

REGISTERED COMPANY NUMBER: 06442616 (England and Wales)
REGISTERED CHARITY NUMBER: 1123017

Report of the Trustees and
Unaudited Financial Statements
for the Year Ended 31 March 2018
for
Reading Community Learning Centre Ltd

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Reading Community Learning Centre Ltd

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for the Year Ended 31 March 2018

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Reading Community Learning Centre Ltd

Report of the Trustees
for the Year Ended 31 March 2018

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 ended 31 March 2018. The trustees have adopted the provisions of 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 2015).

The Trustees have complied with the duty in section 17(5) of the Charities Act 2011 to have due regard to public benefit guidance.

Reading Community Learning Centre Ltd

Report of the Trustees
for the Year Ended 31 March 2018

OBJECTIVES AND ACTIVITIES

Objectives and aims

The Centre's objects are, for the benefit of the public in the Reading area,

1 The relief of poverty and the needs of those who are socially or economically disadvantaged, in particular women and children and those from minority ethnic communities. This is done mainly, but not exclusively, by

a) providing general education and training, including language skills and other basic skills, to advance them in life and/or assist them to adapt within a new community; and

b) providing or assisting them in the provision of facilities in the interests of social welfare for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, financial hardship or social circumstances with the objects of improving their conditions of life and relieving the effects of isolation.

2 To promote racial and religious harmony and raise awareness about, and to promote good relations between, persons of different racial and religious groups.

3 To advance the education of the public about issues relating to migrants, those seeking asylum and/or granted refugee status to help promote knowledge, mutual understanding and mutual and good relations between them.

4 To relieve financial hardship among people living or working in the Reading area by providing information, advice and support.

The Board of Directors has referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing the aims and objectives and in planning our future activities.

The Board is currently working with the 2013-2018 strategic vision, mission, aims, values and objectives, but has commenced the process to establish a new 3 year strategic plan.

VISION

For marginalised Black, Asian and Minority Ethnic (BAME) women in Reading to achieve their individual potential.

MISSION

The Reading Community Learning Centre (RCLC) provides social, educational, civic engagement and volunteering opportunities for marginalised women from Black and Minority Ethnic communities and provides services that address barriers to learning, including child care through a crèche, and supports progression into further education, social and employment opportunities.

AIMS

The Reading Community Learning Centre aims to further enable marginalised BAME women to be skilled, confident, active citizens and to be able to contribute to society.

VALUES

- * The Centre provides a safe environment that respects diversity, encourages users to develop confidence and independence and promotes harmony and mutual understanding between different groups e.g. racial, religious, age etc.
- * The Centre is dedicated to developing community cohesion, breaking down barriers between cultures and fostering mutual respect, understanding and friendship.
- * The Centre sets high aspirations for women and promotes progression into further learning, volunteering or work.
- * The Centre believes in learner engagement and is flexible and responsive to needs identified by learners and the wider community, including providing a crèche that is focused on language development in a stimulating environment.
- * The Centre is committed to sharing learning and knowledge with other organisations to achieve our vision.

RCLC Objectives

- * To provide educational opportunities for marginalised BAME women e.g. language skills, other basic skills, vocational training or employment skills to enhance their lives.
- * To provide citizen engagement opportunities for marginalised BAME women e.g. learner forums, local consultations for health groups, Reading Borough Council poverty work, research groups, learning champions, fundraising for the Centre etc.

Report of the Trustees
for the Year Ended 31 March 2018

OBJECTIVES AND ACTIVITIES

Objectives and aims

- * To provide support to remove barriers to learning and employment for marginalised BAME women e.g. access to a crèche which reflects our values, referral on to other organisations, help with filling in forms, advising on how to access services, having other support organisations in the centre, Information, Advice and Guidance (IAG) etc.
- * To support the progression of BAME women onto further education, volunteering or work activities e.g. working with other organisations to ensure a clear pathway into further education, providing volunteering opportunities in the Centre, supporting learners to access volunteering opportunities in other organisations, working with employers, supporting the development of internal social enterprise.
- * To work with marginalised BAME men when a particular need is identified and RCLC is the appropriate service provider.

RCLC Strategic Objectives 2017-2018

- * To have raised sufficient funds to continue to operate as envisaged in our annual budget and to have diversified funding income types, including income generation from the building; to seek funding for learner progression work.
- * To have provided a core programme for a minimum of 270 learners, involving recruitment, assessment, delivery and support to learners.
- * To complete a new needs assessment.
- * To have completed a strategic options exercise to inform the strategic objectives 2018-2020 and Action plan for 2018-19 and the Centre's future development.
- * To have identified and implemented a RCLC learner VOICE model to improve the involvement of learners in the work and development of the Centre.
- * To continue identifying ways in which BAME human rights issues that are relevant to the empowerment of women who use the Centre can inform the services offered by RCLC, embedding this within the existing courses, and maintaining links with relevant organisations
- * To further improve and strengthen the marketing and communication of the centre as a source of support, advice and signposting to other communities and organisations.
- * To continue to identify and tackle the barriers to progression and have a clear understanding of the pathway of progression for learners into, within the Centre and from the Centre into employment, volunteering or learning.
- * To continue to build strategic partnerships with appropriate voluntary, statutory and private sector organisations to provide strengthened services and opportunities for learners.

