



## STRUCTURE, GOVERNANCE AND MANAGEMENT

### ***Governing Document***

The Charity is a charitable company limited by guarantee, incorporated on 28 July 1966, and registered as a charity on 30 January 1967. The company was established under a Memorandum of Association, which established the objects and powers of the charitable company and is governed by its Articles of Association. In the event of the company being wound up, members are required to contribute an amount not exceeding 25 pence.

### ***Governing Bodies***

The structure of the Charity consists of a Board of Trustees. There are five Trust Committees that report directly to the full Board, with the Headmistress sitting on all five as an executive officer. These are the Finance, Education, Fundraising, Premises and Marketing Committees, membership of which is indicated on page 1 of this report. All trustees give of their time freely and no remuneration or expenses were paid in the year. No trustee or person connected with a trustee received any benefit from either means tested bursaries or scholarships.

### ***Recruitment and Training of Governors***

The Charity's elected Trustees are appointed at a meeting of the Full Board of Trustees on the basis of nominations received from independent sources, members of the school community, and other Trustees. The appointees are interviewed, the Board wanting a range of appropriate skills and expertise, and officially elected at the AGM. There are regular annual training and information days for all Trustees, involving days in school. New Trustees are supported by the Chairman and Head when they first join the Board.

### ***Organisational Management***

The Charity Trustees are legally responsible for the overall management and control of Dormer House School, and meet as a full Board at least four times every year. Various sub-committees undertake the work of developing and implementing the policies determined by the Trust. These committees report and are answerable directly to the full Board. The committees meet at least once every term, prior to full Board meetings.

The day-to-day running of the school is delegated to the Headmistress and her supporting Senior Leadership Team (SLT), together with the part-time Bursar. The Headmistress attends all Board and committee meetings.

The School actively supports the attainment of the highest standards of teaching and learning, and of pastoral care of all its pupils. The School also co-operates and works with many local charities in its ongoing endeavour to widen public access to the schooling it provides.

### ***Risk Management***

The Board of Trustees is responsible for the management of the risks faced by the School. Detailed considerations of risk are delegated to the Headmistress and the SLT, with a member of the Trust taking responsibility for overseeing this. A formal review of the Charity's risk management processes is undertaken on an annual basis, the Trust employing the services of independent professional Risk Management Companies for this purpose.

The key controls used by the Charity include:

- Regular agenda items relating to Risk Management for the Trust meetings;
- Comprehensive strategic planning, budgeting and management accounting;
- Established organisational structure and lines of reporting;
- Formal written policies reviewed regularly by the Trust;
- Clear authorisation and approval levels;
- Health and Safety and Safeguarding procedures as required by law for the protection of the vulnerable.

The Board of Trustees is satisfied that through its Risk Management procedures the major risks identified have been adequately mitigated where necessary. It is recognised that *absolute* assurance that major risks have been fully managed cannot be given.

## **OBJECTS, AIMS, OBJECTIVES AND ACTIVITIES**

### ***Charitable Objects***

The Charity's Objects, as set out in its Memorandum and Articles of Association, are the advancement of education for all its day pupils in accordance with the principles of the PNEU philosophy as set out originally by Charlotte Mason.

### ***Aims and Objectives***

The School upholds the principles of its founder Charlotte Mason, offering a broad curriculum and a high level of pastoral care. It aims to provide the best possible education for children of all abilities and from all backgrounds, in a positive, caring, family atmosphere, and to ensure that each individual child attains his or her highest potential.

The School has aspirations to:

- Continue to improve facilities;
- Build on its fine reputation locally in order to ensure capacity occupation;
- Continue to provide a diversity of education, which caters for children within a 'whole child' philosophy;

- Welcome pupils from all backgrounds by extending its provision of bursaries and scholarships.

### ***Objectives for the Year***

As one of only three PNEU schools left in Britain, it falls upon the Charity to take on the role of custodian of the philosophy of Charlotte Mason and to celebrate her vision. The Trust will look for opportunities to advocate the benefits of a broad-based creative curriculum and fight to ensure that the PNEU ethos will continue to enrich all those who pass through the school gates. The Trustees remain committed to creating a special reserve fund to enable the school to widen its access to children by offering bursaries.

In setting our objectives and planning our activities the Trustees have given careful consideration to the Charity Commission's general guidance on public benefit and in particular to its supplementary public benefit guidance on advancing education and on fee-charging.

