

HIGHGATE

**HIGHGATE SCHOOL
GOVERNORS' ANNUAL REPORT AND ACCOUNTS
FOR THE YEAR ENDED 31 JULY 2021**

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HIGHGATE SCHOOL
REPORT AND ACCOUNTS
FOR THE YEAR ENDED 31 JULY 2021

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HIGHGATE SCHOOL

CHAIRMAN'S FOREWORD

FOR THE YEAR ENDED 31 JULY 2021

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

HIGHGATE SCHOOL

GOVERNORS' REPORT

FOR THE YEAR ENDED 31 JULY 2021

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

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

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.

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

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 advocates 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.

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

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.

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

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.

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

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.

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

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.

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

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.

HIGHGATE SCHOOL

GOVERNORS’ REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

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.

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

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.

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

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 of 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.

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

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.

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

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.

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

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.

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

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.

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

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.

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

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.

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

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.

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

GOVERNORS WHO HELD OFFICE DURING THE YEAR ENDING 31 JULY 2021

	FA&R ¹	Estate s ²	Nom&Rem ³	Safeguardin g 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 <i>From 16 March 2021</i>	*			
Kumar Panja BA LLDip	*			*
Aly Patel MA MBA Treasurer	*			
Robert M Rothenberg MBE BA FCA CTA Chairman	*	*	*	
Paul Rothwell MA		*		
Daniel Widdicombe MA <i>From 22 September 2020</i>				

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)

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 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.

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

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%.

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

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.

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

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.

HIGHGATE SCHOOL

GOVERNORS' REPORT (continued)

FOR THE YEAR ENDED 31 JULY 2021

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 AUDITORS' REPORT TO THE BOARD OF GOVERNORS OF HIGHGATE SCHOOL

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 £	Restrict ed 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		<u>37,834,851</u>	<u>-</u>	<u>990,960</u>	<u>10,045</u>	<u>38,835,856</u>	<u>38,466,378</u>
		-	-				
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	<u>36,770,921</u>	<u>-</u>	<u>860,391</u>	<u>-</u>	<u>37,631,312</u>	<u>36,563,236</u>
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	<u>(1,063,930)</u>	<u>1,063,930</u>		-	-	-

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**

		2021		2020	
	Note	£	£	£	£
	s				
FIXED ASSETS					
Tangible assets	6		96,637,925		94,694,594
Investments	7		1,718,995		1,392,716
			<u>98,356,920</u>		<u>96,087,310</u>
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	
			<u>58,601,875</u>	<u>57,720,640</u>	
CURRENT LIABILITIES					
Creditors - due within one year	11	(10,727,955)		(8,630,207)	
			<u>47,873,920</u>	<u>49,090,433</u>	
NET CURRENT ASSETS					
TOTAL ASSETS LESS CURRENT LIABILITIES			<u>146,230,840</u>	<u>145,177,743</u>	
Creditors - due after one year	11		(65,109,648)	(65,566,386)	
			<u>£81,121,192</u>	<u>£79,611,357</u>	
TOTAL NET ASSETS			<u>£81,121,192</u>	<u>£79,611,357</u>	
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			<u>£81,121,192</u>	<u>£79,611,357</u>	
			=====	=====	
			=====	=====	

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)	
	=====	=====	=====	
	==	=====	=====	

HIGHGATE SCHOOL

STATEMENT OF ACCOUNTING POLICIES FOR THE YEAR ENDED 31 JULY 2021

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;

HIGHGATE SCHOOL

STATEMENT OF ACCOUNTING POLICIES FOR THE YEAR ENDED 31 JULY 2021

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.

HIGHGATE SCHOOL**NOTES TO THE ACCOUNTS****FOR THE YEAR ENDED 31 JULY 2021****1. FEES**

	2021 £	2020 £
Fees receivable consist of:		
Tuition fees	38,109,173	35,821,913
Music fees	604,811	522,553
	<u>38,713,984</u>	<u>36,344,466</u>
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)
	<u>(1,701,269)</u>	<u>(1,599,449)</u>
Less: Scholarships	(67,176)	(63,585)
	<u>£36,556,380</u>	<u>£34,330,667</u>
	=====	=====
	===	===

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
	<u>234,950</u>	<u>240,105</u>
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
	<u>891,430</u>	<u>853,195</u>
	<u>£1,126,380</u>	<u>£1,093,300</u>
	=====	=====
	===	===

