continue to monitor our sanctions, with a particular eye on those given to people with a protected characteristic under the Equality Act 2010, as well as those who receive learning support. Work on a gender policy is in train but on hold pending further government guidance. We have worked closely with the pupil wellbeing, inclusion and safeguarding committee on disability and accessibility and implemented some quick wins. A new set of staff family policies was published, and we will run staff focus groups on returning from pregnancy, or maternity or paternity leave.

ACTIVITIES OF THE SCHOOL (continued)

Careers and Employability

This year's Careers Fair returned to being an in-person event following several years of being online and for the first time was combined to run during the same evening as the annual Higher Education fair. The evening was well attended by over 500 pupils from Highgate, the London Academy of Excellence Tottenham (LAET) and 9 partner schools. During the evening, pupils were able to meet with professionals from a range of sectors and, over the course of the year, 110 former pupils and parents supported careers events ranging from curriculum time alumni panel talks, Year 12 employability interviews and pupil Mentoring. The annual Year 10 Employability Day was also well supported by external contacts with the day having a strong focus on sustainability with pupils exploring "Green Careers" while reflecting on their own skills and personal interests.

In addition, pupils continue to access one-to-one sessions with our Careers and Employability Specialist for support including help sourcing work experience, exploring Gap Year opportunities and making degree apprenticeship applications.

OBJECTIVES AS A CHARITY 2022-23

In 2022-23, specific charitable objectives included:

- To continue support across the three pillars of our case for support:: bursaries, partnerships and responding to emerging needs in our community. The latter includes responding to the cost-of-living crisis and support for those facing hardship.
- To continue to support the School's bursary provision to the Junior School to allow children to attend Highgate on means tested fee assisted places from Year 3.

These were in addition to our continuing objectives:

- To continue our commitment to support, as the primary educational sponsor, London Academy of Excellence Tottenham (LAET), which provides an academically selective, well-governed sixth form free school in a local community where such opportunities are lacking.
- To enable teachers to give some of their time to local state schools in mutually beneficial ways, so that more children can have access to the excellent teaching and enriching activities that Highgate pupils enjoy every day and Highgate teachers develop professionally by teaching different pupil cohorts.
- To award a significant number of bursaries so that children for whom Highgate is the right school can access the excellent teaching and enriching activities that Highgate provides, when financially it would otherwise not be possible.
- To grow strong and sustained links with schools, charities and similar organisations within our School's local community.

ACTIVITIES OF OUR CHARITY

Partnership Teaching and Summer School

Highgate's flagship Chrysalis programme - of partnership teaching, higher education access and preparation support, and summer school provision - continues to work in partnership with over 50 schools across all phases of education, as well as special education and virtual schools, in boroughs across London including Haringey, Camden, Islington, Ealing and Newham. This year the Chrysalis programme welcomed new partner schools into the programme including Waltham Forest Virtual School. All three Highgate schools contribute to the delivery of our partnership teaching projects.

ACTIVITIES OF OUR CHARITY (continued)

Partnership Teaching and Summer School (continued)

At the heart of partnership teaching at Highgate sits the London Academy of Excellence Tottenham (LAET). Highgate continues its partnership with LAET primarily through the secondment of circa 9 Full Time Equivalent (FTE) teaching and 0.2 FTE support staff. LAET's exam results continued along an impressive trajectory, with 40% of pupils receiving A*/A grades and 73% A*-B grades. Over 2/3 of LAET leavers progressed to Russell Group universities and 18 students progressed to medicine, veterinary science, or dentistry courses. These results and destinations continue to provide excellence in the east of Haringey, as a marked contrast to the 1% of Tottenham school leavers attending Russell Group universities prior to LAET being founded.

Michaelmas Term saw the induction of a cohort of 5 Chrysalis Teaching Fellows, recent graduates, and Year 13 leavers from the LAET and Highgate alumni joining the Chrysalis team to commence a full programme of in-person projects. The cycle of Chrysalis partnership teaching commences in Michaelmas Term with Highgate teachers and Chrysalis Teaching Fellows delivering maths and science clubs and masterclasses for partner primary school pupils and specialist science and maths enrichment and masterclasses for partner secondary pupils. These masterclasses include STEM sessions for girls with an aim to increase representation for girls in STEM subjects and careers.

The Chrysalis team organised a mock university interviews preparation programme: 248 mock interviews were administered for pupils from 12 Chrysalis partner schools. The mock university interview programme involved 101 Highgate staff members, from 21 subjects and department areas as well as professionals with relevant experience in fields including Medicine and Law. Of the students interviewed, 20% would be the first member of their family to go to university which is an important part of the cohort this programme supports. 89% of participants feel academically challenged in the process and 100% of participants said that they would recommend having a Chrysalis mock university interview.

2022-23 saw Chrysalis and Highgate continue as a delivery partner with MESME (Mathematics Education for Social Mobility and Excellence) Maths Circles, which sees small groups of pupils working on Maths problems under the guidance of a Maths mentor. This year we also worked with LAET so that LAET and Chrysalis East became delivery partners supported by Highgate and LAET's maths departments. Highgate teachers receive training and resources for the programme, MESME benefits from Chrysalis' existing relationships with state schools while pupils benefit from being stretched and challenged by the excellent course material.

Highgate continued delivery of the 'As if by Magic' [AIBM] Chrysalis chemistry partnership roadshow, to primary, secondary, and other specialist partner schools in our network. AIBM visited over 39 schools, with over 7,395 pupils receiving a chemistry masterclass demonstration, this is an increased reach from the previous academic year with over 30% of schools booking the AIBM roadshow being a new school to the programme. Partner school teachers were incredibly positive about AIBM chemistry demonstration, believing it sparked an enthusiasm for science, added benefit beyond their curriculum, and that the young people learnt something new. 100% of teachers said that they would recommend AIBM to other schools to enhance their science provision.

Primary partner school debating resumed to full capacity; 29 pupils from two primary partner schools attended weekly debating preparation clubs from Michaelmas Term 2022 to Lent Term 2023 and the programme culminated in a Debating competition attended by 43 pupils. This programme provided a space for fun, skills and literacy development and enabled pupils from different partner schools to work collaboratively in a fun and healthily competitive way. Throughout the year teachers, Chrysalis Teaching Fellows, and support staff from across all schools lead a programme of partnership projects from drama, music, STEM, languages, and humanities across our partner school network. Three partner primary schools have regular use of our swimming pool and a dedicated programme for looked after children and children with a social worker resumed in 2022-23: the Chrysalis Accelerator programme. Accelerator ran across 8 Saturdays in 2022-23 and participants visited two universities

ACTIVITIES OF OUR CHARITY (continued)

Partnership Teaching and Summer School (continued)

for specialist access and application insights to complement other sessions with art, architecture, careers, mindfulness, outdoor education, and mechanics from Highgate and LAET teachers and external partners.

Each year the Chrysalis programme ends with two summer schools. The primary summer school in July 2023 for pupils from Years 4-5 includes a range of sessions from British Sign Language to robotics, sports and science. These sessions were attended by primary pupils from our Chrysalis partnership school network. The second summer school programme in August 2023 for pupils from Years 10 and 12 includes a range of careers, employability and Higher Education support, a university visit to Oxbridge, and STEM and humanities masterclasses delivered by Highgate and LAET teachers. The summer school was received amazingly by students. 90% of Year 12 students and 100% of Year 10 students would recommend the summer school to others. Following the Summer School, 95% of Year 12 students felt more ambitious about their future and 100% of Year 10 students felt prepared to study their chosen subject at A Level.

Pupil Volunteering and Community Partnerships

In 2022-23 all pupil volunteering and community engagement efforts aligned under the Highgate initiative 'A Connected Community'. 'A Connected Community' aligns with Highgate's school values to foster and promote a sense of connectedness within the school community and to our local, national, and global community outside the school. Highgate pupil voice is instrumental in leading 'A Connected Community' efforts and the Senior School pupil leadership team, as supported by pupil leadership contributions from the Junior School and the Pre-Preparatory School combined to lead a democratic and collaborative 'charity of the year' voting process. Pupils selected charities for each section of the school to remain the chosen charity partners for 2022-23 and 2023-24 academic years. The selected charities were David Nott Foundation (Pre-Preparatory School), World Villages for Children (Junior School), UK Antarctic Heritage Trust (Lower School), Street Child (Middle School), and Women's Aid (Sixth Form). These pupils voted charities were the recipients of the pupil charitable fundraising efforts throughout the year, and they sat alongside responses to varying emerging global crises and support to the Disaster Emergency Committee and ongoing food and household item donations to Food Bank Aid. All pupils and staff engaged in activities for charity week including quizzes, charity races, non-uniform days, and busking and performances in February 2023; this raised over £7,000 split between the selected charities.

Pupils engaged with the local community in a wide variety of ways: pupils in the Pre-Preparatory School and the Junior School were able to visit the Food Bank Aid distribution hub and a partnership with a local elderly care home, Hammerson House, was established. In Senior School pupils connected with the local Wellness Café linked to St. Michael's church with weekly sixth form volunteers cleaning, washing dishes, and speaking to attendees who face loneliness and seek community in this space. All Year 9 pupils participated in one community day, with pupils visiting and volunteering their support at local Chrysalis primary schools, community centres, environmental charities, and litter-picking ventures. All Year 10 pupils participated in an Environment morning which enabled them to learn about environmental issues and challenges, and share their time and efforts to make a positive environmental impact.

ACTIVITIES OF OUR CHARITY (continued)

Bursaries

105 pupils received means-tested fee remission: 100 in the Senior School (including 8 refugee pupils from Ukraine, supported by a new staff role of Refugee Family Support Officer) of whom 56 received 100% fee remission, consistent with our policy to concentrate bursary awards amongst children whose parents or carers are able to pay very little or none of our fees, and; 5 in the Junior School. Thirteen pupils were in addition to their means-tested fee remission given grants towards the cost of uniform and £10,000 was allocated to enable bursary holders to participate in trips for which there is a charge – requests for trip support has increased significantly. Through donations from former pupils (Cholmeleians) and parents, our School also assisted with £38,512 towards the costs of instrumental music lessons and additional expenses for bursary award holders.

The total value of our bursarial support was £2,366,959. Of this figure, our School funded £2,236,312. Six of the 100 Senior School pupils receiving means-tested fee remission were supported by the Friends of Highgate School Society (a registered charity, no. 1056624) which contributed £130,647.

During the 2022-23 academic year, a review of our total support package, beyond fee remission, was initiated with an enhanced "bursary package" anticipated for entrants from 2025 onwards. This will ensure a more appealing and competitive offer for bursary candidates. The 'virtual Head of House' for Bursary pupils is becoming established as a key point of contact for parents and carers, and introductions have been facilitated by home visits and coffee mornings.

A full statement of our policy on bursaries is available on our website; there is also further information available for parents and carers within the admissions section of our website.

Costs associated with charitable activities

In addition to the funding associated with bursaries, approximately £1,415,000 reflects the associated salary costs for the year (including pension and employer's national Insurance) of our Community Partnership Director, administration of and pastoral support for bursary holders, the share of staffing costs associated with partnership teaching programme (including 9.5 full-time equivalent of staff seconded to London Academy of Excellence Tottenham (LAET)) and our Chrysalis Fellows. Around a further £40,000 was also spent during the year on the running costs of our work on partnership teaching and community partnerships, including transport, equipment, and visits to venues.

FUTURE OBJECTIVES

As stated earlier, in September 2020, a new development plan for the period 2020-25 was launched. This plan brings together our current school priorities, the measures we will take to raise standards further and the changes we are planning to bring about better outcomes for our pupils. The plan includes objectives which are unlikely to be achieved without deliberate or renewed, coordinated action. Many critical aspects of Highgate School always remain at the forefront of our thinking throughout – pupil welfare, for example – and are not therefore included unless they are the focus of change or particular development. This development plan will continue to inform our objectives over the next few years.

GOVERNANCE

Structure, governance and management

Our Governors (listed in the next section), who are our Charity's Trustees, are responsible for the governance of our School. Highgate is governed in accordance with our Scheme of Governance, dated 1 September 2005, as amended, and our Governors are members of the Body Corporate of "The Wardens and Governors of the possessions, revenues, and goods of the Free Grammar School of Sir Roger Cholmeley, Knight in Highgate".

Management is under the direction of our Head. Our full governing body meets at least six times a year. The following four sub-committees all meet at least three times a year: (1) Finance, Audit and Risk Committee, (2) Estates Committee, (3) Nominations and Remuneration Committee and (4) Safeguarding Committee. Governors have also established a non-fee income working group. Governors drawn from the sub-committees meet periodically to review the ethical dimensions to school policies and, where required, to consider significant matters of education policy or practice.

The Nominations and Remuneration Committee is responsible for overseeing succession planning to ensure our governing body contains appropriate diversity, experience and skills, and making recommendations to Governors about recruitment processes for new Governors. Recent appointments have involved advertising roles within our School community prior to a sifting and interview process; in 2022-23 we worked with Nurole for the specific appointment of a Deputy Chairman. Four new Governors have been appointed in the Michaelmas Term 2023. All new Governors receive induction training.

The Governing Body can also appoint associate members to serve on one or more of the sub-committees/working groups and/or to attend full Governing Body meetings. Associate members are often selected to draw on expertise and experience from outside the Governor membership. Currently an associate member serves on the Estates Committee, Safeguarding Committee and on the Sustainability and Environmental Executive Committee.

In considering the pay and remuneration for the School's key management personnel, the Nominations and Remuneration Committee, in reaching recommendations for our governing body, consider the nature of the role and responsibilities, trends in pay and competitor salaries in the region available from publicly available sources.

Management

The day-to-day running of our School is delegated to our senior leadership team. The Head, Adam Pettitt, exercises the functions of Chief Executive in leading and directing the Senior, Junior and Pre-Preparatory Schools, and reports to the governing body. The day-to-day responsibility for management of the Junior School and Pre-Preparatory School is exercised by the respective Principals, who report to the Head: Philippa Studd (Principal of the Junior School) and Sally Hancock (Principal of the Pre-Preparatory School).

The Head is assisted in the Senior School by two Senior Deputy Heads, Todd Lindsay and Louise Shelley, a Deputy Head (Academic), James Newton, and a Deputy Head (Pastoral), Rebecca Golland together with a number of Assistant Heads. From September 2023, an additional Deputy Head (Professional) has been appointed.

The Bursar, John Pheasant, is responsible for the management and leadership of support staff, and the financial administration of our School, and reports to the Head. The Bursar also acts as Secretary and Clerk to the governing body, in which role he reports directly to the Chairman.

The Head, Principals of the Junior and Pre-Preparatory Schools, Deputy Heads and Bursar make up the Strategy Management Committee.

GOVERNORS WHO HELD OFFICE DURING THE YEAR ENDING 31 JULY 2023

	FA&R[1]	Estates[2]	Nom&Rem[3]	Safeguarding[4]
Mark Barber MA MRICS FRGS FRSA	*	*		
Jenny Brown MA(Oxon) *Appointed 20 September 2023*				
Brian Davidson MD FRCS MB ChB MD FRCPS(Glasg) FRCSE(Hon) Deputy Chairman *Resigned 28 January 2023*	*	*	*	
Joan Deslandes BEd(Hons) MA OBE	*			
Sam King KC MA(Cantab)			*	*
Hannah Lewis *Appointed 10 October 2023*	*			
Kevin McCarthy LLB(Hon) BCL(Oxon) Notary Public Deputy Chairman *Appointed 28 November 2023*			*	
Saral Markanday MBChB MSc MRCGP DRCOG *Resigned 11 October 2022*				*
Leonie Morel MScM	*		*	
Tamara Oppenheimer KC *Appointed 10 October 2023*		*		
Kumar Panja BA LLDip	*			*
Aly Patel MA MBA Treasurer	*			
Robert M Rothenberg MBE BA FCA CTA Chairman	*	*	*	
Paul Rothwell MA		*		
Daniel Widdicombe MA				

[1] Member of the Finance, Audit & Risk Committee.
[2] Member of the Estates Committee.
[3] Member of the Nominations and Remuneration Committee.
[4] Member of the Safeguarding Committee.

ADDRESS OF SCHOOL	Highgate School North Road Highgate London N6 4AY
REGISTERED CHARITY NUMBER	312765
AUDITORS	Haysmacintyre LLP 10 Queen Street Place London EC4R 1AG
SOLICITORS	Farrer & Co. LLP 66 Lincoln's Inn Fields London WC2A 3LH
BANKERS	Coutts & Co. St Martin's Branch 440 Strand London WC2R 0QS
INVESTMENT MANAGERS	RBC Brewin Dolphin 12 Smithfield Street London EC1A 9BD

PUPIL NUMBERS AND FEES

Pupil numbers were 1,935 in September 2022. Our fees per term, in 2022-23, were £7,840 (Senior School), £7,190 (Junior School) and £6,790 (Pre-Preparatory School). Our fees are inclusive of lunch, the use of books and stationery, and practically all other extras including future life membership of our alumni society (Cholmeleian Society), field work, one residential trip in Years 7, 8 and 9, and day visits in curricular time.

FINANCES

Total fee income in 2022-23 was £42,084,977. The operating surplus was £635,999. Governors continue their strategy of deploying all net incoming resources to investing in the School and Charity to ensure that Highgate keeps, and indeed works to improve further, its position as a successful place of learning and all-round educational excellence. In the current financial year, £2,621,901 was spent in respect of this investment programme, ensuring that the needs of succeeding generations of pupils are met, as well as the current.

Diversifying non-fee income

The School continues to offer paid-for courses at the Mallinson Sports Centre and facilitate filming opportunities. Further work is being undertaken to explore other non-fee income opportunities including lettings, hirings and wider opportunities such as international schools and provision of a pre-school offering.

FINANCES (continued)

Fundraising approach and performance

We undertake fundraising activities within the school community via direct mail, telephone, community participation activities (such as our pupils' sponsored walk), fundraising events, solicitation of individuals, crowdfunding campaigns and email in line with the Fundraising Code of Practice set by the Fundraising Regulator. Fundraising is overseen by the School's Development Office by staff all of whom have detailed job descriptions associated with their roles and receive appropriate training to reinforce our fundraising ethics. We are registered with the Fundraising Regulator and adhere to the standards of the Fundraising Code of Practice, and act in accordance with the terms listed in the Charity Governance Code. Fundraising activities are open, fair, honest and respectful; the School does not fundraise from constituents who are considered vulnerable or in circumstances which mean an individual is unable to make an informed decision. No formal complaints were received about fundraising activity in the year. Trustees receive regular reports regarding fundraising activity and performance.

The year saw donations towards bursaries, partnerships, general funds and capital projects, taking the total received and pledges from parents and Cholmeleians in the year 2022-23 to £870,888.

Buildings

Governors remain committed to continuing to invest substantially in upgrading and, where necessary, renewing current academic facilities, to ensure that our physical estate meets all emerging requirements to a high standard. Our current priorities include improving drama, music, sports and sixth form facilities, plus renewing services to, and reconfiguring, our Senior School's science laboratories. Additionally, in a drive to maintain our first-rate facilities, our School continues to preserve its historic buildings to improve the look of our School for the benefit of staff, pupils and the local community. Consequently work will continue, as part of our extensive capital development programme, in upgrading teaching facilities and repairing the fabric of our historic buildings. During 2022-23 a number of planning applications were submitted in line with a Supplementary Planning Document (SPD) for the School's estate that was adopted on 9 March 2021.

To contribute towards the funding of this programme, the School entered into a private placement in July 2019 for £60,000,000 details of which are set out within Note 11a to the Accounts.

Specific investment powers, policy and performance

The governing scheme affords our Governors powers in line with those generally applicable to charitable foundations. Any investments acquired by our Governors, during the year ending 31 July 2023, have been acquired in pursuance of those powers and within the Statement of Investment Policy that our School has with our Investment Managers, RBC Brewin Dolphin. The Investment Objectives aims for a total annual return over rolling three-year periods of at least inflation (RPI) plus 4%. As of August 2023, performance against this objective was an annualised return for the rolling three-year period of 5.4% against an annualised return for RPI plus 4% of 13.1%.

FINANCES (continued)

Reserves Policy

In common with other independent schools, Highgate does not have free reserves readily available to spend on any of the charity's purposes. As indicated on our balance sheet, at the year end, our School had total funds amounting to £80,513,086. This was split between endowment funds of £29,266,762, of which £27,789,363 related to the net book value of the original endowed property of our School (principally constituting our main island site in our Senior School), restricted funds of £3,547,412, namely donations (including pledges) received for specific purposes, and, the remainder, unrestricted funds of £47,698,912. The unrestricted funds reflect the residual investment that our School has made over the years in the fabric of our building and facilities: it is not readily available for spending. The Governors therefore monitor the day-to-day operations of Highgate through management of good budgeting procedures and cash-flow, to ensure that it can meet the ongoing needs of the operations of the School and continue to invest in the fabric of the estate and educational provision. Governors are satisfied that we have sufficient available cash and facilities to deliver our strategic objectives.

Risk Assessment

Processes are in place to identify risks under the headings of Aims/Objects, Law and Regulation, Governance and Management, Academic, External Factors, Operational, Human Resources, Environmental, Technological and Financial Risks, and the necessary mitigations, and assessments and controls established to manage these are kept under regular review by our senior management and our Governors' Finance, Audit and Risk Committee.

The main risks that have been identified, and the plans to manage those risks, are:

- Challenges to the financial viability and/or affordability of independent schools by increases to costs largely outside the control of schools such as VAT, pension costs or inflation (such as energy costs). This risk is managed by taking opportunities to engage contacts in main political parties and other key individuals about the true impact of putting VAT on school fees and introducing significant further pension increases. The introduction of VAT on school fees seems likely to materialise in the near future if there was a change of UK government and could have a significant impact on affordability and demand; the School continues to prepare undertaking sensitivity analysis, reviewing the educational and charitable offering to identify costs that could be reduced if necessary, consulting with parents, general financial due diligence and looking to diversify income by identifying meaningful non-fee income opportunities to reduce the current significant reliance on fee income. In addition, Governors keep under review costs of current pension schemes. Energy costs are monitored to identify where reduction in usage can be achieved.
- Ageing facilities inadequate for modern day teaching and learning. This risk is managed by the capital programme which aims to address the School's academic requirements by focusing on buildings in significant need of repairs and renewals.
- Reputation of the education and well-being of our pupils and the activities of our School. This risk is managed through relevant policies embedded within our School through meetings, committees, staff and pupil awareness, and having nominated senior management responsible for specific policies. Policies include: safeguarding policies, staff recruitment policies, and health and safety policies. Other areas of focus include security and personal safety. In addition, our School uses professional advisers when necessary.
- Sustainability issues that impact on our community, particularly air pollution. Issue identified as a priority in our development plan. This risk is managed by the Sustainability and Environment Committee and the appointment of an Associate Member to the Governing Body who is helping develop priorities.
- Diversity of pupils and staff. Issue identified as a priority in our development plan. This risk is being managed by continuing to review our application processes to attract more applications from groups that are considered under-represented.

FINANCES (continued)

Risk Assessment (continued)

- Service/data/financial loss from unauthorised access to School's network and associated reputational risk, particularly of a personal data breach. This risk is managed by a blended approach, including the enforcement of strong passwords, multi-factor authentication for accessing data and systems, a multi-tiered approach to anti-malware protection and regular staff awareness training on cybersecurity.

Governors have been provided with assurance that risks have been adequately mitigated where necessary. It is recognised that systems can only provide reasonable, but not absolute, assurance that major risks have been adequately managed.

Fixed assets

The fixed assets are as stated in the balance sheet and further detailed in the notes to the financial statements. They are considered to be available and adequate to fulfil the obligations of our School.

Statement of Governors' Responsibilities

Governors have prepared financial statements for the financial year that give a true and fair view of the state of affairs of our School and of the surplus of the charity for that period. In preparing these financial statements, Governors have:

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

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

Governors confirm that the accounts comply with the requirements of the Charities Act 2006 as amended by the Charities Act 2011, the Governing Scheme, and the Charities SORP 2015.

Governors confirm that they have complied with the duty in Section 17 of the Charities Act 2011 to have due regard to the public benefit guidance published by the Charity Commission.

on behalf of the Governors

Chairman of the Governing Body and Chairman of Trustees

11 December 2023

INDEPENDENT AUDITOR'S REPORT TO THE TRUSTEES OF HIGHGATE SCHOOL

Opinion

We have audited the financial statements of Highgate School for the year ended 31 July 2023 which comprise Statement of Financial Activities, the Balance Sheets, the Cash Flow Statement 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 charity's affairs as at 31 July 2023 and of the charity's net movement in funds for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

Basis for opinion

We 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. 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 group 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 charity'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 trustees are responsible for the other information. The other information comprises the information included in the Governors' Report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, 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 audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Matters on which we are required to report by exception

We have nothing to report in respect of the following matters in relation to which the Charities (Accounts and Reports) Regulations 2008 require us to report to you if, in our opinion:

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

Responsibilities of trustees for the financial statements

As explained more fully in the trustees' responsibilities statement (set out on page 23), 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 charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an 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.

Based on our understanding of the charitable company and the environment in which it operates, we identified that the principal risks of non-compliances with laws and regulations related to the regulatory requirements of the Charity Commission and the Independent Schools Inspectorate (ISI), and we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as the Charities Act 2011, Charities SORP (2019) and payroll taxes.

We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls) and determined that the principal risk was related to the recognition of voluntary income. Audit procedures performed by the engagement team included:

- Enquiries of management regarding correspondence with regulators and tax authorities;
- Discussions with management including consideration of known or suspected instances of non-compliance with laws and regulation and fraud;
- Reviewing the controls and procedures of the charity, particularly in relation to the recording of income and processing of payments and payroll, to ensure these were in place throughout the year;
- Reviewing relevant minutes of meetings held during the course of the year;
- Evaluating management's controls designed to prevent and detect irregularities;
- Reviewing and testing journal entries made in the year, particularly those made as part of the year end financial reporting process; and
- Challenging assumptions and judgements made by management in their critical accounting estimates which comprise depreciation, bad debt provision, accruals, deferred income and the classification of properties.

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

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

Use of our report

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

Haysmacintyre LLP

Haysmacintyre LLP
Statutory Auditors
14 December 2023

10 Queen Street Place
London
EC4R 1AG

Haysmacintyre LLP is eligible to act as an auditor in terms of section 1212 of the Companies Act 2006

HIGHGATE SCHOOL

STATEMENT OF FINANCIAL ACTIVITIES

FOR THE YEAR ENDED 31 JULY 2023

	Notes	General Funds £	Designated Funds £	Restricted Funds £	Endowment Funds £	Total 2023 £	Total 2022 £
INCOME FROM:							
Charitable activities							
School fees receivable	1	42,084,977	-	-	-	42,084,977	38,399,127
Other educational income	2	626,751	-	-	-	626,751	441,105
Ancillary trading income	2	2,272,406	-	-	-	2,272,406	1,300,193
Investments							
Bank and other interest		1,487,477	-	-	140	1,487,617	110,354
Investment income		5,842	-	16,659	15,005	37,506	26,974
Voluntary sources							
Donations	3	57,095	-	813,793	-	870,888	1,004,104
Total Income		46,534,548	-	830,452	15,145	47,380,145	41,281,857
EXPENDITURE ON:							
Raising funds							
Fundraising and development		204,643	-	-	-	204,643	141,722
Finance costs		1,774,000	-	-	-	1,774,000	1,774,000
Charitable activities							
School operating costs		43,595,621	-	1,169,882	-	44,765,503	40,518,291
Total expenditure	4	45,574,264	-	1,169,882	-	46,744,146	42,434,013
NET INCOME		960,284	-	(339,430)	15,145	635,999	(1,152,156)
Gains on investment assets		-	-	-	(35,567)	(35,567)	(56,382)
Transfers between funds	14	(960,284)	960,284	-	-	-	-
Net movement in funds		-	960,284	(339,430)	(20,422)	600,432	(1,208,538)
Balances brought forward at 1 August 2022		-	46,738,628	3,886,842	29,287,184	79,912,654	81,121,192
Balances carried forward at 31 July 2023		-	47,698,912	3,547,412	29,266,762	£80,513,086	£79,912,654

All amounts derive from continuing activities.

All gains and losses recognised in the year are included in the statement of financial activities.

Full comparative figures for the year ended 31 July 2022 are shown in note 18.

The accompanying notes are an integral part of this statement.

HIGHGATE SCHOOL

BALANCE SHEET

AS AT 31 JULY 2023

	Notes	2023 £	2023 £	2022 £	2022 £
FIXED ASSETS					
Tangible assets	6		103,327,924		103,687,265
Investments	7		1,680,189		1,684,472
			105,008,113		105,371,737
CURRENT ASSETS					
Stock	8	57,373		48,869	
Debtors	9	4,419,910		3,297,361	
Cash at bank and in hand	10	46,557,156		49,234,396	
		51,034,439		52,580,626	
CURRENT LIABILITIES					
Creditors - due within one year	11	(11,401,652)		(13,243,858)	
NET CURRENT ASSETS			39,632,787		39,336,768
TOTAL ASSETS LESS CURRENT LIABILITIES			144,640,900		144,708,505
Creditors – due after one year	11		(64,127,814)		(64,795,851)
TOTAL NET ASSETS			£80,513,086		£79,912,654
Represented by:					
ENDOWMENT FUNDS	12		29,266,762		29,287,184
RESTRICTED FUNDS	13		3,547,412		3,886,842
UNRESTRICTED FUNDS					
Designated and general funds	14		47,698,912		46,738,628
TOTAL FUNDS			£80,513,086		£79,912,654

The financial statements were approved and authorised for issue by the Governing Body on 28 November 2023 and were signed below on its behalf by:

RM ROTHENBERG MBE BA FCA CTA

Chairman

A PATEL MA MBA

Treasurer

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

HIGHGATE SCHOOL

CASH FLOW STATEMENT

FOR THE YEAR ENDED 31 JULY 2023

	2023		2022	
	£	£	£	£
RECONCILIATION OF NET INCOME TO NET CASH FLOW FROM OPERATING ACTIVITIES				
Net income	600,432		(1,208,538)	
(Gains)/Loss on investments	35,567		56,382	
Depreciation	2,981,242		2,964,022	
Interest paid	1,774,000		1,774,000	
Interest and dividends receivable	(1,525,123)		(137,328)	
Decrease in stock	(8,504)		(8,310)	
(Increase) in debtors	(1,122,549)		338,533	
Increase/(Decrease) in creditors	(2,510,243)		2,202,106	
Net cash flow from operating activities		224,822		5,980,867
CASH FLOWS FROM INVESTING ACTIVITIES				
Proceeds on sale of fixed assets			-	
Purchase of fixed assets	(2,621,901)		(10,013,362)	
Proceeds from sale of investments	334,953		312,845	
Purchase of investments	(360,782)		(351,984)	
(Increase)/ Decrease in investment cash	(5,455)		17,280	
Interest and dividends received	1,525,123		137,328	
Net cash used in investing activities		(1,128,062)		(9,897,893)
CASH FLOWS FROM FINANCING ACTIVITIES				
Interest paid	(1,774,000)		(1,774,000)	
Cash inflows from new borrowing	-		-	
Net cash used in investing activities		(1,774,000)		(1,774,000)
CHANGE IN CASH AND CASH EQUIVALENTS IN THE REPORTING PERIOD		£(2,677,240)		£(5,691,026)
Cash and cash equivalents at beginning of period		49,234,396		54,925,422
Cash and cash equivalents at end of reporting period		46,557,156		49,234,396
		£(2,677,240)		£(5,691,026)

ANALYSIS OF CHANGES IN NET DEBT

	At 1 August 2022	Cashflows	At 31 July 2023
	£	£	£
Cash and cash equivalents			
Cash	49,234,396	(2,677,240)	46,557,156
Borrowings			
Debt due within one year	-	-	-
Debt due after one year	(60,000,000)	-	(60,000,000)
	(£10,765,604)	(2,677,240)	(13,442,844)

ACCOUNTING POLICIES

General Information

Statement of Compliance

The financial statements have been prepared in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102), the Companies Act 2006 and the 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) – second edition effective 1 January 2019.

The accounts are drawn up on the historical cost basis of accounting, as modified by the revaluation of investments and revaluation of land and buildings.

Having reviewed the funding facilities available to the School together with the expected ongoing demand for places and the School's future projected cash flows, the Governors have a reasonable expectation that the School has adequate resources to continue its activities for the foreseeable future and consider that there were no material uncertainties over the School's financial viability.

The likely financial challenges on the horizon has also been provisionally assessed by the Governors and, by reviewing the charity's ongoing activities, its forecasts, mitigations to manage income/expenditure and risks, the organisation remains financially viable. Governors will continue to monitor these closely.

Governors' monitoring of performance and wellbeing indicate that overall there has been no significant impact on our activities that cannot be managed. An more detailed updated financial forecast is being prepared to assess the impact of the likely financial challenges on the horizon but Governors have a reasonable expectation that the School has adequate resources to continue for the foreseeable future. As a result of the private placement, any significant change is likely to impact on the pace of delivering the capital programme. Accordingly, they also continue to adopt the going concern basis in preparing the financial statements.

The School is a Public Benefit Entity registered as a charity in England and Wales (charity number: 312765).

Critical accounting judgements and key sources of estimation uncertainty

In the application of the accounting policies, Governors are required to make judgements, estimates, and assumptions about the carrying value of assets and liabilities that are not readily apparent from other sources. The estimates and underlying 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 if the revision affects only that period, or in the period of the revision and future periods if the revision affected current and future periods.

In the view of the trustees, the depreciation rates charged are the Governors best estimate of useful economic life for the asset, and changes could result in a material adjustment of the carrying amount in subsequent years.

ACCOUNTING POLICIES (continued)

The following accounting policies have been applied consistently in dealing with items which are considered material in relation to School's financial statements.

Fees and similar earned income

Fees receivable and charges for services and use of the premises, less any allowances, scholarships, bursaries granted by the School against those fees, but including contributions received from restricted funds, are accounted for in the period in which the service is provided.

Investment income

Investment income from dividends, bank balances and fixed interest securities is accounted for on an accruals basis.

Donations, legacies, grants and other voluntary income

Voluntary income is accounted for as and when entitlement arises, the amount can be reliably quantified and the economic benefit to the School is considered probable. This particularly impacts on accounting for pledges where the School is notified of income during a financial year but the income will not actually be received until a later accounting year. Such income is recognised upon confirmation of entitlement where it is probable that the income will ultimately be received (not on receipt). The detail of pledges 'previously recognised' (pledges recognised in earlier years' Accounts that had not been received by 31 July 2021) and 'pledges carried forward' (a combination of (a) pledges 'previously recognised' that had still not been received by 31 July 2022, (b) new pledges made but not received during the period 1 August 2021 to 31 July 2022 and (c) any changes to pledges 'previously recognised' where it is no longer probable that the income will ultimately be received) is set out in Note 3b.

Voluntary income for the School's general purposes is accounted for as unrestricted and is credited to the General Reserve. Where the donor or an appeal has imposed trust law restrictions, voluntary income is credited to the relevant restricted fund.

Expenditure

Expenditure is accrued as soon as a liability is considered probable, discounted to present value for longer-term liabilities. Expenditure attributable to more than one cost category in the Statement of Financial Activities is apportioned to them on the basis of the estimated amount attributable to each activity in the year, either by reference to staff time or the use made of the underlying assets, as appropriate. Irrecoverable VAT is included with the item of expenditure to which it relates.

Governance costs comprise the costs of running the charity, including strategic planning for its future development, external audit, any legal advice for the School's Governors, and all the costs of complying with constitutional and statutory requirements, such as costs of Board and Committee meetings and of preparing statutory accounts and satisfying public accountability.

ACCOUNTING POLICIES (continued)

Tangible fixed assets

Tangible assets are included at their net book value at the year-end.

Expenditure on the acquisition, construction or enhancement of land and buildings of a capital nature together with vehicles, furniture, machinery, ICT infrastructure and other equipment of a capital nature are capitalised and carried in the balance sheet at historical cost.

Other expenditure on equipment incurred in the normal day-to-day running of the School is charged to the Statement of Financial Activities as incurred. Individual items costing less than £1,000 are normally written off as an expense in acquisition.

Depreciation is provided to write off the cost of all relevant tangible fixed assets less estimated residual value based on current market prices, in equal annual instalments from commencement of the project over their expected useful economic lives as follows:

Freehold Property	- 2% of carrying value
Furniture and Equipment:	
- Furniture, Equipment and IT	- 2-10% or 20% on cost
- Motor Vehicles	- 20% on cost

Included in freehold properties are residential properties owned by the School that are let on a short-term basis, and subject to short notice periods. The properties are held at cost and were acquired in line with the School's continuing development strategy and as such are treated as operational property and not investment assets.

Investments

Listed investments are valued at market value as at the balance sheet date. Unrealised gains and losses arising on the revaluation of investments are credited or charged to the Statement of Financial Activities and are allocated to the appropriate Fund according to the "ownership" of the underlying assets.

Stock

Stock represents goods for resale and is valued at the lower of cost and net realisable value.

Fund accounting

The charitable trust funds of the School are accounted for as unrestricted or restricted income in accordance with the terms of trust imposed by the donors or any appeal to which they may have responded.

Funds

The School maintains four types of fund:

(a) Endowment – where the capital is held in perpetuity and income generated used for charitable purposes expenditure;

(b) Restricted – where the purposes for which funds may be used have been restricted by donors;

ACCOUNTING POLICIES (continued)

Funds (continued)

(c) Designated – where the funds are unrestricted but where the Trustees have designated them for a specific purpose;

(d) General – where the funds are unrestricted and not designated.

Endowment Funds

The original land and buildings of the School are subject to a permanent endowment. The Endowment Fund reflects the rebased cost of assets principally constituting the main Island Site, following engagement with the Charity Commission, as at 31 July 2016.

The Sinking Fund represents recoupment of the proceeds on disposal of endowment property.

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

Restricted Funds

The Library Fund consists of three funds named (i) Burdett-Coutts, (ii) Furnival Jones and (iii) J F Newsome Charitable Trust, and exists to provide books and equipment for the School library.

Designated Funds

The building reserve represents funds generated from appeals and transfers from unrestricted funds. The reserve reflects that part of the School's unrestricted funds which relates to property.

Pension costs

Retirement benefits to employees of the School are provided through two pension schemes. The pension costs charged in the Statement of Financial Activities are determined as follows:

(a) The Teachers' Pension Scheme - This scheme is a multi-employer pension scheme. It is not possible to identify the School's share of the underlying assets and liabilities of the Teachers' Pension Scheme on a consistent and reasonable basis and therefore, as required by FRS102, accounts for the scheme as if it were a defined contribution scheme. The School's contributions, which are in accordance with the recommendations of the Government Actuary, are charged in the period in which the salaries to which they relate are payable;

(b) The ISPEN is a multi-employer defined benefit scheme. The assets of the scheme are held independently from those of Highgate School in an independently administered fund. The costs recognised during the year relate to the movement in the year end liability;

(c) Other pension costs are charged in the accounts for defined contribution schemes represent the contributions payable by the School during the year.

ACCOUNTING POLICIES (continued)

Operating leases

Rentals under operating leases are charged on a straight-line basis over the lease term, even if the payments are not made on such a basis. Benefits received and receivable as an incentive to sign an operating lease are similarly spread on a straight-line basis over the lease term.

Financial instruments

Basic financial instruments are initially recognised at transaction value and subsequently measured at amortised with the exception of investments which are held at fair value. Financial assets held at amortised cost comprise cash at bank and in hand, together with trade and other debtors. A specific provision is made for debts for which recoverability is in doubt. Cash at bank and in hand is defined as all cash held in instant access bank accounts and used as working capital. Financial liabilities held at amortised cost comprise all creditors except social security and other taxes and provisions.

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.

Debtors

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

Cash at bank and in hand

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 deposit or similar account.

1. FEES

	2023 £	2022 £
Fees receivable consist of:		
Tuition fees	44,076,611	40,095,035
Music fees	689,751	614,576
	44,766,362	40,709,611
Less: Allowances	(392,153)	(321,269)
Less: Bursaries funded from unrestricted funds	(1,695,994)	(1,314,065)
Less: Bursaries funded from restricted funds	(540,318)	(609,171)
	(2,236,312)	(1,923,236)
Less: Scholarships	(52,920)	(65,979)
	£42,084,977	£38,399,127

Scholarships, bursaries and other awards were paid to 118 pupils (2022: 110). Within this, means tested bursaries totalling £2,236,312 were paid to 105 pupils (2022: £1,923,236 to 93 pupils).

2. OTHER INCOME

	2023 £	2022 £
Other educational charitable income		
Entrance & registration fees	296,272	174,600
Lettings	88,622	87,372
Other educational income	241,857	179,133
	626,751	441,105
Other ancillary activities		
Mallinson Sports Centre	584,655	394,680
Other income	3,000	20,959
Rents	818,790	756,285
Educational visits	840,817	104,221
6th Form and Tuck Shop income	25,144	24,048
	2,272,406	1,300,193
	£2,899,157	£1,741,298

3a. DONATIONS AND LEGACIES (2023)

	Unrestricted £	Restricted £	2023 £
Restricted Funds	-	813,793	813,793
Unrestricted donations	57,095	-	57,095
	57,095	813,793	870,888

DONATIONS AND LEGACIES (PRIOR YEAR)

	Unrestricted £	Restricted £	2022 £
Restricted Funds	-	755,418	755,418
Unrestricted donations	248,686	-	248,686
	248,686	755,418	1,004,104

3b. BREAKDOWN OF DONATIONS (see explanatory comments within Accounting Policies)

	2023 £	2022 £
Pledges previously recognised	(2,238,387)	(2,420,796)
Donations received in-year	971,206	1,186,513
Pledges carried forward	2,138,069	2,238,387
Donations income	870,888	1,004,104

4a. ANALYSIS OF EXPENDITURE

	2023 £	2022 £
Net income is stated after charging:		
Auditors' remuneration – audit fees	39,300	34,140
Auditors' remuneration – other services	7,164	8,640
Depreciation	2,981,242	2,964,022

4b.

	Average Staff Numbers 2023	Staff Costs	Depreciation	Other	2023 Total
Charitable Activity – School Operating Costs					
Teaching costs	400	24,914,264	-	3,237,159	28,151,423
Welfare	51	1,251,832	-	1,519,867	2,771,699
Premises	37	1,655,366	2,981,242	4,001,730	8,638,338
Grants, awards and prizes		-	-	9,799	9,799
Support costs and governance	74	3,086,036	-	2,051,646	5,137,682
Fundraising and Development	3	70,331	-	134,312	204,643
Finance costs	-	-	-	1,774,000	1,774,000
Mallinson Sports Centre	-	-	-	56,592	56,592
	565	30,977,829	2,981,242	12,785,105	46,744,176

PRIOR YEAR

	Average Staff Numbers 2022	Staff Costs	Depreciation	Other	2022 Total
Charitable Activity – School Operating Costs					
Teaching costs	395	23,266,138	-	2,482,657	25,748,795
Welfare	46	1,168,764	-	1,126,429	2,295,193
Premises	36	1,493,242	2,964,022	2,884,337	7,341,601
Grants, awards and prizes		-	-	17,940	17,940
Support costs and governance	75	2,686,298	-	2,409,525	5,095,823
Fundraising and Development	2	127,756	-	13,966	141,722
Finance costs		-	-	1,774,000	1,774,000
Mallinson Sports Centre		-	-	18,939	18,939
	554	28,742,198	2,964,022	10,727,793	42,434,013

4c. GOVERNANCE INCLUDED IN SUPPORT COSTS

	2023 £	2022 £
Remuneration paid to auditors		
- audit services	39,300	34,140
- other services	7,164	8,640
Governors' reimbursement to Governors' expenses	283	540
	£46,747	£43,320

The support costs relate to the charitable activity of running the School.