The focus of school improvement 2014-2015 was:

- To maintain the high standards achieved in provision for the Arts as recognised by the school's Gold Artsmark status, awarded by the Arts Council (2012-2016);
- To strengthen international links and connect Dormer to the wider world in line with the school's International School status (2011 -2015).
- To build upon the school's commitment to excellence and the high standards reported in the Ofsted 2010 report;
- To celebrate PNEU values and share PNEU teaching philosophies with new staff;
- To recognise and develop the potential of the individual child and to substantiate the pledge that 'Every child at Dormer has a voice';

### ***Principal Activities of the year***

The Charity principally provides education for boys and girls aged 2-11 from Moreton-in-Marsh and the surrounding area.

## **REVIEW OF ACHIEVEMENTS AND PERFORMANCE FOR THE YEAR**

### ***Operational Performance of the School***

#### **EVERY CHILD MATTERS**

In Trustee, management and staff meetings the school looked closely at ways to ensure that *Every Child Matters* at Dormer. The former Government's document *Every Child Matters: change for children* (December 2004) indicates national and local priorities for children's services. It sets out an Outcomes Framework, which includes the five outcomes for children and young people given legal force in the Children Act 2004: *Enjoying and Achieving, Being Healthy, Staying Safe, Making a Positive Contribution and Achieving Economic Well-being*. Over the course of the year

the school assessed contributions to each area and implemented strategies and procedures to improve provision in line with its legal obligations.

## **ENJOYING AND ACHIEVING**

The academic results for 2015 were very good. Pupils continued to make good progress in the Early Years Foundation Stage, achieving scores in all 7 areas of learning which exceed the average points for schools in Gloucestershire by 9% and nationally by 11%.

Summer results in the externally marked General Progress Papers showed very good progress with many pupils achieving above the national expectations of attainment for their age.

Achievement in Key Stage 1 English was very good. The mean standard age score for Year 1 was significantly higher than the national average. 61% of pupils were working in the above average categories. In Year 2 18% were working in the above average range. The score for Year 2 was not significantly different from the national average, although one gifted and talented pupil was absent for the tests. In Key Stage 2, 29%, 50% and 42% were working above the national average in Years 3, 4 and 5 respectively.

Achievement in Key Stage 1 maths was very good. The mean standard age score for Year 1 was significantly higher than the national average. In Year 2 45% were working in the above average range. The score for Year 2 was significantly higher than the national average, (one gifted and talented maths student was absent for the tests). In Key Stage 2 63%, 33% and 39% were working above the national average in Years 3, 4 and 5 respectively.

In English and maths the spread of standard age scores was not significantly different from the national average and this reflects our status as a non-selective school catering for pupils of all abilities. The mean standard age score for boys was not significantly different from girls. Distribution of scores by ethnicity against the national average show that mixed race pupils at Dormer are performing in the above average to very high range.

The class of 2015 gave a sound performance in the externally marked Key Stage 2 SATs examinations: 100% achieved Level 4 or above in Reading and 91% achieved Level 5. These results were 9% above county level for Level 4 grades and 44% above county levels for Level 5. In the SPAG test 81% achieved Level 4 and above, 72% Level 5 and above and one student achieved Level 6. In maths 91% achieved Level 4 and above, 63% achieved Level 5 and one student achieved Level 6. These results were 3% above county level for Level 4 grades and 30% above county levels for Level 5.

The Special Educational Needs and Disabilities (SEND) department continued to provide excellent support for pupils identified for intervention through individual and group sessions. Provision for the spiritual, moral, cultural and social aspects of learning was also of particular benefit to these learners.

Across the curriculum pupils performed well in internally assessed examinations and course work. The Common Entrance and 11+ Summer School was well attended. Throughout the year a

Gifted and Talented, Common Entrance and 11+ After School Study Group was offered to Year 5 and 6 pupils. Uptake was excellent and the session provided extra support for pupils preparing for the next stage in their education. The class of 2015 were highly successful in their applications and entrance examinations with three offers for Headington, Oxford High and Cheltenham Ladies; an art scholarship and Headmaster's award for Dean Close; a bursary and art scholarship for Kingsley; an all-round scholarship for The Downs and three grammar school offers for Pates, Shotton and Stroud High.

The variety and quality of work produced by pupils endorsed the School's commitment to a creative curriculum, which provides an arts-rich education for all pupils and maintains the high standards of Gold Artsmark status.

