

Aureus School Buildings
Candytuft Way
Harwell
Didcot
OX11 6FF

Tel: 01235 313713

Email: info@questforlearning.org.uk

Website: www.questforlearning.org.uk



QUEST FOR LEARNING GB LIMITED
Report and Financial Statements
Year ended: 31 July 2020
Charity no: 1107219
Company no: 5273829

Registered Company Name: Quest for Learning GB Limited

Charity Number: 1107219

Company Number: 5273829

Registered Office: Aureus School Buildings
Candytuft Way
Harwell, Didcot
OX11 6FF

Telephone: 01235 313713 ext. 2

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Trustees/Directors:	B Brice	(Appointed	25.04.2018)
	S Broadbent	(Appointed	07.12.2016)
	R Copleston	Chair (Appointed	14.07.2018)
	K Rose	(Appointed	13.05.2020)
	K Senior	(Appointed	07.12.2016)
	N Wells	(Appointed	14.06.2018)
	C Williams	(Appointed	14.06.2018)
D Wilson	(Resigned	20.11.2019)	

Company Secretary:	Mr Tony Hobbs	(Appointed	05.06.2011)
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Executive Director:	Ms Siân Renwick	(Appointed	12.11.2018)
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Bankers: CAF Bank Ltd
25 Kings Hill Avenue
Kings Hill
West Malling
ME19 4JQ

Accountants: Chapman, Robinson & Moore Limited
30 Bankside Court
Stationfields
Kidlington
OX5 1JE

Legal Advisers: Blake Morgan Solicitors
Seacourt Tower
West Way
Oxford
OX2 0FB

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 July 2020

The Trustees/Directors are pleased to present their report together with the financial statements of the company for the year ended 31 July 2020.

Legal and administrative information set out in this document forms part of this Report. The financial statements comply with current statutory requirements, the Trust Deed and applicable law and Statement of Recommended Practice: Accounting and Reporting by Charities 2015.

Objects

The Charity's objects are to promote the educational potential and achievement of children under the age of 16 experiencing basic difficulties with literacy and numeracy by the provision of an educational support service delivered within schools and supporting learning in the home; and by the provision of training programmes for school teaching and support staff, trainee teachers and corporate volunteers involved in improving the literacy and numeracy skills of pupils.

Structure, Governance & Management

Governing Document

Quest for Learning was renamed with the Charity Commission as no. 1107219 in December 2015 (having previously been registered as Reading Quest under the same number since October 2004). It was registered with Companies House as no. 5273829 in July 2012. The Charity was established by a Memorandum of Association and is governed under its Articles of Association.

Appointment of Trustees/Directors

The Trustees/Directors of the Charity are appointed according to the rules detailed in the Memorandum and Articles of Association of Quest for Learning GB Limited, and new Trustees will be recruited and inducted on the basis of the skills that they contribute to the Charity's work.

Changes to the membership of the Trustee Board were made during the reporting year with the resignation of David Wilson (20.11.2019) and appointment of Kimberley Rose (13.05.2020).

Meetings

The Trustees/Directors meet at least once every quarter and once in the year for the Annual General Meeting.

Structure

Quest for Learning GB Limited is a company limited by guarantee through which it delivers its charitable purposes. All employees of Quest for Learning are employed directly by the Charity.

The Charity is governed by a Board of 7 Trustees, led by the Chair, Roger Copleston, a Senior Management Consultant with over 20 years' experience working with global Fortune 500 organisations. The present Board continues to commit considerable time and expertise to overseeing the future structure and strategies of the charity, including through the creation of steering groups to consider financial matters, strategic direction, and fundraising.

The Board has experience in general management, education, educational research, educational special needs, financial and professional services, strategic development, school senior management, marketing, charity law, and human resources.

The day-to-day operations are undertaken by Executive Director, Siân Renwick, who joined the Charity in November 2018. She is supported by Chair and Deputy Chair, Roger Copleston and Chris Williams, respectively. In terms of financial guidance, the Charity is supported by Tony Hobbs, Managing Director of Chapman, Robinson and Moore, and by A1 Bookkeeping & Payroll Services Ltd, both of Kidlington, Oxfordshire. On legal matters, assistance comes from Ben Brice, of Blake Morgan Solicitors.

How our activities deliver public benefit

The Trustees have referred to Charity Commission guidance on public benefit when delivering the work of the Charity and discharging their duties as Trustees. Our main activities and our target beneficiaries are described below. All our charitable activities focus on developing the educational potential of children under the age of 16 who are experiencing basic difficulties in literacy and numeracy, and are undertaken to further our charitable purposes for the public benefit.

