

THE GODOLPHIN AND LATYMER SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2020

Registered Charity No: 312699

Haysmacintyre LLP
Chartered Accountants
Registered Auditors

THE GODOLPHIN AND LATYMER SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 AUGUST 2020

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STATEMENT FROM THE CHAIR OF GOVERNORS GODOLPHIN AND LATYMER SCHOOL

The Godolphin and Latymer community is a strong one, and during the latter part of 2019-2020 we have seen this very much in evidence in the face of the threat from the Covid-19 pandemic.

The School has a well-deserved reputation for excellence in both teaching and pastoral care which ensures that every pupil is able to develop their academic and personal lives in to the full. The commitment of all staff to these goals was undiminished as we moved to remote teaching from Thursday 15 March 2020. The remote programme was delivered via the Google suite of applications, with which teaching staff and pupils were already familiar. A full schedule of lessons were provided, with the usual daily timetable followed as closely as possible. Remote learning continued with minimal disruption throughout the Summer Term 2020.

Throughout this period, Individual Learning Needs support continued remotely and the Library staff provided enhanced online resources. With public examinations cancelled, the School put in place academic extension activities for Year 11 and the Upper Sixth for the period which would previously have been occupied by study leave and examinations. School exams for Years 7-10 and the Lower Sixth were replaced by assessments which could be completed remotely. Pastoral staff engaged with their tutees in the normal form-time slots and assemblies for the whole school and for different sections and year-groups continued. The medical team and counsellor teams remained available remotely. Extracurricular activities including individual music and drama lessons were offered.

The School was quickly able to utilise and extend its digital and online provision to deliver a robust programme of synchronous and asynchronous learning. In some areas, this new way of working delivered many benefits: for instance, some teachers reported that they were further ahead with their syllabus than normal; some lessons and tasks were particularly suitable to being tackled by the pupils remotely and at their own pace. The positive messages from this extraordinary experience were captured so that they can inform future work.

Feedback on our remote learning provision from both parents and students was overwhelmingly positive and uplifting. There was wide recognition that the School responded swiftly and appropriately to a rapidly changing situation. Godolphin and Latymer is a school that has always adopted an innovative and research-based approach to teaching and learning which has meant that the School was well positioned to meet these challenges.

The teachers' commitment to providing excellent teaching and pastoral care has been unwavering and their dedication, energy and flexibility in adopting new teaching and working patterns have been inspiring. Our support staff have played a crucial role in ensuring seamless operations (with an especial tribute due to the IT team, without whom nothing would have been possible).

Despite the government's efforts to sustain the economy and to assist individuals and businesses, many families have faced significant financial uncertainty. The impact of the Covid-19 pandemic on some Godolphin families has been very hard. We have been committed to doing our best to support any Godolphin and Latymer parents who have found themselves in financial difficulty and have been determined that no student should have to leave the School as a result. Providing this support was a challenge for the School. As a charitable foundation with no endowment which is reliant solely on fee income to manage its expenditure and meet its liabilities, we turned to the Godolphin community to help us assist pupils and families at this extraordinary time. The School is extremely grateful to the parents who responded so generously, enabling hardship bursaries to be given to those hardest hit. For those parents experiencing problems with cash flow, we introduced the payment of school fees by monthly instalments spread over the term. For those experiencing a temporary cut in income, we provided hardship bursaries, waiving some or all of the fees, until matters improve.

In order to make savings, the School deferred all non-essential expenditure for the remainder of the academic year. Throughout the disruption all teachers and the majority of support staff were fully engaged in carrying out their roles to ensure the School could deliver its core educational function, fulfil our regulatory obligations, and keep the administration of the School going, and we were committed to continuing to employ and pay them for their much-valued efforts.

The School site remained open throughout lockdown for essential purposes, including the provision of crucial administrative (especially IT) support for the School's educational endeavour and continuing pastoral care. There were some, but relatively few, support staff and contract staff (especially catering and cleaning staff) who were furloughed. These colleagues are at the lower end of our pay scale, and the Governors felt strongly that these colleagues should be supported to ensure that they received their full salary during this difficult time.

Our commitment to our staff and the whole School community emphasises the decision taken by Governors to charge the full Summer Term fee was not taken lightly. The conclusion was that we should focus our support on those who are in the most need. We considered this to be the best use of our funds as a charity, and the most effective way to sustain the overall Godolphin community to the fullest extent.

**STATEMENT FROM THE CHAIR OF GOVERNORS
GODOLPHIN AND LATYMER SCHOOL (Continued)**

We remain committed to the continuation of outstanding teaching, learning and pastoral care for the students at Godolphin and Latymer, and I am confident that our community can emerge from this time of difficulty stronger and more close-knit than ever. We may not experience the full 'normal' for some time to come, but, with the ongoing commitment of the School community, we shall continue to work to ensure that our students receive an outstanding education, enabling them to face new challenges with courage and confidence.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE

FOR THE YEAR ENDED 31 AUGUST 2020

The Godolphin and Latymer School Foundation ('the Foundation'), being the Sole Trustee of the Godolphin and Latymer School ('the School'), presents its Report and the School's accounts for the year ended 31 August 2020.

GENERAL INFORMATION

Status, Administration and Sole Trustee

Founded by deed on 21 December 1703, the School is a registered charity (number: 312699). The Foundation is a company limited by guarantee (registered number 3598439 and charity number 1073924).

Directors and Trustees – Governors of the School

The following served during the year ended 31 August 2020 and since the year end:

Mrs A J Paines (Chair)	Mrs S J Kinross
Mrs P Bose Roberts (appointed 01.09.2020)	K G Knibbs
S R Carney (retired 13.02.2020)	Dr L Magrill
Ms J Collins	Ms T Meller
Ms S B Davies	Professor Geraint Rees (appointed 1/9/19)
S A Davies	Mrs D Rose
G E Fendley (appointed 1.9.19)	Mrs K S Slesinger (appointed 1/9/19)
T J Howe QC	O F H Waring
Professor Dame Julia Higgins (retired 30.06.2020)	Mrs E T Watson

Clerk to the Governors

Mrs D M Lynch

Executive Officers

Head Mistress	Dr F M R Ramsey
Bursar	Mrs D M Lynch
Senior Deputy Head (Pastoral)	Mrs A L Paul
Deputy Head (Curriculum and Academic)	Dr S P Harnett

School address and Professional Advisers

The Godolphin and Latymer School
Iffley Road, Hammersmith, London W6 0PG
www.godolphinandlatymer.com

Bankers

Allied Irish Bank	HSBC plc
9-10 Angel Court	21 King's Mall
London EC2R 7AB	London W6 0QF

Auditors

Haysmacintyre LLP, 10 Queen Street Place, London EC4R 1AG

Solicitors

Veale Wasbrough, Orchard Lane, Bristol BS1 5WS

Investment Advisers

Quilter Cheviot, St Helen's, 1 Undershaft, London EC3A 8BB

Insurers

Marsh Brokers Limited, 9-17 Perrymount Road, Haywards Heath, West Sussex RH16 3DU

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

STRUCTURE, GOVERNANCE AND MANAGEMENT

History, Constitution and Trustees

The School is a day school for girls aged between 11 and 18. The charity was founded by Sir William Godolphin by a Deed dated 21 December 1703, further regulated by the will of Elizabeth Godolphin made in 1724, and augmented out of the endowment of the Latymer Foundation in 1903. The charity was regulated by a Scheme created on 23 December 1903 which was replaced by a Scheme created on 29 September 1977 with amendment on 14 July 1986. A further amendment was made on 14 April 1999 under which the Foundation became the Sole Trustee of the School, and its directors became the School's Governing Body. Additional amendments were made on 9 May 2005, to allow the purchase of indemnity insurance on behalf of the Governing Body, and, on 20 June 2008, regarding the School's borrowing powers.

The Governing Body of the School may comprise one Governor, nominated as an Heir of Sir William Godolphin (a Nominated Governor) and not more than nineteen Governors co-opted by resolution of the Governors in office at the time (Co-opted Governors).

All Governors are appointed for four-year terms. A Nominated Governor is eligible for reappointment without limit; Co-opted Governors are eligible for reappointment for a further term of four years and, in exceptional circumstances, for a further four-year term or terms. Two Co-opted Governors who have children in the School may be appointed as 'Parent Governors' for four years or until they no longer have a child in the School, whichever is the lesser term. Such Governors may subsequently be appointed under the ordinary provisions relating to Co-opted Governors, service as a Parent Governor being ignored.

The members of the Governing Body who served in the year under review are shown above under 'Directors and Trustees - Governors of the School'. The Directors of the Foundation are also its Members, and serve as Trustees of that charity and as Governors of the School.

Governance and Management

The Governors, as the Trustees of the Foundation, are legally responsible for the overall management and control of the School, and meet, as a minimum, during each school term.

Day-to-day management

The day-to-day education and pastoral care of pupils and the appointment and management of teaching staff is delegated to the Head Mistress, Dr Frances Ramsey, who is supported by a Senior Leadership Team. Responsibility for the non-teaching staff and for the School's financial management and premises is delegated to the Bursar, Mrs Diana Lynch. Meetings of the Governors are attended by the Head Mistress, the Bursar and the Deputy Heads, Mrs Anna Paul (Senior Deputy Head, Pastoral) and Dr Sara Harnett (Deputy Head, Curriculum and Academic Matters) and they and other senior members of staff attend meetings of Governors' committees.

The Governors consider that they, together with the Head, the Bursar and the two Deputy Head's comprise the Key Management Personnel. The Governors give of their time freely and the pay and remuneration of the Head and senior staff is set by the Senior Salaries Committee and is kept under annual review. A number of criteria are used in setting pay:

- nature of the role and responsibilities
- competitor salaries in the region
- the sector average salary for comparable positions
- trends in pay

In recent years, flexible pay in the sector has affected the ease of recruitment to certain roles and the School intends to be in the upper quartile for pay for senior roles in the independent school sector.

The Governors have given delegated authority to the Head to pay higher salaries for exceptional candidates where this is in the interest of the School.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

For matters concerning the School other than those for which the Head Mistress is responsible, the Governors have established committees with specific objectives; a minimum of two Governors sit on each committee. As appropriate, these committees either pass down decisions to the School's executive management under delegated authority from the Governors, or refer matters for decision to the Governing Body. The principal committees are:

- The Development, Communications and Alumnae Relations Committee. This committee principally works with the School's Development Office, which raises funds for bursaries and for additional facilities for the School, and maintains contact with the School's alumnae, Old Dolphins.
- The Education Committee, which considers matters relating to the curriculum and, more widely, to teaching, learning and pastoral matters generally.
- The Finance, Audit and Investment Committee. This Committee meets termly to assess the School's financial position and to review the capital and operating budgets, cash forecasts, management accounts, audited accounts, the annual report for presentation to the Governors and the funds available for prizes.
- The Health, Safety and Risk Management Committee has responsibility delegated from the Governing Body to review any major risks associated with the operation of the School and the Foundation.
- The Policy and Governance Committee, which ensures a common understanding of the major issues that the School faces and co-ordinates a consistent approach to these between the Governors' committees and the School's Senior Leadership Team. The Committee also recommends appointments of a Head Mistress, Governors, the Chairman and Deputy Chairman of Governors, and considers membership of Governors' committees.

Recruitment and training of Governors

Before seeking new Governors, the Policy and Governance Committee will be guided by the relevant competence, experience and specialist skills sought by the Governing Body from any new Governor. New Governors are appointed only after interview by the committee and after consideration of the committee's findings by all Governors. Vacancies for the position of Parent Governor are notified to all parents, and all candidates are interviewed and assessed under the same criteria as for non-Parent Governors. After appointment, all new Governors are given appropriate guidance on all aspects of the School's operations and their own role and responsibilities; access is provided to outside courses on Trusteeship and related matters.

Principal risks and uncertainties

The Governing Body is responsible for overseeing the risk management process conducted by the School. Review of risk is delegated to the Health, Safety and Risk Management Committee; the Head, Bursar, Designated Safeguarding Lead, Senior Teacher (School Organisation) and the Assistant Bursar (Compliance) are members of this committee. A formal review of the major risks envisaged for the School (including regulatory and compliance matters) is undertaken annually by the Senior Leadership Team, under which the systems and procedures that control and mitigate risks are considered and discussed as necessary. The results are then reviewed and discussed further by the Health Safety and Risk Management Committee before being reported to the full Governing Body.