Reading Community Learning Centre provides informal education and support for women who may be unable to access more mainstream services because of the educational, social or cultural barriers they face. Some of the women who come to the Centre have had little access to school or any formal education, most do not speak English, and sometimes they are not literate in their own language. Almost all face cultural and other challenges, and for some the Centre offers their only contact outside their immediate family. The Centre's unique success has been in making learning accessible to the hardest to reach learners through a community-based approach, built on gaining the trust of often isolated communities and designing courses and services to meet their needs.

RCLC's educational provision aims to create ways into education for the most tentative and least confident of learners. Women with very limited language and literacy skills can take their first steps into learning here and women who have gained qualifications in their countries of birth can access support to develop their English skills. This may mean coming to a social activity, joining an English conversation class or learning English through one of several practical creative classes. Learners are drawn from many different ethnic and religious backgrounds. The development of cross-cultural friendships is one of the spin-off benefits for many RCLC learners.

Report of the Trustees
for the Year Ended 31 March 2018

OBJECTIVES AND ACTIVITIES

Significant activities

It has been an exciting and challenging year and we have made significant progress in achieving our strategic objectives. Most notably, we have developed a learner voice group, built up our partnerships and raised sufficient funding to survive. We have achieved Comic Relief funding which is allowing us to appoint a part time administrator, and complete the new participatory needs assessment with Dr Sally Lloyd-Evans of the University of Reading. We have maintained the core learning programme and built up our volunteer engagement in the classroom, office and reception, and crèche. We have continued to grow our partnership with Smart Works who share our building, and our long term partnership with WEA continues to offer a seamless progression for many learners. Unfortunately WEA are no longer able to leave a full time staff representative on our premises.

Reading Borough Council Commissioning and new partnerships

Historically, RCLC has received the bulk of its funding from Reading Borough Council (RBC) through Grant Funding. However, faced with the need to make huge savings due to cuts in Government Grant, RBC has ended its grants system and moved to funding specified commissioned services from June 2016, following a long consultation over summer 2015. These agreements involve a 50% cut in this year.

We have successfully built on our 2 partnerships covering the next two years, 2018-20:

- * Lot 1.3 titled, "supporting steps towards employment" - with CommuniCare and Reading Refugee Support Group; and
- * Lot 7.5 titled, "facilitating peer support and reducing social isolation for adults at risk because of language or cultural barriers" - with CommuniCare and the Nepali Community. This involves lunch clubs based in the Indian Community Centre, the Pakistani Community Centre, the Globe Lunch club and other BAME organisations.

These partnerships not only allow the charity to extend its work but also to achieve a long-term ambition of starting courses to support men and women into work.

A key new source of funding has been agreed from the Controlling Migration funds, which has allowed the Centre to offer all women 4 hours of English classes a week, start a Pre-beginners' class for women with only a few words of English, and extend the reading and writing courses into separate Beginners and Intermediate classes.

With the support of the Big Lottery Fund & the European Social Fund - Building Better Opportunities Stronger Together Partnership we have also been pleased to offer Employability courses for those learners ready to move into employment.

Course programme

Thanks to grants and contracts from Reading Borough Council, The Lloyds Foundation, The Berkshire Community Foundation, , NLDC Grant from New Directions, Big Lottery Fund & European Social Fund - Building Better Opportunities, The Co-Op Local Community Fund, Marsh Christian Foundation, Garfield Weston, Awards for All, Reading Soup, Inner Wheel and Comic Relief, and rental income from WEA and Smart Works, we have been able to run a sustained programme of activities throughout the year. In total we have had 351 women who have completed our core programmes between September 2017 and July 2018.

Core Programmes run in 2017- 2018

Summer 2017

- * English Conversation Beginners and Improvers
- * Improve your reading and writing
- * Sewing Beginners, and Improvers
- * Looking Good Feeling Good for Improvers
- * Employability course
- * Volunteer led ESOL Cafe Extension activities
- * Volunteer led Knitting Club

Autumn 2017

- * English Conversation Beginners and Improvers
- * English Reading and Writing beginners and improvers
- * Knitting Club
- * Sewing Beginners and Improvers
- * Looking Good Feeling Good

Report of the Trustees
for the Year Ended 31 March 2018

OBJECTIVES AND ACTIVITIES

Significant activities

- * Employability course for men and women
- * Employability workshops
- * Volunteer led ESOL Cafe Extension activities
- * Volunteer led Knitting Club

Spring 2018

- * English Conversation Pre-entry, Beginners and Improvers
- * English Reading and Writing beginners and improvers
- * Sewing Beginners and Improvers
- * Looking Good Feeling Good
- * Knitting Club
- * Employability workshops for women only
- * Volunteer led ESOL Cafe Extension activities
- * Volunteer led Knitting Club

Alongside our core programme of classes, we also ran Awards for All's funded programme 'Empowering Women Through Physical Activity' involving yoga, pilates and zumba. A total of 47 women attended these sports classes.

