

CREATIVE MENTORS FOUNDATION

Registered Charity Number 1130788

Company Number 06834521

ANNUAL REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED

31 AUGUST 2020

CREATIVE MENTORS FOUNDATION
ANNUAL REPORT AND FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2020

CONTENTS

	<u>Page</u>
Legal and Administrative Information	1
Report of the Directors and Trustees	2 - 15
Statement of Financial Activities	16
Balance Sheet	17
Notes to the Financial Statements	18-20
Independent Examiners Report	21

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

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London
EC4M 7RD

Independent Examiner

Ian Miles FCA
James Cowper Kreston
Videcom House
Newtown Road
Henley on Thames
Oxon RG9 1HG

CREATIVE MENTORS FOUNDATION
REPORT OF THE DIRECTORS AND TRUSTEES
FOR THE YEAR ENDED 31 AUGUST 2020

The Directors and Trustees present their annual report together with the financial statements for the year ended 31 August 2020. 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 dyslexic and dyspraxic children.

The charity trains dyslexic arts graduates in dyslexia awareness and specialist teaching strategies, preparing them to work in schools alongside the existing staff who are engaged in arts teaching.

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 dyslexic and dyspraxic children to engage and learn.
- Raise awareness about the possible advantages there are for dyslexic and dyspraxic people involved in the arts, precisely because they have the ability to think in unpredictable and original ways.
- Provide encouragement for dyslexic and dyspraxic children 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.

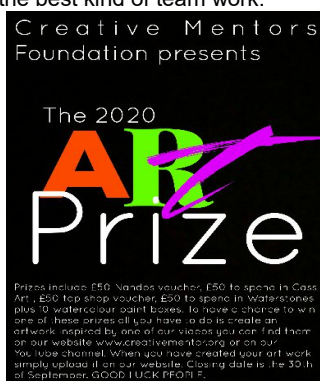
Public benefit

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.)

CREATIVE MENTORS FOUNDATION
REPORT OF THE DIRECTORS AND TRUSTEES
FOR THE YEAR ENDED 31 AUGUST 2020

Overview

No-one could have predicted the unprecedented way the 2nd half of the academic year transpired and prevented our mentors from going into their schools. We had to adapt to the new lockdown rules, learn new skills and embrace the new online existence. However, the beginning of the year gave no hint of what was to happen and so in September 2019 Alice McLean continued working at Bridge School and Marlborough Primary School as well as spending half a day a week working as our administrative manager. Both Stuart McCaffer and Francis Conteh continued to contribute excellent work with students at Charter School East Dulwich, Charter School North Dulwich and St Marylebone. We were very pleased to welcome Eleanor Hamblen to our team who worked with students at Oxford Gardens Primary school encouraging them with literacy through drama based activities. When Covid hit we quickly realised the exhibition we had been planning and looking forward to in the Crypt of St Marylebone's church in June would not happen and so we came up with the idea of having a virtual exhibition which developed into a competition. The motivation would be videos which we all began making and the competition was launched. I'm so proud of the work that has continued throughout this difficult year not just in terms of what the mentors have achieved creating new resources but also the support they gave each other, myself included, during our fortnightly meetings was a real example of the best kind of team work.



Stuart's poster for our art prize

Mentor activity from September 2019 to March 2020

Alice Mclean

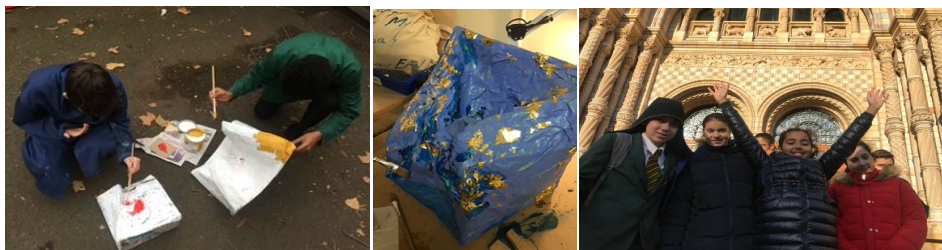
Alice has continued to work half a day a week doing CMF admin. She has created an Instagram account for CMF to share photos of projects and reach a wider audience. She has gained 79 followers so far, many of them art departments from other schools around the country. One art department at Haberdashers Borough School contacted CMF last month to enquire about a mentor joining their school. The teacher said she had been following the CMF Instagram account for a while and really loved the projects she saw and thought that her SEN students who might get over looked could really benefit from having a creative mentor.