The Governors have assessed the major risks to which the School is exposed and are satisfied that systems are in place to mitigate the School's exposure to the major risks. Such risks and controls are reviewed on a regular basis in order to mitigate any impact that they may have on the School in the future.

The main risks that the Governors have identified are those of:

- The political climate of antipathy towards independent schools. This gives rise to a range of risks: from the purely financial, such as the potential loss of charitable status or relief on business rates; to the operational, should VAT be introduced on school fees (which would make them unaffordable for many parents). It is difficult to identify effective control measures but the School continues to work with the Independent Schools Council and other representative bodies to defend the charitable status of independent schools and publicise the positive contribution they make. The School is also looking for ways to reduce costs, generate additional income and fundraise in order to offset any financial impact.
- The potential damage to the School's reputation. The School's success is built on its reputation for the education and wellbeing of its pupils. The key controls include the maintenance of high academic standards within a disciplined but friendly atmosphere, the close monitoring of major risks and a review of all areas of school life by the Senior Leadership Team, strong pastoral communication and action (both pre-emptive and reactive) and a strong relationship with parents and the wider community to mitigate potential impact. The public profile of the School is monitored and public relations advisers in reputation and crisis management have been appointed. During the Covid pandemic, controls have also included provision of high quality remote teaching where it has been needed and stringent control

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REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

measures in school to reduce the risk of infection as far as possible. The school is ready to move to remote teaching should lockdown measure result in further school closures.

The Godolphin and Latymer School Bursary Fund (the “Bursary Fund”)

The Bursary Fund is a separate charity (charity number 1080912) whose aims include the advancement of the charitable objects of the School. The Bursary Fund makes significant sums available to the School each year to enable the School to supplement the means-tested bursaries that it awards; it has also loaned funds to the School at commercial rates of interest to help fund development of the School’s facilities. The Governors appoint two Trustees to the Bursary Fund, and other Governors may serve as Trustees provided that Governors do not constitute the majority of the Fund’s Board of Trustees.

OBJECTIVES AND ACTIVITIES

Objects

The ‘Object’ of the Foundation (the School’s Sole Trustee) is to advance the education of the public, under which it is empowered to provide for the instruction of the School’s pupils and their ‘spiritual, moral, mental and physical training’. The School’s Object as a charity, as set out in its Scheme, is ‘the provision and conduct of a day school for girls’.

Aims

The School’s overriding aim is to provide the girls with an outstanding education. Through the lessons and activities in which they participate, the girls learn for life. They develop habits of mind that promote curiosity and initiative, intellectual rigour and independence of thought, reflective learning and flexible thinking, the ability to maintain an open mind and to reach a balanced judgement. They achieve excellent examination results and follow the higher education pathway of their choice at leading institutions in the UK and beyond.

The School recognises that all the girls are different and it aims to provide each one with a stimulating and enjoyable education. It offers an exciting range of intellectual, creative and physical challenges and opportunities, encouraging the development of individual passions and particular skills alongside the self-esteem and confidence with which to succeed in unfamiliar situations.

The School’s long history of providing education for girls from a wide range of backgrounds creates an enriching and inclusive atmosphere. Within this principled, caring and friendly community, girls learn to lead, to work together for mutual benefit, to communicate clearly and to forge firm friendships.

The School encourages girls to learn about local, national and global issues, from which it believes they become considerate, compassionate and courageous young women who fully expect to take active responsibility for the community and the environment in which they live, as well as for themselves, both now and in the future.

Objectives for the Year

Principal Activity

The School offers to all the girls both a broad and balanced academic curriculum and extra-curricular activities, where both are considered to be necessary components of a good general education. The academic curriculum includes the option of the International Baccalaureate. The School seeks to challenge the girls intellectually and to encourage independent thought, by making available to them a wide range of academic and non-academic opportunities, including outreach programmes which provide involvement with, and support to, the wider community.

Public Benefit

The Charities Act 2006, having withdrawn the legal presumption that education in itself offers benefit to the public at large, placed an obligation on the School to demonstrate that it provides ‘Public Benefit’ as part of its provision of education as a charity in a fee-charging environment.

In setting the School’s objectives and in their establishment of management of the School, the Governors have paid due regard to the Public Benefit guidance published by the Commission.

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REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

Community and Partnership Links

The School strives to be a good neighbour in the local and wider community and the Governors facilitate access to the School's resources in a number of ways. The School supports a full programme of meaningful, mutually-beneficial partnerships with organisations including the voluntary teaching by our students of children in local schools, charitable fundraising, access to sports, music and drama facilities to local primary schools, and work with elderly people. This programme is a core element of the broad, enriching education offered at Godolphin and Latymer and shares importance with the School's formal, timetabled curriculum.

Community links and service outside the School, offer avenues for personal, ethical and social development for the girls, alongside the formal academic, artistic and sporting curriculum and as such are an integral aspect of the School's aim to provide a fully rounded education for the girls and support for outside groups. In 2019-2020, voluntary placements were taken up by 130 girls (an increase from the previous year). Students regularly volunteer in six primary schools as well as other institutions such as residential and old people's homes. All girls participating in the Duke of Edinburgh's Award Scheme and the International Baccalaureate in the Sixth Form, offer an element of community service organised either by the school or independently. A number of placements are available to girls in the Sixth Form at local schools and charities, including the Rugby Portobello Trust and Nazareth House. Girls are encouraged to understand the needs of others and demonstrate commitment to their placements.

Girls studying the International Baccalaureate have organised and taken part in the following activities as part of their Creativity, Action and Service (CAS) projects:

- A Sanitary Product Drive alongside local charity The Homeless Period. Sanitary products were collected for a local women's shelter.
- Violin Tuition for primary aged pupils within the local community. Proceeds from this service were donated to the Uyghur Human Rights Project (UHRP), a human rights research, reporting, and advocacy organization, which focuses on promoting human rights and democracy for Uyghurs and others living in East Turkistan (referred to as the Xinjiang Uyghur Autonomous Region by Chinese authorities).
- Organising and performing a Clarinet Recital to fundraise for the Refugee Council.

In 2018, the School launched the Social Impact Project, which invites students to make an individual or group submission to design a social impact project and provide a detailed proposal outlining the objectives, how it would be implemented, and the likely costs. The projects need to show evidence of having real potential to improve the lives of others and to achieve maximum impact, and to have the potential to be sustained beyond the students' time at the School. The culmination of the programme is the Social Impact Prize, where students present their ideas to our judging panel, which in recent years has included the Head, Dr Ramsey, Governor Oliver Waring, Deputy Heads Mrs Paul and Dr Harnett, as well as members of the Khemka family, who very generously sponsor the project. Ideas entered in 2018 ranged from running weekly after-school clubs, expanding the 'Ocean Matters' club into other schools, supporting an end to period poverty, developing an academic mentoring programme, starting up a youth choir in North Kensington, creating a food bank app and designing the 'Creating with Dementia' programme. In 2019 there were so many fantastic entries, the judges decided to create a separate Senior and Junior prize. In 2020 the overall winners were two Lower Sixth students who produced a science magazine aimed at school children in order to promote a love of the subject. The runners up were an Upper Sixth student with a sustainable eating project and a Year 9 student with a plastic bottle upcycling project.

Pupils at the School are fully involved in monthly tea parties and the Christmas tea party for local elderly residents. During the Harvest Festival the girls donate and give to the Hammersmith and Fulham Foodbank; assemblies took place throughout the year to raise awareness about the local food bank and its impact in the community. In addition, staff donate toiletries to a local women's refuge.

The School accommodates the congregation of Holy Innocents for their Palm Sunday service in the Chapel of St John the Evangelist, in the School's Bishop Centre.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

Public Events

Every Friday during term time, the School hosts the Ancient World Breakfast Club (AWBC). This has a membership of over 250 people drawn from across west London, while it is also open to all girls and staff. The club is fortunate to have gained a national reputation within the fields of Classics and Ancient History, and regularly attracts speakers who are leaders in their fields, as well as new scholars seeking to make their mark. The club is supported widely within School, as such three staff members have participated alongside visiting academics this year.

Recent speakers have included: Professor Elizabeth Vandiver, the Clement Biddle Penrose Professor of Classics at Whitman College, USA; bookseller, historian and historical novelist James Heneage (speaking from his base in the southern Peloponnese of Greece); Dr Alison Pollard, Lecturer at St John's College, Oxford and Assistant Curator in the Department of Antiquities at the Ashmolean Museum. The AWBC continued throughout the pandemic which saw the usual lectures take place as 'podcasts'. The Summer Term featured ten podcasts which were made available to an even wider community online. The podcasts have had almost 1,000 'listens' to date.

The School's annual bazaar is a long-standing institution with many girls running their own stalls, it is a popular event with the local community. The event continues to raise money for the Godolphin and Latymer Bursary Fund and, in 2019, the remaining funds were donated to Shelter, a charity combatting homelessness, and the Amelie & Daniel Linsey Foundation which supports the families of local victims of the Sri Lanka Easter bombing. In 2019-2020, the bazaar raised in excess of £30,000.

During the year under review, the Sixth Form production of 'Little Shop of Horrors' raised funds for The Anna Crossman Trust for Kids in Kerala, India, and the Carol Concert raised funds for the Godolphin and Latymer Bursary Fund.

Raising and Giving (RaG)

This year the RaG team nominated a range of charities, both international and local, for which to raise funds, chosen in consultation with RaG representatives from throughout the School. Charities included the Amelie and Daniel Linsey Foundation and the Grenfell Foundation which were both very dear to us. We also supported Action on Disability, Against Breast Cancer, The Charlie Waller Memorial Trust and Pembridge Hospice Charity. The girls raised money by holding bake sales twice a week with cake donations from tutor groups and brought back the much-missed Oreo Cookie sale which sold out in minutes.

Speakers came into School from Action on Disability and the Hammersmith and Fulham Foodbank which helped us to forge close links with these two charities. The assembly on foodbanks aimed to give the school community more of an understanding of why they were required and who might, unexpectedly, need them. The RaG team was particularly busy prior to Christmas as we collected Christmas presents for teenagers who might not receive any; we ran a Christmas tea party for local elderly residents complete with carols, presents and bingo and we organised and supported the pupils' stalls at the Christmas bazaar. During remote learning, the RaG girls collated our school community efforts, putting together a newsletter of acts of charity and volunteering and recorded a video to encourage students to donate to a foodbank collection and support the Power to Connect charity, providing renovated computers to pupils without access to the internet.

Our Primary Partnership Programme

The School continues to develop its relationship with, and support for, local primary schools, under its Primary Partnership Programme. The School raises funds for these primary schools and supports various projects. The support the School provides is agreed by consultation with each primary school, so that the provision is tailored and most beneficial. The programme is open to all pupils at the primary schools. Prior to lockdown, the school continued to run sports sessions for pupils from a local primary school. Every week specialist coaches provide opportunities for climbing and trampolining, giving the primary pupils the chance to try different sports.

The School continues to provide teacher-training opportunities for one of the primary schools within its partnership project and this has become a regular feature. The School, through its partnership with the Ogden Trust continued to provide CPD opportunities and specialist resources in science, particularly Physics, for four of the primary schools within the partnership.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

The School provides other opportunities for primary pupils to use its facilities:

- Termly netball tournaments were organised with a large number of primary schools taking part.
- Qualifiers for the Hammersmith & Fulham borough London Youth Games team were hosted.
- Local primary schools use the School's performance and meeting spaces for their Christmas concerts and presentation days.

Primary school pupils were scheduled to come into the School to watch productions by outside organisations (e.g. the Science Museum) and in-house productions (e.g. the Lower School play), unfortunately these were cancelled due to the pandemic.

The Bridge programme is an enrichment programme for primary aged pupils and began in January 2020. Seventeen local state schools nominated 44 Year 5 pupils to attend monthly tutoring which is delivered by Godolphin and Latymer teachers on site. Tuition in English, Mathematics and other subjects has continued virtually throughout the pandemic with additional IT support being provided where required. Planning for next year's programme to run at double the capacity is underway. We are grateful to our generous donors who continue to enable this project.

Our Partnership with Kensington Aldridge Academy and Links with Other Maintained Secondary Schools

The School continues to be a joint educational partner with the Kensington Aldridge Academy (KAA). The aim of the partnership is to share best practice regarding educational excellence across both schools.

