

THE GODOLPHIN AND LATYMER SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2021

Registered Charity No: 312699

Haysmacintyre LLP
Chartered Accountants
Registered Auditors

THE GODOLPHIN AND LATYMER SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 AUGUST 2021

CONTENTS	Page
Report of the Sole Trustee	1 – 17
Report of the independent auditors	18 – 20
Statement of financial activities	21
Balance sheet	22
Statement of cash flows and notes	23
Notes to the financial statements	24 - 37

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE

FOR THE YEAR ENDED 31 AUGUST 2021

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 2021.

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 2021 and since the year end:

Mrs A J Paines (Chair)	K G Knibbs
Mrs P Bose Roberts (retired 31.08.2021)	Dr L Magrill
Mrs J Collins (retired 31.08.2021)	N McLaughlan (appointed 01.09.2021)
Ms S B Davies	Ms T Meller
S A Davies	Professor Geraint Rees (retired 31.08.2021)
M L Esiri (appointed 15.06.2021)	Mrs D Rose
G E Fendley	Mrs K S Slesinger
T J Howe QC	O F H Waring
Mrs S J Kinross	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 OQF

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 2021

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 2021

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 relief on business rates; to the operational, should VAT be introduced on school fees (which would make them unaffordable for many parents); and even the existential, such as the recent proposal that independent schools should be abolished and their assets redistributed. 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.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

During the Covid pandemic, controls have also included provision of high quality remote teaching where it has been needed and stringent control 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 1187911) whose aims include the advancement of the charitable objects of the School. The Bursary Fund makes 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 and the Foundation 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.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

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 pupils, 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 pupils and support for outside groups.

Due to the pandemic, students were unable to take up their usual volunteering placements organised by the school in local primary schools. Instead they pursued a host of volunteering opportunities in their local communities as part of their Duke of Edinburgh award schemes and collectively were awarded a certificate of social value for donating 2,847 hours of voluntary service between 1 April 2020 and 30 March 2021. We hope that the school's volunteering programme will resume in the next academic year.

Year 8 students collected over 100 pieces of essential IT and computer equipment for local children who could not access remote learning by linking up with West London community group Ready Tech Go. As part of their drive for donations, the pupils also secured £5,200 in donations from local businesses and went on to receive the Hammersmith and Fulham Youth Achievement Award.

Our Music department has partnered with Together with Music to share the joy of music with a local care home in Chiswick; our Year 7 Glee Club launched the collaboration with a virtual recording.

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

- Mentor Jr, an initiative that connects secondary school students with local primaries to provide free tutoring and mentoring to young pupils who wouldn't normally have access to such services. An IB student founded the scheme and many other IB students acted as tutors and mentors.
- Volunteering with the charity opera company, W11 opera, commissioning and putting on a different opera for the general public every Christmas (online event in 2020). A student also runs the charity's Instagram account with the aim to increase the number of students from both state and independent schools taking an interest in the arts.
- Partnering with the Galilee Foundation to lead an English course with a group of Palestinian university students to help them develop their fluency.
- Launched an Instagram account 'Feel them on the First' dedicated to educating young people on the importance of checking breasts for cancer. The project goals are to create a safe place on social media and to encourage people to be body aware.

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 prize. The winning concepts in 2021 were Teacher's Apple, which was presented by two Lower Sixth students and Ready Tech Go.

Teacher's Apple was based on the premise of offering assistance with literacy provision in local state primary schools.

Launched in September 2020, the Social Impact Committee aims to create partnerships with local, national and international charitable organisations over a number of years, to fundraise, raise awareness within the school community and, most importantly, to educate themselves by learning from our partners. The 32-member strong student committee is focusing its attention on building a partnership with the Hammersmith and Fulham Foodbank with collections at key points

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

during the year such as Harvest Festival. It is also working alongside the Snow Land school in Nepal and ran a successful introductory session for Year 7 students about Snow Lands and the journey that the children born in the High Himalayas of Nepal have to undertake to go to school in the cities. More workshops took place during Challenge Your Limits week under the theme of 'Doing the Right Thing'. Other charities supported by the committee include the West London Welcome Community centre which is run for and with refugees, asylum seekers and migrants in West London, and the Pink Ribbon Foundation.

In November 2020, the Godolphin Community raised £2,900 for Children in Need and in the run-up to Christmas donated toys and gifts to the Salvation Army's Christmas Appeal. In addition, staff donate toiletries to a local women's refuge.

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 pupils 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 youngest contributor in 2020-2021 was just 18 years old and the oldest was in her 80s. The club continues to receive support within school, with both staff and pupils regularly attending.

The AWBC continued throughout the pandemic by switching the usual lectures to 'podcasts'. Since March 2020, 44 podcasts have been produced, one for each week of the past four school terms. The virtual system has allowed the AWBC to invite speakers from overseas and as such recent speakers have included: Prof. Gareth Williams of Columbia University on the stoic philosophy of Seneca; Prof Elizabeth Vandiver of Whitman College on the influence of classical literature on the First World War poets; and Prof. Toph Marshall of the University of British Columbia on Aristophanes' play *Frogs*. The podcasts have been made widely available including to maintained schools and a teacher has established the Ancient History A level hub with a shared bank of resources available online. The second annual meeting in July 2021 was attended remotely by over 30 teachers, most of them from maintained schools.

The school's annual bazaar is a long-standing institution in pre pandemic times many pupils ran their own stalls and it was well attended by the local community. In December 2020, owing to the continued restrictions the event could not be held. The PTFA focused their efforts on running a Virtual Bazaar which featured a raffle and also the selling of seasonal products. The event raised £5,700 for the Godolphin and Latymer Bursary Fund. The PTFA have been actively committed to continuing to support the school despite recent challenges.

