

CREATIVE MENTORS FOUNDATION
Registered Charity Number 1130788
Company Number 06834521

ANNUAL REPORT AND FINANCIAL STATEMENTS
FOR THE YEAR ENDED
31 AUGUST 2022

CREATIVE MENTORS FOUNDATION
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FOR THE YEAR ENDED 31 AUGUST 2022

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CREATIVE MENTORS FOUNDATION

COMPANY INFORMATION LEGAL & ADMINISTRATIVE INFORMATION

Constitution

Creative Mentors Foundation is a charitable company limited by guarantee. It was incorporated on 3 March 2009, number 06834521 and is a registered charity, number 1130788.

Trustees & Directors

The Trustees serving during the year and since the year end and to the date of this report are:-

Qona Rankin
Bart Peerless
Alan Cummings
Andrew Whitby-Collins

Registered Office

5 Fleet Place
London
EC4M 7RD

Website

www.creativementors.org

Bankers

Barclays Bank PLC
Plaistow Branch
737 Barking Road
London
E13 9PL

Solicitors

Charles Russell Speechlys LLP
5 Fleet Place
London
EC4M 7RD

Independent Examiner

Darren O'Connor BSc (Hons) FCCA ACA (Senior Statutory Auditor)
James Cowper Kreston
Reading Bridge House
George Street
Reading
RG1 8LS

CREATIVE MENTORS FOUNDATION

REPORT OF THE DIRECTORS AND TRUSTEES FOR THE YEAR ENDED 31 AUGUST 2022

The Directors and Trustees present their annual report together with the financial statements for the year ended 31 August 2022. Legal and administrative information is set out on page 1 and forms part of this report. The Annual report serves the purposes of both a Trustees' report and a directors' report under company law. The Trustees confirm that the Annual report and financial statements of the charitable company comply with the current statutory requirements, the requirements of the charitable company's governing document and the provisions of the Statement of Recommended Practice (SORP) applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) (effective 1 January 2019).

Trustees

All trustees are also directors of the company therefore they are appointed in accordance with the requirements of the Companies Act 2006. The trustees/directors are referred to throughout this report as trustees. No trustees have any interest in the assets of the charitable company. The Trustees are set out in page 1.

Objects of the Charity

The aim of the charity is to help make the arts curriculum at state secondary schools more accessible and rewarding for children with Specific Learning Difficulties (SpLD). The charity works with arts post graduates with dyslexia, dyspraxia and or ADHD (creative mentors) and places them in schools where they encourage and support students with SpLDs. The Creative Mentors work alongside the existing staff who are engaged in arts teaching and they also run lunch-time or afterschool clubs specifically for groups of children with SpLDs

The charity seeks to:

- Raise awareness among staff who teach creative subjects about the implications of working with young people who process information differently.
- Introduce them to specialist teaching methods that help children with SpLDs to engage and learn.
- Raise awareness about the possible advantages there are for people with SpLDs involved in the arts, precisely because they have the ability to think in unpredictable and original ways.
- Provide encouragement for children with SpLDs who have lost confidence in their ability, in both academic and creative subjects, because of their struggle with the school curriculum and the exam system.
- Provide role models who faced the same problems in their time at school but made their way through the system to educational and potential career success.

Public benefit

We have complied with our duty to have due regard to the guidance on Public Benefit published by the Charity Commission. We continue to recognize the importance of collecting feedback from the Creative Mentors' students, subject teachers and head teachers so that we can assess the benefit to the public. We have continued to receive extremely positive feedback from students, teachers and parents which continues to demonstrate the benefit the Creative Mentors bring to the schools and visitors to our website demonstrate our wider impact. (See below.)

Overview

This has been an exciting and productive year for CMF. In October we had what we hope is now an annual exhibition, of the work produced by the children working with our mentors, it was so gratifying to see the work all displayed so professionally in the gallery space in the Tabernacle. It was particularly thrilling to chat to some of the pupils who were so excited to see their work displayed for the public to see.