The Head of Sixth Form has been liaising with his counterpart at KAA and the Higher Education team invite students to a variety of events. Collaboration between the Chemistry, Geography, Music, Modern Foreign Languages and Religion and Philosophy departments at the school and KAA has taken place, to assist with lesson planning, collaborative planning and identification of further opportunities for sharing of best practice between the two schools. The School supports KAA students with Higher Education and Careers advice in a number of different ways. For example, KAA students are offered practice Oxbridge interviews and are invited to attend the PPE Forum. This year practice Oxbridge interviews were arranged for five KAA students in Chemistry, Biochemistry, English and History and Politics.

The School is providing on-going support to KAA's Head of Biology to assist with medicine applications. To support US applications, KAA students were invited to attend a US College event and the School is organising US applications meetings with prospective US applicants from KAA. The School invites several maintained schools, including KAA, to its Undiscovered Subjects Taster Day event that takes part biennially. The School covered the cost of students from Greenford High School, KAA and West London Free School attending the Medic Portal Day, which the School organised and hosted, and the annual workshop for students intending to make applications to Oxford or Cambridge universities.

KAA and the West London Free School are involved in the School's partnership with The Ogden Trust which aims to develop a knowledge of Physics and to support science teaching in secondary schools. This involves CPD for staff and activities for pupils. KAA have also worked with us on the IRIS (Institute for Research in Schools) project; three students have come over to Godolphin and Latymer to work on star data for the James Webb Telescope project. A member of the Godolphin and Latymer Physics department has half termly meetings with one of the KAA Physics teachers to help promote the uptake of physics, by assisting local primary schools and secondary schools to run physics related events in their schools. The School received a grant of £3,000 for the second year running to be shared between all the schools and £250 per secondary school for CPD; the idea is that every school organises one event such as a visit from the Science Museum, hosting the Planetarium, masterclasses from UCL and some family orientated events to increase the science capital at students' homes. We have also organised a joint lecture series which started in the academic year 2019-2020.

In Classics, KAA were approached to see if they might be interested in participating in an interschool Latin and Greek reading competition being run by a Lower Sixth IB student for her CAS project.

In science, KAA were invited to the Lower Sixth STEM week quiz and the Year 8 and 9 Science Museum lecture demonstrations.

The History of Art department organises and hosts the West London Art History Café, an extension reading group for students from local schools applying to study Art History at university, which runs from June of the Lower Sixth to December of the Upper Sixth and includes interview practice. KAA art students were invited to attend a study day at Leighton House in the Autumn Term 2019 and in January 2020 they were invited to join the online Art History A-level.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

In Art, the Heads of Department at both schools met to discuss the structure of the Art course, managing quantity and quality of work, interpreting the assessment objectives in relation to the course we impart, exam board choice, showing sample works (talking these through) and sharing ideas regarding specialist processes of making. They also looked at opportunities to share our specialist facilities, equipment and staff expertise with regard to these.

Our Director of Teaching and Learning liaised with the member of staff at KAA who is taking a lead on developing the academy improvement priorities through research inquiry questions.

A meeting of the two schools is planned for the Autumn Term 2020 to develop further plans for expanding the partnership.

The School runs the London Junior Debating League, the only debating competition in the country for Years 7 and 8 open to both independent and maintained schools, which offers leadership opportunities for older girls as coaches and judges. The School offered a free English Speaking Union workshop for local maintained school students. During the year, two Lower Sixth pupils arranged and delivered a debating workshop at a local maintained school. They provided ongoing weekly coaching to the team from Fulham Boys School, who won the London Debate Challenge in 2018 with assistance from our Sixth Form coaches. The School also runs the London Sixth Form Debating Competition for students in Years 12 and 13, half of which were maintained schools. It was due to run the Middle School Debating Competition, an annual event for pupils in Years 9 to 11, before this had to be cancelled due to lockdown. During lockdown, we continued debating regularly online, with fixtures against Latymer Upper, Benenden and South Hampstead High. The School also set up the London Online Debating Competition, with 20 teams taking part from across the UK, and also teams from schools in Connecticut and California. The Head of Debating, Julian Bell, offers free advice and resources for debating on his blog, www.debatingforeveryone.com.

The School provides opportunities for over 20 teachers from Ark schools and those in the Now Teach programme to complete placements as part of their PGCE training programme.

Wider Community Benefit

A number of teaching and support staff are Governors of local maintained schools (Avonmore Primary School, Hammersmith; Brackenbury Primary School, Hammersmith; St Peter's C.E. Primary School, Hammersmith; All Saints Primary School, Putney).

ACHIEVEMENTS AND PERFORMANCE

Public examinations

Due to Covid-19, all public examinations were cancelled in the summer of 2020. Teachers, Heads of Departments and Senior Leaders compiled and submitted Centre Assessed Grades for A Levels and GCSE candidates that reflected their professional judgement of the grade that the candidate was most likely to have achieved if they had completed any non-examination assessments and sat the final examinations. After the use of the proposed standardisation model was reversed, these Centre Assessed Grades were those finally adopted as the formal qualification results.

The A Level cohort had performed exceptionally well in their GCSE examinations in 2018 and their final A Level grades in 2020 reflected this trajectory, with the percentage of A*- B grades being 99.6%. The percentage of A* and A grades achieved was 88.8%, with 53.9% at A* grades. The GCSE results were also excellent, with 98.6% of all exams taken resulting in Grades 9-7 (equivalent to legacy A*/A grades). 65.4% of grades were Grade 9 and 89.4% Grades 9/8.

The grades for the International Baccalaureate (IB) candidates were calculated by the International Baccalaureate Organisation using a combination of teacher predictions (made before the announcement of cancellation of the examinations) and externally marked coursework in each subject. This year's candidates again achieved exceptional marks, with an average score of 41 points out of a total 45 points. Three students achieved the maximum score of 45, and 22 of the 30 candidates achieved a score of 40 or above.

These A Level and IB results have enabled the vast majority of pupils (96%) to obtain the first-choice university place that they sought, either in the UK or abroad.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

Curriculum

The School is committed to offering a broad and relevant choice of subjects and the curriculum is kept under regular review. The most recent developments are the offering of Mandarin Pre-U and Computer Science A Level; the first cohorts in these subjects completed their studies in 2020.

Contribution of Teaching

Through quality teaching, the School aims to challenge girls intellectually and foster independent thought and learning. The School strives for academic excellence in a stimulating and exciting learning environment in which all girls are encouraged to take intellectual risks without fear of failure.

Godolphin and Latymer is a research-informed school where staff keep up to date with the latest developments in educational research and adapt ideas to the specific context of our School. Several members of staff are fellows of the Chartered College of Teaching and we have contributed articles to their journal, *Impact*. To facilitate conversations around research-informed practice, since September 2016, we have run a series of voluntary teacher learning communities. In 2019-2020, there were four teacher learning communities, looking at the landscape of learning, assessment, metacognition and cognitive load theory in practice; in previous years, these learning communities have been immensely valuable in supporting teachers to develop their teaching practice in innovative ways. Alongside the teacher learning communities, student learning communities have run for Year 8, Year 10 and the Sixth Form. The student learning communities have proved an excellent way to encourage dialogue around learning, both between the pupils themselves and between the pupils and teachers. Students have worked with external speakers, most recently clinical psychologist Bettina Hohnen, and have the opportunity to feedback to their year groups in assemblies. A particular highlight of previous years has been the pupils speaking about their experiences of learning as part of a whole staff INSET; unfortunately, this was not possible in 2020 due to the move to remote working. Both teacher and student learning communities will continue in 2020-2021.

Godolphin and Latymer recognises the importance of preparing girls for the world they will be entering when they leave school and the School's approach to technology is no different; technology will be part of their lives in the future and we believe it is essential to embrace the opportunities that recent innovations in technology provide. Every pupil and member of teaching staff in the School has their own iPad. This programme, alongside our investment in G-Suite tools such as Google Drive and Google Classroom, proved invaluable when faced with a sudden switch to remote working in March 2020. Our emphasis has always been on a blended learning approach where technology is used alongside more traditional teaching methods and our pedagogy first approach remained in place during this period despite the obvious need for increased use of digital tools. Both synchronous and asynchronous training for remote teaching was provided for all staff and our approach was communicated to parents via our Teaching and Learning Parent Portal. Members of staff have shared their experiences working remotely outside the Godolphin and Latymer community - our Head of Speech and Drama took part in a webinar for the Trinity Drama group in April 2020 and one of our Classics teachers ran an online A Level Ancient History event in July 2020.

Staff Development

The School remains an environment with learning at the heart. This extends to the staff for whom voluntary continuing professional development is popular with over 90% opting to undertake activities to enhance their performance in the classroom as well as in their pastoral roles. Fifteen Heads of Department have taken the Independent Schools Qualification in Academic Management at Level 1 by the end of the year, with nine having completed Level 2. We also support pastoral leaders to undertake the Pastoral Leadership Qualification. All Heads of Year have undertaken Level 1 and three have undertaken Level 2. Specific training in coaching and mentoring is provided by a member of the teaching staff with relevant professional experience. Two members of staff undertook projects associated with membership of the ESLT; one was in assessment and the other in academic writing across the school. One colleague undertook the Chartered Teacher qualification under the auspices of the Chartered College of Teaching. The School also published academic texts, and others have delivered papers at international conferences. Focusing the annual professional review on developmental activities ensures that teachers, at all stages of their career, are challenged and stimulated by new opportunities to collaborate with others and to hone their skills.

Godolphin and Latymer also hosts training events for teachers and leaders from other schools, welcoming over 200 people a year for a range of development events: over 80 newly-qualified teachers attend three training days with sessions run largely by Godolphin and Latymer staff; 25 middle leaders attend two training days run by school staff. The School provides facilities and resources for a range of training programmes run by the Girls' School Association, the Headmasters' and Headmistresses' Conference, AGBIS and the Bright Field programme for female leadership; these include courses on governance and pastoral leadership as well as running a school.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

The Role of Pastoral Care

Pastoral care is a very important part of enabling Godolphin and Latymer to succeed in its educational aim of treating each girl as an individual and enabling her to make the most of her strengths. The tutor system allows the School to offer each student a very high standard of personalised care. In addition, the focus on pastoral care places strong emphasis on the values that we seek to instil within our pupils such as curiosity about the world around them, compassion for others and creativity. This is illustrated by the significant role that our Challenge Your Limits programme plays within the School. This programme is designed to develop resilience within our pupils, so that they have the confidence to surmount challenges and overcome fear of failure. Challenge Your Limits is all about trying something new and not worrying about it going wrong. It is also a celebration of our community being able to pull together and help each other. The programme provides opportunities for girls, staff and parents to explore the importance of resilience in a wide variety of contexts. Our annual Challenge Your Limits Week includes speakers on a range of topics such as emotional resilience, global resilience to natural disasters and the role of resilience in professional development. The theme for 2020 was Dare to Care which was explored from a wide variety of angles. Speakers include alumnae and parents and support for the initiative throughout the community is high.

The pastoral curriculum, delivered on a regular basis in form-time lessons, highlights areas designed to make students aware of the context of the world around them. For example, our Perspectives programme for Years 10 and 11 examines modern-day slavery and women's rights in relation to the workplace.

Our Head Girls Team ran very successful days on the theme of inclusion and we are building on their work for September 2020 by setting up a student diversity committee.

Remote learning highlighted the importance of our strong emphasis on pastoral care. Students continued to receive high levels of contact with the pastoral team and a sense of community was maintained through events such as webinar-based whole school assemblies and live form time "meets" via Google Meet.

In response to the Black Lives Matter campaign we ran specific form time sessions for all students on issues of racism, discrimination and inequality. These were very well received by the school community, as demonstrated by very positive feedback received from School Council about these sessions.

The 2015 ISI Inspection Report highlighted the importance of pastoral care in fulfilling the aims of the School, noting:

"Staff throughout the School know their pupils extremely well in accordance with the School aims...great care is taken to support pupils on their educational path."

"Pupils are encouraged to be independent, caring, responsible and resilient members of the community, and to contribute to its life and that of the wider community around them."