The school usually provides opportunities for primary pupils to use its facilities; in previous years activities have included hosting termly netball tournaments for local primary pupils, and providing meeting spaces for Christmas concerts and presentation days. However, primary schools that are usually scheduled to visit the school were unable to do so in 2020-2021 because of restrictions. We hope to resume our regular partnership pupil visits in 2021-2022.

We were delighted that, in the final month of the school year when restrictions eased, two Lower Sixth students set up and launched a new primary school partnership initiative, Step up to Sport. The partnership is designed to give local pupils the chance to try different sports. Step Up to Sport aims to equip young children with the skills they need to pursue high level sport in secondary school. This fun and engaging initiative gives local state school children the opportunity to make full use of the facilities and equipment at Godolphin. During the sessions, all 31 of the Year 5 pupils from West London Free school took part in training and skills for netball, cricket and football.

The Bridge Programme

The first year of our Bridge academic enrichment programme for Year 5 girls and boys from local primary schools concluded in December 2020. The first cohort of 44 children stayed engaged through to the end despite periods during which the sessions had to be delivered remotely because of Covid restrictions. It was particularly pleasing that five of this first cohort were successful in applying for places at Godolphin and Latymer at 11+ and that three will be joining the school as Year 7 pupils in September 2021. Other Bridge children were successful in gaining bursary places at other independent schools, and informing families about such opportunities remains a key element of the programme. From January 2021 the programme was relaunched on a larger scale, with 74 children taught in four classes, as before on Saturday mornings each month. For the Spring Term 2021 these sessions were delivered remotely as the school site was closed. From April 2021, it was possible to have in-person teaching once again. As during the first year, a booster week has been run in August and there will be a further one during the October half-term break. Lower Sixth Godolphin students have provided invaluable learning support for pupils and teachers during the Saturday morning sessions and the programme has commanded strong support from pupils, staff and the wider community.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

Our Partnership with Kensington Aldridge Academy

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 Heads of the Art Departments have liaised on 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. In 2020-21 our Art department gave materials to the Art and Drama departments at KAA and plans to give more support in the Autumn Term 2021. In 2020-21 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. In 2020-21 we organised a meeting between the pastoral teams and DSLs of KAA and Godolphin and Latymer. The purpose of this meeting was to share good practice around dealing with the pastoral issues generated for teenagers by the pandemic.

KAA students were invited to participate in Challenge Your Limits 2021 through virtual attendance at talks given by the Labour MP for Hampstead and Kilburn and by a surgeon operating in war zones around the world.

The Director of Sixth Form has been liaising with his counterpart at KAA and the Higher Education team invites 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. Last 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 organised 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. This year we invited KAA, West London Free School, Cardinal Vaughan, Greenford High, Sacred Heart and Lady Margaret School to this event. The School covered the cost of students from Greenford High School, KAA and West London Free School (WLFS) 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.

Ogden Trust

The School continued to be part of the Ogden Trust, working with KAA, Sacred Heart, WLFS in a secondary school partnership aiming to promote Physics by providing physics-focused CPD for staff and activities for pupils. A member of the School's Physics department has attended half termly meetings to encourage the uptake of Physics, through sharing ideas and assisting local secondary schools to run physics-related events in their schools. The pandemic greatly affected the ability to run joint events in 2020-21, but it is hoped to reinstate these in 2021-22.

Debating

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 pupils 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. In 2020-21 we ran online debating competitions with two maintained schools, Twyford Academy and Tiffin.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

ACHIEVEMENTS AND PERFORMANCE

Public examinations

Due to Covid-19, all public examinations were cancelled in the summer of 2021. Teachers, Heads of Department and Senior Leaders were responsible for submitting Teacher Assessed Grades for A Level and GCSE candidates. The grades submitted for each student were in line with the Godolphin and Latymer Centre Policy, which was approved by the Governing Body, the examination boards and the Joint Council for Qualifications. We also had to send a sample of our evidence and grading to the examination boards as part of the rigorous quality assurance process.

Each student's grade was based on evidence; the grades awarded were commensurate with the student's demonstrated knowledge, understanding and skills across the content of the course. The assessments used were carefully designed to meet the examination board requirements and allow students sufficient opportunity to show what they could achieve at the end of the course, across the whole specification, and at a high enough level to validate their grades.

The A Level cohort had performed exceptionally well in their GCSE examinations in 2019 and their A Level grades in 2021 reflected this trajectory, with the percentage of A*- B grades being 96.0%. The percentage of A* and A grades achieved was 90.3%. The GCSE results were also excellent, with 99.2% of all exams taken resulting in Grades 9-7 (equivalent to legacy A*/A grades).

The grades for the International Baccalaureate (IB) candidates were calculated by the International Baccalaureate Organisation using a combination of teacher predictions and externally marked coursework in each subject. This year's candidates again achieved exceptional marks, with an average score of 43 points out of a total 45 points. Nine students achieved the maximum score of 45, and 29 of the 31 candidates achieved a score of 40 or above.

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

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. Pre-U qualifications are being discontinued, therefore the School is preparing to offer Mandarin A Level for first teaching from September 2022.

Contribution of Teaching

Through quality teaching, the School aims to challenge pupils intellectually and foster independent thought and learning. The School strives for academic excellence in a stimulating and exciting learning environment in which all pupils 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 2020-2021, there were four teacher learning communities, looking at the teenage brain, assessment, the science of learning and Rosenshine's Principles of Instruction; 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 9, 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 Bradley Busch from Inner Drive, and have the opportunity to give 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 2021 due to the move to remote working, however, the pupils were able to produce videos summarising their experiences which were shared with staff. Both teacher and student learning communities will continue in 2021-2022.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

Godolphin and Latymer recognises the importance of preparing students 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 the teaching staff in the School has their own iPad. This programme, alongside our investment in Google for Education tools such as Google Drive, Google Classroom and Google Meet, proved invaluable during the periods of remote and hybrid working required during the COVID-19 pandemic. 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.