2019-20 Operational Review: Covid-19 Pandemic

As for many other charities and businesses, the Corona Virus pandemic has been the defining feature of Quest for Learning's year in 2019-20. Our model of delivering in-person teaching, in a school setting, to disadvantaged pupils meant that teaching activity stopped overnight in mid-March when school closures were announced. After careful consideration, we decided that moving to an online tutoring model was not feasible for the children we support, due primarily their young age and socio-economic background, which meant that a majority were unlikely to have reliable access to internet enabled devices and adequate data to support remote tutoring.

In addition, a number of CPD training courses planned for March and April had to be postponed or cancelled, due to the general lockdown and uncertainty within schools as to likely timeframes for complete or partial reopening; two additional courses were delivered online in a successful pilot.

The Executive Director and Trustees therefore took swift and decisive action in furloughing Quest for Learning's staff tutors and those members of the executive team whose roles were most impacted by the cessation of teaching and training activity, while pivoting others to design and disseminate high quality, screen-free home learning resources based on our considerable bank of teaching resources. These were made freely available to partner schools and to parents via our website and social media channels and will remain part of our ongoing offer in future. We saw unprecedented levels of social media engagement during the lockdown and into the summer months.

In parallel with this activity, we successfully conducted our first ever crowdfunding campaign, #KeepOxonReading, raising more than £5,000 to buy books for the children we had taught between September and March, in order to allow them to keep reading while under lockdown. Our campaign was reported in the local press, including a live interview on BBC Radio Oxford. We were delighted with the success of this appeal, and hope to make it a regular feature of the Quest for Learning calendar, to help combat the well-documented learning loss resulting from the six-week school summer holidays.

We also took the opportunity to capitalise on the growing sense of urgency around the disproportionate impact of school closures on the most disadvantaged children to launch a collaborative third-sector forum – the Oxfordshire Educational Disadvantage Group – bringing together a range of charities working with local primary schools to combat educational disadvantage. The group, which is Chaired by Quest for Learning's Executive Director, comprises six local charities and a representative of the Oxfordshire Community Foundation. Its first act was to issue a joint letter to Oxfordshire MPs in July 2020, calling on them to back the creation of a national catch-up premium for maintained primary and secondary schools, to mitigate the impact of school closures.

We couldn't have imagined at the start of the 2019-20 academic year what challenges we would face, but we are immensely proud of the flexibility, resilience, dedication, and unwavering optimism of the Quest for Learning team which have allowed us to successfully weather this storm and to confidently anticipate a successful (and hopefully less eventful) 2020-21.

2019-20 Operational Review: Teaching

The 2019-20 academic year saw significant media attention on the disproportionate impact of Covid-19 school closures on the most disadvantaged children. Reports from the Sutton Trust, Education Policy Institute, and Education Endowment Foundation (among others) highlighted significant inequalities between the most and least advantaged children in: the quantity and quality of home learning being undertaken; access to and completion of school-provided learning resources and activities; and access to online resources supporting home learning.

In August 2020, the Education Policy Institute reported that progress in closing the national 'disadvantage gap' – the average difference in academic attainment by pupils from economically deprived backgrounds and their better-off peers – had stalled even before the lockdown and that the disadvantage gap for primary school children had grown for the first time since 2007. Persistent poverty is cited as a major contributory factor, with the EPI's Head of Policy stating that Government faces a choice "to either reduce poverty or to redesign the [education] system for an increasingly traumatised and debilitated child population".

Quest for Learning is determined to make a difference to disadvantaged children in Oxfordshire by working in partnership with local maintained sector schools and providing high quality tuition to help close the disadvantage gap in literacy and numeracy.

Our programmes

Quest for Learning's teaching activities include: our ReadingQuest and BookQuest literacy programmes (Key Stages 1 & 2 respectively) which help children to develop reading and writing skills alongside a love of books and stories; and our NumSkills and NumSkills Money resources (Key Stage 2) which support the development of mental maths skills and age-appropriate understanding of money and finances.

ReadingQuest

During the academic year 2019-20, ReadingQuest took place in 8 schools across Oxfordshire, with 83 children being taught in total. Of these: 3 had an extended programme of more than 18 sessions (these extended programmes lasted between 29-33 sessions); and 8 participated in the programme twice, in non-consecutive terms. 39 children did not complete the full 18-session programme due to Covid-19 school closures, pupil absence, or school-organised events.

Average progress following 9 hours of 1:1 teaching:

12 months' average progress in reading accuracy (with 11 children making 20+ months progress)

14 months' average progress in reading comprehension (with 18 children making 20+ months progress)

7 months' average progress in spelling (with 15 children making 10+ months' progress)

One child, who had English as an additional language, made an exceptional **32 months' progress** in reading accuracy and **41 months progress** in reading comprehension.