Promoting Wellbeing and Healthy Living

Godolphin and Latymer takes very seriously the importance of educating girls and staff about well-being and promoting a healthy living pastoral curriculum for all ages. In Year 11, the girls study a module about wellbeing called Lifestyle Plus, which offers education on topics such as healthy eating, the importance of sleep and the chance to participate in activities such as yoga and pilates. The Food Technology department educates girls about healthy eating choices. The breadth of sporting activities on offer is aimed at ensuring that all girls stay active. These opportunities include basketball, badminton, volleyball, trampolining, cricket, dance, use of the fitness suite, Zumba and use of the climbing wall. Whilst offering a range of physical benefits, these activities also enable girls to develop their emotional wellbeing through sport by boosting their self-esteem, confidence and ability to lead as well as to work collaboratively with others. These skills stand them in very good stead in their preparation for life after school.

During remote learning we maintained a high standard of sports provision by giving live PE lessons, focusing on fitness training, in order to boost students' fitness whilst leading a physically restricted lifestyle. We had very positive feedback about these sessions from parents and pupils. We also ran an online activities afternoon in lieu of a sports day, for Years 7-9. Throughout remote learning we shared information about wellbeing for all ages with students and parents, and we ran activities to promote positive wellbeing such as encouraging students to share pictures of their hobbies.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

In the Lower School we ran a series of sessions about stress, covering aspects such as good vs bad stress, physical stress, debunking myths about stress and how to manage any detrimental effects of stress. Year 7 did a stress ladder where they thought about different aspects of school life and placed them on a scale. Year 8 examined the science behind stress and Year 9 did a prioritising workload exercise. We have taken a proactive approach to managing stress around examination time. We supplemented the mindfulness exercises in the pastoral curriculum for the Lower School with an activity based on the concept of random acts of kindness and half term happiness activities.

The wide range of sporting activities available to girls continues in the Sixth Form with the Lower Sixth attending timetabled Physical Education once a week and many Upper Sixth choosing to use the fitness facilities in their own time.

Well-being is central to the Sixth Form pastoral curriculum. Regular wellbeing sessions have been offered including mindfulness, yoga, running, and creative activities such as colouring, crafts and puzzles. Form times delivered by form tutors have included discussions such as managing workload, alcohol awareness, lifestyle and resilience in the face of pressures of social media and how to embark on a digital detox to encourage awareness of mental well-being. These are reinforced by a programme of talks from visiting speakers covering a range of topics including addiction and life at university. Both Lower and Upper Sixth sessions focusing on revision planning have all emphasised the need to promote well-being by balancing study with regular exercise and a healthy diet. These have included whole year group talks for the Lower Sixth on managing perfectionism and for the Upper Sixth on handling exam emotions, delivered by one of the school counsellors. A regular drop in mindfulness relaxation is offered every week as an activity for both staff and girls.

The School has a Head of Well-being and Deputy Head of Well-being; they are responsible for promoting well-being strategies throughout the school for all members of the community.

Developing local, national and global awareness

The School places a strong emphasis on enabling the girls to develop local, national and global awareness of their responsibilities as a citizen. This emphasis is achieved through a number of ways, including:

- The pastoral curriculum. Throughout the School, weekly form time sessions offer pupils the opportunity to explore and debate topics, which develop their global perspective. For example, Years 10 to 11 study a bespoke course called Perspectives, which covers a range of topics including Modern Day Slavery, Women and the Workplace, and Money and Morals. Form time topics have also included areas such as migration and refugees. In the Sixth Form, a proportion of pastoral curriculum time is also devoted to current affairs issues and discussions to promote informed global citizenship. Sixth Form topics include transgender issues and issues of unconscious bias; the UN's Declaration of Tolerance and its relevance in the modern world; the Human Rights Act; the progress of Brexit and the consequences of the EU Referendum; the gender pay gap; migration; and the US mid-term elections.
- School Council Leadership Training. Each year, our School Council representatives receive training in effective leadership skills and democratic representation of people's views.
- An Amnesty group, led by a team of Sixth Formers, regularly highlights and campaigns against global issues of social justice and abuses of human rights. The Head Girls Team are planning to develop this further in 2020-2021 through Inclusivity Days.
- The charities selected by the Raising and Giving Team support a range of good causes in local, national and global contexts and volunteering opportunities within the community broaden outlooks and enhance awareness.
- Assemblies. The breadth of the assembly programme is impressive and captures the diverse nature of the school community. Girls often take assemblies, thereby offering them a leadership opportunity, which is very much in keeping with the ethos of the School. The Sixth Form Lecture series aims to widen and deepen understanding of global matters and provide insight from experts in their fields. This year's talks have included: The revolution in British Architecture in the 17th century; The Rule of Law and Democracy; A mathematical look at infinity and zero; What is the 'good life?' – the roots of modern views of Happiness and Shakespeare in the age of Brexit and Trump.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

Caring for the environment

The School is committed to promoting the importance of protecting the environment and encouraging all members of our community to show respect for their surroundings. The School's Green Team has responsibility for assisting with collecting recycling of paper, cardboard and plastic bottles. Building on the work of previous years, in 2019-2020, the Green Team's key focus was on air pollution in London. In September 2019, the team launched 'Project Pollution', a whole-school initiative, aiming to raise awareness of the impacts of car use in London, reduce car pollution and traffic around our school, promote alternative and more sustainable methods of travelling to school and improve the health and well-being of our community. The project was delivered in the form of whole-school assemblies, form time sessions and weekly emails. As part of the project, students were able to earn 'Green Points' for sustainable actions, like taking public transport, walking or cycling to school all week. In March 2020, the Green Team also helped organise a number of 'environmental wellbeing' events as part of the School's Challenge Your Limits Week. Events included a Smoothie Bike challenge where students were able to use pedal-power to produce healthy smoothies while also raising money for Charlie Waller Memorial Charity. The Green Team also raised awareness of the environmental impact of our food choices by working with the catering team to display the carbon footprint of the week's menu. In addition, the Green Team facilitated a range of form time debates across the School on issues such as banning flights, private car use in London and red meat. Furthermore, in 2019-2020, the Green Team engaged with a new London Eco-Schools Network, combining staff and students from a range of London schools. In November 2019, student members of the Green Team were able to attend a conference to discuss environmental issues and hear from climate activist [Noga Levy-Rapoport](#). The next Eco-Schools Network conference with staff and students was due to be held at Godolphin and Latymer on Monday 23rd March 2020, with external speakers from Giki and Rain Umbrella. Unfortunately, the event was cancelled due to Covid-19 but we hope to rearrange for 2020-2021. In Autumn 2020, the Green Team will be restructured and rebranded to become the Sustainability Committee, made up of members from multiple year groups and engaging with staff from the whole school community. The aim for the new committee is for teams of staff and students to work on a number of projects in order to have a more sustained, long-term impact on improving sustainability at the School and in the wider community over the next few years.

The arts, languages and sport

Aside from the academic results, the year has again been one of continued activity in Music, Art, the sciences, Drama, languages and Sport. The School provides an enriching programme of educational visits utilising the resources of London e.g. Kew, British Museum, National Gallery and those further afield including a range of linguistic and cultural exchanges. The girls continue to participate in an exciting range of musical and drama performances performed and produced by girls of all ages.

Sport

The Physical Education programme provides over 440 fixtures in 13 sports across the academic year, which incorporates 78 teams with up to 50 weekly squad practices and clubs accessible to all the girls. The range of sports available in both the Lower and Middle School has been increased and GCSE Physical Education is an established part of the curriculum. In addition to the more established team sports such as netball, hockey, cricket, tennis and rowing, the PE programme includes athletics, yoga, fencing, gymnastics, basketball, pilates, rock climbing, trampolining, kick-boxing, karate, strength and conditioning, football and dance. Girls play against both independent and maintained schools and the School's standards in the major team sports remain very high with regular representation at county and regional level.

In June 2020 we were shortlisted for the Independent Schools of the Year Sporting Achievement. The aim of the PE department is to provide opportunity and choice for all girls whether supporting outstanding performances in national competitions or enabling a single girl to participate in her chosen hobby. The emphasis is on participation and we currently run 12 netball teams for both the U12/13, whilst still maintaining four teams at the senior level. In hockey we have six teams in U12/13 and two in all other year groups, such that every girl received the opportunity to compete. In rowing, the programme has expanded enormously and the J14 now row out of Fulham Reach with the rest of the boat club using the facilities at the King's College School boat house.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

Sporting achievements 2019-2020

Netball

Sister n Sport (SnS) national competition for U12-19

U12 4th round SnS cup

U13 3rd round SnS cup

U14 5th round SnS cup, Middlesex Finalists

U15 2nd round SnS cup, Middlesex Finalists

U16 finalists SnS cup, Middlesex Finalists, regional finalists of National Schools

U19 quarter finalists SnS cup, Middlesex Finalists, regional finalists of National Schools

Hockey

U12 Middlesex semi finalists

U13 ISHC Plate in semi-finalists, Middlesex bronze medalists

U14 Middlesex champions, regional finalists

U15 ISHC semi finalists

U16 Middlesex champions, indoor south finalists

U19 ISHC quarter finalists

Football

U18 Indoor champions at the St Paul's Girls' School tournament

Rowing

Alex Riddel Webster - 11th at GB J18 trials and gold medalist in J18W Sculling Head

Aurelia Elliot - 2nd at GB J18 trials

Caroline Corrigan – in top 100 at GB trials

Athletics

U12 indoor athletics borough champions, regional finalists

U13 indoor athletics borough champions, regional finalists

Cross country

U13 Millie Seaton won the Hammersmith & Fulham cross country championships and qualified for the mini marathon along with Siena Lepine and Maya Sutaria

U15 Kate Price, Sasha Meullar and Louise Matheux qualified for the mini marathon

U18 Izzy Franco came 3rd at Harrow

Ski Team

British School Girls' Races - A team 2nd overall

Dance

Advanced dance group won Hammersmith & Fulham competition and represented borough in LYG finals

Badminton

Won Hammersmith & Fulham KS3 competition

Cricket

U12 runners up at London Schools'

U13 Middlesex champions, regional finalists

U15 Middlesex champions, regional finalists

Fencing

U13 A British Schools' Team Champions and U13 B bronze medalists

U15 silver medalists at British Schools' Team Championships

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

Rowing

Overall the club had 70 registered rowers from Years 9 to the Upper Sixth.

J14s

Gold and silver in 8x at Putney Town Regatta;
National Schools Regatta: 8th fastest in the UK;
Ball Cup South Championships: 6th overall in 4x;
Silver medal in the J14 1x;

J15s

Ball Cup South Championships: Bronze in WJ18 4th and 5th in J15 single 6th in WJ154x;
Wallingford Head of River: WJ15 2nd;
Teddington Head of River: WJ15 4x 1st and 4th;
Kingston Head of River: 1st in WJ16 eights event;
Hammersmith Head: 5th in the WJ15 eights event and 11th WJ15 quads event;
Barnes and Mortlake regatta: 2nd WJ15 4+.

J16s

National Fours Head of the River: WJ16 4+ 8th;
Wallingford Head of River: WJ16 4+ 3rd;
Kingston Head of River: WJ16 4+ 2nd;
National Schools Regatta: WJ16 4+ 6th overall;
Head of the Charles Head of the River: Two J16s represented the School in the Schools 8.

Seniors;

Head of the Charles Regatta Boston: 58th (out of 85 international crews) & 46th (out of 84 international crews);
Teddington Head: J18 4- 3rd. J18 4+ 1st and 2nd;
Kingston Head of the River: WJ18 8 2nd;
National Schools Regatta: 6th WJ18 4-, WJ184+ 5th;
Wallingford Regatta: 3rd in W4+;
Reading Amateur Regatta: 2nd WJ18 4+;

Individual girls' sporting achievements and selections:

Fencing, England team;
Tennis, in top 100 U14;
Cricket and hockey, Surrey U16;
Hockey, Surrey U14;
Hockey U16 Middlesex;
Hockey, U16 Surrey, part of England Hockey Futures Cup and nominated for England Hockey U18 National Age Group Squads;
Six pupils have been selected as netball, regional players;
Two pupils have been selected for netball, Middlesex U15;
Netball, Surrey U13;
Table tennis, one pupil is playing at the women's national tournament;
Rowing GB JW4, one pupil came 7th at the Junior World Championships.

Drama

Whilst Drama is taught within the curriculum across all year groups there are an exciting range of dramatic and theatrical experiences on offer for all girls beyond the classroom. Girls can act, produce, choreograph, direct or run the technical aspects of a range of productions. All Year 7 girls participate in the bespoke Christmas production, giving a flavour of the theatre.