Syrian refugees

The Centre has worked closely with the British Red Cross and the Reading Refugee Support Group in helping the families, especially the women, access ESOL classes and community resources. A representative from the Centre has regularly attended the Reading Borough Council Syrian Vulnerable Persons Resettlement Programme Case Management Group. Two of the classroom volunteers have worked to support the language development for the Syrian Refugee families. This has involved some one-to-one sessions with the families as well as group based classroom work.

Improving citizen engagement - learners engaging with agencies about issues that affect their lives

- * 25 women took part in the Healthwatch research on their experience of using the NHS. This research has formed an important part of the Healthwatch report into "people from groups and communities that are seldom heard, and the charities that support them" listing the top three priorities and changes which need to be made to address these issues.
- * In partnership with Thames Valley Police we ran our first World Café event at Shehnai. A total of 90 BAME women attended the event with the aim of enabling the police to reach out to and engage with the community, raise issues and concerns and receive information and advice at round table discussions.

Learner engagement

Learner evaluations are held at the end of each term during which learners of the Centre evaluate their learning programme and raise any issues, concerns, improvements or just highlight what they enjoyed most about their time at the Centre. In autumn 2016 we started our Learner Voice Forum to engage the learners more deeply in planning and decision making about the running of the Centre. We held a series of meetings to engage learners from the classes and talk to them about what a learner forum is, how they could be involved, who would like to be a part of it and why it was important for them to be involved. A group of 12 learners formed the learners' forum group and from their discussions we were able to discuss their ideas at our strategic business plan day. It was their idea to raise money for the Centre by running pampering sessions at the Centre, selling food and other items. We implemented this by running a termly Women's Day where we raise money for the Centre by selling international food made by the learners, sell beauty treatments by the learners and tutor of the beauty class as well as a bric-a-brac sale. Until now we have raised £2,168.60 from four events.

We have also been pleased to gain the support of 2 new trustees who have previously benefitted from the opportunities provided by the Centre.

Volunteers

Some learners have chosen to undertake additional voluntary activities at the Centre. As a small organisation with only a small number of part time paid staff, volunteering is central to the success of our work. For the volunteers, being able to contribute to the community provides satisfaction and enables them to develop and practise skills they may not otherwise be able to use. RVA presented information to 30 women on their supported volunteering, the benefits of this as a stepping stone into employment and how women can access their support. For some volunteers it has also provided a basis from which to move into paid employment.

Report of the Trustees
for the Year Ended 31 March 2018

OBJECTIVES AND ACTIVITIES

Significant activities

In this last year we have had 24 volunteers:

- * 4 in the reception/administrative roles,
- * 2 marketing volunteers,
- * 1 finance volunteer,
- * 14 classroom volunteers,
- * 2 eBay volunteers, and
- * 1 knitting club volunteer.

Our classroom volunteers are mainly qualified teachers and we are hoping to involve this group more in the future.

Trips and social activities

The Centre's learners have been on trips locally to the Reading Museum, the Walk in Health Centre, the library and the market. Feedback from all the trips has been very positive. Our Women's Day has been a new addition to our social calendar for the women. Not only do the women support the staff to organise it, bring food and things to sell, and offer beauty treatments, they also get to practise their English-speaking skills, are able to share food and converse with women from all over the world, whilst raising money for the work of the Centre. RCLC'S first befriending meeting took place in for 20 women (11 befrienders and 9 women) at the Centre. This will be developed into a regular friendship session called Conversations with Women in the new academic year.

Working on human rights issues relevant to the learners

Throughout the academic year, RCLC embeds human rights issues, support and advice relevant to the learners we work with. This year we have run the following information, support and advice sessions with learners both in the classrooms and on a one to one basis with our outreach worker:

- * Provided voting information and supported learners to become registered to vote.
- * Provided advice on how to get a National Insurance Number and supporting learners to acquire one.
- * 36 women received information on how to report race hate crimes, who to report it to and the support available, with the Mayor of Reading.
- * 51 women have attended 3 anxiety and depression workshops taught by Dr Rashmi Shankar, Clinical Psychologist.
- * 105 women received information at energy saving workshops held at the Centre delivered by the Reading Citizens Advice Bureau.
- * Information, advice and guidance on career and course progression both internally and by Matrix accredited IAG providers, New Directions who visit the Centre each term.
- * Reading Lifeline (baby loss and pregnancy support group) talked to 70 women about their services and how the women can access them.
- * A PCSO from Thames Valley Police was invited to talk to 40 women about how to protect their children from online abuse, as well as how to use the internet safely.
- * Reading Your Way, an organisation that helps people with mental health issues begin education and return to work, came in to talk to 45 women about the services Reading Your Way can offer and how to access them. Since then we have had learners taking up one to one support with Reading Your Way which has taken place at the Centre.
- * The Real Business Club talked to 20 women about their one to one services in supporting people to start their own business.
- * MacMillan Cancer talked to 30 women about their services and accessing support as well as volunteering with them. Three of our learners are now trained volunteers with MacMillan Cancer.
- * RVA presented information to 30 women on their supported volunteering, the benefits of this as a stepping stone into employment and how women can access their support.

We will be developing a working partnership with the FGM Rose Clinic in Reading running information surgeries once a quarter to give advice and guidance to women about RCLC services as well as providing workshops.

Report of the Trustees
for the Year Ended 31 March 2018

OBJECTIVES AND ACTIVITIES

Significant activities

REMOVING BARRIERS TO LEARNING

To achieve our strategic objective that focuses on removing barriers to learning, we offer excellent learner support and crèche facilities.

Learner Support

The Centre provides hands-on support, advice and encouragement, as many of the people we work with face difficulties that go well beyond their learning needs. A number of our learners have been through very traumatic experiences due to war or becoming refugees or are isolated from their families. The Centre is often seen as a first port of call for help by learners with a wide variety of problems and difficulties including benefits, domestic violence and immigration issues. Dealing with a complex society like ours is daunting for women with few language skills and little experience outside the home, or for those who have been traumatised by their current situation or recent history.

For many women a simple referral to another agency is not enough. Through our informal drop-in sessions, the Centre supports women with accessing local services and getting expert help when they need it, e.g. by making appointments, acting as a link between the user and the service, explaining what letters or forms are about, and sometimes acting as an advocate for a vulnerable user. There is evidence that the Centre's work breaks down isolation of the women and their families and helps them link into the wider community. Around a third of our learners require additional support.

Crèche

Alongside its other activities, the Centre provides a crèche which offered important support for 62 children under 5 years in this academic year. Many of these children have had little social contact outside their family and almost all have no English language when they arrive. Some are unfamiliar with toys or have no experience of playing with other children. Others are living in, or have already lived through, extremely difficult circumstances. Through the crèche, children learn to speak English, to be confident separated from their mothers, and to take part in educational play which stimulates social, emotional, physical and intellectual development, in the care of a multicultural team of well-trained, loving workers. The crèche also helps to develop language skills and the ability to socialise, and provides informal parenting advice and support. We currently employ two crèche workers and a crèche supervisor.

MAINTENANCE OF THE CENTRE

The Centre continues to be a comfortable and well maintained environment for learners to attend. We have ensured that our IT equipment and software is kept up-to-date and we maintain robust security software. Considerable funds have been spent on maintaining security fire equipment and alarms, safety lighting, electrical testing and gas heating maintenance in the building.

STAFFING

During 2017/18 we continued to employ a part time Centre Manager who has worked tirelessly to manage the team and, with the trustees, promote and develop the work of the Centre. In addition we continue to employ a part-time Programme Development/Outreach worker, whose work has been invaluable in building relationships with other organisations, spreading the word about our service, recruiting new learners and supporting women at the Centre. We currently employ five sessional tutors: a sewing tutor, one beauty tutor for Looking Good Feeling Good, one English conversation tutor, one IT and reading and writing tutor and a tutor for our employability programme. We also employ a part time data administrator who records, inputs and analyses our learner data. From January 2017, thanks to a Comic Relief grant, we have been able to employ a part-time Administrator who also works with our admin and reception volunteers. This has been really helpful to the team, but the grant finishes in January 2019.

Report of the Trustees
for the Year Ended 31 March 2018

STRATEGIC REPORT

Achievement and performance

Charitable activities

Monitoring and evaluation

The Centre continues to collect evidence of its outputs and outcomes through:

- * Enrolment forms and attendance records of people attending. These forms record the diversity of people participating in learning opportunities, retention and achievement. We also record data onto an educational management information system database.
- * Tracking of progression into further learning, volunteering and work.
- * Evidence of outcomes and progression through feedback forms, records of course reviews, 1:1 interviews completed by the Centre Manager and trustees using volunteers as interpreters as required.
- * Case studies and individual learning records and diaries of individual learning journeys and evidencing the impact of engagement in informal learning.
- * For the children in the crèche: enrolment forms and attendance records, termly reviews, feedback from parents and individual learning journeys for the children.