CREATIVE MENTORS FOUNDATION

REPORT OF THE DIRECTORS AND TRUSTEES FOR THE YEAR ENDED 31 AUGUST 2022



In January 2022 we began working with two new schools Haberdasher's Borough school which has taken over a newly refurbished fire station on Southwark Bridge Road where the art department is large and well supported by the school. Alice left Bridge School and Marlborough School to mentor at Haberdasher's Borough 2 days a week. Interestingly this school found us through Instagram. The other school is Capital City Academy in NW10 where the SENCO Donna-Marie Amhari-Smith was delighted to welcome Stuart who left Charter school at the end of the autumn term. We were also very sad to lose Elle who took up the role of education officer at the Horniman museum which is a fantastic opportunity for her, but a great loss for CMF. We appointed another mentor Nic Faris a graduate from the RCA visual communication school in August. Having lost both of our SEN schools we managed to work at Paddock school which is a SEN school in Roehampton. Clare Johnson (retired professor of textiles at the RCA,) ran some kimono making workshops during the first half of the summer term. These were a great success with the pupils and we hope to be able to work with Clare again during the coming academic year.

In June we were invited to run some week-end workshops as part of GERF (Great Exhibition Road Festival). We were in the Neurodiversity zone. Alice ran a glasses making work-shop and Frances worked on finger knitting with groups of children and I hosted a panel discussion. Our venue was the wonderfully elegant Goethe Institute where the staff couldn't have been more welcoming and accommodating.



CREATIVE MENTORS FOUNDATION

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In July for our 'away day', Alice, Frances and myself had a lovely trip to the Cornelia Parker exhibition at Tate Britain, unfortunately Stuart had succumbed to covid and missed the event. The exhibition was full of inspiring drawings, sculpture and installations and I think we all really enjoyed the work and came away with many ideas to build into our teaching.

On-line training

Alice and I attended a webinar in September run by Public Policy Exchange's (PPE) virtual roundtable: entitled **Dyslexia in Schools: Ensuring All Children with (the Gift of) Dyslexia Can Receive Support and Have Options Open to Them to Achieve Alongside Their Peers.**

The information was really shocking and made us even more determined to do what we can to help our children with SpLDs. Below are some of the highlighted facts from the webinar.

Schools in England are failing to diagnose at least 80% of pupils who have dyslexia

Families of dyslexic children are having to pay up to £1,000 for help with their child's education, with pupils from poorer backgrounds being left behind.

Diagnosis and support is the worst it had been since government funding for dyslexia started in the 1980s.

According to a 2019 Commons report, 70% of parents of dyslexic children felt their school did not support their child's dyslexia, 76% of parents felt the school was not doing a good job supporting their dyslexic child, and 72% of parents felt their child's school did not value or nurture their abilities and potential.

According to a 2020 report by the National Institute for Health and Care Research, around 40-60% of young people with dyslexia have some kind of psychological difficulties, including anxiety, depression and attention deficit, compared to one in eight children across the broader population.

Alice McLean report on 2022

From January 2022, I worked two days a week for Haberdashers' Borough Academy and one day a week from home doing CMF admin and workshop planning.

CMF admin -

- Continued to update social media and website. Managing queries that come through the website.
- Supported Qona with arranging regular fortnightly meetings and taking notes on these.
- Communicating with mentors to plan meetings and collate information for website and exhibition.
- Preparing for exhibition.
- Monitoring DBS and administering applications.
- Worked on application for Goldsmiths funding. Successfully received £6400.

Haberdashers' Borough Academy -

Visit to the Angela Marmont Centre for UK Biodiversity at the Natural History Museum - took a group of students to view a large collection of British Beetles in a study room at the NHM. The students were so inspired and used the drawings to create pewter cast insects.



CREATIVE MENTORS FOUNDATION

REPORT OF THE DIRECTORS AND TRUSTEES FOR THE YEAR ENDED 31 AUGUST 2022

Awarded £6400 funding by the Goldsmiths' Centre in April 2022.

Set up a jewellery workshop with furniture and tools - Using the newly acquired funds, during the Summer term with the help of the art technician, we installed four jewellery benches, a workbench with rolling mill and vice and a tool board for students to use. Staff (including the Principal) are really impressed with it and the students have thoroughly enjoyed working in the workshop so far.



Regular jewellery making sessions with groups from yr 7, 8, 9 and 10 - spent 2 days a week in the school teaching jewellery and pewter casting techniques to students. Summer term worked with 32 students, Autumn term working with 14 students.

Argentium workshop - Goldsmiths' Centre approached me to run a trial workshop with free materials using a technique called Argentium silver. Each student got to take home a selection of silver rings.