At the end of the year the Lower School production (Years 8 and 9), of *High School Musical*, proved to be a success with a maximum capacity audience of 280 each night. The production was a triumph, with 88 girls performing wonderfully, along with a tech crew of 10. This production is inclusive, meaning it offers anyone in Year 8 or 9 a part; girls audition for lead or chorus roles from within the inclusive ensemble.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

The School Production was a musical this year and was a wonderful performance of *Little Shop of Horrors*. This was open to all Year 8 and above and was a large-scale production performed on a set akin to the West End.

Student theatre captains directed and produced, “*Digby Delorium’s Theatre Emporium*”; this performance was a promenade style, meaning the audience walked around the performance space and remain stood for the duration of the performance, as the action took place.

The technical aspects of the productions are run by the girls in Tech Club. There is no audition process for crew roles, and girls can join Tech Club if they want to be a part of the stage crew; it is a weekly club run by our Performing Arts Technician and the Technical Theatre Captains. The girls learn how to run the performance centre, with focus on lighting, sound, stage management, set and prop design, and costume design. Club members become the crew on all of the School’s productions.

Music

The Autumn Term showcased a variety of musical events with performances from soloists, small ensembles, our school orchestra and choirs. The Senior House Music Festival enabled our senior musicians to win points for their houses, and The Autumn Concert displayed all of our instrumental ensembles and choirs. Charlotte Wan’s (Year 12) performance of Mozart’s ‘*Flute Concerto*’ was a particular highlight. The Year 8s had a memorable experience at the Royal Albert Hall when they performed in a National Youth ‘*Messiah from Scratch*’ concert, and the Scholars’ Concert celebrated our dedicated group of music scholars. The Year 7s offered musical talent to the Year 7 Christmas Play, ‘*Wonka*’, and carol singing was enjoyed by elderly guests at the annual tea party, Christmas Bazaar, Brackenbury Residents Association and *Festival of Carols*.

One of the highlights of the Spring Term was our Joint Schools’ Concert with Latymer Upper and The Johanneum School of Hamburg. This was a real celebration of young students coming together from different backgrounds through the wonderful medium of music in our Bishop Centre. As part of our School Birthday celebrations (this year in February), the Chamber Choirs performed an original piece of music specially written for them by our resident composer, Miss Briggs. The whole school production of ‘*Little Shop of Horrors*’ was a celebration of music and drama, and our Lower School Production Cast enjoyed a trip to see ‘*Mary Poppins*’. Despite not being able to perform Rutter’s ‘*Gloria*’ for the Spring Choral Concert, term ended with a delightful ‘*Womens*’ Piano Recital which showcased important performances by female composers.

The developments of the Summer Term encouraged our community to adapt in new ways and, whilst we were not able to make music together under one roof, the department continued to flourish creatively. Individual music lessons thrived remotely as peripatetic staff were able to teach virtually. The Junior House Music Festival was a fabulous live event streamed via Google Meets, allowing the Godolphin and Latymer community to ‘tune in’ to solo and ensemble performances from girls in Years 7 to 9. Our lunchtime recital series continued virtually and has been warmly received by the Godolphin and Latymer community with approximately 10,000 plays on Soundcloud, and the Music Department put together a concert ‘presentation’ to celebrate the musical achievements of the year.

Higher Education and Careers

The Higher Education department works assiduously to broaden girls’ experience of the world of work and to equip them with knowledge, skills and confidence. Tailored programmes and targeted advice for individuals are provided at crucial points during girls’ time in the school and ensuring that each girl can make informed decisions about her future beyond school.

Staff specialists have extensive expertise in applications beyond the UK, particularly the US and Canada, art foundation, medical, veterinary and Oxford and Cambridge applications as well as apprenticeship and internship opportunities and we aim to give girls considering alternative pathways the best possible current advice and guidance. We often host representatives of overseas institutions who give advice on admissions to our pupils and those from other schools where possible. By establishing a strong rapport with the girls, staff keep track of their interests and aims through regular meetings.

The Sixth Form Higher Education and Careers programme is extremely varied and finely tuned. This includes biennial events such as the 21st Century Careers Fair, and the Undiscovered Subjects Taster Day, when Godolphin and other local students attend lectures given by university representatives on subjects beyond our School curriculum, for example, Architecture or Psychology. We also have an annual Higher Education Forum to help pupils making decisions about university courses and also Gap Year opportunities. For both pre and post qualification candidates, as applications are prepared, university offers considered and accepted, final academic results received and places secured, form tutors, subject teachers and senior staff work with the Higher Education and Careers department to provide individual advice and support.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

Keeping in touch with girls through the Old Dolphin network is a source of great satisfaction and many past pupils return to give the benefit of their experience to pupils currently at the School.

School Trips

Educational visits play an important part of school life. Girls from every year group will participate in a number of educational visits per academic year, either as a compulsory part of the teaching and learning programme or as an optional extra. The School normally runs over 140 visits each year. Due to Covid-19, the number of visits that took place was greatly reduced.

- Whole year group visits organised either by academic departments, such as the Year 8 Biology visit to London Zoo or Year 9 Geography coastal visit to Walton on the Naze, or by the pastoral staff such as the Year 7 and Year 10 bonding days in September;
- Regular local cultural enrichment opportunities such as outings to the theatre, concerts, museums and sporting events;
- Residential language visits such as the long-standing Year 10 German exchange, the Year 8 Study visit to Salamanca, Spain or the Sixth Form European Work Experience initiative;
- Residential visits offering other academic or cultural opportunities including a Sixth Form Geography visit to Iceland, Classics Tour of Italy, and the popular Year 9 visit to the WW1 battlefields of France and Belgium;
- Sports tours such as the Ski Team attending the British Schoolgirls' Ski Races in Flaine, Senior Rowers participating in the Head of the Charles Regatta in Boston, USA and Year 8 and 9 girls attending the Girls' Schools Association Netball competition weekend in Shrewsbury.

Duke of Edinburgh Award Scheme

The Duke of Edinburgh Award scheme is a wonderful way to expand horizons and challenge boundaries. This year over 250 girls started in the scheme (across all three levels) but because of Covid-19; the girls have not been able to complete their practice or assessed expeditions. It is anticipated these will be completed during the Autumn Term 2020. Inclusion is the key for Duke of Edinburgh Award and girls are fully supported by the School; the majority of those in Year 9 undertook the bronze award.

Clubs, Societies and Co-curricular

There is a full programme of extra-curricular activities. There are also two clubs and societies fairs at the beginning of the year; one for the Sixth Form and a second for the rest of the school. Opportunities include:

- Debating
- Music
- Drama
- Academic societies
- Community service

Over 40 clubs and societies from Wild Aspirations to Worldwise Club and Junior Writers to the History Society take place on a weekly basis and the majority of them are organised and run by the girls, for the girls, with the support of staff. It was heartening to see that, as we went into the virtual world of remote education, staff and girls thought inventively about what they could provide through the iPad. We ran over 30 different clubs and societies virtually, perhaps the most popular of which was 'Novice Baker' run by a member of the PE department. It was also heartening to hear of the good deeds in the community that many of the girls undertook.

Beyond these activities, the house system also provides a great range of extra-curricular activity from Drama and Music to Dance and quoit throwing (amongst others). We hope that this wide range of opportunities will allow each pupil the chance to develop personally in such a way that she will become a confident, responsible and resilient young woman. Girls are actively encouraged to participate and, to that extent, are audited in the first half term of a new academic year. This is carried out by the completion of a survey where results are collated into individual responses and fed back to form tutors so that dialogue can be opened with a girl if she is over or under committed. The house system also has a scheme of leadership in place such that the five girls per house who are members of their respective house captains' team reflect upon their leadership and this leadership is supported by a programme of support in learning and improving as a leader. As we went into the virtual world we adapted to offer a range of virtual house events.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

FUTURE PLANS

For 2020-2021 the School will have a specific focus on rebuilding and reintegrating students and staff back into school life in the building, post lockdown. We have identified specific whole school priorities based on the principles of confidence, community and embracing challenge. The School will make sure that pupils continue to be educated to a high standard, through ambitious and innovative teaching and learning to best equip and inspire our pupils to flourish in the outside world. In addition, the School will continue to provide excellent pastoral care that supports pupil wellbeing and the personal development of each individual pupil. We will make sure that our approach to pastoral care is mindful of the potential effects of lockdown on pupils' personal development.

We are seeking to develop further opportunities for pupils to gain a strong understanding of the importance of making ethical choices which result in them having a positive impact on the community in which they live. For example, next year's Challenge Your Limits week will focus on the theme of doing the right thing. We will explore the principle of ethical choices from a wide variety of angles including examining charitable and ethical enterprise, sustainability and healthy living. We will also be examining key social principles such as diversity and inclusivity during this week. Our Head Girls Team will support this work on diversity and inclusivity by working with the School Council to set up a student and staff Diversity Committee. The Social Impact programme will launch for the third year running in November 2020.

2019-2020 saw the launch of our Bridge academic enrichment programme for Year 5 girls and boys from primary schools in the local area. The programme involves 44 school children, nominated by their Head Teachers, coming to Godolphin and Latymer on one Saturday every month from January through to December. There is a total of twelve sessions, taught by Godolphin and Latymer teachers, with each session consisting of Maths, English, and other lessons or activities on rotation, such as History, Geography, Music or debating. In addition, there are two weeks of booster sessions that have been offered: one at the end of the summer holidays and another during Autumn Half Term. The programme also provides support and guidance for parents who are considering applying for a bursary for their child. The aim of the Bridge programme is, first and foremost, to provide academic enrichment for bright boys and girls from disadvantaged families. The programme has continued throughout the lockdown period and pupils have continued to engage with their learning. Lower Sixth Godolphin students have provided invaluable learning support for teachers and the programme has received support amongst pupils, staff and wider community.

The summer booster sessions are now complete and they offered pupils English, reasoning and Maths tutoring, all of which was delivered by Keystone Tutors. Throughout the week Tutors also held one-to-one mock interviews with students and advisory calls to parents, which gave them an opportunity to ask any questions they had about applying to independent schools. Based on a survey handed out at the beginning of summer, out of the 44 students, 21 have said they are definitely applying for selective independent schools, others asked questions in the advisory calls about grammar school options. We have already had three girls apply to Godolphin and Latymer, with nine others saying that they will apply. It is thanks to the support of our community that the programme will run at double the capacity in 2020-2021, enabling around 90 pupils to access the outstanding academic enrichment provided by the programme.

A new alumnae engagement programme was implemented in the Autumn Term 2019 and 3,383 individuals in the Old Dolphin community are currently engaged with the School. The alumnae community is thriving and Old Dolphin activity enriches school life. Old Dolphins regularly contribute to the Careers Programme providing expert industry insight as well as other school initiatives including Modern Foreign Languages Week, Mini Medical Interview Practice and the Higher Education Talking Heads Series. By partnering alumnae and recent graduates with Godolphin Sixth Formers, we hope to provide mentoring and networking opportunities for students in the coming year. We look forward to welcoming Old Dolphins to a Years 7 to 9 Leadership Workshop and Life After University Q&A in the Autumn Term, as well as the 2020-2021 Challenge your Limits Week. To celebrate the success of the School's diverse Old Dolphins, some particularly impressive individuals' stories are being celebrated across the school's social media platforms; they will be further promoted on the new alumnae website page from September 2020.

Owing to the School's continued ambition to increase the bursary provision, and to the financial impact the pandemic has had on Godolphin and Latymer families, the 2020-21 Annual Fund will focus solely on raising income for the bursary programme. With the 2019-2020 Annual Fund setting a new precedent (raising in excess of £375,000), in 2020-2021 the focus will be to consistently increase the Annual Fund revenue from its previous £150,000 target. Work to strengthen the School's donor pipeline over the next year will be vital to ensure the success of any future capital requirements.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

On 1 September 2020, the Godolphin and Latymer School Foundation merged with Redcliffe School based in Chelsea. On a day-to-day basis, the two schools will continue to operate separately, Redcliffe as a well-established co-educational prep school and Godolphin and Latymer as a leading academically selective secondary school. Going forward, Godolphin and Latymer will give support to Redcliffe School to enable it to grow and develop with a particular focus on wider opportunities for the children and a shared culture of teaching and learning and staff development.

In 2020-2021, the School will continue to progress its strategies surrounding widening access, investigating additional income streams and further improving our facilities.