5. STAFF COSTS (including related party transactions)

	2023 No.	2022 No.
The average number employed by the company within each category of persons was:		
Teaching staff	400	395
Support staff	165	159
	565	554
	£	£
The costs incurred in respect of these employees were:		
Wages and salaries	23,351,999	21,860,378
Social Security costs	2,589,796	2,426,013
Pension costs	5,002,278	4,413,261
Termination payments	33,756	42,546
	£30,977,829	£28,742,198
Aggregate employee benefits of 8 (8 – 2022) key management personnel	£1,776,051	£1,701,634

	2023 No.	2022 No.
The number of higher paid employees was:		
Taxable emoluments band:		
£60,000 - £70,000	61	55
£70,000 - £80,000	40	33
£80,000 - £90,000	13	11
£90,000 - £100,000	6	3
£100,000 - £110,000	1	-
£110,000 - £120,000	-	1
£120,000 - £130,000	1	-
£130,000 - £140,000	-	1
£140,000 - £150,000	1	-
£160,000 - £170,000	1	1
£170,000 - £180,000	-	-
£180,000 - £190,000	-	1
£190,000 - £200,000	1	-
£210,000 - £220,000	-	1
£390,000 - £400,000	-	1
£400,000 - £410,000	1	-
The number with retirement benefits accruing was:	126	108
Of which contributions amount to:	£2,730,808	£1,768,586

During the year the School obtained, within its general insurance, professional indemnity and governors liability insurance cover of £10,000,000 (2022: £10,000,000).

In addition to the remuneration paid to the key management personnel, the School provides fee remission to staff typical of the independent sector, loans to assist in house purchasing and accommodation to staff who are entitled to accommodation by virtue of their role.

Other expenditure includes an amount of £283 which relates to travel expenses for one member of the Governing Body (2022: £540 for two members).

No Governors received any remuneration or benefits other than the expenses disclosed above from the School or any connected organisation. There are Governors during the year who have pupils at the School; the arrangements are on the same basis as for other parents at the school. There were no related party transactions during the year.

6. TANGIBLE FIXED ASSETS

	Total £	Freehold Land and Permanent Buildings £	Equipment and Motor Vehicles £
COST/VALUATION			
At 1 August 2022	144,905,610	142,826,245	2,079,365
Additions	2,621,901	2,621,901	-
Disposals	-	-	-
At 31 July 2023	147,527,511	145,448,146	2,079,365
DEPRECIATION			
At 1 August 2022	41,218,345	39,333,228	1,885,117
Charge for the year	2,981,242	2,891,717	89,525
Disposals	-	-	-
At 31 July 2023	44,199,587	42,224,945	1,974,642
NET BOOK VALUE			
At 31 July 2023	£103,327,924	£103,223,201	£104,723
At 31 July 2022	£103,687,265	£103,493,017	£194,248

The original land and buildings of the School are subject to a permanent endowment. See Note 12.

Depreciation calculated on a historical basis would be lower by £495,700 than the amount shown above (2022: lower by £495,700).

7. FIXED ASSET INVESTMENTS

	Endowment £	Total 2023 £	Total 2022 £
Market value			
At 1 August 2022	1,661,639	1,661,639	1,678,882
Additions	360,782	360,782	351,984
Disposals	(347,881)	(347,881)	(310,536)
Revaluations	(22,639)	(22,639)	(58,691)
	1,651,901	1,651,901	1,661,639
Cash awaiting investment	28,288	28,288	22,833
At 31 July 2023	£1,680,189	£1,680,189	£1,684,472

8. STOCKS

	2023 £	2022 £
Catering, cleaning, stationery	£57,373	£48,869

9. DEBTORS

	2023 £	2022 £
Fees	946,501	839,029
Loans to employees	110,747	119,299
Prepayments and accrued income	3,285,634	2,310,661
Other debtors	77,028	28,372
	£4,419,910	£3,297,361

10. CASH AT BANK AND IN HAND

	2023 £	2022 £
Bank deposit and current accounts	£46,557,156	£49,234,396

11a. CREDITORS

	2023 £	2022 £
Fee deposits	2,484,800	1,513,300
Fees received in advance	2,849,692	3,685,457
Advance Fees	1,386,305	1,579,947
Audit & accountancy	36,000	33,000
Accruals and deferred income	4,201,660	5,960,336
Other creditors	443,195	471,818
	11,401,652	13,243,858
Due after one year		
Advance Fees	2,666,814	3,003,851
Pension provision	1,461,000	1,792,000
Other Loans	60,000,000	60,000,000
Total creditors	£75,529,466	£78,039,709

On the 24 July 2019, the School entered into a private placement for £60m funding paid to the School in three tranches to assist in the financing of the School's capital programme. The first drawdown of £20m was received on 24 July 2019 with an interest rate of 3.01% repayable on the 24 September 2054. The second drawdown totalling £40m was received on 24 September 2019; £10m with an interest rate of 2.90% repayable on the 24 September 2044 and £30m with an interest rate of 2.94% repayable on the 24 September 2049. For all three tranches the first interest payment was made on 24 March 2021 and will continue at six-monthly intervals thereafter.

At 31 July the School had the following annual commitments under non-cancellable operating leases:

	2023 £	2022 £
Leases expiring within 1 year	18,550	12,183
Leases expiring between 2 - 5 years	13,038	7,027
Leases expiring greater than 5 years	-	-
	31,588	£19,210

11b. ADVANCE FEES

	2023 £	2022 £
After 5 years	124,069	286,847
Within 2 to 5 years	1,524,696	1,619,755
Within 1 to 2 years	1,018,049	1,097,249
	2,666,814	3,003,851
Within 1 year	1,386,305	1,579,947
	£4,053,119	£4,583,798

	2023 £
The movements during the year on the accrued liability under the contracts were:	
Balance at 1 August 2022	4,583,798
New contracts	1,204,714
	5,788,512
Amounts utilised in payment of fees:	
To the school	(1,735,393)
	£4,053,119

12. ENDOWMENT FUNDS

	Balance at 1 August 2022 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains(losses) £	Balance at 31 July 2023 £
Property Fund	27,789,363	-	-	-	27,789,363
Sinking Fund	297,015	379	-	2,611	300,005
Prize Fund	564,238	14,766	-	(17,939)	561,065
Furnival Jones Library Fund	27,491	-	-	(874)	26,617
Arthur (Bill) and Beryl Field Memorial Bursary Fund	525,675	-	-	(16,713)	508,962
Zikel Music Fund	83,402	-	-	(2,652)	80,750
	£29,287,184	£15,145	-	£(35,567)	£29,266,762

PRIOR YEAR (2021):

	Balance at 1 August 2021 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains(losses) £	Balance at 31 July 2022 £
Property Fund	27,789,363	-	-	-	27,789,363
Sinking Fund	291,271	374	-	5,370	297,015
Prize Fund	582,798	10,176	-	(28,736)	564,238
Furnival Jones Library Fund	28,917	-	-	(1,426)	27,491
Arthur (Bill) and Beryl Field Memorial Bursary Fund	552,939	-	-	(27,264)	525,675
Zikel Music Fund	87,728	-	-	(4,326)	83,402
	£29,333,016	£10,550	-	£(56,382)	£29,287,184

Property Fund: Represents the net book value as at 31 July 2016 of the endowed property of the School, principally constituting the main Island Site.

Sinking Fund: Represents the recoupment required under a Charity Commission scheme on the utilisation of endowed funds in earlier years which expired in 2022.

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

Furnival Jones Library Fund: Represents a donation received where the capital element was to be retained and the income arising utilised for the library.

Arthur (Bill) and Beryl Field Memorial Bursary Fund: a fund established from which the income is to provide bursarial assistance at the discretion of Governors.

Zikel Music Fund: A fund established from which the income be used for or towards music tuition (including the hire of the associated instrument) for a promising pupil entering the school who would not otherwise be able to afford the cost of such tuition.

13. RESTRICTED FUNDS

	Balance at 1 August 2022 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains/(losses) £	Balance at 31 July 2023 £
Furnival Jones Library Fund	3,833	719	-	-	4,552
Outreach Project	10,773	57,111	-	-	67,884
Robin Barnard Bequest	29,750	-	-	-	29,750
Bursary Fund	2,629,037	73,238	-	-	2,702,275
LAET	618,126	(352,088)	-	-	266,038
Digital Access	28,651	-	-	-	28,651
Open Door	54,431	-	-	-	54,431
Arthur (Bill) and Beryl Field Memorial Bursary Fund	59,890	13,757	-	-	73,647
Learning Support Fund	72,181	(72,181)	-	-	-
Hardship Fund	74,579	-	-	-	74,579
Other Funds	11,393	-	-	-	11,393
Mental Health Fund	77,814	(77,814)	-	-	-
Buildings Fund	201,250	-	-	-	201,250
Refugee Fund	15,134	17,828	-	-	32,962
	£3,886,842	£(339,430)	-	-	£3,547,412

PRIOR YEAR (2022):

	Balance at 1 August 2021 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains/(losses) £	Balance at 31 July 2022 £
Furnival Jones Library Fund	3,328	505	-	-	3,833
Outreach Project	696	10,077	-	-	10,773
Robin Barnard Bequest	29,750	-	-	-	29,750
Bursary Fund	2,879,912	(250,875)	-	-	2,629,037
LAET	249,715	368,411	-	-	618,126
Digital Access	29,364	(713)	-	-	28,651
Open Door	54,431	-	-	-	54,431
Arthur (Bill) and Beryl Field Memorial Bursary Fund	50,236	9,654	-	-	59,890
Learning Support Fund	179,544	(107,363)	-	-	72,181
Hardship Fund	74,579	-	-	-	74,579
Other Funds	9,805	1,588	-	-	11,393
Mental Health Fund	137,566	(59,752)	-	-	77,814
Buildings Fund	201,000	250	-	-	201,250
Refugee Fund	-	15,134	-	-	15,134
	£3,899,296	£(13,084)	-	-	£3,886,842

13. RESTRICTED FUNDS (continued)

Library Fund: donations received towards the improvements in library facilities at Highgate School.
Robin Barnard Bequest: for the benefit of pupils wishing to pursue careers in medicine or science.
Bursary Fund: donations received from fundraising to be used to fund future bursaries at the School.
Outreach Project, Capital Projects and E-learning Funds: donations received for the purposes described in the fund name.
Open Door: donation received to encourage pupils in their explanation or understanding of the Christian faith.
Arthur (Bill) and Beryl Field Memorial Bursary Fund: see Note 12.
Zikel Music Fund: see Note 12.
Digital Access: donations received to help children at our partner schools who have little or no access to a computer.
LAET: A fund following a Gala event and other donations throughout the year to raise money for LAE Tottenham.
Hardship Fund: donations received to help families who are struggling to pay fees due to unforeseen circumstances.
Other: donations received for CCF and PPS/JS.
Learning Support: donation received for additional staffing to strengthen Learning Support.
Mental Health: donation received towards staffing costs for enhanced mental health provision.
Buildings Fund: donation received to help develop the buildings/fabric of the School.

14. UNRESTRICTED FUNDS

	Balance at 1 August 2022 £	Net income/ (expenditure) £	Transfers between funds £	Investment gains/ (losses) £	Balance at 31 July 2023 £
Designated Funds					
Property Fund	46,738,628	-	960,284	-	47,698,912
General Funds					
Revenue Reserve	-	960,284	(960,284)	-	-
TOTAL	46,738,628	960,284	-	-	47,698,912

PRIOR YEAR (2022):

	Balance at 1 August 2021 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains/ (losses) £	Balance at 31 July 2022 £
Designated Funds					
Property Fund	47,888,250	-	(1,149,622)	-	46,738,628
General Funds					
Revenue Reserve	-	(1,149,622)	1,149,622	-	-
TOTAL	47,888,250	(1,149,622)	-	-	46,738,628

The Property Fund reflects the net book value of unrestricted fixed assets together with the proceeds of asset disposals which the Governors intend to reinvest in fixed assets.

15. ANALYSIS OF THE NET ASSETS BETWEEN FUNDS

	Fixed Assets £	Investments £	Net Current Assets less Liabilities £	Long term Liabilities £	Total £
Endowment Funds	27,789,363	1,680,189	(202,790)	-	29,266,762
Restricted Funds	-	-	3,547,412	-	3,547,412
Unrestricted :					
General	-	-	-	-	-
Designated	75,538,561	-	36,288,165	(64,127,814)	47,698,912
	103,327,924	1,680,189	39,632,787	(64,127,814)	80,513,086

PRIOR YEAR (2022):

	Fixed Assets £	Investments £	Net Current Assets less Liabilities £	Long term Liabilities £	Total £
Endowment Funds	27,789,363	1,684,472	(186,651)	-	29,287,184
Restricted Funds	-	-	3,886,842	-	3,886,842
Unrestricted :					
General	-	-	-	-	-
Designated	75,897,902	-	35,636,577	(64,795,851)	46,738,628
	103,687,265	1,684,472	39,336,768	(64,795,851)	79,912,654

16. CAPITAL COMMITMENTS

	2023	2022
Authorised and contracted for	£152,765	£2,640,000

17. PENSION COMMITMENTS

Teachers' Pension Scheme

The School participates in the Teachers' Pension Scheme ("the TPS") for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £3,461,935 (2022: £3,260,160) and at the year-end £Nil (2022 - £Nil) was accrued in respect of contributions to this scheme.

The TPS is an unfunded multi-employer defined benefits pension scheme governed by The Teachers' Pensions Regulations 2010 (as amended) and The Teachers' Pension Scheme Regulations 2014 (as amended). Members contribute on a "pay as you go" basis with contributions from members and the employer being credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

The employer contribution rate is set by the Secretary of State following scheme valuations undertaken by the Government Actuary's Department. The most recent actuarial valuation of the TPS was prepared as at 31 March 2020 and the Valuation Report was published in October 2023.

17. PENSION COMMITMENTS (continued)

Teachers' Pension Scheme (continued)
Following the McCloud judgement, the remedy proposed that when benefits become payable, eligible members can select to receive them from either the reformed or legacy schemes for the period 1 April 2015 to 31 March 2022. The actuaries have assumed that members are likely to choose the option that provides them with the greater benefits, and in preparing the 2020 valuation have valued the 'greater value' benefits for groups of relevant members.

The valuation confirmed that the employer contribution rate for the TPS would increase from 23.6% to 28.6% from 1 April 2024. Employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 28.68%.

Support Staff Pension Scheme
Support Staff used to participate in the Independent School's Pension Scheme (ISPEN), a Defined Benefit scheme. As of 1 September 2022, the total contribution rate of the Scheme increased from 22.8% to 36.6%. This was considered unaffordable by Governors and, therefore, following a consultation process, Support Staff were offered membership of the Aviva Pension Trust for Independent Schools (APTIS) with effect from 1 December 2022. ISPEN closed to new entrants with effect from 30 November 2022.

Regarding ISPEN, the Scheme is funded and is contracted out of the state scheme. ISPEN is a multi-employer defined benefit scheme. 199 employees were participating in the scheme prior to transferring to APTIS. 192 employees on a final salary basis with a 1/80th accrual rate. From 1 September 2022, these employees made a contribution of 6% of pensionable salary to the scheme whereas the School made an increased employer contribution of 30.6%. A further 7 employees, who pre-1996 were members of the Highgate School Retirement and Death Benefits Scheme, on a final salary basis with a 1/60th accrual rate. These employees made a contribution of 6% whereas the School's contribution increased to 42.6%.

The last formal valuation of the scheme was performed as at 30 September 2020 by a professionally qualified actuary using the Projected Unit Method. The market value of the scheme's assets at the valuation date was £201.1 million. The valuation revealed a shortfall of assets compared with the value of liabilities of £55.2 million. Following consideration of the results of the actuarial valuation, it was agreed that the shortfall of £55.2 million would be dealt with by the payment of deficit contributions, from all participating employers allocated in line with their estimated share of the scheme liabilities, of £2.7 million per annum from 1 September 2022 to 30 June 2032. These deficit contributions are in addition to the long-term joint contribution rates (highlighted above).

There is a potential debt on the employer that could be levied by the Trustees of the scheme. The debt is due in the event of the employer ceasing to participate in the scheme or the scheme winding up. Highgate School has been notified by the Pensions Trust of the estimated employer debt on withdrawal from the Independent Schools' Pension Scheme based on the financial position of the scheme as at 30 September 2022. As of this date the estimated employer debt was £8,901,836. As in prior years and best practice, this amount is not provided for in the accounts as the School has not fully withdrawn from the scheme.

18. CONSOLIDATED STATEMENT OF FINANCIAL ACTIVITIES COMPARATIVE FIGURES BY FUND

	Notes	General Funds £	Designated Funds £	Restricted Funds £	Endowment Funds £	Total 2021 £
INCOME FROM:						
Charitable activities						
School fees receivable	1	38,399,127	-	-	-	38,399,127
Other educational income	2	441,105	-	-	-	441,105
Ancillary trading income	2	1,300,193	-	-	-	1,300,193
Investments						
Bank and other interest		110,345	-	-	9	110,354
Investment income		4,742	-	11,691	10,541	26,974
Voluntary sources						
Donations	3	248,686	-	755,418	-	1,004,104
Total Income		40,504,198	-	767,109	10,550	41,281,857
EXPENDITURE ON:						
Raising funds						
Fundraising and development		141,722	-	-	-	141,722
Finance costs		1,774,000	-	-	-	1,774,000
Charitable activities						
School operating costs		39,738,098	-	780,193	-	40,518,291
Total expenditure	4	41,653,820	-	780,193	-	42,434,013
NET INCOME		(1,149,622)	-	(13,084)	10,550	(1,152,156)
Gains on investment assets		-	-	-	(56,382)	(56,382)
Transfers between funds	14	1,149,622	(1,149,622)	-	-	-
Net movement in funds		-	(1,149,622)	(13,084)	(45,832)	(1,208,538)
Balances brought forward at 1 August 2022		-	47,888,250	3,899,926	29,333,016	81,121,192
Balances carried forward at 31 July 2023		-	46,738,628	3,886,842	29,287,184	£79,912,654

SIR ROGER CHOLMELEY'S SCHOOL AT HIGHGATE

England & Wales - Charity number 312765

Accounts

HIGHGATE

HIGHGATE SCHOOL

GOVERNORS' ANNUAL REPORT AND ACCOUNTS

FOR THE YEAR ENDED 31 JULY 2022

Haysmacintyre LLP
Chartered Accountants
Registered Auditors

HIGHGATE SCHOOL

REPORT AND ACCOUNTS

FOR THE YEAR ENDED 31 JULY 2022

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CHAIRMAN'S FOREWORD

I am pleased to present Highgate School's report and accounts for the year ending 31 July 2022, following another year of excellent achievement, across many fronts as described more fully in this report.

We have continued to focus on many important aspects of our Development Plan in areas including wellbeing (both pupil and staff), sustainability and inclusion and diversity, as set out in more detail within this Report. However, our continuing imperatives as a school – to keep pupils safe and happy and to ensure that they receive the best possible education – remain constants; I hope that this report will enable those interested in Highgate to understand something of the energy and self-reflective determination which characterise the School in consistently striving to improve how those imperatives are delivered. Additionally, significant commitment continues, and I hope is captured within this report, to look at how we can strengthen what it means, as a school, to be a charity; I and my fellow governors strongly support the Head's determination to pursue greater impact still of Highgate as a charity.

A few particular highlights:

(1) The School and its community responded to the current situation in Ukraine by accommodating children from refugee families into its Senior School from Summer Term 2022. In total, eight Ukrainian pupils have taken up places in Senior School with a further two pupils joining in the Lent Term 2023. Their transition into Highgate has been smooth and successful; pupils are accessing learning effectively and are beginning to make and maintain relationships with peers. Some pupils are benefitting from individual and paired Learning Support. We will appoint a Refugee Family Support Officer in Lent Term 2023 to provide further support to both pupils and families.
(2) To help better inform the Governing Body, groups of Sixth Formers now attend at the start of most Governors' Meetings to discuss a particular relevant topic of the educational offering which has been a very rewarding addition to help the Governing Body fulfil its monitoring role;
(3) Progress continued to be made on developing the necessary planning applications to deliver the estate plan set out in Haringey's Supplementary Planning Document for the School; like our predecessors, we need to look to the needs of succeeding generations as well as the present, carefully balancing inter-generational costs where past investment in facilities benefit today's pupils and investment now benefits current and future pupils.

I take this opportunity to thank the staff for their enthusiasm and all that they do both to sustain and enhance the quality and standing of the School, and to spread the same standards of quality and excellence among our growing range of partner schools. I thank also my fellow governors for their support and unswerving commitment to the School.

Bob Rothenberg MBE

CHARITABLE OBJECTS

Our charitable objects are set out in the Scheme of Governance as: (1) the advancement of education by the provision of a school in or near Highgate, the provision of incidental or ancillary educational activities, and the undertaking of associated activities for the benefit of the public; and (2) in so far as the Governors think fit (and so long as they, in their discretion, consider that the object stated in clause 1 is being properly provided for) the relief of the poor.

These objects have been achieved in-year as set out in the 'Objectives as a School 2021-22' and 'Objectives as a Charity 2021-22'.

OBJECTIVES AS A SCHOOL 2021-22

The School was in its second year of its 2020-25 development plan. Within this plan, the School's Vision Statement is stated as:

> "In what we plan to do, what we actually do and how we measure our success, our pupils are our starting point: what they experience as children and young adults, what they become and the lives they are able and inspired to lead. So, let us imagine our pupils as they leave us:
>
> We imagine a happy, cohesive community whose pupils, from many different backgrounds, have learnt to respect and value the experience which emerges from diversity and who have grown up in a school which has taken nothing for granted and has cleared the way for all children, whatever their prior experience, to feel welcome and to thrive.
>
> They will enjoy life to the full and value their friendships. Open-minded and alert to opportunity, they will leave us for places on competitive courses in a wide range of universities in the UK and around the world, with the ambition, motivation, skills and staying power to equip them to study independently and with success. In their academic learning as well as in their lives beyond the classroom they will have developed 'soft' skills along with qualities of self-awareness, resilience and self-confidence. They will have developed their emotional and mental as well as their physical health and will have insight into ways of preventing and getting help for ill health, without fear or shame. They will do voluntary work, work experience and internships and will be adept at matching their skills and attributes against possibilities ahead. They will have worked in partnership with young people in other schools and broken out of any school bubble.
>
> The way they have journeyed to their exams, and the understanding that remains with them thereafter, will be as important as their grades. They will be creative, rigorous and eager thinkers and readers who have pursued learning for its own sake. They will have had a taste of competition and of the energising effect of entrepreneurship; they will be well informed about ways of living and working sustainably. They will have a range of hobbies and interests in which they will have participated with enjoyment and commitment. In these, and through service to others, they will have grown as individuals who can lead and can serve. They will be thoughtful and open-minded, conscious of the advantages they have enjoyed and of the choices and obligations such advantage should bring."

The School's strategic aims and actions for the whole school are stated as:

- **Embedding Highgate is Here: learnings from the national emergency**. Continue to establish Highgate is Here as our enduring charitable campaign, encompassing both our long term commitment to our bursary provision and partnerships and our response to emerging community needs, such as support for refugee children and a commitment to digital access; Expanding partnership and opportunity: establishing 'Chrysalis East' for the London Academy of Excellence Tottenham's (LAET) feeder schools, supporting pupils in these schools and local primary schools to improve outcomes in Tottenham and increase the number of children able to access a Sixth Form education at LAET.

OBJECTIVES AS A SCHOOL 2021-22 (continued)

- **Inclusion**. Making our School 'actively anti-racist'; ensuring the voices and experiences of pupils inform change and policy; Increasing diversity in pupil applications and acceptances by expanding bursaries in the Senior School and introducing them in the Junior School; Initiating curriculum review and change; Investing in and improving staff inclusion and diversity through targeted recruitment and sector-wide engagement to encourage graduates from minoritised ethnic groups to look at teaching.
- **Sustainability.** Continuing to embed environmental sustainability into our thinking and actions. As a school, Highgate has a central role to play in educating our pupils, staff (and parents) about the importance of environmental sustainability. Our intent is set out in our Environmental Sustainability Initial Strategy Plan.
- **Income generation to support our charitable objectives**. Identifying and testing out opportunities for alternative income generation, such as opening an international school; developing commercially viable remote learning; provision of a pre-school offering.
- **Improving and renewing facilities**. Enacting our estate master plan to improve and enhance facilities in sport, science, drama, music and for specialist sixth form teaching.
- **Making life easier and better.** Professionalising school-home communications; Introducing 'wrap-around care' for pupils in the Pre-Prep and Junior Schools; Making it easier to travel to school (expanding school bus routes, lobbying to improve safer cycle routes, introducing walking buses).
- **Keeping balance in the curriculum.** Enabling and getting pupils to do what they love; making the case for all subjects as needed, especially the humanities and creative arts.
- **Building capacity and change management.** Investing in long-term teacher recruitment; Dealing with the challenges of and identifying the opportunities in the interruption caused by building works and in re-siting core teaching facilities; Harnessing the best of digital/remote learning/other related activities.

Within our Pre-Preparatory School (Reception and Years 1-2), the overview of objectives for 2021-22 is stated as:

- To deliver a rigorous yet exploratory and child-led curriculum that ignites curiosity and motivates children to embark on a lifetime of learning.
- To continue to develop the Pre-Prep's role in sustaining strong and valuable Community Partnerships.
- To create optimum provision to ensure that staff development (CPD) raises pupil attainment.

Within our Junior School (Years 3-6), the overview of objectives for 2021-22 is stated as:

- To extend opportunities for academic stretch and challenge, 'for taking risks without consequences', throughout the Junior School, keeping these flexible and accessible.
- To plan pastoral and academic support for the first Junior School bursary pupils and their families to ensure that they are settled, happy and equipped to thrive in our school.
- To optimise and communicate the opportunities of being a larger Junior School through choice.

Within our Senior School (Years 7-13), the overview of objectives for 2021-22 is stated as:

- To compel pupils to meaningfully engage with and respond to feedback.
- To consider the needs and profiles of all pupils with a specific focus on neurodiversity.
- To train and support staff to deliver effective, proactive pastoral care that targets the specific needs of individual pupils.
- To empower pupils by helping them to manage their own wellbeing.
- To deepen community engagement by mobilising pupils to 're-think' the future and become positive agents of change in their school and beyond.

OBJECTIVES AS A SCHOOL 2021-22 (continued)

ACTIVITIES OF THE SCHOOL

Academic

Pre-Preparatory School. We have continued to focus on creating more opportunities for children to lead their own learning and increase their autonomy in the classroom. We extended the use of continuous provision to Year 2, encouraging children to choose resources independently to support their learning. Staff are embedding a playful, explorative approach to learning, making use of the training from last year.

In September 2021 we welcomed an additional 20 children to our Reception year group following the closure of our Nursery classes in July. They joined 40 existing Nursery pupils. From September 2022 we will be welcoming 60 new Reception children each year. To accommodate the growing number of pupils, work continued on an extension to house three additional classrooms and a new library.

Equality, Diversity and Inclusion have continued to be at the forefront of our work at the Pre-Prep, and we have worked closely with the Junior School to draw up our Diversity Action Plan. We have held several staff training sessions on areas such as language and unconscious bias. Our focus on 'windows and mirrors' has ensured children's own backgrounds are reflected in their learning, as well as allowing them to learn about the diverse cultures of London, England and the rest of the world. Forums have allowed parents the opportunity to feed back on their children's experiences. We have also continued to work on our classroom environments, ensuring all resources are inclusive of all children.

We have introduced and successfully implemented a Restorative Justice approach to behaviour management. Comprehensive training for the Deputy Principal Pastoral was cascaded to all staff. We have also focused on intrinsic motivation, encouraging children to develop greater self-reflection and to be less dependent on external validation. As part of this, we have removed physical rewards, praised process rather than outcome, and made greater use of questions that encourage self-reflection.

Junior School. The Junior School's academic direction continues to present the pupils with the experience of a curriculum that provides breadth and depth as well as academic rigour underpinned by our character skills programme. Our primary aim remains to ensure that all pupils can engage with everything we offer, whilst developing each child's understanding, knowledge and skills, as well as their confidence to become the best version of themselves. Over the course of the year, the teaching and learning content has been updated, thus creating a diverse and enriching curriculum. Through differentiated activities, curriculum reviews and the deployment of teaching and support staff, we ensured that our pupils were well supported, and challenged, within and beyond lessons.

Sustainability has been at the forefront of thinking throughout curriculum updates in all subjects such as reducing carbon footprint in Computing, focusing on biodiversity in Science and continuing to teach Geography through the lens of 'awe and wonder'. Wildlife sanctuaries and bird boxes encourage local wildlife into the area. Diversity and Inclusion continue to inform subject planning in a subtle, measured yet impactful way. In English, we are focusing on re-designing and re-invigorating the schemes of work to include a contemporary and diverse range of authors and texts in each year group.

ACTIVITIES OF THE SCHOOL (continued)

Academic (continued)

Junior School (continued). Some particular highlights:

- Integration of web-based services such as MS Teams, Trinket.io, Scratch Studios and Raspberry Pi.
- Updating online safety lessons with Common Sense and UK Safer Internet resources, supported by ChildNet Online Digital leaders training for Year 5 pupils.
- Trip to Bletchley Park to enrich the Year 6 unit on Codebreakers
- Adaptation of Design Technology and Engineering (DTE) projects to ensure a smoother transition to the Senior School, for example focusing more on 3D printing, CAD and programming through robotics.
- Promoting diversity in English through events with poet Joseph Coelho and author Jasbinder Bilan.
- Expansion of the Maths curriculum to include Maths History with links to PSHEE, through the life and work of Alan Turing, Ada Lovelace and other famous mathematicians.

Senior School. The limitations of examinations to promote learning are well understood by all, not least by colleagues at Highgate who make it their academic mission to teach beyond the exam specification. That said, all teachers were pleased to return to public examinations in 2022 as this did not put them in the unenviable position of passing final judgement on Year 11 and Year 13 pupils with whom they were used to building an academic relationship in pursuit of a shared goal ("us against the exam"). Instead, 2020 and 2021 saw teachers also act as the final arbiter over pupils' public examination grades and this certainly put a strain on what is ordinarily a collaborative relationship.

Ofqual informed schools that grade boundaries would be fixed to produce grade outcomes somewhere between 2019 (the last set of public examinations) and 2021 (the final year of in-school assessment in response to Covid) and that schools should expect to see a sharp drop in their performance as a result. Whilst there was a drop at Highgate, it was not sharp and it is clear our pupils in both cohorts out-performed many of their rivals nationally and in similar schools; in addition, it is clear that, retrospectively, the grade inflation at Highgate over the last two years was both reasonable and managed.

At A-Level 55.1% of grades were awarded an A*, up from 42.4% in 2019, and statistically almost identical to Centre Assessed Grades in 2020 (56.8%). Similar trends could be seen at A*/A. At GCSE, 58.8% of grades awarded the top grade "9", up from 49.2% in 2019 and – again – very close to the Centre Assessed Grade % of 60.9. The cumulative 85.5% of 9/8 grades exceeds our 2020 Centre Assessed Grade % of 84. These outcomes compare very favourably against national averages.

Perhaps, most pleasingly, 83% of Year 13 applicants were accepted into their first-choice university, including 18 medics. These statistics are in line with the significant gains made over the last five years and, pleasingly, in a year when schools were told to prepare for more disappointed applicants because of the pressure on university places. 29 pupils matriculated at various Oxbridge colleges and 10 took up places in the US. This is just above our average for the last five years in both metrics, which is, in turn, significantly above the previous 5-year average.

ACTIVITIES OF THE SCHOOL (continued)

Academic (continued)

Senior School (continued). Substantial and important work took place in diversifying our Senior School curriculum, with several new in-house-designed syllabuses being introduced for the first time. Though certainly spurred on by the Black Lives Matter and MeToo movements, this focus on what we teach was well-received by colleagues who enjoyed a year of not being too troubled by Covid restrictions and could, instead, focus on refreshing their subject's content. Thoughtful, collaborative work took place, which necessitated colleagues learning new or revisiting material in preparation for fresh schemes of work. This dovetailed neatly with a whole school focus on staff scholarship, which allowed Heads of Departments to put subject development at the heart of their colleagues' Continued Professional Development. A feature of teaching at Highgate is that colleagues are recruited, in part, because they are excellent subject specialists; our expectation that they continue to engage with their subjects to support teaching and model scholarship to pupils is, in our experience, unusual. It is also a feature that Heads of Departments value.

Co-curricular

The co-curricular life of all three schools has continued to form an integral part of pupils' educational experience. Almost every pupil, in every year group, has contributed to at least one co- curricular venture; nearly every member of teaching staff, and an increasing number of support staff, have also supported these activities.

The ***Pre-Preparatory School*** continues to offer a wide range of optional clubs before, during and after the school day. These range from tennis, dance, Lego, gardening, Science, and drama to name but a few. The children love attending these clubs and their suggestions feed into the offer for future terms.

Following the easing of covid restrictions this year we have been able to restart our community partnerships in the wider community. Two of our teachers have supported the local community by running weekly sessions outside of the Pre-Prep; our music teacher has offered singing story sessions in a local library and another teacher has taught drama lessons in a local primary school.

The co-curricular life of the ***Junior School*** continues to provide a wide variety of activities and opportunities. With over 80 different clubs, including the new additions of gardening, sustainable cookery and bird-watching, we offer a programme which continues to provide the children with an opportunity to work with others outside their class, developing their curiosity and other new skills.

In the ***Senior School***, all pupils in from Years 7 to 10 are required to attend a lunchtime activity once a week, which include the hugely popular Duke of Edinburgh's Award Scheme (DofE), spinning, debating, cross-stitching, and Combined Cadet Force (CCF). Pupils of all age groups choose to attend one (or more) of around 60 lunchtime clubs and societies open to all age groups, advertised at a Societies Fair early in school year. Several pupils supported younger pupils or helped staff run the in-person activities and new clubs, such as Anime and Warhammer, emerged as a result of pupils across the year groups taking the initiative to run activities themselves. All pupils in Years 9 and 10 took part in off-timetable activity days in June where they could choose a couple of activities, including ones never offered before such as fishing and urban foraging.

ACTIVITIES OF THE SCHOOL (continued)

Co-curricular (continued)

Specific co-curricular successes included qualifying for the final of the U19 National Schools Chess Championships 2021/22, qualifying to attend the Vex Robotics world championships in Dallas, USA and winning three Gold medals at the Olympic Weightlifting Championships as a result of pupils training in a club. Two Lower School debate teams faced each other in the final of the Debating for Everyone Junior Shield Competition.

Sport and Exercise (SpEx)

SpEx at Highgate aims to ensure that every child can develop their own physical literacy. Post-pandemic, we placed extra importance on health and wellbeing. In October we launched a new ten-year Sport Tours strategy, and took a co-educational Senior Sports Tour to Manchester for Football, Netball and Hockey in March 2022.

Junior School pupils took part in various SpEx events, such as the distance challenge where children were encouraged to cycle, swim, run or walk as far as they could over a certain time period and record their distances. All children in Years 3-6 represented the school in either inter or intra-competitions. The expansion of the fixture calendar has developed further sporting partnerships, and in the IAPS Netball ISFA Football competitions we reached the semi-finals and final respectively.

Further up the school, we widened our offer to include Basketball, Triathlon, Girls Football and Boys Hockey – though all our sport pathways are inclusive, and a richly diverse co-educational offer is a real strength of the programme. The reinstatement of Saturday sport allowed us to organise a full fixture programme. We regularly saw up to forty teams competing in school, county, regional, and national fixtures and competitions on Saturdays. Keenly contested Form and House competitions also returned with a focus on maximum participation across year groups, genders, and sports.

It was an outstanding year for Performance and Excellence in Sport. At the Awards Evening in July, honours were presented in the following categories: Great Britain (10), England (6), Regional/Academy (12), County (22), Dance Scholarships (3). An additional 40 pupils were awarded with Outstanding Achievements in Sport that include medals at International, National, Regional, and County competitions. We have a national champion in athletics, are national champions in girls fives at U13, 14 and 15, and came second in the girls cross country national schools final.

Music

After the disruption of the pandemic the normal inter-generational ensembles and choirs resumed their exciting programme of concerts. Under the imaginative title of 'Looking Back/Looking Forward' the year's repertoire was carefully selected allowing for moments of reflection (Looking Back) alongside items with pulsing rhythms and a feeling of freedom and release (Looking Forward).

The Michaelmas Term culminated in a fantastic concert in-the-round in the Junior School Foyer, which included a 'sound walk' around the Junior School balcony to hear a varied programme of music performed by a range of orchestras and ensembles. The pupils presented sustainable, paper free, spoken programme notes delivered from the stage to avoid any possible spread of infection. In the Lent Term a stunning large ensemble concert at Southwark Cathedral featured music by Whitacre, Barber, Mozart, Bacewizc and Scriabin. Our talented Pop and Rock musicians performed in a fabulous Contemporary Music Showcase at The Roundhouse alongside pupils from London Academy of Excellence Tottenham.

ACTIVITIES OF THE SCHOOL (continued)

Co-curricular (continued)

Music (continued)

More than 800 pupils, from across the Senior and Junior Schools, were involved in individual music lessons with 53 Visiting Music Teachers. An ABRSM examiner also came to the School each term for those pupils who were taking their Associated Board examinations.

Drama

The Drama Department threw open its Studio Theatre doors with great excitement at the return to live productions.

In the Pre-Preparatory school, the end of Year 2 show to parents had at its heart an important message about plastics in the ocean. We also saw a Year 3 production of 'Pandora's box', Year 4's Aladdin, Year 5's 'Olivia' and Year 6's 'The Lion King'. Years 5 and 6 props club took ownership of the amazing visual effects, as well as pupils from Year 6 and Year 7 (from the Senior School) being responsible for lighting. Drama Llama drop-in club was introduced to the Junior School, for children to build on their social confidence and emotional expression.

The annual Senior School House Drama began the year and proved, once again, just how resourceful our pupils are as they prepared their House pieces entirely independently. Later in the term, a multi-rolling cast deftly switched between characters to bring to life Brecht's masterpiece, *A Caucasian Chalk Circle*. Our biennial musical, this time at the Arts Depot in North Finchley, was *Legally Blonde*. The combination of talented pupils, a fantastic band and wonderful costumes and set design, made for a highly entertaining production that stayed with us long after the final curtain came down. Years 7 and 8 finally got their moment to shine in the Summer Term with *Around the World in Eighty Days*, which bravely included four casts over four nights as well as a flying circus, a floating night garden and a hot air balloon.

Pastoral and Pupil Wellbeing

Pupil Wellbeing

Further to the developments of the past two years in the pastoral team, this year saw the division of the role of Deputy Head (Pastoral) from Designated Safeguarding Lead with the creation of a Director of Safeguarding. This new role, which works closely with the Directors of Inclusion and Wellbeing, will allow further improvements to safeguarding policy and practice, enable closer links with children's social care, and promote a more strategic approach to safeguarding training. This has begun with the development of a three-year training framework that includes regular CPD for teaching and support staff across the Pre-Prep, Junior and Senior School as well as more learning opportunities for pupils and parents. The Director of Safeguarding has produced a first impressions report, based on interviews with staff and pupils, and a full audit is planned for the Michaelmas Term 2023. The Deputy Head (Pastoral) will continue to oversee this work and has continued to work closely with the Directors of Wellbeing and Inclusion on developing holistic pastoral care which supports the needs of all pupils.

ACTIVITIES OF THE SCHOOL (continued)

Pupil Wellbeing (continued)

Further to the School's work on anti-sexism and sexual violence last year, this year saw the development of a pupil survey to gather more information about pupils' own experiences in School, out of School and online. This was conducted in the Michaelmas Term and the results of the survey were then used to inform the update to the school's anti-sexism strategy in March 2022. Key actions from this are already underway, including the introduction of an anonymous online reporting system for pupils, a review of the confidentiality and reporting procedures (using pupil voice to inform changes), and changes to the sanctions system. Furthermore, pupils from the Middle School and Sixth Form were supported to run an anti-sexism pupil forum with peers from schools across London in March 2022, promoting discussion of issues important to pupils and empowering them to continue campaigning for anti-sexism in their own schools. Pupil engagement has been a central part of our pastoral work in this area and the new pupil Wellbeing, Inclusion and Safeguarding Committee (WISC) has played a key role in shaping policy, communication, training, and school culture, and has plans to develop this through focusing on anti-racism, anti-bullying, and anti-ableism next year. In response to recommendations in the Haringey and Independent Reviews, a full review of the PSHE curriculum has been undertaken, including input from pupils and some parents, and a new staffing structure, including a Head of PSHE, put in place for September 2022. Further work on incorporating pupil and parent voice into the ongoing development of the curriculum is planned, and a staff training schedule is in place for 2022-23. The function of PSHEE and RSE teaching has been reframed to focus on developing 'agency, belonging and competence' amongst pupils. The success of this will be measured in a number of ways, including: pupil, staff and parent surveys; reports; assessment; and evaluation of behaviour trends across the School. Other, ongoing, focuses for pastoral improvement are development of a Gender Identity Policy and Online Safety Policy, actioning the recommendations from the Bursary Working Group including implementing Junior School bursaries, and beginning to develop a parent partnership agreement to strengthen working relationships between the School and our parents/carers, and development of our anti-bullying policy. The pastoral team organised a number of pastoral presentation evenings for parents and carers covering such topics as 'Talking to Young People about Online Activity' and 'Addressing Sexual Violence Concerns with Young People'. There have also been ongoing staff training sessions on issues such as eating disorders, bereavement, anxiety, FGM, and racism.

A new Director of Wellbeing, who joined us in November, has focused on the development of the wellbeing service in response to the increased need since the Covid-19 pandemic, including the introduction of a Pupil Wellbeing Practitioner, increasing the number of counsellors, and working on the introduction of parent practitioners in the Junior and Pre-Prep Schools. This will ensure a holistic approach to prioritising pupil wellbeing and ensure that staff, pupils and parents are supported in taking care of our pupils' mental health. The Tellmi app (formerly known as Meetoo) has also been introduced for pupils as an individual and peer support tool. The Director of Wellbeing will be working closely with the app's engagement manager to identify themes and trends which will inform the strategic development of the wellbeing service and a proactive approach to wellbeing and mental health.

Staff Wellbeing

The Staff Wellbeing Committee (comprising staff from all parts of the School), was re-invigorated to include a greater diversity of representatives and now meets half-termly. The Agenda, Minutes and Progress reports are all publicised and uploaded, along with other resources, onto the newly created HR and Wellbeing section on the staff Intranet.

In the Lent Term, consultants were appointed to help develop a staff wellbeing strategy. They reviewed all the relevant documentation (staff surveys, discussion group feedback, relevant staff data e.g. absence/sickness, policies etc), met with key stakeholders, and conducted focus group meetings. Their findings are being shaped into a strategy centred around four key objectives: Embedding Staff Wellbeing (i.e. delivering clear, cohesive and

ACTIVITIES OF THE SCHOOL (continued)

Staff Wellbeing (continued)

consistent provision); Mental Wellbeing; Line Manager Training; Staff Culture. They have also recommended that we appoint a part time Head of Staff Wellbeing.

