

ST. CATHERINE'S SCHOOL

GOVERNORS' POLICY STATEMENT AND REVIEW – 2016

A – INTRODUCTION

This document reconsiders the policy once again, measuring the achievements against the goals set in 2011 and considering what new goals should now be set.

The Policy Statement is an overarching document and its aims are enacted via the School's own Development Planning documents in both Prep. and Senior Schools, and managed by the Headmistresses and the Business Manager, their management teams and staff.

School Profile and Charitable Status 2001-2016 as published within school and externally.

General information- these standard paragraphs are quoted on all job descriptions.

St. Catherine's was founded in 1885 and is proud of its 130 year history of successful education for girls. The School is an Independent Church of England Day and Boarding School, in membership of the Girls' Schools' Association, with 900 pupils aged between 4 and 18. The Prep School has 265 pupils aged 4 to 11 and the Senior School 635 pupils aged 11 to 18, of whom some 180 are in the Sixth Form and 160 are boarders aged 11 to 18. The School is situated in a 25-acre site in the village of Bramley, three miles south of Guildford off the main Horsham Road (A281) and on the edge of the Surrey Hills.

St. Catherine's is a selective academic girls' school which prides itself on its excellent A Level results and the university places which all its leavers secure, including good numbers at Oxbridge. However, this is not at the expense of our commitment to the broader ideal of an all-round education for all our pupils, which will prepare them for full and happy lives as well as successful careers.

For further information about the School as it is first presented to prospective parents, please refer to the Prospectuses for both Senior and Preparatory Schools, the Annual Information Booklet which accompanies them and the School Website, re-launched in Autumn 2015 where other important prospectus type documents can be found: The Sixth Form Prospectus and the GCSE Options Booklet.

For information about the History of the School, see the School Website or visit the Foundation Office in the Main School building. Of particular note in 2016 is the Patronage of Her Royal Highness, The Duchess of Cornwall, given to the School after her successful visit in February 2014 when she dedicated the Anniversary Halls and opened the Sixth Form Library. HRH's great grandfather, Lord Ashcombe, was one of the founders of the School.

St. Catherine's School is a limited company (No. 3596520), is registered with the DCSF (No. 936/6004) and is in membership of the Girls' Schools' Association (GSA), the Independent Schools' Council (ISC), The Independent Association of Preparatory Schools (IAPS) and the Boarding Schools' Association (BSA). The School's Public Examination Centre No. is 64310

Charitable Status

St. Catherine's School is also a registered charity (Registered Charity No. 1070858) and as such is required by law to demonstrate that it operates in line with its Charitable Objects and merits its Charitable Status.

The Charitable Objects date back to the foundation of the School in 1885 but were substantially

re-worked when the Corporation of Cranleigh and St. Catherine's Schools was dissolved in 1998. At that stage the following revised Charitable Objects for St. Catherine's were agreed:

"The Objects for which the Company is established are to promote and provide for the advancement of education by providing, conducting, governing, carrying on and maintaining in the United Kingdom, or elsewhere, a boarding or day school or schools for girls in which the teaching shall be in accordance with the principles of the Church of England."

The Charitable Objects are reprinted at the top of the agendas and minutes of all official meetings held at St. Catherine's as a constant reminder of their importance and our need to adhere to them as we plan future strategy and as the school continues to develop.

Charitable Activities and Outreach

The School has long been committed to extending use of its facilities to the public locally for educational and social use, particularly the swimming pool which has been used to offer free swimming lessons to the local special needs school for over two decades while other local primary schools have gradually joined this offer over the last decade.

Since that time and in particular during the last decade, the School has gradually offered its facilities and some educational opportunities to the wider community more and more.

The Governors are committed to offering educational opportunities to all young people, in line with the Charitable Objects, and these are advertised in full on the Schools Together website, provided by the Independent Schools Council in conjunction with the Department for Education. Annual reports are also made to the Charity Commission of the School's Outreach activities and are listed in the Schools Annual Accounts which can be found on the Charity Commission's website at <http://apps.charitycommission.gov.uk/Showcharity/RegisterOfCharities/CharityWithPartB.aspx?RegisteredCharityNumber=1070858&SubsidiaryNumber=0>.

B – POLICY

Pupil Profile and Entry Policy

The school takes girls from 4-11 in the Preparatory School and 11-18 in the Senior School. It provides accommodation in the Senior School for both full and weekly boarders.

