



Trustees' Annual Report for the period

Period start date
From 01 12 2019 To 30 11 2020
Period end date

Section A Reference and administration details

Charity name STEM in the Community

Other names charity is known by

Registered charity number (if any) 1175003

Charity's principal address 7 St. Margaret's Road,
Hanwell,
London.

Postcode W7 2PL

Names of the charity trustees who manage the charity

	Trustee name	Office (if any)	Dates acted if not for whole year	Name of person (or body) entitled to appoint trustee (if any)
1	Tom McGiff			
2	James Graham			
3	Jeremy King	Chair		
4	Jim Bristow			
5	Amanda Rutkowski			
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Names of the trustees for the charity, if any, (for example, any custodian trustees)

Name	Dates acted if not for whole year

Names and addresses of advisers (Optional information)

Type of adviser	Name	Address

Name of chief executive or names of senior staff members (Optional information)

None.

Section B Structure, governance and management

Description of the charity's trusts

Type of governing document
(eg. trust deed, constitution)

Constitution adopted 5th October 2017

How the charity is constituted
(eg. trust, association, company)

Incorporated Organisation

Trustee selection methods
(eg. appointed by, elected by)

Trustees are appointed or reappointed by trustees at trustee meetings.

Additional governance issues (Optional information)

You **may choose** to include additional information, where relevant, about:

- policies and procedures adopted for the induction and training of trustees;
- the charity's organisational structure and any wider network with which the charity works;
- relationship with any related parties;
- trustees' consideration of major risks and the system and procedures to manage them.

All trustees give their time as Trustees for free on a voluntary basis and receive no remuneration or other benefits for that time.

There is a child protection policy in place, current Disclosure and Baring Service Checks are required for all those associated with SitC or volunteers who have the potential to work with vulnerable people.

Section C Objectives and activities

Summary of the objects of the charity set out in its governing document

STEM in the Community's charitable purpose is to advance (promote, sustain, and increase the knowledge of) the education of young people in the subjects of Science, Technology, Engineering and Maths (also known as STEM) In addition it is to advance the education of young people in life-long & social skills such as teamwork, communication, problem solving, resilience & time management.

Summary of the main activities undertaken for the public benefit in relation to these objects (include within this section the statutory declaration that trustees have had regard to the guidance issued by the Charity Commission on public benefit)

In undertaking the activities, the trustees have had regard to the guidance issued by the Charity Commission on public benefit, they have carried out this duty at the trustee meetings.

STEM Activities

The actual activities delivered are chosen by the school, youth group or apprentice organisation to best suit & benefit their young people's (the public) needs and are tailored to the age group, the curriculum topics they are studying and are designed to engage them in Science, Technology, Engineering and Maths in a fun hands-on practical way. In addition, the activities benefit the young people by developing their self-confidence, social and life skills such as Creativity, Teamwork, Cooperation, Problem Solving, Time management etc. The young people are encouraged, at an age-appropriate level, to think about their future and to consider how they could use their newfound STEM knowledge in their future employment. Thus, raising the young people's aspirations and ambition for their future lives.

3600 students (ranging in age from 5 to 15), 120 apprentices and 80 teachers, members of the public, have benefitted from taking part in STEM activities, during this reporting year. This equates to approximately 9200 hours of practical hands-on activities, meeting the charity's objectives. This is in spite of the covid epidemic affecting our ability to deliver these activities in the previous manner, e.g., face to face, for two thirds of the reporting period.

Additional details of objectives and activities (Optional information)

You **may choose** to include further statements, where relevant, about:

- policy on grantmaking;
- policy programme related investment;
- contribution made by volunteers.

Policy on programmes run.

Schools/Apprentice organisations chose which STEM activity, from over 85 on offer, to suit their age group, topics and their young people's needs.

By working in multiple schools and working with complete year groups we ensure that those participating and benefitting represent a true cross section of the population/public of the area covered. Therefore, there is no bias related to their personal background & circumstances, faith, gender, race etc.

Summary of the main achievements of the charity during the year**Achievements**

STEM in the Community in this period has received funding from 15 different organisations to deliver Science, Technology, Engineering and Maths (STEM) hands on practical activities.

