

School 21 Foundation
For the year to 31 August 2018

Registration number: 08165798 (England and Wales)

Registered Charity Number: 1152672

**Report of the trustees and
Unaudited financial statements for the year ending 31st August 2018
For
School 21 Foundation**



Accounts and Legal
Suite 1 – 3 Hop Exchange
24 Southwark Street
London
SE1 1TY

School 21 Foundation
For the year to 31 August 2018

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School 21 Foundation
For the year to 31 August 2018

Report of Trustees

The trustees, who are also directors of the charity for the purposes of the Companies Act 2006, present their report with the financial statements of the charity for the year 31 December 2016. The trustees have adopted the provisions of the Statement of Recommended Practice (SORP) in accordance with FRS 102.

Charity name: School 21 Foundation

Incorporation

The charitable company was incorporated on 2 August 2012.

Reference and Administrative Details

Registered Company Number

08165798 (England and Wales)

Registered Charity Number

1152672

Registered office

School 21
Pitchford Street,
London,
England,
E15 4RZ

Trustees

Mr O T De Botton
Mr P J Hyman

Independent examiner

Accounts and Legal
Suite 1 – 3 Hop Exchange
24 Southwark Street
London
SE1 1TY

Bankers

HSBC
15 The Mall
Stratford
London
E15 1XL

Structure, Governance and Management

Governing document

School 21 Foundation is a company limited by guarantee, incorporated on 2 August 2012 and is controlled by its governing documents, the Articles of Association. Charitable status was granted on 2 July 2013.

Report of Trustees

Structure, Governance and Management

Recruitment and appointment of new trustees

There shall be at least two and no more than eleven trustees.

The trustees shall comprise those individuals who are notified to the Registrar of Companies as the first directors of the Charity together with any individual appointments by unanimous decision of the members and up to two individuals appointed by a resolution of the trustees.

A trustee may not appoint an alternate director or anyone to act on his or her behalf at a meeting of the trustees.

Induction and training of new trustees

The executive team and members will conduct appropriate training of new trustees, under advisement from our legal representatives.

Organisational structure

The organisational structure as of August 2018 was:

Programme Director (Beccy Earnshaw) reporting to Trustees

Supported by:

Director of Strategic Partnerships

Directors of Teaching and Learning (x2)

Programme Leads (x3)

Programme Officer

Team Coordinator

Related parties

School 21: School 21 was opened in September 2012. School 21 is a 4-18 state-funded school in Stratford, East London which is committed to preparing students "for success in the 21st century".

School 21 Foundation's trustees are also directors of School 21.

Risk management

The trustees have a duty to identify and review the risks to which the charity is exposed and to ensure appropriate controls are in place to provide reasonable assurance against fraud and error.

Objectives and activities

Objectives and aims

The charity's objectives are to advance education for the public benefit, in particular but without limitation, by:

- 1) Researching, participating in and supporting innovation in educations; and/or
- 2) Supporting educational institutions and schools in particular, in any way which the trustees think fit;

And with a particular focus on preparing young people for success in the 21st century.

Significant activities for the public benefit

The trustees have complied with their duty to have due regard to the public benefit guidance issued by the Charity Commission when exercising powers or duties to which the guidance is relevant.

Report of the Trustees

Overview of the School 21 Foundation

In 2012, the Trust launched School 21 (a 4-18 school in Stratford, East London). The School 21 Foundation provides ongoing support and strategic guidance to School 21 in several areas such as curriculum planning, key staff recruitment, partnerships and fund raising. The School 21 Foundation also supports School 21 to pioneer next practice in education: germinating and incubating new ideas with the potential to improve outcomes for children and young people from the communities it serves and address entrenched problems within our education system.

Based on innovations in pedagogy, curriculum and professional development at School 21, the School 21 Foundation creates projects and programmes to support schools across the UK to prepare children and young people for success in the 21st Century. Since 2016, the main area of focus has been on the creation of Voice 21.

Voice 21 is a charitable programme dedicated to promoting the value of oracy in education and supporting schools across the UK in the development of children and young people's speaking and listening skills.

Voice 21 provides professional and leadership development, school improvement and curriculum resources to enable teachers and schools to support children and young people to find their voice for success in education and in life. Voice 21 also leads a campaign for oracy to have greater status within the UK's education system.