Learner Statistics

351 learners enrolled on our core programme of courses

- * 89% of our core programme learners have no UK qualifications or are at an entry level in ESOL
- * In total 7% of our learners have qualifications at level 1-level 3 (UK)
- * 37% of learners have a degree or higher from their home country
- * 81% of our learners are unemployed
- * 38% of our learners are on benefits
- * 5% of our learners are retired
- * 17% of our learners work part time
- * 16% of our learners use the crèche, a lifeline for those who cannot afford childcare costs
- * Learners came from 34 different countries with the majority from the following: India (18%), Syria (10%), Pakistan (9%), Nepal (8%), Morocco (8%), China (5%), Spain (5%), Libya (4%), Afghanistan (4%), Bangladesh (3%), Algeria (3%), Ecuador (2%), Sri Lanka (2%), Guinea (2%), Zanzibar (2%), Italy (2%)
- * Current learners speak 24 different languages and are from 26 countries all over the world. 26% of the learners on the courses this year spoke Arabic as their first language compared to 19% last year. This figure is growing every year reflecting the changing demographics in Reading. Roughly 8% of the learners speak Urdu, 8% speak Hindi, 8% speak Nepali, 8% speak Chinese and 8% speak Spanish
- * 51% of our learners are aged 31-40; 23% are aged 41-50; 8% are aged 19-30; 18% are 51 plus
- * 11% of our learners are refugees and 2% are asylum seekers, whilst 61% of the learners have been in the UK for more than 3 years
- * 61% of our learners live in five of the six of Reading's most deprived wards: the majority of our learners are from Abbey, Battle, Katesgrove, Park, Church, Minster, Norcot wards and Whitley
- * 7% of learners disclosed that they needed additional support
- * 14% of the learners went into employment or volunteering
- * 62% of our learners progressed onto internal courses
- * 10% of our learners progressed onto accredited course outside of RCLC and 17% progressed onto other course in the community
- * Learners stop attending if they move or due to illness
- * There are 10 - 15 people on the waiting list for each course offered by the Centre
- * Current learners come from 26 different countries

Workshops in the Community

- * 156 elderly Pakistani women took part in seated exercise classes, ESOL Skills for Health and health workshops delivered by health professionals on topics such as depression, cancer, diabetes, keeping fit, strokes and TB in partnership with the PCC
- * 126 elderly Asian men and women took part in the English conversation, healthy eating and health workshops delivered by health professionals on topics such as depression, cancer, diabetes, keeping fit, strokes and TB in partnership with the ICA
- * 42 elderly Nepali men and women took part in the ESOL Skills for Health classes in partnership with CommuniCare
- * 62 elderly African Caribbean men and women took part in healthy eating, seated exercise and cooking workshops in partnership with the Globe

Report of the Trustees
for the Year Ended 31 March 2018

STRATEGIC REPORT

Achievement and performance

Charitable activities

Mental health First Aid

* 27 men and women completed our accredited fee paying Mental Health First Aid Courses

Quality Assurance

Following initial interviews to identify learning needs, the Centre records achievement, recruitment and retention to check that quality learning is taking place, and that it has met the learners' needs. Progression opportunities are discussed termly by tutors and information advice and guidance advisors.

As part of the quality assurance procedures, regular teaching observations are undertaken which monitor methods of delivery, assessment, management of diversity, and equal opportunities, e-learning contributions and learners' comments. All tutors and crèche staff are qualified and supervised.

In addition to the observations undertaken by the Centre Manager, New Directions has observed a selection of the tutors and they received scores varying from outstanding to good. Each tutor also completes a course evaluation after every session.

Approximately 30% of learners are interviewed yearly by staff and trustees. This is either a one-to-one interview or a group discussion with the aim to gain feedback on the courses and the Centre and to identify future needs. We also use feedback from our outreach workers to identify areas for improvement and development in their contact both with potential learners and other agencies, seeking opportunities to collaborate.

Learner Feedback

Interviews with users over four years have identified that:

- * the learners particularly value learning new skills, gaining confidence and the chance of progression;
- * the staff are seen as very welcoming, encouraging, kind and friendly and give practical and emotional support;
- * learners like the Centre's family atmosphere, friendliness and safety;
- * learners make friends and enjoy themselves;
- * the teachers are friendly, supportive and helpful; and
- * the learners are mutually supportive.

Outcomes - the difference our work makes

Through regularly analysing our learner data and undertaking learner interviews we have identified the following key outcomes from our work. Information we have collected is given under the following two headings.

Learner progression

- * An incredible 96% of all our learners progressed on to either internal courses, jobs, volunteering or external courses both accredited and non-accredited. This figure highlights the importance of the Centre as an important stepping stone in the journey for our learners to be able to aspire and grow their skills, confidence and become active participants of the community in which they live.
- * 14% of the learners went into employment or volunteering.
- * 62% of our learners progressed onto internal courses.
- * 10% of our learners progressed onto accredited course outside of RCLC and 17% progressed onto other course in the community.