HIGHGATE SCHOOL

NOTES TO THE ACCOUNTS (continued)

FOR THE YEAR ENDED 31 JULY 2021

3a. DONATIONS AND LEGACIES (2021)

	Unrestricted £	Restricted £	2021 £
Restricted Funds	-	979,649	979,649
Unrestricted donations	83,239	-	83,239
	<u>83,239</u>	<u>979,649</u>	<u>1,062,888</u>
	=====	=====	=====
	==	=	=====

DONATIONS AND LEGACIES (PRIOR YEAR)

	Unrestricted £	Restricted £	2020 £
Restricted Funds	-	2,671,789	2,671,789
Unrestricted donations	124,456	-	124,456
	<u>124,456</u>	<u>2,671,789</u>	<u>2,796,245</u>
	=====	=====	=====
	=	==	=

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

	2021 £	2020
£		
Pledges previously recognised (1,288,965)	(2,429,288)	
Donations received in-year 1,655,922	1,071,380	
Pledges carried forward 2,420,796		
2,429,288		
	<u>1,062,888</u>	
Donations income 2,796,245		
	=====	

4a. ANALYSIS OF EXPENDITURE

	2021 £	2020 £
<u>Net income is stated after charging:</u>		
Auditors' remuneration – audit fees	34,080	33,120
Auditors' remuneration – other services	1,440	-
Depreciation	2,774,413	2,711,755
	<u>2,809,933</u>	<u>2,744,875</u>
	=====	=====

HIGHGATE SCHOOL

NOTES TO THE ACCOUNTS (continued)

FOR THE YEAR ENDED 31 JULY 2021

4b.

	Average Staff Numbers	Staff Costs	Depreciati on	Other	2021 Total
2021					
<u>Charitable Activity – School Operating Costs</u>					
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
	<u>537</u>	<u>26,782,018</u>	<u>2,774,413</u>	<u>8,074,881</u>	<u>37,631,312</u>
	=====	=====	=====	=====	=====
	=====	=====	=====	=====	=====

PRIOR YEAR

	Average Staff Numbers	Staff Costs	Depreciati on	Other	2020 Total
2020					
<u>Charitable Activity – School Operating Costs</u>					
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
	<u>531</u>	<u>26,013,017</u>	<u>2,711,755</u>	<u>7,838,464</u>	<u>£36,563,236</u>
	=====	=====	=====	=====	=====
	=====	=====	=====	=====	=====
					=

HIGHGATE SCHOOL

NOTES TO THE ACCOUNTS (continued)

FOR THE YEAR ENDED 31 JULY 2021

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
	<u>£35,805</u>	<u>£33,335</u>
	<u><u>=====</u></u>	<u><u>=====</u></u>
	=	

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

HIGHGATE SCHOOL

NOTES TO THE ACCOUNTS (continued)

FOR THE YEAR ENDED 31 JULY 2021

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
	<u>537</u>	<u>531</u>
	<u>=====</u>	<u>=====</u>
	£	£
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
	<u>£26,782,018</u>	<u>£26,013,017</u>
	<u>=====</u>	<u>=====</u>
	<u>=====</u>	<u>=====</u>
Aggregate employee benefits of 8 (7 - 2020) key management personnel	£1,628,089	£1,634,541
	<u>=====</u>	<u>=====</u>
	<u>=====</u>	<u>=====</u>
	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
	<u>94</u>	<u>93</u>
	<u>=====</u>	<u>=====</u>
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).

HIGHGATE SCHOOL

NOTES TO THE ACCOUNTS (continued)

FOR THE YEAR ENDED 31 JULY 2021

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).

HIGHGATE SCHOOL

NOTES TO THE ACCOUNTS (continued)

FOR THE YEAR ENDED 31 JULY 2021

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)
	<u>£1,678,882</u>	<u>£1,678,882</u>	<u>£1,357,631</u>
	=====	=====	=====
	=====	=====	=====
Cash awaiting investment	40,113	40,113	35,085
At 31 July 2021	<u>£1,718,995</u>	<u>£1,718,995</u>	<u>£1,392,716</u>
	=====	=====	=====
	=====	=====	=====

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
	<u>£3,635,894</u>	<u>£3,390,163</u>
	=====	=====
	=====	=====

HIGHGATE SCHOOL**NOTES TO THE ACCOUNTS (continued)****FOR THE YEAR ENDED 31 JULY 2021****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
	=====	=====
	==	==