Alice also has half a day to do planning for two full days of sessions at St Marylebone Bridge School and Marlborough Primary School.

CREATIVE MENTORS FOUNDATION
REPORT OF THE DIRECTORS AND TRUSTEES
FOR THE YEAR ENDED 31 AUGUST 2020

Bridge School

Alice secured another grant from the Goldsmiths Company, this time for £3,000. The grant was for more materials and tools for the jewellery workshop, to create a large copper installation by students and to run jewellery sessions with staff at INSET. From September 2019 - January 2020 Alice was running creative workshops with students and was making large scale rock sculptures. She took 8 students on a trip to the Natural History Museum to look at the rocks and minerals room for inspiration. Students found this really exciting and engaging and loved learning and observing all the different rocks and minerals.



When funding was granted in January 2020, Alice started delivering metal workshops to students until March 2020. Students were learning to saw metal, hammering, filing, use the rolling mill, and annealing/shaping copper. All the students Alice worked with were in years 7-10. Every student has a statement for a speech, language or communication difficulty.



CREATIVE MENTORS FOUNDATION
REPORT OF THE DIRECTORS AND TRUSTEES
FOR THE YEAR ENDED 31 AUGUST 2020

Please follow the link for a brilliant article that Goldsmiths published on their website about the last project - <https://www.goldsmiths-centre.org/news/news-creative-mentors-foundation-delivers-special-education-jewellery-workshops-st-marylebone-ce-bridge-school/>

Alice paused the Goldsmiths funded project from March - August 2020. She resumed the project in September 2020 term when mentors were allowed back into schools. Goldsmiths are happy for the proposed outcomes to be postponed until July 2021.

Marlborough Primary School

From September 2019 - March 2020, Alice continued to work with students from Anstruther House (specialist autistic unit) and small groups of SEN mainstream students (years 3-6).

With the students from Anstruther House, Alice has been building up their skills in painting and exploring messy play! With the mainstream students, Alice has been teaching them to use air dry clay, printing and painting. Students were starting to make giant rocks for the summer exhibition out of papier mache and acrylic paint, but this was paused due to schools closing in March. One autistic boy in year 3 who presents with quite challenging behaviour in the classroom responds really well to creative work. Alice realised that he enjoyed painting his own versions of famous art works! From the Mona Lisa to Starry Night. After each session the student was very proud of what he had created. This academic year he has attended again with a peer and comments on how much he looks forward to the sessions each week.



Mona Lisa

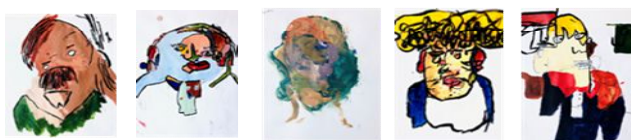


Starry Night

Stuart McCaffer

Charter School East Dulwich

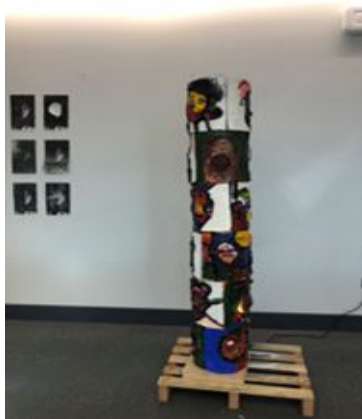
From September Charter East School has been in its new location for just over a year and has well and truly bedded in to the new building and surroundings. This meant for me life was a bit easier as the two departments that I need to liaise with were able to sort out two mixed groups of pupils from both year 7 and year 8.



I ran the two groups on alternate weeks for two hour sessions which on reflection was probably a bit long for most of them to keep their concentration but it also meant that we could work on larger projects. We ended up with three finished projects...