NB These figures do not include data for 10 children who were unable to complete the end of programme assessments due to Covid-19 school closures. However, the figures do include data for 12 children who had a shortened programme due to the pandemic but were assessed early.

Feedback from children

- **91%** felt confident in their reading ability following the ReadingQuest programme, with **79%** feeling more able to use their phonics when reading a new word and **81%** feeling confident about spelling.

'I'm reading different books with my Mum and my friends. I'm reading harder words.'

'I read a lot. My spelling & my reading are a lot better.'

Feedback from teachers

- **58%** felt their pupils were confident in reading following the ReadingQuest programme, compared to 12% beforehand.
- **79%** felt their pupils were confident in the classroom setting, compared to only 38% before starting ReadingQuest.
- **88%** felt their pupils would achieve better assessment results as a result of taking part in ReadingQuest.

'D has been doing really well with his reading. He relies a lot less on his phonics and enjoys reading activities in the classroom. He shows good comprehension skills when reading and he enjoys talking in a small group about a book he has read.'

'E has become more confident in ALL areas of her learning since ReadingQuest. She is contributing a lot more in class and willing to take the lead in small group activities. It is really lovely to see.'

'J has developed a love of reading from taking part in reading quest and is more engaged in reading than he was previously.'

BookQuest

During the academic year 2019-20, BookQuest took place in 4 schools across Oxfordshire, with 38 children being taught in total. Of these, 1 participated in the programme twice in non-consecutive terms. 25 children did not complete the full 18-session programme due to Covid-19 school closures, pupil absence, or school-organised events.

Average progress following 9 hours of teaching (NB: teaching takes place in 1:1, 1:2 and 1:3 groupings):

10 months' average progress in reading accuracy

15 months' average progress in reading comprehension

One child made an impressive **36 months' progress** in reading comprehension.

NB that these figures do not include data for 10 children who were unable to complete the end of programme assessments due to Covid-19 school closures. However, the figures do include data for 19 children who had a shortened programme because of the pandemic but were assessed early.

Feedback from children

- **97%** felt confident in their reading ability following the BookQuest programme, with **74%** feeling confident when asked to answer questions about what they have read and **91%** feeling confident about writing.

'I read by myself at home.'

'[I am] better at reading and learning.'

'[I] answer questions, I used to get really scared'.

Feedback from teachers

- 89% felt their pupils were confident in reading following the BookQuest programme, compared to 11% beforehand.
- 78% felt their pupils were confident in the classroom setting, compared to only 36% before starting BookQuest.
- 100% felt their pupils would achieve better assessment results due to BookQuest.

"T has re-found her love of reading and has thoroughly enjoyed the sessions. She is now engaged with reading and taking books home. She has come into school with book reviews following the sessions."

"B's retrieval and inference skills are more developed. She has become more confident when offering her points of view during guided reading sessions."

"R engaged well in the sessions and enjoyed each of them. She made good progress and has taken the strategies taught back into her home and classroom. R's mum came in to observe a session, which is really positive."

NumSkills

During the academic year 2019-20, NumSkills took place in 7 schools across Oxfordshire, with 63 children being taught in total. Each group of four children is taught twice a week over 9 weeks – a total of 9 hours of 1:4 teaching time. 39 children did not complete the full 18-session programme due to Covid-19 school closures, pupil absence, or school-organised events.

Feedback from children

- 76% of children felt confident about maths after taking part in NumSkills and 78% felt confident when being asked to solve calculations.

"It makes your brain work and makes you feel alive!"

"I can do harder dividing [sic]. I use arrays and number lines."

"I feel more confident in the classroom and I try harder."

Feedback from teachers

- 69% of teachers felt their pupils were confident mathematicians following the NumSkills programme, compared to 17% beforehand.
- 69% of teachers agreed their pupils were more confident in the classroom setting and 89% said their pupils now actively contributed to small group activities.
- 95% of teachers felt their pupils would achieve better assessment results due to taking part in NumSkills.

"A is now so excited about taking part in maths lessons. He is able to confidently reason his answers in front of the class. He has a much better feel for numbers and is much more fluent in his times tables facts and number bonds."

"S has improved hugely in his fluency and quick recall of number facts. He is also able to explain his calculation strategies and is beginning to attempt problem solving questions. He has shown enormous progress and boost in confidence."

2019-20 Operational Review: Training

Quest for Learning's training activity contributes to our overarching aim of ensuring that children in local schools have access to high-quality literacy and numeracy education by providing affordable, relevant, and impactful professional development courses to teachers and teaching assistants. This allows us to broaden our impact beyond those pupils we are able to teach directly, over a longer timeframe. In addition, it generates income to support the running of the charity.

In 2019-20, Quest for Learning ran a total of 13 literacy courses delivered on our behalf by expert local education consultants to 245 delegates from 85 schools. All literacy courses ran with between 13 and 21 delegates.