Entry to both Preparatory and Senior Schools is selective, it being felt prudent to check ability, not only to maintain standards but also to ensure the pupils will be happy in their schooling. Entrance testing/assessment also provides a baseline assessment against which progress can be measured. Since 2004, rigorous tracking has been introduced in the Prep. School using standardised tests for reading, spelling and verbal reasoning. Pastoral tracking is also now embedded.

In the Senior School, assessment tracking through the MidYIS baseline entry tests and the regular SCAGS (St Catherine's Assessment Grades) continues to monitor progress vigorously.

It is the standard practice of the Governors' Academic Committee to monitor academic standards and progress by taking presentations at each meeting from Heads of Department in the Senior School and Subject Coordinators in the Prep. School, each of which pays attention to curriculum content and how the staff monitor progress.

The School's goal is to inspire pupils to make the most of their abilities. To this end, its aims are regularly reviewed and revised when appropriate (most recently September 2015). The aims have featured as the opening section of staff handbooks and published on the school website since 2011. The revised Ethos and Aims are quoted here.

Ethos and Aims

St. Catherine's is about education in its broadest sense. Moreover, as a girls' school, St. Catherine's ensures that its students develop in an environment which suggests to them in everything they see around them that there is nothing that a woman cannot achieve.

We believe that St. Catherine's girls are well placed to pursue their education when they leave school at eighteen as independent, sensible, caring and competent young women who will have much to offer in life. We provide sound advice and guidance on further education and careers and we prepare them to take their place as citizens of the world.

Academic results are important - the school is comfortably placed in the infamous league tables - but we believe that there is much more to an all-round education for the young women of the 21st century.

Our hallmarks are the breadth of opportunity afforded to our students and the special atmosphere of support and encouragement. The philosophy that happiness at school is the key to success and enjoyment for each individual underpins everything we do.

Please do read our recent Inspection Reports which you can find in full on the [website](#). We are justly proud of the excellent/outstanding findings. While there are many quotable comments, these, in particular best sum up what St. Catherine's is about:

"Educational provision, in the full sense of these words, is outstanding because, above all, St. Catherine's is a learning school in which a state of satisfaction with anything but the best is not on the agenda." (ISI 2006)

'The strong focus on the value of the individual enables pupils to grow rapidly in self-esteem and confidence'Pastoral care is excellent, based on the mutual respect between pupils and staff and the teachers' very good knowledge and understanding of their pupils.' (ISI 2010)

The Ethos of St. Catherine's School is embedded in its Aims which are:

- to provide an exceptional all-round education which will prepare girls for happy and fulfilling lives
- to create a safe and healthy school environment in which our pupils enjoy their education
- to provide excellent academic teaching, up-to-date facilities and a wide range of extra-curricular activities
- to foster the personal, social, spiritual, cultural and physical development of our pupils as well as their academic potential
- to recognise each girl's unique character and encourage her to see herself as an individual
- to encourage our pupils to treat everyone with respect and courtesy and show concern for the needs of others, fostering team work and community spirit
- to give our pupils the right guidance and self-belief to help them develop fully their own talents and abilities, both in and out of the classroom
- to encourage a love of learning and an ability to think creatively and independently
- to encourage Christian values, thoughts and deeds
- to encourage each girl to develop the skills of [leadership](#) and a sense of responsibility towards others, within School and beyond

- to develop a strong partnership between staff and parents to support the girls throughout their school years
- to encourage the girls to embrace the inclusive spirit of St. Catherine's as active members of the St Catherine's Association for life

In order to preserve our Ethos and achieve our Aims, the School seeks to:

- recruit staff of the highest quality and outstanding qualifications who demonstrate a commitment to our shared vision for St. Catherine's
- ensure that all Staff feel valued as individuals and as part of the whole school family/community
- ensure that all Staff receive appropriate and effective induction training and mentoring when they join the School and are aware of their duties, School's policies and its procedures
- provide Staff with appropriate resources and facilities to enable them to do an excellent job
- offer further professional development and training opportunities to Staff whenever appropriate
- have a sensitive and thorough system of staff appraisal
- ensure that staff feel comfortable to approach their line managers, members of the Senior Management Team and the Headmistresses
- create a culture of communication, consultation and professional dialogue between staff at all levels and in every area of the School.