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. Despite the constrictions of lockdown and Covid disruption, 80% opted to undertake activities to enhance their performance in the classroom as well as in their pastoral roles. As well as many Heads of Department who have taken the Independent Schools Qualification in Academic Management at Levels 1 and 2, we have also encouraged two prospective heads of department to develop their skills through this programme. We also support pastoral leaders to undertake the Pastoral Leadership Qualification. All Heads of Year have undertaken Level 1 and five have undertaken Level 2. One colleague undertook the Chartered Teacher qualification under the auspices of the Chartered College of Teaching. Two colleagues undertook the year-long Assessment Lead programme and two completed a similar Science of Learning programme which underpinned their work with a Teacher Learning Community. 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 contributes to training events for teachers and leaders from other schools. Over 150 newly-qualified teachers have attended online training days with sessions run by Godolphin and Latymer staff; 25 middle leaders attended two training days run by school staff. We have also pioneered some training courses focusing on leadership and parenthood which have been available to the wider teaching community.

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 pupil 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 pupils, 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 2021 was Doing the Right Thing and we explored this ethical principle from multiple angles, including sustainability, social enterprise and charitable fundraising.

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 programme for Years 10 and 11 examines modern-day slavery and women's rights.

Our Head Girls Team ran very successful days on the theme of inclusion in 2020 and we built on their work for September 2020 by setting up a student diversity committee. Activities led by the committee include an assembly on the difference between equality and equity as well as a survey of the school about languages that are spoken within our community. Further celebration of the cultural diversity of the school is planned for 2021-22

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

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 positive feedback from students about these sessions. We continued to re-visit this throughout 2020-21 through various assemblies and activities celebrating Black History Month and the Diversity Committee’s form time activities and Lower Sixth assembly marking the first anniversary of George Floyd’s death.

Promoting Wellbeing and Healthy Living

Godolphin and Latymer takes very seriously the importance of educating pupils and staff about well-being and promotes a healthy living pastoral curriculum for all ages. In Year 11, the pupils study a module about wellbeing called Lifestyle Plus, which offers education on topics such as RSE and the chance to participate in activities such as yoga and pilates. The Food Technology department educates pupils about healthy eating choices. The breadth of sporting activities on offer is aimed at ensuring that all pupils 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 pupils 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. In 2020 we also ran an online activities afternoon in lieu of a sports day. 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.

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 pupils 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. Wellbeing 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, drug and alcohol awareness, lifestyle and resilience in the face of pressures of social media. 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. A regular drop in mindfulness relaxation is offered every week as an activity for both staff and pupils.

The School has a Teacher in charge of Pastoral Programmes and a Teacher in charge of digital safety; they work together to promote well-being strategies throughout the school for all members of the community.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

Developing local, national and global awareness

The School places a strong emphasis on enabling the pupils 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. Form time topics have also included areas such as migration and refugees. All year groups have an increased focus on current affairs and students enjoy giving presentations on topics which they are passionate about. 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 gender equality; 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 challenge posed by social media and the rise of 'fake news' for democratic societies; the European refugee crisis, with a particular focus on the migrant 'jungle' in Calais; drugs and alcohol legislation; the social and political legacy of the Grenfell Tower Fire and the US Election. During remote learning in 2020 and 2021, Sixth Form current affairs discussions were supplemented with a weekly digest of podcasts and online content, including selections from the BBC Reith Lectures, the Economist, Prospect Magazine, and lectures and debates hosted by the London School of Economics.
- 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 developed this further in 2020-2021 through Inclusivity Days.
- In June 2021 the incoming UVI leaders took part in a full day Compassionate Leadership course developing ideologies around modern leadership working on the value of systems thinking. Year 9 also participated in a workshop on 'Becoming Me'.
- School Council: This forum provides democratic representation of the student voice.
- The charities selected by the Social Impact 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. Pupils 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 Anthropocene Age; Attachment Styles - exploring how we connect and bond with others; Che Guevara: the making of a universal icon for hope; Is Music a Language?; 'The height of indecency': British feminism and the revolt against the Contagious Diseases Act; Sciences of Language: how do babies learn what Siri cannot?; Inside the Jungle: broken dreams of a utopian 'El Dorado'.

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. In Autumn 2020, the Green Team was 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. It is developing a series of student workshops and in Summer 2021 launched a competition for students to design and pitch their ideas to improve sustainability within our community. The committee secured funding from our PTFA for the G&L Allotment which they have cultivated with help from the Premises Team.

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 pupils continue to participate in an exciting range of musical and drama performances performed and produced by pupils of all ages.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

The Physical Education programme provided the pupils the opportunity to experience a variety of sports and adapted Netball to become NetFit during the lockdowns and introduced the Wellness Workout. The range of sports available in both the Lower and Middle School continues to be high 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 continued to offer fencing, trampolining, karate, strength and conditioning, football and dance during the last year with many clubs continuing during lockdown. When fixtures were possible in the Summer Term, pupils played against both independent and maintained schools.

Sport

In November 2020 we were named as one of top 20 all-girls schools in the country for cricket by *The Cricketer*. The aim of the PE department is to provide opportunity and choice for all pupils whether supporting outstanding performances in national competitions or enabling a single pupil 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 pupil receives 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 and Barn Elms.

Drama

Due to the pandemic, Drama activities were restricted in 2020-21. 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 pupils beyond the classroom. The extra-curricular Drama programme provides first and foremost a valuable, lifelong educational experience for the student participants. Students can act, produce, choreograph, direct or run the technical aspects of a range of productions. All Year 7 pupils participate in the bespoke Year 7 production, giving a flavour of the theatre.

At the end of the year the Lower School production (Years 8 and 9) is performed in the Bishop Centre. This production is inclusive, meaning it offers anyone in Year 8 or 9 a part; students audition for lead or chorus roles from within the inclusive ensemble.