CREATIVE MENTORS FOUNDATION
REPORT OF THE DIRECTORS AND TRUSTEES
FOR THE YEAR ENDED 31 AUGUST 2020

Blind drawing (see examples above)



This project was a good one to start with and get the children to mix. They all drew each other then chose an image they liked which was enlarged and then painted. Then they made curved clay tiles that were attached together to make one piece of art almost like a large totem pole of their faces

Chain reaction

This project was to get the children to work as a team and make a small film based on the work of Fischli and Weiss. In particular their film 'The way things go' which is a series of chain reactions filmed in a large warehouse. Unfortunately, the kids were most upset to find we would not be using the pyrotechnics favoured by the Fischli and Weiss. After their initial disappointment they seemed to really get into it as can be heard in the video. This was pretty successful and I am planning to revive it later in the year.

Whot ar wurdz wurth

This project was a logistic struggle but the end product I think works. The starting point was the Tom Tom Club's 1981 single 'Wordy Rappinghood' I cut the different lines of the song into stripes and got the kids to pick out 5 each then got them to re-write the lyrics phonetically. Between the two classes they worked on backdrops and themes for their words and in their different groups they filmed each other reciting their lines to camera. The editing took a while but in the end the finished article looked pretty good.

CREATIVE MENTORS FOUNDATION
REPORT OF THE DIRECTORS AND TRUSTEES
FOR THE YEAR ENDED 31 AUGUST 2020

Elle Hamblen

Oxford Gardens School

Elle led drama interventions with twelve pupils in Year 5 at Oxford Gardens Primary School who had a range of learning, behavioural and emotional needs. The first task was to establish a supportive environment so that pupils would feel comfortable expressing themselves and building their confidence. Together, they created 'Drama Agreements' to outline behaviours which should guide sessions such as 'respect each other' and 'try your best'. In the first half of the autumn term, Elle supported pupils to develop key skills such as collaboration and improvisation with games such as '10 second objects' and 'statue and sculptor'.

In the second half of the autumn term, the focus was preparing a puppet show for EYFS. Each group chose two stories to perform from a selection of Native America and Inuit origin tales such as 'The Rainbow Crow' and 'The Polar Bear Son'. At the end of term, pupils performed their stories to the Nursery class and then again to the Reception classes. They had memorised their lines and spoke these with confidence, using tone and intonation to bring the stories to life. One pupil commented on the experience: 'I liked it. It was fun. And I like to colour my puppets and I liked to show the children how the show and I like doing it with everybody on a Friday.'



In the spring term, Elle worked with pupils to develop play adaptations of the Greek myths 'Persephone' and 'Theseus and the Minotaur'. This complimented their topic 'The Great, the Bold and the Brave', in which they were learning about the ancient world. Pupils worked together to create the set, props and costumes. Unfortunately, we were not able to perform the plays to Key Stage 1 pupils as planned owing to the closure of schools on 20th March 2020.



CREATIVE MENTORS FOUNDATION
REPORT OF THE DIRECTORS AND TRUSTEES
FOR THE YEAR ENDED 31 AUGUST 2020

Frances Conteh

Charter School North Dulwich

I have been supporting the head of the art department on a Monday and assist his year 7 group. I aim to provide my support to all students when required, however there is a dyslexic student I mainly assist, she needs reassurance as she doubts her drawing skills. Despite her negative feelings towards her drawing abilities she is always determined to produce work. I have often felt a sense of sadness when students from early as year 7, lack confidence in their drawing as they believe they can't improve or they have a preconceived idea of what is good art and therefore limits them from being expressive and happy with whatever they produce.



Plastic Fantastic Recycling Project (The Charter School Year 9)