INSET training Summer term - A group of 8 teachers took part in a pewter casting workshop with me during their inset training after the Easter holidays. It was a great opportunity to share the space with the other staff and give them an introduction to the project. They were all very enthused and were quickly suggesting students they thought would benefit from being involved!



School trip to Central Saint Martins' degree show and tour of The Goldsmiths' Centre - We paid particular attention to the Jewellery department but also looked at most other courses. None of the students had visited a degree show before. This trip was really well received and actually resulted in two students switching to doing GCSE Art and Design after being so inspired by the trip.



habaartdept

End of term exhibition in the new jewellery workshop - Showcased the work produced by students in the summer term and invited staff, students and pupils. Work on display included - framed pewter pieces, Argentium rings, test pieces from general jewellery classes with me.

CREATIVE MENTORS FOUNDATION

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Stuart McCaffer report on 2022

At the end of the 2021 Autumn term I finished working with the Charter School East in Dulwich which I had been working with since its inception in 2017. In the spring I started in Capital City Academy which is situated between Harlesden and Willesden in North West London. I had already been working there as the 3D art teacher this meant that, not only did I have access to all the facilities of the Art Department but I was able to talk to the SEND Department before I started. Being part of the school has meant I have been able to prepare and organise my CMF classes without relying on the other members of staff and having my own classroom has made life much easier to plan etc. Like all schools that I have worked in it takes a while for the power that be to appreciate what the CMF can do for them so it took a few weeks to get the pupils that would benefit sorted and attending the classes but once we were up and running I think we had some success with the groups.



End of term work from Capital City. These are animals and emotions picked at random out of a hat apart from the first one which is a peanut, which I put in as a laugh (although the peanut isn't laughing...it's sad)



We worked on self portraits based on the work of Gary Hume. In the summer term we have been continuing working in clay and also collages which will be screen printed.



Elle Hamblen

Creative Mentors Drama Project at Oxford Gardens Primary School with Eleanor Hamblen Autumn 2021 Term Report

This term, 12 pupils in Year 5 at Oxford Gardens Primary School took part in drama interventions to develop their confidence and self-expression through drama. We began by establishing 'Drama Agreements' within the two groups to ensure that sessions would take place in a supportive and encouraging environment. Students developed key skills such as improvisation through games including 'sound pictures', 'the magic box' and 'one word at a time'.

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After half term, we learned about the ancient art of shadow puppetry. Students worked towards a performance for their teachers and classmates on Friday 10th December. Each group chose two stories to perform from a selection of Chinese folk tales. These were 'How the dragon came to be', 'The empty pot', 'The immortal white snake' and 'The magic pot'. Pupils worked together effectively to create the puppets and deliver their lines with appropriate volume and expression! It has been such a privilege and a pleasure getting to work with Creative Mentors these past 2 and a bit years.



Frances Conteh

The Charter School North Dulwich and The St Marylebone CE School

September 2021 –September 2022

The Charter School North Dulwich. Monday & Wednesday After School Club

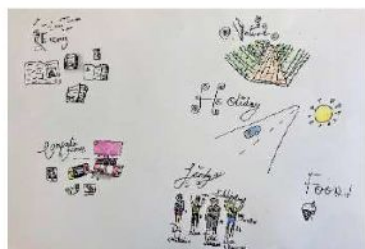
In September 2021, I asked the head of year 7, if they would help with recommending a small group of neurodiverse students for me to work with. I was fortunate to work with year 7 learners who were pleasant and committed and also continued to attend my club when they were in year 8.

The group were given the opportunity to explore a project called Connection and asked to produce a series of drawings based on their relationship with the theme.

'Connection is about the significant connections that make us feel alive.

What are the important things that tie you to the world and bring meaning to how you live?

Whether it be the things closest and most immediate to you or those things that seem not so obvious'



Family, nature and the outdoors and their pet animals were very important to identical twins. The twins predominately communicated amongst themselves. They spoke to teachers when they were asked a question but would not verbally communicate with their peers in the group.

A learner who was autistic and suffered from anxiety which had affected their attendance at school would only communicate with me by nodding their head. The student enjoyed computer games, the natural environment, time with family, food and sweet treats.

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**REPORT OF THE DIRECTORS AND TRUSTEES
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A student who was quite thoughtful in the way they communicated about their work and documented their drawings, enjoyed creating comic illustrations based on a character they had created named Catman.