Written by Mrs Alice Phillips and Miss Naomi Bartholomew

At a Whole Staff INSET in 2014 the teaching staff reflected on the values that we would like all our girls to acquire and consolidate while at St. Catherine's. Group work was synthesised into the following list of Values and Skills by the Head of English.

Values

St. Catherine's girls should appreciate and cultivate the following:

1. Politeness – *Courtesy to everyone always* – the first of the Traditions of St. Catherine's
2. Kindness
3. Honesty
4. Open-mindedness
5. Humility
6. Humour
7. Diligence
8. Perseverance
9. Courage
10. Self-confidence
11. Adaptability
12. Imagination
13. (Intellectual) Curiosity
14. Orderliness
15. Awareness of, and respect for, the school community and the wider world.

Skills

St. Catherine's girls should strive to do the following:

1. Read appreciatively and thoughtfully

2. Write correctly and clearly
3. Speak coherently and persuasively
4. Listen attentively
5. Understand and apply mathematical principles intelligently
6. Use IT effectively
7. Cultivate a good memory
8. Think through problems
9. Learn from others
10. Learn from past errors
11. Work in a team
12. Think independently and critically
13. Evaluate risks and take them when necessary
14. Manage time well
15. Lead others confidently and sensitively

The Duties of the Governors

The Governors are responsible for:

- Determining the strategic aims and overall conduct of the school.
- Setting and reviewing the policies, plans and procedures which are designed to ensure the best possible education for present and future pupils of the school, as well as the safeguarding of pupils and the promotion of their welfare.
- Ensuring the proper control of the School's finances including the setting of fees, major developments and expenditure.
- Ensuring compliance with regulation, the guidance of the Charity Commission and the law.
- Appointing the Headteacher of the school.

In discharging these responsibilities, the Governors must:

- Provide appropriate support and challenge to the Headteachers, Business Manager and Combined Management team and ensure a regular appraisal.
- Adhere to proper governance procedures and undertake regular training on roles and responsibilities.
- Ensure key policies are in place and are reviewed.
- Be accountable to, and maintain appropriate communication with, parents, staff and pupils.

In line with the Governors' strategic aims and the agreed current priorities, set out in section H, the school intends to contain pupil numbers to those regarded as the maximum that can be taken, consistent with, in particular the staff being able to know each girl well enough to treat her as an individual.

The School has high academic goals and expects to be well placed in the so-called league tables but the curriculum is not adjusted deliberately to make a high place in these tables a priority. However, the School actively seeks excellent academic results on a consistent basis by encouraging pupil tracking by staff and target-setting and self-review by pupils. Some independent schools now make a policy of withdrawing from the league tables which they claim are discredited. Others, like St. Catherine's, which continue to offer UK A Levels, feel that the tables are good promotional tools, and this particularly applies to girls' schools. Despite the reduction in numbers of girls' schools, and some negative press, the annual publication of the league tables very much justifies their achievements and position.

In 2016 the implementation of the revised A Levels initiated by the Secretary of State Mr Michael Gove had begun and there is now a move back to a two year A Level without the midway assessment of AS that previously counted towards the total A Level. This is something that the Academic Committee is watching closely. The whole process will take 4 years to bring each subject on stream. Some subjects will not be offered. AS remains but as a free-standing, one year course with its own grade. During the transition period, St. Catherine's will continue to examine all girls at AS in order to be sure of consistent work across a subject palette by all girls and to underpin university applications which are then made with all grades to hand.

The School takes the greatest pride in fulfilling its aim to get all its pupils into the place of higher education of their choice and each is likely to pursue a career. In particular, it seeks to obtain the number of places at Oxbridge and other top universities – Russell Group and Ivy League/other USA Schools, and top professional training courses such as RADA, LAMDA, Central St. Martin's etc. - appropriate to the academic achievements of its pupils. The list of U6 leavers of the last decade, the degree courses and the institutions they join, both here and overseas, are an inspiration to all younger pupils and prospective parents.

For many girls with straight A/A* grades at A Level the courses they seek are not available at Oxbridge and many candidates choose other excellent universities in the UK and overseas. We are also seeing an increasing trend towards the top American Universities, particularly of interest to our strong lacrosse players who can gain significant scholarship funding as sportswomen. Guiding students to the correct degree courses is a priority.