Due to the Covid-19 lockdown in March, the final part of the training year was severely disrupted:

- Parts 2&3 of Promoting Mathematical Learning were cancelled;
- Cuisenaire Rods course planned for July was cancelled;
- The final two Moderation and Assessment workshops for Years 2 & 6 were also cancelled;
- One course (Effective Teaching of Phonics) was postponed to October 2020.

Two additional online courses were added into the schedule in May – Grammar for TAs and Spelling for TAs, attracting 21 and 14 delegates respectively. These were shorter (90 mins vs 3 hours) and delegates were charged £40/head.

Despite the interruption, the training programme brought in £19,234 for the academic year 2019-20, against a target of £20,000.

Feedback from delegates

- >93% rated courses as extremely or very valuable to their current roles;
- >93% rated courses as excellent or good value for money.

There were] loads of fab ideas for guided reading and making story-telling a lot more fun and interactive."

"It has invigorated/refreshed my skills in teaching writing."

"Very experienced and knowledgeable trainer."

Plans for the future

Teaching

Our teaching inspires children to become confident and engaged learners, while also consistently having a significant measurable impact on academic outcomes. This helps to bridge the attainment gap between children from low-income homes and their peers, levelling the playing field. We know that our work has never been more needed and it is our ambition to further increase our reach and impact in the coming years.

In particular, we want to contribute to the national educational catch-up effort over the coming year by leveraging our 24 years of expertise in providing intensive and effective supplementary teaching to disadvantaged children. We are therefore applying to become an approved Tuition Partner organisation as part of the year-long National Tutoring Programme being funded by Government.

Being selected as a Tuition Partner would allow us to teach 500 children in 2020-21 academic year – doubling our typical annual reach – and allow us to forge new and hopefully lasting relationships with a wider range of local primary schools. Irrespective of the outcome of this application, our ambition is to continue to roll out Quest for Learning's teaching across Oxfordshire, targeting schools in areas of inner city and rural deprivation.

Training

We will continue to support the provision of excellent literacy and numeracy education in local schools by offering professional development courses to teachers and teaching assistants in Oxfordshire and the surrounding counties. Building on successful pilots in the summer term, these will be delivered online in the first instance, with a possible return to some in-person delivery in the second half of the year, depending on the evolving Covid-19 situation. We anticipate that we will retain a blended delivery model post-Covid.

Networking and collaboration

Our ongoing intention is to further raise the profile of the Charity among education professionals, policy-makers, and businesses in Oxfordshire and to establish our position as experts on closing the primary school attainment gap. We will continue to drive forward third-sector collaboration in this area through the Oxfordshire Educational Disadvantage Group, founded by Quest for Learning in July 2020 and Chaired by our Executive Director.

2019-20 Financial Review

With the UK economy in recession, the impact of the Covid-19 pandemic beginning to make itself felt, and the prospect of significant uncertainty in the wake of a probable no-deal Brexit, the financial landscape is likely to pose significant challenges for charities for some time to come.

While we warmly welcome the Government's investment of £1bn in educational catch-up funding for the current academic year which may grant a temporary reprieve to partner schools, we expect that it will be difficult to maintain any momentum gained once this additional funding ceases in July 2021 and school budgets revert to their previous, stretched levels.

We also anticipate even greater competition in applying to trusts and foundations, which have typically provided the greatest share of Quest for Learning's funding, as well as continued reprioritisation of funds by these bodies (particularly in light of second or subsequent national Covid-19 infection waves). Additionally, many trusts and foundations may see lower returns on their investments as a result of the challenges mentioned above and consequently reduce the number and/or value of awards made.

Quest for Learning is funded by: contributions from schools; grants from charitable trusts and foundations; monies generated from training courses; individual donors; and corporate partnerships. Expenditure comes mostly from staff costs, including staff tutors who deliver our teaching programmes and education consultants who deliver training courses on our behalf.

The sum of contributions through the year was £126,131, with total costs of £137,125, leaving us with an annual deficit of £10,994.

This was due to the impact of the Covid-19 pandemic on:

- Teaching activity which had to be postponed, leading to income being deferred or carried forward to the 2020-21 financial year.
- Training activity which had to be postponed or cancelled, leading to income being lost or carried forward to the 2020-21 financial year.
- Lower than expected income from corporate, community, and individual fundraising, with the cancellation of events such as the Reading Half Marathon and the suspension of supermarket community award schemes.
- Increased competition for, and reprioritisation of, grants from charitable trusts and foundations as a result of the Covid-19 pandemic. Some trusts and foundations which are regular Quest for Learning funders did not meet to consider any applications in the period March to July, while others focussed their giving exclusively on front-line pandemic response initiatives.