For the next academic year, the School will focus on finalising the details of the next phase of the master plan of the site. One of the priorities for this development is to enhance facilities for dining and for the Sixth Form.

FINANCIAL REVIEW

Financial Results

The Financial Statements for the year ended 31 August 2020 are published with this report.

The School had net income before investment gains and losses during the year of £1,767,326 (2019: £1,092,956), after providing for depreciation of £616,355 (2019: £627,879). Of this surplus, £2,205,229 was attributable to Unrestricted Funds (2019: £1,535,593) and £(5,290) to restricted funds (2019: £9,422). £432,613 depreciation expenditure was allocated against the Endowment Fund in the year (2019: £433,215). Net investment losses attributable to Restricted Funds, were £(8,488) (2019: £448 gain), giving an overall surplus of £1,758,838 (2019: £1,093,404).

The Governors have identified that continuing surpluses will be required if investment in the School's activities and facilities is to be maintained, and fee increases in the current year, which continue to be reviewed annually, are intended to support this objective.

The Governors have identified the financial risks posed by the coronavirus pandemic and have a process in place to continue to monitor those risks in order to ensure business continuity in a rapidly changing economic landscape. The School has generated a good outcome for 2019-2020 and remains financially resilient in these difficult times. There is a requirement to continue to increase the level of reserves, as outlined below.

Reserves Policy

The Governors regularly review the level and nature of the reserve funds of the School. Funds held at the year end were as follows:

Unrestricted general funds:	£9,252,935
Designated funds (Annual Fund):	£777,634
Restricted funds:	£120,793
Endowment fund:	£11,812,080

Unrestricted Funds are held primarily to provide the funds for major development projects and other fixed asset expenditure. The School plans to continue this investment whilst at the same time, managing its cash flow needs.

The Restricted Funds are held primarily to provide bursaries and prizes.

Funds raised through Annual Fund (Designated) are expended completely, normally during the following financial year.

In previous years the School has invested substantial sums in school buildings. In furtherance of those development projects, most of those unrestricted general funds are now invested in fixed assets. At the 2020 financial year end free reserves were £3,802,609 (2019: £2,638,615). This value is in line with the Governors' strategy to build reserves in order to fund the next stage of the School's building improvements programme.

Management of Investments

The Governors have appointed Quilter Cheviot as Investment Managers. The investment policy is to produce a predictable level of income from a low-medium risk portfolio invested in equities, cash and fixed interest stocks, so as to provide income to fund school prizes. The Governors receive quarterly reports from the Investment Managers, and consider that performance in the 2019-2020 year has been satisfactory.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

Fundraising practices and performance

The governors are aware of the Charities (Protection and Social Investment) Act 2016 and recognise the importance of meeting the highest standards of practice and care in relation to fundraising activities. The School has signed up to the fundraising code of practice and has voluntarily registered with the Fundraising Preference Service (FPS). The School is a member of the Institute of Development Professionals in Education and the Council for Advancement and Support of Education. The School only raises funds from Old Dolphins, parents, staff and those with a personal connection to the school and does not undertake fundraising campaigns to members of the public. The School considers the origin of unsolicited donations and legacies.

The School does not share or purchase any donor data with or from third parties. In 2019-2020 the School did not engage with independent professional fundraisers. In 2019-2020 the School did not receive any complaints in relation to fundraising or raise any matter with regulators.

Statement of Trustee's Responsibilities

The Governors, as Directors of the Godolphin and Latymer School Foundation, acknowledge on its behalf, as the School's Sole Trustee, its responsibilities for maintaining accounting records and preparing financial statements as set out below.

Charity law requires the Sole Trustee to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of its resources for that period. In preparing those financial statements, the Trustee is required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles of the Charities SORP;
- make judgements and estimates that are reasonable and prudent;
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

The Sole Trustee is responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the charity, and to enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the School's trust deed. It is also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The trustees are responsible for the maintenance and integrity of the charity and financial information included on the charity's website in accordance with legislation in the United Kingdom governing the preparation and dissemination of financial statements.

Signed on behalf of the Sole Trustee.



Mrs A J Paines
Chair

Date: 3 December 2020

REPORT OF THE INDEPENDENT AUDITORS' TO THE TRUSTEE OF THE GODOLPHIN AND LATYMER SCHOOL

Opinion

We have audited the financial statements of The Godolphin and Latymer School for the year ended 31 August 2020 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 *The Financial Reporting Standard applicable in the UK and Republic of Ireland* (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the charity's affairs as at 31 August 2020 and of the charity's net movement in funds for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

Basis for opinion

We have been appointed as auditor under section 144 of the Charities Act 2011 and report in accordance with the Act and relevant regulations made or having effect thereunder. We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of trustee for the financial statements

As explained more fully in the Statement of Trustee's Responsibilities on page 18 the trustee is 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 trustee 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 trustee is 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 trustee either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

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

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

Conclusions relating to going concern

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the trustee's use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the trustee has not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charity's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

REPORT OF THE INDEPENDENT AUDITORS' TO THE TRUSTEE OF THE GODOLPHIN AND LATYMER SCHOOL

Other information

The trustee is responsible for the other information. The other information comprises the information included in the Report of the Sole Trustee. 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.

Use of our report

This report is made solely to the charity's trustee, 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 trustee 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 trustee as a body for our audit work, for this report, or for the opinions we have formed.



Haysmacintyre LLP
Statutory Auditors

10 Queen Street Place
London
EC4R 1AG

7 January

..... 2021

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

THE GODOLPHIN AND LATYMER SCHOOL

STATEMENT OF FINANCIAL ACTIVITIES

FOR THE YEAR ENDED 31 AUGUST 2020

INCOME AND ENDOWMENTS FROM:	Note	Unrestricted Funds	Endowment Fund	Restricted Funds	Total funds	
		£	£	£	2020 £	2019 £
Charitable Activities:						
Net fees receivable	2	16,790,097	-	-	16,790,097	16,251,212
Other educational income	3	1,104,735	-	-	1,104,735	1,210,623
Investments	4	25,991	-	4,210	30,201	38,652
Donations and legacies	5	395,877	-	170,670	566,547	554,394
Grants		127,420	-	-	127,420	-
Total Income		18,444,120	-	174,880	18,619,000	18,054,881
EXPENDITURE ON:						
Charitable Activities	6	16,238,891	432,613	180,170	16,851,674	16,961,925
Total Expenditure		16,238,891	432,613	180,170	16,851,674	16,961,925
Net income/(expenditure) before investment gains		2,205,229	(432,613)	(5,290)	1,767,326	1,092,956
Investment (loss)/gain	9	-	-	(8,488)	(8,488)	448
Net income/(expenditure) before transfers		2,205,229	(432,613)	(13,778)	1,758,838	1,093,404
Transfers	14	(676,876)	676,876	-	-	-
Net movement in funds		1,528,353	244,263	(13,778)	1,758,838	1,093,404
Total funds brought forward 1 September 2019		8,502,216	11,567,817	134,571	20,204,604	19,111,200
Total funds carried forward at 31 August 2020	14	£10,030,569	£11,812,080	£120,793	£21,963,442	£20,204,604

The accompanying notes form part of these financial statements.

Full comparatives for 2019 are shown in note 20.

THE GODOLPHIN AND LATYMER SCHOOL

BALANCE SHEET

AS AT 31 AUGUST 2020

	Notes	2020 £	2019 £
FIXED ASSETS			
Tangible fixed assets	8	20,519,282	21,089,640
Investments	9	116,561	125,049
		<u>20,635,843</u>	<u>21,214,689</u>
CURRENT ASSETS			
Debtors	10	297,329	195,033
Cash and cash equivalents		7,112,982	5,117,942
		<u>7,410,311</u>	<u>5,312,975</u>
CREDITORS: amounts falling due within one year	11	(3,503,632)	(3,038,504)
NET CURRENT ASSETS		<u>3,906,679</u>	<u>2,274,471</u>
TOTAL ASSETS LESS CURRENT LIABILITIES		24,542,522	23,489,160
CREDITORS: amounts falling due after more than one year	12	(2,579,080)	(3,284,556)
TOTAL NET ASSETS	13	<u>£21,963,442</u>	<u>£20,204,604</u>
UNRESTRICTED FUNDS			
General – Elizabeth Godolphin Fund	14	9,252,935	8,226,684
Designated Fund – Annual Fund	14	777,634	275,532
RESTRICTED FUNDS			
Prize Fund	14	105,126	118,904
Elizabeth Crane Fund	14	15,667	15,667
ENDOWMENT FUND	14	<u>11,812,080</u>	<u>11,567,817</u>
TOTAL FUNDS		<u>£21,963,442</u>	<u>£20,204,604</u>

The financial statements were approved and authorised for issue by the Governors on 3 December 2020 and were signed below on its behalf by:

.....
Mrs A J Paines
Chair of Governors

.....
S A Davies
Chair of Finance, Audit and Investment Committee

The accompanying notes form part of these financial statements.

THE GODOLPHIN AND LATYMER SCHOOL

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED 31 AUGUST 2020

	Note	2020 £	2019 £	
Net cash inflow from operations:				
Net cash provided by operations	A	2,933,837	1,610,221	
Cash flows from investing activities:				
Income from investments		4,210	4,779	
Interest received		25,991	33,873	
Payments to acquire tangible fixed assets		(45,997)	(231,407)	
Net cash used in investing activities		(15,796)	(192,755)	
Cash flows from financing activities:				
Finance costs		(246,125)	(285,695)	
Bank loan repayments		(426,876)	(394,199)	
Bursary loan repayments		(250,000)	(250,000)	
Net cash used in financing activities		(923,001)	(929,894)	
Change in cash and cash equivalents in the reporting period	B	1,995,040	487,572	
Net cash and cash equivalents at beginning of period		5,117,942	4,630,370	
Net cash and cash equivalents at end of period	B	<u>£7,112,982</u>	<u>£5,117,942</u>	
A. RECONCILIATION OF NET MOVEMENT IN FUNDS TO NET CASH INFLOW FROM OPERATIONS				
		2020 £	2019 £	
Net movement in funds		1,758,838	1,093,404	
Depreciation charges		616,355	627,879	
Loss/(gain) on investment		8,488	(448)	
Increase in debtors		(102,296)	(6,243)	
Increase/(decrease) in creditors		436,528	(351,414)	
Investment income and interest received		(30,201)	(38,652)	
Finance costs		246,125	285,695	
Net cash inflow from operations		<u>£2,933,837</u>	<u>£1,610,221</u>	
B. ANALYSIS OF CHANGES IN NET DEBT				
	At 1 September 2019 £	Cashflows £	Other Changes £	At 31 August 2020 £
Cash and cash equivalents				
Cash	457,942	495,040	-	952,982
Deposit accounts	4,660,000	1,500,000	-	6,160,000
Borrowings	£5,117,942	£1,995,040	-	£7,112,982
Debt due within one year	(676,876)	676,876	(705,475)	(705,475)
Debt due after one year	(3,256,878)	-	705,475	(2,551,402)
	<u>(3,933,754)</u>	<u>676,876</u>	<u>-</u>	<u>(3,256,878)</u>
Total	<u>£1,184,188</u>	<u>£2,671,916</u>	<u>-</u>	<u>£3,856,104</u>

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 AUGUST 2020

1. ACCOUNTING POLICIES

Basis of Preparation of the Financial Statements

The financial statements have been prepared in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102), 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. The financial statements have been prepared to give a 'true and fair' view and have departed from the Charities (Accounts and Reports) Regulations 2008 only to the extent required to provide a 'true and fair view'. This departure has involved following Accounting and Reporting by Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) Second Edition rather than the Accounting and Reporting by Charities: Statement of Recommended Practice effective from 1 April 2005 which has since been withdrawn.

The accounting policies set out below have been applied in preparing the financial statements for the year ended 31 August 2020 and the comparative information presented in these financial statements for the year ended 31 August 2019. The financial statements are drawn up under the historical cost convention except that investments are carried at market value.

The School is a Public Benefit Entity registered as a charity in England and Wales, it was registered in 1977 (charity number: 312699).

Going concern

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 Sole Trustee has 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. Covid-19 is not expected to have a significant impact on the School or its ability to continue as a going concern. Accordingly, they continue to adopt the going concern basis in preparing the financial statements.

Basis of consolidation

Consolidated accounts are not prepared as the subsidiary, Bengale Limited, is dormant (see note 9).