In February, 15 members of staff completed an excellent two-day Mental Health First Aid Course and are now identifiable as points of contact for staff; they cascaded their training to staff during the Summer Term INSET. The HR team has continued to develop its family and wellbeing policies and over 20 staff volunteered to take part in discussion groups reviewing the Menstruation and Menopause policy; similar processes will be adopted for looking at other policies. HR delivered a module of related management training at London Academy of Excellence Tottenham in January.

Sustainability

Work is progressing well in Environmental Sustainability and we're gaining an increasingly positive reputation for our work in this area. Environmental Education has been successfully embedded into the Pre-Prep (through the Forest School programme): the Pre-Prep Eco Council held regular litter picks, set up a gardening club and worked hard to promote their messages of reducing our water usage to parents, staff and peers. They also helped to promote our new Walk to School on Wednesday initiative. Through the Junior School Eco Council there were campaigns to improve air quality in the area surrounding school and reduce waste in the canteen, as well as and the planting of over 1200 saplings along Hampstead Lane.

In the Senior School, aspects of Environmental Sustainability are taught across the curriculum and through specialist initiatives, such as. the Year 9 'Sustainable Futures' Cross Curricular project (physics, geography and Design Technology and Engineering (DTE)). Capacity has been added to the team through the appointment of an Environmental Sustainability Researcher and Project Officer. A biology teacher is the chair of the London Schools Eco Network; in the summer term, she ran an extremely successful CPD Conference for staff from over 40 London schools. The Senior Deputy Head responsible for Sustainability spoke at the Brighton Council CPD Conference, and various other 'climate and nature' training sessions have been run for staff this year.

In the Lent Term, Fast Fashion Free February (an initiative that was started at Highgate four years ago) gained traction nationally. Other successful events this year have included: the Clean Air Day campaign; a 'Green Guide to a Sustainable Summer' digital magazine, No Mow May, and the Mock Cop 26 (with partner schools). In January, a delegation of pupils from the Environment Committee attended the Estates Committee, arguing that the school should join the Let'sGoZero campaign - something which was later approved by the full governing body.

We have been working with the carbon mitigation specialists, Powerful Allies, and will now seek to identify carbon mitigation strategies and better use of data analytics through good Estate Management practice (e.g. completion of upgraded Electrical Sub Station Project on Bishopswood Road; conversion of sodium lighting to LED Lighting in Mallinson Sports Centre hall; and control valves on boilers to reduce gas use by 10-15%. Our building services designs for major projects are planned to be carbon zero, e.g. through the removal of combustion heating.

An Associate Member (of the Governing Body) has been supporting our work on transport. A survey in December, completed by over 1600 pupils, showed that 32% come to school by car, though only 21% indicated that, given the choice, it would be their preferred mode of transport). Actual car usage declines with age as older pupils use more public transport, though school bus usage remained low. The Environmental Sustainability Trips Policy has seen staff reducing long and short haul flights and using the carbon offsetting company MyClimate.com.

ACTIVITIES OF THE SCHOOL (continued)

Inclusion and Diversity

Inclusion sits at the heart of wellbeing, safeguarding and pastoral care, helping every member of our School community feel a true sense of belonging, safety and that their voices are heard within the parameters of the Equality Act 2010 and beyond.

We have been continuing to work on creating an inclusive curriculum. In the Pre-Preparatory and Junior Schools there has been much work to increase representation. A highlight was the Year 6 'World Expo Project' in which pupils researched the culture of capital cities across the world, looking at diversity in terms of religion, ethnicity, gender, languages, and pride celebrations.

In the Senior School, Neurodiversity Society was set up to add to our other societies (such as Feminist Society, African Caribbean Cultural Affinity Group and Pride Society) which offer pupils a safe haven to be curious and empathetic. In Geography, Year 7 had a lesson on 'How migrants often have a "single story" attached to them', analysing how the media can represent immigration. Year 8 Drama focused on neurodiversity through *The Curious Incident of the Dog in the Night Time*. In Classics Week, pupils gave talks about Sappho and the expression of same-sex love between women in the ancient world. During Black History Month, Junior School pupils heard an assembly by Bigfoot Arts Education on Generation Windrush, while pupils in the Senior School organised an assembly in partnership with peers at London Academy of Excellence Tottenham (LAET) and London Academy of Excellence Stratford on the 'Proud to Be' theme.

The PSHEE/RSE curriculum has seen some major changes. With pupils, we created and delivered an allyship programme for Years 7 and 8 and a bystander programme for Year 12. Both were designed to ensure that pupils understand the importance of different types of actions and interventions in creating a safe environment for all. Our Anti-Sexism and Sexual Violence (ASSV) action plan was updated in July 2021 and March 2022, and reflects further suggestions from pupils, parents and carers, alumni and staff, and incorporates recommendations from the Independent Review and Haringey's Safeguarding Audit.

Pupil voice remains a critical part of our inclusion work. All pupils in the Senior School were invited to engage in a listening exercise, an opportunity to ask questions and share thoughts about the Independent Review. Pupils, teachers and parents have been involved in the Bold Voices Ambassadors Programme, and in September six Year 13s attended a Governors' meeting to feed back on the School's ASSV response. The pupil-led Feminist Society developed a training session on Peer-on-Peer Abuse for the January joint INSET with LAET. In March 2022, pupils from Highgate hosted our first anti-sexism pupil forum, a day of workshops and talks on the subject.

We have worked with FLAIR to build an anti-racist culture via an online performance tracking tool and by providing data-based solutions, and continue to hold focus group sessions with parents and carers, for example on proposed peer relationships and peer-on-peer sexual abuse surveys. The Junior School delivered parent talks in September outlining its culture, ethos and expectations and how parents can support them. Diversity and Inclusion topics are shared with parents and carers in the new weekly Junior School Teaching and Learning Bulletin, and parents had the opportunity to feed back on the Pre-Prep and Junior School Inclusion Plan. A key theme that came out of these discussions was the need to further engage parents on the topic, as well as to strive to break down social barriers for parents. Four Highgate senior leaders attended the inaugural African Caribbean Education Network (ACEN) conference, run by a group of Black parents of pupils at London independent schools; ACEN

ACTIVITIES OF THE SCHOOL (continued)

Inclusion and Diversity (continued)

has since facilitated a workshop with parents and carers of pupils who are Black or from mixed or multiple ethnic groups (of which one is Black).

We have regularly trained staff on inclusion, for example through INSET sessions on peer-on-peer abuse, language, the law, and on the lessons that we can learn and have learned from the testimonials. The Director of Inclusion provides guidance on an individual and group level, such as training sessions for the Pre-Prep on inclusive language and unconscious bias. Staff across all three schools have also received training on responding to racist behaviours and language. To recruit and retain a more diverse staff body we have partnered with BAMEed/Teacheroo and The Prosperity Project. We continue to share knowledge among staff, for example a Black History and Anti-racist recommendations list of over 50 items, and stories of LGBTQ+ pride and allyship as part of Pride month.

Careers and Employability

This year, the careers and employability programme continued to adapt to a hybrid approach of online and in-person activity. The second annual virtual Careers Fair was held in March (for Years 11 to 13) with over 250 pupils, from seven schools, attending sessions delivered by 35 speakers from a range of industries. The Year 12 Employability Mentoring programme ran for its 5th year with pupils from both Highgate and London Academy of Excellence Tottenham (LAET) taking part, and after-school and lunchtime "Industry Insight" talks continued to be popular with pupils from Highgate and partner schools.

96 former pupils and parents supported on-site careers events throughout the year including former pupils' panel talks for pupils in Years 9 to 13, the Year 10 Employability Day and the Year 12 practice interviews; many others supported the programme by sharing their advice to pupils through the digital careers subject guides. Pupils continued to access 1-2-1 sessions with our Careers and Employability Specialist, to engage in virtual work experience opportunities (with over 117 programme enrolments in the year via our online work experience platform, Springpod) and to take part in additional in-person opportunities which were created in collaboration with former pupils, parents and other external partners.

OBJECTIVES AS A CHARITY 2021-22

In 2021-22, specific charitable objectives included:

- To embed Highgate is Here as our enduring charitable campaign, covering three areas: bursaries, partnerships and responding to emerging needs in our community. The latter includes learnings from our response during the COVID-19 pandemic, such as digital access and support for those facing hardship.
- To continue preparations to extend the School's bursary provision to the Junior School to allow children to attend Highgate on means tested fee assisted places from Year 3.

These were in addition to our continuing objectives:

- To continue our commitment to support, as the primary educational sponsor, London Academy of Excellence Tottenham, which provides an academically selective, well-governed sixth form free school in a local community where such opportunities are lacking;
- To enable teachers to give some of their time to local state schools in mutually beneficial ways, so that more children can have access to the excellent teaching and enriching activities that Highgate pupils enjoy every day and Highgate teachers develop professionally by teaching different pupil cohorts;
- To award a significant number of bursaries so that children for whom Highgate is the right school can access the excellent teaching and enriching activities that Highgate provides, when financially it would otherwise not be possible; and
- To grow strong and sustained links with schools, charities and similar organisations within our School's local community.

ACTIVITIES OF OUR CHARITY

Partnership Teaching and Summer School

Chrysalis, our partnership teaching programme, now works with over 50 schools across all phases of education, as well as special education and virtual schools, in boroughs across London including Haringey, Camden, Islington, Ealing and Newham. All three Highgate schools contribute to the delivery of our partnership teaching projects.

At the heart of partnership teaching at Highgate sits the London Academy of Excellence Tottenham (LAET). LAET's exam results were especially impressive following two years of COVID-disrupted teaching, with 49% of grades awarded being A* or A, and 76% A*-B. This compares favourably with 2019, the last time students sat exams, when 31% of grades awarded were A*-A and 70% A*-B. Nearly two-thirds of LAET students gained entry to Russell Group universities, including 11 making it to Oxford or Cambridge. This is in marked contrast to the 1% of Tottenham school leavers attending Russell Group universities prior to LAET being founded.

Michaelmas Term saw the Chrysalis team take its first tentative steps towards restarting a full programme of projects with partner schools. Such was the enthusiasm that by the end of the term, most projects were back up and running in-person. Pandemic-driven innovations such as the use of video conferencing technology have been retained where helpful, enabling geographically distant partner schools to engage remotely with events such as talks by higher education institutions.

The Chrysalis team organised mock university interviews for approximately 250 pupils from 13 schools. Interviews were conducted online by teachers from Highgate and LAET as well as professionals with relevant experience in fields including Medicine and Law. 96 teachers and support staff were involved. The interview format replicated, as much as possible, the "real thing" and many pupils spoke of feeling much more confident as a result.

ACTIVITIES OF OUR CHARITY (continued)

Partnership Teaching and Summer School (continued)

2021-22 saw the introduction of new projects with mutuality at their very core, part of a concerted effort to learn from our partners. We have acted as a delivery partner with MESME Maths Circles, which sees small groups of pupils working on Maths problems under the guidance of a Maths mentor. The initial cohort of 18 Year 7 pupils were recruited from 3 local partner schools, with Highgate Maths teachers acting as mentors. Our teachers receive training and resources for the programme, MESME benefits from Chrysalis' existing relationships with state schools while pupils benefit from being stretched and challenged by the excellent course material. In similar vein, engineering and environmental consultants BWB were instrumental in devising and running an engineering and sustainability challenge for 60 Highgate and partner school Year 10 pupils. They provided valuable training on engineering solutions to the staff involved as well as engaging pupils with a realistic and stimulating problem.

The Primary Summer Schools focused on exploration and discovery for Year 4 and Olympic inspiration for Year 5. Over 130 pupils were led through exciting activities in Drama, Science, Maths, Design Technology and Engineering (DTE), and British Sign Language. Year 5 pupils were introduced to sports including Fives, hockey, dance, and orienteering. The Years 10 and 12 summer schools kicked off with a team-building morning expertly delivered by Wise Up. Academic lessons led by Highgate and LAET teachers pushed students in subjects they were interested in studying at A level or University, while careers and employability sessions focused on showing participants how to create or develop their CV and personal statement, and to think about what relevant experience they could gain to help them decide on a career path. There were also visits to Oxford colleages and talks from Cambridge and Nottingham universities.

Feedback from participants, parents and carers across all projects is critical to informing how each of our partnership teaching projects develop over time. Over 90% of respondents to our feedback surveys for the summer schools, for example, either strongly agreed or agreed that they had enjoyed the events. A similar proportion of respondents strongly agreed or agreed with the statement about being more ambitious about their future after the summer school. We continue to work to strengthen our relationships with partner schools and organisations and to explore new ideas for partnership teaching projects.

Pupil Volunteering and Community Partnerships

Highgate pupils engage in meaningful volunteering, fundraising and donation activities which promote engagement with the wider community and encourage reflection. The Pre-Preparatory School ran its first community partnership project with Enquiring Schools: Highgate staff and eight local teachers ran class-based research projects, which they presented to the rest of the group. The programme will run again this year. In the Junior School, School Science Club and Partnership Drama, early morning Maths Club and Choir all welcome children from partner schools.

We ran a series of Community Days for each Year 9 class, to enable our pupils to invest in our School's ethos of helping others and caring about our local communities. Volunteers spent time improving our outdoor classroom, with partner schools including Highgate Primary, St Michaels, and Brookfield, and with our local partner charity Heath Hands, doing outdoor conservation. Year 10's Environment Morning engaged them in activities aligned with the School's wider environmental and conservation aims, alongside complementary community organisations. It coincided with the wider school Clean Air Day initiative, which involved activities such as litter-picking with Heath Hands, environmental and conservation public engagement surveys with Citizens UK, and work with Highgate's Head Gardener and Estates Team to promote biodiversity on the School grounds. Year 7 and 8 pupils are in the Charity and Community Action society, inspiring and planning fundraising and volunteering efforts throughout the year, such as bake sales and non-uniform day.

ACTIVITIES OF OUR CHARITY (continued)

Pupil Volunteering and Community Partnerships (continued)

Pupils and staff from Highgate and LAET welcomed the return of our biennial charity fundraising sponsored walk in October 2021. The combined efforts raised a total of £55,238 for our five pupil-selected charities — ActionAid, Alexandra Wylie Tower Foundation, Battersea Dogs and Cats Home, Extra Cover Sri Lanka, and World Land Trust. In addition, each Senior School year group ran a series of fundraising and awareness-raising activities for their charities of choice, such as pupil busking, sustainable festive jumper day, and bake sales, which raised over £5,000. We took in-kind and financial donations to support our chosen Ukraine charities UNHCR, Link to Hope, and Doctors for Ukraine. We sent out vital supplies, including phones, wheelchairs and crutches, clothing, and sanitary products, as well raising over £10,200.

The Community Partnerships department fostered Highgate's partnership with Food Bank Aid charity, enabling all pupils and staff to donate food and other non-perishable in-kind donations. We amassed 32 car loads worth of items, feeding more than 325 families throughout the year, extending through to the summer break when need is greatest. We maintained our commitment to the Link to Hope Shoebox Appeal, sending about 100 shoeboxes full of festive gifts to parts of eastern Europe, and donated a van load of books to the Children's Book Project and Kenwood House.

The Sport and Exercise (SpEx) department continued their charitable work in the borough, hosting competitions, training courses, sharing facilities, providing expertise and supporting workshops. We ran the annual Chrysalis Summer School and the Haringey Dance Festival, and hosted the Middlesex Netball final. Senior pupils gave back to the School through their leadership and volunteering in coaching and officiating. SpEx's external partnerships grew to include The Well HQ (female health and sport), SportUSA (US Scholarships) and we participated in two important national campaigns; Let Girls Play (Girls Football) and Stonewall (Inclusion in Sport). In June the department organised a national Conference called Sport in Her Shoes, focusing on leading research and best practice provided by The Well HQ. 150 participants from UK and International Schools attended the two-day event. Following this the Director of Sport and Exercise is delivering a new whole school strategy which looks at education through the female lens in, and beyond, sport.

Bursaries

111 pupils received means-tested fee remission, of whom 56 received 100% fee remission, consistent with our policy to concentrate bursary awards amongst children whose parents or carers are able to pay very little or none of our fees. In addition, 14 pupils were given grants towards the cost of uniform and £10,000 was allocated to enable bursary holders to participate in trips for which there is a charge – request for trip support increased significantly from the Summer Term onwards. Through donations from former pupils (Cholmeleians) and parents, our School also assisted with £28,733 towards the costs of instrumental music lessons and additional expenses for bursary award holders.

The total value of our bursarial support was £2,122,532. Of this figure, our School funded £1,923,236. Eighteen of the 111 Senior School pupils receiving means-tested fee remission were supported by the Friends of Highgate School Society (a registered charity, no. 1056624) which contributed £199,296; of this 18, 14 received assistance to help with the continued financial impact of COVID-19.

We improved our pastoral provision by establishing a 'virtual Head of House' for bursary pupils focusing on providing support for their wellbeing and academic progress, as well as being a key point of contact for their parents and carers. Bursary leavers were asked to complete a feedback survey, speaking with colleagues in the Development Office; the responses will help us learn from their experiences.

ACTIVITIES OF OUR CHARITY (continued)

Bursaries (continued)

We are delighted to be introducing Junior School bursaries into Year 3, in September 2022: we have awarded four bursary places for 2022-2023. Much work has gone into ensuring the Junior School is a welcoming environment where these children will thrive, with their pastoral needs supported.

A full statement of our policy on bursaries is available on our website; there is also further information available for parents and carers within the admissions section of our website.

Costs associated with charitable activities

In addition to the funding associated with bursaries, approximately £1,260,000 reflects the associated salary costs for the year (including pension and employer's national Insurance) of our Community Partnerships Director, Admissions Officer (Widening Access), the share of staffing costs associated with partnership teaching programme (including 9.1 full-time equivalent of staff seconded to London Academy of Excellence Tottenham (LAET)) and our Chrysalis Fellows. Around a further £70,000 was also spent during the year on the running costs of our work on partnership teaching and community partnerships, including transport, equipment, and visits to venues.

FUTURE OBJECTIVES

As stated earlier, in September 2020, a new development plan for the period 2020-25 was launched. This plan brings together our current school priorities, the measures we will take to raise standards further and the changes we are planning to bring about better outcomes for our pupils. The plan includes objectives which are unlikely to be achieved without deliberate or renewed, coordinated action. Many critical aspects of Highgate School always remain at the forefront of our thinking throughout – pupil welfare, for example – and are not therefore included unless they are the focus of change or particular development. This development plan will continue to inform our objectives over the next few years.

GOVERNANCE

Structure, governance and management

Our Governors (listed in the next section), who are our Charity's Trustees, are responsible for the governance of our School. Highgate is governed in accordance with our Scheme of Governance, dated 1 September 2005, as amended, and our Governors are members of the Body Corporate of "The Wardens and Governors of the possessions, revenues, and goods of the Free Grammar School of Sir Roger Cholmeley, Knight in Highgate".

Management is under the direction of our Head. Our full governing body meets at least six times a year. The following four sub-committees all meet at least three times a year: (1) Finance, Audit and Risk Committee, (2) Estates Committee, (3) Nominations and Remuneration Committee and (4) Safeguarding Committee. Governors drawn from the sub-committees meet periodically to review the ethical dimensions to school policies and, where required, to consider significant matters of education policy or practice.

The Nominations and Remuneration Committee is responsible for overseeing succession planning to ensure our governing body contains appropriate diversity, experience and skills, and making recommendations to Governors about recruitment processes for new Governors. Recent appointments have involved advertising roles within our School community prior to a sifting and interview process. All new Governors receive induction training.

The Governing Body can also appoint associate members to serve on one or more of the sub-committees/working groups and/or to attend full Governing Body meetings. Associate members are often selected to draw on expertise and experience from outside the Governor membership. Currently an associate member serves on the Estates Committee and on the Sustainability and Environmental Executive Committee.

In considering the pay and remuneration for the School's key management personnel, the Nominations and Remuneration Committee, in reaching recommendations for our governing body, consider the nature of the role and responsibilities, trends in pay and competitor salaries in the region available from publicly available sources.

Management

The day-to-day running of our School is delegated to our senior leadership team. The Head, Adam Pettitt, exercises the functions of Chief Executive in leading and directing the Senior, Junior and Pre-Preparatory Schools, and reports to the governing body.

The day-to-day responsibility for management of the Junior School and Pre-Preparatory School is exercised by the respective Principals, who report to the Head. New Principals will take up their posts in September 2022: Philippa Studd (Principal of the Junior School) and Sally Hancock (Principal of the Pre-Preparatory School).

The Head is assisted in the Senior School by two Senior Deputy Heads, Todd Lindsay and Louise Shelley, a Deputy Head (Academic), James Newton, and a Deputy Head (Pastoral), Rebecca Golland together with a number of Assistant Heads.

The Bursar, John Pheasant, is responsible for the management and leadership of support staff, and the financial administration of our School, and reports to the Head. The Bursar also acts as Secretary and Clerk to the governing body, in which role he reports directly to the Chairman.

The Head, Principals of the Junior and Pre-Preparatory Schools, Deputy Heads and Bursar make up the Strategy Management Committee.

GOVERNORS WHO HELD OFFICE DURING THE YEAR ENDING 31 JULY 2022

	FA&R[1]	Estates[2]	Nom&Rem[3]	Safeguarding[4]
Mark Barber MA MRICS FRGS FRSA	*	*		
Brian Davidson MD FRCS MB ChB MD FRCPS(Glasg) FRCSE(Hon) Deputy Chairman	*	*	*	
Joan Deslandes BEd(Hons) MA OBE				
Katherine Haynes BA(Hons) Med NPQH *Resigned 5 October 2021*				
Sam King QC MA(Cantab)			*	*
Saral Markanday MBChB MSc MRCGP DRCOG				*
Leonie Morel MScM	*			
Kumar Panja BA LLDip	*			*
Aly Patel MA MBA Treasurer	*			
Robert M Rothenberg MBE BA FCA CTA Chairman	*	*	*	
Paul Rothwell MA		*		
Daniel Widdicombe MA				

[1] Member of the Finance, Audit & Risk Committee.
[2] Member of the Estates Committee.
[3] Member of the Nominations and Remuneration Committee.
[4] Member of the Safeguarding Committee.

ADDRESS OF SCHOOL	Highgate School North Road Highgate London N6 4AY
REGISTERED CHARITY NUMBER	312765
AUDITORS	Haysmacintyre LLP 10 Queen Street Place London EC4R 1AG
SOLICITORS	Farrer & Co. LLP 66 Lincoln's Inn Fields London WC2A 3LH
BANKERS	Coutts & Co. St Martin's Branch 440 Strand London WC2R 0QS
INVESTMENT MANAGERS	Brewin Dolphin 12 Smithfield Street London EC1A 9BD

PUPIL NUMBERS AND FEES

Pupil numbers were 1,883 in September 2021. Our fees per term, in 2021-22, were £7,200 in the Michaelmas Term and £7,360 in the Lent and Summer Terms (Senior School), £6,600 in the Michaelmas Term and £6,750 in the Lent and Summer Terms (Junior School), £6,235 in the Michaelmas Term and £6,375 in the Lent and Summer Terms (Pre-Preparatory School). Our fees are inclusive of lunch, the use of books and stationery, and practically all other extras including future life membership of our alumni society (Cholmeleian Society), field work, one residential trip in Years 7, 8 and 9, and day visits in curricular time.

FINANCES

Total fee income in 2021-22 was £38,399,127. The operating deficit was £1,152,156.

Governors continue their strategy of deploying all net incoming resources to investing in the School and Charity to ensure that Highgate keeps, and indeed works to improve further, its position as a successful place of learning and all-round educational excellence. In the current financial year, £10,013,362 was spent in respect of this investment programme, ensuring that the needs of succeeding generations of pupils are met, as well as the current. Investments included the Dining Hall/Kitchen refurbishment and a new building to provide additional teaching spaces in the Pre-Preparatory School.

FINANCES (continued)

Diversifying non-fee income

The School continues to offer paid-for courses at the Mallinson Sports Centre and facilitate filming opportunities. Further work is being undertaken to explore other non-fee income opportunities including lettings, hirings and wider opportunities such as another school and provision of a pre-school offering.

Fundraising approach and performance

We undertake fundraising activities within the school community via direct mail, telephone, community participation activities (such as our pupils' sponsored walk), fundraising events, solicitation of individuals, crowdfunding campaigns and email in line with the Fundraising Code of Practice set by the Fundraising Regulator. Fundraising is overseen by the School's Development Office by staff all of whom have detailed job descriptions associated with their roles and receive appropriate training to reinforce our fundraising ethics. We are registered with the Fundraising Regulator and adhere to the standards of the Fundraising Code of Practice, and act in accordance with the terms listed in the Charity Governance Code. Fundraising activities are open, fair, honest and respectful; the School does not fundraise from constituents who are considered vulnerable or in circumstances which mean an individual is unable to make an informed decision. No formal complaints were received about fundraising activity in the year. Trustees receive regular reports regarding fundraising activity and performance.

The year saw donations towards bursaries, partnerships, general funds and capital projects, taking the total received and pledges from parents and Cholmeleians in the year 2021-22 to £1,004,104.

Buildings

Governors remain committed to continuing to invest substantially in upgrading and, where necessary, renewing current academic facilities, to ensure that our physical estate meets all emerging requirements to a high standard. Our current priorities include improving drama, music, sports and sixth form facilities, plus renewing services to, and reconfiguring, our Senior School's science laboratories. Additionally, in a drive to maintain our first-rate facilities, our School continues to preserve its historic buildings to improve the look of our School for the benefit of staff, pupils and the local community. Consequently work will continue, as part of our extensive capital development programme, in upgrading teaching facilities and repairing the fabric of our historic buildings. In preparation for a number of planning applications that are being developed, a Supplementary Planning Document (SPD) for the School's estate was adopted on 9 March 2021.

To contribute towards the funding of this programme, the School entered into a private placement in July 2019 for £60,000,000 details of which are set out within Note 11a to the Accounts.

Specific investment powers, policy and performance

The governing scheme affords our Governors powers in line with those generally applicable to charitable foundations. Any investments acquired by our Governors, during the year ending 31 July 2021, have been acquired in pursuance of those powers and within the Statement of Investment Policy that our School has with our Investment Managers, Brewin Dolphin. The Investment Objectives aims for a total annual return over rolling three-year periods of at least inflation (RPI) plus 4%. As of October 2022, performance against this objective was an annualised return for the rolling three-year period of 3.4% against an annualised return for RPI plus 4% of 9.7%.

FINANCES (continued)

Reserves Policy

In common with other independent schools, Highgate does not have free reserves readily available to spend on any of the charity's purposes. As indicated on our balance sheet, at the year end, our School had total funds amounting to £79,912,654. This was split between endowment funds of £29,287,184, of which £27,789,363 related to the net book value of the original endowed property of our School (principally constituting our main island site in our Senior School), restricted funds of £3,886,842, namely donations (including pledges) received for specific purposes, and, the remainder, unrestricted funds of £46,738,628. The unrestricted funds reflect the residual investment that our School has made over the years in the fabric of our building and facilities: it is not readily available for spending. The Governors therefore monitor the day-to-day operations of Highgate through management of good budgeting procedures and cash-flow, to ensure that it can meet the ongoing needs of the operations of the School and continue to invest in the fabric of the estate and educational provision. Governors are satisfied that we have sufficient available cash and facilities to deliver our strategic objectives.

Risk Assessment

Processes are in place to identify risks under the headings of Aims/Objects, Law and Regulation, Governance and Management, Academic, External Factors, Operational, Human Resources, Environmental, Technological and Financial Risks, and the necessary mitigations, and assessments and controls established to manage these are kept under regular review by our senior management and our Governors' Finance, Audit and Risk Committee.

The main risks that have been identified, and the plans to manage those risks, are:

- Political challenge to Highgate's charitable status. This risk is managed by continually developing our nationally-recognised educational partnerships to become a blueprint for change in education. Being a charity is at the heart of who Highgate is.
- Challenges to the financial viability of independent schools by increases to costs largely outside the control of schools such as VAT, pension costs or inflation (such as energy costs). This risk is managed by taking opportunities to engage contacts in main political parties and other key individuals about the true impact of putting VAT on school fees and introducing significant further pension increases. In addition, Governors keep under review costs of current pension schemes. Energy costs are monitored to identify where reduction in usage can be achieved.
- Ageing facilities inadequate for modern day teaching and learning. This risk is managed by the capital programme which aims to address the School's academic requirements by focusing on buildings in significant need of repairs and renewals.
- Reputation of the education and well-being of our pupils and the activities of our School. This risk is managed through relevant policies embedded within our School through meetings, committees, staff and pupil awareness, and having nominated senior management responsible for specific policies. Policies include: safeguarding policies, staff recruitment policies, and health and safety policies. Other areas of focus include security and personal safety. In addition, our School uses professional advisers when necessary.
- Affordability of school fees/adverse change to economy. This risk is managed by reviewing carefully annual fee increases, looking at possible aspects of the educational and charitable offering that could be reduced if absolutely necessary, controlling costs the impact of which would have a minimal educational impact and looking to diversify income by identifying meaningful non-fee income opportunities to reduce the current significant reliance on fee income.
- Income and a cash-flow to deliver the educational offering for the present and continue to invest in our School and Charity, including our fabric, for the long-term future. This risk is managed by maintaining pupil numbers, identifying and resolving any trends associated with any leavers, looking at non-fee income initiatives, including fundraising and borrowing, and ensuring active cash-flow management.

FINANCES (continued)

Risk Assessment (continued)

- Sustainability issues that impact on our community, particularly air pollution. Issue identified as a priority in our development plan. This risk is managed by the Sustainability and Environment Committee and the appointment of an Associate Member to the Governing Body who is helping develop some travel priorities.
- Diversity of pupils and staff. Issue identified as a priority in our development plan. This risk is being managed by continuing to review our application processes to attract more applications from groups that are considered under-represented.

Governors have been provided with assurance that risks have been adequately mitigated where necessary. It is recognised that systems can only provide reasonable, but not absolute, assurance that major risks have been adequately managed.

Fixed assets

The fixed assets are as stated in the balance sheet and further detailed in the notes to the financial statements. They are considered to be available and adequate to fulfil the obligations of our School.

Statement of Governors' Responsibilities

Governors have prepared financial statements for the financial year that give a true and fair view of the state of affairs of our School and of the surplus of the charity for that period. In preparing these financial statements, Governors have:

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

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

Governors confirm that the accounts comply with the requirements of the Charities Act 2006 as amended by the Charities Act 2011, the Governing Scheme, and the Charities SORP 2015.

Governors confirm that they have complied with the duty in Section 17 of the Charities Act 2011 to have due regard to the public benefit guidance published by the Charity Commission.

on behalf of the Governors

Chairman of the Governing Body and Chairman of Trustees

4 February 2023

INDEPENDENT AUDITOR'S REPORT TO THE TRUSTEES OF HIGHGATE SCHOOL

Opinion

We have audited the financial statements of Highgate School for the year ended 31 July 2022 which comprise Statement of Financial Activities, the Balance Sheets, the Cash Flow Statement 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 charity's affairs as at 31 July 2022 and of the charity's net movement in funds for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

Basis for opinion

We 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. 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 group 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 charity'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 trustees are responsible for the other information. The other information comprises the information included in the Governors' Report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, 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 audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Matters on which we are required to report by exception

We have nothing to report in respect of the following matters in relation to which the Charities (Accounts and Reports) Regulations 2008 require us to report to you if, in our opinion:

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

Responsibilities of trustees for the financial statements
As explained more fully in the trustees' responsibilities statement (set out on page 23), 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 charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements
Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an 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.

Based on our understanding of the charitable company and the environment in which it operates, we identified that the principal risks of non-compliances with laws and regulations related to the regulatory requirements of the Charity Commission and the Independent Schools Inspectorate (ISI), and we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as the Charities Act 2011, Charities SORP (2019) and payroll taxes.

We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls) and determined that the principal risk was related to the recognition of voluntary income. Audit procedures performed by the engagement team included:

- Enquiries of management regarding correspondence with regulators and tax authorities;
- Discussions with management including consideration of known or suspected instances of non-compliance with laws and regulation and fraud;
- Reviewing the controls and procedures of the charity, particularly in relation to the recording of income and processing of payments and payroll, to ensure these were in place throughout the year;
- Reviewing relevant minutes of meetings held during the course of the year;
- Evaluating management's controls designed to prevent and detect irregularities;
- Reviewing and testing journal entries made in the year, particularly those made as part of the year end financial reporting process; and
- Challenging assumptions and judgements made by management in their critical accounting estimates which comprise depreciation, bad debt provision, accruals, deferred income and the classification of properties.

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

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: .frc.or .u auditorsres onsibilities. This description forms part of our auditor's report.

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

Haysmacintyre LLP haysmacintyre LLP.
Statutory Auditors
9 February 2023

10 Queen Street Place
London
EC4R 1AG

Haysmacintyre LLP is eligible to act as an auditor in terms of section 1212 of the Companies Act 2006

HIGHGATE SCHOOL

STATEMENT OF FINANCIAL ACTIVITIES

FOR THE YEAR ENDED 31 JULY 2022

	Notes	General Funds £	Designated Funds £	Restricted Funds £	Endowment Funds £	Total 2022 £	Total 2021 £
INCOME FROM:							
Charitable activities							
School fees receivable	1	38,399,127	-	-	-	38,399,127	36,556,380
Other educational income	2	441,105	-	-	-	441,105	234,950
Ancillary trading income	2	1,300,193	-	-	-	1,300,193	891,430
Investments							
Bank and other interest		110,345	-	-	9	110,354	63,900
Investment income		4,742	-	11,691	10,541	26,974	26,308
Voluntary sources							
Donations	3	248,686	-	755,418	-	1,004,104	1,062,888
Total Income		40,504,198	-	767,109	10,550	41,281,857	38,835,856
EXPENDITURE ON:							
Raising funds							
Fundraising and development		141,722	-	-	-	141,722	113,456
Finance costs		1,774,000	-	-	-	1,774,000	1,774,000
Charitable activities							
School operating costs		39,738,098	-	780,193	-	40,518,291	35,743,856
Total expenditure	4	41,653,820	-	780,193	-	42,434,013	37,631,312
NET INCOME		(1,149,622)	-	(13,084)	10,550	(1,152,156)	1,204,544
Gains on investment assets		-	-	-	(56,382)	(56,382)	305,291
Transfers between funds	14	1,149,622	(1,149,622)	-	-	-	-
Net movement in funds		-	(1,149,622)	(13,084)	(45,832)	(1,208,538)	1,509,835
Balances brought forward at 1 August 2021		-	47,888,250	3,899,926	29,333,016	81,121,192	79,611,357
Balances carried forward at 31 July 2022		-	£46,738,628	£3,886,842	£29,287,184	£79,912,654	£81,121,192

All amounts derive from continuing activities.

All gains and losses recognised in the year are included in the statement of financial activities.

Full comparative figures for the year ended 31 July 2021 are shown in note 18.

The accompanying notes are an integral part of this statement.

HIGHGATE SCHOOL

BALANCE SHEET

AS AT 31 JULY 2022

	Notes	2022 £	2022 £	2021 £	2021 £
FIXED ASSETS					
Tangible assets	6		103,687,265		96,637,925
Investments	7		1,684,472		1,718,995
			105,371,737		98,356,920
CURRENT ASSETS					
Stock	8	48,869		40,559	
Debtors	9	3,297,361		3,635,894	
Cash at bank and in hand	10	49,234,396		54,925,422	
		52,580,626		58,601,875	
CURRENT LIABILITIES					
Creditors - due within one year	11	(13,243,858)		(10,727,955)	
NET CURRENT ASSETS			39,336,768		47,873,920
TOTAL ASSETS LESS CURRENT LIABILITIES			144,708,505		146,230,840
Creditors – due after one year	11		(64,795,851)		(65,109,648)
TOTAL NET ASSETS			£79,912,654		£81,121,192
Represented by:					
ENDOWMENT FUNDS	12		29,287,184		29,333,016
RESTRICTED FUNDS	13		3,886,842		3,899,926
UNRESTRICTED FUNDS					
Designated and general funds	14		46,738,628		47,888,250
TOTAL FUNDS			£79,912,654		£81,121,192

The financial statements were approved and authorised for issue by the Governing Body on 29 November 2022 and were signed below on its behalf by:

RM ROTHENBERG MBE BA FCA CTA

Chairman

A PATEL MA MBA

Treasurer

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

HIGHGATE SCHOOL

CASH FLOW STATEMENT

FOR THE YEAR ENDED 31 JULY 2022

	2022		2021	
	£	£	£	£
RECONCILIATION OF NET INCOME TO NET CASH FLOW FROM OPERATING ACTIVITIES				
Net income	(1,208,538)		1,509,835	
(Gains)/Loss on investments	56,382		(305,291)	
Depreciation	2,964,022		2,774,413	
Interest paid	1,774,000		1,774,000	
Interest and dividends receivable	(137,328)		(90,208)	
Decrease in stock	(8,310)		1,742	
(Increase) in debtors	338,533		(245,731)	
Increase/(Decrease) in creditors	2,202,106		1,641,010	
Net cash flow from operating activities		5,980,867		7,059,770
CASH FLOWS FROM INVESTING ACTIVITIES				
Proceeds on sale of fixed assets	-		-	
Purchase of fixed assets	(10,013,362)		(4,717,744)	
Proceeds from sale of investments	312,845		273,163	
Purchase of investments	(351,984)		(289,123)	
(Increase)/ Decrease in investment cash	17,280		(5,028)	
Interest and dividends received	137,328		90,208	
Net cash used in investing activities		(9,897,893)		(4,648,524)
CASH FLOWS FROM FINANCING ACTIVITIES				
Interest paid	(1,774,000)		(1,774,000)	
Cash inflows from new borrowing	-		-	
Net cash used in investing activities		(1,774,000)		(1,774,000)
CHANGE IN CASH AND CASH EQUIVALENTS IN THE REPORTING PERIOD		£(5,691,026)		£637,246
Cash and cash equivalents at beginning of period		54,925,422		54,288,176
Cash and cash equivalents at end of reporting period		49,234,396		54,925,422
		£(5,691,026)		£637,246

ANALYSIS OF CHANGES IN NET DEBT

	At 1 August 2021	Cashflows	At 31 July 2022
	£	£	£
Cash and cash equivalents			
Cash	54,925,422	(5,691,026)	49,234,396
Borrowings			
Debt due within one year	-	-	-
Debt due after one year	(60,000,000)	-	(60,000,000)
	(£5,074,578)	(5,691,026)	(10,765,604)

ACCOUNTING POLICIES

General Information

Statement of Compliance

The financial statements have been prepared in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102), the Companies Act 2006 and the 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) – second edition effective 1 January 2019.

The accounts are drawn up on the historical cost basis of accounting, as modified by the revaluation of investments and revaluation of land and buildings.

Having reviewed the funding facilities available to the School together with the expected ongoing demand for places and the School's future projected cash flows, the Governors have a reasonable expectation that the School has adequate resources to continue its activities for the foreseeable future and consider that there were no material uncertainties over the School's financial viability.

The effect of Covid-19 has also been assessed by the Governors and, by reviewing the charity's ongoing activities, its forecasts and risks, the organisation remains financially viable. With regard to the next 12 months, the most significant areas to be monitored closely by the executive include the continuance of education in School, blended and remote, and the health, safety and wellbeing of our staff and pupils. Governors will continue to monitor these closely.

Notwithstanding the challenges associated with Covid-19, Governors' monitoring of performance and wellbeing indicate that overall there has been no significant impact on our activities that cannot be managed. An updated financial forecast has been prepared to assess the impact of Covid-19 and Governors have a reasonable expectation that the School has adequate resources to continue for the foreseeable future. As a result of the private placement, any significant change is likely to impact on the pace of delivering the capital programme. Accordingly, they also continue to adopt the going concern basis in preparing the financial statements.

The School is a Public Benefit Entity registered as a charity in England and Wales (charity number: 312765).

Critical accounting judgements and key sources of estimation uncertainty

In the application of the accounting policies, Governors are required to make judgements, estimates, and assumptions about the carrying value of assets and liabilities that are not readily apparent from other sources. The estimates and underlying 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 if the revision affects only that period, or in the period of the revision and future periods if the revision affected current and future periods.

In the view of the trustees, the depreciation rates charged are the Governors best estimate of useful economic life for the asset, and changes could result in a material adjustment of the carrying amount in subsequent years.

ACCOUNTING POLICIES (continued)

The following accounting policies have been applied consistently in dealing with items which are considered material in relation to School's financial statements.

Fees and similar earned income

Fees receivable and charges for services and use of the premises, less any allowances, scholarships, bursaries granted by the School against those fees, but including contributions received from restricted funds, are accounted for in the period in which the service is provided.

Investment income

Investment income from dividends, bank balances and fixed interest securities is accounted for on an accruals basis.

Donations, legacies, grants and other voluntary income

Voluntary income is accounted for as and when entitlement arises, the amount can be reliably quantified and the economic benefit to the School is considered probable. This particularly impacts on accounting for pledges where the School is notified of income during a financial year but the income will not actually be received until a later accounting year. Such income is recognised upon confirmation of entitlement where it is probable that the income will ultimately be received (not on receipt). The detail of pledges 'previously recognised' (pledges recognised in earlier years' Accounts that had not been received by 31 July 2021) and 'pledges carried forward' (a combination of (a) pledges 'previously recognised' that had still not been received by 31 July 2022, (b) new pledges made but not received during the period 1 August 2021 to 31 July 2022 and (c) any changes to pledges 'previously recognised' where it is no longer probable that the income will ultimately be received) is set out in Note 3b.

Voluntary income for the School's general purposes is accounted for as unrestricted and is credited to the General Reserve. Where the donor or an appeal has imposed trust law restrictions, voluntary income is credited to the relevant restricted fund.

Expenditure

Expenditure is accrued as soon as a liability is considered probable, discounted to present value for longer-term liabilities. Expenditure attributable to more than one cost category in the Statement of Financial Activities is apportioned to them on the basis of the estimated amount attributable to each activity in the year, either by reference to staff time or the use made of the underlying assets, as appropriate. Irrecoverable VAT is included with the item of expenditure to which it relates.

Governance costs comprise the costs of running the charity, including strategic planning for its future development, external audit, any legal advice for the School's Governors, and all the costs of complying with constitutional and statutory requirements, such as costs of Board and Committee meetings and of preparing statutory accounts and satisfying public accountability.

ACCOUNTING POLICIES (continued)

Tangible fixed assets

Tangible assets are included at their net book value at the year-end.

Expenditure on the acquisition, construction or enhancement of land and buildings of a capital nature together with vehicles, furniture, machinery, ICT infrastructure and other equipment of a capital nature are capitalised and carried in the balance sheet at historical cost.

Other expenditure on equipment incurred in the normal day-to-day running of the School is charged to the Statement of Financial Activities as incurred. Individual items costing less than £1,000 are normally written off as an expense in acquisition.

Depreciation is provided to write off the cost of all relevant tangible fixed assets less estimated residual value based on current market prices, in equal annual instalments from commencement of the project over their expected useful economic lives as follows:

Freehold Property	- 2% of carrying value
Furniture and Equipment:	
- Furniture, Equipment and IT	- 2-10% or 20% on cost
- Motor Vehicles	- 20% on cost

Included in freehold properties are residential properties owned by the School that are let on a short-term basis, and subject to short notice periods. The properties are held at cost and were acquired in line with the School's continuing development strategy and as such are treated as operational property and not investment assets.