The results of the Preliminary Examinations in Speech and Drama were outstanding with 100% achieving a Merit and 54% going on to secure a distinction. These impressive results ranged from Introductory Graded Examination Solo, Stage 2 to Speaking Verse and Prose, Grade 4. Skills in the Performing Arts were showcased in the Harvest Festival, the Nursery Nativities, the Lower School Christmas production, Carols at Batsford, Dormer House Entertains, The Chipping Norton Festival, the Easter Cantata and the outstanding Year 4, 5 and 6 end of year performance of *'The Tempest'* at Chipping Norton Theatre. In the spring term, the school's talented musicians attended an orchestral day at Malvern School. There were notable exam successes in guitar, clarinet, piano and flute.

In January local children, aged 2-4, were invited to a free, interactive morning of drama, dance, music and art activities. As a Gold Artsmark school, we strive to demonstrate how a quality arts education can have a positive impact on a child's learning pathway and emotional intelligence. The *'Beauties and Beanstalks'* event allowed the Arts team to showcase how the school begins to achieve this within the Early Years classes. Parents were able to watch their children engaging in activities supervised by specialist arts teachers and pupils from Year 5 and 6. Staff explained how a cutting edge approach to Arts teaching ensures that each child is fully immersed in a creative journey. Dormer parents provided tea and cake and were on hand to describe the impact this has had on their child's emotional development, self-esteem and confidence. It was pleasing to see the passionate commitment to the Arts reverberating throughout the fabric of Dormer House right down into nursery.

Just before February half-term pupils were in the grips of travel mania as they raced around the world during International Week! This culturally diverse week incorporated language workshops, food tasting, an Around the World in 80 Minutes Visual Art Competition, an International Poetry Slam and music, dance and drama workshops. Each class experienced a host of interactive learning experiences about one of the countries on Phileas Fogg's epic journey from *Around the World in 80 Days*. The support of well-travelled parents and staff was invaluable throughout and the children were very appreciative of the exciting learning journey made that week.

Celebration of Chinese New Year fell in half-term this year, but Nest holiday club ensured that pupils celebrated this annual Dormer event by making a very large cardboard dragon and Chinese lanterns. Reception also created a colourful display for the front window. After half-term all pupils and staff embraced the spirit of World Book Day. The school was a riot of colour and

costume to welcome children's author, Jenny Kane. The visit inspired budding Dormer writers and 'Love of Books' prizes were awarded to the keenest readers.

In June, to mark the end of a productive academic year the Art Department staged a whole school exhibition of pupils' artwork at a local art gallery. Bedecked with an array of young and vibrant masterpieces, the Moreton Gallery was enchanting. Pieces ranged from bold mixed-media collages and lino prints to delicate soft pastels and watercolours. In September the school announced the appointment of Abbie Cooke as Artist in Residence. Her remit was to raise the profile of the school in its 140<sup>th</sup> year through innovative arts days in which Dormer pupils and the community could work together on exciting and challenging artistic ventures. As Britain's only female ships' figurehead carver, it was only fitting that her first task should be to carve the figure head of the PNEU schools, Charlotte Mason.

The Sports Department offered an impressive range of fixtures throughout the year and hosted a number of inter-school tournaments. Over the course of the year the children participated in a wide range of activities: football, touch rugby, floorball, netball, cricket, rounders, athletics, tennis, cross country, dance, gymnastics, swimming, badminton, volleyball and basketball. During International Week the PE department offered Kabaddi and American Football. There were notable performances from four Year 6 pupils who reached the regional cross country finals, from the under 11 swimmers (girls) and the Dormer House B team who reached the semi-finals of the floorball league.

Science lessons were greatly enhanced this year with the new White Roses Garden providing the perfect space for nature study. The children were able to grow vegetables, create bug hotels and look for mini-beasts under old logs. They also watched the willow dome blossom and frogs grow from tadpoles. Science week was a highlight of the scientific year with staff performing experiments in assemblies based on story book science e.g. '*Just how strong was Rapunzel's hair?*' Pupils from Year 1 – 5 visited the Science Festival in Cheltenham for the day, whilst Year 6 visited the Science Museum in London. There was also a nature quiz in the new nature garden. The Science Department welcomed the grand opening of the White Roses Learning Lab in November, and were grateful for the generous donation from the White Roses Fundraising Appeal to purchase new science and technology resources.

Through an extensive programme of extra-curricular clubs, the school catered for the interests and talents of all pupils. Sports, gym, football, floorball, cricket, rounders, netball, athletics, dance, sailing, art and craft, Arts Award, art carousel, cookery, jewellery making, wind band, chess, gardening, nature club, study group for Common entrance, 11+ and gifted and talented pupils and extra-curricular Latin and Greek were offered.