Learner feedback

- * Almost 100% of learners taking English classes report that they are now more confident in speaking English in everyday situations, though some note that they still lack full confidence and some still struggle with understanding English.
- * Most learners from all classes report they are now more confident and independent. They can venture out where they wouldn't have gone before with their new confidence and independence. This allows them to be more resilient, active and empowered members of their community, and better prepared for living and working in the UK. e.g. talk to neighbours, make phone calls, go shopping, get on a bus, visit the doctor or hospital, visit their children's school on their own, read their children stories.
- * A third of learners reported feeling happier, less isolated, with reduced stress and depression, improved mental health and feeling more supported by staff and tutors. This was particularly true for single parents and those who had no family in the UK.

Report of the Trustees
for the Year Ended 31 March 2018

STRATEGIC REPORT

Achievement and performance

Charitable activities

- * Nearly half of the learners reported making new friends with women from different backgrounds, thus feeling less isolated and lonely and more connected by building stronger social networks.
- * Almost all learners identified the Centre as very friendly and helpful.
- * Learners on the beauty course report increased life skills, skills in beauty, e.g. feeling better, starting to develop skills for income generation.
- * Most learners who used the crèche were really positive about the warmth and care for their children, often identifying benefits around confidence and learning in a multilingual environment.
- * Many learners identified that having access to free classes and the crèche were particularly important for them as they were on benefits or low incomes. Others clearly are paying for courses elsewhere or would be willing to pay for extra classes at RCLC.

This feedback is broadly consistent with earlier years.

Reading Community Learning Centre Ltd

Report of the Trustees
for the Year Ended 31 March 2018

STRATEGIC REPORT

Financial review

Financial review

As in previous years, we continue to keep a tight control over expenditure and as a result we are pleased to maintain a healthy profit. The reported profit for 2017-18 includes a substantial proportion of the restricted funds received from the Department for Communities and Local Government (DCLG) for use in 2018-19.

Income and expenditure figures against budget are monitored monthly and reviewed by the Board at each meeting. We continue to produce detailed cash flow forecasts which are reviewed monthly as we are aware that our financial position remains fragile.

Reading Borough Council

The basis of Reading Community Learning Centre's grant from Reading Borough Council was changed during the financial year to 31 March 2018. Money has been paid to cover two strands of commissioned work under employment and adult social care themes. This money has continued to provide an invaluable base, as it makes a substantial contribution towards core costs. However, these funds reduced further during the current financial year. We are pleased to have negotiated further funding from this source at roughly comparable level for future years beyond 2018/19.

New Directions

We have maintained our partnership work with New Directions and continue to receive NLDC funding. Our core programme of first steps courses is part funded by New Directions for those learners who meet the enrolment eligibility criteria and complete the course.

Other income

Other income has come from the continued use of the top floor of our London Street premises by Smart Works. They contribute a third of our rent, buildings insurance and utility costs and pay the rates on the top floor.

WEA has also continued to use facilities to provide a complementary programme of ESOL progression and other introductory courses. Some of these learners have been able to use the crèche. Unfortunately, during the year, WEA stopped using office space at the Centre; use of the facilities by WEA has decreased during the year and is expected to decline further in the future.

Further sources of income have been:

- * Lloyds TSB Foundation towards the cost of employing the Centre Manager over a 3-year period 2014-17;
- * Comic Relief for a part time administrator, a contribution towards the Centre Manager's salary, and a new needs assessment;
- * Earley Charity and Building Better Opportunities for classes held during the year;
- * Garfield Weston towards our core costs;
- * the Co-operative Local Giving arrangements, which provided an unprecedented level of support;
- * DCLG Controlling Migration for activities in 2018-20 to support the Centre's language work and enable us to offer 4 hours of teaching to every student: this will allow us to expand the number of classes to include a pre-beginners' class for those learners with little or no English and an additional reading and writing course; and
- * an Awards for All funded programme 'Empowering Women Through Physical Activity' involving yoga, pilates and zumba.

As in previous years, numerous other funding applications have been made, but were unsuccessful.

We continue to charge learners a small fee for each course and for the use of places in the crèche. Various other fund raising events are held throughout the year.

Report of the Trustees
for the Year Ended 31 March 2018

STRATEGIC REPORT

Financial review

Reserves policy

The Board has examined the Charity Commission's requirements for reserves in the light of the main risks to the organisation. Originally, the Board had established a policy whereby the unrestricted funds not committed or invested in tangible assets would be held to cover 3 months' running costs, which with the current rent levels now requires an amount of £45,000 to be held. With our continued profits, we have been able to reach this level in the General Reserve.

Funds are also being held for designated purposes: £20,000 towards staff costs, and £4,000 for new equipment. Under the terms of our lease, the premises will need to be redecorated during 2018-19 and so we have created a small premises reserve of £5,000.