Investments

Listed investments are valued at market value as at the balance sheet date. Unrealised gains and losses arising on the revaluation of investments are credited or charged to the Statement of Financial Activities and are allocated to the appropriate Fund according to the "ownership" of the underlying assets.

Stock

Stock represents goods for resale and is valued at the lower of cost and net realisable value.

Fund accounting

The charitable trust funds of the School are accounted for as unrestricted or restricted income in accordance with the terms of trust imposed by the donors or any appeal to which they may have responded.

Funds

The School maintains four types of fund:

(a) Endowment – where the capital is held in perpetuity and income generated used for charitable purposes expenditure;

(b) Restricted – where the purposes for which funds may be used have been restricted by donors;

ACCOUNTING POLICIES (continued)

Funds (continued)

(c) Designated – where the funds are unrestricted but where the Trustees have designated them for a specific purpose;

(d) General – where the funds are unrestricted and not designated.

Endowment Funds

The original land and buildings of the School are subject to a permanent endowment. The Endowment Fund reflects the rebased cost of assets principally constituting the main Island Site, following engagement with the Charity Commission, as at 31 July 2016.

The Sinking Fund represents recoupment of the proceeds on disposal of endowment property.

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

Restricted Funds

The Library Fund consists of three funds named (i) Burdett-Coutts, (ii) Furnival Jones and (iii) J F Newsome Charitable Trust, and exists to provide books and equipment for the School library.

Designated Funds

The building reserve represents funds generated from appeals and transfers from unrestricted funds. The reserve reflects that part of the School's unrestricted funds which relates to property.

Pension costs

Retirement benefits to employees of the School are provided through two pension schemes. The pension costs charged in the Statement of Financial Activities are determined as follows:

(a) The Teachers' Pension Scheme - This scheme is a multi-employer pension scheme. It is not possible to identify the School's share of the underlying assets and liabilities of the Teachers' Pension Scheme on a consistent and reasonable basis and therefore, as required by FRS102, accounts for the scheme as if it were a defined contribution scheme. The School's contributions, which are in accordance with the recommendations of the Government Actuary, are charged in the period in which the salaries to which they relate are payable;

(b) The ISPEN is a multi-employer defined benefit scheme. The assets of the scheme are held independently from those of Highgate School in an independently administered fund. The costs recognised during the year relate to the movement in the year end liability;

(c) Other pension costs are charged in the accounts for defined contribution schemes represent the contributions payable by the School during the year.

ACCOUNTING POLICIES (continued)

Operating leases

Rentals under operating leases are charged on a straight-line basis over the lease term, even if the payments are not made on such a basis. Benefits received and receivable as an incentive to sign an operating lease are similarly spread on a straight-line basis over the lease term.

Financial instruments

Basic financial instruments are initially recognised at transaction value and subsequently measured at amortised with the exception of investments which are held at fair value. Financial assets held at amortised cost comprise cash at bank and in hand, together with trade and other debtors. A specific provision is made for debts for which recoverability is in doubt. Cash at bank and in hand is defined as all cash held in instant access bank accounts and used as working capital. Financial liabilities held at amortised cost comprise all creditors except social security and other taxes and provisions.

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.

Debtors

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

Cash at bank and in hand

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 deposit or similar account.

1. FEES

	2022 £	2021 £
Fees receivable consist of:		
Tuition fees	40,095,035	38,109,173
Music fees	614,576	604,811
	40,709,611	38,713,984
Less: Allowances	(321,269)	(389,159)
Less: Bursaries funded from unrestricted funds	(1,314,065)	(1,192,798)
Less: Bursaries funded from restricted funds	(609,171)	(508,471)
	(1,923,236)	(1,701,269)
Less: Scholarships	(65,979)	(67,176)
	£38,399,127	£36,556,380

Scholarships, bursaries and other awards were paid to 110 pupils (2021: 116). Within this, means tested bursaries totalling £1,923,236 were paid to 93 pupils (2021: £1,701,269 to 86 pupils).

2. OTHER INCOME

	2022 £	2021 £
Other educational charitable income		
Entrance & registration fees	174,600	226,162
Lettings	87,372	8,788
Other educational income	179,133	-
	441,105	234,950
Other ancillary activities		
Mallinson Sports Centre	394,680	64,498
Other income	20,959	196,769
Rents	756,285	572,393
Educational visits	104,221	57,770
6th Form and Tuck Shop income	24,048	-
	1,300,193	891,430
	£1,741,298	£1,126,380

3a. DONATIONS AND LEGACIES (2022)

	Unrestricted £	Restricted £	2022 £
Restricted Funds	-	755,418	755,418
Unrestricted donations	248,686	-	248,686
	248,686	755,418	1,004,104

DONATIONS AND LEGACIES (PRIOR YEAR)

	Unrestricted £	Restricted £	2021 £
Restricted Funds	-	979,649	979,649
Unrestricted donations	83,239	-	83,239
	83,239	979,649	1,062,888

3b. BREAKDOWN OF DONATIONS (see explanatory comments within Accounting Policies)

	2022 £	2021 £
Pledges previously recognised	(2,420,796)	(2,429,288)
Donations received in-year	1,186,513	1,071,380
Pledges carried forward	2,238,387	2,420,796
Donations income	1,004,104	1,062,888

4a. ANALYSIS OF EXPENDITURE

	2022 £	2021 £
Net income is stated after charging:		
Auditors' remuneration – audit fees	34,140	34,080
Auditors' remuneration – other services	8,640	1,440
Depreciation	2,964,022	2,774,413

4b.

	Average Staff Numbers 2022	Staff Costs	Depreciation	Other	2022 Total
Charitable Activity – School Operating Costs					
Teaching costs	395	23,266,138	-	2,482,657	25,748,795
Welfare	46	1,168,764	-	1,126,429	2,295,193
Premises	36	1,493,242	2,964,022	2,884,337	7,341,601
Grants, awards and prizes		-	-	17,940	17,940
Support costs and governance	75	2,686,298	-	2,409,525	5,095,823
Fundraising and Development	2	127,756	-	13,966	141,722
Finance costs		-	-	1,774,000	1,774,000
Mallinson Sports Centre		-	-	18,939	18,939
	554	28,742,198	2,964,022	10,727,793	42,434,013

PRIOR YEAR

	Average Staff Numbers 2021	Staff Costs	Depreciation	Other	2021 Total
Charitable Activity – School Operating Costs					
Teaching costs	383	21,688,486	-	1,387,013	23,075,499
Welfare	49	1,077,031	-	673,938	1,750,969
Premises	35	1,452,693	2,774,413	2,597,296	6,824,402
Grants, awards and prizes		-	-	7,922	7,922
Support costs and governance	68	2,461,212	-	1,580,946	4,042,158
Fundraising and Development	2	102,596	-	10,860	113,456
Finance costs		-	-	1,774,000	1,774,000
Mallinson Sports Centre		-	-	42,906	42,906
	537	26,782,018	2,774,413	8,074,881	37,631,312

4c. GOVERNANCE INCLUDED IN SUPPORT COSTS

	2022 £	2021 £
Remuneration paid to auditors		
- audit services	34,140	34,080
- other services	8,640	1,440
Governors' reimbursement to Governors' expenses	540	285
	£43,320	£35,805

The support costs relate to the charitable activity of running the School.

5. STAFF COSTS (including related party transactions)

	2022 No.	2021 No.
The average number employed by the company within each category of persons was:		
Teaching staff	395	383
Support staff	159	154
	554	537
	£	£
The costs incurred in respect of these employees were:		
Wages and salaries	21,860,378	20,377,855
Social Security costs	2,426,013	2,194,613
Pension costs	4,413,261	4,184,550
Termination payments	42,546	25,000
	£28,742,198	£26,782,018
Aggregate employee benefits of 8 (8 – 2021) key management personnel	£1,701,634	£1,628,089

	2022 No.	2021 No.
The number of higher paid employees was:		
Taxable emoluments band:		
£60,000 - £70,000	55	48
£70,000 - £80,000	33	27
£80,000 - £90,000	11	8
£90,000 - £100,000	3	5
£100,000 - £110,000	-	1
£110,000 - £120,000	1	1
£120,000 - £130,000	-	-
£130,000 - £140,000	1	-
£140,000 - £150,000	-	-
£150,000 - £160,000	-	1
£160,000 - £170,000	1	-
£170,000 - £180,000	-	2
£180,000 - £190,000	1	-
£210,000 - £220,000	1	-
£340,000 - £350,000	-	1
£390,000 - £400,000	1	-
The number with retirement benefits accruing was:	108	94
Of which contributions amount to:	£1,768,586	£1,640,899

During the year the School obtained, within its general insurance, professional indemnity and governors liability insurance cover of £10,000,000 (2021: £10,000,000).

In addition to the remuneration paid to the key management personnel, the School provides fee remission to staff typical of the independent sector, loans to assist in house purchasing and accommodation to staff who are entitled to accommodation by virtue of their role.

Other expenditure includes an amount of £540 which relates to travel expenses for two members of the Governing Body (2021: £285 for one members).

No Governors received any remuneration or benefits other than the expenses disclosed above from the School or any connected organisation. There are Governors during the year who have pupils at the School; the arrangements are on the same basis as for other parents at the school. There were no related party transactions during the year.

6. TANGIBLE FIXED ASSETS

	Total £	Freehold Land and Permanent Buildings £	Equipment and Motor Vehicles £
COST/VALUATION			
At 1 August 2021	134,901,883	132,812,883	2,089,000
Additions	10,013,362	10,013,362	-
Disposals	(9,635)	-	(9,635)
At 31 July 2022	144,905,610	142,826,245	2,079,365
DEPRECIATION			
At 1 August 2021	38,263,958	36,466,901	1,797,057
Charge for the year	2,964,022	2,866,327	97,695
Disposals	(9,635)	-	(9,635)
At 31 July 2022	41,218,345	39,333,228	1,885,117
NET BOOK VALUE			
At 31 July 2022	£103,687,265	£103,493,017	£194,248
At 31 July 2021	£96,637,925	£96,345,982	£291,943

The original land and buildings of the School are subject to a permanent endowment. See Note 12.

Depreciation calculated on a historical basis would be lower by £495,700 than the amount shown above (2021: lower by £495,700).

7. FIXED ASSET INVESTMENTS

	Endowment £	Total 2022 £	Total 2021 £
Market value			
At 1 August 2021	1,678,882	1,678,882	1,357,631
Additions	351,984	351,984	289,123
Disposals	(310,536)	(310,536)	(225,586)
Revaluations	(58,691)	(58,691)	257,714
	1,661,639	1,661,639	1,678,882
Cash awaiting investment	22,883	22,833	40,113
At 31 July 2022	£1,684,472	£1,684,472	£1,718,995

8. STOCKS

	2022 £	2021 £
Catering, cleaning, stationery	£48,869	£40,559

9. DEBTORS

	2022 £	2021 £
Fees	839,029	593,051
Loans to employees	119,299	57,511
Prepayments and accrued income	2,310,661	2,830,428
Other debtors	28,372	154,904
	£3,297,361	£3,635,894

10. CASH AT BANK AND IN HAND

	2022 £	2021 £
Bank deposit and current accounts	£49,234,396	£54,925,422

11a. CREDITORS

	2022 £	2021 £
Fee deposits	5,198,757	3,946,264
Fees received in advance	1,579,947	1,777,295
Audit & accountancy	33,000	32,400
Accruals and deferred income	5,960,336	4,072,767
Other creditors	471,818	899,229
	13,243,858	10,727,955
Due after one year		
Advance payments	3,003,851	4,036,648
Pension provision	1,792,000	1,073,000
Other Loans	60,000,000	60,000,000
Total creditors	£78,039,709	£75,837,603

On the 24 July 2019, the School entered into a private placement for £60m funding paid to the School in three tranches to assist in the financing of the School's capital programme. The first drawdown of £20m was received on 24 July 2019 with an interest rate of 3.01% repayable on the 24 September 2054. The second drawdown totalling £40m was received on 24 September 2019; £10m with an interest rate of 2.90% repayable on the 24 September 2044 and £30m with an interest rate of 2.94% repayable on the 24 September 2049. For all three tranches the first interest payment was made on 24 March 2021 and will continue at six-monthly intervals thereafter.

At 31 July the School had the following annual commitments under non-cancellable operating leases:

	2022 £	2021 £
Leases expiring within 1 year	12,183	14,659
Leases expiring between 2 - 5 years	7,027	19,210
Leases expiring between greater than 5 years	-	-
	19,210	£33,869

11b. ADVANCE FEES

	2022 £	2021 £
After 5 years	286,847	627,739
Within 2 to 5 years	1,619,755	2,022,147
Within 1 to 2 years	1,097,249	1,386,762
	3.003,851	4,036,648
Within 1 year	1,579,947	1,777,295
	£4,583,798	£5,813,943

	2022 £
The movements during the year on the accrued liability under the contracts were:	
Balance at 1 August 2021	5,813,943
New contracts	653,987
	6,467,930
Amounts utilised in payment of fees:	
To the school	(1,884,132)
	£4,583,798

12. ENDOWMENT FUNDS

	Balance at 1 August 2021 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains(losses) £	Balance at 31 July 2022 £
Property Fund	27,789,363	-	-	-	27,789,363
Sinking Fund	291,271	374	-	5,370	297,015
Prize Fund	582,798	10,176	-	(28,736)	564,238
Furnival Jones Library Fund	28,917	-	-	(1,426)	27,491
Arthur (Bill) and Beryl Field Memorial Bursary Fund	552,939	-	-	(27,264)	525,675
Zikel Music Fund	87,728	-	-	(4,326)	83,402
	£29,333,016	£10,550	-	£(56,382)	£29,287,184

PRIOR YEAR (2021):

	Balance at 1 August 2020 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains(losses) £	Balance at 31 July 2021 £
Property Fund	27,789,363	-	-	-	27,789,363
Sinking Fund	239,386	364	-	51,521	291,271
Prize Fund	456,082	9,681	-	117,035	582,798
Furnival Jones Library Fund	23,012	-	-	5,905	28,917
Arthur (Bill) and Beryl Field Memorial Bursary Fund	440,024	-	-	112,915	552,939
Zikel Music Fund	69,813	-	-	17,915	87,728
	£29,017,680	£10,045	-	£305,291	£29,333,016

Property Fund: Represents the net book value as at 31 July 2016 of the endowed property of the School, principally constituting the main Island Site.

Sinking Fund: Represents the recoupment required under a Charity Commission scheme on the utilisation of endowed funds in earlier years which expires in 2022.

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

Furnival Jones Library Fund: Represents a donation received where the capital element was to be retained and the income arising utilised for the library.

Arthur (Bill) and Beryl Field Memorial Bursary Fund: a fund established from which the income is to provide bursarial assistance at the discretion of Governors.

Zikel Music Fund: A fund established from which the income be used for or towards music tuition (including the hire of the associated instrument) for a promising pupil entering the school who would not otherwise be able to afford the cost of such tuition.

13. RESTRICTED FUNDS

	Balance at 1 August 2021 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains/(losses) £	Balance at 31 July 2022 £
Furnival Jones Library Fund	3,328	505	-	-	3,833
Outreach Project	696	10,077	-	-	10,773
Robin Barnard Bequest	29,750	-	-	-	29,750
Bursary Fund	2,879,912	(250,875)	-	-	2,629,037
LAET	249,715	368,411	-	-	618,126
Digital Access	29,364	(713)	-	-	28,651
Open Door	54,431	-	-	-	54,431
Arthur (Bill) and Beryl Field Memorial Bursary Fund	50,236	9,654	-	-	59,890
Learning Support Fund	179,544	(107,363)	-	-	72,181
Hardship Fund	74,579	-	-	-	74,579
Other Funds	9,805	1,588	-	-	11,393
Mental Health Fund	137,566	(59,752)	-	-	77,814
Buildings Fund	201,000	250	-	-	201,250
Refugee Fund		15,134	-	-	15,134
	£3,899,926	£(13,084)	-	-	£3,886,842

PRIOR YEAR (2021):

	Balance at 1 August 2020 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains/(losses) £	Balance at 31 July 2021 £
Furnival Jones Library Fund	2,840	488	-	-	3,328
Outreach Project	-	696	-	-	696
Robin Barnard Bequest	29,750	-	-	-	29,750
Bursary Fund	2,759,578	120,334	-	-	2,879,912
LAET	160,721	88,994	-	-	249,715
Digital Access	70,805	(41,441)	-	-	29,364
Open Door	54,431	-	-	-	54,431
Arthur (Bill) and Beryl Field Memorial Bursary Fund	40,896	9,340	-	-	50,236
Learning Support Fund	311,824	(132,280)	-	-	179,544
Hardship Fund	61,879	12,700	-	-	74,579
Other Funds	9,805	-	-	-	9,805
Mental Health Fund	66,828	70,738	-	-	137,566
Buildings Fund	200,000	1,000	-	-	201,000
	£3,769,357	£130,569	-	-	£3,899,926

13. RESTRICTED FUNDS (continued)

Library Fund: donations received towards the improvements in library facilities at Highgate School.
Robin Barnard Bequest: for the benefit of pupils wishing to pursue careers in medicine or science.
Bursary Fund: donations received from fundraising to be used to fund future bursaries at the School.
Outreach Project, Capital Projects and E-learning Funds: donations received for the purposes described in the fund name.
Open Door: donation received to encourage pupils in their explanation or understanding of the Christian faith.
Arthur (Bill) and Beryl Field Memorial Bursary Fund: see Note 12.
Zikel Music Fund: see Note 12.
Digital Access: donations received to help children at our partner schools who have little or no access to a computer.
LAET: A fund following a Gala event and other donations throughout the year to raise money for LAE Tottenham.
Hardship Fund: donations received to help families who are struggling to pay fees due to unforeseen circumstances.
Other: donations received for CCF and PPS/JS.
Learning Support: donation received for additional staffing to strengthen Learning Support.
Mental Health: donation received towards staffing costs for enhanced mental health provision.
Buildings Fund: donation received to help develop the buildings/fabric of the School.

14. UNRESTRICTED FUNDS

	Balance at 1 August 2021 £	Net income/ (expenditure) £	Transfers between funds £	Investment gains/ (losses) £	Balance at 31 July 2022 £
Designated Funds					
Property Fund	47,888,250	-	(1,149,622)	-	46,738,628
General Funds					
Revenue Reserve	-	(1,149,622)	1,149,622	-	-
TOTAL	47,888,250	(1,149,622)	-	-	46,738,628

PRIOR YEAR (2021):

	Balance at 1 August 2019 £	Net income/ (expenditure) £	Transfers between funds £	Investment gains/ (losses) £	Balance at 31 July 2021 £
Designated Funds					
Property Fund	46,824,320	-	1,063,930	-	47,888,250
General Funds					
Revenue Reserve	-	1,063,930	(1,063,930)	-	-
TOTAL	46,824,320	1,063,930	-	-	47,888,250

The Property Fund reflects the net book value of unrestricted fixed assets together with the proceeds of asset disposals which the Governors intend to reinvest in fixed assets.

15. ANALYSIS OF THE NET ASSETS BETWEEN FUNDS

	Fixed Assets £	Investments £	Net Current Assets less Liabilities £	Long term Liabilities £	Total £
Endowment Funds	27,789,363	1,684,472	(186,651)	-	29,287,184
Restricted Funds	-	-	3,886,842	-	3,886,842
Unrestricted :					
General	-	-	-	-	-
Designated	75,897,902	-	35,636,577	(64,795,851)	46,738,628
	103,687,265	1,684,472	39,336,768	(64,795,851)	79,912,654

PRIOR YEAR (2021):

	Fixed Assets £	Investments £	Net Current Assets less Liabilities £	Long term Liabilities £	Total £
Endowment Funds	27,789,363	1,718,995	(175,342)	-	29,333,016
Restricted Funds	-	-	3,899,926	-	3,899,926
Unrestricted :					
General	-	-	-	-	-
Designated	68,848,562	-	44,149,336	(65,109,648)	47,888,250
	96,637,925	1,718,995	47,873,920	(65,109,648)	81,121,192

16. CAPITAL COMMITMENTS

	2022	2021
Authorised and contracted for	£2,640,000	£740,600

17. PENSION COMMITMENTS

Teachers' Pension Scheme

The School participates in the Teachers' Pension Scheme ("the TPS") for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £3,260,160 (2021: £3,086,842) and at the year-end £Nil (2021 - £Nil) was accrued in respect of contributions to this scheme.

The TPS is an unfunded multi-employer defined benefits pension scheme governed by The Teachers' Pensions Regulations 2010 (as amended) and The Teachers' Pension Scheme Regulations 2014 (as amended). Members contribute on a "pay as you go" basis with contributions from members and the employer being credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

The employer contribution rate is set by the Secretary of State following scheme valuations undertaken by the Government Actuary's Department. The most recent actuarial valuation of the TPS was prepared as at 31 March 2016 and the Valuation Report, which was published in March 2019, confirmed that the employer contribution rate for the TPS would increase from 16.4% to 23.6% from 1 September 2019. Employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 23.68%.

17. PENSION COMMITMENTS (continued)

Teachers' Pension Scheme (continued)
The 31 March 2016 Valuation Report was prepared in accordance with the benefits set out in the scheme regulations and under the approach specified in the Directions, as they applied at 5 March 2019. However, the assumptions were considered and set by the Department for Education prior to the ruling in the 'McCloud/Sargeant case'. This case has required the courts to consider cases regarding the implementation of the 2015 reforms to Public Service Pensions including the Teachers' Pensions.

On 27 June 2019 the Supreme Court denied the government permission to appeal the Court of Appeal's judgment that transitional provisions introduced to the reformed pension schemes in 2015 gave rise to unlawful age discrimination. The government is respecting the Court's decision and has said it will engage fully with the Employment Tribunal as well as employer and member representatives to agree how the discriminations will be remedied. The government announced on 4 February 2021 that it intends to proceed with a deferred choice underpin under which members will be able to choose either legacy or reformed scheme benefits in respect of their service during the period between 1 April 2015 and 31 March 2022 at the point they become payable.

The TPS is subject to a cost cap mechanism which was put in place to protect taxpayers against unforeseen changes in scheme costs. The Chief Secretary to the Treasury, having in 2018 announced that there would be a review of this cost cap mechanism, in January 2019 announced a pause to the cost cap mechanism following the Court of Appeal's ruling in the McCloud/Sargeant case and until there is certainty about the value of pensions to employees from April 2015 onwards. The pause was lifted in July 2020, and a consultation was launched on 24 June on proposed changes to the cost control mechanism following a review by the Government Actuary. Following a public consultation, the Government have accepted three key proposals recommended by the Government Actuary, and are aiming to implement these changes in time for the 2020 valuations.

The 2016 cost control valuations have since been completed in January 2022, and the results indicated that there would be no changes to benefits or member contributions required. The results of the cost cap valuation are not used to set the employer contribution rate, and HM Treasury has confirmed that any changes to the employer contribution rate resulting from the 2020 valuations will take effect in April 2024.

Until the 2020 valuation is completed it is not possible to conclude on any financial impact or future changes to the contribution rates of the TPS. Accordingly, no provision for any additional past benefit pension costs is included in these financial statements.

Pension Trust
Highgate School participates in the Independent Schools' Pension Scheme (ISPEN). The Scheme is funded and is contracted out of the state scheme. ISPEN is a multi-employer defined benefit scheme. 256 employees currently participate in the scheme. 248 employees participate on a final salary basis with a 1/80th accrual rate. From 1 September 2022, these employees made a contribution of 6% of pensionable salary to the scheme whereas the School made an increased employer contribution of 30.6%. A further 8 employees, who pre-1996 were members of the Highgate School Retirement and Death Benefits Scheme, participate on a final salary basis with a 1/60th accrual rate. These employees made a contribution of 6% whereas the School's contribution increased to 42.6%.

The last formal valuation of the scheme was performed as at 30 September 2020 by a professionally qualified actuary using the Projected Unit Method. The market value of the scheme's assets at the valuation date was £201.1 million. The valuation revealed a shortfall of assets compared with the value of liabilities of £55.2 million. Following consideration of the results of the actuarial valuation, it was agreed that the shortfall of £55.2 million would be dealt with by the payment of deficit contributions, from all participating employers allocated in line with their estimated share of the scheme liabilities, of £2.7 million per annum from 1 September 2022 to 30 June 2032. These deficit contributions are in addition to the long-term joint contribution rates (highlighted above).

There is a potential debt on the employer that could be levied by the Trustees of the scheme. The debt is due in the event of the employer ceasing to participate in the scheme or the scheme winding up. Highgate School has been notified by the Pensions Trust of the estimated employer debt on withdrawal from the Independent Schools' Pension Scheme based on the financial position of the scheme as at 30 September 2021. As of this date the estimated employer debt was £10,288,573. This amount is not provided for in the accounts as it is not considered likely that the School will fully withdraw from the scheme.

18. CONSOLIDATED STATEMENT OF FINANCIAL ACTIVITIES COMPARATIVE FIGURES BY FUND

	Notes	General Funds £	Designated Funds £	Restricted Funds £	Endowment Funds £	Total 2021 £
INCOME FROM:						
Charitable activities						
School fees receivable	1	36,556,380	-	-	-	36,556,380
Other educational income	2	234,950	-	-	-	234,950
Ancillary trading income	2	891,430	-	-	-	891,430
Investments						
Bank and other interest		63,896	-	-	4	63,900
Investment income		4,956	-	11,311	10,041	26,308
Voluntary sources						
Donations	3	83,239	-	979,649	-	1,062,888
Total Income		37,834,851	-	990,960	10,045	38,835,856
EXPENDITURE ON:						
Raising funds						
Fundraising and development		113,456	-	-	-	113,456
Finance costs		1,774,000	-	-	-	1,774,000
Charitable activities						
School operating costs		34,883,465	-	860,391	-	35,743,856
Total expenditure	4	36,770,921	-	860,391	-	37,631,312
NET INCOME		1,063,930	-	130,569	10,045	1,204,544
Gains on investment assets		-	-	-	305,291	305,291
Transfers between funds	14	(1.063,930)	1,063,930	-	-	-
Net movement in funds		-	1,063,930	130,569	315,336	1,509,835
Balances brought forward at 1 August 2021		-	46,824,320	3,769,357	29,017,680	79,611,357
Balances carried forward at 31 July 2022		-	47,888,250	3,899,926	29,333,016	£81,121,192

SIR ROGER CHOLMELEY'S SCHOOL AT HIGHGATE

England & Wales - Charity number 312765

Accounts

HIGHGATE SCHOOL

GOVERNORS' ANNUAL REPORT AND ACCOUNTS

FOR THE YEAR ENDED 31 JULY 2021

Haysmacintyre LLP
Chartered Accountants
Registered Auditors

HIGHGATE SCHOOL

REPORT AND ACCOUNTS

FOR THE YEAR ENDED 31 JULY 2021

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CHAIRMAN'S FOREWORD

I am pleased to present Highgate School's report and accounts for the year ending 31 July 2021. It has been another year of excellent achievements but one which has also involved the challenges of continuing to manage COVID-19 and responding to testimonies of sexual violence and harassment.

In March 2021, the website 'Everyone's Invited', our own pupil testimonies and a subsequent Open Letter to Governors from current and former pupils brought to light the lived experience of sexism and sexual violence. The School promptly commissioned an Independent Review, established our Anti-Sexism and Sexual Violence (ASSV) Plan and agreed to a Haringey Council safeguarding review. More detail is contained within this Annual Report; the Independent Review and Haringey Review were published in January 2022 and are both available on the Policies and Reports page of our website. I feel it is important to re-state here our commitment to combat misogyny, sexism and sexual violence in all their forms, which will continue to be core to our community's identity and purpose.

Covid-19 continued to impact throughout the entire year but, particularly, in Lent Term 2021, following government guidance, the School closed again for a protracted period where remote learning was provided. Whilst we now hope such measures are behind us, we continue to manage the pandemic whilst hopeful that we are steadily returning to a more acceptable normal.

Against these challenges, Highgate continued to achieve across many fronts both educationally and with its charitable ambition. This is possible only through the consistently excellent contribution of all its staff which, once again, has been severely tested throughout the year. External recognition of Highgate's achievements was received in November 2020 when Highgate was named The Sunday Times London Independent School of the Decade by Parent Power, The Sunday Times Schools Guide. In addition, whilst post year end, the School was inspected by the Independent Schools' Inspectorate in December 2021 and was found to be excellent in both key outcomes in the quality of education provided, that is, in pupils' achievements and in their personal development. More details are available in the Regulatory Compliance and Educational Quality Inspection Report which was published on the School's website in February 2022.

In addition to Highgate's achievements, I am also pleased to report that London Academy of Excellence, Tottenham, Highgate's sibling Free School, was named Sixth Form College of the Year in The Sunday Times Schools Guide and, following an inspection by OFSTED in November 2021, was judged outstanding in all areas.

I hope that this report will enable those interested in Highgate to understand something of the energy and self-reflective determination which characterise the School, and the sterling work and commitment of all its staff, in consistently striving to improve how we keep pupils safe and happy and ensure they receive the best possible education. I take this opportunity to thank the staff for their enthusiasm and all that they do both to sustain and enhance the quality and standing of the School, and to spread the same standards of quality and excellence among our growing range of partner schools. I thank also my fellow governors for their support and unswerving commitment to the School.

Bob Rothenberg MBE

CHARITABLE OBJECTS

Our charitable objectives are set out in the Scheme of Governance as:

- the advancement of education by the provision of a school in or near Highgate, the provision of incidental or ancillary educational activities, and the undertaking of associated activities for the benefit of the public; and
- in so far as the Governors think fit (and so long as they, in their discretion, consider that the object stated in clause 1 is being properly provided for) the relief of the poor.

OBJECTIVES AS A SCHOOL 2020-21

The School was in its first year of its 2020-25 development plan. Within this plan, the School's Vision Statement is stated as:

> "In what we plan to do, what we actually do and how we measure our success, our pupils are our starting point: what they experience as children and young adults, what they become and the lives they are able and inspired to lead. So, let us imagine our pupils as they leave us:
>
> We imagine a happy, cohesive community whose pupils, from many different backgrounds, have learnt to respect and value the experience which emerges from diversity and who have grown up in a school which has taken nothing for granted and has cleared the way for all children, whatever their prior experience, to feel welcome and to thrive.
>
> They will enjoy life to the full and value their friendships. Open-minded and alert to opportunity, they will leave us for places on competitive courses in a wide range of universities in the UK and around the world, with the ambition, motivation, skills and staying power to equip them to study independently and with success. In their academic learning as well as in their lives beyond the classroom they will have developed 'soft' skills along with qualities of self-awareness, resilience and self-confidence. They will have developed their emotional and mental as well as their physical health and will have insight into ways of preventing and getting help for ill health, without fear or shame. They will do voluntary work, work experience and internships and will be adept at matching their skills and attributes against possibilities ahead. They will have worked in partnership with young people in other schools and broken out of any school bubble.
>
> The way they have journeyed to their exams, and the understanding that remains with them thereafter, will be as important as their grades. They will be creative, rigorous and eager thinkers and readers who have pursued learning for its own sake. They will have had a taste of competition and of the energising effect of entrepreneurship; they will be well informed about ways of living and working sustainably. They will have a range of hobbies and interests in which they will have participated with enjoyment and commitment. In these, and through service to others, they will have grown as individuals who can lead and can serve. They will be thoughtful and open-minded, conscious of the advantages they have enjoyed and of the choices and obligations such advantage should bring."

The School's strategic aims and actions for the whole school are stated as:

- **Income generation to support our charitable objectives**. Opening an international school; Developing commercially viable remoted learning; Testing out opportunities to provide a pre-school offering.
- **Realising our charitable potential: learnings from the national emergency**. Embedding our charitable campaign to respond to the national pandemic, 'Highgate is Here', to tackle inequality through projects to support mental health, digital access, youth safety and inclusion in local schools and the wider community; Expanding partnership and opportunity: establishing 'Chrysalis-East' for the London Academy

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OBJECTIVES AS A SCHOOL 2020-21 (continued)

- of Excellence Tottenham's (LAET) feeder schools, supporting Year 10 and 11 pupils as they prepare for Sixth Form.
- **Inclusion**. Making our School 'actively anti-racist'; Ensuring BAME pupils' voice and experience inform change and policy; Increasing diversity in pupil applications and acceptances by expanding bursaries in the Senior School and introducing them in the Junior School; Initiating curriculum review and change; Investing in and improving staff inclusion and diversity through targeted recruitment and sector-wide engagement to encourage BAME graduates to look at teaching.
- **Sustainability.** Enacting the new environmental sustainability plan.
- **Improving and renewing facilities**. Enacting our estate master plan to improve and enhance facilities in sport, science, drama, music and for specialist sixth form teaching.
- **Making life easier and better.** Professionalising school-home communications; Introducing 'wrap-around care' for pupils in the Pre-Prep and Junior Schools; Making it easier to travel to school (expanding school bus routes, lobbying to improve safer cycle routes, introducing walking buses).
- **Keeping balance in the curriculum.** Enabling and getting pupils to do what they love; making the case for all subjects as needed, especially the humanities and creative arts.
- **Building capacity and change management.** Investing in long-term teacher recruitment; Dealing with the challenges of and identifying the potential opportunities in the interruption caused by building works and in re-siting core teaching facilities; Harnessing the best of digital and remote learning and other related activities.

Within our Pre-Preparatory School (Reception and Years 1-2), the overview of objectives for 2020-21 is stated as:

- To deliver a rigorous yet exploratory and child-led curriculum that ignites curiosity and motivates children to embark on a lifetime of learning.
- To continue to develop the Pre-Prep's role in sustaining strong and valuable Community Partnerships.
- To create optimum provision to ensure that staff development (CPD) raises pupil attainment.

Within our Junior School (Years 3-6), the overview of objectives for 2020-21 is stated as:

- To extend opportunities for academic stretch and challenge,' for taking risks without consequences', throughout the Junior School, keeping these flexible and accessible.
- To plan pastoral and academic support for the first pupils to win Junior School bursaries and for their families
- To optimise and communicate the opportunities of being a larger Junior School through choice.

Within our Senior School (Years 7-13), the overview of objectives for 2020-21 is stated as:

- To reflect on and respond to Highgate@Home.
- To promote and celebrate scholarship for all pupils and colleagues.
- To train and support staff to deliver effective, proactive pastoral care that targets the specific needs of individual pupils.
- To empower pupils by helping them to manage their own wellbeing.
- To deepen community engagement by mobilising pupils to 're-think' the future and become positive agents of change in their school and beyond.

The aims of our School remain: (1) To provide a place for learning and scholarship; (2) To be a reflective community; and (3) To be an exemplar for the healthy life.

ACTIVITIES OF THE SCHOOL

Academic

Pre-Preparatory School. The teaching and learning focus this year has been on creating more opportunities for children to lead their own learning and to increase the autonomy that they have in the classroom. This year the School has focussed greatly on embedding play, active learning and the use of continuous provision in the Key Stage One classrooms to do this. All staff have benefitted from significant levels of training in facilitating and extending learning through play, questioning and provocation. In the summer term the whole School embraced an immersive play project called "Into the Woods". This project raised awareness of environmental change and allowed children to see themselves as active agents who can produce change in the world that they live in. They became passionate advocators for protecting the environment and learnt how to present their own views and respond to those of others.

In September 2020, we welcomed the final 40 children into our Nursery class; in January 2021 we introduced the 4+ assessment which resulted in 20 offers for pupils to join those Nursery pupils in Reception in September 2021. Going forward we will be welcoming 60 pupils as part of 4+ admissions into Reception; this is an exciting time of growth as we transition to becoming a three-form entry school. Building work also begun at the end of the academic year to create additional classroom space in preparation for that journey.

The start of the 2021 calendar year began with a second COVID-19 lockdown but the School did not let this affect the ability to deliver an exciting, motivating and intriguing curriculum! Doors stayed open to the Nursery classes and to many children whose parents were critical workers. Our online provision for the remaining children was implemented from the first day of lockdown and was greatly enhanced from the provision in the previous year. In response to lessons learned from the first lockdown, we introduced more paired and individual lessons, individual and group PSHE lessons, play dates for Reception, whole school assemblies and extra-curricular clubs. Upon our return to school, we increased our

Play Therapy provision in recognition of the need that the cumulative lockdowns have had on the wellbeing of both young children and families.

Celebrating diversity and ensuring that every voice is heard, and that every person knows that they belong at the Pre-Prep, continues to be a core aim that we are working towards. Staff have received considerable training in understanding inclusion, racism, privilege and subconscious bias. Running parallel to this staff development we have focussed on curriculum development to ensure that we exploit each and every opportunity to defeat racism and celebrate inclusion.

A tailored version of our School values has been adapted for the pupils to help them understand and embody what these mean through their lessons and play; these are explore our learning, explore our world and explore who we are.

Junior School. The Junior School continues to present a dynamic and positive learning environment with cooperation and a values-based approach at the centre. Academic rigour, stretch and enrichment remain high on the agenda and further progress has been made to enhance the overall teaching and learning provision through collaborative effort with year group heads and subject coordinators. Much work has been done on staff training and CPD opportunities have been expanded on. The Teaching and Learning Exchange programme has continued to provide a solid platform for sharing good practice and pedagogical discussion. Using internal subject expertise through staff presentation have been well received. This, for example, included whole staff training on Character Skills and Executive Functions.

ACTIVITIES OF THE SCHOOL (continued)

Academic (continued)

Junior School (continued) The work of the English Champions and the Junior School Librarian has enhanced the English Curriculum and contributed to better cohesion and progression between year groups. A new, diverse range of texts has been successfully added to the English schemes of work, which was supported by external workshops, author visits and interactive Zoom sessions.

Parts of the Humanities Curriculum have been reworked, highlights of which include the introduction of 'awe and wonder' angle in Geography and the foundations of sustainability, closely linked to the 'Living in the Wider World' strand of the PSHEE programme. Throughout the curriculum, pupils' research and study skills, transferable skills, digital/media literacy as well as general literacy and numeracy skills have been prioritised throughout the academic year. For September 2021, the MFL curriculum will further change to provide more rigour in teaching key grammatical concepts that can be applied to different foreign languages. Pupils are now taught French in Years 3 and 4 and Spanish in Years 5 and 6 including a mixture of culture, vocabulary and grammar as part of the programme.

During the second COVID-19 lockdown at the start of the Lent Term 2021, the Junior School has continued to provide excellent online learning and extra-curricular provision. This has

become normalised in the junior setting and all lessons continue to be published on JUNO, the School's virtual learning platform. Extra teaching material, extension activities and out-of-school recommendations proved popular with pupils and parents alike. Clubs and assemblies continued to be conducted on JUNO, and individual and collective achievements were marked too. The return of all pupils to school towards the end of the Lent Term 2021 was successfully coordinated and we are confident that Junior School pupils were able to continue to make very good academic progress. Calendar events recommenced during this time, culminating in the annual Year 6 residential trip. End-of-year celebrations, drama productions and musical performances have been successfully organised, which added to the much anticipated 'back-to-normal' school experience of the school community.

Senior School. For the second year running, Highgate's public examinations were replaced by a form of internal assessment. This year's Teacher Assessed Grades (TAGs) were largely based on internally set examinations, with our proposed grades thoroughly audited by examination boards. With the arrangements put in place by the Department for Education, which allowed teachers to consider a range of evidence, an uplift in results was to be expected, but it is important to note that pupils worked hard in revising for their examinations and deserved their grades. In Year 11, 86.5% of all grades were an 8 or 9; in Year 13, 66.8% of all grades were an A* and 91.0% of all grades an A* or A. 87% of applicants were admitted to their first-choice university and 28 pupils took up places at Oxbridge.

A challenging first term involving many self-isolating pupils further developed our on-line Teaching and Learning skills, this time honing best practice for "blended lessons" in which pupils at home and in class were taught simultaneously. A further 8 weeks of full Lockdown in the Lent Term allowed us to reflect on our completely on-line offering and further refine our Zoom protocols to include breakout group teaching, and opportunities for pupils' collaborative learning. Mutual observations of lessons and sharing of best practice continued throughout the restrictions. Though the academic co-curriculum was significantly condensed to account for year group bubbles, reduced numbers on site and social-distancing, societies met on-line and pupils continued to write for the increasing number of academic subject journals; a new compilation, the Gate, sampled the best articles from across all publications and was a highlight of the Summer Term. In June, we enjoyed welcoming back Year 11 and Year 13, for a fortnight of learning of its own sake focussing on off-syllabus, stretching content. The academic year finished with a COVID-19-proofed and socially distanced Arts Festival in which all pupils enjoyed a day off timetable to attend lectures, workshops, debates, exhibitions, declamation, and our first pupil Operatic production.

ACTIVITIES OF THE SCHOOL (continued)

Co-curricular

The co-curricular life of all three schools has continued to form an integral part of pupils' educational experience: pupils have engaged in a rich diet of sport, music, drama, clubs and societies, pupil voice committees and a host of other activities throughout the year. Almost every pupil, in every year group, has contributed to at least one co-curricular venture; nearly every member of teaching staff, and an increasing number of non-teaching staff, have also supported these activities.

Pre-Preparatory School. This year the School was very excited to start a new Community Partnership project, partnering with Enquiring Schools to offer ten teachers the opportunity to embark upon their own classroom-based research enquiring in their own classes. Teachers from Highgate and local partnership schools are involved. The research will cover a wide range of pedagogical areas and will culminate in a presentation and celebration of learning.

A partnership was also finalised to provide, with effect from September 2021, an extended school provision that has been greatly welcomed by families. Children will be able to attend School from 0730 and remain until 1800. The relaxing yet stimulating provision is offered within the School grounds and complements the extra-curricular provision that is offered.

In addition to this, we continue to offer a wide range of optional clubs before, during and after the school day. These range from philosophy, tennis, Lego, dance and drama to name but a few. The children love attending these clubs and their suggestions feed into the offer for future terms.

Junior School. The co-curricular life of the Junior School provides a wide variety of activities and opportunities. Throughout lockdown the Junior School provided an adapted co-curricular programme through a hybrid model of in-school and online provision. Pupils remained engaged and the uptake of clubs and activities was high. In the Lent Term, online clubs such as Cookery, Chorus, General Knowledge and Story Club were popular with Cookery Club attracting up to 100 families each week. An integral part of the Junior School is the House system, and it was important this continued throughout lockdown. Through online meetings, House events and competitions, it gave children a sense of community whilst encouraging children to be creative, active and engaged at home. Summer Term saw the return of in-school clubs that took place in year group bubbles.

Over the course of the Summer Term, live music and drama events were reintroduced in line with appropriate COVID-19 guidance. This included live performances of all five productions of the Y6 musical as well as the annual House Music competition taking place in year groups. House Poetry and end of year celebrations also took place outside and these opportunities allowed for the whole school community to come together.

The Junior School Eco Council were actively involved in looking after the newly planted stretch of hedgerow along Hampstead Lane as well as planting a fruit and vegetable garden in Gardening Club. Y5 pupils built bird houses to encourage biodiversity in the local area and this was supported by the efforts of Bird Watching Club. There were also

initiatives to campaign to improve air quality in the area surrounding school and to reduce waste in the school canteen.

In community partnership work, the Science Club with St. Joseph's was resumed in the Summer Term and, subject to continued easing of COVID-19 regulations, there are plans to rebuild the work we do in this area during the 2021-22 academic year.