Achievement and Performance

In 2017/18, the School 21 Foundation's continued focus has been the development and growth of Voice 21, a major programme training, inspiring and supporting state schools to teach spoken communication, dialogue and public speaking to all students, and campaigning for oracy to be given higher status within our education system.

This year, Voice 21 undertook activities and secured funding to:

- Grow our reach and impact to meet the needs of schools and teachers nationally;
- Further develop the evidence base and undertake research to understand the barriers to oracy in schools and the impact of our approaches; and
- Build an effective organisational structure to support the programme's delivery and sustainability

In 2017/18, Voice 21's flagship programmes included our National Oracy Leaders Programme ran in partnership with Cambridge University and bespoke school partnerships. To increase the quality and quantity of oracy in schools and areas, we developed partnerships with individual schools and across groups of schools in a geographical area supporting clusters of 10-96 schools from Plymouth to the North East. We also freely shared over 60 resources on our resources website accessed daily by hundreds of teachers.

In addition to the work of Voice 21, the School 21 Foundation supported the activities of School 21 and the incubation of educational innovations for the benefit of children and young people.

About Voice 21: Why Voice 21 is needed

By the age of three, children from socioeconomically disadvantaged backgrounds have heard approximately 30 million fewer words than their more advantaged peers. On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. These gaps in language development grow, rather than diminish, as children move through school, hampering both their educational success and future career prospects.

Report of the Trustees

Despite the strong evidence that effective verbal communication improves academic outcomes, employment opportunities, civic engagement and confidence and wellbeing, the majority of state schools do not consistently or deliberately teach these vital skills. Studies have found that the average student in a secondary school in a deprived area speaks (as part of the formal part of a lesson) only four words a lesson - the equivalent to less than three hours across the whole of their time in secondary school.

The ability to speak eloquently, articulate ideas and thoughts, influence through talking, collaborate with peers and have the confidence to express your views, are fundamental skills that support success in both learning and life in general. Through a focus on oracy in school, children and young people learn how to express themselves and communicate clearly. They become able to explain ideas and emotions to other people, not only in a school setting but in their lives outside the classroom too. They develop the skills to listen effectively, discuss and respond with meaning, and debate and disagree agreeably. They gain the confidence, self-belief and courage to speak in public and share their thoughts, intellect and creativity with the world.

Vision, Mission and Theory of Change

Voice 21's vision is: for every child, regardless of their background, to find their voice for success in school and in life.

Our mission: to empower schools and teachers to provide every child with an education in oracy.

Voice 21 does not provide one day inset on pre-packaged lesson plans and we do not arrange student workshops or extra-curricular debate clubs. Instead we work in partnership with teachers and schools to build their understanding, confidence and expertise in oracy to make a sustainable change in practice every day for every child and young person.

Theory of Change

We believe:

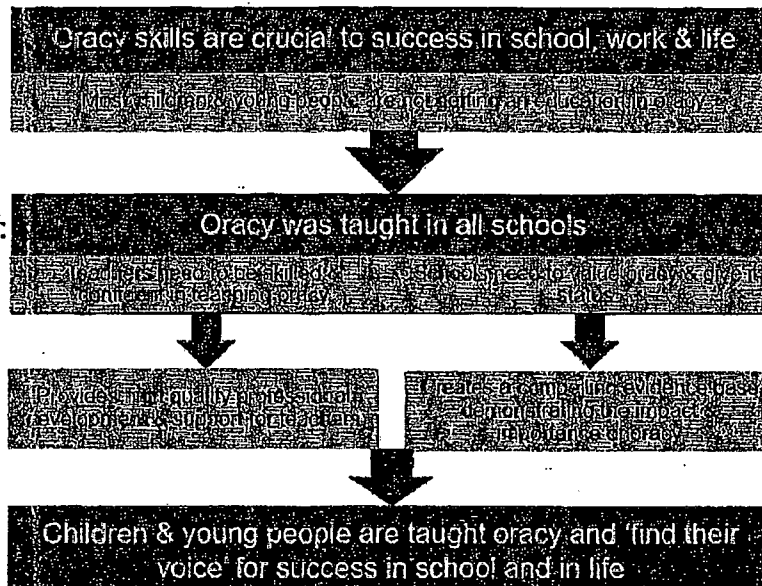
But we know:

This would change if:

For this to happen:

So Voice 21:

Meaning that:



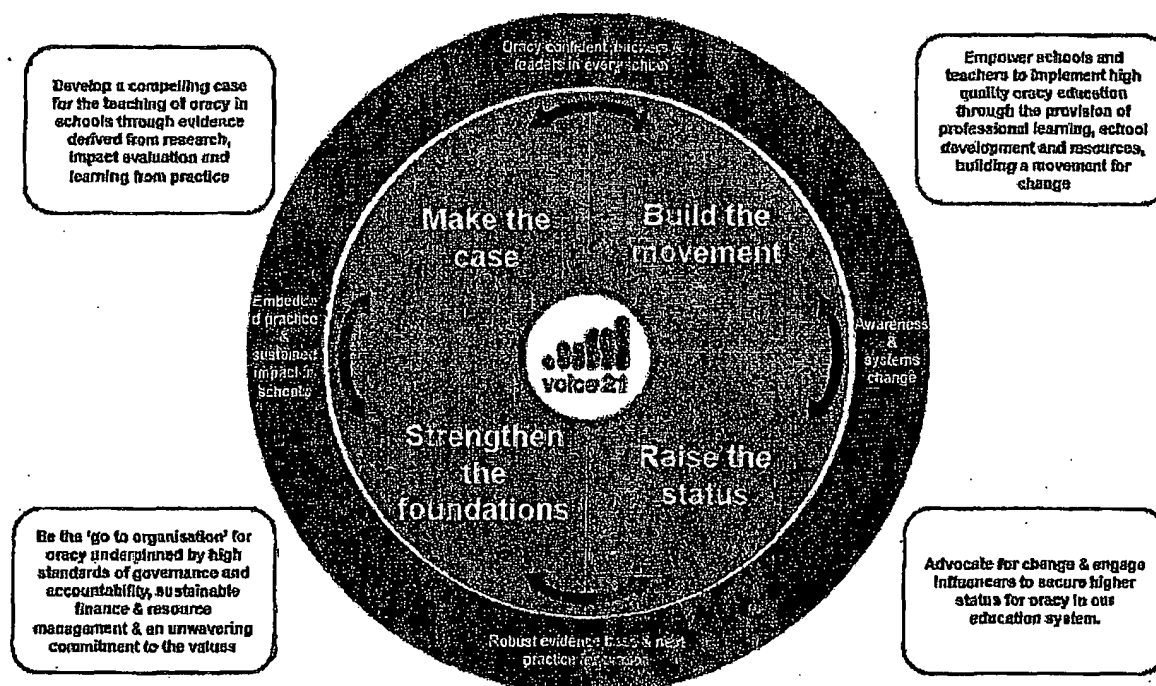
Report of the Trustees

Voice 21's aims

To achieve the vision, in 2018 Voice 21 continued to work on the following aims to be achieved by 2021:

1. **Build a movement of oracy teachers acting as the frontline in improving the speaking and listening skills of students in state schools.** By 2021, we aim to have engaged over 3000 teachers in our programmes and create a cadre of oracy specialist teachers and leaders working in, and across, schools nationwide.
2. **Create an infrastructure of Voice Hub schools to develop good practice in oracy teaching and share this with other schools in their localities.** By 2021, every region will have hub leading school to school improvement in oracy teaching. These will be linked together to form a national network.
3. **Dramatically boost the body of resources, materials, guidance and support on the teaching of oracy.** Currently, there is a scarcity of content to support teachers in embracing oracy in their practice. By 2021, there will be a wealth of navigable, freely accessible open source materials and resources to inspire and support teachers.
4. **Devise national standards and expectations for oracy.** By 2021, schools will be able to adopt a nationally recognised framework of oracy expectations.
5. **Influence decisions-makers to leverage their power to create the conditions that will encourage all state schools to teach oracy as part of their standard practice and curriculum.** By 2021, oracy will be recognised as a valued aspect of a broad and balanced curriculum and a vital undertaking for all schools.

Voice 21's activities and achievements



School 21 Foundation
For the year to 31 August 2018

Report of the Trustees

Activity area one: Build a movement of teachers and schools

In 2017/18, Voice 21 undertook activities to empower schools and teachers to implement high quality oracy education through the provision of professional learning, school development and resources, building a movement for change.