Critical accounting judgements and key sources of estimation uncertainty

In the application of the accounting policies, the Sole Trustee is required to make judgement, 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 Sole Trustee, no assumptions concerning the future or estimation uncertainty affecting assets or liabilities at the balance sheet date are likely to result in a material adjustment to their carrying amounts in the next financial year.

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

THE GODOLPHIN AND LATYMER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (continued)
FOR THE YEAR ENDED 31 AUGUST 2020

1. ACCOUNTING POLICIES (CONTINUED)

Funds

The general funds of the School are represented by the Elizabeth Godolphin Fund and represent unrestricted funds expendable at the discretion of the Sole Trustee in furtherance of the objects of the charity. Designated funds comprise unrestricted funds which have been set aside by the Sole Trustee for a specific purpose.

Resources received for purposes specified by the donor, whether for use as income or capital, are credited to an appropriate restricted fund. Amounts expended in accordance with the restrictions are charged directly to the restricted fund.

The Endowment fund represents restricted funds held on trust to be permanently retained for the benefit of the charity as a capital fund. All other income and expenditure is regarded as being for the general purposes of the School and is included in the general unrestricted funds, represented by the Elizabeth Godolphin Fund.

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 bank accounts and used as working capital. Financial liabilities held at amortised cost comprise all creditors except social security and other taxes and provisions.

Fixed assets

Tangible fixed assets are stated at cost less accumulated depreciation. Depreciation is charged on a consistent basis so as to write off the cost of fixed assets, less their estimated residual value, over their expected useful lives. All assets costing more than £1,000 are capitalised.

Depreciation is charged from the date on which assets are brought into use. The following rates are used on the straight line basis.

Freehold buildings	2% straight line
Leasehold property improvements	2% straight line
Astroturf	10% straight line
Fixtures, computers and equipment	33.3% straight line
Plant and machinery	5% straight line

The freehold building was revalued on the 23 September 1999 by Matthews and Goodman at 46 Bow Lane, Cheapside, London using the open market value. In accordance with the transitional provisions of FRS102 section 17, this value has not been updated. Freehold land is not depreciated.

Investments

Investments are valued in the balance sheet at closing price at the balance sheet date.

Realised gains are the difference between sales proceeds and opening market value where the investment was held at the beginning of the year, or sales proceeds less cost of purchase where the investment was acquired in the year. Unrealised gains are the change in value of investments after taking into account any movements in investment holdings such as purchases and disposals of investments.

Realised and unrealised gains are accounted for within the Statement of Financial Activities.

Debtors

School fee 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.

Creditors and provisions

Creditors and provisions are recognised where the School 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.

THE GODOLPHIN AND LATYMER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (continued)
FOR THE YEAR ENDED 31 AUGUST 2020

1. ACCOUNTING POLICIES (continued)

Fees and similar 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 contribution received from restricted funds, are accounted for in the period in which the service is provided.

Donations, grants and legacies

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.

Investment income

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

Grant Income

Grant income relates to the Government's Coronavirus Job Retention Grant (CJRG) and is recognised under the accruals basis in line with staff costs.

Expenditure

All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs relating to that category.

Teaching costs are the direct costs of teaching the pupils at the School.

Welfare costs are mainly the domestic costs of the School.

Premises costs are the costs incurred in maintaining the premises of the School, including rates, insurance and general expenditure on repairs and renewals.

Support costs are the costs of directly administering and supporting the School's operations.

Governance costs are audit fees and governors' insurance.

Value Added Tax

Value added tax is not recoverable and expenditure is, therefore, shown inclusive of value added tax suffered.

Pension costs

The School is a member of the Teachers' Superannuation Scheme run by Teachers' Pensions. The scheme is an unfunded, defined benefit scheme. It is a multi-employer pension scheme and it is not possible to identify the assets and liabilities of the scheme which are attributable to the school. Accordingly under FRS102 section 28 the scheme is accounted for as if it were a defined contribution scheme.

The School also contributes to a defined contribution scheme for non-teaching staff. The School's contributions to pension funds for its employees are charged to the Statement of Financial Activities on an accruals basis in the year in which they fall due.

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.

2. NET FEES RECEIVABLE

	2020	2019
	£	£
Net fees receivable consist of:		
Gross fees receivable	18,230,645	17,378,842
Fees given as scholarships	(116,725)	(132,606)
Fees given as bursaries	(1,417,434)	(1,288,879)
Fee remission for staff	(77,059)	(85,834)
	<hr/>	<hr/>
	16,619,427	15,871,523
 Add: Bursaries paid by restricted funds	 170,670	 379,689
	<hr/>	<hr/>
Payable by parents (net of scholarships and bursaries)	<u>£16,790,097</u>	<u>£16,251,212</u>

THE GODOLPHIN AND LATYMER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (continued)
FOR THE YEAR ENDED 31 AUGUST 2020

3. OTHER EDUCATIONAL INCOME	2020	2019
	£	£
School lunch income	405,066	527,406
Music	545,139	496,488
Registration fees	115,025	116,125
Registration deposits forfeited	4,500	13,245
Insurance commissions	31,665	37,594
Management fees	2,000	2,000
Lettings/hire income	1,140	17,165
Sundry receipts	200	600
	<u>£1,104,735</u>	<u>£1,210,623</u>
4. INCOME FROM INVESTMENTS	2020	2019
	£	£
Elizabeth Godolphin Fund		
Deposit interest	25,991	33,873
Prize Fund		
Dividends and interest	4,210	4,779
	<u>£30,201</u>	<u>£38,652</u>
5. DONATIONS AND LEGACIES	2020	2019
	£	£
Unrestricted Funds:		
<i>Elizabeth Godolphin Fund</i>		
Annuity from Latymer Foundation	-	500
Other donations	19,325	50,031
	<u>19,325</u>	<u>50,531</u>
<i>Designated funds</i>		
Annual Fund receipts	376,552	124,174
	<u>376,552</u>	<u>124,174</u>
Total unrestricted funds	<u>395,877</u>	<u>174,705</u>
Restricted Funds:		
Bursary fund	90,732	300,000
Bursaries	79,938	79,689
	<u>170,670</u>	<u>379,689</u>
Total restricted funds	<u>170,670</u>	<u>379,689</u>
Total	<u>£566,547</u>	<u>£554,394</u>

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

6. ANALYSIS OF TOTAL EXPENDITURE

	Staff costs 2020 £	Other costs 2020 £	Depreciation 2020 £	Total 2020 £
Charitable Activities:				
School Operating Costs:				
Prizes	-	9,500	-	9,500
Teaching costs	9,714,636	770,981	3,642	10,489,259
Welfare costs	139,479	577,088	-	716,567
Premises costs	296,919	1,336,968	612,713	2,246,600
Support and governance costs	2,170,327	802,626	-	2,972,953
Finance costs	-	246,125	-	246,125
Bursaries from restricted funds	-	170,670	-	170,670
	<u>£12,321,361</u>	<u>£3,913,958</u>	<u>£616,355</u>	<u>£16,851,674</u>

Comparative analysis of total expenditure

	Staff costs 2019 £	Other costs 2019 £	Depreciation 2019 £	Total 2019 £
Charitable Activities:				
School Operating Costs:				
Prizes	-	14,200	-	14,200
Teaching costs	9,352,264	845,751	14,564	10,212,579
Welfare costs	137,194	784,208	-	921,402
Premises costs	293,267	1,493,031	613,315	2,399,613
Support and governance costs	2,014,281	734,465	-	2,748,746
Finance costs	-	285,695	-	285,695
Bursaries from restricted funds	-	379,690	-	379,690
	<u>£11,797,006</u>	<u>£4,537,040</u>	<u>£627,879</u>	<u>£16,961,924</u>

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

6. ANALYSIS OF TOTAL EXPENDITURE (continued)

Analysis of Support costs

Teaching costs primarily represent departmental and related costs. Support costs can be further analysed as follows:

	2020	2019
	£	£
Support and governance costs of schooling		
Printing stationery and postage	23,434	24,890
Telephone	17,859	15,788
Advertising and recruitment	89,930	142,271
Insurances	165,201	159,156
Sundry expenses	190,648	191,922
Legal and professional	191,170	63,833
Courses and conferences	95,079	108,500
Governance costs	29,305	28,105
	<u>£802,626</u>	<u>£734,465</u>
Analysis of governance costs:		
Governors indemnity insurance	2,985	2,905
Auditor's remuneration – for audit services for the School	26,400	25,200
	<u>£29,385</u>	<u>£28,105</u>

7. STAFF COSTS

	2020	2019
	£	£
Wages and salaries	9,357,202	9,308,666
Social security costs	1,051,357	1,013,197
Pension contributions	1,868,725	1,390,104
Redundancy and termination payments	44,077	85,039
	<u>£12,321,361</u>	<u>£11,797,006</u>

The average number of persons employed by the school during the year was:

	2020	2019
Teaching staff	126	130
Peripatetic and support staff	101	97
Temporary staff	10	17
	<u>237</u>	<u>244</u>

The number of employees who received remuneration of £60,000 or greater, in the following bands was:

	2020	2019
£60,000 - £70,000	24	35
£70,000 - £80,000	6	3
£80,000 - £90,000	4	3
£90,000 - £100,000	-	1
£100,000 - £110,000	1	1
£140,000 - £150,000	-	1
£150,000 - £160,000	1	-
£200,000 - £210,000	1	1

The total cost to the employer of remunerating key management personnel is £704,084 (2019: £709,632).

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

8. TANGIBLE FIXED ASSETS

	Freehold Property £	Leasehold Property Improvements £	Astro Turf £	Fixtures, Computers & Equipment £	Plant & Machinery £	Assets under construction £	Total £
Cost or valuation							
At 1 September 2019	20,798,167	6,943,578	412,465	291,206	355,000	69,662	28,870,078
Additions at cost	-	-	-	-	-	45,997	45,997
Written off	-	-	-	(256,879)	-	-	(256,879)
At 31 August 2020	20,798,167	6,943,578	412,465	34,327	355,000	115,659	28,659,196
Depreciation							
At 1 September 2019	5,580,596	1,575,929	288,750	264,163	71,000	-	7,780,438
Charge for year	414,863	138,850	41,250	3,642	17,750	-	616,355
Written off	-	-	-	(256,879)	-	-	(256,879)
At 31 August 2020	5,995,459	1,714,779	330,000	10,926	88,750	-	8,139,914
Net Book Value							
At 31 August 2020	£14,802,708	£5,228,799	£82,465	£23,401	£266,250	£115,659	£20,519,282
At 31 August 2019	£15,217,571	£5,367,649	£123,715	£27,043	£284,000	£69,662	£21,089,640

The freehold premises were augmented out of the endowment of the Latymer Foundation in 1905. The property is to be held in perpetuity as a permanent endowment. The Sole Trustee holds legal title to the assets of the School, but has no beneficial interest in them.

In March 2006, the School entered into a long term lease for the use of Church premises adjoining the main School property. The lease which is for 125 years, commenced on 1 September 2007. Rent is £235,620 per annum and it is subject to review at 5-year intervals.

Allied Irish Bank (GB) hold a fixed legal charge over the freehold land being the site and premises of the School as security for the loan detailed in note 12.

9. FIXED ASSET INVESTMENTS

	2020 £	2019 £
Balance at 1 September 2019	125,049	124,601
Unrealised (loss)/gains	(8,488)	448
Balance at 31 August 2020	£116,561	£125,049
The balances as at 31 August was made up of the following:		
Fixed interest Government Stocks	16,578	16,652
UK Equities	99,983	108,397
	£116,561	£125,049
Historic Cost	£62,567	£62,567

Bengale Limited

This Company is a wholly owned subsidiary of the Sole Trustee. The company did not trade in the current year or the prior year. The Net Assets as at 31 August 2020 amounted to £100 (2019: £100).