CREATIVE MENTORS FOUNDATION

REPORT OF THE DIRECTORS AND TRUSTEES FOR THE YEAR ENDED 31 AUGUST 2020

Lunchtime Clubs

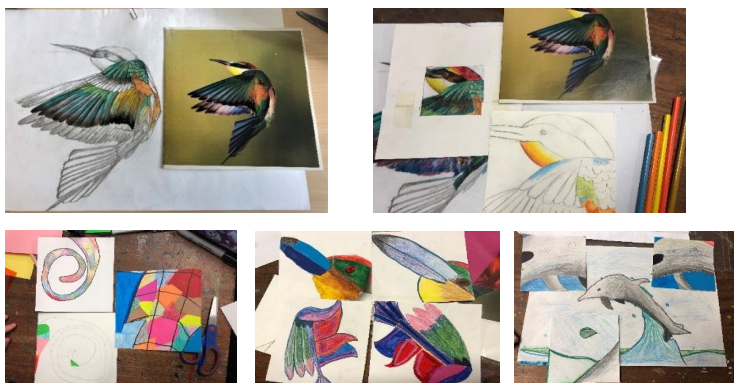
I have continued to work with a group of year 9 students on a Monday who I have worked with since year 7. I have introduced the plastic fantastic recycling project. The group will recycle plastic waste and apply textile techniques inspired by the wildlife in the River Thames. I am fortunate to have a couple of group members who are environmentally conscious and passionate about sustainability and have been on a Extinction Rebellion march. The group have produced a collection of graphic, vibrant drawings and when we return after the half term (Charter School Autumn half-term has extended to 2 weeks) I will get the students to develop their drawings and work in more detail focusing on colour, texture, shape and structure.



Drawstring Bag Project (The Charter School Year 8)

I have been working on a Wednesday at lunchtime with year 8 students I have a student who is Autistic and often forgets to attend and usually arrives 15 minutes before the club ends. However, he is very productive with the limited time he has with me. I have been told by his art teacher that he enjoys art, but can get upset if he feels he has not achieved his best. I have encouraged him to trace images and he has been very confident developing his own colour palette and pattern design and enjoys seeing the progress he has made with his work.

I also have a student who attends each week who is quite shy and quiet and does not socially interact with the group. I have also worked with her on a one to one in the classroom. She enjoys the process of creating work that interests her as she does not show any inhibitions in expressing herself through her bold visual drawings. There have been times when she is unable to attend school due to visits to the hospital, however she aims to attend the club whenever she can. It can be a challenge for her to manoeuvre around the school as she often needs the assistance of a learning support staff to bring her to the club and relies on students to escort her to lessons after the club is over and I have sometimes had to take her to her next lesson.



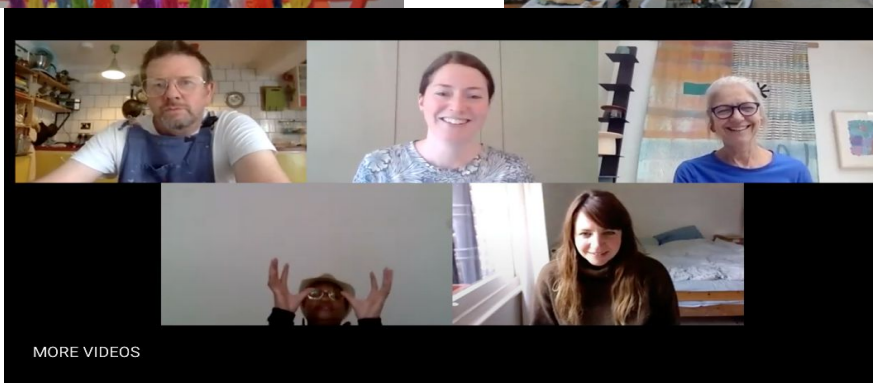
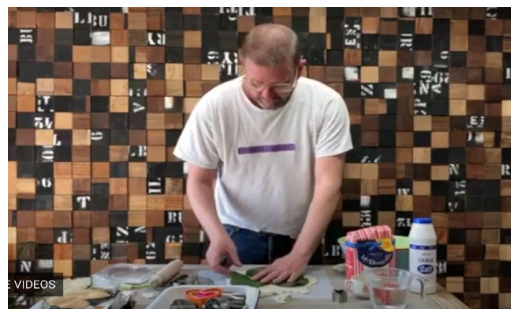
Plastic Fantastic Recycling Project (St Marylebone School Year 7 & 8)

CREATIVE MENTORS FOUNDATION

REPORT OF THE DIRECTORS AND TRUSTEES FOR THE YEAR ENDED 31 AUGUST 2020

Mentor activity March 2020 to July 2020.