ACTIVITIES OF THE SCHOOL (continued)

Co-curricular (continued)

Junior School (continued). Celebrating success in Sport and Exercise (SpEx), our pupils showed resilience and perseverance by taking part in various SpEx virtual challenges, such as the distance challenge where pupils were encouraged to cycle, swim, run or walk as far as they were able over a certain time period and record their distances. We were overwhelmed with the level of participation in our virtual sports events, which engaged over 400 pupils. Furthermore, 4 pupils (3 boys and 1 girl) were selected at football trials to represent professional football teams.

*We would normally compete in Cricket, Football Athletics, Netball, Gymnastics, Table Tennis, Tennis, Dance, Hockey, Swimming, Fencing, Fives and Cross Country but unfortunately, our competitive fixtures, IAPS, ISFA, and Middlesex tournaments, as well as any Inter and Intra-school sporting events were all cancelled due to COVID-19 and the UK government restrictions in 2020/2021.

Senior School. In the Senior School, the staggered timetable (and the ensuing impact on rooming and staffing), combined with the ongoing use of bubbles, significantly affected the co-curricular programme. However, all pupils in Years 7 and 8 took part in a comprehensive Thursday Lunchtime Activities' (TLA) programme through a carousel of activities that they enjoyed in their form classes. The Tuesday After School Activities (TAA) programme (for Years 9 to 13) was reconfigured into year group specific lunchtime activities. Pupils were able to access a wide range of TAA activities (e.g. Combined Cadet Force (CCF), Duke of Edinburgh (DofE), drama, fives etc.); DofE, in particular, continued to be extremely popular with the older pupils (Bronze, Year 10 = 143 pupils; Silver, Year 11 = 57 pupils; Gold Year 12 = 40 pupils). The numbers taking part in TAAs were lower than in previous years; however, we introduced new initiatives this year to bolster the co-curricular activity: all pupils in Year 9 took part in an off-timetable activity day in September; Years 7 and 8 pupils enjoyed Festive Fun Activity Days in December.

Unfortunately, due to the year group bubbles, senior pupils were unable to support younger pupils or help staff to run the in-person activities. However, many of the academic and non-academic clubs and societies continued to run (both online and in-person) and Zoom rendered it possible to use visiting speakers. Year group pupil action groups took place online in lockdown (Lent Term) and in person in school (Michaelmas and Summer Terms). Many of the intergenerational pupil action groups (e.g. The Environment Committee and the Charity and Community Action group) enjoyed record numbers. Pupils from across the year groups joined the Anti-Sexism Sexual Violence ASSV group as part of the ASSV plan and they produced assemblies that were delivered to all year groups. The

use of digital platforms opened up the opportunities for cross-school (most notably with LAET), community and alumni engagement.

At the end of the Summer Term, pupils in Years 10 to 13 were awarded half and full Colours in sport, music, drama and community; similarly, the Mallinson Awards (for co-curricular activities) were awarded at the Prize-giving ceremonies.

Educational Visits

In terms of trips, it was not possible to run the normal comprehensive schedule of trips. However, in terms of day trips, the Geography department was able to run Sixth Form field trips to Whitechapel, Kings Cross (Year 11) and Highgate village (Years 7 and 12). In addition, the music department ran a Year 12 trip to Holland Park. In terms of DofE, the Year 10 Bronze group had an onsite practice field day in May and, in the Summer Term, pupils took part in the only residential trips of the year: Year 10 (Bronze) in The Chilterns; Year 11 (Silver) and Year 12 (Gold) in the Peak District. All three trips were hugely successful, and it was clear that the pupils benefitted tremendously from being able to spend time away together with their friends. Staff from Challenge Expeditions led the trips and were supported by staff from Highgate.

ACTIVITIES OF THE SCHOOL (continued)

Co-curricular (continued)

Sports and Exercise

The SpEx department had a challenging time (most notably in lockdown) but, throughout the year, pupils were provided with numerous opportunities to get involved with sport. Given the constraints of the year group bubbles, the sports' practices and training sessions were re-structured and the traditional Wednesday afternoon Senior SpEx session (for Years 11 to 13) was modified to a carousel system. Despite the fact that pupils weren't able to take part in formal fixtures against other schools, the SpEx department ran a comprehensive non-curriculum time programme of practices and training which was open to all pupils in all year groups in a huge variety of sports.

During the Highgate@Home phase, the SpEx department launched a range of initiatives designed to support the physical and mental health of pupils and their families. Pupils were provided with activities specific to their chosen sport in addition to exercise, fitness, education and wellness programmes. My Miles saw pupils, their families and staff taking part in weekly mileage challenges (bike rides and runs); the SpEx Kitchen provided tasty and nutritious recipe ideas and encouraged pupils to learn a new skill. The High Performance Programme continued to run: pupils received termly e-newsletters and Zoom sessions in which they learned about the psychology (and mindset) in sport and were provided with opportunities to try out new strength and conditioning exercises. Over the Easter holidays, Head of Aquatics ran a performance week for the elite swimmers.

In the Summer Term, pupils took part in a Multi-Sport programme on Saturdays. This included access to at least two sports per weekend through coaching sessions and internal competitions. Pupils were given increased access to the swimming pool (including on Saturday mornings). Inter Form and Inter House Athletics competitions took place at Parliament Hill track at which there was maximum participation from all form groups. Fixtures were reintroduced in Cricket, Athletics, Tennis and Football for all age groups in the

second half of the Summer Term. The High Performance pupils were given additional training sessions, coaching clinics and online mentoring sessions. In addition, there was a Dance and Spoken Word Project which was recorded by the film company, NinetyOne Films, and used to launch Highgate's 'Arts and Literature Week'.

Music

Music at Highgate continued to flourish this year, and the music department re-configured their programme under the imaginative title of 'The Arts Re-imagined.' From September, the normal inter-generational ensembles and choirs became year group specific ones instead, and all pupils, in all year groups, were able to take part in these activities. During lockdown, in terms of the concert programme, pupils submitted recorded solo performances which were then uploaded for audiences to enjoy. Choirs performed for the weekly virtual chapel services and the end of term services; they also took part in live-streamed events from chapel. A 'Random Musical Acts of Kindness' was launched to spread a bit of musical joy: this popular initiative saw pupils recording performances that were then emailed out to specific members of staff. The annual 'Bach Day' was also celebrated again this year: pupils sent in recordings of themselves performing a wide range of Bach pieces.

In the Summer Term, during the 'Arts and Literature Festival', pupils took part in an Opera (the first Act of the Marriage of Figaro) on the temporary outdoor stage that had been erected next to the Mallinson Sports Centre. Pupils also performed in 'live' year group concerts on this festival stage. In terms of individual music lessons, more than 700 pupils, from across the Senior and Junior Schools, were involved in individual music lessons (some in-person and some on Zoom) with 53 Visiting Music Teachers. An ABRSM examiner also came to the school in the Summer Term for those pupils who were taking their Associated Board examinations.

ACTIVITIES OF THE SCHOOL (continued)

Co-curricular (continued)

Drama

Unsurprisingly, the Drama department approached the COVID-19 challenges with creative flair: year group specific lunchtime activities were opened up to all of the pupils in the different year groups as part of the lunchtime activities programme. At the end of the Michaelmas Term, Year 9 pupils were able to take part in a horror film project: the pupils enjoyed staging the action around the school site, filming it and then editing it together into short horror films. When the School moved to remote learning, the pupils became very imaginative in their online group and solo work and they recorded many impressive monologues.

In the Summer Term, Years 7 and 8 turned their attention to practising and performing their play which was based on a series of short re-imaginings of famous fairytales, reframed for a 21st century audience. The pupils devised and wrote the pieces themselves and they loved being able to perform them 'live' in the Drama Studio. The GCSE and A Level Theatre Studies groups were able to perform their formal pieces as well

to in-house audiences; a Year 12 group also pulled off an excellent performance of an impressive and funny play, Barmitzvah Boy.

Careers and Employability

The careers and employability programme continued to thrive and develop, adapting to the new opportunities that virtual platforms provided. Core annual events such as the Careers Fair (for Years 11 to 13) ran as a series of virtual talks with over 300 pupils attending sessions delivered by 35 speakers from across a range of industries. The Year 12 Employability Mentoring programme (running virtually) saw 67 pupils from Highgate and LAET taking part; after school "Industry Insight" talks (which included a series of sessions profiling successful former pupils within the creative industry) proved to be popular with pupils and parents from Highgate and partner schools.

From June 2021, the return to in-person events was welcomed. Former pupils and parents supported pupils as part of the Year 10 Employability Day and Year 12 practice interviews; the pupil feedback was overwhelmingly positive with 98% of Year 12 pupils indicating that they found the interview and formal feedback to be useful. In addition, pupils continued to access the 1-2-1 sessions with our Careers and Employability Specialist and they engaged with virtual work experience opportunities created in collaboration with former pupils, parents and other external partners.

Pastoral and Wellbeing

Having been introduced as a new position on the Senior Team at the start of the previous year, the Deputy Head (Pastoral) continued to focus on pupil wellbeing and safeguarding in Senior School. Working closely with the Director of Wellbeing on strengthening the quality of the School's pastoral care, more expert support for staff dealing with complex and challenging pastoral matters was provided. Throughout the session, the main areas of focus were on sexual health, relationships and consent. The initial work concentrated on reaching out to experts (including lawyers, experienced educationalists, sexual health experts and the police) for support updating the school policy in this area. They also worked closely with the Head Boy and Girl identifying their needs/questions and hosting a Q&A for Year 13 pupils. Following on from the reaction to the Everyone's Invited website and the Highgate Testimonies, the work focused on undertaking a listening exercise and informing our Anti-sexism and Sexual Violence Plan - further details are contained within the *Inclusion and Diversity* section below. Other focuses for pastoral improvement that started and remain ongoing were around a review of our sanctions system, development of a Gender Identity Policy and reviewing our Bursary Provision and consideration of Junior School bursaries.

ACTIVITIES OF THE SCHOOL (continued)

Pastoral and Wellbeing (continued)

The Director of Wellbeing provided presentation evenings for parents and carers covering such topics as 'Transitions' and 'Parenting in a time of uncertainty.' There have also been ongoing staff training sessions on issues such as 'dealing with pupil concerns' and 'understanding Haringey's safeguarding – key messages for practice'. A research partnership with UCL into the impact of social media and screen-time on young people continued and the Director of Wellbeing's ongoing work with the training and supervising

of staff working in mental health with children and young people inside and outside of Highgate School is also ongoing.

Throughout the year a key pastoral focus was on supporting pupils during the COVID-19 lockdown. One of the priorities was to ensure the remote teaching was provided in a safe manner. Pupil pastoral support (including counselling) was also maintained remotely during times of lockdown and those most vulnerable were risk assessed, offered additional support and checked-in with regularly. Pastoral aspects of the school curriculum were maintained remotely where possible including regular form times. Pupil engagement was monitored and was extremely impressive – any concern was followed up. As well as regular check-ins with pupils, there was a short wellbeing survey for pupils, which indicated to follow up some pupils. Throughout lockdown we provided in-school teaching for key workers children and vulnerable pupils.

The Principal Deputy Head continued to chair the School's Staff Wellbeing Committee. The Staff Wellbeing Steering Committee, consisting the Principal Deputy Head, the Human Resources Director and the Director of Wellbeing was also formed to provide executive oversight of Staff wellbeing, and had a key role in conducting consultations and developing more strategies to embed a proactive pastoral culture of care, compassion and expert support at Highgate and beyond. Staff have needed to adapt to lots of change in the context of COVID-19, remote learning and returning to School, and it has been important to help managers to reach out to support their staff. A brief wellbeing questionnaire was sent out to all staff during lockdown, which gave an overview of how staff were managing, as well as prompting line-managers to seek advice from the Director of Wellbeing about care for themselves and their colleagues if needed. The results of the School's first Wellbeing Survey, involving both teaching and support staff (validated by the Anna Freud Centre and benchmarked against other participating schools across the country) were published to colleagues in May 2021.

A formal Wellbeing survey for staff will be repeated annually so that the School can build a picture of how effective the School's Wellbeing initiatives and other operational arrangements are in addressing the issues identified by staff.

Sustainability

Progress continued in the ten core strands of our Environmental Initial Strategy Plan (launched in January 2019) as part of our audit, review and consultation phase. The Plan is available on the School's website (here).

Staff and pupils have been encouraged to adopt the 'Green Screen' approach to everything. Key to the success of our Sustainability Agenda will be the implementation of a de-carbonation plan as we move towards Net Zero. To that end, in the Summer Term, the Estates Team appointed Powerful Allies to assist the School in the management of energy matters and carbon mitigation and to draw up a meaningful carbon plan.

In other areas, Haringey's School Safer Street on Bishopswood Road was approved and rolled out. The School bus increased in popularity and an extra bus was added for Years 11 to 13 pupils; our coach provider now provides Euro VI compliant vehicles; there was an expansion of the cycling facilities for staff (although there is more to do in this area). In terms of catering, the 50% beef reduction policy, launched in September 2020, has been well received and our new waste provider (Londonwide Waste Ltd) is an accredited 'zero to landfill' company.

ACTIVITIES OF THE SCHOOL (continued)

Sustainability (continued)

Environmental Education across all three schools continued to be embedded within the curriculum. The Pre-Preparatory School achieved a Silver Eco Award and Junior School pupils learned about sustainability issues through the framework of the United Nations 17 Sustainable Development Goals (SDGs). The well-respected pupil environment and eco committees ran a range of initiatives (e.g. Fast Fashion Free February; 'Green in Quarantine' newsletter; World Earth Day activities; fundraising for green charities).

Inclusion and Diversity

Inclusion at Highgate means that everyone who works or studies at the School deserves to be in an environment that welcomes them; enables them to be themselves; understands them; encourages questioning, self-knowledge and self-expression; and helps them not just to manage, but to thrive: to discover and pursue their passions, and to develop as individuals and members of a community. Inclusion is about and involves everyone – helping every member of our School community to feel a true sense of belonging, to feel safe and to feel that their voices are heard.

Following the appointment of the School's first Director of Inclusion back in July 2020, we are continuing the essential work required to build and embed an inclusion strategy across the entire school. Since January 2021, this work has been supported by Dr Enya Doyle who has been in place as maternity cover for the Director of Inclusion. The School's Inclusion Working Group of over 80 teaching and support staff from across all three schools began its work in early 2021 focusing initially on inclusive pupil welfare, reviewing the curriculum, diversifying pupil admissions, and examining our teacher and staff recruitment strategy and wellbeing. We have looked at our recruitment processes and implemented strategies to increase opportunities for minoritised candidates. In addition to the work carried out by the Inclusion Working Group, colleagues in all three parts of the school have been working on creating and embedding an inclusive curriculum at Highgate. In the Senior School, a diversity and inclusion curricular review was completed in the Summer of 2021 and the Heads of Departments and their staff have been using these foundational conversations to embed change – both big and small across the
School. The Pre-Preparatory and Junior Schools have focussed on classroom environments, lesson content, books and displays that pupils engage with as well as Senior School pupil societies, in particular Feminist Society, Equalities Society and Pride Society are central to this.

Thematically, there are two key areas which are the main focus of the School's work on inclusion, although tackling the barriers to equity and belonging in other areas and with all protected characteristics in mind is crucial and not forgotten.

ACTIVITIES OF THE SCHOOL (continued)

Inclusion and Diversity (continued)

The first is anti-sexism. March 2021 saw the reinvigoration of work on Anti-Sexism and Sexual Violence in light the murder of Sarah Everard by a male police officer and the testimonies of peer-on-peer sexual abuse revealed on the website Everyone's Invited. Based on the testimonies and other feedback we were receiving we collaboratively developed a draft Anti-Sexism and Sexual Violence Plan in March 2021 which was updated in July 2021 to reflect further suggestions from pupils, parents and carers, alumni, and staff. The plan was broadly divided into six sections: communication, working groups, policies and procedures, staff, curriculum and classrooms, assemblies and tutor times. In an intense period for all in the School, under the guidance of Dr Doyle, young people, their families, their predecessors and our staff across the Pre-Preparatory, Junior and Senior Schools listened to, considered and researched both the lived experience of sexism and sexual violence, and the ways in which the School can become a safe, a fair and a just place for young people of all genders, and for girls in particular, to grow up in. The School continuously sought (and continues to seek) feedback and suggestions from our key stakeholders as outlined in the plan: pupils, their parents and carers, our staff and alumni. Our alumni community as well as parents and carers of current and former pupils have been a true asset to our work on anti-sexism. We have been grateful to hear the perspectives of those who reached out to offer feedback and suggestions, to participate in workshops or focus groups and to help to support us and bolster our plan. Close work with police, local authorities and external review panels has been beneficial and worthwhile as we continue our work in this area.

Our second priority is Anti-Racism. Over a year since the murder of George Floyd by a police officer in the USA, we continue our commitment to racial justice as well as celebrating the heritage and lives of our Black pupils and colleagues. Pupils and staff involved in the Senior School African Caribbean Cultural Affinity Group and in the Citizens UK Racial Justice Group have been collaborating with pupils from LAET and LAE Stratford in collaboration with our Chrysalis Fellows. Five of the pupils most closely involved in this work recorded a short video to mark one year since George Floyd was murdered which was shared with staff and pupils. The academic year ended with a Student Led Racial Justice Conference jointly organised by pupils of Highgate School and LAET. The conference themes included Language, the under-representation of Black and Minority Ethnic groups in School staff, and allyship. Pupils shared their knowledge and understanding which was both bolstered and commended by experts including Michael Olatokun, William Ackah and Catherine West MP. Additionally, the Pre-Preparatory and Junior Schools jointly hosted focus groups for parents on gender and on race/ethnicity.

We are committed to a collaborative approach on our inclusion plans and actions, and it is clear that working with alumni as well as parents and carers in addition to our staff and pupils will be invaluable to our inclusion work going forward.

OBJECTIVES AS A CHARITY 2020-21

In 2020-21, specific charitable objectives included:

- To support the needs of our community during the COVID-19 pandemic, through Highgate is Here. This included helping those facing unexpected hardship, helping those who needed it with digital access and helping local partner school families access essentials like food and supplies;
- To continue preparations to extend the School's bursary provision to the Junior School, to allow children to attend Highgate on means-tested fee assisted places from Year 3.

These were in addition to our continuing objectives:

- To continue our commitment to support, as the primary educational sponsor, LAET, which provides an academically selective, well-governed sixth form free school in a local community where such opportunities are lacking;
- To enable teachers to give some of their time to local state schools in mutually beneficial ways, so that more children can have access to the excellent teaching and enriching activities that Highgate pupils enjoy every day and Highgate teachers develop professionally by teaching different pupil cohorts;
- To award a significant number of bursaries so that children for whom Highgate is the right school can access the excellent teaching and enriching activities that Highgate provides, when financially it would otherwise not be possible; and
- To grow strong and sustained links with schools, charities and similar organisations within our School's local community.

ACTIVITIES OF OUR CHARITY

Partnership Teaching

Much of Highgate's partnership work is run through the School's Chrysalis Programme. In 2008, Chrysalis started as a Year 12 summer school with twelve schools, mostly in Haringey. Chrysalis has now become a year-round programme involving over fifty schools. Our mission is "to inspire and support pupils of any age to pursue academic subjects at the next level, culminating in applications to Russell Group universities" through extension and robust academic provision.

Our Chrysalis network includes secondary schools across the boroughs of Haringey, Camden, Ealing, Newham, Brent and Barnet. Chrysalis teaching, summer schools, conferences, masterclasses, and enrichment days are staffed by Highgate teachers and support staff, with assistance on some projects by pupils, where appropriate. Projects range from intensive summer schools to mentoring and revision sessions. Further

examples include: university admissions test preparation (including MAT, the Maths Aptitude Test and PAT, the Physics Aptitude Test); expert interview preparation and practice for applications to Cambridge, Oxford, and medical schools; access to higher education and careers programmes; and access to Further Mathematics teaching. Chrysalis partnership teaching is delivered across all three schools, with projects also being conceptualised and run by members of teaching staff in the Junior and Pre-Preparatory Schools.

ACTIVITIES OF OUR CHARITY (continued)

Partnership Teaching (continued)

Our programme covers a range of academic subjects including Art, Biology, Chemistry, Classics, Design Technology and Engineering, Drama and Theatre Studies, English, French, Mathematics, Music and Physics. We have five Chrysalis Fellows who are recent graduates or Year 14 pupils from Highgate and our partner schools, who co-ordinate and deliver this array of projects. There is also a full-time member of our Senior Team, a coordinator and a Partnership Officer who are dedicated to this programme in the Senior School and members of the Senior Teams in the Junior and Pre-Preparatory Schools with part-time allocations to this important work. Highgate's partnership teaching expertise and experience was instrumental in the establishment of LAET. Founded in September 2017, following the successful model of the LAE in Stratford (LAES is also one of Highgate's partner schools), LAET has now helped three consecutive cohorts excel; in August 2019, 70% of all A level grades were A*-B, with 31% of grades being A*-A. These results put LAET in the top 5% of state schools nationally and their value-added score put them in the top 15% for progress. Historically, students from the eastern wards of Haringey have had to leave the borough for rigorously academic post-16 provision and few have progressed to Russell Group universities. LAET's success challenges these statistics, with over 90% of the pioneering first cohort progressing to Higher Education and over 50% attending Russell Group universities. In August 2021, LAET's third cohort achieved further success, with 83% A*-B grades awarded, up 10% on the previous year and 58% A*-A. Ten students will take up places at Oxford or Cambridge and 75% are going on to Russell Group universities.

During the academic year 2020-21, partnership teaching continued to be interrupted by COVID-19. However, we adapted and managed to work with our partner schools across London on a number of online and in-person projects which engaged over 1000 students. Many regular projects were moved to a virtual space, and numerous new programmes were introduced to support partner schools in weathering the effects of the pandemic.

Girls in Physics was one of our regular projects which found a new home online. Influential women from the Physics world gave talks on current issues and spoke of their experience in academia and industry. The sessions sought to inspire young female physicists in Key Stage 4 and Key Stage 5 to consider a field where they are typically underrepresented.

With the support of Professor Neil Downie from the University of Surrey, the Innovation and STEM Skills Workshop allowed Year 10 pupils from across the Chrysalis partnership to work on an Engineering project that honed their problem-solving skills, using coding to control simple devices.

In response to an identified need to close the attainment gap caused by COVID-19 we trialled a pilot maths tutoring programme in collaboration with Acland Burghley School (ABS). A group of Year 11s and a group of Year 9s received targeted support from Chrysalis Fellows. The initiative was a success and is being continued this academic year with plans to roll it out across the wider partnership.

We maintained our strong relationship with both LAET and LAES, providing targeted support and mentoring for their students. Academic one-to-ones were set up to aid pupils across a range of subjects and to support teachers in tailoring their lessons to those who had missed a significant amount of learning. To help navigate higher education and careers options, mentors advised students on university choices, organisational skills, and other post-18 options. With much of our extension work focused on STEM enrichment we sought to establish an extra-curricular drama club for students at LAES to enhance arts provision.

ACTIVITIES OF OUR CHARITY (continued)

Partnership Teaching (continued)

In the Lent Term, we hosted higher education and careers events online, attended by 120 pupils from 12 partner schools. More than 30 talks were delivered by employers and universities from a wide range of sectors and specialisms including Engineering, Finance, Medicine and Law. The Mock University Interviews saw 250 students
from across the partnership attend zoom interviews delivered by 95 expert staff to support their applications to Cambridge, Oxford, Medical and Dental schools.

August saw the return of our Chrysalis Summer School with over 120 Year 10 and Year 12 pupils from 17 partner schools across London, including the boroughs of Haringey, Camden, Islington and Newham attending the four-day event. The theme of this year's summer school was resilience and this was woven throughout the rigorous academic tutorials, team-building activities and co-curricular provision. Wise-Up's engaging team-building puzzles saw 78% of students surveyed agreeing that they were able to make friends whilst applying problem-solving skills, creating a more welcoming classroom environment. The academic tutorials were led by Highgate teaching staff and were designed to mimic the rigour of A level and university study. Across the Year 10 and Year 12 cohorts 92% of students agreed that the material taught to them was challenging yet accessible, allowing them to further expand on their existing knowledge. These tutorials were coupled with a series of tailored talks, Q&A's, and careers workshops, as well as a trip to the University of Oxford. This co-curricular support was designed to help students navigate applications to the UK's most competitive universities including Oxford and Cambridge, and other post-16 and 18 options such as vocational courses and degree apprenticeships. Specific talks were given on resilience throughout the academic process

and the importance of diversity. Amongst students, 96% felt that this programme of activities helped them feel more confident about their post-A level studies, demonstrating the summer school's effectiveness in empowering ambitious young people to access academia and higher education through universities.

Highgate regularly evaluates the impact of its partnership teaching and recent feedback from both partner-school staff and students continues to indicate positive results. From the most recent feedback, the vast majority of pupils reported enjoying taking part in our partnership teaching programme (97%) and felt more confident about their future in higher education or employment after taking part in a project (96%). Pupils also held a belief that the programmes made them feel part of a wider academic community with their peers and staff in other schools (95%). We aim for partner school pupils to have continued engagement with Highgate throughout the various stages of their education.

Community Partnerships/Pupil Volunteering

Highgate takes pupils on a journey from participant to actively engaged or leading in a community activity, providing them with various taster experiences in Years 7, 8 and 9 at local schools, environmental and charitable organisations to help them identify an area that aligns with their own values. In Years 10 and 11, through the DofE scheme, pupils can engage on their own terms in community settings of their choice and can join our pupil-led Charity and Community Action Group. Mentoring opportunities are available in Years 12 and 13, in association with the Chrysalis Partnership Teaching Scheme. In the last year, DofE pupils took part in a total of 1,599 hours of voluntary work.

ACTIVITIES OF OUR CHARITY (continued)

Community Partnerships/Pupil Volunteering (continued)

Our Community Partnerships Director, a member of our Senior Team, meets regularly with key members of local institutions (schools, religious and cultural) to strengthen physical and social links between the local area and the different social and age groups in Highgate, and serves as a committee member on the Highgate Neighbourhood Forum. Examples of our links with the community include: our "Coffee and Computers" initiative, where Highgate pupils volunteer with people from the local community who are seeking support with technology; our volunteer reading scheme, where Highgate pupils offer their time to read with pupils at St Michael's Primary School and Highgate Primary School; our volunteer play leaders scheme, where Highgate pupils offer their time to devise and lead pupils at Whitehall Park School in Key Stage 2 team-based games; and Chrysalis TreeHouse Volunteering, where Highgate pupils volunteer to work with children with autism spectrum disorders, at TreeHouse School, to develop their social skills and abilities to interact with new pupils. However, not all of these programs could run to their full capacity due to the restrictions of the COVID-19 pandemic.

These restrictions also meant that it was impossible for pupils to take part in the normal

off-site volunteering programme. However, pupils in years 10, 11 and 12, still engaged in their own external activity as part of the 'Volunteering' strand of their DofE awards. In school, the Year 9 Community Days were re-worked and saw pupils largely contributing to in-house projects (such as environmental sustainability initiatives designed by the DTE and gardening teams). Similarly, in June, during the Year 10 Environment Day pupils worked on school-based and local projects e.g. Heath Hands, Whittington Park, Queen's Wood, Highgate Cemetery, local primary school and church gardens and the school's backlands area.

The pupil-led Charity and Community Action group (CCAG) had a very active year. In the Michaelmas Term, pupils engaged in sponsored events for LAET laptops, organised a food bank collection, a Festive Jumper Day and a Christmas card writing project for elderly local people. Pupils from across five different year groups took part in the Safi Coffee Project, selling Christmas Hampers and raising over £1200 for Uganda. During February's Charity Week, CCAG organised a series of events and raised £13,000 for North London Action for the Homeless.

Highgate's focus on its long-standing membership of Citizens UK revolutionised work with both the community and our partnership schools. Pupils from Highgate and LAET designed resources for Black History Month, led a Racial Justice Listening Campaign, which culminated in a Racial Justice Roundtable Conference, with other partner schools and an expert panel of academics and MPs. The increased use of Zoom enhanced the links between Highgate and LAET pupils.

Bursaries

During 2020-21, 90 Senior School pupils received means-tested fee remission, of whom 55 received 100% fee remission consistent with our policy to concentrate bursary awards amongst children whose parents or carers are able to pay very little or none of our fees. In addition, 13 pupils were given grants towards the cost of uniform and some £10,000 was allocated to enable bursary holders to participate in trips for which there is a charge. Through donations from Cholmeleians and parents, our School also assisted with £31,514 towards the costs of instrumental music lessons and additional expenses for bursary award holders.

The total value of our bursarial support was £2,248,523. Of this figure, our School funded £1,701,269. Four of the 90 Senior School pupils receiving means-tested fee remission were supported by the Friends of Highgate School Society (a registered charity, no. 1056624) which contributed £69,110. In addition to these four who receive longer-term support, the Friends continue to assist on a shorter-term basis a number of parents whose financial circumstances are still significantly impacted by COVID-19; this support totalled £478,144 across all three terms. This offer of support continues for parents who are still impacted.

ACTIVITIES OF OUR CHARITY (continued)

Bursaries (continued)

During the 2020-21 academic year, Highgate committed to improve our pastoral provision for bursary pupils. Action included planning for a 'virtual Head of House' role for Bursary

pupils, focussing on providing support to wellbeing and being a key point of contact for parents and carers of bursary pupils once they have joined the School.

Following a successful exercise in 2020 and to further improve bursary pupil support and retention going forward, 2021 bursary leavers were asked to complete a feedback survey, speaking with colleagues in the Development Office. The responses will be collated in order to learn from the experiences of our former bursary pupils. Pupil welfare remains of the upmost importance at Highgate and we believe that targeted action, based upon recounted experience, will enable us to make positive change.

Following a year of planning for Junior School bursaries, Highgate is delighted to be introducing these awards into Year 3, in September 2022. We plan to award 2-5 bursary places, with a considerable focus on Key Worker bursaries. Over the coming academic year, 2021-2022, the logistics of the process will be finalised, and we will see our first cohort of bursary applicants join the Junior School.

A full statement of our policy on bursaries is available on our website; there is also further information available for parents and carers within the admissions section of our website.

Costs associated with charitable activities

In addition to the funding associated with bursaries, approximately £1,100,000 reflects the associated salary costs for the year (including pension and employer's national Insurance) of our Community Partnerships Director, Admissions Officer (Widening Access), the share of staffing costs associated with partnership teaching programme (including 8.2 full-time equivalent of staff seconded to LAET) and our Chrysalis Fellows. Around a further £31,000 was also spent during the year on the running costs of our work on partnership teaching and community partnerships, including transport, equipment, and visits to venues.

FUTURE OBJECTIVES

As stated earlier, in September 2020, a new development plan for the period 2020-25 was launched. This plan brings together our current school priorities, the measures we will take to raise standards further and the changes we are planning to bring about better outcomes for our pupils. The plan includes objectives which are unlikely to be achieved without deliberate or renewed, coordinated action. Many critical aspects of Highgate School always remain at the forefront of our thinking throughout – pupil welfare, for example – and are not therefore included unless they are the focus of change or particular development. This development plan will continue to inform our objectives over the next few years.

GOVERNANCE

Structure, governance and management

Our Governors (listed in the next section), who are our Charity's Trustees, are responsible for the governance of our School. Highgate is governed in accordance with our Scheme of Governance, dated 1 September 2005, as amended, and our Governors are members of the Body Corporate of "The Wardens and Governors of the possessions, revenues, and goods of the Free Grammar School of Sir Roger Cholmeley, Knight in Highgate".

Management is under the direction of our Head. Our full governing body meets at least six times a year. The following three sub-committees all meet at least three times a year:

- Finance, Audit and Risk Committee
- Estates Committee
- Nominations and Remuneration Committee

During 2020-21 Governors also agreed to establish a further sub-committee:

- Safeguarding Committee

In addition, a Governors' International Schools' Working Group and two Executive Committees have been established (the Development and Charity Executive Committee and the Sustainability and Environmental Executive Committee). These two executive committees are generally attended by at least one nominated Governor.

The Nominations and Remuneration Committee is responsible for overseeing succession planning to ensure our governing body contains appropriate diversity, experience and skills, and making recommendations to Governors about recruitment processes for new Governors. Recent appointments have involved advertising roles within our School community prior to a sifting and interview process that saw five new Governors start as trustees during Michaelmas Term 2018. All five Governors received induction training during the year.

In considering the pay and remuneration for the School's key management personnel, the Nominations and Remuneration Committee, in reaching recommendations for our governing body, consider the nature of the role and responsibilities, trends in pay and competitor salaries in the region available from publicly available sources.

GOVERNANCE (continued)

Management

The day-to-day running of our School is delegated to our senior leadership team.

The Head, Adam Pettitt MA, exercises the functions of Chief Executive in leading and directing the Senior, Junior and Pre-Preparatory Schools, and reports to the governing body.

The day-to-day responsibility for management of the Junior School and Pre-Preparatory School is exercised by the respective Principals, who report to the Head. The present incumbents, for 2020-21, are Mark James MA (Principal of the Junior School) and Katie Giles BA MA PGCE (Principal of the Pre-Preparatory School).

The Head is assisted in the Senior School by a Principal Deputy Head, Todd Lindsay MA, a Deputy Head (Academic), James Newton MSc, a Deputy Head (Pupils ' Personal Development and Employability), Louise Shelley BA and a Deputy Head (Pastoral), Graeme Robertson MA CA together with a number of Assistant Heads.

The Bursar, John Pheasant BSc LLDip Barrister, is responsible for the management and leadership of support staff, and the financial administration of our School, and reports to the Head. The Bursar also acts as Secretary and Clerk to the governing body, in which role he reports directly to the Chairman.

The Head, Principals of the Junior and Pre-Preparatory Schools, Deputy Heads and Bursar make up the Strategy Management Committee.

GOVERNORS WHO HELD OFFICE DURING THE YEAR ENDING 31 JULY 2021

	FA&R[1]	Estates[2]	Nom&Rem[3]	Safeguarding[4]
Mark Barber MA MRICS FRGS FRSA	*	*		
Brian Davidson MD FRCS MB ChB MD FRCPS(Glasg) FRCSE(Hon) Deputy Chairman	*	*	*	
Joan Deslandes BEd(Hons) MA OBE				
Katherine Haynes BA(Hons) Med NPQH				
Sam King QC MA(Cantab)			*	*
Saral Markanday MBChB MSc MRCGP DRCOG				*
Leonie Morel MScM *From 16 March 2021*	*			
Kumar Panja BA LLDip	*			*
Aly Patel MA MBA Treasurer	*			
Robert M Rothenberg MBE BA FCA CTA Chairman	*	*	*	
Paul Rothwell MA		*		
Daniel Widdicombe MA *From 22 September 2020*				

1 Member of the Finance, Audit & Risk Committee.
2 Member of the Estates Committee.
3 Member of the Nominations and Remuneration Committee.
4 Member of the Safeguarding Committee (to be established from Michaelmas Term 2021)

ADDRESS OF SCHOOL	Highgate School North Road Highgate London N6 4AY
REGISTERED CHARITY NUMBER	312765
AUDITORS	Haysmacintyre LLP 10 Queen Street Place London EC4R 1AG
SOLICITORS	Farrer & Co. LLP 66 Lincoln's Inn Fields London WC2A 3LH
BANKERS	Coutts & Co. St Martin's Branch 440 Strand London WC2R 0QS
INVESTMENT MANAGERS	Brewin Dolphin 12 Smithfield Street London EC1A 9BD

PUPIL NUMBERS AND FEES

Pupil numbers were 1,882 in September 2020. Our fees per term, in 2020-21, were £7,200 (Senior School), £6,600 (Junior School), £6,235 (Pre-Preparatory School, full-time: Reception to Year 2) and £3,110 (Pre-Preparatory School, part-time: Nursery). Our fees are inclusive of lunch, the use of books and stationery, and practically all other extras including future life membership of our Cholmeleian Society, field work, one residential trip in Years 7, 8 and 9, and day visits in curricular time.

FINANCES

Total fee income in 2020-21 was £36,556,380; this reflects a 10% fee discount applied for the duration of the Lent Term 2021 where, as a result of COVID-19, the School transferred to remote learning. A proportion of this discount was met by the costs which were not incurred as a result of remote learning during the term (such as catering, transport to sports fixtures, academic materials and trips). Governors also decided to freeze fees for Michaelmas Term 2021 – meaning fees stayed at the 2019-20 level for another term. Whilst these decisions, along with the previous year's decisions relating to fees, will have a significant impact on the School's longer-term development plan, particularly relating to the building projects, it was felt strongly that in such difficult times, it was the right thing to do for the School community.

The operating surplus was £1,204,544. Governors continue their strategy of deploying all net incoming resources to investing in the School and Charity to ensure that Highgate keeps, and indeed works to improve further, its position as a successful place of learning

and all-round educational excellence. In the current financial year, £4,717,744 was spent in respect of this investment programme, ensuring that the needs of succeeding generations of pupils are met, as well as the current. Investments included the completion of the new Pre-Preparatory School dining hall, new substation on Bishopswood Road and preliminary works for the Dining Hall refurbishment.

FINANCES (continued)

Diversifying non-fee income

The School continues to offer paid-for courses at the Mallinson Sports Centre. Further work is being undertaken to explore other non-fee income opportunities including lettings, hirings and wider opportunities such as international school, remote learning and provision of a pre-school offering.

Fundraising approach and performance

We undertake fundraising activities within the school community via direct mail, telephone, community participation activities (such as our pupils' sponsored walk), fundraising events, solicitation of individuals, crowdfunding campaigns and email in line with the Fundraising Code of Practice set by the Fundraising Regulator. Fundraising is overseen by the School's Development Office by staff all of whom have detailed job descriptions associated with their roles and receive appropriate training to reinforce our fundraising ethics. We are registered with the Fundraising Regulator and adhere to the standards of the Fundraising Code of Practice, and act in accordance with the terms listed in the Charity Governance Code. Fundraising activities are open, fair, honest and respectful; the School does not fundraise from constituents who are considered vulnerable or in circumstances which mean an individual is unable to make an informed decision. No formal complaints were received about fundraising activity in the year. Trustees receive regular reports regarding fundraising activity and performance.

The year saw donations towards bursaries, partnerships, general funds and capital projects, taking the total received and pledges from parents and Cholmeleians in the year 2020-21 to £1,062,888.

Buildings

Governors remain committed to continuing to invest substantially in upgrading and, where necessary, renewing current academic facilities, to ensure that our physical estate meets all emerging requirements to a high standard. Our current priorities include improving drama, music, sports and sixth form facilities, plus renewing services to, and reconfiguring, our Senior School's science laboratories. Additionally, in a drive to maintain our first-rate facilities, our School continues to preserve its historic buildings to improve the look of our School for the benefit of staff, pupils and the local community. Consequently work will continue, as part of our extensive capital development programme, in upgrading teaching facilities and repairing the fabric of our historic buildings. In preparation for a number of planning applications that are being developed, the School worked in-year closely with the London Borough of Haringey to develop a Supplementary Planning Document (SPD) for the School's estate. Following public consultation this was adopted on 9 March 2021.

To contribute towards the funding of this programme, the School entered into a private placement in July 2019 for £60,000,000 details of which are set out within Note 11a to the Accounts.

Specific investment powers, policy and performance

The governing scheme affords our Governors powers in line with those generally applicable to charitable foundations. Any investments acquired by our Governors, during the year ending 31 July 2021, have been acquired in pursuance of those powers and within the Statement of Investment Policy that our School has with our Investment Managers, Brewin Dolphin. The Investment Objectives aims for a total annual return over rolling three-year periods of at least inflation (RPI) plus 4%. As of October 2021, performance against this objective was an annualised return for the rolling three-year period of 8.1% against an annualised return for RPI plus 4% of 6.8%.

FINANCES (continued)

Reserves Policy

In common with other independent schools, Highgate does not have free reserves readily available to spend on any of the charity's purposes. As indicated on our balance sheet, at the year end, our School had total funds amounting to £81,121,192. This was split between endowment funds of £29,333,016, of which £27,789,363 related to the net book value of the original endowed property of our School (principally constituting our main island site in our Senior School), restricted funds of £4,032,206, namely donations (including pledges) received for specific purposes, and, the remainder, unrestricted funds of £47,755,970. The unrestricted funds reflect the residual investment that our School has made over the years in the fabric of our building and facilities: it is not readily available for spending. The Governors therefore monitor the day-to-day operations of Highgate through management of good budgeting procedures and cash-flow, to ensure that it can meet the ongoing needs of the operations of the School and continue to invest in the fabric of the estate and educational provision. Governors are satisfied that we have sufficient available cash and facilities to deliver our strategic objectives.

Risk Assessment

Processes are in place to identify risks under the headings of Aims/Objects, Law and Regulation, Governance and Management, Academic, External Factors, Operational, Human Resources, Environmental, Technological and Financial Risks, and the necessary mitigations, and assessments and controls established to manage these are kept under regular review by our senior management and our Governors' Finance, Audit and Risk Committee.

The main risks that have been identified, and the plans to manage those risks, are:

- Political challenge to Highgate's charitable status. This risk is managed by continually developing our nationally-recognised educational partnerships to become a blueprint for change in education. Being a charity is at the heart of who Highgate is.
- Challenges to the financial viability of independent schools by increases to costs largely outside the control of schools such as VAT or pension costs. This risk is managed by taking opportunities to engage contacts in main political parties and other key individuals about the true impact of putting VAT on school fees and introducing significant further pension increases.
- Ageing facilities inadequate for modern day teaching and learning. This risk is managed by the capital programme which aims to address the School's academic requirements by focusing on buildings in significant need of repairs and renewals.
- Reputation of the education and well-being of our pupils and the activities of our School. This risk is managed through relevant policies which are embedded within our School through meetings, committees, staff and pupil awareness, and having nominated senior management responsible for specific policies. Policies include: safeguarding policies, staff recruitment policies, and health and safety policies. Other areas of focus include security and personal safety of staff, pupils and visitors. In addition, our School uses professional consultants and advisers to help strengthen compliance within our School.
- Affordability of school fees/adverse change to economy. This risk is managed by

reviewing carefully annual fee increases, looking at possible aspects of the educational and charitable offering that could be reduced if absolutely necessary, controlling costs the impact of which would have a minimal educational impact and looking to diversify income by identifying meaningful non-fee income opportunities to reduce the current significant reliance on fee income.

- Income and a cash-flow to deliver the educational offering for the present and continue to invest in our School and Charity, including our fabric, for the long-term future. This risk is managed by maintaining pupil numbers, identifying and resolving any trends associated with any leavers, looking at non-fee income initiatives, including fundraising and borrowing, and ensuring active cashflow management.

FINANCES (continued)

Risk Assessment (continued)

- Sustainability issues that impact on our community, particularly air pollution. Issue identified as a priority in our development plan. This risk is managed by the establishment of Sustainability and Environment Committee and appointment of an Associate Member to the Governing Body who is helping develop some travel priorities.
- Diversity of pupils and staff. Issue identified as priority in our development plan. This risk is being managed by continuing to review our application processes to attract more applications from groups that are considered under-represented.

A particular risk that is ongoing at year-end, relates to the management of COVID-19, both in terms of minimising its impact on the education of our pupils and ensuring the health, safety and wellbeing of our staff and pupils. This continues to be managed by a group of senior managers who meet regularly to reflect on Department of Education guidance. A group of three Governors are regularly updated on any significant decisions and ongoing impact of COVID-19.