C – THE SCHOOL NOW

Only girls are admitted to the School. They can start at age four and continue to age 11 in the Preparatory School and, by passing the Senior School Entrance Examination, proceed to the Senior School. Parents are made aware that graduation from Preparatory to Senior School is not automatic. In Upper II parents are contacted by the Headmistress who advises on progress and invites each parent to discuss future schools in the light of the pupil monitoring procedures in the Preparatory School. However, it is true to say that the vast majority pass into the Senior School.

Despite the 2007/8 financial crisis, demand for places has remained strong and the school has been selective in its intake at all levels. Partly for this reason and partly from a conscious focus on developing new initiatives and high standards in teaching and learning, very good public examination results have been obtained.

Importance is placed on Sport, Music, Drama and Art throughout the School. Sports fixtures are many, across both Schools, and A, B, C and D teams are regularly put out for lacrosse (approx. 15-18 girls per squad), with occasional E, F, G and H teams for Netball in the Senior School where pupil numbers in each year group are higher. Friendly fixtures and a focus on widening the opportunity for matches has also featured in the Prep School. This has met with a great deal of parental support.

Choral and orchestral standards are high. Drama productions are of an excellent standard.

The Senior School Art Department has undertaken major whole-school projects in alternate years, puts on regular exhibitions and the Head of Art has a role in the presentation of all the school buildings in terms of decoration/display of artwork and other pupil work etc. The standard of artwork displayed throughout the school is a major strength.

Drama productions from the Pre Prep nativity to the 6th Form musical are exceptional. This is down to excellent staff who also train senior girls in direction/production and technical theatre enabling them also to present plays/musicals on their own, and the outstanding facilities in the Anniversary Halls which create an aspirational culture for professionalism.

Academic aspiration is a key feature of school life at all stages and was given a physical presence in the commissioning of the sculpture which marked the 125th Birthday of the Schools to stand in front of the Anniversary Halls. It is boldly entitled *Aspire!* Cast in stainless steel, the symbolism is that of a plant developing and maturing gradually into a large flower/seed head with a stem that does not bend in the wind, but sways very slightly, adapting with flexibility and resilience to the conditions around it.

The school is required under its Memorandum of Association to provide teaching in accordance with the principles of the Church of England. Attendance at Chapel services is mandatory and the Chaplain assists in fulfilling the stipulated requirement. Girls are encouraged to be confirmed. Regular assemblies take place three times a week. Nevertheless, an understanding of comparative religions is taught and those of other faiths are accepted as pupils. A Half GCSE in RS is taken by all girls in Year 10.

In the Senior School, a unique arrangement of placing girls in School House Groups from 11 - 18 provides tutorial supervision from housemistresses and tutors at different levels, including a general Assistant House Tutor added to these teams in 2010.

Boarding accommodation is provided in Main School in Bronte House for ages 11-13, and Keller House for ages 15-16. The year group between these - U4 - is based in the separate boarding house, Symes, behind the Anniversary Halls. The Sixth Form continue to use the boarding rooms in the Centenary Building, the Unit and the Warren, which have had common rooms refurbished in recent years but some of the rooms are considered ready for redevelopment especially the Unit. Sixth Form boarding accommodation is now a top priority for replacement and plans are under discussion for a new building.

The tutor system in the Prep. School sees the Head and another member of staff working with the 4+ girls, while girls from age 5 are placed in Tutor Groups, each group containing a cross-section, over the age range, of 10-12 girls. All members of staff act as tutors and assist in the delivery of the Life Matters (PSHCE) programme.

The Prep. School house system, which is not linked to the tutor system, continues to operate as before. A sense of house identity is formed through both sporting and non-sporting house events, including singing, general knowledge and subject specialisms. The houses also promote charitable awareness through cake sales, mufti days and horticultural (ECO) shows.

Financially the school has remained sound. Targets have been set, designed to produce surpluses adequate to finance the school's growing needs and meet comfortably the covenant on the current bank loan. Since 2006, surpluses have reached the 10% of income target or even more, and a very strong financial management system has been in place. Each year the accounts are audited and approved by Crowe Clark Whitehill and given good audit reports.

The school has introduced an advanced fees system which offers the parents a small discount for paying the projected fees in advance. Sizable funds have been taken in during the last few years which have assisted significantly in securing the finance for the completion of the whole of the Anniversary Halls project. This scheme of Composition Fees in Advance is now well established and deposits each year are usually between £2-3m.

Considerable value attaches to the grounds and buildings and this, coupled with annual surpluses, allows the school to borrow to finance some of its capital requirements.