Honouring Charlotte's Mason's commitment to learning beyond the classroom, a wide variety of educational visits supported delivery of the PNEU curriculum. Our youngest pupils visited the Butterfly Farm and went on a Santa Safari. Years 1, 2 and 3 visited Gloucester Cathedral, where Year 3 became medieval monks. Year 2 were transformed into Celts and experienced life in a Celtic roundhouse, whilst Years 4, 5 and 6 studied life in Roman Britain at the Roman Baths in Bath. On Shakespeare's birthday, the whole school visited Mary Arden's Farm, a working Tudor farm. Years 4, 5 and 6 went on a nature ramble in the Forest of Dean and visited the Oxford

Botanical Gardens. Visits to the theatre included a whole school trip to the pantomime at the Oxford Playhouse at Christmas, a West End show for Year 6 and a workshop at the Globe Theatre. The upper school visited the S.S Great Britain and Sudeley Castle. On the residential London Trip, Year 6 visited the Houses of Parliament, the Cabinet War Rooms, the Tower of London and the National Gallery. Year 5 and 6 pupils were invited to a science demo at Cheltenham Ladies. BBC wildlife reporter Patrick Evans gave a talk to the children on Polar Regions.

This year saw the reinstatement of 'Time Traveller's Day', a celebration of the breadth of history that we study at Dormer. Children dressed in costumes associated with the period of history they had been studying and performed a presentation for their grand-parents. There were plays, songs and dances demonstrating the strong cross-curricular links that can be made with history. To commemorate the 200<sup>th</sup> anniversary of the Battle of Waterloo, the children joined the Moreton-in-Marsh community in celebration by dressing in period costume and performing a country dance in the market square. The children watched sheep shearing, listened to a pipe organ, visited a display all about the battle and played some old fashioned games. The event was enjoyed by all and cemented bonds with the local community.

Dormer ran a parallel election to give pupils a chance to have their say and to gain a greater interest in and understanding of the British electoral system and democracy. Pupils in Year 6 wrote their manifestos and gave Party Political Broadcasts in assembly. Each child was then invited to vote on the day of the General Election.

16 pupils participated in the opening round of the largest UK Chess tournament, with 6 pupils going through the next round in Cheltenham. The school received a certificate to mark its longstanding commitment to the Chess Congress.

The school has demonstrated full regard for this aspect of the Every Child Matters agenda and the Trust has met its aim to maintain its high academic performance and diversity of education, catering for all children within a 'whole child' philosophy.

## **MAKING A POSITIVE CONTRIBUTION**

Over the course of the year, pupils eagerly and successfully organised termly fundraising events for national, international and local charities. A charity day raised £848.66 for Nepal. In the whole school Race for Life to mark the start of Healthy School Week pupils raised over £900. On Armed Forces Day Year 5 and 6, and pupils with parents serving in the forces, were invited to join the Cotswold District Council for a flag raising ceremony to salute the work of all the armed forces and the sacrifices made by their families. Year 6 pupils organised Scholastic Book Sales to raise money for class libraries. In September Year 6 pupils organised a money line for ChildLine raising £200 to support the outstanding work that ChildLine does to provide all children with a reassuring voice at the end of the phone. Creativity Club decorated paper plates and made cupcakes to share with the residents of the Oak Tree Mews Care Home. The Harvest Festival collection was sent to help Syrian refugees, while 126.2 kg of harvest food was donated to the North Cotswold Foodbank to support local families and individuals in crisis. As usual, the children made a tremendous effort to support Children in Need, raising £278.80. Pupils filled 73 pencil

cases with pencils for the Hogar Miguel Malone orphanage in Guatemala. Year 6 pupils held a Remembrance assembly and sold poppies to support the work of the British Legion. They also joined local veterans at the war memorial to pay their respects on 11<sup>th</sup> November and were warmly welcomed. At Christmas pupils and their families upheld the tradition of placing presents under the tree at Batsford Church for disadvantaged children in Cheltenham.

The school Eco Committee continued to reduce our carbon footprint; this initiative is driven by the pupils and the school has achieved silver status. All classes observed Waste Week and the children of Year One made an impressive recycling creature. They used waste from one house in one week and were amazed by how much there was. They sorted various wastes into different containers and learnt about where rubbish goes, how it is recycled and the effect it has on the environment. One of the parents came to talk to the children about her work in renewable energy. She brought in a model of a town to show us all the different sources of electricity that exist. The children learnt that electricity can be made using wind, water and the sun as well as from the burning of fossil fuels. The children had to think about where a wind turbine could be placed in the local area.

The school's Day Care unit provided holiday care for children in the community. The 'Hatchlings' met weekly for mothers and toddlers in the local community. The school also supported families by keeping fees low for all pupils and by offering bursaries to main school pupils. Bursary provision is an ongoing priority for the Trustees.