In the circumstances, we are pleased that decisive action at the outset of the pandemic allowed us to reduce costs significantly, through: securing a temporary rent holiday; furloughing tutors and some members of the executive team under the Corona Virus Job Retention Scheme; and cutting all non-essential expenditure.

We were also successful in accessing a number of Covid-19 resilience grants, thanks to the successful recruitment in late February 2020 of an experienced part-time Fundraising Manager. In addition to navigating the incredibly challenging background of the Covid-19 pandemic, the Fundraising Manager has also made good progress in professionalising the charity's fundraising practices and improving our income generation strategies during her first six months in post.

Reserves

We had reserves of £59,173 at August 2019, which decreased to £48,179 by July 2020.

This gives us sufficient funds to satisfy our reserves policy, which is: to hold sufficient reserves to allow us to meet our obligations for a period of up to 6 months in the event of the winding-up of the charity. This level has been approved by Trustees taking into consideration economic factors and the funding climate and is reviewed regularly.

Risk

The Trustees examine the major risks that the charity faces on a quarterly basis and each financial year when preparing and updating the strategic plan. The Charity has developed systems to monitor and control these risks to mitigate any impact that they might have on the Charity in the future, through rigorously forecasting, cost control, and regular assessment of the teaching and training market.

Statement of trustees' responsibilities

The Trustees are responsible for preparing the Trustees' report and the financial statements in line with applicable law and regulations. Company law requires the Trustees prepare financial statements each financial year and under that law the Trustees must prepare the financial statements in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law).

Under company law, the Trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the Charity and of the incoming resources and application of resources of the Charity for that period. In preparing those financial statements, the Trustees are required to select suitable accounting policies and apply them consistently, i.e. making judgements and estimates that are reasonable and prudent; and prepare the financial statements on the going concern basis unless it is inappropriate to presume that the Charity will continue in business.

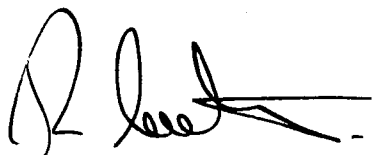
The Trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy the financial position of the Charity at any time and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the Charity and taking reasonable steps for the prevention and detection of fraud and other irregularities.

Information disclosure to auditors

As far as the Trustees are aware at the time this report is approved, there is no relevant audit information of which the company's auditors are unaware. The Trustees have taken all relevant steps to make themselves aware of any relevant audit information and to establish that the company's auditors are aware of that information.

This report has been prepared in accordance with the small companies' regime under the Companies Act 2006.

This report was approved by the Trustees on 16 September and signed on their behalf by

A handwritten signature in black ink, appearing to read 'Rog Copleston', with a long horizontal stroke extending to the right.

Rog Copleston
Chair of Trustees

Independent Examiner's Report to the Trustees of
Quest For Learning GB Limited

Independent examiner's report to the trustees of Quest For Learning GB Limited ('the Company')

I report to the charity trustees on my examination of the accounts of the Company for the year ended 31 July 2020.

Responsibilities and basis of report

As the charity's trustees of the Company (and also its directors for the purposes of company law) you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

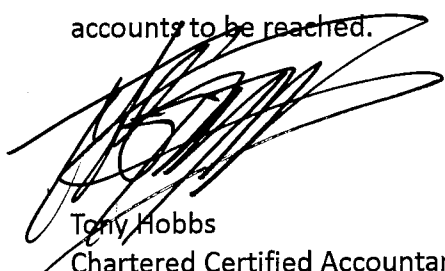
Having satisfied myself that the accounts of the Company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commission under section 145(5) (b) of the 2011 Act.

Independent examiner's statement

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

1. accounting records were not kept in respect of the Company as required by section 386 of the 2006 Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a true and fair view which is not a matter considered as part of an independent examination; or
4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities (applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)).

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.



Tony Hobbs
Chartered Certified Accountant
Chapman Robinson and Moore Limited
30 Bankside Court
Stationfields
Kidlington
Oxford
OX5 1JE

Date: 16.09.20.....