The friend of the Catman comic illustrator also joined the club and produced drawings based on their interests and concern for environmental issues, their love of literature and time spent with family

A year 9 student who enjoyed attending the club since they were in year 7, had a cloth that gave them comfort when they were a small child and had named the cloth Rag



The students were also given the opportunity to bring in images they could reference and copy via drawing. Some of the drawings were reduced in size and traced onto tracing paper.



The group were introduced to porcelain clay and placed their traced images onto rolled out slabs that were cut into A5 size tiles. The drawings were transferred by pressing along the lines and embossing into the clay with clay tools and then mark making was applied to add texture.

The students individually created a series of porcelain clay triptych tiles that were glazed and fired in the art department kiln.



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I would have liked to experience seeing the quieter students in the group find commonalities because of their family backgrounds. I found out that the twins were actually triplets with a brother and the student who communicated quietly by nodding was coincidentally a triplet too and had 6 siblings. I felt I should have planned more time creating strategies to get the whole group to communicate with each other, even if it was through non-verbal collaborative group activities. However, in the last 2 weeks of the project, I overheard the student who would only nod through communicating, speak with energy and enthusiasm when responding to a peer's question. The twins who would only communicate with me, also spoke without hesitation to their peers in the group when they were asked about their interests in pets and how many they had over the years, which they replied, 18 animals in total!

I felt the group responded well to the project as they were given an opportunity to develop their ideas that were of personal interest to them through the process of drawing and porcelain clay which was new to them and easy to mould and manipulate.

The group were introduced to the new Creative Mentor named Nick who will be starting after the autumn half term and they are looking forward to the projects he will be introducing to the club.

Nick and I visited the SEN department who are keen to work with him and support his role at The Charter School North Dulwich. In the meeting it was also mentioned that there should be a space in the school where the work of students who are neurodiverse should be showcased and celebrated.



A learning support assistant has offered to occasionally attend the club and assist Nick. The LSA's input has been beneficial as they were able to identify and recommend students from a small list of names suggested by year 7 form tutors of learners who would benefit from creative extra-curricular activities. The LSA also contacted the students' parents and sent an invite poster on behalf of the Creative Mentors Foundation.

The St Marylebone CE School

When I started at The St Marylebone CE School in September, I contacted the SEN department and asked if they would recommend a group of students that they felt would benefit from joining my club. The communication from the SEN department was very limited, however the students who eventually attended my after-school club were a small and diverse group of learners with mixed abilities. One of the students was from year 8 and the rest were in year 7.

I also introduced the 'Connection' project to the group, but gave them the option to draw with sharpie pens and develop brightly coloured illustrative design ideas based on their association with the project brief.

I scanned and digitally transferred all the students designs onto heat transfer paper then heat pressed ironed their work onto fabric. The students then sourced their colours from a selection of embroidery threads and applied simple stitch techniques to add detail and texture to their drawings on fabric.

CREATIVE MENTORS FOUNDATION

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The group were great to work with and it was nice to receive positive feedback from a student who felt that the creative mentors space and the work they produced made them feel calm and safe.

Even though half of the group did not attend regularly the other half consistently engaged with the project and enjoyed the social atmosphere until school ended for the Summer holiday.