Achievements in 2017/18

- Delivery of Voice 21's flagship National Oracy Leaders Programme, run in conjunction with Cambridge University. Confident that having a person with named responsibility for oracy would ensure that this often overlooked curriculum area and approach to teaching and learning would not be forgotten in schools and, having witnessed the impact a dedicated Oracy Lead could make as part of the EEF pilot the previous year, we launched the National Oracy Leaders Programme in September 2017 with a two-day residential at Cambridge University. Over the course of the programme, participants had the opportunity to see oracy in action at School 21 as well as attend a dedicated leadership seminar focusing on aspects of leadership unique to oracy. As part of the programme, participants were required to lead whole-school change, completing an oracy audit, identifying priorities and developing an oracy action plan, as well as developing their own expertise in oracy by conducting action research in their classrooms.
- Provision of localised leadership programmes in Camden and North Somerset, following a similar structure to the national programme.
- Launch of our Partner School Programme, a year-long school improvement programme for individual schools, consisting of three-days of in-school support including an audit of current oracy provision, support to identify priorities, personalised CPD and a review and embedding session.
- Piloting of the 'Oracy Development Programme' a year-long teacher development programme to develop expertise in oracy at a classroom level.
- Delivery of Focus Days, a professional development day providing a deep dive into a specific area of or issue relating to oracy.
- Creation of Voice Area Programme. In 2018 Voice 21 was named as a strategic partner in a number of successful Strategic School Improvement Fund (SSIF) bids in the North East, Plymouth and Ipswich. These enabled Voice 21 to develop the Voice Area model. Voice Areas consist of the development of 'hub schools' across an area in order to sustain improvements and build a legacy; provision of an Oracy Leaders programme for project-leads in participating schools, in-school support from Voice 21 and opportunities to visit School 21 and observe oracy in action.

Reach

In 2017/18 Voice 21 expanded to work in schools across the UK supporting over 2200 teachers and 170 schools across England and Wales.

2017/18 Reach		
Programme	#Teachers	#Schools
Voice Areas	1250	118
Partner Schools	1008	30
National Oracy Leaders	26	24
TOTAL	2284	172

Report of the Trustees

Activity area two: Make the case for oracy

In 2017/18, undertook activities to develop a compelling case for the teaching of oracy in schools through evidence derived from research, impact evaluation and learning from practice.

Achievements In 2017/18 Included:

- Publication of Education Endowment Foundation Pilot Evaluation
- Evaluation of National Oracy Leaders Programme
- Audits of oracy provision in 20 schools nationwide
- Research into oracy in classroom practice, oracy in maths and science, speech-making and oracy assessment

Activity area three: Raise the status of oracy

In 2017/18, Voice 21 undertook activities to advocate for change & engage influencers to secure higher status for oracy in our education system.

Achievements In 2017/18 included:

- Creation of All Party Parliamentary Group for Oracy
- Convening of the Oracy Network
- Publication of blogs, articles and think pieces in national and international press.
- Events included Great Oracy Exhibition (attended by 300 teachers and students) and Speaking Summit (attended by 200 teachers)
- Presentations at national and international conferences and events including The Festival of Education and the OECD Education 2030 Summit
- Recognition as one of the top 100 education innovations globally by HundrED.

Activity area four: Grow a sustainable & effective organisation

In 2017/18, Voice 21 undertook activities to become the UK's 'go to organisation' for oracy education underpinned by high standards of governance and accountability, effective monitoring and evaluation, sustainable finance and resource management and an unwavering commitment to the values, mission, vision of our work.

Achievements In 2017/18 Included:

- Commissioning of independent evaluations of flagship programmes
- Securing new grants from the Shine Trust and Fidelity Foundation
- Reviewing and strengthening financial systems
- Investment in systems including Salesforce
- Initial development of new web platform

Plans for 2018/19

In the coming year, the School 21 Foundation aims to further develop the work of Voice 21 to increase the reach and impact of its activities on teachers, schools and ultimately children and young people nationwide.

Report of the Trustees

Key developments will include:

- Creation of a new Oracy Pioneers Programme to develop expert oracy classroom practitioners. Based on the successfully piloting of the Oracy Development Programme in 2017/18, the Oracy Pioneers Programme will be delivered regionally in seven centres to 140 participant teachers.
- Expansion of the existing National Oracy Leaders and Partner Schools Programmes.
- Launch of new Voice Areas including a city-wide Voice Area initiative in Liverpool funded by Shine and involving 96 schools over three years
- Development of an Online Institute for Oracy to facilitate online engagement with our work and resources.
- Secretariat support to the APPG on Oracy and Oracy Network and the launch of an inquiry into oracy education in the UK called Speak for Change.
- Strengthening of evaluation, finance and support systems and the appointment of a Director of Programme Delivery and Finance Officer.