HIGHGATE SCHOOL

NOTES TO THE ACCOUNTS (continued)

FOR THE YEAR ENDED 31 JULY 2021

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
	<u>4,036,648</u>	<u>4,365,386</u>
Within 1 year	1,777,295	1,655,897
	<u>£5,813,943</u>	<u>£6,021,283</u>
	=====	=====
	=====	=====
		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
		<u>7,645,193</u>
Amounts utilised in payment of fees:		(1,831,250)
To the school		<u>5,813,943</u>
		=====
		=====

HIGHGATE SCHOOL

NOTES TO THE ACCOUNTS (continued)

FOR THE YEAR ENDED 31 JULY 2021

12. ENDOWMENT FUNDS

	Balance at 1 August 2020	Net income/ (expenditure)	Transfers Between Funds	Investment gains(losse s)	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	440,024	-	-	112,915	552,939
Memorial Bursary Fund					
Zikel Music Fund	69,813	-	-	17,915	87,728
	<u>£29,017,680</u>	<u>£10,045</u>	<u>-</u>	<u>£305,291</u>	<u>£29,333,016</u>

PRIOR YEAR (2020):

	Balance at 1 August 2019	Net income/ (expenditure)	Transfers Between Funds	Investment gains(losse s)	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	468,005	-	-	(27,981)	440,024
Memorial Bursary Fund					
Zikel Music Fund	74,252	-	-	(4,439)	69,813
	<u>£29,059,927</u>	<u>£11,639</u>	<u>£-</u>	<u>£(53,886)</u>	<u>£29,017,680</u>

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.

HIGHGATE SCHOOL

NOTES TO THE ACCOUNTS (continued)

FOR THE YEAR ENDED 31 JULY 2021

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
	<u>£3,769,357</u>	<u>£130,569</u>	<u>-</u>	<u>-</u>	<u>£3,899,926</u>
	===	=	=	=	=====

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
	<u>£1,603,004</u>	<u>£2,166,353</u>	<u>£-</u>	<u>£-</u>	<u>£3,769,357</u>
	=====	=====	=====	=====	=====
	==	=	=	=	=====

HIGHGATE SCHOOL

NOTES TO THE ACCOUNTS (continued)

FOR THE YEAR ENDED 31 JULY 2021

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
	£	£	£	£	£
<u>Designated Funds</u>					
Property Fund	46,824,320	-	1,063,930	-	47,888,250
	=====	=====	=====	=====	=====
<u>General Funds</u>					
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
	£	£	£	£	£
<u>Designated Funds</u>					
Property Fund	47,099,170	-	(274,850)	-	46,824,320
	=====	=====	=====	=====	=====
<u>General Funds</u>					
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.

HIGHGATE SCHOOL

NOTES TO THE ACCOUNTS (continued)

FOR THE YEAR ENDED 31 JULY 2021

15. ANALYSIS OF THE NET ASSETS BETWEEN FUNDS

	Fixed Assets	Investment S £	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
	<u>96,637,925</u>	<u>1,718,995</u>	<u>47,873,920</u>	<u>(65,109,648)</u>	<u>81,121,192</u>
	=====	=====	=====	=====	=====
	=====	=====	=====	=====	=====

PRIOR YEAR (2020):

	Fixed Assets	Investment S £	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
	<u>£94,694,594</u>	<u>£1,392,716</u>	<u>£49,090,433</u>	<u>£(65,566,386)</u>	<u>£79,611,357</u>
	=====	=====	=====	=====	=====
	=====	=====	=====	=====	=====

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%.

HIGHGATE SCHOOL

NOTES TO THE ACCOUNTS (continued)

FOR THE YEAR ENDED 31 JULY 2021

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.

HIGHGATE SCHOOL

NOTES TO THE ACCOUNTS (continued)

FOR THE YEAR ENDED 31 JULY 2021

18. CONSOLIDATED STATEMENT OF FINANCIAL ACTIVITIES COMPARATIVE FIGURES BY FUND

	Notes	General Funds £	Designated Funds £	Restrict ed 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		<u>35,769,435</u>	<u>-</u>	<u>2,685,304</u>	<u>11,639</u>	<u>38,466,378</u>
		-	-			
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	<u>36,044,285</u>	<u>-</u>	<u>518,951</u>	<u>-</u>	<u>36,563,236</u>
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
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