Year	Grey Coat Hospital	St Marylebone	Charter School, North Dulwich	Charter School East Dulwich	Bridge School	Marlborough Primary School	Oxford Gardens
2010	Andrew Vallence <i>RCA Visual Communication</i>						
2011	Stuart McCaffer <i>RCA Sculpture</i>						
2012	Nienke Van Wijk <i>RCA Visual Communication</i> Steven Frew <i>RCM Piano & Composition</i>	Tomasz Crompton <i>RCA Architecture</i> Stuart McCaffer <i>RCA Sculpture</i>					
2013	Joe Drakeford <i>RCA Printmaking</i> Fiona Howell <i>RAM Voice</i>	Alice Mclean <i>RCA Jewellery & Metal</i> Steve Irwin <i>RAM Voice</i>					
2014	Hollie Paxton <i>RCA Jewellery & Metal</i>						
	Fiona Howell <i>RAM Voice</i>	Lucy Joyce <i>RCA Sculpture</i> Robbie Campbell <i>School of Oriental & African Studies Music & Development</i>					
2015	Frances Conteh <i>RCA Textiles</i> Simon Tong <i>RAM Trumpet</i>	Luke Barton <i>RCA Sculpture</i> Rachel Frant <i>RAM Voice</i>					
2016	Claire Blundell Jones <i>RCA Printmaking</i> Olivia Watts <i>Guildhall School of Music & Drama</i>	Richard Hards <i>RCA Sculpture</i>	Frances Conteh <i>RCA Textiles</i> Simon Tong <i>RAM Trumpet</i>				
2017	Cara George <i>RCA Jewellery & Metal</i>	Josh Saunders <i>RCA Animation</i>	Frances Conteh <i>RCA Textiles</i> Simon Tong <i>RAM Trumpet</i>	Stuart McCaffer <i>RCA Sculpture</i>			
2018		Frances Conteh <i>RCA Textiles</i>	Frances Conteh <i>RCA Textiles</i>	Stuart McCaffer <i>RCA Sculpture</i>	Frances Conteh <i>RCA Textiles</i>		
2019		Frances Conteh <i>RCA Textiles</i>	Frances Conteh <i>RCA Textiles</i>	Stuart McCaffer <i>RCA Sculpture</i>	Alice McLean <i>RCA Jewellery</i> Jaz Wharmby <i>Cambridge</i>	Alice McLean <i>RCA Jewellery</i>	
2020		Frances Conteh <i>RCA Textiles</i>	Frances Conteh <i>RCA Textiles</i>	Stuart McCaffer <i>RCA Sculpture</i>	Alice McLean <i>RCA Jewellery</i>	Alice McLean <i>RCA Jewellery</i>	Eleanor Hamblen <i>Oxford</i>
2021		Frances Conteh <i>RCA Textiles</i>	Frances Conteh <i>RCA Textiles</i>	Stuart McCaffer <i>RCA Sculpture</i>	Alice McLean <i>RCA Jewellery</i>	Alice McLean <i>RCA Jewellery</i>	Eleanor Hamblen <i>Oxford</i>
	Haberdashers Borough Academy	St Marylebone	Charter School, North Dulwich	Capital City Academy	Paddock School		
2022	Alice McLean <i>RCA jewellery</i>	Frances Conteh <i>RCA Textiles</i>	Frances Conteh <i>RCA Textiles</i>	Stuart McCaffer <i>RCA Sculpture</i>	Clare Johnston, <i>RCA Textiles</i>		

KEY

Green = Music

Blue = Art & Design

Orange = Drama

RCM = Royal College of Music

RAM = Royal Academy of Music

RCA = Royal College of Art

**CREATIVE MENTORS FOUNDATION
REPORT OF THE DIRECTORS AND TRUSTEES
FOR THE YEAR ENDED 31 AUGUST 2022**

Feedback from teachers and schools

As ever the feedback we have received from both pupils and staff has been extremely positive.

Pupil Feedback for Elle's drama workshops

'I really liked drama because it was really fun and it made me feel happy. Like some days I felt really sad and it cheered me up.' (Habon, 10)

'I like drama because I think its very fun... and I like how about it that we could make the puppets... and when we did it, it was really funny.' (Aleena, 9)

'I really enjoy drama, it was really fun... then the concert when we did the puppet show it was very fun because it was my first time like actually performing with puppets and I really liked it. It was really enjoyable. Also I was kind of nervous because everyone was there but it was alright because in the end I knew my lines, I did well and it was really fun in the end... My time at drama has probably been the best throughout the school year.' (Abdullahi, 10)

'I love drama we've learned loads of new stuff. For example, we've done loads of acting.' (Chelsea, 9)

'When we started to practice our puppet show I was very scared but then after I felt excited and then I done it. But then also I'm a little upset that drama's finished but I'm still happy I did the puppet show.' (Sarai-Rose, 9)

'In the play what we did I was really nervous but then I started feel good... I got to do two roles in the play and I felt really happy as well at the same time.' (Theo, 9)

'I enjoyed taking part in drama group as it made me feel happy and I liked sharing my feelings and playing different games and doing shadow puppets.' (Salma, 9)

'I like drama because it was really fun and it made me more confident speaking with others.' (Shezaad, 9)

'I enjoyed going on the Friday drama class and the puppet shadow show was really fun.' (Yui, 9)

I thought drama was fun and I liked it.' (Skye, 9)

Feedback about Frances's clubs.