Activities

Twenty-four different STEM activities were delivered to young people with ages from 5 to 15. STEM activities ranged from making Vehicles out of K'nex which moved using a simple rubber band as a wind-up mechanism to making a model of a Greek Temple out of newspaper that were large enough for a student to get into. In the STIXX Greek Temple activity the students use a STIXX machine to roll six sheets of newspaper into a solid rod 60 cm long. Working in teams of six the students design then construct their Temple. Being made of newspaper they can be painted and decorated on completion. In addition to reinforcing their knowledge of Greek structures, the students practiced their STEM skills and used various life skills including creativity, teamwork, communication, cooperation, problem solving, time management, decision making, resilience, enterprise etc.

**Covid**

Part way through this period the covid pandemic started. When schools were closed there was nothing we could do, but when they reopened, with restrictions on visitors SitC developed, in liaison with a few teachers, a way to deliver the practical activities 'virtually.' This meant videoing the normal introductions and instructions, delivering the equipment and materials to the school. The teacher played the video to the students then ran the activities using all the supporting documentation supplied. The equipment was then collected at a later date.

The pandemic obviously seriously affected receipts during this period.

Outcomes

Where projected outcomes were required in the funding applications, all outcomes were exceeded. On completion of some of the projects, where requested by the funder, the impact was evaluated, 100% of the teachers said that the activities gave the young people a better understanding of their curriculum topics in an enjoyable context.

Testimonial from a teacher

These SitC workshops provide invaluable skills, experiences, and teamwork-based learning for our children, providing them with engineering knowledge that they then apply to problem solving activities, which non-specialist primary teachers would struggle to offer. We were very concerned that given the current situation of COVID-19, our children would miss out on this valuable learning experience this year. Fortunately, we were very much mistaken.

SitC provided superb instructional videos for the teachers and children that were a joy to watch and incredibly helpful in delivering the learning. In fact, due to SitC's careful preparation and clarity of instruction, we did not even need to accept their kind offer of teacher INSET training beforehand.

The efficiency of the whole process was faultless. All resources were delivered in good time to allow for quarantining and the level of organization surpassed anything I have ever seen a teacher prepare. Every possible learning need was catered for – even down to labelled glue pots, mixing bottles for the paste and hair ties provide for children with long hair! As any teacher knows, to prepare a lesson for someone else to teach is far more time consuming than preparing it for yourself and I am certain SitC must have spent an incredible amount of time ensuring everything was ready – in fact I am sure coming in to teach these sessions themselves would have been far easier.

During the actual sessions to see the children's thinking skills, problem solving, and teamwork was a delight in all age groups; it was no different an experience than when SitC could visit, due solely to their meticulous preparation. The Y6 created amazing newspaper structures, Y5 created and tested K'nex bridges, Y3 & 4 made recycled purses that were so clever, and Y2 & 1 created moving models using levers. All this learning was enabled through SitC's time, preparation, and sheer hard work. I have included some photographs that I hope capture this, but nothing can capture the excited buzz of the learning that took place in the classroom and the children's delight when I went to see what they were doing. It was a learning experience like no other and we cannot thank SitC enough for enabling this to happen – the children are still talking about it days later!

Trying to fit everything in the curriculum into the timetable can be a real challenge at the best of times but in Year 6 that challenge only seems amplified. It is with that in mind that I say that we were truly lucky to have the experience and expertise of SitC to deliver two fantastic sessions for us. Not only did we cover areas of the Design & Technology & Science curriculum but the wider benefits in terms of reasoning, problem solving, and teamwork have had a hugely positive impact on our children. They immensely enjoyed the day, and it was fantastic to see so many children thrive. Can't thank SitC enough and would highly recommend them to other schools.

Project Reports

Where funding organisations have required reports, on application to the charity, we would be more than happy to email the full report on the activities delivered, the detailed objectives and the evaluated results.

Future Plans

Further grants will be applied for to continue developing young people's knowledge, understanding, engagement with and enjoyment of STEM.

Section E

Financial review

Brief statement of the charity's policy on reserves

All funding received was for specific STEM activity projects, that the funds were spent on. We do not see this changing. Therefore, it is not intended to build up reserves.

Details of any funds materially in deficit

None. In the same way we do not intend to build up reserves it is not intended to run any funds/projects in deficit.