Financial Review

Reserves policy

The Trustees reviewed the requirement for free reserves throughout 2018, which are those funds not invested in fixed assets or otherwise committed. Based on their reviews they continue to believe that the School 21 Foundation requires three months' worth of operating expenditure. At 31 August 2018, 'free' reserves were in excess of this amount.

Principal funding sources

In 2017/18, the School 21 Foundation's principal source of funding was income generated through the provision of educational programmes (Voice 21) and grants from The Big Change Foundation and Education Endowment Foundation to support Voice 21 programme development and implementation.

The report has been prepared in accordance with the special provisions of Part 15 of the Companies Act 2006 relating to small companies.

On behalf of the board:


.....
Mr P J Hyman - Trustee

Date: 22 May 2019

School 21 Foundation
For the year to 31 August 2018

Independent Examiner's report to the Trustees

I report on the accounts for the year to 31 August 2018 set out on pages 7 to 12.

Respective responsibilities of trustees and examiner

The charity's trustees (who are also the directors for the purpose of company law) are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this period (under Section 144 (2) of the Charities Act 2011 (the 2011 Act)) and that an independent examination is required. I am qualified to undertake the examination by being a qualified member of ICAS.

Having satisfied myself that the charity is not subject to audit under company law and is eligible for independent examination, it is my responsibility to:

- examine the accounts under Section 145 of the 2011 Act
- to follow the procedures laid down in the General Directions given by the Charity Commission (under section 145(5) of the 2011 Act); and
- to state whether particular matters have come to my attention.

Basis of the independent examiner's report

My examination was carried out in accordance with the General Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from you as trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently no opinion is given as to whether the accounts present a 'true and fair view' and the report is limited to those matters set out in the statements below.

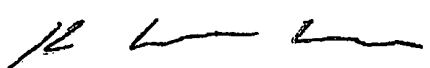
Independent examiner's statement

In connection with my examination, no matter has come to my attention:

- (1) which gives me reasonable cause to believe that, in any material respect, the requirements
 - to keep accounting records in accordance with Section 386 and 387 of the Companies Act 2006; and
 - to prepare accounts which accord with accounting records, comply with the accounting requirements of Sections 394 and 395 of the Companies Act 2006 and with the methods and principles of the Statement of Recommended Practice: Accounting and Reporting by Charities

Have not been met; or

- (2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.


.....
Kair Wright-Wright, ICAS
Accounts and Legal
Suite 1 – 3 Hop Exchange
24 Southwark Street
London
SE1 1TY
22nd May 2019

School 21 Foundation
For the year to 31 August 2018

Statement of financial activities

		Unrestricted Fund £	Restricted Fund £	Totals Funds £
	Notes			
TOTAL FUNDS BROUGHT FORWARD		59,296	33,746	93,042
INCOMING RESOURCES				
Incoming resources from charitable activities	2	447,699	24,667	472,366
RESOURCES EXPENDED				
Charitable activities	3			
Educational Programmes, Research and Development		(386,248)	(58,413)	(444,661)
Governance Costs		-	-	-
NET INCOMING/(OUTGOING) RESOURCES		<u>61,451</u>	<u>(33,746)</u>	<u>27,705</u>
TOTAL FUNDS CARRIED FORWARD		<u>120,747</u>	<u>-</u>	<u>120,747</u>

School 21 Foundation
For the year to 31 August 2018

Balance Sheet

	Notes	Unrestricted Fund £	Restricted Fund £	Totals Funds £
FIXED ASSETS				
Computer Equipment		2,361		2,361
Office Equipment		731		731
Website		28,800		28,800
CURRENT ASSETS				
Cash at bank		115,857		115,857
Amounts falling due within one year		90,496		90,496
CREDITORS				
Amounts falling due within one year	8	(117,498)	-	(117,498)
NET CURRENT ASSETS/(LIABILITIES)		<u>88,855</u>	<u>-</u>	<u>88,855</u>
TOTAL ASSETS LESS CURRENT LIABILITIES		120,747	-	120,747
NET ASSETS/(LIABILITIES)		<u>120,747</u>	<u>-</u>	<u>120,747</u>
FUNDS				
Unrestricted Funds	9			120,747
Restricted Funds				-
TOTAL FUNDS				<u>120,747</u>

For the year ended 31 August 2018 the charitable company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

The members have not required the charitable company to obtain an audit of its financial statements for the year to 31 August 2018 in accordance with Section 476 of the Companies Act 2006.