"I loved going to the creative mentors after school club because I found it really fun and really peaceful and there was a lot of creativity and it helped me to relax"

"I have found the creative mentors art club an amazing experience because we do really fun projects, that we would probably not do in class. The teachers there were really helpful, fun and kind so it felt really inclusive".

"I just wanted to send you a quick email to say thankyou for another fantastic year of Creative Mentors. Its been an absolute pleasure to have Frances working with us this year again and I'm really looking forward to the new academic year when we will be embarking on more creative projects" (Member of staff from St Marylebones)

**CREATIVE MENTORS FOUNDATION
REPORT OF THE DIRECTORS AND TRUSTEES
FOR THE YEAR ENDED 31 AUGUST 2022**

Future planning

We are looking forward to this academic year with our new visual communication mentor Nic Faris who also has a background in music, which I'm hoping he will be able to use in his role. Nic will be taking over from Frances at Charter school, enabling Frances to take over from Alice at Haberdashers whilst Alice is on maternity leave, another reason for celebration. We will definitely be planning for an October 2023 exhibition but feel we need to move onto the next stage. In order to reach more people and possibly get some free advertising, Stuart suggested contacting galleries with an education space for example Saatchi, the Tate, The Wallace Collection. We have the credentials as being a charity that works in schools and we have the evidence of 4 very successful public exhibitions at the Tabernacle. We look forward to maintaining our relationship with the Goldsmith's company who have been so generous to us and of course with our 5 schools. I have also been invited by SAGE and the Institute of Neurodiversity to join the editorial board for a new journal called Neurodiversity, due for publication in 2023. I'm hoping not only to increase my knowledge but also to be able to share some of our mentors' observations both with the other board members and with the journal's readership. I have just signed up to attend 2 sessions delivered by The Open Innovation Team which is a cross-government unit of civil servants that help bring academia and policymaking closer together. They will be delivering the Policy School at the RCA as hands-on experience of policymaking, with a focus on how art and design research can inform policymaking. I'm hoping to be able to take away ideas as to how to showcase the work CMF have done and continue to do, to educational policy makers.

Thanks

As always, we would like to extend our thanks to all the teachers we have been working with over the year, in particular;

Vicky Cerdano, Steph Coban at St Marylebone School. Susan Swartzberg, Louise Ungpagkorn, Matt Spaul. Emy Mills and Fiona Lucas at Charter School North Dulwich. From Capital City Academy Minel Patel and Deborah Britton-Field and Paris Thompson at Haberdashers Borough Academy. Thanks also to Sobhan Shah for updating our website and keeping it backed up, our trustees and of course our mentors.

Financial Review

During the year the charity received donations of £76,471 (2021: £71,590) and had a deficit of income over expenditure of £2,658 (2021: £8,371).

The charity had five (2021: four) mentors during the year who received £51,499 (2021: £50,998) as salary (page 16).

Further details of the financial activities of the charity can be found in the financial statements on pages 15 to 19.

Risk Assessment

The Trustees keep the risks associated with the charity continually under review. The key risk facing the charity is that its financial commitments will exceed its resources from time to time, however the charity always holds sufficient cash reserves to meet its current obligations. The other principal risk is to ensure the Creative Mentors are of sufficient calibre and of suitable character and all relevant checks on them are carried out before they are employed.

Reserves Policy

The Trustees consider reserves equal to their extant contractual obligations to the Creative Mentors should be retained.

**CREATIVE MENTORS FOUNDATION
REPORT OF THE DIRECTORS AND TRUSTEES
FOR THE YEAR ENDED 31 AUGUST 2022**

Structure, Governance and Management

Creative Mentors Foundation is a charitable company limited by guarantee, incorporated on 3 March 2009 and registered as a charity on 28 July 2009. The charitable 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 charity being wound up members are required to contribute an amount not exceeding £1.

The day to day running of the charity is managed by Qona Rankin. The trustees meet formally once a year and informally as required.

Policies for Inducting and Training Trustees

There are no formal policies for training trustees. All trustees are professionals in their own area and are from time to time provided with copies of the charity commission publications on the responsibilities of trustees. New trustees are inducted by Qona Rankin and provided with copies of the most recent accounts and trustee minutes. They are supported in their role by the continuing trustees.