This Senior Production is an opportunity for students in Years 11-13 to participate in student-led theatre, with the full range of technical equipment of the Bishop Centre at their disposal. Student theatre captains will direct and produce a production of *Our Country's Good*.

The technical aspects of the productions are run by the students in Tech Club. There is no audition process for crew roles, and students 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 students 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 2020 saw the return of our extracurricular ensembles, in new, year group bubbles. It was a pleasure to hear these newly-formed groups perform so confidently in our online Autumn Concert in October. Soloists and chamber groups were able to perform live in our regular Lunchtime Recital series, with the recitals being shared on SoundCloud each week, enabling family and friends to enjoy the music from afar. The whole Sixth Form enjoyed a lecture titled 'Is Music a Language?' as part of their enrichment programme, and the depth and breadth of our uniprep provision was confirmed with all three students applying for choral and organ scholarships at Oxbridge achieving success. In November the Senior House Music Festival provided pupils with a precious live concert in the Bishop Centre, with a packed schedule of impressive solo and small group performances. Christmas was celebrated with plenty of music-making as usual, with the Year 7 play 'A Christmas Carol' featuring the whole year group singing, dancing and acting, on camera for the first time. Our Festival of Carols took the form of a SoundCloud album release, which included the world premieres of two newly-composed carols from Godolphin students, which had enjoyed success in the Habs Girls' Christmas Carol Competition. Over the holidays, our A Level musicians appeared in a virtual carol concert with the Gabrieli Consort and Players, performing Bach's chorale settings alongside professional performers.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

The Spring Term commenced with virtual auditions for our 11+ music scholarship candidates, who joined us on video calls from around the world to perform with impressive poise. Closer to home, our Year 7 Glee Club (run by Chemistry teacher and West End star Mr Upton) produced a wonderful video performance of the song 'A Little More Homework' which they shared with a local care home as part of the 'Together With Music' project. Our weekly Lunchtime Recitals continued on SoundCloud, along with a virtual Scholars' Concert packed with virtuoso performances, and a special recital of piano music on a spring theme. Individual music lessons and ABRSM exams continued remotely too, with great success. A particularly memorable occasion was the online 'Little Shop of Horrors' reunion, in which the cast and crew of our whole-school musical production met up to sing together, a year after the show ended. Weekly virtual choir rehearsals enabled students to take part in the Young Voices 'Lovely Day' world record project, and the BBC's 'Musicals: The Greatest Show' by sending in videos of themselves singing. Students from all year groups also enjoyed taking part in the 'Duet With Yourself' competition, making impressive use of technology to layer recordings of themselves to create an ensemble effect.

Back in school for the Summer Term, Year 8 students enjoyed devising their own radio plays, with the help of Drama and Music staff, whilst Year 9 and 10 put on a radio production of *The Wardrobe*, both complete with sound effects and music. The Junior House Music Festival took place in June with a full day of hotly-contested rounds. We were delighted to be able to host live ABRSM exams in school, along with the return of our peripatetic teachers to the site. The weekly Lunchtime Recitals continued in school and on SoundCloud (with the online versions counting 50,000 listens at the time of writing). Year 11 and 13 students enjoyed the opportunity to explore the subject beyond the syllabus in their enrichment programmes, presenting some thought-provoking 'TED talks' following the conclusion of their examination courses. As restrictions were lifted, students enjoyed a visit from singers from Opera Holland Park, followed by a trip to see Mozart's opera *The Marriage of Figaro*, which was a very special occasion. The end of term brought with it the summer fete, at which the busking spot turned out to be a big attraction. A highlight of the year was the Year 7 Summer Concert, in which every student in Year 7 performed in the courtyard in glorious sunshine.

Higher Education and Careers

The Higher Education department works with tremendous care, insight and expertise to broaden pupils' 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 pupils' time in the school, ensuring that each pupil can make informed decisions about her future beyond school.

Staff specialists have extensive expertise in applications beyond the UK, particularly the US, Canada and an increasing number of European destinations. In house experts also support Art Foundation, medical, veterinary and dentistry applications, alongside students applying to Oxford and Cambridge as well those seeking apprenticeship and internship opportunities, and we aim to give pupils considering alternative pathways the best possible current advice and guidance. This includes dedicated microsites for those applying to Oxford and Cambridge, for Medical Programmes, and for all pupils looking to enhance their subject specific knowledge in preparation for university applications. We often host representatives of overseas institutions who give advice on admissions to our pupils and those from other schools where possible. Staff have a strong rapport with the pupils, which enables them to 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 Lecture series, when Godolphin and other local students attend lectures given by university representatives on subjects beyond our School curriculum, for example, Architecture or Psychology. The latter has grown considerably over the past twelve months and the range and popularity of the lectures which ran online during the 2020-2021 academic year was unprecedented. Our annual Higher Education Forum supports pupils making decisions about university courses and provides advice on Gap Year opportunities. All students are provided with opportunities to develop their interview and presentation skills, from rigorous discussions with subject specialists as part of the sixth form uniprep programme, to the bespoke training run for all LVI students during their Higher Education Preparation Programme in the Summer Term, to our annual Art of Academic Conversation event and the MMI event (Multiple Mini Interviews) for prospective Medics. And for both pre and post qualification candidates, the Higher Education department oversees the entire application process, working closely with subject teachers, form tutors and senior staff to provide individual advice and support as applications are prepared, university offers considered and accepted, final academic results received and places secured.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

Keeping in touch with pupils through the Old Dolphin network is a source of great satisfaction and an increasing number of past pupils return to give the benefit of their experience to pupils currently at the School. Many OD's have contributed to the 'Working Lunch' programme and many recent leavers come back to school to share their experiences of their first year at university.