Quest For Learning GB Limited

Statement of Financial Activities
for the Year Ended 31 July 2020

		Unrestricted fund	Restricted funds	31/7/20 Total funds	31/7/19 Total funds
	Notes	£	£	£	£
INCOME AND ENDOWMENTS FROM					
Donations and legacies		91,371	1,259	92,630	55,175
Charitable activities					
Trading		-	-	-	13,912
Income from charitable activities -					
Trading activities	2	(18,639)	52,126	33,487	34,993
Investment income	3	14	-	14	11
Total		72,746	53,385	126,131	104,091
EXPENDITURE ON					
Raising funds		2,140	9,105	11,245	2,052
Charitable activities					
Trading		81,403	44,477	125,880	145,827
Total		83,543	53,582	137,125	147,879
NET INCOME/(EXPENDITURE)		(10,797)	(197)	(10,994)	(43,788)
RECONCILIATION OF FUNDS					
Total funds brought forward		53,788	5,385	59,173	102,961
TOTAL FUNDS CARRIED FORWARD		42,991	5,188	48,179	59,173

Quest For Learning GB Limited

Balance Sheet

31 July 2020

	Notes	Unrestricted fund £	Restricted funds £	31/7/20 Total funds £	31/7/19 Total funds £
CURRENT ASSETS					
Debtors	9	350	-	350	4,340
Cash at bank and in hand		<u>45,037</u>	<u>32,113</u>	<u>77,150</u>	<u>88,925</u>
		45,387	32,113	77,500	93,265
CREDITORS					
Amounts falling due within one year	10	(2,396)	(26,925)	(29,321)	(34,092)
		<u>42,991</u>	<u>5,188</u>	<u>48,179</u>	<u>59,173</u>
NET CURRENT ASSETS					
		42,991	5,188	48,179	59,173
TOTAL ASSETS LESS CURRENT LIABILITIES					
		42,991	5,188	48,179	59,173
NET ASSETS		<u>42,991</u>	<u>5,188</u>	<u>48,179</u>	<u>59,173</u>
FUNDS	11				
Unrestricted funds				42,991	53,788
Restricted funds				<u>5,188</u>	<u>5,385</u>
TOTAL FUNDS				<u>48,179</u>	<u>59,173</u>

The charitable company is entitled to exemption from audit under Section 477 of the Companies Act 2006 for the year ended 31 July 2020.

The members have not required the company to obtain an audit of its financial statements for the year ended 31 July 2020 in accordance with Section 476 of the Companies Act 2006.

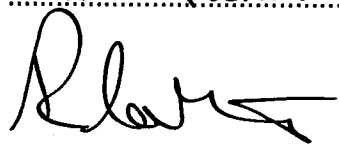
The trustees acknowledge their responsibilities for

- (a) ensuring that the charitable company keeps accounting records that comply with Sections 386 and 387 of the Companies Act 2006 and
- (b) preparing financial statements which give a true and fair view of the state of affairs of the charitable company as at the end of each financial year and of its surplus or deficit for each financial year in accordance with the requirements of Sections 394 and 395 and which otherwise comply with the requirements of the Companies Act 2006 relating to financial statements, so far as applicable to the charitable company.

The notes form part of these financial statements

These financial statements have been prepared in accordance with the provisions applicable to charitable companies subject to the small companies regime.

The financial statements were approved by the Board of Trustees and authorised for issue on 16th September 2020 and were signed on its behalf by:



RACHEL COPLESON

.....
Trustee

1. ACCOUNTING POLICIES

Basis of preparing the financial statements

The financial statements of the charitable company, which is a public benefit entity under FRS 102, have been prepared in accordance with the Charities SORP (FRS 102) 'Accounting and Reporting by Charities: 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) (effective 1 January 2019)', Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and the Companies Act 2006. The financial statements have been prepared under the historical cost convention.

Income

All income is recognised in the Statement of Financial Activities once the charity has entitlement to the funds, it is probable that the income will be received and the amount can be measured reliably.

Expenditure

Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all cost related to the category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with the use of resources.

Tangible fixed assets

Depreciation is provided at the following annual rates in order to write off each asset over its estimated useful life.

Fixtures and fittings - 25% on reducing balance

Taxation

The charity is exempt from corporation tax on its charitable activities.

Fund accounting

Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.

Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

Further explanation of the nature and purpose of each fund is included in the notes to the financial statements.

Pension costs and other post-retirement benefits

The charitable company operates a defined contribution pension scheme. Contributions payable to the charitable company's pension scheme are charged to the Statement of Financial Activities in the period to which they relate.

Notes to the Financial Statements - continued
for the Year Ended 31 July 2020

2. INCOME FROM CHARITABLE ACTIVITIES - TRADING ACTIVITIES

	31/7/20	31/7/19
	£	£
Literacy courses	12,842	12,600
Refresher courses	-	8,935
Miscellaneous fundraising	6,782	2,623
Numeracy teaching	3,101	2,360
Literacy teaching	<u>10,762</u>	<u>8,475</u>
	<u>33,487</u>	<u>34,993</u>

3. INVESTMENT INCOME

	31/7/20	31/7/19
	£	£
Bank interest receivable	<u>14</u>	<u>11</u>

4. NET INCOME/(EXPENDITURE)

Net income/(expenditure) is stated after charging/(crediting):

	31/7/20	31/7/19
	£	£
Depreciation - owned assets	<u>-</u>	<u>325</u>

5. TRUSTEES' REMUNERATION AND BENEFITS

There were no trustees' remuneration or other benefits for the year ended 31 July 2020 nor for the year ended 31 July 2019.