Trustees' Responsibility in relation to the Financial Statements

Company Law requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of the affairs of the charitable company at the balance sheet date and of its incoming resources and application of resources, including income and expenditure, for the financial year. In preparing those financial statements, the trustees should follow best practice and:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgements and estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in operation.

The trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006 and Charities Act 2011. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

In preparing this report, the Trustees have taken advantage of the small companies exemptions provided by section 415A of the Companies Act 2006.

Approval

The Trustees' report and the financial statements were approved by the trustees on 14 January 2023.....



Qona Rankin 14 Jan 2023 18:11:59 GMT (UTC +0)

Qona Rankin

On behalf of the Board of Trustees

CREATIVE MENTORS FOUNDATION

STATEMENT OF FINANCIAL ACTIVITIES
INCLUDING INCOME AND EXPENDITURE ACCOUNT
FOR THE YEAR ENDED 31 AUGUST 2022

	<u>Note</u>	Restricted funds 2022 £	Unrestricted funds 2022 £	Total funds 2022 £	Total funds 2021 £
<u>Income from:</u>					
Donations and legacies	4	6,400	70,941	77,341	71,590
Total income		<u>6,400</u>	<u>70,941</u>	<u>77,341</u>	<u>71,590</u>
<u>Expenditure on</u>					
Charitable Activities	5	3,184	53,475	56,659	56,017
Governance Costs	6	-	23,340	23,340	23,944
Total expenditure		<u>3,184</u>	<u>76,815</u>	<u>79,999</u>	<u>79,961</u>
Net income/(expenditure)		<u>3,216</u>	<u>(5,874)</u>	<u>(2,658)</u>	<u>(8,371)</u>
Net Movement in Funds		3,216	(5,874)	(2,658)	(8,371)
Reconciliation of Funds					
Total funds brought forward		-	65,025	65,025	73,396
Total funds carried forward	12	<u>3,216</u>	<u>59,151</u>	<u>62,367</u>	<u>65,025</u>

The notes and schedules on pages 17 to 19 form part of these accounts.

CREATIVE MENTORS FOUNDATION
Company Number 06834521

BALANCE SHEET
AT 31 AUGUST 2022

	Note	2022		2021	
		£	£	£	£
Fixed Assets					
Tangible assets			-		-
Current Assets					
Debtors	7	316		-	
Cash at bank		67,217		70,076	
		<u>67,533</u>		<u>70,076</u>	
Less: Creditors: Amounts falling due within one year					
Creditors	8	5,166		5,051	
		<u>5,166</u>		<u>5,051</u>	
Net Current Assets/Liabilities			<u>62,367</u>		<u>65,025</u>
Total Assets less Current Liabilities			<u><u>62,367</u></u>		<u><u>65,025</u></u>
Represented by :-					
General Funds					
- General Unrestricted Funds	12		59,151		65,025
- Restricted Funds	12		<u>3,216</u>		<u>0</u>
Total Funds available for Charitable Purposes			<u><u>62,367</u></u>		<u><u>65,025</u></u>

The company's financial statements have been prepared in accordance with the provisions applicable to companies subject to the small companies regime.

The Trustees consider that the company is entitled to exemption from the requirement to have an audit under the provisions of section 477 of the Companies Act 2006 ("the Act") and members have not required the company to obtain an audit for the year in question in accordance with section 476 of the Act.

The Trustees acknowledge their responsibilities for complying with the requirements of the Companies Act 2006 with respect to accounting records and the preparation of financial statements.

The financial statements have been prepared in accordance with the provisions applicable to small companies within Part 15 of the Companies Act 2006 and in accordance with the Financial Reporting Standard for Smaller Entities (effective April 2008).

The financial statements were approved by the Board of Directors/Trustees and were signed on their behalf by:



.....
Qona Rankin 14 Jan 2023 18:11:59 GMT (UTC +0)

Qona Rankin
Trustee

Date: 14 January 2023

The notes and schedules on pages 17 to 19 form part of these accounts

CREATIVE MENTORS FOUNDATION

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2022

Introduction

Creative Mentors Foundation is a company limited by guarantee (No. 06834521) and a registered charity (No. 1130788). Its objects are as stated in the Trustees report.

1 ACCOUNTING POLICIES

Basis of Accounting

The financial statements 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), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

Creative Mentors Foundation meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy.

Fund accounting

Unrestricted funds are available for use at the discretion of the Trustees in furtherance of the general objects of the charity.