When Covid arrived, we were told that our mentors would no longer be able to visit their schools so we set about making videos to inspire and motivate students to create things at home using materials that were mainly from the recycling bin or cheap and readily available. Our initial idea was to create a gallery exhibiting all the work we were sent in but we then decided in order to add a bit of motivation we would have a competition. The deadline for this is the 14th of December. We also began having fortnightly meetings in order to share what we had been working on and swap ideas for future videos. We made a total of 20, five-minute videos and Shobhan created a page called 'creativity at home'. Below are a few stills to give a flavour of the work we were doing.



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</i> Jaz Wharmby <i>Cambridge</i>	Alice McLean <i>RCA</i>	
2020		Frances Conteh <i>RCA Textiles</i>	Frances Conteh <i>RCA Textiles</i>	Stuart McCaffer <i>RCA Sculpture</i>	Alice McLean <i>RCA</i>	Alice McLean <i>RCA</i>	Eleanor Hamblen <i>Oxford</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 2020**

Feedback from teachers and schools

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

Pupil feedback from Oxford Gardens

"I enjoy drama because I feel more confident and it expresses my feelings." (Salmaan, 9)

"I like doing the drama because it's really fun and... after when I do a lot of learning it helps me like clear my brain and stuff so I don't feel so stressed from learning." (Georgie, 10)

"I really like drama because it is fun and also we get to play games and talk to each other and have more confidence in ourselves." (Riad, 9)

"What I'm thinking about this drama group: it motivates me to be as active as I can and it motivates other people to always reach their goal and never give up. It's also helping me with my reading and also helping me how to shine in your way that you move and do stuff." (Dominick, 9)

"I really like drama because it's really fun and I think that we get to do lots of activities there and we also get to play some games to do something with talking so last week we've been talking about beats and we had fun." (Ranya, 9)

"I enjoy drama club because it makes me calm about all of the other bad things that have recently happened and it helps me so that I don't get into fights with my siblings." (Grace, 9)

Quote from an email from the deputy head at Charter school to a new parent.

RE: Dyslexia Art Project

We are delighted to inform you that X has been selected to take part in an Art Project we are running at Charter East. This is part of an initiative supported by The Creative Mentors Foundation and run by our Resident Artist from The Royal College of Art: Stuart McCaffer. These workshops offer students with dyslexia or literacy difficulties, an opportunity to express themselves through a different medium away from the written word - or other aspects of language they may struggle with. The small groups offer students an opportunity to connect with each other whilst collaborating on a piece of Art Work. Previously, students have felt able to share worries or concerns they may have in a supportive and safe environment.

Stuart - our Artist - who is dyslexic himself, is a fantastic role model but he is keen to emphasise that being dyslexic is not the main focus of these workshops; they are about connection, creativity and supporting students to 'find their voice'. He has ambitious plans for our students and the project will run until the end of the year.

If you are interested, I have included some links to Stuart's previous work with schools as part of The Creative Mentors Foundation:

-Marylebone Secondary School - <https://www.youtube.com/watch?v=dmP0R4yEm5Y>

-Grey Coat Hospital - <https://www.youtube.com/watch?v=yC02vFz2R8A>

Quotes from students and teachers at St Marylebone CE Bridge School

Quotes from the students about the first Goldsmiths project –

'It was perfect and very good. It helped me to learn ways to build other projects outside of school'

'It was enjoyable and helped me to be more creative'

'It was so much fun! So cool, we learnt about making patterns and I liked seeing the metal come out of the mould and learning new things'

Quote from Headteacher Kate Miller -

'It is fantastic to be able to offer our pupils another way of expressing themselves and giving them the opportunity to try out new skills. The project has been so successful that when we move to our new building in 2021 I have made sure we can have a space to facilitate a workshop. The current workshop is a great use of space and being in its own physical building it helps the pupils identify that this is an activity that is not based within the 'normal' school routine. The project benefitted a whole range of pupils; it was particularly successful with one of our selective mute children and a lovely calm space for our highly anxious pupils. Whenever I popped into the workshop there was a lovely atmosphere of calm, focused creativity. I look forward to seeing the work from this year.'

**CREATIVE MENTORS FOUNDATION
REPORT OF THE DIRECTORS AND TRUSTEES
FOR THE YEAR ENDED 31 AUGUST 2020**

Quotes from pupils working with Frances Conteh

'Our club with Frances has been really great. I started year 7 not being very confident in my art skills, but when she came over and invited me, it felt really nice that someone had said I was good at it. The club has helped me develop an understanding of a new type of art, that I have really enjoyed creating. So, thank you for helping me become a more creative, confident artist'.