School Trips

Educational visits play an important part of school life. Pupils 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 pupils 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 we mopped up the missing expeditions from 2019/20 and again had huge numbers of pupils signing up; over 250 pupils started on the scheme (across all three levels) with 107 at Bronze. Inclusion is the key for Duke of Edinburgh Award and pupils 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, although clubs and societies were more limited due to year group bubbles. (We still had huge numbers of clubs running and many of these transferred seamlessly to remote provision in the Spring Term). Opportunities include:

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

Over 75 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 pupils, for the pupils, with the support of staff. It was heartening to see that, as we went into the virtual world of remote education, staff and pupils 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 pupils 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) but year group bubbling and remote education was a huge hindrance to the value of our House System. 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. Pupils 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 pupil if she is over or under committed. The house system also has a scheme of leadership in place such that the five pupils 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 2021

FUTURE PLANS

For 2020-2021 the School had a specific focus on rebuilding and reintegrating students and staff back into school life in the building, post lockdown. We identified specific whole school priorities based on the principles of confidence, community and embracing challenges. These aims proved very constructive for a focus on rebuilding and we will retain this focus for 2021-2022, in light of the significant impact of Covid on the past school year. 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.

An engaging alumnae programme continues to benefit pupils throughout the school. At present, there are over 3,300 individuals in the Old Dolphin and past parent community who are actively engaging with the School. The alumnae community is thriving and Old Dolphin activity continues to enrich school life. Old Dolphins regularly contribute to the Careers Programme to provide expert industry insight as well as to other school initiatives, these include a Life After University Seminar, Mini Medical Interview Practice and Oxbridge Higher Education Sessions. We continue to celebrate the success of the School's diverse Old Dolphin community and individual's stories are regularly shared on the alumnae page of the school website, across social media platforms and via the old Dolphin and Careers Newsletters.

With the increase in transformational bursary awards and the impact of the pandemic highlighting the importance of the school's means tested awards, the 2021-2022 Annual Fund fundraising programme will focus on raising income for the bursary programme, alongside a small Director in Residence project.

In 2020-2021, the School will continue to progress its strategies surrounding widening access, and investigating additional income streams. In addition, the School is currently focusing 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, improving the links between all areas of the site. An exciting aspect of the plans is the provision of a new library area that incorporates modern learning spaces with enhanced Higher Education facilities and a seminar room. This new building will further support our teaching and learning strategy, providing a welcoming environment in which to promote both collaborative and independent learning.

The whole school community continues its mission to truly embody its values and to develop key characteristics in all of the pupils: Confidence, Curiosity, Independence, Empathy and Self-belief.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

FINANCIAL REVIEW

Financial Results

The Financial Statements for the year ended 31 August 2021 are published with this report.

The School had net income before investment gains and losses during the year of £2,250,539 (2020: £1,767,326), after providing for depreciation of £620,560 (2019: £616,355). Of this surplus, £2,694,815 was attributable to Unrestricted Funds (2020: £2,205,229) and £(7,458) to restricted funds (2020: (£5,290)). £436,818 depreciation expenditure was allocated against the Endowment Fund in the year (2020: £432,613). Net investment gains attributable to Restricted Funds, were £18,081 (2020: £8,488 loss), giving an overall surplus of £2,268,620 (2020: £1,758,838).

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.

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:	£10,326,292
Designated funds (Annual Fund):	£1,409,950
Restricted funds:	£131,416
Endowment fund:	£12,364,404

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 2021 financial year end free reserves were £4,879,133 (2020:£3,802,609). 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 2020-2021 year has been satisfactory.

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 2020-2021 the School did not engage with independent professional fundraisers. In 2020-2021 the School did not receive any complaints in relation to fundraising or raise any matter with regulators.

THE GODOLPHIN AND LATYMER SCHOOL

REPORT OF THE SOLE TRUSTEE (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

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: 2 December 2021
Date:

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

Opinion

We have audited the financial statements of The Godolphin & Latymer School for the year ended 31 August 2021 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 2021 and of the charity's net movement in funds for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

Basis for opinion

We have been appointed as auditor under section 144 of the Charities Act 2011 and report in accordance with the Act and relevant regulations made or having effect thereunder. We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the 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.

Conclusions relating to going concern

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

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

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

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

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

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

Responsibilities of trustee for the financial statements

As explained more fully in the trustee's responsibilities statement set out on page 17, 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 intends 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.

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

Based on our understanding of the charity and the environment in which it operates, we identified that the principal risks of non-compliance with laws and regulations related to the independent school regulations, safeguarding regulations, health and safety requirements, GDPR, employment law and charity law and we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as the Charities Act 2011 and consider other factors such as payroll tax.

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

- Inspecting correspondence with regulators and tax authorities;
- Discussions with management including consideration of known or suspected instances of non-compliance with laws and regulation and fraud;
- Evaluating management's controls designed to prevent and detect irregularities;
- Identifying and testing journals, in particular journal entries posted with at the year end; and
- Challenging assumptions and judgements made by management in their critical accounting estimates.

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.