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

10. DEBTORS	2020 £	2019 £
School fees	299	-
Prepayments and accrued income	253,628	160,265
Other debtors	43,402	34,768
	<u>£297,329</u>	<u>£195,033</u>
	<u>£297,329</u>	<u>£195,033</u>
11. CREDITORS: due within one year	2020 £	2019 £
Bank loan (see note 12)	455,475	426,876
Bursary Fund loan (see note 12)	250,000	250,000
Fees in advance	372,125	347,657
Registration deposits	1,118,700	947,700
Other taxation and social security	284,632	247,610
Other pensions	32,471	2,030
Old Dolphins Association	72,606	61,140
Text book deposit	335,160	271,200
Accruals	129,295	314,037
Other creditors	217,321	143,552
Other creditors – Bursary Fund	235,847	26,702
	<u>£3,503,632</u>	<u>£3,038,504</u>
	<u>£3,503,632</u>	<u>£3,038,504</u>
12. CREDITORS: due after more than one year	2020 £	2019 £
Old Dolphins Association	21,010	21,010
Bank loan (see below)	746,402	1,201,878
Bursary Fund loan	1,805,000	2,055,000
	<u>£2,579,080</u>	<u>£3,284,556</u>
	<u>£2,579,080</u>	<u>£3,284,556</u>
<i>The bank loan is repayable in instalments:</i>		
Due within two to five years	261,307	746,403
Due within one to two years	485,095	455,475
	<u>746,402</u>	<u>1,201,878</u>
Due after more than one year	746,402	1,201,878
Due within one year (see note 11)	455,475	426,876
	<u>£1,201,877</u>	<u>£1,628,754</u>
	<u>£1,201,877</u>	<u>£1,628,754</u>

In April 2007 The School took out a loan with a maximum aggregate amount of £5 million, of which £4,882,910 was drawdown, with the Allied Irish Bank towards the cost of a building development project in and around the adjacent Church property. The loan has been provided at a fixed rate of 6.35%. The term of the loan is for 15 years commencing September 2007.

In January 2014, the Godolphin and Latymer Bursary Fund trustees granted a loan of £3.25 million to the School towards the cost of the building development project of which £3 million was drawn down. The loan has been provided at a rate of 5% floating above six-month LIBOR, with a cap of 6 ½%, fixed for the first five years. The loan capital is repayable by 30 September 2028. The School currently intends to make a minimum repayment of £250,000 per annum over the remaining loan term.

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

13. SPLIT OF NET ASSETS BETWEEN FUNDS

	Fixed assets 2020 £	Investments 2020 £	Net current liabilities and long term debt 2020 £	Total 2020 £
Unrestricted Funds				
General - Elizabeth Godolphin Fund	5,450,326	-	3,802,609	9,252,935
Designated – Annual Fund	-	-	777,634	777,634
Restricted Funds				
Prize Fund	-	116,561	(11,435)	105,126
Elizabeth Crane Fund	-	-	15,667	15,667
Endowment Funds	15,068,956	-	(3,256,876)	11,812,080
Balances at 31 August 2020	<u>£20,519,282</u>	<u>£116,561</u>	<u>£1,327,599</u>	<u>£21,963,442</u>

Comparative split of net assets between funds

	Fixed assets 2019 £	Investments 2019 £	Net current liabilities and long term debt 2019 £	Total 2019 £
Unrestricted Funds				
General - Elizabeth Godolphin Fund	5,588,069	-	2,638,615	8,226,684
Designated – Annual Fund	-	-	275,532	275,532
Restricted Funds				
Prize Fund	-	125,049	(6,145)	118,904
Elizabeth Crane Fund	-	-	15,667	15,667
Endowment Funds	15,501,571	-	(3,933,754)	11,567,817
Balances at 31 August 2019	<u>£21,089,640</u>	<u>£125,049</u>	<u>£(1,010,085)</u>	<u>£20,204,604</u>

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

14. FUND MOVEMENTS IN YEAR	Balance at 1 September 2019 £	Income £	Expenditure £	Transfers & investment gains/(losses) £	Balance at 31 August 2020 £
Restricted Funds:					
Prize Fund	118,904	4,210	(9,500)	(8,488)	105,126
Elizabeth Crane fund	15,667	-	-	-	15,667
Bursary Fund	-	90,732	(90,732)	-	-
Bursaries	-	79,938	(79,938)	-	-
	<u>134,571</u>	<u>174,880</u>	<u>(180,170)</u>	<u>(8,488)</u>	<u>120,793</u>
Endowment Funds	11,567,817	-	(432,613)	676,876	11,812,080
Unrestricted Funds:					
Elizabeth Godolphin Fund	8,226,684	17,896,898	(16,193,771)	(676,876)	9,252,935
Designated - Annual Fund	275,532	547,222	(45,120)	-	777,634
	<u>8,502,216</u>	<u>18,444,120</u>	<u>(16,238,891)</u>	<u>(676,876)</u>	<u>10,030,569</u>
	<u>£20,204,604</u>	<u>£18,619,000</u>	<u>£(16,851,674)</u>	<u>£(8,488)</u>	<u>£21,963,442</u>

Comparative fund movements in year

	Balance at 1 September 2018 £	Income £	Expenditure £	Transfers & investment gains/(losses) £	Balance at 31 August 2019 £
Restricted Funds:					
Prize Fund	127,878	4,779	(14,201)	448	118,904
Elizabeth Crane fund	15,667	-	-	-	15,667
Bursary Fund	-	300,000	(300,000)	-	-
Bursaries	-	79,689	(79,689)	-	-
	<u>143,545</u>	<u>384,468</u>	<u>(393,890)</u>	<u>448</u>	<u>134,571</u>
Endowment Funds	11,206,553	-	(433,215)	794,479	11,567,817
Unrestricted Funds:					
Elizabeth Godolphin Fund	7,527,133	17,536,239	(16,092,209)	(794,479)	8,226,684
Designated - Annual Fund	233,969	84,174	(42,611)	-	275,532
	<u>7,761,102</u>	<u>17,670,413</u>	<u>(16,134,820)</u>	<u>(794,479)</u>	<u>8,502,216</u>
	<u>£19,111,200</u>	<u>£18,054,881</u>	<u>£(16,961,925)</u>	<u>£448</u>	<u>£20,204,604</u>

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

14. FUND MOVEMENTS IN YEAR (continued)

Designated Funds:

Annual Fund

This represents donations received from various sources which have been designated by the Governors towards granting bursaries and for specific capital projects within the School.

Restricted Funds:

Prize Fund

The prize fund represents investments held through Quilter and bank deposits. The income generated is used to fund prizes for pupils.

The Elizabeth Crane Fund

The Elizabeth Crane Fund was established in 1999, and its purpose is to encourage girls to widen their horizons beyond the core curriculum in English, through poetry, drama and literature. The Fund is represented by bank deposits.

Bursary Fund

The Godolphin and Latymer Bursary Fund, a separate Trust, was established in 1977 and provides Bursary assistance to girls at the School.

Bursaries

This fund represents donations received from various sources which have been restricted towards the provision of bursaries. All donations have been expended in the year.

Endowment Fund

The Endowment fund represents assets which must be held permanently by the charity and, in the case of the School, is the net book value of the freehold school premises, less borrowed funds expended on the premises.

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

15. PENSION CONTRIBUTIONS AND COMMITMENTS

The School participates in the Teachers' Pension Scheme (England and Wales) ("the TPS") for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £1,602,384 (2019: £1,123,599) and at the year-end £ Nil (2019: £Nil) was accrued in respect of contributions to this scheme.

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

The employer contribution rate is set by the Secretary of State following scheme valuations undertaken by the Government Actuary's Department. The most recent actuarial valuation of the TPS was prepared as at 31 March 2016 and the Valuation Report, which was published in March 2019, confirmed that the employer contribution rate for the TPS would increase from 16.4% to 23.6% from 1 September 2019. Employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 23.68%.

The 31 March 2016 Valuation Report was prepared in accordance with the benefits set out in the scheme regulations and under the approach specified in the Directions, as they applied at 5 March 2019. However, the assumptions were considered and set by the Department for Education prior to the ruling in the 'McCloud/Sargeant case'. This case has required the courts to consider cases regarding the implementation of the 2015 reforms to Public Service Pensions including the Teachers' Pensions.

On 27 June 2019 the Supreme Court denied the government permission to appeal the Court of Appeal's judgment that transitional provisions introduced to the reformed pension schemes in 2015 gave rise to unlawful age discrimination. The government is respecting the Court's decision and has said it will engage fully with the Employment Tribunal as well as employer and member representatives to agree how the discriminations will be remedied. A consultation was launched by the government on 16 July 2020, and closed to responses on 11 October 2020.

The TPS is subject to a cost cap mechanism which was put in place to protect taxpayers against unforeseen changes in scheme costs. The Chief Secretary to the Treasury, having in 2019 announced that there would be a review of this cost cap mechanism, in January 2019 announced a pause to the cost cap mechanism following the Court of Appeal's ruling in the McCloud/Sargeant case and until there is certainty about the value of pensions to employees from April 2015 onwards. The pause was lifted in July 2020 and the government is preparing to complete the cost control element of the 2016 valuations, which is expected to be completed in 2021.

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 the consultation and the cost cap mechanism review are completed it is not possible to conclude on any financial impact or future changes to the contribution rates of the TPS. Accordingly no provision for any additional past benefit pension costs is included in these financial statements.

In addition the School contributes to a defined contribution scheme for non-teaching staff. The pension charge for the year includes contributions payable to the scheme of £245,342 (2019: £266,505) and at the year-end £32,471 (2019: £2,030) was accrued in respect of contributions to this scheme.

Total pension contributions made in the year are analysed as follows:

	2020	2019
Total contributions during the year were:		
Teaching staff	1,602,384	1,123,599
Non-teaching staff	266,342	266,505
	<u>£1,868,725</u>	<u>£1,390,104</u>

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

16. COMMITMENTS UNDER OPERATING LEASES: LEASE PAYMENTS

The school's future minimum operating lease payments are as follows:

	Equipment	
	2020	2019
	£	£
Within one year	137,185	141,924
Between two and five years	195,000	157,450
	<u>£332,185</u>	<u>£299,374</u>

Lease commitments for long-term leasehold buildings are disclosed in note 8.

17. RELATED PARTY TRANSACTIONS

Governors' remuneration and reimbursed expenses

Trustees indemnity insurance premium of £2,905 (2019: £2,905) was paid on behalf of the governing body in the year. No other expenses were paid on behalf of the governing body. One governor was reimbursed £132 for travel expenses in the year (2019: £98).

Governors' Donations

The aggregate of donations received from the Governors and their connected parties in the year was £750 (2019: £5,140).

No Governors were remunerated for services provided to the School. There were no other transactions with related parties in either year.

18. ULTIMATE CONTROLLING PARTY

The Godolphin and Latymer School ("the School"), a registered charity, is controlled by The Godolphin and Latymer School Foundation ("the Foundation"), a company limited by guarantee, charity number 1073924. The Foundation is the Sole Trustee of the School and its directors constitute the School's governing body. There were no transactions in the year with the Foundation other than the School paying its annual audit fee of £800 (2019: £800) and indemnity insurance premiums.

19. CAPITAL COMMITMENTS

At 31 August 2020 the School had no capital commitments (2019: no capital commitments).

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR ENDED 31 AUGUST 2020

20. COMPARATIVE STATEMENT OF FINANCIAL ACTIVITIES

INCOME AND ENDOWMENTS FROM:	Note	Unrestricted Funds £	Endowment Fund £	Restricted Funds £	Total funds 2019 £
Charitable Activities:					
Net fees receivable	2	16,251,212	-	-	16,251,212
Other educational income	3	1,210,623	-	-	1,210,623
Investments	4	33,873	-	4,779	38,652
Donations and legacies	5	174,705	-	379,689	554,394
Total Income		<u>17,670,413</u>	<u>-</u>	<u>384,468</u>	<u>18,054,881</u>
EXPENDITURE ON:					
Charitable Activities	6	16,134,820	433,215	393,890	16,961,925
Total Expenditure		<u>16,134,820</u>	<u>433,215</u>	<u>393,890</u>	<u>16,961,925</u>
Net income/(expenditure) before investment gains		1,535,593	(433,215)	(9,422)	1,092,956
Investment gains	9	-	-	448	448
Net income/(expenditure) before transfers		1,535,593	(433,215)	(8,974)	1,093,404
Transfers	14	(794,479)	794,479	-	-
Net movement in funds		<u>741,114</u>	<u>361,264</u>	<u>(8,974)</u>	<u>1,093,404</u>
Total funds brought forward 1 September 2018		<u>£7,761,102</u>	<u>£11,206,553</u>	<u>£143,545</u>	<u>£19,111,200</u>
Total funds carried forward at 31 August 2019	14	<u><u>£8,502,216</u></u>	<u><u>£11,567,817</u></u>	<u><u>£134,571</u></u>	<u><u>£20,204,604</u></u>