The grounds are well kept and enable outdoor sports to take place throughout the year with very few cancellations. Four lacrosse pitches are available during the winter and many netball courts. But it was the opening of the Anniversary Halls in 2011 which considerably enhanced the sports facilities at the school, giving the PE departments first class indoor facilities including a Fitness Suite, Dance Studio, Gym and Sports Hall which is unrivalled in the south of England.

Additional income is also generated by the letting of the School's grounds and facilities to external groups with a particular focus on holiday courses and activities with an educational theme. These offer the St. Catherine's facilities to children and young people from a wide range of schools in the UK and overseas. The courses are usually paid for by parents but certain groups offer bursary options within their own organisations. The letting of facilities is designed to raise funds for the School in order to fulfil the governors' aim to keep the school fees as affordable as is reasonably possible at all times while also maintaining the overarching strategic priorities of the School.

The St. Catherine's Association, founded in 2004, celebrated its 10th anniversary in 2014, and is developing fast as a careers support and resource for alumnae and current students. Notable developments have been a LinkedIn Page and a Facebook facility. Careers Conventions are now routinely staffed by alumnae and parents and the newly launched Careers Department (Sept 2014) has strong working links with the Association Director and Foundation Office.

Activities such as a lively choral society and a Rock Choir as well as annual events/tours bring all the 'constituents' of the Association together and continue very effectively to support the school.

The regular *Non Nobis* Association newsletter and the school magazine continue to enhance the School's public profile.

In 2016, the School is in good heart.

D – RECENT TRENDS

The following positive factors are important to the school's success and reputation:

- Very good university places achieved by our leavers.
- Very good League Table positions.
- A very strong and proven pastoral system in both Schools which supports the girls as individuals, achieved through the house systems and tutor groups.
- Success in Sport, Music, Drama and the Arts, and in a wealth of other extra-curricular areas.
- Strong governance and management as recognised in the recent ISI reports (2000, 2006 and 2010).
- Regular editorial publicity in the local Press and in West London.
- Contact with more feeder schools especially in the London suburbs for Boarders.
- Parental satisfaction and word of mouth recommendation.
- New facilities in both Schools, including, since the last GPS, the Speech Hall Library, Little Wood Lodge, the new Boarding Housemistresses' Flats in Main School, the refurbished Lecture Theatre and CB Foyer/Entrance, and a programme of upgrading the toilet facilities throughout the school.
- The School's rural location which is safe and free from distractions, with all facilities needed on site. St. Catherine's is not a town School.

- Major advancements in the provision of ICT throughout the School including the introduction of iPads for all girls from Year 5 upwards. Digital learning is a significant feature of the contemporary education we offer.
- An increase in staffing in the Prep. School has allowed greater flexibility which has had knock-on effects in many areas, also paving the way for greater subject specialism at Key Stage 2.
- Consistently strong financial management and performance during both good and bad economic times.
- Attracting and retaining high calibre staff through effective training programmes e.g. ITT Scheme (over 30 staff trained in the last 12 years), Newly Qualified Teacher Induction, a course in Middle Management for Heads of Department, day release schemes, an initiative to employ Apprentices in the Business Department, a thorough Staff Review (appraisal) procedure and an unrelenting focus on high quality whole staff INSET and Continuing Professional Development personalised to each member of staff.
- The excellent reputation of the teaching staff in both Schools which is reflected in the strong examination results and many extra-curricular successes as well as their own pride in what they do. See School Website/Job opportunities page for examples.
- The established reputation of the Headmistresses of both Schools who have now been in post for 16 and 4 years respectively.
- The St. Catherine's Association which draws the whole St Catherine's family together for the good of the School.

E – SCHOOL DEVELOPMENT PLANNING

Senior School

After the 1997 Policy statement, a Senior School Development Plan was produced to show in much greater detail how these policies and aims would be followed and achieved. The original plan was drawn up by all staff under the guidance of the Headmistress. It looked forward three years but is now reviewed annually. Its sub-headings are:-

- Academic/Curriculum (embraces Assessment)
- Administration
- Boarding
- Business
- Ethos – House System, Pastoral Care, Life Matters (PHSE) and Worship
- Sixth Form
- Staff Development

In each area the plan is set in discussion by the strand leader – a member of the Senior Management Team (SMT) – and the Headmistress and plans are shared at SMT Meetings.