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

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

Haysmacintyre LLP
Statutory Auditors

10 Queen Street Place
London
EC4R 1AG

15 December
.....2021

Haysmacintyre LLP is eligible to act as an 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 2021

INCOME AND ENDOWMENTS FROM:	Note	Unrestricted	Endowment	Restricted	Total funds	
		Funds	Fund	Funds	2021	2020
		£	£	£	£	£
Charitable Activities:						
Net fees receivable	2	17,488,111	-	-	17,488,111	16,790,097
Other educational income	3	1,247,974	-	-	1,247,974	1,104,735
Investments	4	2,188	-	4,642	6,830	30,201
Donations and legacies	5	704,288	-	69,255	773,543	566,547
Grants		45,048	-	-	45,048	127,420
Total Income		19,487,609	-	73,897	19,561,506	18,619,000
EXPENDITURE ON:						
Charitable Activities	6	16,792,794	436,818	81,355	17,310,967	16,851,674
Total Expenditure		16,792,794	436,818	81,355	17,310,967	16,851,674
Net income/(expenditure) before investment gains		2,694,815	(436,818)	(7,458)	2,250,539	1,767,326
Investment gains/(losses)	9	-	-	18,081	18,081	(8,488)
Net income/(expenditure) before transfers		2,694,815	(436,818)	10,623	2,268,620	1,758,838
Transfers	14	(989,142)	989,142	-	-	-
Net movement in funds		1,705,673	552,324	10,623	2,268,620	1,758,838
Total funds brought forward 1 September 2020		10,030,569	11,812,080	120,793	21,963,442	20,204,604
Total funds carried forward at 31 August 2021	14	11,736,242	12,364,404	131,416	24,232,062	21,963,442

The accompanying notes form part of these financial statements.

Full comparatives for 2020 are shown in note 21.

THE GODOLPHIN AND LATYMER SCHOOL

BALANCE SHEET


AS AT 31 AUGUST 2021

	Notes	2021 £	2020 £
FIXED ASSETS			
Tangible fixed assets	8	20,227,920	20,519,282
Investments	9	130,042	116,561
		<u>20,357,962</u>	<u>20,635,843</u>
CURRENT ASSETS			
Debtors	10	285,324	297,329
Cash and cash equivalents		9,263,306	7,112,982
		<u>9,548,630</u>	<u>7,410,311</u>
CREDITORS: amounts falling due within one year	11	<u>(4,205,544)</u>	<u>(3,503,632)</u>
NET CURRENT ASSETS		<u>5,343,086</u>	<u>3,906,679</u>
TOTAL ASSETS LESS CURRENT LIABILITIES		25,701,048	24,542,522
CREDITORS: amounts falling due after more than one year	12	<u>(1,468,986)</u>	<u>(2,579,080)</u>
TOTAL NET ASSETS	13	<u>24,232,062</u>	<u>21,963,442</u>
UNRESTRICTED FUNDS			
General – Elizabeth Godolphin Fund	14	10,326,292	9,252,935
Designated Fund – Annual Fund	14	1,409,950	777,634
RESTRICTED FUNDS			
Prize Fund	14	115,749	105,126
Elizabeth Crane Fund	14	15,667	15,667
ENDOWMENT FUND	14	<u>12,364,404</u>	<u>11,812,080</u>
TOTAL FUNDS		<u>24,232,062</u>	<u>21,963,442</u>

The financial statements were approved and authorised for issue by the Governors on 2 December 2021 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 2021

	Note	2021 £	2020 £	
Net cash inflow from operations:				
Net cash provided by operations	A	3,469,379	2,933,837	
Cash flows from investing activities:				
Income from investments		4,642	4,210	
Interest received		2,188	25,991	
Sales of investments		4,600	-	
Payments to acquire tangible fixed assets		(329,198)	(45,997)	
Net cash used in investing activities		(317,768)	(15,796)	
Cash flows from financing activities:				
Finance costs		(170,812)	(246,125)	
Bank loan repayments		(455,475)	(426,876)	
Bursary loan repayments		(375,000)	(250,000)	
Net cash used in financing activities		(1,001,287)	(923,001)	
Change in cash and cash equivalents in the reporting period	B	2,150,324	1,995,040	
Net cash and cash equivalents at beginning of period		7,112,982	5,117,942	
Net cash and cash equivalents at end of period	B	<u>9,263,306</u>	<u>7,112,982</u>	
A. RECONCILIATION OF NET MOVEMENT IN FUNDS TO NET CASH INFLOW FROM OPERATIONS		2021 £	2020 £	
Net movement in funds		2,258,574	1,758,838	
Depreciation charges		620,560	616,355	
Gain on investment		(18,081)	8,488	
Decrease/(increase in) debtors		12,005	(102,296)	
Increase in creditors		422,293	436,528	
Investment income and interest received		(6,830)	(30,201)	
Finance costs		170,812	246,125	
Net cash inflow from operations		<u>3,469,379</u>	<u>2,933,837</u>	
B. ANALYSIS OF CHANGES IN NET DEBT				
	At 1 September 2020 £	Cashflows £	Other Changes £	At 31 August 2021 £
Cash and cash equivalents				
Cash	952,982	700,324	-	1,653,306
Deposit accounts	6,160,000	1,450,000	-	7,610,000
	<u>7,112,982</u>	<u>2,150,324</u>	<u>-</u>	<u>9,263,306</u>
Borrowings				
Debt due within one year	(705,475)	830,475	(1,110,094)	(985,094)
Debt due after one year	(2,551,402)		1,110,094	(1,441,308)
	<u>(3,256,877)</u>	<u>830,475</u>	<u>-</u>	<u>(2,426,402)</u>
Total	<u>3,856,105</u>	<u>1,319,849</u>	<u>-</u>	<u>6,836,904</u>

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 AUGUST 2021

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 2021 and the comparative information presented in these financial statements for the year ended 31 August 2020. 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. Accordingly, they also 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 2021

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 2021

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 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

	2021	2020
	£	£
Net fees receivable consist of:		
Gross fees receivable	19,083,600	18,230,645
Fees given as scholarships	(103,883)	(116,725)
Fees given as bursaries	(1,490,638)	(1,417,434)
Fee remission for staff	(70,223)	(77,059)
	<hr/>	<hr/>
	17,418,856	16,619,427
Add: Bursaries paid by restricted funds	69,255	170,670
	<hr/>	<hr/>
Payable by parents (net of scholarships and bursaries)	17,488,111	16,790,097
	<hr/> <hr/>	<hr/> <hr/>