The School also responded to testimonies of peer-on-peer sexual abuse revealed on the website Everyone's Invited and further testimonies provided to the Governors in an Open Letter. The School's response, which continues, is highlighted in the *Inclusion and Diversity* section above and includes an Independent Review commissioned by Governors and led by The Rt Hon Dame Anne Rafferty DBE, former Lady Justice of Appeal.

Governors have been provided with assurance that risks have been adequately mitigated where necessary. It is recognised that systems can only provide reasonable, but not absolute, assurance that major risks have been adequately managed.

Fixed assets

The fixed assets are as stated in the balance sheet and further detailed in the notes to the financial statements. They are considered to be available and adequate to fulfil the obligations of our School.

Statement of Governors' Responsibilities

Governors have prepared financial statements for the financial year that give a true and fair view of the state of affairs of our School and of the surplus of the charity for that period. In preparing these financial statements, Governors have:

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

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

Governors confirm that the accounts comply with the requirements of the Charities Act 2006 as amended by the Charities Act 2011, the Governing Scheme, and the Charities SORP 2015.

Governors confirm that they have complied with the duty in Section 17 of the Charities Act 2011 to have due regard to the public benefit guidance published by the Charity Commission.

on behalf of the Governors

Chairman of the Governing Body and Chairman of Trustees

22 March 2022

INDEPENDENT AUDITOR’S REPORT TO THE TRUSTEES OF HIGHGATE SCHOOL

Opinion

We have audited the financial statements of Highgate School for the year ended 31 July 2021 which comprise Statement of Financial Activities, the Balance Sheets, the Cash Flow Statement 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 charity’s affairs as at 31 July 2021 and of the charity’s net movement in funds for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

Basis for opinion

We 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. 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 group 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 charity'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 trustees are responsible for the other information. The other information comprises the information included in the Governors’ Report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, 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 audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Matters on which we are required to report by exception

We have nothing to report in respect of the following matters in relation to which the Charities (Accounts and Reports) Regulations 2008 require us to report to you if, in our opinion:

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

INDEPENDENT AUDITORS' REPORT TO THE BOARD OF GOVERNORS OF

HIGHGATE SCHOOL

Responsibilities of trustees for the financial statements

As explained more fully in the trustees' responsibilities statement (set out on page 25), 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 charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an 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.

Based on our understanding of the charitable company and the environment in which it operates, we identified that the principal risks of non-compliances with laws and regulations related to the regulatory requirements of the Charity Commission and the Independent Schools Inspectorate (ISI), and we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as the Charities Act 2011, Charities SORP (2019) and payroll taxes.

We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls) and determined that the principal risk was related to the recognition of voluntary income. Audit procedures performed by the engagement team included:

- Enquiries of management regarding correspondence with regulators and tax authorities;
- Discussions with management including consideration of known or suspected instances of non-compliance with laws and regulation and fraud;
- Reviewing the controls and procedures of the charity, particularly in relation to the recording of income and processing of payments and payroll, to ensure these were in place throughout the year, including during the Covid-19 remote working period;
- Evaluating management's controls designed to prevent and detect irregularities;
- Reviewing and testing journal entries made in the year, particularly those made as part of the year end financial reporting process; and
- Challenging assumptions and judgements made by management in their critical accounting estimates which comprise depreciation, bad debt provision, accruals, deferred income and the classification of properties.

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

Use of our report

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

Haysmacintyre LLP
Statutory Auditors
24 March 2022

10 Queen Street Place
London
EC4R 1AG

Haysmacintyre LLP is eligible to act as an auditor in terms of section 1212 of the Companies Act 2006

HIGHGATE SCHOOL

STATEMENT OF FINANCIAL ACTIVITIES

FOR THE YEAR ENDED 31 JULY 2021

	Notes	General Funds £	Designated Funds £	Restricted Funds £	Endowment Funds £	Total 2021 £	Total 2020 £
INCOME FROM:							
Charitable activities							
School fees receivable	1	36,556,380	-		-	36,556,380	34,330,667
Other educational income	2	234,950	-		-	234,950	240,105
Ancillary trading income	2	891,430	-		-	891,430	853,195
Investments							
Bank and other interest		63,896	-		4	63,900	215,062
Investment income		4,956	-	11,311	10,041	26,308	31,104
Voluntary sources							
Donations	3	83,239	-	979,649	-	1,062,888	2,796,245
Total Income		37,834,851	-	990,960	10,045	38,835,856	38,466,378
EXPENDITURE ON:							
Raising funds							
Fundraising and development		113,456	-		-	113,456	-
Finance costs		1,774,000	-		-	1,774,000	1,602,419
Charitable activities							
School operating costs		34,883,465	-	860,391	-	35,743,856	34,960,817
Total expenditure	4	36,770,921	-	860,391	-	37,631,312	36,563,236
NET INCOME		1,063,930	-	130,569	10,045	1,204,544	1,903,142
Gains on investment assets		-	-		305,291	305,291	(53,886)
Transfers between funds	14	(1.063,930)	1,063,930		-	-	-

Net movement in funds	-	1,063,930	130,569	315,336	1,509,835	1,849,256
Balances brought forward at 1 August 2020	-	46,824,320	3,769,357	29,017,680	79,611,357	77,762,101
Balances carried forward at 31 July 2021	-	47,888,250	3,899,926	29,333,016	£81,121,192	£79,611,357

All amounts derive from continuing activities.

All gains and losses recognised in the year are included in the statement of financial activities.

Full comparative figures for the year ended 31 July 2020 are shown in note 18.

The accompanying notes are an integral part of this statement.

HIGHGATE SCHOOL

BALANCE SHEET

AS AT 31 JULY 2021

	Notes	2021 £	2021 £	2020 £	2020 £
FIXED ASSETS					
Tangible assets	6		96,637,925		94,694,594
Investments	7		1,718,995		1,392,716
			98,356,920		96,087,310
CURRENT ASSETS					
Stock	8	40,559		42,301	
Debtors	9	3,635,894		3,390,163	
Cash at bank and in hand	10	54,925,422		54,288,176	
		58,601,875		57,720,640	
CURRENT LIABILITIES					
Creditors - due within one year	11	(10,727,955)		(8,630,207)	
NET CURRENT ASSETS			47,873,920		49,090,433
TOTAL ASSETS LESS CURRENT LIABILITIES			146,230,840		145,177,743
Creditors – due after one year	11		(65,109,648)		(65,566,386)
TOTAL NET ASSETS			£81,121,192		£79,611,357
Represented by:					
ENDOWMENT FUNDS	12		29,333,016		29,017,680
RESTRICTED FUNDS	13		3,899,926		3,769,357
UNRESTRICTED FUNDS					
Designated and general funds	14		47,888,250		46,824,320
TOTAL FUNDS			£81,121,192		£79,611,357

The financial statements were approved and authorised for issue by the Governing Body on 30 November 2021 and were signed below on its behalf by:

RM ROTHENBERG MBE BA FCA CTA
Chairman

A PATEL MA MBA
Treasurer

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

HIGHGATE SCHOOL

CASH FLOW STATEMENT

FOR THE YEAR ENDED 31 JULY 2021

	2021		2020	
	£	£	£	£
RECONCILIATION OF NET INCOME TO NET CASH FLOW FROM OPERATING ACTIVITIES				
Net income	1,509,835		1,849,256	
(Gains)/Loss on investments	(305,291)		53,886	
Depreciation	2,774,413		2,711,755	
Interest paid	1,774,000		1,602,419	
Interest and dividends receivable	(90,208)		(246,166)	
Decrease in stock	1,742		3,183	
(Increase) in debtors	(245,731)		(1,250,991)	
Increase/(Decrease) in creditors	1,641,010		(109,489)	
Net cash flow from operating activities		7,059,770		4,613,853
CASH FLOWS FROM INVESTING ACTIVITIES				
Proceeds on sale of fixed assets	-		-	
Purchase of fixed assets	(4,717,744)		(4,648,368)	
Proceeds from sale of investments	273,163		135,549	
Purchase of investments	(289,123)		(160,708)	
(Increase)/ Decrease in investment cash	(5,028)		424	
Interest and dividends received	90,208		246,166	
Net cash used in investing activities		(4,648,524)		(4,426,937)
CASH FLOWS FROM FINANCING ACTIVITIES				
Interest paid	(1,774,000)		(1,602,419)	
Cash inflows from new borrowing	-		40,000,000	
Net cash used in investing activities		(1,774,000)		38,397,581
CHANGE IN CASH AND CASH EQUIVALENTS IN THE REPORTING PERIOD		£637,246		£38,584,497
Cash and cash equivalents at beginning of period		54,288,176		15,703,679
Cash and cash equivalents at end of reporting period		54,925,422		54,288,176
		£637,246		£38,584,497

ANALYSIS OF CHANGES IN NET DEBT

	At 1 August 2020	Cashflows	At 31 July 2021
	£	£	£
Cash and cash equivalents			
Cash	54,288,176	637,246	54,925,422
Borrowings			
Debt due within one year	-	-	-
Debt due after one year	(60,000,000)	-	(60,000,000)
	(£5,711,824)	637,246	(£5,074,578)

ACCOUNTING POLICIES

General Information

Statement of Compliance

The financial statements have been prepared in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102), the Companies Act 2006 and the 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) – second edition effective 1 January 2019.

The accounts are drawn up on the historical cost basis of accounting, as modified by the revaluation of investments and revaluation of land and buildings.

Having reviewed the funding facilities available to the School together with the expected ongoing demand for places and the School's future projected cash flows, the Governors have a reasonable expectation that the School has adequate resources to continue its activities for the foreseeable future and consider that there were no material uncertainties over the School's financial viability.

The effect of Covid-19 has also been assessed by the Governors and, by reviewing the charity's ongoing activities, its forecasts and risks, the organisation remains financially viable. With regard to the next 12 months, the most significant areas to be monitored closely by the executive include the continuance of education in School, blended and remote, and the health, safety and wellbeing of our staff and pupils. Governors will continue to monitor these closely.

Notwithstanding the challenges associated with Covid-19, Governors' monitoring of performance and wellbeing indicate that overall there has been no significant impact on our activities that cannot be managed. An updated financial forecast has been prepared to assess the impact of Covid-19 and Governors have a reasonable expectation that the School has adequate resources to continue for the foreseeable future. As a result of the private placement, any significant change is likely to impact on the pace of delivering the capital programme. Accordingly, they also continue to adopt the going concern basis in preparing the financial statements.

The School is a Public Benefit Entity registered as a charity in England and Wales (charity number: 312765).

Critical accounting judgements and key sources of estimation uncertainty

In the application of the accounting policies, Governors are required to make judgements, estimates, and assumptions about the carrying value of assets and liabilities that are not readily apparent from other sources. The estimates and

underlying 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 if the revision affects only that period, or in the period of the revision and future periods if the revision affected current and future periods.

In the view of the trustees, the depreciation rates charged are the Governors best estimate of useful economic life for the asset, and changes could result in a material adjustment of the carrying amount in subsequent years.

ACCOUNTING POLICIES (continued)

The following accounting policies have been applied consistently in dealing with items which are considered material in relation to School's financial statements.

Fees and similar earned income

Fees receivable and charges for services and use of the premises, less any allowances, scholarships, bursaries granted by the School against those fees, but including contributions received from restricted funds, are accounted for in the period in which the service is provided.

Investment income

Investment income from dividends, bank balances and fixed interest securities is accounted for on an accruals basis.

Donations, legacies, grants and other voluntary income

Voluntary income is accounted for as and when entitlement arises, the amount can be reliably quantified and the economic benefit to the School is considered probable. This particularly impacts on accounting for pledges where the School is notified of income during a financial year but the income will not actually be received until a later accounting year. Such income is recognised upon confirmation of entitlement where it is probable that the income will ultimately be received (not on receipt). The detail of pledges 'previously recognised' (pledges recognised in earlier years' Accounts that had not been received by 31 July 2020) and 'pledges carried forward' (a combination of (a) pledges 'previously recognised' that had still not been received by 31 July 2021, (b) new pledges made but not received during the period 1 August 2020 to 31 July 2021 and (c) any changes to pledges 'previously recognised' where it is no longer probable that the income will ultimately be received) is set out in Note 3b.

Voluntary income for the School's general purposes is accounted for as unrestricted and is credited to the General Reserve. Where the donor or an appeal has imposed trust law restrictions, voluntary income is credited to the relevant restricted fund.

Expenditure

Expenditure is accrued as soon as a liability is considered probable, discounted to present value for longer-term liabilities. Expenditure attributable to more than one cost category in the Statement of Financial Activities is apportioned to them on the basis of the estimated amount attributable to each activity in the year, either by reference to staff time or the use made of the underlying assets, as appropriate. Irrecoverable VAT is included with the item of expenditure to which it relates.

Governance costs comprise the costs of running the charity, including strategic planning for its future development, external audit, any legal advice for the School's Governors, and all the costs of complying with constitutional and statutory requirements, such as costs of Board and Committee meetings and of preparing statutory accounts and satisfying public accountability.

ACCOUNTING POLICIES (continued)

Tangible fixed assets

Tangible assets are included at their net book value at the year-end.

Expenditure on the acquisition, construction or enhancement of land and buildings of a capital nature together with vehicles, furniture, machinery, ICT infrastructure and other equipment of a capital nature are capitalised and carried in the balance sheet at historical cost.

Other expenditure on equipment incurred in the normal day-to-day running of the School is charged to the Statement of Financial Activities as incurred. Individual items costing less than £1,000 are normally written off as an expense in acquisition.

Depreciation is provided to write off the cost of all relevant tangible fixed assets less estimated residual value based on current market prices, in equal annual instalments from commencement of the project over their expected useful economic lives as follows:

Freehold Property	- 2% of carrying value
Furniture and Equipment:	
- Furniture, Equipment and IT	- 2-10% or 20% on cost
- Motor Vehicles	- 20% on cost

Included in freehold properties are residential properties owned by the School that are let on a short-term basis, and subject to short notice periods. The properties are held at cost and were acquired in line with the School's continuing development strategy and as such are treated as operational property and not investment assets.

Investments

Listed investments are valued at market value as at the balance sheet date. Unrealised gains and losses arising on the revaluation of investments are credited or charged to the Statement of Financial Activities and are allocated to the appropriate Fund according to the "ownership" of the underlying assets.

Stock

Stock represents goods for resale and is valued at the lower of cost and net realisable value.

Fund accounting

The charitable trust funds of the School are accounted for as unrestricted or restricted income in accordance with the terms of trust imposed by the donors or any appeal to which they may have responded.

Funds

The School maintains four types of fund:

(a) Endowment – where the capital is held in perpetuity and income generated used for charitable purposes expenditure;

(b) Restricted – where the purposes for which funds may be used have been restricted by donors;

ACCOUNTING POLICIES (continued)

Funds (continued)

(c) Designated – where the funds are unrestricted but where the Trustees have designated them for a specific purpose;

(d) General – where the funds are unrestricted and not designated.

Endowment Funds

The original land and buildings of the School are subject to a permanent endowment. The Endowment Fund reflects the rebased cost of assets principally constituting the main Island Site, following engagement with the Charity Commission, as at 31 July 2016.

The Sinking Fund represents recoupment of the proceeds on disposal of endowment property.

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

Restricted Funds

The Library Fund consists of three funds named (i) Burdett-Coutts, (ii) Furnival Jones and (iii) J F Newsome Charitable Trust, and exists to provide books and equipment for the School library.

Designated Funds

The building reserve represents funds generated from appeals and transfers from unrestricted funds. The reserve reflects that part of the School's unrestricted funds which relates to property.

Pension costs

Retirement benefits to employees of the School are provided through two pension schemes. The pension costs charged in the Statement of Financial Activities are determined as follows:

(a) The Teachers' Pension Scheme - This scheme is a multi-employer pension scheme. It is not possible to identify the School's share of the underlying assets and liabilities of the Teachers' Pension Scheme on a consistent and reasonable basis and therefore, as required by FRS102, accounts for the scheme as if it were a defined contribution scheme. The School's contributions, which are in accordance with the

recommendations of the Government Actuary, are charged in the period in which the salaries to which they relate are payable;

(b) The ISPEN is a multi-employer defined benefit scheme. The assets of the scheme are held independently from those of Highgate School in an independently administered fund. The costs recognised during the year relate to the movement in the year end liability;

(c)Other pension costs are charged in the accounts for defined contribution schemes represent the contributions payable by the School during the year.

ACCOUNTING POLICIES (continued)

Operating leases

Rentals under operating leases are charged on a straight-line basis over the lease term, even if the payments are not made on such a basis. Benefits received and receivable as an incentive to sign an operating lease are similarly spread on a straight-line basis over the lease term.

Financial instruments

Basic financial instruments are initially recognised at transaction value and subsequently measured at amortised with the exception of investments which are held at fair value. Financial assets held at amortised cost comprise cash at bank and in hand, together with trade and other debtors. A specific provision is made for debts for which recoverability is in doubt. Cash at bank and in hand is defined as all cash held in instant access bank accounts and used as working capital. Financial liabilities held at amortised cost comprise all creditors except social security and other taxes and provisions.

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.

Debtors

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

Cash at bank and in hand

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 deposit or similar account.

1. FEES

	2021 £	2020 £
Fees receivable consist of:		
Tuition fees	38,109,173	35,821,913
Music fees	604,811	522,553
	38,713,984	36,344,466
Less: Allowances	(389,159)	(350,765)
Less: Bursaries funded from unrestricted funds	(1,192,798)	(1,326,924)
Less: Bursaries funded from restricted funds	(508,471)	(272,525)
	(1,701,269)	(1,599,449)
Less: Scholarships	(67,176)	(63,585)
	£36,556,380	£34,330,667

Scholarships, bursaries and other awards were paid to 116 pupils (2020: 137). Within this, means tested bursaries totalling £1,701,269 were paid to 86 pupils (2020: £1,599,449 to 85 pupils).

2. OTHER INCOME

	2021 £	2020 £
Other educational charitable income		
Entrance & registration fees	226,162	195,035
Lettings	8,788	45,070
	234,950	240,105
Other ancillary activities		
Mallinson Sports Centre	64,498	167,882
Other income	196,769	846
Rents	572,393	593,468
Educational visits	57,770	61,624
6th Form and Tuck Shop income	-	29,375
	891,430	853,195
	£1,126,380	£1,093,300

3a. DONATIONS AND LEGACIES (2021)

	Unrestricted £	Restricted £	2021 £
Restricted Funds	-	979,649	979,649
Unrestricted donations	83,239	-	83,239
	83,239	979,649	1,062,888

DONATIONS AND LEGACIES (PRIOR YEAR)

	Unrestricted £	Restricted £	2020 £
Restricted Funds	-	2,671,789	2,671,789
Unrestricted donations	124,456	-	124,456
	124,456	2,671,789	2,796,245

3b. BREAKDOWN OF DONATIONS (see explanatory comments within Accounting Policies)

	2021 £	2020 £
Pledges previously recognised	(2,429,288)	(1,288,965)
Donations received in-year	1,071,380	1,655,922
Pledges carried forward	2,420,796	2,429,288
Donations income	1,062,888	2,796,245

4a. ANALYSIS OF EXPENDITURE

	2021 £	2020 £
Net income is stated after charging:		
Auditors' remuneration – audit fees	34,080	33,120
Auditors' remuneration – other services	1,440	-
Depreciation	2,774,413	2,711,755

4b.

	Average Staff Numbers	Staff Costs	Depreciation	Other	2021 Total
	2021				
Charitable Activity – School Operating Costs					
Teaching costs	383	21,688,486	-	1,387,013	23,075,499
Welfare	49	1,077,031	-	673,938	1,750,969
Premises	35	1,452,693	2,774,413	2,597,296	6,824,402
Grants, awards and prizes		-	-	7,922	7,922
Support costs and governance	68	2,461,212	-	1,580,946	4,042,158
Fundraising and Development	2	102,596	-	10,860	113,456
Finance costs		-	-	1,774,000	1,774,000
Mallinson Sports Centre		-	-	42,906	42,906
	537	26,782,018	2,774,413	8,074,881	37,631,312

PRIOR YEAR

	Average Staff Numbers	Staff Costs	Depreciation	Other	2020 Total
	2020				
Charitable Activity – School Operating Costs					
Teaching costs	367	20,986,143	-	1,630,792	22,616,935
Welfare	55	1,146,226	-	680,848	1,827,074
Premises	37	1,465,383	2,711,755	2,396,061	6,573,199
Grants, awards and prizes		-	-	11,841	11,841
Support costs and governance	72	2,415,265	-	1,439,666	3,854,931
Finance costs		-	-	1,602,419	1,602,419
Mallinson Sports Centre		-	-	76,837	76,837
	531	26,013,017	2,711,755	7,838,464	£36,563,236

4c. GOVERNANCE INCLUDED IN SUPPORT COSTS

	2021 £	2020 £
Remuneration paid to auditors		
- audit services	34,080	33,120
- other services	1,440	-
Governors' reimbursement to Governors' expenses	285	215
	£35,805	£33,335

The support costs relate to the charitable activity of running the School.

5. STAFF COSTS (including related party transactions)

	2021 No.	2020 No.
The average number employed by the company within each category of persons was:		
Teaching staff	383	367
Support staff	154	164
	537	531
	£	**£**
The costs incurred in respect of these employees were:		
Wages and salaries	20,377,855	19,933,824
Social Security costs	2,194,613	2,133,655
Pension costs	4,184,550	3,915,538
Termination payments	25,000	30,000
	£26,782,018	£26,013,017
Aggregate employee benefits of 8 (7 – 2020) key management personnel	£1,628,089	£1,634,541

	2021 No.	2020 No.
The number of higher paid employees was:		
Taxable emoluments band:		
£60,000 - £70,000	48	52
£70,000 - £80,000	27	23
£80,000 - £90,000	8	10
£90,000 - £100,000	5	1
£100,000 - £110,000	1	1
£110,000 - £120,000	1	1
£120,000 - £130,000	-	1
£130,000 - £140,000	-	-
£140,000 - £150,000	-	1
£150,000 - £160,000	1	1
£160,000 - £170,000	-	-
£170,000 - £180,000	2	1
£340,000 - £350,000	1	-
£350,000 - £360,000	-	1
The number with retirement benefits accruing was:	94	93
Of which contributions amount to:	£1,640,899	£1,505,968

During the year the School obtained, within its general insurance, professional indemnity and governors liability insurance cover of £10,000,000 (2020: £10,000,000).

In addition to the remuneration paid to the key management personnel, the School provides fee remission to staff typical of the independent sector, loans to assist in house purchasing and accommodation to staff who are entitled to accommodation by virtue of their role.

Other expenditure includes an amount of £285 which relates to travel expenses for one member of the Governing Body (2020: £215 for three members).

No Governors received any remuneration or benefits other than the expenses disclosed above from the School or any connected organisation. There are Governors during the year who have pupils at the School; the arrangements are on the same basis as for other parents at the school. There were no related party transactions during the year.

6. TANGIBLE FIXED ASSETS

	Total £	Freehold Land and Permanent Buildings £	Equipment and Motor Vehicles £
COST/VALUATION			
At 1 August 2020	130,184,139	128,095,139	2,089,000
Additions	4,717,744	4,717,744	-
Disposals	-	-	-
At 31 July 2021	134,901,883	132,812,883	2,089,000
DEPRECIATION			
At 1 August 2020	35,489,545	33,791,646	1,697,899
Charge for the year	2,774,413	2,675,255	99,158
Disposals	-	-	-
At 31 July 2021	38,263,958	36,466,901	1,797,057
NET BOOK VALUE			
At 31 July 2021	£96,637,925	£96,345,982	£291,943
At 31 July 2020	£94,694,594	£94,303,493	£391,101

The original land and buildings of the School are subject to a permanent endowment. See Note 12.

Depreciation calculated on a historical basis would be lower by £495,700 than the amount shown above (2020: lower by £495,720).

7. FIXED ASSET INVESTMENTS

	Endowment	Total 2021	Total 2020
	£	£	£
Market value			
At 1 August 2020	1,357,631	1,357,631	1,386,358
Additions	289,123	289,123	160,708
Disposals	(225,586)	(225,586)	(137,488)
Revaluations	257,714	257,714	(51,947)
	£1,678,882	£1,678,882	£1,357,631
Cash awaiting investment	40,113	40,113	35,085
At 31 July 2021	£1,718,995	£1,718,995	£1,392,716

8. STOCKS

	2021	2020
	£	£
Catering, cleaning, stationery	£40,559	£42,301

9. DEBTORS

	2021	2020
	£	£
Fees	593,051	549,619
Loans to employees	57,511	101,013
Prepayments and accrued income	2,830,428	2,536,174
Other debtors	154,904	203,357
	£3,635,894	£3,390,163

10. CASH AT BANK AND IN HAND

	2021 £	2020 £
Bank deposit and current accounts	£54,925,422	£54,288,176

11a. CREDITORS

	2021 £	2020 £
Fee deposits	3,946,264	2,436,988
Fees received in advance	1,777,295	1,655,897
Audit & accountancy	32,400	31,500
Accruals and deferred income	4,072,767	3,638,132
Other creditors	899,229	867,690
	10,727,955	8,630,207
Due after one year		
Advance payments	4,036,648	4,365,386
Pension provision	1,073,000	1,201,000
Other Loans	60,000,000	60,000,000
Total creditors	£75,837,603	£74,196,593

On the 24 July 2019, the School entered into a private placement for £60m funding paid to the School in three tranches to assist in the financing of the School's capital programme. The first drawdown of £20m was received on 24 July 2019 with an interest rate of 3.01% repayable on the 24 September 2054. The second drawdown totalling £40m was received on 24 September 2019; £10m with an interest rate of 2.90% repayable on the 24 September 2044 and £30m with an interest rate of 2.94% repayable on the 24 September 2049. For all three tranches the first interest payment was made on 24 March 2020 and will continue at six-monthly intervals thereafter.

At 31 July the School had the following annual commitments under non-cancellable operating leases:

	2021 £	2020 £
Leases expiring within 1 year	14,659	16,584
Leases expiring between 2 - 5 years	19,210	31,979
Leases expiring between greater than 5 years	-	-
	£33,869	£48,563

11b. ADVANCE FEES	2021	2020
	£	£
After 5 years	627,739	794,754
Within 2 to 5 years	2,022,147	2,187,403
Within 1 to 2 years	1,386,762	1,383,229
	4,036,648	4,365,386
Within 1 year	1,777,295	1,655,897
	£5,813,943	£6,021,283

	2021 £
The movements during the year on the accrued liability under the contracts were:	
Balance at 1 August 2020	6,021,283
New contracts	1,623,910
	7,645,193
Amounts utilised in payment of fees: To the school	(1,831,250)
	5,813,943

12. ENDOWMENT FUNDS

	Balance at 1 August 2020	Net income/ (expenditure)	Transfers Between Funds	Investment gains(losses)	Balance at 31 July 2021
	£	£	£	£	£
Property Fund	27,789,363	-	-	-	27,789,363
Sinking Fund	239,386	364	-	51,521	291,271
Prize Fund	456,082	9,681	-	117,035	582,798
Furnival Jones Library Fund	23,012	-	-	5,905	28,917
Arthur (Bill) and Beryl Field Memorial Bursary Fund	440,024	-	-	112,915	552,939
Zikel Music Fund	69,813	-	-	17,915	87,728
	£29,017,680	£10,045	-	£305,291	£29,333,016

PRIOR YEAR (2020):

	Balance at 1 August 2019	Net income/ (expenditure)	Transfers Between Funds	Investment gains(losses)	Balance at 31 July 2020
	£	£	£	£	£
Property Fund	27,789,363	-	-	-	27,789,363
Sinking Fund	230,746	358	-	8,282	239,386
Prize Fund	473,086	11,281	-	(28,285)	456,082
Furnival Jones Library Fund	24,475	-	-	(1,463)	23,012
Arthur (Bill) and Beryl Field Memorial Bursary Fund	468,005	-	-	(27,981)	440,024
Zikel Music Fund	74,252	-	-	(4,439)	69,813
	£29,059,927	£11,639	£-	£(53,886)	£29,017,680

Property Fund: Represents the net book value as at 31 July 2016 of the endowed property of the School, principally constituting the main Island Site.

Sinking Fund: Represents the recoupment required under a Charity Commission scheme on the utilisation of endowed funds in earlier years which expires in 2021.

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

Furnival Jones Library Fund: Represents a donation received where the capital element was to be retained and the income arising utilised for the library.

Arthur (Bill) and Beryl Field Memorial Bursary Fund: a fund established from which the income is to provide bursarial assistance at the discretion of Governors.

Zikel Music Fund: A fund established from which the income be used for or towards music tuition (including the hire of the associated instrument) for a promising pupil entering the school who would not otherwise be able to afford the cost of such tuition.

13. RESTRICTED FUNDS

	Balance at 1 August 2020	Net income/ (expenditure)	Transfers Between Funds	Investment gains/ (losses)	Balance at 31 July 2021
	£	£	£	£	£
Furnival Jones Library Fund	2,840	488	-	-	3,328
Outreach Project	-	696	-	-	696
Robin Barnard Bequest	29,750	-	-	-	29,750
Bursary Fund	2,759,578	120,334	-	-	2,879,912
LAET	160,721	88,994	-	-	249,715
Digital Access	70,805	(41,441)	-	-	29,364
Open Door	54,431	-	-	-	54,431
Arthur (Bill) and Beryl Field Memorial Bursary Fund	40,896	9,340	-	-	50,236
Learning Support Fund	311,824	(132,280)	-	-	179,544
Hardship Fund	61,879	12,700	-	-	74,579
Other Funds	9,805	-	-	-	9,805
Mental Health Fund	66,828	70,738	-	-	137,566
Buildings Fund	200,000	1,000	-	-	201,000
	£3,769,357	£130,569	-	-	£3,899,926

PRIOR YEAR (2020):

	Balance at 1 August 2019	Net income/ (expenditure)	Transfers Between Funds	Investment gains/ (losses)	Balance at 31 July 2020
	£	£	£	£	£
Furnival Jones Library Fund	2,256	584	-	-	2,840
Outreach Project	7,866	(7,866)	-	-	-
Robin Barnard Bequest	29,750	-	-	-	29,750
Bursary Fund	1,036,490	1,723,088	-	-	2,759,578
LAET	93,811	66,910	-	-	160,721
Digital Access	-	70,805	-	-	70,805
Open Door	54,431	-	-	-	54,431
Arthur (Bill) and Beryl Field Memorial Bursary Fund	42,696	(1,800)	-	-	40,896
Learning Support Fund	175,824	136,000	-	-	311,824

Hardship Fund	-	61,879	-	-	61,879
Other Funds	9,880	(75)	-	-	9,805
Mental Health Fund	150,000	(83,172)	-	-	66,828
Buildings Fund	-	200,000			200,000
	£1,603,004	£2,166,353	£-	£-	£3,769,357

13. RESTRICTED FUNDS (continued)

Library Fund: donations received towards the improvements in library facilities at Highgate School.

Robin Barnard Bequest: for the benefit of pupils wishing to pursue careers in medicine or science.

Bursary Fund: donations received from fundraising to be used to fund future bursaries at the School.

Outreach Project, Capital Projects and E-learning Funds: donations received for the purposes described in the fund name.

Open Door: donation received to encourage pupils in their explanation or understanding of the Christian faith.

Arthur (Bill) and Beryl Field Memorial Bursary Fund: see Note 12.

Zikel Music Fund: see Note 12.

Digital Access: donations received to help children at our partner schools who have little or no access to a computer.

LAET: A fund following a Gala event and other donations throughout the year to raise money for LAE Tottenham.

Hardship Fund: donations received to help families who are struggling to pay fees due to unforeseen circumstances.

Other: donations received for CCF and PPS/JS.

Learning Support: donation received for additional staffing to strengthen Learning Support.

Mental Health: donation received towards staffing costs for enhanced mental health provision.

Buildings Fund: donation received to help develop the buildings/fabric of the School.

14. UNRESTRICTED FUNDS

	Balance at 1 August 2020	Net income/ (expenditure)	Transfers between funds	Investment gains/ (losses)	Balance at 31 July 2021
	£	£	£	£	£
Designated Funds					
Property Fund	46,824,320	-	1,063,930	-	47,888,250
General Funds					
Revenue Reserve	-	1,063,930	(1,063,930)	-	-
TOTAL	46,824,320	1,063,930	-	-	47,888,250

PRIOR YEAR (2020):

	Balance at 1 August 2019	Net income/ (expenditure)	Transfers between funds	Investment gains/ (losses)	Balance at 31 July 2020
	£	£	£	£	£
Designated Funds					
Property Fund	47,099,170	-	(274,850)	-	46,824,320
General Funds					
Revenue Reserve	-	(274,850)	274,850	-	-

TOTAL	£47,099,170	£(274,850)	£-	£-	£46,824,320

The Property Fund reflects the net book value of unrestricted fixed assets together with the proceeds of asset disposals which the Governors intend to reinvest in fixed assets.

15. ANALYSIS OF THE NET ASSETS BETWEEN FUNDS

	Fixed Assets	Investments	Net Current Assets less Liabilities	Long term Liabilities	Total
	£	£	£	£	£
Endowment Funds	27,789,363	1,718,995	(175,342)	-	29,333,016
Restricted Funds	-	-	3,899,926	-	3,899,926
Unrestricted :					
General	-	-	-	-	-
Designated	68,848,562	-	44,149,336	(65,109,648)	47,888,250
	96,637,925	1,718,995	47,873,920	(65,109,648)	81,121,192

PRIOR YEAR (2020):

	Fixed Assets	Investments	Net Current Assets less Liabilities	Long term Liabilities	Total
	£	£	£	£	£
Endowment Funds	27,789,363	1,392,716	(164,399)	-	29,017,680
Restricted Funds	-	-	3,769,357	-	3,769,357
Unrestricted :					
General	-	-	-	-	-
Designated	66,905,231	-	45,485,475	(65,566,386)	46,824,320
	£94,694,594	£1,392,716	£49,090,433	£(65,566,386)	£79,611,357

16. CAPITAL COMMITMENTS

	2021	2020
Authorised and contracted for	£11,630,000	£740,600

17. PENSION COMMITMENTS

Teachers' Pension Scheme
The School participates in the Teachers' Pension Scheme ("the TPS") for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £3,086,842 (*2020:* £2,921,067) and at the year-end £Nil (*2020 - £Nil*) was accrued in respect of contributions to this scheme.

The TPS is an unfunded multi-employer defined benefits pension scheme governed by The Teachers' Pensions Regulations 2010 (as amended) and The Teachers' Pension Scheme Regulations 2014 (as amended). Members contribute on a "pay as you go" basis with contributions from members and the employer being credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

The employer contribution rate is set by the Secretary of State following scheme valuations undertaken by the Government Actuary's Department. The most recent actuarial valuation of the TPS was prepared as at 31 March 2016 and the Valuation Report, which was published in March 2021, confirmed that the employer contribution rate for the TPS would increase from 16.4% to 23.6% from 1 September 2021. Employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 23.68%.

17. PENSION COMMITMENTS (continued)

Teachers' Pension Scheme (continued)
The 31 March 2016 Valuation Report was prepared in accordance with the benefits set out in the scheme regulations and under the approach specified in the Directions, as they applied at 5 March 2021. However, the assumptions were considered and set by the Department for Education prior to the ruling in the 'McCloud/Sargeant case'. This case has required the courts to consider cases regarding the implementation of the 2015 reforms to Public Service Pensions including the Teachers' Pensions.

On 27 June 2021 the Supreme Court denied the government permission to appeal the Court of Appeal's judgment that transitional provisions introduced to the reformed pension schemes in 2015 gave rise to unlawful age discrimination. The government is respecting the Court's decision and has said it will engage fully with the Employment Tribunal as well as employer and member representatives to agree how the discriminations will be remedied.

The TPS is subject to a cost cap mechanism which was put in place to protect taxpayers against unforeseen changes in scheme costs. The Chief Secretary to the Treasury, having in 2020 announced that there would be a review of this cost cap mechanism, in January 2021 announced a pause to the cost cap mechanism following the Court of Appeal's ruling in the McCloud/Sargeant case and until there is certainty about the value of pensions to employees from April 2015 onwards.

In view of the above rulings and decisions the assumptions used in the 31 March 2016 Actuarial Valuation may become inappropriate. In this scenario, a valuation prepared in accordance with revised benefits and suitably revised assumptions would yield different results than those contained in the Actuarial Valuation.

Until a remedy to the discrimination conclusion has been determined by the Employment Tribunal it is not possible to conclude on any financial impact or future changes to the contribution rates of the TPS. Accordingly no provision for any additional past benefit pension costs is included in these financial statements.

Pension Trust
Highgate School participates in the Independent Schools' Pension Scheme (ISPEN). The Scheme is funded and is contracted out of the state scheme. ISPEN is a multi-employer defined benefit scheme. 216 employees currently participate in the scheme. 208 employees participate on a final salary basis with a 1/80th accrual rate. From 1 September 2021, these employees made a contribution of 6% of pensionable salary to the scheme whereas the School made an employer contribution of 16.8%. A further 8 employees, who pre-1996 were members of the Highgate School Retirement and Death Benefits Scheme, participate on a final salary basis with a 1/60th accrual rate. These employees made a contribution of 6% whereas the School's contribution was 24.2%.

The last formal valuation of the scheme was performed as at 30 September 2017 by a professionally qualified actuary using the Projected Unit Method. The market value of the scheme's assets at the valuation date was £149.4 million. The valuation revealed a shortfall of assets compared with the value of liabilities of £38.2 million, equivalent to a past service funding level of 80%. Following consideration of the results of the actuarial valuation, it was agreed that the shortfall of £38.2 million would be dealt with by the payment of deficit contributions, from all participating employers allocated in line with their estimated share of the scheme liabilities, of £2.4 million per annum from 1 September 2021 to 30 April 2030. These deficit contributions are in addition to the long-term joint contribution rates (highlighted above).

There is a potential debt on the employer that could be levied by the Trustees of the scheme. The debt is due in the event of the employer ceasing to participate in the scheme or the scheme winding up. Highgate School has been notified by the Pensions Trust of the estimated employer debt on withdrawal from the Independent Schools' Pension Scheme based on the financial position of the scheme as at 30 September 2020. As of this date the estimated employer debt was £11,904,739. This amount is not provided for in the accounts as it is not considered likely that the School will withdraw from the scheme.

18. CONSOLIDATED STATEMENT OF FINANCIAL ACTIVITIES COMPARATIVE FIGURES BY FUND

	Notes	General Funds £	Designated Funds £	Restricted Funds £	Endowment Funds £	Total 2020 £
INCOME FROM:						
Charitable activities						
School fees receivable	1	34,330,667	-		-	34,330,667
Other educational income	2	240,105	-		-	240,105
Ancillary trading income	2	853,195	-		-	853,195
Investments						
Bank and other interest		214,914	-		148	215,062
Investment income		6,098	-	13,515	11,491	31,104
Voluntary sources						
Donations	3	124,456	-	2,671,789	-	2,796,245
Total Income		35,769,435	-	2,685,304	11,639	38,466,378
EXPENDITURE ON:						
Raising funds						
Finance costs		1,602,419	-		-	1,602,419
Charitable activities						
School operating costs		34,441,866	-	518,951	-	34,960,817
Total expenditure	4	36,044,285	-	518,951	-	36,563,236
NET INCOME		(274,850)	-	2,166,353	11,639	1,903,142
Gains on investment assets		-	-		(53,886)	(53,886)
Transfers between funds	14	274,850	(274,850)		-	-
Net movement in funds		-	(274,850)	2,166,353	(42,247)	1,849,256
Balances brought forward at 1 August 2019		-	47,099,170	1,603,004	29,059,927	77,762,101
Balances carried forward at 31 July 2020		-	£46,824,320	£3,769,35	£29,017,680	£79,611,357

SIR ROGER CHOLMELEY'S SCHOOL AT HIGHGATE

England & Wales - Charity number 312765

Accounts

HIGHGATE SCHOOL

GOVERNORS' ANNUAL REPORT AND ACCOUNTS

FOR THE YEAR ENDED 31 JULY 2020

Haysmacintyre LLP
Chartered Accountants
Registered Auditors

HIGHGATE SCHOOL

REPORT AND ACCOUNTS

FOR THE YEAR ENDED 31 JULY 2020

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CHAIRMAN'S FOREWORD

I am pleased to present Highgate School's report and accounts for the year ending 31 July 2020, following another year of excellent achievements, across many fronts as described more fully in this report.

Our continuing imperatives as a school – to keep pupils safe and happy and to ensure that they receive the best possible education – remain constant but I hope that this report will enable those interested in Highgate to understand something of the energy and self-reflective determination which characterise the School in consistently striving to improve how those imperatives are delivered. Additionally, significant commitment continues, and I hope is captured within this report, to strengthen what it means, as a school, to be a charity; I and my fellow governors strongly support the Head's determination to pursue greater impact still of Highgate as a charity.

Indeed, in September 2019, Highgate was selected as both the Independent School of the Year 2019 and the Independent School of the Year for Contribution to Social Mobility 2019 within the Independent Schools of the Year 2019 award scheme designed by *Independent School Parent* magazine. Additionally, in January 2020, Highgate was selected as both the Independent School of the Year 2020 and the Independent Senior School of the Year 2020 within the TES (Times Educational Supplement) award scheme. Highgate also won the Careers Programme of 2020-21 from the RateMyApprenticeship Awards. These accolades celebrate our extensive contribution to the educational growth and wellbeing of children across London and beyond.

Five of the twelve months for which this report covers were marked by the Coronavirus (COVID-19) pandemic. Following government guidance the School closed on March 20 and staff across all three schools acted very quickly to put in place remote learning provision and support for pupils and parents. "Highgate@Home" was fully operational from Easter through to the end of the Summer term and covered all aspects of school life from academic to pastoral care, sport and co-curricular activities. Around 50 key workers' children continued to be taught on the School premises during lockdown, via a rotation of teaching and support staff. We also welcomed back certain year groups throughout the summer term in line with government advice; more details are set out within this report.

Highgate achieves what it does only through the sterling work and commitment of all its staff; this has been severely tested during the pandemic and continues to be so at year-end. I take this opportunity to thank them for their enthusiasm and all that they do both to sustain and enhance the quality and standing of the School, and to spread the same standards of quality and excellence among our growing range of partner schools. I thank also my fellow governors for their support and unswerving commitment to the good of the School.

Bob Rothenberg MBE

CHARITABLE OBJECTS

Our charitable objectives are set out in the Scheme of Governance as:

- the advancement of education by the provision of a school in or near Highgate, the provision of incidental or ancillary educational activities, and the undertaking of associated activities for the benefit of the public; and
- in so far as the Governors think fit (and so long as they, in their discretion, consider that the object stated in clause 1 is being properly provided for) the relief of the poor.

OBJECTIVES AS A SCHOOL 2019-20

The School was in its final year of its 2015-20 development plan that set objectives specifically for our charity and school as a whole, as well as, more specifically, for our three separate schools. Details of the 2020-25 development plan are set out under 'Future Objectives' on page 15.

The current ongoing priorities for our three schools for the last year of this five-year period were:

- To secure our national and local reputation for high-calibre, academically-minded teaching, with a focus on scholarship and independence for all, complimented by a dynamic co-curricular and employability programme and by experience of service and community, to grow the whole person;
- To enhance Highgate's impact, standing and reputation as an educational charity which transfers educational advantage to schools in need of support and sets a model for schooling as a portable example to others;
- To put sustainability at the heart of our School's development, generating a better quality of life, whilst improving local environmental conditions for our School community and local people;
- To increase Highgate's diversity and accessibility as a school;
- To increase Highgate's non-fee income base; and
- To equip Highgate with facilities appropriate for its educational mission and ethos, currently in drama, music, sport and sixth form teaching.