Note: Two areas of the original 1997 plan are now handled in other areas: Links and Marketing.

Our strategy for sharing our facilities with young people in maintained sector schools has become more formal in the last ten years and this is managed by the Combined Senior Management Teams and recorded by the Business Manager who makes the annual returns to the Charity Commission.

Preparatory School

The Preparatory School Development Plan was originally written in 2003 to incorporate our aims and policies and to include strategies to ensure that they are monitored and evaluated. It was updated in 2014 and streamlined to address Prep school specific areas of development as the Headmistress and members

of SMT now sit on the whole school committees for Marketing, Health and Safety and Estates and Buildings. The current plans include

- Academic
- Pastoral Care
- ICT
- Staff Development
- Early Years

Each area, overseen by a member of SMT, is devised in conjunction with the Headmistress and shared with SMT.

F – FINANCE

The School's accounts are prepared for audit annually and published on the Charity Commission's website.

G – GOVERNANCE AND MANAGEMENT

Governance and management were praised as excellent by the Independent Schools Inspectorate in 2000, 2006 and even more warmly again in 2010. Governance was graded as Outstanding/Excellent. Governors are recruited by the Chairman and candidates are expected to demonstrate that they have a clear understanding of and commitment to upholding the School's aims and ethos.

1. Recruitment of Governors and Succession Planning

In order to maintain governance of the highest calibre, a skills matrix is used and regularly reviewed to ensure that Governors contribute a wide range of skills, talents and experience to the Governing Body. All Governors and the Heads view succession planning as important to the success of the GB and there is much discussion of replacing like with like in the skills set when a Governor retires. Current parents may not be Governors but former parents are regularly recommended by the Heads and form a significant part of a very engaged and successful Governing body.

2. Governors' Specific Roles and Committee Information and Updates

A Governor, who is a medical consultant has specific responsibility for Safeguarding matters and sits on the Pastoral Committee, is responsible for the annual Safeguarding Audit and reports in detail to the Governing Body.

A Governor with specific responsibility for Health and Safety was appointed to the H & S Committee in May 2005, and reports to the Estates and Buildings Committee and to the full Governing Body on regulatory matters.

A Governor took up specific responsibility for the Early Years Foundation Stage in 2011, in line with the Preparatory School's Development Plan, and endorsed by the ISI December 2010 visit.

Each Governors' Committee has a formal statement of its Terms of Reference.

Governors' Days are an established part of the annual programme for Governors and happen in the autumn and spring terms. These include an open invitation to visit any lessons, meetings or extra-curricular activities going on in either School on those days. Staff are welcoming of the Governors and appreciate their interest in what happens in the classrooms and the extra-curricular activities. There are also opportunities for Governors to review practices relevant to their specific governance role/interest e.g. proper recruitment, safeguarding, health and safety, financial management. There is also an INSET session on these Governors'

Days relating to one of the Independent Schools Statutory Regulations (ISSR) where Governors review sections in which they may not always have such a direct role. Combined Senior Management Team members present the section and documentation and take questions. These are minuted and presented to the next full Governing Body meeting.

Governors have also had the opportunity to observe staff induction training at the beginning of the academic year. This, in response, to a request from one of the Governors was introduced in September 2015 and will be an open invitation from now on.

Governors undergo regular Safeguarding training alongside staff and volunteers on a three yearly basis, unless they are already trained within their own workplace. Governor training was updated for the whole Governing Body in October 2010 by Farrer & Co (the school's lawyers). Many Governors participate in regular individual training days provided by the Association of Governing Bodies of Independent Schools (AGBIS), Farrer & Co, Haysmacintyre, Crowe Uk and other specialised companies.

3. Management

From 2006 a flat structure for management was introduced and the line-management of the Bursary/Business Centre was given to the Headmistress of the Senior School from 2007 when a member of the academic teaching staff became the Business Manager.

In the Preparatory School a similar flat management structure was created in 2009, retaining the clearly defined roles of the earlier structure, but, again, providing the Headmistress with a more collaborative management team and support structure.

The Business Centre Management structure was similarly restructured in January 2010 and subsequently again in June 2015.

A monthly meeting attended by the Chairman of Governors, Headmistresses and Business Manager provides the immediate link between Governors and Management.