The school supported a local secondary school with three work experience placements and worked in partnership with the University of Worcester to support the training of a second year undergraduate.

The school has demonstrated full regard for this aspect of the Every Child Matters agenda and the Trust has met its aim in making a positive contribution to charitable concerns within the locality and internationally.

## **ACHIEVING ECONOMIC WELL-BEING**

The school continued to provide opportunities for pupils to develop skills and personal qualities for future success. Awareness of the need for good attendance, punctuality, pride in appearance and adherence to the school uniform code was maintained. Pupils participated readily in the variety of extra-curricular activities, which were offered inclusive of fees. The whole experience of producing, marketing and selling the Skylark magazine taught pupils the importance of teamwork and the pressure of meeting deadlines. On the London trip Year 6 pupils managed their own daily allowance, as did pupils on the residential trip to the Brecon Beacons. Music and drama students gained experience of performing in public and learnt the discipline of daily practice. Sports and club teams travelled to other schools and learnt to cope with both victory and defeat. Opportunities for work and travel abroad were promoted through the study of two foreign languages. We provided guidance and support for pupils and parents in terms of assessment for learning, starting school and moving on to secondary school.

## BEING HEALTHY AND STAYING SAFE

As part of the Every Child Matters self-evaluation audits the Trustees reviewed procedures, policies and opportunities to promote the personal development and well-being of pupils in matters relating to health and safety. The PSCHE department purchased £100 worth of books which challenge stereotypes and celebrate difference. These books support strategies for challenging homophobic bullying through PSCHE.

A number of new or amended policies were adopted and made available to view in the A – Z of Policies on the school website: Admissions and Registration, Drug Education, First Aid, Gender Identity, Mental Health, Medical Conditions, Sex Education and Relationships, Safeguarding and Special Educational Needs and Disabilities (SEND). All policies were ratified by the Board and signed by the Chair of Trustees. The implementation of the policies was discussed by staff in nursery and main school staff meetings. Parents were directed to the A-Z and were informed of relevant changes to procedures through the weekly newsletter and emails from staff. All staff updated their child protection training, Health and Safety training to include the School Emergency Plan and Fire Warden training. The Dormer Safeguarding Team welcomed the expertise of newly appointed Trustee, Mrs Caroline Paxford, a retired member of the Gloucestershire Constabulary.

At the beginning of May the school celebrated Healthy School Week. This event was planned to raise the children's awareness of their physical and emotional health and fitness. Numerous activities were run by the children, staff, parents and outside visitors. Some of the activities included were a Wake and Shake whole school exercise programme in the mornings, a visit from the Gloucestershire Life Caravan and a cycling proficiency course for Year 6.

In September, a representative of ChildLine came to introduce 'Buddy', the ChildLine mascot to the children in Years 5 and 6. They enjoyed the lively assembly and were given some valuable advice on how to keep themselves safe and who to go to for help if they need it. Mrs Barber organised a successful 'Beep Beep Day' to raise awareness of road safety for Early Years and Lower School.

To enhance PSCHE provision, the school implemented the new PINK Curriculum created by the Gloucestershire Healthy Living and Learning Team to support all Gloucestershire schools in meeting the statutory requirements of *Keeping Children Safe in Education*. The school's Offer of Early Help was added to the A – Z of policies on the website and emailed to all parents. A Year 6 parent who is a local GP commented positively on the leaflet, impressed by the information provided. The Prevent Duty became the main focus of Safeguarding training from October. Staff and Trustees were asked to read *The Prevent Duty* (June 2015) and to complete the Channel on-line general awareness training. Staff were advised to use professional judgment in identifying children who might be at risk of radicalisation. Across the curriculum, staff were also asked to promote fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Much of this work was done through the PNEU ethos and curriculum, especially in English, history, geography, PSCHE and RE.

## **DORMER HOUSE SITE DEVELOPMENT**

The Fledglings nursery classroom, office, medical room, staffroom, resource room, staircase to Year 3 and the Year 3 and 6 classrooms were painted and re-carpeted over the course of the year. The foyer was also re-plastered and painted. The refurbishment of White Roses was completed in November for a grand opening of the Learning Lab by Country File's Adam Henson.

The DPA donated money for playground toys, markings and the White Roses Nature Study garden. They have also donated money to the nursery for play equipment and purchased a more powerful sound system for music and dance. The White Roses Development Fund supported the purchase of equipment for the White Roses Learning Lab and Nature Study garden.