Restricted funds are funds which are to be used in accordance with specific restrictions imposed by donors or which have been raised by the charity for particular purposes.

Donations

Donations are recognised when received by the charity.

Expenditure

Expenditure is included on an accruals basis inclusive of VAT when a liability is incurred.

Governance

Governance costs include those costs associated with meeting the constitutional and statutory requirements of the charity including the costs of preparing the financial statements.

Liabilities

Accruals are recognised when there is a present obligation at the reporting date as a result of a past event. Accruals are measured at the best estimate of their settlement amount.

2 NET INCOMING RESOURCES FOR THE YEAR

	2022	2021
This is stated after charging:		
Trustees / Directors' remuneration and other benefits etc.	-	-
	<u> </u>	<u> </u>

CREATIVE MENTORS FOUNDATION

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022**

3 TAXATION

A charge to tax does not arise because of the company's charitable status.

4 DONATIONS

	2022 Restricted	2022 Unrestricted	2022 Total	2021 Restricted	2021 Unrestricted	2021 Total
Donations	6,400	70,941	77,341	-	71,590	71,590

5 EXPENDITURE ON CHARITABLE ACTIVITIES

	2022 Restricted £	2022 Unrestricted £	2021 Restricted £	2021 Unrestricted £
Mentors' wages & salaries		51,499		50,998
Insurance		852		1,069
Website maintenance		115		2,187
Exhibition costs		870		-
Materials	3,184		1,000	549
Training				50
Sundry		139		164
	<u>3,184</u>	<u>53,475</u>	<u>1,000</u>	<u>55,017</u>

There are 5 part-time employees (2021: 4 part-time employees). There were no employees who received total employee benefits of more than £60,000.

6 GOVERNANCE COSTS

	2022 £	2021 £
Annual accounts	1,920	1,920
Corporation tax return	540	-
Independent examination	720	720
Payroll	1,008	1,008
Legal fees	19,080	20,211
Bank charges	72	72
Annual return fee	-	13
	<u>23,340</u>	<u>23,944</u>

7 DEBTORS

	2022 £	2021 £
Advance on expenses	316	-
	<u>316</u>	<u>-</u>

CREATIVE MENTORS FOUNDATION

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022**

	2022	2021
	£	£
8 CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR		
PAYE	330	391
Pensions	176	-
Accruals	4,660	4,660
	<u>5,166</u>	<u>5,051</u>

9 TRUSTEES REMUNERATION AND EXPENSES

Trustees were not paid for their services to the charitable company and did not receive any reimbursement of expenses.

10 RELATED PARTY TRANSACTIONS

Bart Peerless is a partner in Charles Russell Speechlys LLP who acted as solicitors to the company and charged fees amounting to £19,080 (2021: £20,211) inclusive of VAT, during the year.

11 ANALYSIS OF FUND ASSETS AND LIABILITIES

	Restricted Fund 2022	Unrestricted Fund 2022	Restricted Fund 2021	Unrestricted Fund 2021
	£	£	£	£
Fixed Assets	-	-	-	-
Current Assets	3,216	64,317	-	70,076
Current Liabilities	-	(5,166)	-	(5,051)
	<u>3,216</u>	<u>59,151</u>	<u>-</u>	<u>65,025</u>
Total	<u>3,216</u>	<u>59,151</u>	<u>-</u>	<u>65,025</u>

12 MOVEMENTS IN FUNDS

	31 August 2021	Incoming Resources	Outgoing Resources	31 August 2022
General	65,025	70,941	(76,815)	59,151
Restricted		6,400	(3,184)	3,216
	<u>65,025</u>	<u>77,341</u>	<u>(79,999)</u>	<u>62,367</u>

13 CONTROL OF THE CHARITY

The charity is controlled by its board of trustees.

**INDEPENDENT EXAMINER'S REPORT
TO THE TRUSTEES OF
CREATIVE MENTORS FOUNDATION**

I report on the accounts of the company for the year ended 31 August 2022 which are set out on pages 15 to 19.

RESPONSIBILITIES AND BASIS OF REPORT

As the Trustees of the company (and 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 the company's accounts 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 can 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.

Signed:



Dated : ..25 January 2023.....

Darren O'Connor BSc (Hons) FCCA ACA (Senior Statutory Auditor)

James Cowper Kreston
Reading Bridge House
George Street
Reading
RG1 8LS