Within our Pre-Preparatory School (Nursery, Reception and Years 1-2), our academic priorities were:

- To use the learning environment as a tool to foster values of resilience, independence, curiosity, resourcefulness, reciprocity and reflection;
- To develop opportunities for learning through play and exploration in KS1; and
- To embed sustainability in the curriculum.

Within our Junior School (Years 3-6), our academic priorities were:

- To ensure that pupils believe there is no ceiling to what they can achieve by the time they leave Year 6, and adapting curriculum planning and teaching accordingly; and
- To ensure that all pupils, rather than just some, are engaged in high-quality, varied and well-monitored co-curricular activities so that they develop self-confidence and know themselves to be equally valued for their contribution and achievement.

OBJECTIVES AS A SCHOOL 2019-20 (continued)

Within our Senior School (Years 7-13), our academic priorities were:

- To enable all pupils to view academic struggle as a normal and valuable aspect of their learning, with a focus on meaningful preparation/homework tasks that encourage pupils to reflect on both their learning and colleagues' specific feedback;
- To continue to make aspiration and ambition the guiding principles of Years 10 and 11 teaching, so that both years are academically stimulating, enriching and enjoyable, and are seen as preparation for more independent Sixth Form study; and
- To promote scholarship for all in the Sixth Form, with a focus on teaching pupils how to be independent and reflective.

The aims of our School remain: (1) To provide a place for learning and scholarship; (2) To be a reflective community; and (3) To be an exemplar for the healthy life.

These aims are underpinned by a guiding ethos with respect to all our activities.

ACTIVITIES OF THE SCHOOL

Academic

Pre-Preparatory School. Much work has been done to create communication and language friendly environments. Staff attended training in this area and then evaluated the impact of learning environments on language and communication skills. The impact of this initiative was the creation of areas that linked home and school, of areas that supported paired and group interaction and areas that facilitated expression of emotional and social needs. This work has also supported our efforts to develop children's understanding of our impact on the environment, as we have actively sought to use recycled and adapted materials in our learning environment.

Following the successful introduction of Maths Mastery in Key Stage One this approach to teaching maths was embedded in the Early Years in 2019-20. Key Stage One staff supported colleagues in the Early Years to do this. This has ensured that children experience a consistent approach to the teaching of core objectives across the school resulting in visibly fewer gaps in understanding.

The Helicopter Story project was introduced in Nursery and Reception resulting in children creating their own books of stories that they wrote throughout these two years. The success of this project, which had been initially introduced in Nursery, has been evident in the rich and expansive language that children are using in their literacy and beyond.

In January 2020, the last 3+ assessment took place; following this there have been positive preparations for the introduction of the 4+ assessment in January 2021.

During the COVID-19 lockdown, from March 2020, the Pre-Preparatory School children were taught through a combination of activities posted on Pluto and live zoom lessons. Participation in live lessons was high, and there was an energetic and positive approach to these lessons by both children and staff who relished the contact with each other. Both staff and children welcomed the phased return to school in the summer of 2020 (Nursery, Reception and Year 1 from 1 June 2020 and Year 2 from 22 June 2020) and quickly transitioned back into school life.

ACTIVITIES OF THE SCHOOL (continued)

Academic (continued)

Junior School. The transition to five forms in all year groups has been made successfully and the School continues to present a buzzy, positive learning environment. New staff have settled in well and the appointment of an Assistant Principal Curriculum has allowed for an increased focus on developing the curriculum and how we meet the needs of all pupils. Academic standards remain high and work is ongoing to ensure that there is sufficient challenge at all levels with targeted provision for the most able. That said the central ethos of the academic side of Junior School life is to enable pupils to develop a love of learning with the knowledge and skills to progress successfully in all subject areas.

Much work has been done to develop a collaborative approach to curriculum development. Weekly Teaching and Learning Exchanges, as well as year group and subject planning sessions have allowed for a whole-school approach to the development of the curriculum within the school. Approaches to planning are now more standardised and focused on meeting the needs of all pupils. The teaching approach within each year is consistent and all pupils receive a high-quality experience during their time at school.

Year Group Time was successfully added to the curriculum which allowed for collaborative planning between subject coordinators, subject teachers, form tutors and Heads of House to enrich the existing programme of study. Various cross-curricular links enabled pupils' creativity and cooperation to flourish, in the context of core subjects, creative subjects, PSHEE and Citizenship initiatives, Pupil Personal Development activities, Sustainability and Eco matters, amongst other curriculum strands.

Visits and trips continued to enhance the curriculum with an increased focus on generating bespoke internal workshops whilst cutting down on unnecessary travel thus increasingly contributing to the whole-school sustainability mission. The success of these mini seminars and year group projects enabled an economic transition into a more refined and structured enrichment programme whilst giving pupils and staff the ownership of year group learning. This format is embedded for the academic year 2020-21, allowing for the development of target-specific curriculum extras, such as activities enhancing pupils' research and study skills, transferable skills, digital and media literacy as well as progression in areas of entrepreneurship, financial capability, etc.

During the COVID-19 lockdown, from March 2020, the Junior School was able to provide excellent online learning. From the start of the Summer Term all pupils were able to access daily interactive Zoom lessons in core subjects: English, Maths, Humanities and Science. In addition, online work was available in all other subject areas, with feedback and monitoring provided through Office 365 and Teams. All content was made available via Juno and Teams. The School's ability to develop and deliver effective online curriculum content is now in a very strong place.

Year 6 pupils returned to school from 1 June 2020 for the second half of the Summer Term with pupils in Years 3 to 5 joining them for the last two weeks of term (from 22 June 2020). We are confident that despite lockdown pupils within the Junior School were able to make very good academic progress over the course of the year.

ACTIVITIES OF THE SCHOOL (continued)

Academic (continued)

Senior School. Highgate's results for 2020 were determined by Centre Assessed Grades due to the cancellation of public examinations. These were rigorously based on evidence and historic data. 84% of all grades in Year 11 were either 8 or 9 and 96% of all grades in Year 11 were either 7, 8 or 9. In Year 13, 56.5% of all grades were A* (or the Pre-U equivalent) and 86.8% of grades were either A* or A (or the Pre-U equivalent). Highgate's percentage increase in top grades is not out of step with equivalent schools. Despite this uplift being greater than we would have expected in ordinary time, both year groups' baseline data suggest they would have set internal records had the pupils been submitted for public examinations. These headline figures demonstrate – once again – that Highgate is firmly in the top tier of independent schools and is one of the very best mixed day schools in the country.

In university admissions, 87% of applicants were admitted to their first-choice university. 25 pupils took up places at Oxbridge, 10 pupils travelled to prestigious US or Canadian universities and the vast majority of UCAS applicants matriculated in a Russel Group university.

During the COVID-19 lockdown, from March 2020, Highgate provided a new learning programme for pupils called "Highgate@Home" utilising existing and new technologies to continue a sense of connection and collective study albeit virtually. Senior pupils benefitted from online lessons using Teams and Zoom. We designed an enriching new programme for Year 11 and Year 13 pupils who were no longer sitting exams which involved preparatory work for their next stages of study including A level and university subject exercises. Our social media channels and YouTube account also provided an outlet for drama, music and SpEx pupils to showcase their activities virtually to parents and pupils who were not able to gather together physically to watch performances and matches. From 15 June 2020 we were able to gradually re-introduce lessons in School for Year 10 and Year 12 pupils with socially distanced measures in place. Whilst the remaining Senior School year groups continued with "Highgate@Home" for the entire summer term, we were able to invite pupils in Years 7-10 to attend one-off form class meetings towards the end of term to meet their tutors or Heads of House.

Two new reading schemes were launched by the English Department in 2019-20 for the Senior School pupils – The Contemporary 21, a collection of titles chosen by pupils for pupils, and The Sports 21, a collection of sports themed novels and biographies, to encourage pupils to explore modern literary genres in addition to the Highgate 21 classical reading list.

ACTIVITIES OF THE SCHOOL (continued)

Co-curricular

The co-curricular life of all three schools has continued to form an integral part of pupils' educational experience: pupils have engaged in a rich diet of sport, music, drama, clubs and societies, pupil voice committees and a host of other activities throughout the year. Almost every pupil, in every year group, has contributed to at least one co-curricular venture; nearly every member of teaching staff, and an increasing number of non-teaching staff, have also supported these activities. Even during "Highgate@Home", pupils in the Junior and Senior Schools had access to the 'Daily Dose' which included fun activities (such as den building), skills' based activities (including touch typing) and a daily dose of Sports and Exercise.

Pre-Preparatory School. The number of co-curricular clubs offered to pupils continues to expand, including Science Club, Football Coaching, Board Games, Lego Club, Singing Club, Philosophy Club, Mini Movers (after-school provision), Cycling Club, Chess Club (before-school provision), Scooting Club, Yoga Club and Gardening Club. Our teachers have also planned exciting and relevant visits and workshops, such as a trip to the Roald Dahl Museum for Year Two and Yogabugs for all year groups.

Community partnership work has continued to be a strength of the School. The Lesson Study project was expanded, and members of staff have led this initiative in two local primary Schools. Two new projects were introduced. "Singing Stories" a music and literacy class was launched for pre-schoolers in the local community. This was led by two Pre-Preparatory School staff members and participation in this project was high. Our Drama teacher began a collaboration project with a local primary school leading on raising attainment in this curricular area. Intergenerational projects continued to be a priority and existing links with our local care homes were expanded.

Taking on the challenge of becoming an Eco-School, the School achieved the Bronze Award and took great strides to achieving the Silver Award. These self-accredited stepping-stones are part of the Pre-Preparatory School working up to the Eco-Schools Green Flag level, an internationally recognized award for excellence in environmental action and learning. Pupils elected their own eco-counsellors at the start of the year, who created and implemented an action plan, focusing on reducing water usage, recycling and saving energy. Regular meetings have ensured continued focus throughout the year. Pupils also coordinated and participated in a very successful whole-school Eco-Learning Day.

Junior School. The co-curricular life of the Junior School provides a wide variety of activities and opportunities. Pupil roles of responsibility have been further enriched and enhanced. In the last academic year, school councils were adapted to provide an increased sense of importance and responsibility and class reps were elected in key areas, for example, general council, eco council and digital leadership. Pupil Voice in the first half of the academic year contributed to a number of new initiatives and ideas. Clubs and partnership were expanded, for example, through tree planting initiatives alongside St. Joseph's Primary School as well as drama, chorus and maths clubs which included pupils from partner schools. Nearly 100 Junior School pupils, with some of our partner school pupils, attended Young Voices at the O2 which was well received by both parents and children.

As we moved into lockdown, a wide range of clubs were provided virtually including Kahoot, Chorus, Sporting Activities, Mindfulness and STEM. These were provided both on the online learning platform and through live Zoom. To adapt to the challenge of being unable to stage performances or hold collaborative events, Year 6 and Year 3 produced recorded drama adaptations which were shared on our online learning platform. House Debating was conducted through Zoom and the House Music and End of Year Celebrations were filmed for all year groups; all pupils were included in these videos.

ACTIVITIES OF THE SCHOOL (continued)

Co-curricular (continued)

Junior School (continued). In Sport, the Under 11s Girls Hockey Team were crowned Middlesex Champions, the U10 Football Team won the Westminster Prep School Tournament at Vincent Square, the U11 Girls Netball Team won the IAPS Plate, the U11 Co-Ed Hockey Team won their Plate competition at UCS and the Gymnastics Squad won the Co-Ed area gymnastics competition in Floor and Acro. Four pupils were given contracts with Premier League Football Teams – 2 at Watford and 2 at Spurs. One child is competing at a National Level in waterskiing and one child is excelling nationally in Athletics and Cross-Country competitions. All pupils in Years 3 to 6 participated in Co-Ed Football and Netball festivals involving local schools. In the latter half of the year all Sports activities and competitions were cancelled due to COVID-19.

Senior School. Pupils in Years 7 and 8 continued to take part in the compulsory termly carousel of Thursday Lunchtime Activities (TLA) with its choice of over 40 different activities. Basketball, debating and social entrepreneurship proved particularly popular. Lower School Clubs and Societies (such as the Junior Science, Politics and Robotics) were also well attended.

Pupils in Years 9 to 11 took part in the Tuesday After School Activities (TAA) which, like TLAs, had a choice of over 40 activities (including CCF and DofE). DofE was incredibly popular again with over 240 pupils taking part; unfortunately, completion rates have been lower, this year, due to the cancellation of the expeditions as a result of COVID-19 (although an impressive 18 pupils in Y13 completed their gold award). The academic and non-academic clubs and societies (of which there are more than 70) were well attended and staff even managed to keep some of them going digitally during "Highgate@Home".

Volunteering activities grew in popularity. In Years 7 and 8, for example, over 106 pupils took part in the following community-based activities: acting as reading mentors/play leaders at our partner primary schools; learning sign language; and, writing letters for Amnesty International. Year 9 pupils continued this school-based work through the formal community days programme. The Year 10 Environment Day (an annual day of environmental action) was, unfortunately, postponed this year due to COVID-19. Pupils from Year 9 upwards took part in a volunteering activities as well such as the Saturday morning SHINE project; TreeHouse School (for autistic children) and local hospital visits. Our membership of North London Citizens, part of Citizens UK, provided pupils of all ages with the opportunity to learn about the importance of community organising. A branch of the Charity and Community Action committee engaged in an interesting Black Lives Matter project. Sixth Formers, many of whom are prefects, continued to take the lead in terms of running clubs, societies and House activities.

Educational Visits

Educational visits (both day and residential) ran as normal until the COVID-19 lockdown in March. A key focus this year was to explore the environmental sustainability of our trips in order to ensure that 'the educational outcomes for pupils on school visits justify any associated environmental impacts.' Following engagement with a number of stakeholders, whilst it was felt that we would continue to run an educational visits programme, we would seek to further reduce our carbon footprint moving forward by ensuring that proposed trips could be measured for their green credentials and justified within our environmental sustainability goals.

ACTIVITIES OF THE SCHOOL (continued)

Co-curricular (continued)

Sports

In the Michaelmas and Lent terms, we put out 70 U12-19 teams in our main team sports (Football, Netball and Hockey) as well as teams in Cross-Country, Athletics, Swimming, Water Polo, Gymnastics, Fencing and Tennis. Pupils also competed for Highgate in Climbing, Rowing, Triathlon, Dance and Cricket this year. We won the following titles: National Water Polo Champions (U15 Girls); National Champions in Eton Fives (U14 Girls); County Champions in Hockey (U11 Girls); County Cup Finalists (U14 boys) and Semi-finalists (U12) (not played due to COVID-19) in Football; English Schools' Cross-Country Championships (four runners); and, County Netball Finalists (U19, U16, U14, U12, U13) (these finals were again not played due to COVID-19). Our High Performance Programme included over thirty athletes, from a variety of team and individual sports, who performed in or gained representative honours in the following: European Championships, Team GB trials and selection, Professional Dance Scholarships, Professional Football and Netball contracts, Academy placements and National Performance programmes, English Championships for combative sports including Karate and Muay Thai.

Music

Music continued to thrive this year: with over 680 pupils taking instrumental lessons, and more than 50 instrumental ensembles and choirs of different genres rehearsing each week (orchestral, chamber music, rock and pop, and jazz), music is integral to school life. Various concerts, platforms, gigs and recitals – from Camden Assembly and Pizza Express Jazz Club to Southwark Cathedral and Cadogan Hall – take place throughout the year. Although some of these performances were cancelled during 2019-20 due to COVID-19, pupils and staff created the following innovative virtual performances during this period: five choral pieces (one including former pupils (OCs)); two orchestral pieces; and two staff performances – all of which were shared on the School's social media channels (for pupils, parents, staff and the community). Many of our musicians and award holders regularly attend the junior departments at the Royal Academy, Royal College and Junior Trinity, and several are members of the National Children's Orchestra and National Youth Orchestra of Great Britain.

Drama

The Drama department had another busy year with nearly 200 pupils involved in a host of dramatic productions: the House Drama Competition; Tartuffe (by the French Department); Great Expectations (for pupils in Years 9 to 13); the Senior Musical Production of 'Guys and Dolls' at the Arts Depot, and the Classics Play, Theseus, (which was almost ready to perform before the COVID-19 lockdown). During "Highgate@Home", pupils in Years 7 and 8 produced their own short films of Roald Dahl's short stories. The Weekly TLA, TAA and Tech Clubs ran throughout the year (continuing on Zoom); much of the work, throughout the year, was showcased on the School's social media channels.

ACTIVITIES OF THE SCHOOL (continued)

Co-curricular (continued)

Careers and Employability

Careers and employability is firmly rooted into the curriculum: we ran specialist carousels, in Year 9 and Year 12, and every year group (Years 9 to 13) had a timetabled Q&A with a panel of industry professionals on topics such as: 'How technology has changed my role' and 'Turning challenges into workplace opportunities'. The careers events were very well attended and survey feedback was extremely positive: 60 delegates and 340 pupils attended the Careers Fair; 32 pupils took part in the professional mentoring programme with LAE Tottenham; and, industry insight sessions ran monthly and included talks on Sports Journalism and the Computer Games Industry. 93% of pupils felt that the Year 10 "Highgate@Home" Employability Day was worthwhile (most notably in areas such as CV writing and watching clips from former pupils (OCs)); similarly, the Year 12 mock job interviews, that we ran via Zoom, were popular with those pupils who took part. Year 12 were trained in online video interviewing and this method was used to select this year's prefecture. Pupils continued to access the 1-2-1 sessions with our Careers and Employability specialist who also worked very closely with LAE Tottenham and other partner school.

Pastoral and Wellbeing

September 2019 saw the creation of a new position on the Senior Team, Deputy Head (Pastoral). This allowed the Principal Deputy Head to focus on other strategic aspects of the School and on staff wellbeing. The new Deputy Head (Pastoral) position focuses time and resource on wellbeing and safeguarding of pupils. Working closely with the Director of Wellbeing, who had been appointed in November of the previous academic year, the main areas of focus were the ongoing development of wellbeing and mental health policy and strategies for all members of the School community, including LAE Tottenham, and, wherever possible, our other partner schools. They also worked on strengthening the quality of the School's pastoral care by providing more expert support for staff dealing with complex and challenging pastoral matters.

The Director of Wellbeing has led presentation evenings for parents and carers covering such topics as 'Parenting your teenager', 'Pupil Perfectionism' and 'Coping during lockdown'. There have also been ongoing staff training sessions on issues such as supporting pupils who present with mental health issues and the impact of Adverse Childhood Experiences across children's development. A research partnership with UCL into the impact of social media and screen-time on young people has begun and the Director of Wellbeing's ongoing work with the training and supervising of staff working in mental health with children and young people inside and outside of Highgate School is ongoing.

During the Summer term the pastoral focus was on supporting pupils during the COVID-19 lockdown. One main aspect of this was to ensure the remote teaching was provided in a safe manner. A staff and pupil code of conduct was written, and an addendum added to the Safeguarding and Wellbeing Policy. Pupil pastoral support (including counselling) was also maintained remotely and those most vulnerable were risk assessed, offered additional support and checked-in with regularly. Pastoral aspects of the school curriculum were maintained remotely where possible including regular form times. Pupil engagement was monitored and was extremely impressive - the few concerns were followed up. As well as regular check-ins with pupils, there was a short wellbeing survey for pupils, which indicated to follow up some pupils. Towards the end of the summer term all pupils were invited back to school for at least one meeting that allowed pastoral time in groups.

ACTIVITIES OF THE SCHOOL (continued)

Pastoral and Wellbeing (continued)

The Principal Deputy Head set up the School's Staff Wellbeing Steering Committee. The Committee includes the Human Resources Director and the Director of Wellbeing, and will play a key role in consultation and the development of more strategies to embed a proactive pastoral culture of care, compassion and expert support at Highgate and beyond. Staff have needed to adapt to lots of change in the context of COVID-19, remote learning and returning to School, and it has been important to help managers to reach out to support their staff. A very brief wellbeing survey was sent out to all staff during lockdown, which gave an overview of how staff were managing, as well as prompting staff to check in with the Director of Wellbeing or seek other support if they wished.

Sustainability

The academic year got off to a great start with Highgate hosting the inaugural London Schools' Environmental Sustainability Conference. Pupils from the Environment Committee were instrumental in organising this event and inviting in speakers and pupils from London state and Independent Schools. Aims of the conference included raising awareness of issues, sharing good practice and to build a schools' network. In December, the Junior School hosted its own Eco Conference at which pupils and teachers from six local schools were in attendance. In January, we published our Environmental Sustainability Initial Strategy Plan in which ten key areas have been targeted for improvement: Biodiversity and the Natural Environment; Buildings and Construction; Community Engagement; Energy and Carbon Management; Environmental Education; Food and Catering; Procurement and Third Parties; Travel and Transport; Waste Management; and Water Management. We have entered a period of audit, review and consultation with a view to specific staff setting tangible, data driven targets by January 2022.

The Executive and Consultative Committees held meetings throughout the year and progress has been made in key areas e.g. the full switch to green electricity tariffs in May. A 'Dining Hall Meat Questionnaire' was completed by more than 1000 people: 81% of respondents felt that we should reduce that amount of meat that we serve and 76% cited 'environmental concern' as the primary reason for a change to their diet. The Environmental and Eco Committees in the Junior School and Senior School have continued to grow in popularity and have been responsible for the continuation of many of the initiatives started last year e.g. air pollution monitoring, gardening clubs. During one of the international days of Strike Action, most year groups attended a presentation and Q&A on environmental issues. During "Highgate@Home", pupils even managed to produce a fantastic 'Green in Quarantine' magazine. Outdoor Education (OE) continued to be taught through the Sport and Exercise Carousels and the Outdoor Education classroom was very well used (particularly by the Pre-Preparatory School and Junior School). The refurbished swimming pool re-opened with a new pool cover to reduce energy use.

COVID-19 has provided the opportunity to re-think current sustainability practice (in terms of opportunities and threats); there were certainly advantages in terms of the increased use of digital platforms for online marking and filing and this, in turn, might lead us to reduce our dependence upon printing and photocopying moving forward.

Accessibility and Diversity

In June 2020, Highgate appointed the School's first Director of Inclusion who has overall strategic responsibility to make sure that Highgate is an inclusive school as possible, for every member of the community: pupils, teachers, staff members, parents and carers, and alumni.

ACTIVITIES OF THE SCHOOL (continued)

Accessibility and Diversity (continued)

When we say "inclusive", we mean that we want everyone who works or studies at Highgate to be in an environment that:

- welcomes them
- enables them to be themselves
- understands them
- encourages questioning, self-knowledge and self-expression
- helps them not just to manage, but to thrive: to discover and pursue their passions, and to develop as individuals and members of a community.

For pupils at Highgate, we want every child to have the opportunity to find out about themselves, in the broadest sense: what's important to them? What makes them unique? What do we have in common? What can we learn from one another, and teach one another? Inclusion is about everyone – helping every member of our school community to feel a true sense of belonging.

To help embed inclusion at the heart of life at Highgate, an Inclusion Working Group has been established, comprising staff from across all three schools, both teaching and non-teaching, chaired by the Deputy Head (Pastoral) of the Senior School. This group will work on five main areas, identified as strategic priorities: becoming actively anti-racist, pupil welfare, staff training, curriculum review and staff recruitment. Listening exercises are underway with staff, pupils, parents and carers, and alumni, so that the School can understand and learn from their lived experiences.

Pupils, parents and carers, and alumni will also be invited to contribute to the work of the Inclusion Working Group; pupils have already designed anti-racist resources in the wake of the recent Black Lives Matter protests, and teachers are already helping to ensure a diversity of perspectives, stories and heritages are represented in the lessons we teach, the books that we read and the images we see around the school – from the Pre-Preparatory School right up to the Sixth Form.

OBJECTIVES AS A CHARITY 2019-20

In 2019-20, our specific charitable objectives were:

- To continue our commitment to support, as the primary educational sponsor, the London Academy of Excellence, Tottenham, which provides an academically selective, well-governed sixth form free school in a local community where such opportunities are lacking;
- To enable teachers to give some of their time to local state schools in mutually beneficial ways, so that more children can have access to the excellent teaching and enriching activities that Highgate pupils enjoy every day and Highgate teachers develop professionally by teaching different pupil cohorts;
- To award a significant number of bursaries so that children for whom Highgate is the right school can access the excellent teaching and enriching activities that Highgate provides, when financially it would otherwise not be possible; and
- To grow strong and sustained links with schools, charities and similar organisations within our School's local community.

ACTIVITIES OF OUR CHARITY

Partnership Teaching

Much of Highgate's partnership work is run through our Chrysalis Programme. In 2008, Chrysalis started as a Year 12 summer school with twelve schools, mostly in Haringey. Chrysalis has now become a year-round programme involving over fifty schools. Our mission is "to inspire and support pupils of any age to pursue academic subjects at the next level, culminating in applications to Russell Group universities" through extension and robust academic provision.

Our Chrysalis network includes secondary schools from across the boroughs of Haringey, Camden, Ealing, Newham, Brent and Barnet. Chrysalis teaching, summer schools, conferences, masterclasses and enrichment days are staffed by Highgate teachers, with assistance on some projects by pupils, where appropriate. Projects range from intensive summer schools to mentoring and revision sessions. Further examples include: university admissions test preparation (including MAT, the Maths Aptitude Test and PAT, the Physics Aptitude Test); expert interview preparation and practice for applications to Cambridge, Oxford and medical schools; access to higher education and careers programmes; and access to Further Mathematics teaching. Chrysalis partnership teaching is delivered across all three schools, with projects also being conceptualised and run by members of teaching staff in the Junior and Pre-Preparatory Schools.

Combined, Chrysalis projects have had an impact on 3,500 children across London. During the academic year 2019-20, Highgate worked with almost 60 schools in London on over 100 events and 28 regular projects, of which there were over 1,000 occurrences. Over 80 teachers were involved in Chrysalis work across 18 departments, either by giving timetabled classes, delivering sessions in partner schools or running events for partner school pupils and staff at Highgate.

Our programme covers a range of academic subjects including art, biology, chemistry, classics, design technology and engineering, drama and theatre studies, English, French, mathematics, music and physics. We have five Chrysalis Fellows (recent graduates or Year 14 pupils who co-ordinate and deliver this array of projects), plus a full-time member of our Senior Team and a coordinator who are dedicated to this programme in the Senior School and members of the Senior Teams in the Junior and Pre-Preparatory Schools with part-time allocations to this important work.

ACTIVITIES OF OUR CHARITY (continued)

Partnership Teaching (continued)

In addition, we share our facilities to borough and county sports events to support youth exercise in one of the most deprived parts of the country. We have formed close bonds with Haringey Sport Development leading to members of staff running teams for the local borough and pupils in Athletics, Water Polo, Aquathlon, Rowing, Tennis, Hockey and Weightlifting.

Highgate has a longstanding relationship with the Haringey, Camden and Islington virtual schools through the Chrysalis Accelerator Project for Looked After Children (LAC). This helps looked-after children in Years 6 to 12 raise aspirations and develop world of work skills, attainment and confidence, leading to successful applications to higher education and into work. The programme consists of a Saturday series with small group tutorials and workshops, led by Highgate teachers and inspiring mentors, as well as university visits and engaging enrichment days led by facilitators. The project emphasises a culture of high aspiration and self-confidence; it addresses gaps in educational attainment between looked-after children and their non-looked-after peers, to raise their awareness of higher education and prepare them for the world of work.

Highgate's partnership teaching was brought to bear with the establishment of the LAE Tottenham, east Haringey. Founded in September 2017, following the successful model of the LAE in Stratford (also one of Highgate's partner schools), LAE Tottenham has now helped two consecutive cohorts excel; in August 2019, 70% of all A level grades were A*-B, with 31% of grades being A*-A. These results put LAE Tottenham in the top 5% of state schools nationally and their value-added score put them in the top 15% for progress. Historically, students from the eastern wards of Haringey have had to leave the borough for rigorously academic post-16 provision and few have progressed to Russell Group universities. LAE Tottenham's success challenges these statistics, with over 90% of the pioneering first cohort progressing to Higher Education and over 50% attending Russell Group universities. In August 2020, LAE Tottenham's second cohort achieved further success, with 73% A*-B grades received, 9 students taking up places at Oxford or Cambridge, 13 students going on to study medicine, veterinary science or dentistry courses and over 67% to Russell Group universities.

In Winter 2020, we hosted a Careers Fair which was attended by over 60 employers and welcomed 187 pupils from 5 local partner schools as well as Highgate pupils. In addition, we employ a Careers Specialist who delivers sessions at LAE Tottenham to share our resources. Additionally, Highgate's interview practise programme for Year 12 is attended by over 200 partner school students from across London.

As a result of COVID-19, in Summer 2020, we launched a project called "Highgate is Here" to support families struggling financially as a result of COVID-19, with over £70,000 being raised by the Head's marathon to bridge the digital poverty gap and provide 350 laptops for Year 12 pupils in State Schools around London who need them for essential remote learning due to School closures.

In August 2020, Highgate and the LAE Tottenham hosted a unique Summer School 'catch up programme' for 82 Year 10 students from disadvantaged backgrounds who had been most affected by COVID-19 school closures; top up tutoring in core subjects, careers workshops and wellbeing support was given to support children transitioning into Year 11.

Highgate regularly evaluates the impact of its partnership teaching and feedback continues to indicate positive results. From the most recent feedback, the vast majority of pupils report an enjoyment of their participation with partnership teaching programmes (98%) and felt that they had discovered something new after having taken part in a Chrysalis project (96%). The vast majority of pupils felt that they were more likely to continue studying the subject of focus at the next level (90%). Pupils also hold a belief that the programme fosters a sense of academic

ACTIVITIES OF OUR CHARITY (continued)

Partnership Teaching (continued)

community with their peers in other schools (94%). We aim for partner school pupils to have continued engagement with Highgate throughout the various stages of their education.

Community Partnerships

Highgate takes pupils on a journey from participant to actively engaged or leading in a community activity, providing them with various taster experiences in Years 7, 8 and 9 at local schools, environmental and charitable organisations to help them identify an area that aligns with their own values. In Years 10 and 11, through the Duke of Edinburgh (DofE) scheme, pupils can engage on their own terms in community settings of their choice, and can join our pupil-led Charity and Community Action Group. Mentoring opportunities are available in Years 12 and 13, in association with the Chrysalis Partnership Teaching Scheme. In 2020 DoE pupils took part in a total of 4,719 hours of voluntary work.

Our Community Partnerships Director, a member of our Senior Team, meets regularly with key members of local institutions (schools, religious and cultural) to strengthen physical and social links between the local area and the different social and age groups in Highgate, and serves as a committee member on the Highgate Neighbourhood Forum. Examples of our links with the community include: our "Coffee and Computers" initiative, where Highgate pupils volunteer with people from the local community who are seeking support with technology; our volunteer reading scheme, where Highgate pupils offer their time to read with pupils at St Michael's Primary School and Highgate Primary School; our volunteer play leaders scheme, where Highgate pupils offer their time to devise and lead pupils at Whitehall Park School in Key Stage 2 team-based games; and Chrysalis TreeHouse Volunteering, where Highgate pupils volunteer to work with children with autism spectrum disorders, at TreeHouse School, to develop their social skills and abilities to interact with new pupils.

For the third year running, Highgate was one of the sponsors and part of the organising committee for the successful Highgate Festival, which saw over 50 local organisations running virtual musical events and seminars in June 2020, including a live music event called Highgate Fest, which raised funds for local community businesses Noah's Arc Children's Hospice, Shelter and "Highgate is Here".

Bursaries

During 2019-20, 94 Senior School pupils received means-tested fee remission, of whom 60 received 100% fee remission consistent with our policy to concentrate bursary awards amongst children whose parents or carers are able to pay very little or none of our fees. In addition, 20 pupils were given grants towards the cost of uniform and some £10,000 was allocated to enable bursary holders to participate in trips for which there is a charge. Through donations from Cholmeleians and parents, our School also assisted with £28,733 towards the costs of instrumental music lessons and additional expenses for bursary award holders.

The total value of our bursarial support was £1,885,302. Of this figure, our School funded £1,599,449. Nine of the 94 Senior School pupils receiving means-tested fee remission were supported by the Friends of Highgate School Society (a registered charity, no. 1056624) which contributed £126,336. In addition, the Friends supported a number of parents in the Summer Term whose financial circumstances were significantly impacted by COVID-19; this support totalled £159,517. This offer of support continues for parents who are still impacted.

ACTIVITIES OF OUR CHARITY (continued)

Bursaries (continued)

Our School invests considerable time, thought and resources in the advertising and awarding of our bursaries. In 2019-20, the bursary application process was altered so that, at the 11+ entry point, only families of pupils who were offered an interview completed a financial review. This enabled our Admissions Officer (Widening Access) to focus on outreach and open events in the Michaelmas Term, and parents felt that it was preferable to supply their financial documents at the interview stage. Of the 166 bursary applicants, 68 were visited at their homes, attended a meeting at our School or, in exceptional circumstances, undertook a financial assessment over the telephone. Feedback surveys confirm that the support provided in making such applications is very warmly appreciated by parents and carers.

A full statement of our policy on bursaries is available on our website; there is also further information available for parents and carers within the admissions section of our website.

Costs associated with charitable activities

In addition to the funding associated with bursaries, approximately £1,170,000 reflects the associated salary costs for the year (including pension and employer's national Insurance) of our Community Partnerships Director, Admissions Officer (Widening Access), the share of staffing costs associated with partnership teaching programme (including the 7.4 full-time equivalent seconded to LAET) and our Chrysalis Fellows. Around a further £44,000 was also spent during the year on the running costs of our work on partnership teaching and community partnerships, including transport, equipment, and visits to venues.

FUTURE OBJECTIVES

Towards the end of the 2019-20 academic year, the 2015-20 development plan underwent a full review following some robust self-evaluation. In September 2020, a new plan for the period 2020-25 was launched. This plan brings together our current school priorities, the measures we will take to raise standards further and the changes we are planning to bring about better outcomes for our pupils. The plan includes objectives which are unlikely to be achieved without deliberate or renewed, coordinated action. As such, many critical aspects of Highgate School always remain at the forefront of our thinking throughout – pupil welfare, for example – and are not therefore included unless they are the focus of change or particular development.

Highgate's whole-school objectives for the next five years include: income generation to support our charitable objectives; realising our charitable potential: learnings from the national emergency; inclusion; sustainability; improving and renewing facilities; making life easier and better; keeping balance in the curriculum; and, building capacity and change management.

In addition, an overview of the objectives for 2020-21 for specific schools are:

Pre-Preparatory School:

- To deliver a rigorous yet exploratory and child-led curriculum that ignites curiosity and motivate children to embark on a lifetime of learning;
- To continue to develop the Pre-Preparatory School's role in sustaining strong and valuable Community Partnerships; and
- To create optimum provision to ensure that staff development (CPD) raises pupil attainment.

FUTURE OBJECTIVES (continued)

Junior School:

- To extend opportunities for academic stretch and challenge, 'for taking risks without consequences', throughout the Junior School, keeping these flexible and accessible;
- To plan pastoral and academic support for the first pupils to win Junior School bursaries and for their families; and
- To optimise and communicate the opportunities of being a larger Junior School through choice.

Senior School:

- To reflect on and respond to "Highgate@Home";
- To promote and celebrate scholarship for all pupils and colleagues;
- To train and support staff to deliver effective, proactive pastoral care that targets the specific needs of individual pupils;
- To empower pupils by helping them to manage their own wellbeing; and
- To deepen community engagement by mobilising pupils to 're-think' the future and become positive agents of change in their school and beyond.

GOVERNANCE

Structure, governance and management

Our Governors (listed in the next section), who are our Charity's Trustees, are responsible for the governance of our School. Highgate is governed in accordance with our Scheme of Governance, dated 1 September 2005, as amended, and our Governors are members of the Body Corporate of "The Wardens and Governors of the possessions, revenues, and goods of the Free Grammar School of Sir Roger Cholmeley, Knight in Highgate".

Management is under the direction of our Head. Our full governing body meets at least six times a year. The following three sub-committees all meet at least three times a year:

- Finance, Audit and Risk Committee
- Estates Committee
- Nominations and Remuneration Committee

In addition, a Governors' International Schools' Working Group and two Executive Committees have been established (the Development and Charity Executive Committee and the Sustainability and Environmental Executive Committee). These two executive committees are generally attended by at least one nominated Governor.

The Nominations and Remuneration Committee is responsible for overseeing succession planning to ensure our governing body contains appropriate diversity, experience and skills, and making recommendations to Governors about recruitment processes for new Governors. Recent appointments have involved advertising roles within our School community prior to a sifting and interview process that saw five new Governors start as trustees during Michaelmas Term 2018. All five Governors received induction training during the year.

GOVERNANCE (continued)

Structure, governance and management (continued)

In considering the pay and remuneration for the School's key management personnel, the Nominations and Remuneration Committee, in reaching recommendations for our governing body, consider the nature of the role and responsibilities, trends in pay and competitor salaries in the region available from publicly available sources.

Management

The day-to-day running of our School is delegated to our senior leadership team.

The Head, Adam Pettitt MA, exercises the functions of Chief Executive in leading and directing the Senior, Junior and Pre-Preparatory Schools, and reports to the governing body.

The day-to-day responsibility for management of the Junior School and Pre-Preparatory School is exercised by the respective Principals, who report to the Head. The present incumbents, for 2019-20, are Mark James MA (Principal of the Junior School) and Diane Hecht PDCE (Principal of the Pre-Preparatory School). Diane Hecht retired at the end of the 2019-20 academic year to be replaced by Katie Giles BA MA PGCE.

The Head is assisted in the Senior School by a Principal Deputy Head, Todd Lindsay MA, a Deputy Head (Academic), James Newton MSc, a Deputy Head (Pupils ' Personal Development and Employability), Louise Shelley BA and a Deputy Head (Pastoral), Graeme Robertson MA CA together with eight Assistant Heads.

The Bursar, John Pheasant BSc LLDip Barrister, is responsible for the management and leadership of support staff, and the financial administration of our School, and reports to the Head. The Bursar also acts as Secretary and Clerk to the governing body, in which role he reports directly to the Chairman.

The Head, Principals of the Junior and Pre-Preparatory Schools, Deputy Heads and Bursar make up the Strategy Management Committee.

GOVERNORS WHO HELD OFFICE DURING THE YEAR ENDING 31 JULY 2020

	FA&R[1]	Estates[2]	Nom&Rem[3]
Mark Barber		*	
Jemima Coleman MA(Cantab) LLDip *Resigned as a Governor with effect from 24 September 2019*			*
Michael T Danson MA *Resigned as a Governor with effect from 23 June 2020*			
Brian Davidson MD FRCS MB ChB MD FRCPS(Glasg) FRCSE(Hon) Deputy Chairman	*	*	*
Joan Deslandes BEd(Hons) MA OBE			
Katherine Haynes BA(Hons) Med NPQH			
Sam King QC MA(Cantab)			*
Kate Little MB BS BSc FRCGP *Resigned as a Governor with effect from 17 March 2020*			
Saral Markanday MBChB MSc MRCGP DRCOG			
Paul E Marshall BSc MRICS *Resigned as a Governor with effect from 10 September 2019*	*	*	
Kumar Panja BA LLDip	*		
Aly Patel MA MBA Treasurer	*		
Robert M Rothenberg MBE BA FCA CTA MAE Chairman	*	*	*
Paul Rothwell MA		*	

[1] Member of the Finance, Audit & Risk Committee.
[2] Member of the Estates Committee.
[3] Member of the Nominations and Remuneration Committee.

ADDRESS OF SCHOOL	Highgate School North Road Highgate London N6 4AY
REGISTERED CHARITY NUMBER	312765
AUDITORS	Haysmacintyre LLP 10 Queen Street Place London EC4R 1AG
SOLICITORS	Farrer & Co. LLP 66 Lincoln's Inn Fields London WC2A 3LH
BANKERS	Coutts & Co. St Martin's Branch 440 Strand London WC2R 0QS
INVESTMENT MANAGERS	Brewin Dolphin 12 Smithfield Street London EC1A 9BD

PUPIL NUMBERS AND FEES

Pupil numbers were 1,852 in September 2019. Our fees per term, in 2019-20, were £7,200 (Senior School), £6,600 (Junior School), £6,235 (Pre-Preparatory School, full-time: Reception to Year 2) and £3,110 (Pre-Preparatory School, part-time: Nursery). Our fees are inclusive of lunch, the use of books and stationery, and practically all other extras including future life membership of our Cholmeleian Society, field work, one residential trip in Years 7, 8 and 9, and day visits in curricular time.

FINANCES

As a result of Covid-19, the School transferred to remote learning for the last week of the Lent Term. Prior to the start of the Summer Term, Governors decided to apply a discount of 20% to the Summer Term fees to help families who were facing financial uncertainty or bearing additional costs in the new challenges which were evolving at that time as a result of Covid-19. This decision forewent circa £2,550,000 of fee income. A proportion of this discount was met by the costs which were not incurred as a result of remote learning during the term (such as catering, transport to sports fixtures, academic materials and trips). Total fee income in 2019-20 was, therefore, £34,330,667, a decrease from 2018-19 of £247,987.

The operating surplus was £1,903,142. This reflects a substantial increase in donations which totalled £2,796,245; this figure includes a movement of £1,140,273 of pledged donations (money promised but not received). More detail can be seen in Note 3b of the Annual Accounts. Without such generous support from our donors, the net income would have been nearer to break even or in deficit.

FINANCES (continued)

Governors also decided later in the Summer Term to not increase fees for the academic year 2020-21 from the 2019-20 level. Whilst this decision will have a significant impact on the School's longer-term development plan, particularly relating to the building projects, against that background it was felt strongly that in such difficult times, it was the right thing to do for the School community.

Against the current challenging background, Governors continue their strategy of deploying all net incoming resources to improve the charity and educational provision to ensure that Highgate keeps, and indeed works to develop further, its position as a successful place of learning and all-round educational excellence. In the current financial year, £4,630,369 was spent in respect of this investment programme, ensuring that the needs of succeeding generations of pupils are met, as well as the current. The significant investments were the comprehensive refurbishment of the swimming pool and the construction of the new Pre-Preparatory School dining hall.

Diversifying non-fee income

The School continues to offer paid-for courses at the Mallinson Sports Centre. Further work is being undertaken to explore other non-fee income opportunities including lettings, hirings and wider opportunities such as international school, remote learning and provision of a pre-school offering.

Fundraising approach and performance

We undertake fundraising activities within the school community via direct mail, telephone, community participation activities (such as our pupils' sponsored walk), fundraising events, solicitation of individuals, crowdfunding campaigns and email in line with the Fundraising Code of Practice set by the Fundraising Regulator. Fundraising is overseen by the School's Development Office by staff all of whom have detailed job descriptions associated with their roles and receive appropriate training to reinforce our fundraising ethics. We are registered with the Fundraising Regulator and adhere to the standards of the Fundraising Code of Practice, and act in accordance with the terms listed in the Charity Governance Code. Fundraising activities are open, fair, honest and respectful; the School does not fundraise from constituents who are considered vulnerable or in circumstances which mean an individual is unable to make an informed decision. No formal complaints were received about fundraising activity in the year. Trustees receive regular reports regarding fundraising activity and performance.

The year saw donations towards bursaries, partnerships, general funds and capital projects, taking the total received and pledges from parents and Cholmeleians in the year 2019-20 to £2,796,245 (an increase from 2018-19 of £1,702,264).