'I have really benefited from the art club as it has helped me be more confident with art in general. Over the last 2 years we have done lots of projects that have been really fun and a great experience. Thank you so much for helping me develop my understanding of art and growing as an artist'.

Quote from a teacher at Marlborough school

Our children benefit a great deal from the sessions Alice offers them, including opportunities to develop their friendships, self-esteem, confidence and independence. Alice also provides carefully thought-out Art activities, which relate to real artists and which the children find inspiring. The children love the opportunity to use exciting equipment and resources to learn new art skills and techniques.

Developments

We had hoped that the eagerly anticipated exhibition in the crypt at St Marylebone Church would be happening in June/July 2021. Unfortunately, due to buildings works this won't be possible so we are on the look out for an alternative venue.

Shobhan has continued to support us with the website. He helped to set up a page for all the home project videos we created during lockdown. He also set up a submission form for the competition and a gallery page for students' entries.

We have been working on our social media presence this year. Alice set up an Instagram account and does weekly posts of mentors' projects and other related notifications. Habadashers Borough School approached us through Instagram so we're pleased it's getting noticed and recognised by other schools. We will continue to post on Instagram and hope to build up followers (currently 79). We will also promote a CMF twitter page to reach out further.

Webinars

30th April 2020 Qona presented Creating without language: Why the arts are so important to our dyslexic community, this was delivered as part of the free webinar for parents and children series British Dyslexia Association.

Observations

I think this year has made us all realise the importance of reflecting on our practices. We have learnt to adapt, so that the work we do could be continued even when the schools shut. Working digitally has also given us the opportunity of reaching a much wider community, not just in other UK schools, but even in places such as Australia. It would be good to continue working with this wider community, maybe building up a world wide contact list of schools, wanting to enjoy our website and Instagram. In addition, because we could not go into schools, we had more time to meet and develop ideas as a team, this proved to be a great support to everyone, and showed what a hugely creative team of individuals working together can achieve. I'm keen to continue developing more of this collaborative team work in the future.

**CREATIVE MENTORS FOUNDATION
REPORT OF THE DIRECTORS AND TRUSTEES
FOR THE YEAR ENDED 31 AUGUST 2020**

Thanks

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

Vicky Cerdano, Steph Coban and Birte Meyer, St Marylebone School.

Emy Mills, Louise Ungpakorn, Matt Spaul and Susan Swartzberg Fiona Lucas and Emy Mills Charter School North Dulwich,

Sarah Daley and Lucy Moyler, Charter School East Dulwich, Lilly Mackdonald at Marlborough Primary School

Shobhan Shah for updating our website and keeping it backed up.

Goldsmiths company for donating £3,000 and all of our trustees.

Financial Review

During the year the charity received donations of £18,525 and had a deficit of income over expenditure of £54,125.

The charity had four mentors during the year who received £51,003 as salary (page 19).

Further details of the financial activities of the charity can be found in the financial statements on pages 18 to 20.

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.

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.

**CREATIVE MENTORS FOUNDATION
REPORT OF THE DIRECTORS AND TRUSTEES
FOR THE YEAR ENDED 31 AUGUST 2020**

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 5 February 2021.

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 2020

	<u>Note</u>	Restricted funds 2020 £	Unrestricted funds 2020 £	Total funds 2020 £	Total funds 2019 £
<u>Income from:</u>					
Donations and legacies	4	3,000	15,525	18,525	22,937
Total income		<u>3,000</u>	<u>15,525</u>	<u>18,525</u>	<u>22,937</u>
<u>Expenditure on</u>					
Charitable Activities	5	2,000	53,065	55,065	50,733
Governance Costs	6	-	17,585	17,585	24,460
Total expenditure		<u>2,000</u>	<u>70,650</u>	<u>72,650</u>	<u>75,192</u>
Net income/(expenditure)		<u>1,000</u>	<u>(55,125)</u>	<u>(54,125)</u>	<u>(52,255)</u>
Net Movement in Funds		1,000	(55,125)	(54,125)	(52,255)
Reconciliation of Funds					
Total funds brought forward		-	127,521	127,521	179,777
Total funds carried forward	11	<u><u>1,000</u></u>	<u><u>72,396</u></u>	<u><u>73,396</u></u>	<u><u>127,521</u></u>

The notes and schedules on pages 18 to 20 form part of these accounts.