4. Risks

Risks are inherent in any enterprise and the School is no exception. Governors consider consciously - not just sub-consciously - the significant risks run by the School and record what checks are in place to minimise the likelihood of occurrence and impact of those risks. In 2002-3, risk-assessment was discussed in detail by each GB Committee and a commitment for the Governors to review these risks regularly was put in place.

Since then, this document has been thoroughly revised and it is now mandatory to review risks annually in the autumn term. This takes place via the Governors' various committees and the whole document is then put to the Governing Body for approval each year at the end of the Autumn Term.

From 2004 it was mandatory for a while for the School's Governors to audit the School's Child Protection Procedures, routine training of staff, liaison with outside agencies etc. and report on these to Surrey Children's Services. The mandatory aspect was removed in 2011 but it was felt best practice to retain the audit internally. A Governor member of the Pastoral Committee assumes this responsibility, audits the provision and signs the annual audit document. She then reports back to the Governing Body annually on her findings.

Safeguarding is a separate agenda item at all Governing Body Meetings.

H – FUTURE AIMS

Category A* Top priority always to be actioned as part of current review and spend

A*1 Further adjustments of teachers' salary scales as required, to reward and retain teachers and keep pace with national trends.

A*2 Maintain the School's aim to provide Bursary places up to 100% of fees payable to achieve the governors' ultimate target of 5% of income spent on bursaries which will be reviewed regularly as to achievability or desirability in the light of ongoing government and charitable legislation and other goals and targets of the school. As at June 2015 it was agreed to allocate £495k (+£30K contingency) for 2015-2016 representing 3.5% of anticipated fee income in that year.

A*3 To work to keep school fees affordable and fee increases minimal and explicable in order to ensure the widest possible access to the school for fee-paying parents.

A*4 Monitor all national educational trends in curriculum content and examination systems, keeping informed of parental feelings regarding curriculum subjects in particular. Use Focus Groups with Parents to monitor particular subject enthusiasms, e.g. trends in language teaching and report back to the Academic Committee. Monitor ongoing developments in – and parental demand for - the teaching of modern foreign languages across the whole school, in particular in Mandarin, Cantonese, Japanese and Arabic. Consider providing all these at various stages at club level over time.

A*5 Maintain a high level of annual expenditure on ICT provision in order to keep abreast of developments. In particular, support the WiFi network and the School's aim to move towards widespread use of palm-held devices by students as and when textbooks etc. are more widely available as e-books.

A*6 Monitor the development of Social Networking via ICT and the Safeguarding issues it raises.

A*7 To maintain and develop our International Link Schools.

A*8 To be active in promoting and sustaining girls' schools in the UK via active GSA Membership for the Heads of both Schools and of IAPS for the Head of the Preparatory School. Alice Phillips was GSA President in 2014. Jill Cochrane is a member of the GSA Education Committee. Naomi Bartholomew is Chair of the GSA Junior/Prep Heads Group in the South Central Region. Alice Phillips is to be an ISC Board member for GSA in 2016-19.

A*9 In all work to the built environment of the School, to give close consideration to preserving and enhancing our listed and other historical buildings, landscape and features, being mindful of the heritage of the School and its site. Such work to include all new buildings, extensions and repairs or maintenance to any component which shall be considered and identified early in any design process.

A*10 Enhanced promotion of the letting of the School facilities in order to gain a steady income stream This to include targeting appropriate residential courses for young people, particular for sports, Music or Drama with due security.

In addition, the governors agreed that the focus of future thinking regarding the development of the site would be on continuing the rolling programme of upgrading and refurbishing the toilet facilities in the whole school, the boarding accommodation – with a particular focus on the Sixth Form areas – and the plans ultimately to replace the West Block teaching wing, as and when funds allow. The priorities for the next year are always summarised in the School's accounts, available on the Charity Commission website.

Peter Martin
Chairman of Governors

2016

Footnote- Text in blue is published elsewhere in other documentation and has been copied verbatim into this document.

Footnote 2018

The Governors' and Headmistresses' wishes for the future was published more widely in July 2017, entitled "Create The Future". The targets for development of the School facilities are:

- Refurbishment of the Prep School Laboratory – Achieved September 2017
- A new Sixth Form Bording House with Common Room Space for all the Sixth Form – Planning Permission granted May 2018
- A new Science/Technology/maths/IT/Library space replacing West Block – The CATalyst. Currently in design phase.
- The MakerSpace extension to the John Palmer Arts Centre. Currently in design phase.

Alice Phillips
Headmistress
June 2018