Future developments

Despite careful financial management and successful fundraising for provision, core funding for premises and staff remains very tight. We continue to look at ways to minimise costs and maximise income by extending the use of our facilities to other providers. In the current economic climate, all small voluntary organisations are vulnerable but building on the completion with the University of Reading's needs assessment, we continue to be optimistic that our new fundraising initiatives will be successful.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Governing document

Reading Community Learning Centre is a charitable company limited by guarantee, incorporated and registered as a charity. The company was incorporated on 3 December 2007 and registered as a charity on 29 February 2008 under a Memorandum of Association which established the objects and powers of the charitable company and is governed under its Articles of Association. In the event of the company being wound up its members are required to contribute a sum not exceeding £10 towards any outstanding debts.

Recruitment, appointment and induction of trustees

When a potential new Board member approaches the organisation, they are invited first to a meeting with the Centre Manager at which the work of the organisation and the contribution of the trustees can be discussed. If there is mutual agreement that the applicant should continue with their application, they will be provided with appropriate written information about the organisation and the roles and responsibilities of trustees, and they may be invited to provide a CV, meet the trustees and attend a Board meeting as an observer. Their application will be discussed by the trustees and if appropriate they will be formally invited to join the Board. Further induction and training will be organised on an individual basis according to the specific needs of the appointee. Trustee packs are given to all new Trustees.

Members

Reading Community Learning Centre is a membership organisation. There are currently 38 members, mainly longstanding supporters of the work of the Centre. Reading Community Learning Centre's Board is accountable to its members for the operation of the organisation in line with its stated objectives. Members receive a report on the Centre's work and progress at least annually, and they are eligible to vote at general meetings of the organisation.

The Board of Directors

The directors of the company are also charity trustees for the purposes of charitable law. Under the requirements of the Memorandum and Articles, one-third of the directors must retire from office each year but can offer themselves up for re-election at the Annual General Meeting.

Board members provide a wide range of financial, marketing, HR, business and management skills. Board meetings are held at approximately six weekly intervals. The Board is responsible for the strategic direction and policies of the organisation. Sub-groups have been formed to take forward the work on learner engagement, marketing and promotion, and fundraising. The Centre Manager attends Board meetings in an advisory capacity. Day to day responsibility for the running of the organisation and the provision of services is delegated to the Centre Manager under the direction of the Board.

Reading Community Learning Centre Ltd

Report of the Trustees
for the Year Ended 31 March 2018

STRUCTURE, GOVERNANCE AND MANAGEMENT

Risk management

The Directors have a responsibility to identify and review the risks to which the charity is exposed and to ensure that reasonable steps are taken to manage the finances effectively and guard against fraud. A number of measures and protocols have been established which aim to safeguard the finances of the Centre and to provide satisfactory systems in all areas of work which expose the charity to risk. The Board of Directors has continued to take a conservative approach to financial decisions and has aimed to establish a small reserve of funds as advised by the Charity Commission. A full risk register is maintained and reviewed at Board Meetings and staff are regularly reminded of the operational risks.

REFERENCE AND ADMINISTRATIVE DETAILS

Registered Company number

06442616 (England and Wales)

Registered Charity number

1123017

Registered office

94 London Street
Reading
Berkshire
RG1 4SJ

Trustees

K Sarah del Tufo

Jean Brading

Linda Smith

Sanzla Bhagi

- resigned 7.11.17

Jill Dray

- resigned 5.9.17

Stephen Henry Harland

- appointed 5.9.17

Hadil Tamim

- appointed 20.3.18

Rays Mohamed Said

- appointed 30.1.18

Anthony Vincent Capstick

- appointed 30.1.18

Lucy England

- appointed 12.12.17

Karen Rowland

- appointed 12.12.17

Staff Representative

Parveen Gill

Company Secretary

Aisha Malik

Independent examiner

Antony Weller

FCCA

David Jones & Co

Chartered Certified Accountants

19 Reading Road

Pangbourne

Berkshire

RG8 7LR

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

Reading Community Learning Centre Ltd

Report of the Trustees
for the Year Ended 31 March 2018

Report of the trustees, incorporating a strategic report, approved by order of the board of trustees, as the company directors, on 6th November 2018 and signed on the board's behalf by:

KS del Tufo
K Sarah del Tufo - Trustee

Independent Examiner's Report to the Trustees of
Reading Community Learning Centre Ltd

Independent examiner's report to the trustees of Reading Community Learning Centre Ltd ('the Company')
I report to the charity trustees on my examination of the accounts of the Company for the year ended 31 March 2018.