Trustees' expenses

There were no trustees' expenses paid for the year ended 31 July 2020 nor for the year ended 31 July 2019.

6. STAFF COSTS

The average monthly number of employees during the year was as follows:

	31/7/20	31/7/19
Full time staff	1	1
Part time staff	<u>14</u>	<u>14</u>
	<u>15</u>	<u>15</u>

No employees received emoluments in excess of £60,000.

Notes to the Financial Statements - continued
for the Year Ended 31 July 2020

7. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES

	Unrestricted fund £	Restricted funds £	Total funds £
INCOME AND ENDOWMENTS FROM			
Donations and legacies	14,869	40,306	55,175
Charitable activities			
Trading	6,412	7,500	13,912
Income from charitable activities -			
Trading activities	22,393	12,600	34,993
Investment income	<u>11</u>	<u>-</u>	<u>11</u>
Total	43,685	60,406	104,091
 EXPENDITURE ON			
Raising funds	96	1,956	2,052
Charitable activities			
Trading	86,692	59,135	145,827
Total	<u>86,788</u>	<u>61,091</u>	<u>147,879</u>
 NET INCOME/(EXPENDITURE)	(43,103)	(685)	(43,788)
 RECONCILIATION OF FUNDS			
Total funds brought forward			
As previously reported	94,677	15,410	110,087
Prior year adjustment	<u>2,214</u>	<u>(9,340)</u>	<u>(7,126)</u>
As restated	96,891	6,070	102,961
 TOTAL FUNDS CARRIED FORWARD	<u>53,788</u>	<u>5,385</u>	<u>59,173</u>

Notes to the Financial Statements - continued
for the Year Ended 31 July 2020

8. TANGIBLE FIXED ASSETS

	Fixtures and fittings £
COST	
At 1 August 2019 and 31 July 2020	<u>1,858</u>
DEPRECIATION	
At 1 August 2019 and 31 July 2020	<u>1,858</u>
NET BOOK VALUE	
At 31 July 2020	<u>-</u>
At 31 July 2019	<u>-</u>

9. DEBTORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	31/7/20	31/7/19
	£	£
Trade debtors	(170)	3,820
Other debtors	<u>520</u>	<u>520</u>
	<u>350</u>	<u>4,340</u>

10. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	31/7/20	31/7/19
	£	£
Social security and other taxes	1,195	1,545
Deferred income	26,925	31,376
Pension fund	336	332
Accrued expenses	<u>865</u>	<u>839</u>
	<u>29,321</u>	<u>34,092</u>

11. MOVEMENT IN FUNDS

	At 1/8/19 £	Net movement in funds £	At 31/7/20 £
Unrestricted funds			
General fund	53,788	(10,797)	42,991
Restricted funds			
Elizabeth Jane Foundation	1,500	-	1,500
The Bouttell Bequest	1,500	-	1,500
Doris Field Ch Trust	2,000	-	2,000
Robert and Margaret Moss Ch Trust	<u>385</u>	<u>(197)</u>	<u>188</u>
	<u>5,385</u>	<u>(197)</u>	<u>5,188</u>
TOTAL FUNDS	<u><u>59,173</u></u>	<u><u>(10,994)</u></u>	<u><u>48,179</u></u>

Notes to the Financial Statements - continued
for the Year Ended 31 July 2020

11. MOVEMENT IN FUNDS - continued

Net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Movement in funds £
Unrestricted funds			
General fund	72,746	(83,543)	(10,797)
Restricted funds			
St Christopher's Primary School	8,190	(8,190)	-
St Michael's and All Saint's Charities	4,896	(4,896)	-
Robert and Margaret Moss Ch Trust	-	(197)	(197)
University of Oxford	350	(350)	-
Tambour Foundation	10,860	(10,860)	-
East Oxford Primary School	5,040	(5,040)	-
Sovereign Housing Association	5,250	(5,250)	-
St Ebbes	3,780	(3,780)	-
Eventbrite	909	(909)	-
St Mary and St John Primary School	5,040		(5,040)
Didymus	3,000	(3,000)	-
Cottsway Housing Association	1,000	(1,000)	-
Crowdfunder	5,070	(5,070)	-
	<u>53,385</u>	<u>(53,582)</u>	<u>(197)</u>
TOTAL FUNDS	<u>126,131</u>	<u>(137,125)</u>	<u>(10,994)</u>

