

ST EDWARD'S SCHOOL

YEAR ENDED 31 AUGUST 2022

SECTION 172(1) STATEMENT

The Governors are mindful that under Section 172(1) of the Companies Act 2006 they must act in a way that is likely to promote the success of the Charity to achieve its charitable purposes. The Governors believe that this success is driven by the strategic priorities of the Company as set out on pages 8 and 9 of St Edward's School Annual Report and Financial statements for the year ended 31 August 2022. By focusing on these strategic priorities, the Governors believe that the Company achieves a positive impact on pupils and other stakeholders of the Company, including parents, staff, suppliers, the local community and the wider educational community. The response to the global Covid-19 pandemic is an example of how matters that are of strategic significance have been dealt with by the Governors to ensure the continued ability of the Company to achieve its charitable purposes.

As extracted from the St Edward's School Annual Report and Finance statements for the year ended 31 August 2022.

The Strategic Priorities referred to in the Section 172(1) Statement are as follows:

In setting objectives and planning activities, the Governors have complied with the duty in section 17(5) of the Charities Act 2011 to have due regard to guidance published by the Charity Commission.

The Company's objects, as set out in the Memorandum of Association, are for the benefit of the public, to promote and provide for the advancement of education of children and young people, in particular by providing, conducting, governing, carrying on and maintaining in the United Kingdom, or elsewhere, a boarding and/or day school or schools in which the teaching shall include religious education in accordance with the principles of the Church of England and by ancillary or incidental educational and other associated activities.

In accordance with the Company's objects, St Edward's School aims to develop pupils that are equipped to face the opportunities and uncertainties of life as leaders with:

- intelligence and curiosity;
- creativity and innovation;
- integrity and honesty;
- resilience and enthusiastic participation;
- moral courage and responsibility for their actions;
- a sense of compassion and service;

- an understanding of, and respect for, other people and the human condition.

The St Edward's School's ethos underpins everything that it does and is the touchstone against which all plans are tested for the future. There is a liberal and open ethos, which values creativity and innovation. The focus lies in fostering the development of the pupils to ensure that they have every opportunity to achieve success at the highest level in academic and co-curricular activities. In order to achieve these aims, the Company's strategic priorities in the financial year under review were:

- To ensure the safeguarding of all pupils.
- To maintain the present low pupil/teacher ratio. The Governors continue to believe that this gives pupils the best possible learning environment and level of guidance to develop both academic and wider skills and is also necessary to support the School's boarding model.
- To keep the academic syllabus and pastoral care under constant review.
- In line with the School's ethos of creativity and innovation highlighted below, to continue to promote a forward-looking academic programme to provide pupils with the best possible preparation for their future.
- To attain the highest possible standards of academic achievement as measured by external public examinations and various independent value-added criteria.
- To balance academic achievement by providing a programme of total education which allows pupils full scope for the development of co-curricular skills as well as academic prowess.
- To maintain the School's roll at a level commensurate with financial stability.
- To include pupils from local state schools wherever possible; to make facilities available to state schools as well as local clubs and societies; to share teachers or teaching facilities with local state schools; and to provide know-how or teaching materials.
- To provide scholarships and bursaries, up to a maximum of 10% of gross fees.

The Governors welcome pupils to St Edward's from all backgrounds and believe all pupils benefit from learning within a diverse community. Quite apart from the formal teaching, a great deal of learning is engendered by social interaction, conversation and shared experiences, which help the pupils to develop an understanding of the perspectives of other people that will be vital in their adult lives.

Before admission, care is taken to assess whether the School will be able to educate a pupil to the best of their potential and in line with the general standards achieved by their peers. Entrance interviews and assessments are undertaken to satisfy not only the School but also parents that potential pupils will be able to cope with the pace of learning and will benefit from the education provided. An individual's economic status, gender, ethnicity, race, religion, or physical disability does not form part of the assessment processes.

The Governors are committed to safeguarding and promoting the welfare of pupils at St Edward's and expect all staff and volunteers to share this commitment. In the last integrated Independent Schools' Inspectorate report, the quality of the pupils' achievement and learning, their spiritual, moral, social and cultural development, the contribution of curricular and co-curricular provision, of teaching, of pastoral care and boarding, are all described as excellent. In the latest regulatory compliance inspection, all standards were met.

Parents are given regular information about their child's social and academic progress through parent evenings and regular academic grade card reports. The School also maintains contact with parents during the year through informal contacts and through the newsletter, magazine, website and social media. Each pupil has a tutor responsible for their pastoral care and academic development. The School also has a pupil mentoring system which assigns a Sixth Form pupil to each new pupil to assist the Housemaster or Housemistress in their pastoral care. Finally, the School also has a pupil peer listening programme which provides the pupils with another level of personal support within the School.