THE GODOLPHIN AND LATYMER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

3. OTHER EDUCATIONAL INCOME	2021	2020
	£	£
School lunch income	435,785	405,066
Music	532,881	545,139
Registration fees	170,080	115,025
Registration deposits forfeited	8,500	4,500
Insurance commissions	22,666	31,665
Management fees	1,000	2,000
Lettings/hire income	1,250	1,140
Sundry receipts	75,812	200
	<u>1,247,974</u>	<u>1,104,735</u>
4. INCOME FROM INVESTMENTS	2021	2020
	£	£
Elizabeth Godolphin Fund		
Deposit interest	2,188	25,991
Prize Fund		
Dividends and interest	4,642	4,210
	<u>6,830</u>	<u>30,201</u>
5. DONATIONS AND LEGACIES	2021	2020
	£	£
Unrestricted Funds:		
<i>Elizabeth Godolphin Fund</i>		
Other donations	62,800	19,325
	<u>62,800</u>	<u>19,325</u>
Designated funds		
Annual Fund receipts	641,488	376,552
	<u>641,488</u>	<u>376,552</u>
Total unrestricted funds	<u>704,288</u>	<u>395,877</u>
Restricted Funds:		
Bursary fund	23,085	90,732
Bursaries	46,170	79,938
	<u>69,255</u>	<u>170,670</u>
Total restricted funds	<u>69,255</u>	<u>170,670</u>
Total	<u>773,543</u>	<u>566,547</u>

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

6. ANALYSIS OF TOTAL EXPENDITURE

	Staff costs 2021 £	Other costs 2021 £	Depreciation 2021 £	Total 2021 £
Charitable Activities:				
School Operating Costs:				
Prizes	-	12,100	-	12,100
Teaching costs	9,998,572	731,588	3,642	10,733,802
Welfare costs	137,961	655,645	-	793,606
Premises costs	249,508	1,636,691	616,918	2,502,595
Support and governance costs	2,250,163	778,635	-	3,028,798
Finance costs	-	170,812	-	170,812
Bursaries from restricted funds	-	69,255	-	69,255
	<u>12,636,204</u>	<u>4,054,726</u>	<u>620,560</u>	<u>17,310,967</u>

Comparative 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	2,246,000
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>

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

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:

	2021 £	2020 £
Support and governance costs of schooling		
Printing stationery and postage	35,239	23,434
Telephone	13,243	17,859
Advertising and recruitment	131,227	89,930
Insurances	149,048	165,201
Sundry expenses	249,897	190,648
Legal and professional	120,860	191,170
Courses and conferences	50,428	95,079
Governance costs	28,693	29,305
	<u>778,635</u>	<u>802,626</u>
Analysis of governance costs:		
Governors indemnity insurance	3,270	2,985
Auditor's remuneration – for audit services for the School	28,693	26,400
	<u>31,963</u>	<u>29,385</u>

7. STAFF COSTS

	2021 £	2020 £
Wages and salaries	9,599,495	9,357,202
Social security costs	1,086,108	1,051,357
Pension contributions	1,909,280	1,868,725
Redundancy and termination payments	41,321	44,077
	<u>12,636,204</u>	<u>12,321,361</u>

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

	2021	2020
Teaching staff	129	126
Peripatetic and support staff	98	101
Temporary staff	2	10
	<u>229</u>	<u>237</u>

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

	2021	2020
£60,000 - £70,000	22	24
£70,000 - £80,000	11	6
£80,000 - £90,000	5	4
£90,000 - £100,000	1	-
£100,000 - £110,000	-	1
£120,000 - £130,000	2	-
£150,000 - £160,000	-	1
£160,000 - £170,000	1	-
£200,000 - £210,000	-	1
£250,000 - £260,000	1	-
	<u>42</u>	<u>37</u>

The total cost to the employer of remunerating key management personnel is £882,084 (2020: £704,084).

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

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 2020	20,798,167	6,943,578	412,465	34,327	355,000	115,659	28,659,196
Additions at cost	158,666	-	-	-	-	170,532	329,198
At 31 August 2021	20,956,833	6,943,578	412,465	34,327	355,000	286,191	28,988,394
Depreciation							
At 1 September 2020	5,995,459	1,714,779	330,000	10,926	88,750	-	8,139,914
Charge for year	419,068	138,850	41,250	3,642	17,750	-	620,560
At 31 August 2021	6,414,527	1,853,629	371,250	14,568	106,500	-	8,760,474
Net Book Value							
At 31 August 2021	14,542,306	5,089,949	41,215	19,759	248,500	286,191	20,227,920
At 31 August 2020	14,802,708	5,228,799	82,465	23,401	266,250	115,659	20,519,282

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

	2021 £	2020 £
Balance at 1 September 2020	116,561	125,049
Disposals	(4,600)	-
Realised loss on sale	(149)	-
Unrealised gains/(losses)	18,230	(8,488)
Balance at 31 August 2021	130,042	116,561
The balances as at 31 August was made up of the following:		
Fixed interest Government Stocks	11,636	16,578
UK Equities	118,406	99,983
	130,042	116,561
Historic Cost	57,760	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 2021 amounted to £100 (2020: £100).