Buildings

Governors remain committed to continuing to invest substantially in upgrading and, where necessary, renewing current academic facilities, to ensure that our physical estate meets all emerging requirements to a high standard. Our current priorities include improving drama, music, sports and sixth form facilities, plus renewing services to, and reconfiguring, our Senior School's science laboratories. Additionally, in a drive to maintain our first-rate facilities, our School continues to preserve its historic buildings to improve the look of our School for the benefit of staff, pupils and the local community. Consequently work will continue, as part of our extensive capital development programme, in upgrading teaching facilities and repairing the fabric of our historic buildings. In preparation for a number of planning applications that are being developed, the School worked in-year closely with the London Borough of Haringey to develop a Supplementary Planning Document (SPD) for the School's estate.

FINANCES (continued)

Buildings (continued)

Before the SPD can be adopted, the Council consult with the local community; the intention had been to start this consultation process in March 2020 but this was paused due to the Covid-19 situation at that time. Consultation will take place from October to December 2020, post-year-end.

In preparation to contribute towards the funding of this programme, the School entered into a private placement in July 2019 for £60,000,000 details of which are set out within Note 11a to the Accounts.

Specific investment powers, policy and performance

The governing scheme affords our Governors powers in line with those generally applicable to charitable foundations. Any investments acquired by our Governors, during the year ending 31 July 2020, have been acquired in pursuance of those powers and within the Statement of Investment Policy that our School has with our Investment Managers, Brewin Dolphin.

Reserves Policy

In common with other independent schools, Highgate does not have free reserves readily available to spend on any of the charity's purposes. As indicated on our balance sheet, at the year end, our School had total funds amounting to £79,611,357. This was split between endowment funds of £29,017,680, of which £27,789,363 related to the net book value of the original endowed property of our School (principally constituting our main island site in our Senior School), restricted funds of £3,769,357, namely donations (including pledges) received for specific purposes, and, the remainder, unrestricted funds of £46,824,320. The unrestricted funds reflect the residual investment that our School has made over the years in the fabric of our building and facilities: it is not readily available for spending. The Governors therefore monitor the day-to-day operations of Highgate through management of good budgeting procedures and cash-flow, to ensure that it can meet the ongoing needs of the operations of the School and continue to invest in the fabric of the estate and educational provision. Governors are satisfied that we have sufficient available cash and facilities to deliver our strategic objectives.

Risk Assessment

Processes are in place to identify risks under the headings of Aims/Objects, Law and Regulation, Governance and Management, Academic, External Factors, Operational, Human Resources, Environmental, Technological and Financial Risks, and the necessary mitigations, and assessments and controls established to manage these are kept under regular review by our senior management and our Governors' Finance, Audit and Risk Committee.

The main risks that have been identified, and the plans to manage those risks, are:

- Political challenge to Highgate's charitable status. This risk is managed by continually developing our nationally-recognised educational partnerships to become a blueprint for change in education. Being a charity is at the heart of who Highgate is.
- Challenges to the financial viability of independent schools by increases to costs largely outside the control of schools such as VAT or pension costs. This risk is managed by taking opportunities to engage contacts in main political parties and other key individuals about the true impact of putting VAT on school fees and introducing significant further pension increases.
- Ageing facilities inadequate for modern day teaching and learning. This risk is managed by the capital programme which aims to address the School's academic requirements by focusing on buildings in significant need of repairs and renewals.

FINANCES (continued)

Risk Assessment (continued)

- Reputation of the education and well-being of our pupils and the activities of our School. This risk is managed through relevant policies which are embedded within our School through meetings, committees, staff and pupil awareness, and having nominated senior management responsible for specific policies. Policies include: safeguarding policies, staff recruitment policies, and health and safety policies. Other areas of focus include security and personal safety of staff, pupils and visitors. In addition, our School uses professional consultants and advisers to help strengthen compliance within our School.
- Affordability of school fees/adverse change to economy. This risk is managed by reviewing carefully annual fee increases, looking at possible aspects of the educational and charitable offering that could be reduced if absolutely necessary, controlling costs the impact of which would have a minimal educational impact and looking to diversify income by identifying meaningful non-fee income opportunities to reduce the current significant reliance on fee income.
- Income and a cash-flow to deliver the educational offering for the present and continue to invest in our School and Charity, including our fabric, for the long-term future. This risk is managed by maintaining pupil numbers, identifying and resolving any trends associated with any leavers, looking at non-fee income initiatives, including fundraising and borrowing, and ensuring active cash-flow management.

A particular risk that arose during the financial year, which is ongoing at year-end, relates to the management of Covid-19, both in terms of minimising its impact on the education of our pupils and ensuring the health, safety and wellbeing of our staff and pupils. Significant development of the School's ability to provide blended learning (provision to some pupils in classrooms and some at home self-isolating) or to teach completely remotely to an entire class or year group, has been made, some details of which have been provided throughout this Annual Report. In addition, a robust risk assessment and set of preventative measures and controls was established as year groups returned in the Summer Term; this process was overseen by a core team of senior and middle managers, engaged staff and parents and was overseen by Governors, including a group of three who scrutinised the risk assessments and visited the School prior to groups of pupils returning.

Governors have been provided with assurance that risks have been adequately mitigated where necessary. It is recognised that systems can only provide reasonable, but not absolute, assurance that major risks have been adequately managed.

Fixed assets

The fixed assets are as stated in the balance sheet and further detailed in the notes to the financial statements. They are considered to be available and adequate to fulfil the obligations of our School.

Statement of Governors' Responsibilities

Governors have prepared financial statements for the financial year that give a true and fair view of the state of affairs of our School and of the surplus of the charity for that period. In preparing these financial statements, Governors have:

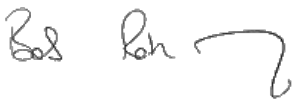
- adopted suitable accounting policies and applied them consistently;
- observed the methods and principles in the Charities SORP;
- made judgements and estimates that were reasonable and prudent;
- stated that applicable accounting standards have been followed, subject to any material departures disclosed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

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

Governors confirm that the accounts comply with the requirements of the Charities Act 2006 as amended by the Charities Act 2011, the Governing Scheme, and the Charities SORP 2015.

Governors confirm that they have complied with the duty in Section 17 of the Charities Act 2011 to have due regard to the public benefit guidance published by the Charity Commission.

on behalf of the Governors



Chairman of the Governing Body and Chairman of Trustees

24 November 2020

INDEPENDENT AUDITOR'S REPORT TO THE TRUSTEES OF HIGHGATE SCHOOL

Opinion

We have audited the financial statements of Highgate School for the year ended 31 July 2020 which comprise the Statement of Financial Activities, the Balance Sheet, the Cash Flow Statement and 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 charity's affairs as at 31 July 2020 and of the charity's net movement in funds for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

Basis for opinion

We 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. 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 group 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.

Responsibilities of trustees for the financial statements

As explained more fully in the trustees' responsibilities statement (set out on page 23), 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 charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an 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.

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

INDEPENDENT AUDITOR'S REPORT TO THE TRUSTEES OF HIGHGATE SCHOOL (continued)

Conclusions relating to going concern

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the trustees' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the trustees have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charity's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

Other information

The trustees are responsible for the other information. The other information comprises the information included in the Governors' Report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, 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 audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Matters on which we are required to report by exception

We have nothing to report in respect of the following matters in relation to which the Charities (Accounts and Reports) Regulations 2008 require us to report to you if, in our opinion:

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

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

Haysmacintyre LLP.

Haysmacintyre LLP
Statutory Auditors

14 December 2020

10 Queen Street Place
London
EC4R 1AG

Haysmacintyre LLP is eligible to act as an auditor in terms of section 1212 of the Companies Act 2006

HIGHGATE SCHOOL

STATEMENT OF FINANCIAL ACTIVITIES

FOR THE YEAR ENDED 31 JULY 2020

	Notes	General Funds £	Designated Funds £	Restricted Funds £	Endowment Funds £	Total 2020 £	Total 2019 £
INCOME FROM:							
Charitable activities							
School fees receivable	1	34,330,667	-	-	-	34,330,667	34,578,654
Other educational income	2	240,105	-	-	-	240,105	359,737
Ancillary trading income	2	853,195	-	-	-	853,195	1,878,155
Investments							
Bank and other interest		214,914	-	-	148	215,062	28,447
Investment income		6,098	-	13,515	11,491	31,104	25,423
Voluntary sources							
Donations	3	124,456	-	2,671,789	-	2,796,245	1,093,981
Total Income		35,769,435	-	2,685,304	11,639	38,466,378	37,964,397
EXPENDITURE ON:							
Raising funds							
Finance costs		1,602,419	-	-	-	1,602,419	1,010,852
Charitable activities							
School operating costs		34,441,866	-	518,951	-	34,960,817	34,840,420
Total expenditure	4	36,044,285	-	518,951	-	36,563,236	35,851,272
NET INCOME		(274,850)	-	2,166,353	11,639	1,903,142	2,113,125
Gains on investment assets		-	-	-	(53,886)	(53,886)	59,471
Transfers between funds	14	274,850	(274,850)	-	-	-	-
Net movement in funds		-	(274,850)	2,166,353	(42,247)	1,849,256	2,172,596
Balances brought forward at 1 August 2019		-	47,099,170	1,603,004	29,059,927	77,762,101	75,589,505
Balances carried forward at 31 July 2020		-	£46,824,320	£3,769,357	£29,017,680	£79,611,357	£77,762,101

All amounts derive from continuing activities.

All gains and losses recognised in the year are included in the statement of financial activities.

Full comparative figures for the year ended 31 July 2019 are shown in note 18.

The accompanying notes are an integral part of this statement.

HIGHGATE SCHOOL

BALANCE SHEET

AS AT 31 JULY 2020

	Notes	2020 £	2020 £	2019 £	2019 £
FIXED ASSETS					
Tangible assets	6		94,694,594		92,757,981
Investments	7		1,392,716		1,421,867
			96,087,310		94,179,848
CURRENT ASSETS					
Stock	8	42,301		45,484	
Debtors	9	3,390,163		2,139,172	
Cash at bank and in hand	10	54,288,176		15,703,679	
		57,720,640		17,888,335	
CURRENT LIABILITIES					
Creditors - due within one year	11	(8,630,207)		(8,846,168)	
NET CURRENT ASSETS			49,090,433		9,042,167
TOTAL ASSETS LESS CURRENT LIABILITIES			145,177,743		103,222,015
Creditors – due after one year	11		(65,566,386)		(25,459,914)
TOTAL NET ASSETS			£79,611,357		£77,762,101
Represented by:					
ENDOWMENT FUNDS	12		29,017,680		29,059,927
RESTRICTED FUNDS	13		3,769,357		1,603,004
UNRESTRICTED FUNDS					
Designated and general funds	14		46,824,320		47,099,170
TOTAL FUNDS			£79,611,357		£77,762,101

The financial statements were approved and authorised for issue by the Governing Body on 24 November 2020 and were signed below on its behalf by:

RM ROTHENBERG MBE BA FCA CTA MAE — **A PATEL MA MBA**

Chairman — **Treasurer**

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

HIGHGATE SCHOOL

CASH FLOW STATEMENT

FOR THE YEAR ENDED 31 JULY 2020

	2020		2019	
	£	£	£	£
RECONCILIATION OF NET INCOME TO NET CASH FLOW FROM OPERATING ACTIVITIES				
Net income	1,849,256		2,172,596	
Loss/(Gains) on investments	53,886		(59,471)	
Depreciation	2,711,755		2,653,320	
Interest paid	1,602,419		1,010,852	
Interest and dividends receivable	(246,166)		(53,870)	
Decrease/(Increase) in stock	3,183		12,941	
(Increase) in debtors	(1,250,991)		(599,221)	
(Decrease)/Increase in creditors	(109,489)		2,498,485	
Net cash flow from operating activities		4,613,853		7,635,632
CASH FLOWS FROM INVESTING ACTIVITIES				
Proceeds on sale of fixed assets	-		-	
Purchase of fixed assets	(4,648,368)		(3,927,138)	
Proceeds from sale of investments	135,549		173,884	
Purchase of investments	(160,708)		(197,356)	
Decrease in investment cash	424		3,778	
Interest and dividends received	246,166		53,870	
Net cash used in investing activities		(4,426,937)		(3,892,962)
CASH FLOWS FROM FINANCING ACTIVITIES				
Interest paid	(1,602,419)		(1,010,852)	
Cash inflows from new borrowing	40,000,000		5,000,000	
Net cash used in investing activities		38,397,581		3,989,148
CHANGE IN CASH AND CASH EQUIVALENTS IN THE REPORTING PERIOD		£38,584,497		£7,731,818
Cash and cash equivalents at beginning of period		15,703,679		7,971,861
Cash and cash equivalents at end of reporting period		54,288,176		15,703,679
		£38,584,497		£7,731,818

ANALYSIS OF CHANGES IN NET DEBT

	At 1 August 2019	Cashflows	At 31 July 2020
	£	£	£
Cash and cash equivalents			
Cash	15,703,679	38,584,497	54,288,176
Borrowings			
Debt due within one year	-	-	-
Debt due after one year	(20,000,000)	(40,000,000)	(60,000,000)
	(£4,296,321)	(£1,415,503)	(£5,711,824)

ACCOUNTING POLICIES

General Information

Statement of Compliance

The financial statements have been prepared in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102), the Companies Act 2006 and the Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) - effective 1 January 2015.

The accounts are drawn up on the historical cost basis of accounting, as modified by the revaluation of investments and revaluation of land and buildings.

Having reviewed the funding facilities available to the School together with the expected ongoing demand for places and the School's future projected cash flows, the Governors have a reasonable expectation that the School has adequate resources to continue its activities for the foreseeable future and consider that there were no material uncertainties over the School's financial viability.

The effect of Covid-19 has also been assessed by the Governors and, by reviewing the charity's ongoing activities, its forecasts and risks, the organisation remains financially viable. With regard to the next 12 months, the most significant areas to be monitored closely by the executive include the continuance of education in School, blended and remote, and the health, safety and wellbeing of our staff and pupils. Governors will continue to monitor these closely.

Notwithstanding the challenges associated with Covid-19, Governors' monitoring of performance and wellbeing indicate that overall there has been no significant impact on our activities that cannot be managed. An updated financial forecast has been prepared to assess the impact of Covid-19 and Governors have a reasonable expectation that the School has adequate resources to continue for the foreseeable future. As a result of the private placement, any significant change is likely to impact on the pace of delivering the capital programme. Accordingly, they also continue to adopt the going concern basis in preparing the financial statements.

The School is a Public Benefit Entity registered as a charity in England and Wales (charity number: 312765).

Critical accounting judgements and key sources of estimation uncertainty

In the application of the accounting policies, Governors are required to make judgements, estimates, and assumptions about the carrying value of assets and liabilities that are not readily apparent from other sources. The estimates and underlying 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 if the revision affects only that period, or in the period of the revision and future periods if the revision affected current and future periods.

In the view of the trustees, the depreciation rates charged are the Governors best estimate of useful economic life for the asset, and changes could result in a material adjustment of the carrying amount in subsequent years.

ACCOUNTING POLICIES (continued)

The following accounting policies have been applied consistently in dealing with items which are considered material in relation to School's financial statements.

Fees and similar earned income

Fees receivable and charges for services and use of the premises, less any allowances, scholarships, bursaries granted by the School against those fees, but including contributions received from restricted funds, are accounted for in the period in which the service is provided.

Investment income

Investment income from dividends, bank balances and fixed interest securities is accounted for on an accruals basis.

Donations, legacies, grants and other voluntary income

Voluntary income is accounted for as and when entitlement arises, the amount can be reliably quantified and the economic benefit to the School is considered probable. This particularly impacts on accounting for pledges where the School is notified of income during a financial year but the income will not actually be received until a later accounting year. Such income is recognised upon confirmation of entitlement where it is probable that the income will ultimately be received (not on receipt). The detail of pledges 'previously recognised' (pledges recognised in earlier years' Accounts that had not been received by 31 July 2019) and 'pledges carried forward' (a combination of (a) pledges 'previously recognised' that had still not been received by 31 July 2020, (b) new pledges made but not received during the period 1 August 2019 to 31 July 2020 and (c) any changes to pledges 'previously recognised' where it is no longer probable that the income will ultimately be received) is set out in Note 3b.

Voluntary income for the School's general purposes is accounted for as unrestricted and is credited to the General Reserve. Where the donor or an appeal has imposed trust law restrictions, voluntary income is credited to the relevant restricted fund.

Expenditure

Expenditure is accrued as soon as a liability is considered probable, discounted to present value for longer-term liabilities. Expenditure attributable to more than one cost category in the Statement of Financial Activities is apportioned to them on the basis of the estimated amount attributable to each activity in the year, either by reference to staff time or the use made of the underlying assets, as appropriate. Irrecoverable VAT is included with the item of expenditure to which it relates.

Governance costs comprise the costs of running the charity, including strategic planning for its future development, external audit, any legal advice for the School's Governors, and all the costs of complying with constitutional and statutory requirements, such as costs of Board and Committee meetings and of preparing statutory accounts and satisfying public accountability.

ACCOUNTING POLICIES (continued)

Tangible fixed assets

Tangible assets are included at their net book value at the year-end.

Expenditure on the acquisition, construction or enhancement of land and buildings of a capital nature together with vehicles, furniture, machinery, ICT infrastructure and other equipment of a capital nature are capitalised and carried in the balance sheet at historical cost.

Other expenditure on equipment incurred in the normal day-to-day running of the School is charged to the Statement of Financial Activities as incurred. Individual items costing less than £1,000 are normally written off as an expense in acquisition.

Depreciation is provided to write off the cost of all relevant tangible fixed assets less estimated residual value based on current market prices, in equal annual instalments from commencement of the project over their expected useful economic lives as follows:

Freehold Property	- 2% on revalued amounts
Furniture and Equipment:	
- Furniture, Equipment and IT	- 2-10% or 20% on cost
- Motor Vehicles	- 20% on cost

Investments

Listed investments are valued at market value as at the balance sheet date. Unrealised gains and losses arising on the revaluation of investments are credited or charged to the Statement of Financial Activities and are allocated to the appropriate Fund according to the "ownership" of the underlying assets.

Stock

Stock represents goods for resale and is valued at the lower of cost and net realisable value.

Fund accounting

The charitable trust funds of the School are accounted for as unrestricted or restricted income in accordance with the terms of trust imposed by the donors or any appeal to which they may have responded.

Funds

The School maintains four types of fund:

(a) Endowment – where the capital is held in perpetuity and income generated used for charitable purposes expenditure;

(b) Restricted – where the purposes for which funds may be used have been restricted by donors;

(c) Designated – where the funds are unrestricted but where the Trustees have designated them for a specific purpose;

(d) General – where the funds are unrestricted and not designated.

ACCOUNTING POLICIES (continued)

Endowment Funds

The original land and buildings of the School are subject to a permanent endowment. The Endowment Fund reflects the rebased cost of assets principally constituting the main Island Site, following engagement with the Charity Commission, as at 31 July 2016.

The Sinking Fund represents recoupment of the proceeds on disposal of endowment property.

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

Restricted Funds

The Library Fund consists of three funds named (i) Burdett-Coutts, (ii) Furnival Jones and (iii) J F Newsome Charitable Trust, and exists to provide books and equipment for the School library.

Designated Funds

The building reserve represents funds generated from appeals and transfers from unrestricted funds. The reserve reflects that part of the School's unrestricted funds which relates to property.

Pension costs

Retirement benefits to employees of the School are provided through two pension schemes. The pension costs charged in the Statement of Financial Activities are determined as follows:

(a) The Teachers' Pension Scheme - This scheme is a multi-employer pension scheme. It is not possible to identify the School's share of the underlying assets and liabilities of the Teachers' Pension Scheme on a consistent and reasonable basis and therefore, as required by FRS102, accounts for the scheme as if it were a defined contribution scheme. The School's contributions, which are in accordance with the recommendations of the Government Actuary, are charged in the period in which the salaries to which they relate are payable;

(b) The ISPEN is a multi-employer defined benefit scheme. The assets of the scheme are held independently from those of Highgate School in an independently administered fund. The costs recognised during the year relate to the movement in the year end liability;

(c) Other pension costs are charged in the accounts for defined contribution schemes represent the contributions payable by the School during the year.

ACCOUNTING POLICIES (continued)

Operating leases

Rentals under operating leases are charged on a straight-line basis over the lease term, even if the payments are not made on such a basis. Benefits received and receivable as an incentive to sign an operating lease are similarly spread on a straight-line basis over the lease term.

Financial instruments

Basic financial instruments are initially recognised at transaction value and subsequently measured at amortised with the exception of investments which are held at fair value. Financial assets held at amortised cost comprise cash at bank and in hand, together with trade and other debtors. A specific provision is made for debts for which recoverability is in doubt. Cash at bank and in hand is defined as all cash held in instant access bank accounts and used as working capital. Financial liabilities held at amortised cost comprise all creditors except social security and other taxes and provisions.

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.

Debtors

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

Cash at bank and in hand

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 deposit or similar account.

1. FEES

	2020 £	2019 £
Fees receivable consist of:		
Tuition fees	35,821,913	36,091,265
Music fees	522,553	490,402
	36,344,466	36,581,667
Less: Allowances	(350,765)	(340,866)
Less: Bursaries funded from unrestricted funds	(1,326,924)	(1,136,232)
Less: Bursaries funded from restricted funds	(272,525)	(448,821)
	(1,599,449)	(1,585,053)
Less: Scholarships	(63,585)	(77,094)
	£34,330,667	£34,578,654

Scholarships, bursaries and other awards were paid to 137 pupils (2019: 143). Within this, means tested bursaries totalling £1,599,449 were paid to 85 pupils (2019: £1,585,053 to 81 pupils).

2. OTHER INCOME

	2020 £	2019 £
Other educational charitable income		
Administration charges	-	182
Entrance & registration fees	195,035	221,234
Lettings	45,070	138,321
	240,105	359,737
Other ancillary activities		
Mallinson Sports Centre	167,882	335,249
Other income	846	4,175
Rents	593,468	669,133
Educational visits	61,624	820,190
6th Form and Tuck Shop income	29,375	49,408
	853,195	1,878,155
	£1,093,300	£2,237,892

3a. DONATIONS AND LEGACIES (2020)

	Unrestricted £	Restricted £	2020 £
Restricted Funds	-	2,671,789	2,671,789
Unrestricted donations	124,456	-	124,456
	124,456	2,671,789	2,796,245

DONATIONS AND LEGACIES (PRIOR YEAR)

	Unrestricted £	Restricted £	2019 £
Restricted Funds	-	678,198	678,198
Unrestricted donations	415,783	-	415,783
	£415,783	£678,198	£1,093,981

3b. BREAKDOWN OF DONATIONS (see explanatory comments within Accounting Policies)

	2020 £
Pledges previously recognised	(1,288,965)
Donations received in-year	1,655,922
Pledges carried forward	2,429,288
Donations income	2,796,245

4a. ANALYSIS OF EXPENDITURE

	2020 £	2019 £
Net income is stated after charging:		
Auditors' remuneration – audit fees	33,120	30,000
Auditors' remuneration – other services	-	1,560
Depreciation	2,711,755	2,653,320

4b.

	Average Staff Numbers 2020	Staff Costs	Depreciation	Other	2020 Total
Charitable Activity – School Operating Costs					
Teaching costs	367	20,986,143	-	1,630,792	22,616,935
Welfare	55	1,146,226	-	680,848	1,827,074
Premises	37	1,465,383	2,711,755	2,396,061	6,573,199
Grants, awards and prizes		-	-	11,841	11,841
Support costs and governance	72	2,415,265	-	1,439,666	3,854,931
Finance costs		-	-	1,602,419	1,602,419
Mallinson Sports Centre		-	-	76,837	76,837
	531	26,013,017	2,711,755	7,838,464	£36,563,236

PRIOR YEAR

	Average Staff Numbers 2019	Staff Costs	Depreciation	Other	2019 Total
Charitable Activity – School Operating Costs					
Teaching costs	357	19,048,990	-	3,161,617	22,210,607
Welfare	53	1,031,385	-	988,844	2,020,229
Premises	39	1,450,384	2,653,320	2,368,538	6,472,242
Grants, awards and prizes		-	-	19,663	19,663
Support costs and governance	68	2,297,941	-	1,700,559	3,998,500
Finance costs		-	-	1,010,852	1,010,852
Mallinson Sports Centre		-	-	119,179	119,179
	517	£23,828,700	£2,653,320	£9,369,252	£35,851,272

4c. GOVERNANCE INCLUDED IN SUPPORT COSTS

	2020 £	2019 £
Remuneration paid to auditors		
- audit services	33,120	30,000
- other services	-	1,560
Governors' reimbursement to Governors' expenses	215	1,183
	£33,335	£32,743

The support costs relate to the charitable activity of running the School.

5. STAFF COSTS

	2020 No.	2019 No.
The average number employed by the company within each category of persons was:		
Teaching staff	367	357
Support staff	164	160
	531	517
	£	£
The costs incurred in respect of these employees were:		
Wages and salaries	19,933,824	19,103,475
Social Security costs	2,133,655	2,018,817
Pension costs	3,915,538	2,706,408
Termination payments	30,000	-
	£26,013,017	£23,828,700
Aggregate employee benefits of 8 (7 – 2019) key management personnel	£1,634,541	£1,528,301

	2020 No.	2019 No.
The number of higher paid employees was:		
Taxable emoluments band:		
£60,000 - £70,000	52	46
£70,000 - £80,000	23	22
£80,000 - £90,000	10	7
£90,000 - £100,000	1	1
£100,000 - £110,000	1	-
£110,000 - £120,000	1	1
£120,000 - £130,000	1	1
£130,000 - £140,000	-	-
£140,000 - £150,000	1	1
£150,000 - £160,000	1	1
£160,000 - £170,000	-	-
£170,000 - £180,000	1	1
£320,000 - £330,000	-	1
£350,000 - £360,000	1	-
The number with retirement benefits accruing was:	93	82
Of which contributions amount to:	£1,505,968	£1,079,491

During the year the School obtained, within its general insurance, professional indemnity and governors liability insurance cover of £10,000,000 (2019: £10,000,000).

In addition to the remuneration paid to the key management personnel, the School provides fee remission to staff typical of the independent sector, loans to assist in house purchasing and accommodation to staff who are entitled to accommodation by virtue of their role.

Other expenditure includes an amount of £215 which relates to travel expenses for 3 members of the Governing Body (2019: £1,183 for six members).

No Governors received any remuneration or benefits other than the expenses disclosed above from the School or any connected organisation. There are Governors during the year who have pupils at the School; the arrangements are on the same basis as for other parents at the school. There were no related party transactions during the year.

6. TANGIBLE FIXED ASSETS

	Total £	Freehold Land and Permanent Buildings £	Equipment and Motor Vehicles £
COST/VALUATION			
At 1 August 2019	125,535,771	123,464,770	2,071,001
Additions	4,648,368	4,630,369	17,999
Disposals	-	-	-
At 31 July 2020	130,184,139	128,095,139	2,089,000
DEPRECIATION			
At 1 August 2019	32,777,790	31,179,049	1,598,741
Charge for the year	2,711,755	2,612,597	99,158
Disposals	-	-	-
At 31 July 2020	35,489,545	33,791,646	1,697,899
NET BOOK VALUE			
At 31 July 2020	£94,694,594	£94,303,493	£391,101
At 31 July 2019	£92,757,981	£92,285,721	£472,260

The original land and buildings of the School are subject to a permanent endowment.

Depreciation calculated on a historical basis would be lower by £495,720 than the amount shown above (2019: lower by £495,720).

7. FIXED ASSET INVESTMENTS

	Endowment £	Total 2020 £	Total 2019 £
Market value			
At 1 August 2019	1,386,358	1,386,358	1,303,415
Additions	160,708	160,708	197,356
Disposals	(137,488)	(137,488)	(184,038)
Revaluations	(51,947)	(51,947)	69,625
	£1,357,631	£1,357,631	1,386,358
Cash awaiting investment	35,085	35,085	35,509
At 31 July 2020	£1,392,716	£1,392,716	£1,421,867

8. STOCKS

	2020 £	2019 £
Catering, cleaning, stationery	£42,301	£45,484

9. DEBTORS

	2020 £	2019 £
Fees	549,619	403,335
Loans to employees	101,013	125,602
Prepayments and accrued income	2,536,174	1,606,831
Other debtors	203,357	3,404
	£3,390,163	£2,139,172

10. CASH AT BANK AND IN HAND

	2020 £	2019 £
Bank deposit and current accounts	£54,288,176	£15,703,679

11a. CREDITORS

	2020 £	2019 £
Fee deposits	2,436,988	3,403,472
Fees received in advance	1,655,897	1,460,520
Audit & accountancy	31,500	30,000
Accruals and deferred income	3,638,132	3,168,561
Other creditors	867,690	783,615
	8,630,207	8,846,168
Due after one year		
Advance payments	4,365,386	4,176,914
Pension provision	1,201,000	1,283,000
Other Loans	60,000,000	20,000,000
Total creditors	£74,196,593	£34,306,082

The bank loan of £15m which was fully repaid in 2019. All costs associated with this are included within the finance costs of the Statement of Financial Activities.

On the 24 July 2019, the school entered into a private placement for £60m funding paid to the School in three tranches to assist in the financing of the School's capital programme. The first drawdown of £20m was received on 24 July 2019 with an interest rate of 3.01% repayable on the 24 September 2054. The second drawdown totalling £40m was received on 24 September 2019; £10m with an interest rate of 2.90% repayable on the 24 September 2044 and £30m with an interest rate of 2.94% repayable on the 24 September 2049. For all three tranches the first interest payment was made on 24 March 2020 and will continue at six-monthly intervals thereafter.

At 31 July the School had the following annual commitments under non-cancellable operating leases:

	2020 £	2019 £
Leases expiring within 1 year	16,584	11,103
Leases expiring between 2 - 5 years	31,979	28,571
Leases expiring between greater than 5 years	-	-
	£48,563	£39,674

11b. ADVANCE FEES

	2020 £	2019 £
After 5 years	794,754	615,500
Within 2 to 5 years	2,187,403	2,311,069
Within 1 to 2 years	1,383,229	1,250,345
	4,365,386	4,176,914
Within 1 year	1,655,897	1,460,520
	£6,021,283	£5,637,434

	2020 £
The movements during the year on the accrued liability under the contracts were:	
Balance at 1 August 2019	5,637,434
New contracts	2,142,847
	7,780,281
Amounts utilised in payment of fees:	(1,758,998)
To the school	
	£6,021,283

12. ENDOWMENT FUNDS

	Balance at 1 August 2019 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains(losses) £	Balance at 31 July 2020 £
Property Fund	27,789,363	-	-	-	27,789,363
Sinking Fund	230,746	358	-	8,282	239,386
Prize Fund	473,086	11,281	-	(28,285)	456,082
Furnival Jones Library Fund	24,475	-	-	(1,463)	23,012
Arthur (Bill) and Beryl Field Memorial Bursary Fund	468,005	-	-	(27,981)	440,024
Zikel Music Fund	74,252	-	-	(4,439)	69,813
	£29,059,927	£11,639	£-	£(53,886)	£29,017,680

PRIOR YEAR (2019):

	Balance at 1 August 2018 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains(losses) £	Balance at 31 July 2019 £
Property Fund	27,789,363	-	-	-	27,789,363
Sinking Fund	201,768	350	-	28,628	230,746
Prize Fund	450,446	8,750	-	13,890	473,086
Furnival Jones Library Fund	23,743	-	-	732	24,475
Arthur (Bill) and Beryl Field Memorial Bursary Fund	454,005	-	-	14,000	468,005
Zikel Music Fund	72,031	-	-	2,221	74,252
	£28,991,356	£9,100	£-	£59,471	£29,059,927

Property Fund: Represents the net book value as at 31 July 2016 of the endowed property of the School, principally constituting the main Island Site.

Sinking Fund: Represents the recoupment required under a Charity Commission scheme on the utilisation of endowed funds in earlier years which expires in 2020.

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

Furnival Jones Library Fund: Represents a donation received where the capital element was to be retained and the income arising utilised for the library.

Arthur (Bill) and Beryl Field Memorial Bursary Fund: a fund established from which the income is to provide bursarial assistance at the discretion of Governors.

Zikel Music Fund: A fund established from which the income be used for or towards music tuition (including the hire of the associated instrument) for a promising pupil entering the school who would not otherwise be able to afford the cost of such tuition.

13. RESTRICTED FUNDS

	Balance at 1 August 2019 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains/(losses) £	Balance at 31 July 2020 £
Furnival Jones Library Fund	2,256	584	-	-	2,840
Outreach Project	7,866	(7,866)	-	-	-
Robin Barnard Bequest	29,750	-	-	-	29,750
Bursary Fund	1,036,490	1,723,088	-	-	2,759,578
LAET	93,811	66,910	-	-	160,721
Digital Access	-	70,805	-	-	70,805
Open Door	54,431	-	-	-	54,431
Arthur (Bill) and Beryl Field Memorial Bursary Fund	42,696	(1,800)	-	-	40,896
Learning Support Fund	175,824	136,000	-	-	311,824
Hardship Fund	-	61,879	-	-	61,879
Other Funds	9,880	(75)	-	-	9,805
Mental Health Fund	150,000	(83,172)	-	-	66,828
Buildings Fund	-	200,000			200,000
	£1,603,004	£2,166,353	£-	£-	£3,769,357

PRIOR YEAR (2019):

	Balance at 1 August 2018 £	Net income/ (expenditure) £	Transfers Between Funds £	Investment gains/(losses) £	Balance at 31 July 2019 £
Furnival Jones Library Fund	1,787	469	-	-	2,256
Outreach Project	21,190	(13,324)	-	-	7,866
Robin Barnard Bequest	29,750	-	-	-	29,750
Bursary Fund	872,290	164,200	-	-	1,036,490
LAET	114,817	(21,006)	-	-	93,811
LAET Library	2,330	(2,330)	-	-	-
Open Door	54,431	-	-	-	54,431
Arthur (Bill) and Beryl Field Memorial Bursary Fund	33,725	8,971	-	-	42,696
Learning Support Fund	200,000	(24,176)	-	-	175,824
Museum Fund	6,058	(6,058)	-	-	-
Other Funds	-	9,880	-	-	9,880
Mental Health Fund	150,000	-	-	-	150,000
	£1,486,378	£116,626	£-	£-	£1,603,004

13. RESTRICTED FUNDS (continued)

Library Fund: donations received towards the improvements in library facilities at Highgate School.
Robin Barnard Bequest: for the benefit of pupils wishing to pursue careers in medicine or science.
Bursary Fund: donations received from fundraising to be used to fund future bursaries at the School.
Outreach Project, Capital Projects and E-learning Funds: donations received for the purposes described in the fund name.
Open Door: donation received to encourage pupils in their explanation or understanding of the Christian faith.
Arthur (Bill) and Beryl Field Memorial Bursary Fund: see Note 12.
Zikel Music Fund: see Note 12.
Digital Access: donations received to help children at our partner schools who have little or no access to a computer.
LAET: A fund following a Gala event and other donations throughout the year to raise money for LAE Tottenham.
Hardship Fund: donations received to help families who are struggling to pay fees due to unforeseen circumstances.
Other: donations received for CCF and PPS/JS.
Learning Support: donation received for additional staffing to strengthen Learning Support.
Mental Health: donation received towards staffing costs for enhanced mental health provision.
Buildings Fund: donation received to help develop the buildings/fabric of the School.

14. UNRESTRICTED FUNDS

	Balance at 1 August 2019 £	Net income/ (expenditure) £	Transfers between funds £	Investment gains/ (losses) £	Balance at 31 July 2020 £
Designated Funds					
Property Fund	47,099,170	-	(274,850)	-	46,824,320
General Funds					
Revenue Reserve	-	(274,850)	274,850	-	-
TOTAL	£47,099,170	(274,850)	-	-	46,824,320

PRIOR YEAR (2019):

	Balance at 1 August 2018 £	Net income/ (expenditure) £	Transfers between funds £	Investment gains/ (losses) £	Balance at 31 July 2019 £
Designated Funds					
Property Fund	45,111,771	-	1,987,399	-	47,099,170
General Funds					
Revenue Reserve	-	1,987,399	(1,987,399)	-	-
TOTAL	£45,111,771	£1,987,399	£-	£-	£47,099,170

The Property Fund reflects the net book value of unrestricted fixed assets together with the proceeds of asset disposals which the Governors intend to reinvest in fixed assets.

15. ANALYSIS OF THE NET ASSETS BETWEEN FUNDS

	Fixed Assets £	Investments £	Net Current Assets less Liabilities £	Long term Liabilities £	Total £
Endowment Funds	27,789,363	1,392,716	(164,399)	-	29,017,680
Restricted Funds	-	-	3,769,357	-	3,769,357
Unrestricted :					
General	-	-	-	-	-
Designated	66,905,231	-	45,485,475	(65,566,386)	46,824,320
	£94,694,594	£1,392,716	£49,090,433	£(65,566,386)	£79,611,357

PRIOR YEAR (2019):

	Fixed Assets £	Investments £	Net Current Assets less Liabilities £	Long term Liabilities £	Total £
Endowment Funds	27,789,363	1,421,867	(151,303)	-	29,059,927
Restricted Funds	-	-	1,603,004	-	1,603,004
Unrestricted :					
General	-	-	-	-	-
Designated	64,968,618	-	7,590,466	(25,459,914)	47,099,170
	£92,757,981	£1,421,867	£9,042,167	£(25,459,914)	£77,762,101

16. CAPITAL COMMITMENTS

	2020	2019
Authorised and contracted for	£740,600	£3,192,000

17. PENSION COMMITMENTS

Teachers' Pension Scheme

The School participates in the Teachers' Pension Scheme ("the TPS") for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £2,921,067 (*2019:* £1,969,730) and at the year-end £Nil (*2019 - £Nil*) was accrued in respect of contributions to this scheme.

The TPS is an unfunded multi-employer defined benefits pension scheme governed by The Teachers' Pensions Regulations 2010 (as amended) and The Teachers' Pension Scheme Regulations 2014 (as amended). Members contribute on a "pay as you go" basis with contributions from members and the employer being credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

The employer contribution rate is set by the Secretary of State following scheme valuations undertaken by the Government Actuary's Department. The most recent actuarial valuation of the TPS was prepared as at 31 March 2016 and the Valuation Report, which was published in March 2020, confirmed that the employer contribution rate for the TPS would increase from 16.4% to 23.6% from 1 September 2020. Employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 23.68%.

17. PENSION COMMITMENTS (continued)

Teachers' Pension Scheme (continued)

The 31 March 2016 Valuation Report was prepared in accordance with the benefits set out in the scheme regulations and under the approach specified in the Directions, as they applied at 5 March 2020. However, the assumptions were considered and set by the Department for Education prior to the ruling in the 'McCloud/Sargeant case'. This case has required the courts to consider cases regarding the implementation of the 2015 reforms to Public Service Pensions including the Teachers' Pensions.

On 27 June 2020 the Supreme Court denied the government permission to appeal the Court of Appeal's judgment that transitional provisions introduced to the reformed pension schemes in 2015 gave rise to unlawful age discrimination. The government is respecting the Court's decision and has said it will engage fully with the Employment Tribunal as well as employer and member representatives to agree how the discriminations will be remedied.

The TPS is subject to a cost cap mechanism which was put in place to protect taxpayers against unforeseen changes in scheme costs. The Chief Secretary to the Treasury, having in 2019 announced that there would be a review of this cost cap mechanism, in January 2020 announced a pause to the cost cap mechanism following the Court of Appeal's ruling in the McCloud/Sargeant case and until there is certainty about the value of pensions to employees from April 2015 onwards.

In view of the above rulings and decisions the assumptions used in the 31 March 2016 Actuarial Valuation may become inappropriate. In this scenario, a valuation prepared in accordance with revised benefits and suitably revised assumptions would yield different results than those contained in the Actuarial Valuation.

Until a remedy to the discrimination conclusion has been determined by the Employment Tribunal it is not possible to conclude on any financial impact or future changes to the contribution rates of the TPS. Accordingly no provision for any additional past benefit pension costs is included in these financial statements.

Pension Trust

Highgate School participates in the Independent Schools' Pension Scheme (ISPEN). The Scheme is funded and is contracted out of the state scheme. ISPEN is a multi-employer defined benefit scheme. 213 employees currently participate in the scheme. 205 employees participate on a final salary basis with a 1/80th accrual rate. From 1 September 2020, these employees made a contribution of 6% of pensionable salary to the scheme whereas the School made an employer contribution of 16.8%. A further 8 employees, who pre-1996 were members of the Highgate School Retirement and Death Benefits Scheme, participate on a final salary basis with a 1/60th accrual rate. These employees made a contribution of 6% whereas the School's contribution was 24.2%.

The last formal valuation of the scheme was performed as at 30 September 2017 by a professionally qualified actuary using the Projected Unit Method. The market value of the scheme's assets at the valuation date was £149.4 million. The valuation revealed a shortfall of assets compared with the value of liabilities of £38.2 million, equivalent to a past service funding level of 80%. Following consideration of the results of the actuarial valuation, it was agreed that the shortfall of £38.2 million would be dealt with by the payment of deficit contributions, from all participating employers allocated in line with their estimated share of the scheme liabilities, of £2.4 million per annum from 1 September 2020 to 30 April 2030. These deficit contributions are in addition to the long-term joint contribution rates (highlighted above).

There is a potential debt on the employer that could be levied by the Trustees of the scheme. The debt is due in the event of the employer ceasing to participate in the scheme or the scheme winding up. Highgate School has been notified by the Pensions Trust of the estimated employer debt on withdrawal from the Independent Schools' Pension Scheme based on the financial position of the scheme as at 30 September 2019. As of this date the estimated employer debt was £10,147,406. This amount is not provided for in the accounts as it is not considered likely that the School will withdraw from the scheme.

18. CONSOLIDATED STATEMENT OF FINANCIAL ACTIVITIES

COMPARATIVE FIGURES BY FUND

	Notes	General Funds £	Designated Funds £	Restricted Funds £	Endowment Funds £	Total 2019 £
INCOME FROM:						
Charitable activities						
School fees receivable	1	34,578,654	-	-	-	34,578,654
Other educational income	2	359,737	-	-	-	359,737
Ancillary trading income	2	1,878,155	-	-	-	1,878,155
Investments						
Bank and other interest		28,378	-	-	69	28,447
Investment income		5,379	-	10,863	9,181	25,423
Voluntary sources						
Donations	3	415,783	-	678,198	-	1,093,981
Total Income		37,266,086	-	689,061	9,250	37,964,397
EXPENDITURE ON:						
Raising funds						
Finance costs		1,010,852	-	-	-	1,010,852
Charitable activities						
School operating costs		34,267,835	-	572,435	150	34,840,420
Total expenditure	4	35,278,687	-	572,435	150	35,851,272
NET INCOME		1,987,399	-	116,626	9,100	2,113,125
Gains on investment assets		-	-	-	59,471	59,471
Transfers between funds	14	(1,987,399)	1,987,399	-	-	-
Net movement in funds		-	1,987,399	116,626	68,571	2,172,596
Balances brought forward at 1 August 2018		-	45,111,771	1,486,378	28,991,356	75,589,505
Balances carried forward at 31 July 2019		£-	£47,099,170	£1,603,004	£29,059,927	£77,762,101