CREATIVE MENTORS FOUNDATION
Company Number 06834521

BALANCE SHEET
AT 31 AUGUST 2020

	Note	2020	2019
		£	£
Fixed Assets			
Tangible assets		-	-
Current Assets			
Debtors		-	-
Cash at Bank		78,151	132,497
		<u>78,151</u>	<u>132,497</u>
Less: Creditors: Amounts falling due within one year			
Creditors	7	4,755	4,976
		<u>4,755</u>	<u>4,976</u>
Net Current Assets/Liabilities		<u>73,396</u>	<u>127,521</u>
Total Assets less Current Liabilities		<u><u>73,396</u></u>	<u><u>127,521</u></u>
Represented by :-			
General Funds			
- General Unrestricted Funds	11	72,396	127,521
- Restricted Funds	11	<u>1,000</u>	<u>-</u>
Total Funds available for Charitable Purposes		<u><u>73,396</u></u>	<u><u>127,521</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
Trustee
Date: 5 February 2021

The notes and schedules on pages 18 to 20 form part of these accounts

CREATIVE MENTORS FOUNDATION

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2020

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 costs

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

	2020	2019
This is stated after charging:		
Trustees / Directors' remuneration and other benefits etc.	-	-

3 TAXATION

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

4 DONATIONS

	2020 Restricted	2020 Unrestricted	2020 Total	2019 Restricted	2019 Unrestricted	2019 Total
Donations	3,000	15,525	18,525	1,000	21,937	22,937

CREATIVE MENTORS FOUNDATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2020

5 EXPENDITURE ON CHARITABLE ACTIVITIES

	2020	2020	2019	2019
	Restricted	Unrestricted	Restricted	Unrestricted
	£	£	£	£
Mentors' wages & salaries	-	51,003	-	42,599
Insurance	-	1,143	-	1,075
Website maintenance	-	578	-	4,890
Exhibition costs	-	-	-	466
Materials	2,000	193	1,000	82
Training	-	-	-	540
Sundry	-	149	-	81
	<u>2,000</u>	<u>53,065</u>	<u>1,000</u>	<u>49,733</u>

There are 4 part-time employees (2019: 4 part-time employees). There were no employees who received total employee benefits of more than £60,000.

6 GOVERNANCE COSTS

	2020	2019
	£	£
Annual accounts	1,920	1,920
Independent examination	720	720
Payroll	1,014	981
Legal fees	13,864	20,788
Bank charges	54	51
Annual return fee	13	-
	<u>17,585</u>	<u>24,460</u>

7 CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2020	2019
	£	£
PAYE	395	416
Accruals	4,360	4,560
	<u>4,755</u>	<u>4,976</u>

8 TRUSTEES REMUNERATION AND EXPENSES

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

9 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 £13,864 (2019: £20,787) inclusive of VAT, during the year.

CREATIVE MENTORS FOUNDATION

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2020

10 ANALYSIS OF FUND ASSETS AND LIABILITIES

	Restricted Fund 2020 £	Unrestricted Fund 2020 £	Unrestricted Fund 2019 £
Fixed Assets	-	-	-
Current Assets	1,000	77,151	132,497
Current Liabilities	-	(4,755)	(4,976)
Total	<u>1,000</u>	<u>72,396</u>	<u>127,521</u>

11 MOVEMENTS IN FUNDS

	31 August 2019	Incoming Resources	Outgoing Resources	31 August 2020
General	127,521	15,525	(70,650)	72,396
Restricted	-	3,000	(2,000)	1,000
	<u>127,521</u>	<u>18,525</u>	<u>(72,650)</u>	<u>73,396</u>

12 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 2020 which are set out on pages 16 to 20.

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.

Name and Address:

Ian Miles FCA
James Cowper Kreston
Videcom House
Newtown Road
Henley-on-Thames
Oxfordshire
RG9 1HG

Professional Body

ICAEW

Dated :

8 February 2021