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

10. DEBTORS	2021 £	2020 £
School fees	3,020	299
Prepayments and accrued income	169,415	253,628
Other debtors	8,974	43,402
Amounts due from Godolphin and Latymer Foundation	103,915	-
	<u>285,324</u>	<u>297,329</u>
	<u>285,324</u>	<u>297,329</u>
11. CREDITORS: due within one year	2021 £	2020 £
Bank loan (see note 12)	485,094	455,475
Bursary Fund loan (see note 12)	500,000	250,000
Fees in advance	392,149	372,125
Registration deposits	1,196,400	1,118,700
Other taxation and social security	275,820	284,632
Other pensions	30,205	32,471
Old Dolphins Association	81,370	72,606
Text book deposit	368,780	335,160
Accruals	686,923	129,295
Other creditors	73,263	217,321
Other creditors – Bursary Fund	115,540	235,847
	<u>4,205,544</u>	<u>3,503,632</u>
	<u>4,205,544</u>	<u>3,503,632</u>
12. CREDITORS: due after more than one year	2021 £	2020 £
Old Dolphins Association	27,678	27,678
Bank loan (see below)	261,308	746,402
Bursary Fund loan	1,180,000	1,805,000
	<u>1,468,986</u>	<u>2,579,080</u>
	<u>1,468,986</u>	<u>2,579,080</u>
<i>The bank loan is repayable in instalments:</i>		
Due within two to five years	-	261,307
Due within one to two years	261,308	485,095
	<u>261,308</u>	<u>746,402</u>
Due after more than one year	261,308	746,402
Due within one year (see note 11)	485,094	455,475
	<u>746,402</u>	<u>1,201,877</u>
	<u>746,402</u>	<u>1,201,877</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 £500,000 per annum over the remaining loan term.

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

13. SPLIT OF NET ASSETS BETWEEN FUNDS

	Fixed assets 2021 £	Investments 2021 £	Net current liabilities and long term debt 2021 £	Total 2021 £
Unrestricted Funds				
General - Elizabeth Godolphin Fund	5,437,114	-	4,889,178	10,326,292
Designated – Annual Fund	-	-	1,409,950	1,409,950
Restricted Funds				
Prize Fund	-	130,402	(14,653)	115,749
Elizabeth Crane Fund	-	-	15,667	15,667
Endowment Funds	14,790,806	-	(2,426,402)	12,364,404
Balances at 31 August 2021	<u>20,227,920</u>	<u>130,402</u>	<u>3,873,740</u>	<u>24,232,062</u>

Comparative 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>

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

14. FUND MOVEMENTS IN YEAR	Balance at 1 September 2020 £	Income £	Expenditure £	Transfers & investment gains/(losses) £	Balance at 31 August 2021 £
Restricted Funds:					
Prize Fund	105,126	4,642	(12,100)	18,081	115,749
Elizabeth Crane fund	15,667	-			15,667
Bursary Fund	-	23,085	(23,085)	-	-
Bursaries	-	46,170	(46,170)	-	-
	<u>120,793</u>	<u>73,897</u>	<u>(81,355)</u>	<u>18,081</u>	<u>131,416</u>
Endowment Funds	11,812,080	-	(436,818)	989,142	12,364,404
Unrestricted Funds:					
Elizabeth Godolphin Fund	9,252,935	18,846,121	(16,783,622)	(989,142)	10,326,292
Designated - Annual Fund	777,634	641,488	(9,172)	-	1,409,950
	<u>10,030,569</u>	<u>19,487,609</u>	<u>(16,792,794)</u>	<u>(989,142)</u>	<u>11,726,242</u>
	<u>21,963,442</u>	<u>19,561,506</u>	<u>(17,310,967)</u>	<u>18,081</u>	<u>24,232,062</u>

Comparative 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>8,502,214</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>

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

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 2021

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 £1,644,479 (2020: £1,602,384) 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 2021, confirmed that the employer contribution rate for the TPS would increase from 16.4% to 23.6% from 1 September 2021. Employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 23.68%.

The 31 March 2016 Valuation Report was prepared in accordance with the benefits set out in the scheme regulations and under the approach specified in the Directions, as they applied at 5 March 2021. However, the assumptions were considered and set by the Department for Education prior to the ruling in the 'McCloud/Sargeant case'. This case has required the courts to consider cases regarding the implementation of the 2015 reforms to Public Service Pensions including the Teachers' Pensions.

On 27 June 2021 the Supreme Court denied the government permission to appeal the Court of Appeal's judgment that transitional provisions introduced to the reformed pension schemes in 2015 gave rise to unlawful age discrimination. The government is respecting the Court's decision and has said it will engage fully with the Employment Tribunal as well as employer and member representatives to agree how the discriminations will be remedied.

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

In view of the above rulings and decisions the assumptions used in the 31 March 2016 Actuarial Valuation may become inappropriate. In this scenario, a valuation prepared in accordance with revised benefits and suitably revised assumptions would yield different results than those contained in the Actuarial Valuation.

Until a remedy to the discrimination conclusion has been determined by the Employment Tribunal it is not possible to conclude on any financial impact or future changes to the contribution rates of the TPS. Accordingly no provision for any additional past benefit pension costs is included in these financial statements.

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 £264,801 (2020: £266,342) and at the year-end £30,205 (2020: £32,471) was accrued in respect of contributions to this scheme.

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

	2021	2020
	£	£
Total contributions during the year were:		
Teaching staff	1,644,479	1,602,384
Non-teaching staff	264,801	266,342
	<u>1,909,280</u>	<u>1,868,726</u>

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

16. COMMITMENTS UNDER OPERATING LEASES: LEASE PAYMENTS

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

	Equipment	
	2021	2020
	£	£
Within one year	184,054	137,185
Between two and five years	176,838	195,000
	<u>360,892</u>	<u>332,185</u>

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

18. RELATED PARTY TRANSACTIONS

Governors' remuneration and reimbursed expenses

Trustees indemnity insurance premium of £3,270 (2020: £2,905) was paid on behalf of the governing body in the year. No other expenses were paid on behalf of the governing body. Two governors were reimbursed £165 for travel expenses in the year (2020: £132 one governor).

Governors' Donations

The aggregate of donations received from the Governors and their connected parties in the year was £540 (2020: £750).

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

19. 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 (2020: £800).

20. CAPITAL COMMITMENTS

At 31 August 2021 the School had no capital commitments (2020: no capital commitments).

THE GODOLPHIN AND LATYMER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR ENDED 31 AUGUST 2021

21. COMPARATIVE STATEMENT OF FINANCIAL ACTIVITIES

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