Notes to the Financial Statements - continued
for the Year Ended 31 July 2020

11. MOVEMENT IN FUNDS - continued
Comparatives for movement in funds

	At 1/8/18 £	Prior year adjustment £	Net movement in funds £	At 31/7/19 £
Unrestricted funds				
General fund	94,677	2,214	(43,103)	53,788
Restricted funds				
Elizabeth Jane Foundation	1,500	-	-	1,500
The Bouttell Bequest	1,500	-	-	1,500
Doris Field Ch Trust	2,000	-	-	2,000
Robert and Margaret Moss Ch Trust	1,000	-	(615)	385
The Lion Trust	9,410	(9,340)	(70)	-
	<u>15,410</u>	<u>(9,340)</u>	<u>(685)</u>	<u>5,385</u>
TOTAL FUNDS	<u>110,087</u>	<u>(7,126)</u>	<u>(43,788)</u>	<u>59,173</u>

Comparative net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Movement in funds £
Unrestricted funds			
General fund	43,685	(86,788)	(43,103)
Restricted funds			
St Christopher's Primary School	8,820	(8,820)	-
Bayards Hill Primary School	250	(250)	-
John Henry Newman Academy	250	(250)	-
Robert and Margaret Moss Ch Trust	-	(615)	(615)
The Lion Trust	30	(100)	(70)
Sarah Nowell Education Foundation	800	(800)	-
Tambour Foundation	33,838	(33,838)	-
Oxfordshire Community Fund	3,888	(3,888)	-
St Ebbe's Primary School	4,030	(4,030)	-
Didcot Town Council	200	(200)	-
Souldern Trust	300	(300)	-
Sovereign Housing Association	7,500	(7,500)	-
Abbey Woods Academy	250	(250)	-
Botley Primary School	250	(250)	-
	<u>60,406</u>	<u>(61,091)</u>	<u>(685)</u>
TOTAL FUNDS	<u>104,091</u>	<u>(147,879)</u>	<u>(43,788)</u>

12. RELATED PARTY DISCLOSURES

There were no related party transactions for the year ended 31 July 2020.

Quest For Learning GB Limited

Detailed Statement of Financial Activities
for the Year Ended 31 July 2020

	31/7/20 £	31/7/19 £
INCOME AND ENDOWMENTS		
Donations and legacies		
Small donations individually less than £1000	48,247	16,019
Small grants individually less than £1000	<u>44,383</u>	<u>39,156</u>
	92,630	55,175
Income from charitable activities - Trading activities		
Literacy courses	12,842	12,600
Refresher courses	-	8,935
Miscellaneous fundraising	6,782	2,623
Numeracy teaching	3,101	2,360
Literacy teaching	<u>10,762</u>	<u>8,475</u>
	33,487	34,993
Investment income		
Bank interest receivable	14	11
Charitable activities		
Projects	<u>-</u>	<u>13,912</u>
Total incoming resources	126,131	104,091
EXPENDITURE		
Expenditure on raising funds and costs of investment management		
Fundraising costs	2,337	96
Numskills resources	405	1,066
Literacy resources	<u>8,503</u>	<u>890</u>
	11,245	2,052

Support costs**Management**

Advertising	-	451
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Finance

Bank charges	65	66
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Depreciation of tangible fixed assets	-	325
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65	391
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Administrative overheads

Liability and contents insurance	917	787
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Carried forward	917	787
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Quest For Learning GB Limited

Detailed Statement of Financial Activities
for the Year Ended 31 July 2020

	31/7/20 £	31/7/19 £
Administrative overheads		
Brought forward	917	787
Computer costs	186	4,736
Training costs	-	5,103
Sundries	-	3,113
Telephone	-	126
Postage and stationery	545	329
Numskills teaching	-	808
Equipment, repairs expenses and		
Numbugs app	-	169
Subscriptions to periodicals	105	65
	<u>1,753</u>	<u>15,236</u>
Employee costs not included in		
direct costs		
Salaries - Admin staff	76,057	74,575
Employers NI - Admin staff	2,773	3,110
Pensions - admin staff	1,589	1,249
Salaries - teaching staff	37,674	42,258
Employers NI - teaching	232	149
Entertainment	-	333
Recruitment expenses	278	1,082
	<u>118,603</u>	<u>122,756</u>
Premises expenses		
Rates and water	-	34
Service charges payable	-	430
Rent payable	1,440	3,452
	<u>1,440</u>	<u>3,916</u>
Volunteer costs		
Travel & subsistence - volunteers	-	34
Professional fees paid to advisors other than the auditor or examiner		
Consultancy and professional fees	919	190
Accountancy fees	3,100	2,853
	<u>4,019</u>	<u>3,043</u>
Total resources expended	<u>137,125</u>	<u>147,879</u>
Net expenditure	<u>(10,994)</u>	<u>(43,788)</u>