Further financial review details (Optional information)

You **may choose** to include additional information, where relevant about:

- the charity's principal sources of funds (including any fundraising);
- how expenditure has supported the key objectives of the charity;
- investment policy and objectives including any ethical investment policy adopted.

Funding this year has come from 15 different organisations.

Section F

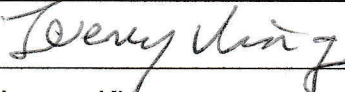
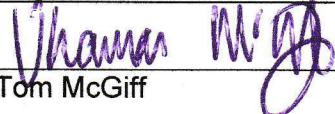
Other optional information

Section G

Declaration

The trustees declare that they have approved the trustees' report above.

Signed on behalf of the charity's trustees

Signature(s)		
Full name(s)	Jeremy King	Tom McGiff
Position (eg Secretary, Chair, etc)	Chair	Trustee
Date	07/09/21	

Payment Relationship



CHARITY COMMISSION
FOR ENGLAND AND WALES

Charity Name
STEM in the Community (1175003)

No (if any)
1175003

CC16a

Receipts and payments accounts

For the period from	Period start date 01/12/2019	To	Period end date 30/11/2020
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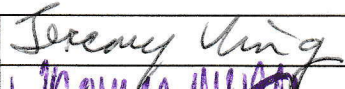
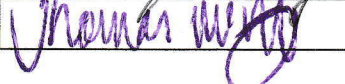
Section A Receipts and payments

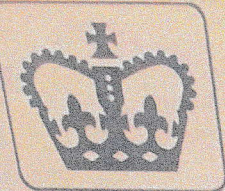
	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £	Last year to the nearest £
A1 Receipts					
15 payees	26,524		-	26,524	36,045
			-	-	-
			-	-	-
		-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
Sub total (Gross income for AR)	26,524	-	-	26,524	36,045
A2 Asset and investment sales, (see table).					
None	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total receipts	26,524	-	-	26,524	36,045
A3 Payments					
Staff costs	12,829		-	12,829	19,500
Travel costs	1,129		-	1,129	1,390
Materials and Equipment	6,542		-	6,542	4,258
Repairs and Maintenance	1,900		-	1,900	2,900
Administration and postage	4,168		-	4,168	9,770
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
Sub total	26,568	-	-	26,568	37,818
A4 Asset and investment purchases, (see table)					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total payments	26,568	-	-	26,568	37,818
Net of receipts/(payments)	- 44	-	-	44	1,773
A5 Transfers between funds	-	-	-	-	-
A6 Cash funds last year end	44		-	44	1,774
Cash funds this year end	-	-	-	-	1

Section B Statement of assets and liabilities at the end of the period

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B1 Cash funds				-
			-	-
		-	-	-
	Total cash funds	-	-	-
	(agree balances with receipts and payments account(s))			
		Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B2 Other monetary assets			-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
B3 Investment assets	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
	None		-	-
			-	-
			-	-
			-	-
			-	-
			-	-
B4 Assets retained for the charity's own use	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
	None		-	-
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
B5 Liabilities	Details	Fund to which liability relates	Amount due (optional)	When due (optional)
	None		-	
			-	
			-	
			-	
			-	

Signed by one or two trustees on behalf of all the trustees

Signature	Print Name	Date of approval
	Jeremy King	07/09/2021
	Tom McGiff	07/09/2021



Section A

Independent Examiner's Report

Report to the trustees/
members of

STEM in the Community

On accounts for the year
ended

30 November 2020

Charity no
(if any)

1175003

Set out on pages

1 and 2

(remember to include the page numbers of additional sheets)

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended 30 November 2020.

Responsibilities and
basis of report

As the charity trustees of the Trust, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent
examiner's statement

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination which gives me cause to believe that in, any material respect:

- accounting records were not kept in accordance with section 130 of the Act or
- the accounts do not accord with the accounting records

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

Signed:

P. A. Teale

Date:

7 September 2021

Name:

Peter Teale

Relevant professional
qualification(s) or body
(if any):

Chartered Accountant of England & Wales (retired)
B.Com (Acc.) hons, University of Birmingham.

Address:

100 Brambleside,

Kettering,

Northamptonshire.

NN16 9BP

Only complete if the examiner needs to highlight matters of concern (see CC32, Independent examination of charity accounts: directions and guidance for examiners).

Give here brief details of any items that the examiner wishes to disclose.

None to report.