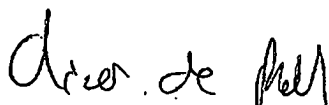
The directors acknowledge their responsibilities for:

- (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 Section 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.

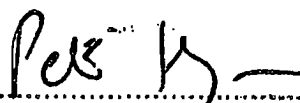
The financial statements have been prepared in accordance with the special provisions of Part 15 of the Companies Act 2006 relating to small charitable companies and with the Financial Reporting Standard FRS 102 (effective January 2015).

School 21 Foundation
For the year to 31 August 2018

The financial statements were approved by the Board of Trustees on 22 May 2019 and were signed by:



Mr O T De Botton – Trustee



Mr P J Hyman – Trustee

Notes to the Financial Statements

1. Accounting policies

1.1. Accounting convention

The financial statements are prepared under the historical cost convention and in accordance with the Financial Reporting Standard (FRS 102 - effective January 2015), the Companies Act 2006 and the requirements of the Statement of Recommended Practice, Accounting and Reporting by Charities.

Incoming resources

All incoming resources are included on the Statement of Financial Activities when the charity is legally entitled to the income and the amount can be quantified with reasonable accuracy.

Resources expended

Expenditure is accounted for on an accruals basis, inclusive of irrecoverable VAT.

Direct costs are attributed to specific activities. Support costs that cannot be directly attributed have been allocated to activities. Support costs that cannot be directly attributed have been allocated to activities on a basis consistent with the use of resources.

Taxation

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

Tangible fixed assets policy

Depreciation has been provided at the following rates in order to write off the assets over their estimated useful lives:

Computer Equipment: 33% straight line basis

Office Equipment: 25% reducing balance basis

Website: 10% straight line basis

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.

2. Incoming resources from charitable activities

	£
Fees from educational programmes	251,404
Voluntary income from Trusts, Foundations, Corporates & Individuals	196,292
Total income from Charitable Activities	<u>472,366</u>

School 21 Foundation
For the year to 31 August 2018

3. Expenditure on charitable activities

	Direct Costs (See note 4) £	Supports costs (see note 5) £	Totals £
Total expenditure on Charitable activities	326,637	65,648	444,661

4. Direct costs of charitable activities

Costs relating to programme delivery incl. staff salaries travel, resource production & venues	£ 379,012
	<u>379,012</u>

5. Support costs

Overhead costs incl. office cost, administration & accountancy fees.	Other £ 172,545
	<u>172,545</u>

6. Trustees' Remuneration and Benefits

There were no trustees' remuneration or other benefits for the year to 31 August 2018.

Trustees' expenses

There were no trustees' expenses paid for the year to 31 August 2018.

7. Staff Costs

Wages and salaries	£ 239,728
Social security costs	24,643
Employer pension contributions	6,876
Staff training	818
	<u>272,066</u>

The average monthly number of employees during the period was as follows: 7
No employees received emoluments in excess of £60,000.

School 21 Foundation
For the year to 31 August 2018

8. Creditors: Amounts falling due within one year

	£
Bank loans and overdrafts	-
Trade creditors	24,543
Social security and other taxes	23,220
Other creditors	64,477
Accrued expenses	5,280
	<u>117,498</u>

9. Movement in funds

	At 01/09/17	Net movement	At 31/08/18
Unrestricted funds			
General fund	59,296	61,451	120,747
Restricted funds			
EEF (Voice 21)	(2,557)	2,557	-
Big Change (Voice 21)	36,303	(36,303)	-
TOTAL FUNDS	<u>93,042</u>	<u>27,705</u>	<u>120,747</u>

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

	Incoming resources	Resources expended	Movement in funds
Unrestricted funds			
General fund	447,699	(386,248)	61,451
Restricted funds			
EEF (Voice 21)	-	-	-
Big Change (Voice 21)	24,667	(58,413)	(33,746)
TOTAL FUNDS	<u>480,166</u>	<u>(447,478)</u>	<u>32,688</u>