Responsibilities and basis of report

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

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

Independent examiner's statement

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

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

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



Antony Weller
FCCA
David Jones & Co
Chartered Certified Accountants
19 Reading Road
Pangbourne
Berkshire
RG8 7LR

Date: 4/12/2018

Reading Community Learning Centre Ltd

Statement of Financial Activities
(Incorporating an Income and Expenditure Account)
for the Year Ended 31 March 2018

	Note	Unrestricted funds £	Restricted funds £	2018 Total funds £	2017 Total funds £
INCOME AND ENDOWMENTS FROM					
Donations and legacies		3,035	2	3,037	8,223
Charitable activities	3				
Core programme		10,000	96,348	106,348	85,342
Crèche		14,552	-	14,552	13,118
Community education		-	23,348	23,348	9,938
Facilities		12,823	-	12,823	17,417
Investment income	2	-	-	-	42
Other income		<u>22,179</u>	<u>-</u>	<u>22,179</u>	<u>23,182</u>
Total		62,589	119,698	182,287	157,262
EXPENDITURE ON					
Charitable activities					
Core programme		9,100	73,422	82,522	60,044
Crèche wages and assistance		7,002	6,963	13,965	11,354
Other activities including advice and information		37,938	-	37,938	49,274
Usage of equipment		301	226	527	9,747
Community education		5,482	8,745	14,227	10,227
Independent examination fees		<u>3,120</u>	<u>-</u>	<u>3,120</u>	<u>3,072</u>
Total		62,943	89,356	152,299	143,718
NET INCOME/(EXPENDITURE)		(354)	30,342	29,988	13,544
Transfers between funds	13	<u>275</u>	<u>(275)</u>	<u>-</u>	<u>-</u>
Net movement in funds		(79)	30,067	29,988	13,544
RECONCILIATION OF FUNDS					
Total funds brought forward		<u>76,342</u>	<u>31,307</u>	<u>107,649</u>	<u>94,105</u>
TOTAL FUNDS CARRIED FORWARD		<u>76,263</u>	<u>61,374</u>	<u>137,637</u>	<u>107,649</u>

The notes form part of these financial statements

Reading Community Learning Centre Ltd

Balance Sheet
At 31 March 2018

	Note	Unrestricted funds £	Restricted funds £	2018 Total funds £	2017 Total funds £
FIXED ASSETS					
Tangible assets	8	372	78	450	846
CURRENT ASSETS					
Debtors	9	22,046	4,950	26,996	29,952
Cash at bank		<u>74,000</u>	<u>71,083</u>	<u>145,083</u>	<u>91,213</u>
		96,046	76,033	172,079	121,165
CREDITORS					
Amounts falling due within one year	10	<u>(20,155)</u>	<u>(14,737)</u>	<u>(34,892)</u>	<u>(14,362)</u>
NET CURRENT ASSETS		<u>75,891</u>	<u>61,296</u>	<u>137,187</u>	<u>106,803</u>
TOTAL ASSETS LESS CURRENT LIABILITIES		<u>76,263</u>	<u>61,374</u>	<u>137,637</u>	<u>107,649</u>
NET ASSETS		<u>76,263</u>	<u>61,374</u>	<u>137,637</u>	<u>107,649</u>
FUNDS					
Unrestricted funds	13			76,263	76,342
Restricted funds				<u>61,374</u>	<u>31,307</u>
TOTAL FUNDS				<u>137,637</u>	<u>107,649</u>

The notes form part of these financial statements

Reading Community Learning Centre Ltd

Balance Sheet - continued
At 31 March 2018

The charitable company is entitled to exemption from audit under Section 477 of the Companies Act 2006 for the year ended 31 March 2018.

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

The trustees acknowledge their responsibilities for

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

These financial statements have been prepared in accordance with the special provisions of Part 15 of the Companies Act 2006 relating to charitable small companies.

The financial statements were approved by the Board of Trustees on 6th November 2018 and were signed on its behalf by:

K. Sarah del Tufo

.....
K Sarah del Tufo -Trustee

Notes to the Financial Statements
for the Year Ended 31 March 2018

I. ACCOUNTING POLICIES

Basis of preparing the financial statements

The financial statements of the charitable company, which is a public benefit entity under FRS 102, have been prepared in accordance with the Charities SORP (FRS 102) 'Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015)', Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and the Companies Act 2006. The financial statements have been prepared under the historical cost convention.

The charity has taken advantage of the following disclosure exemptions in preparing these financial statements, as permitted by FRS 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland':

- the requirement of Section 3 Financial Statement Presentation paragraph 3.17(d);
- the requirements of Section 11 Financial Instruments paragraphs 11.41(b), 11.41(c), 11.41(e), 11.41(f), 11.42, 11.44, 11.45, 11.47, 11.48(a)(iii), 11.48(a)(iv), 11.48(b) and 11.48(c);
- the requirements of Section 12 Other Financial Instruments paragraphs 12.26, 12.27, 12.29(a), 12.29(b) and 12.29A.

Income

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

Expenditure

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

Tangible fixed assets

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

Improvements to property	- Straight line over 1 years
Furniture, fixtures & fittings	- 25% on reducing balance
Computer equipment	- 33% on cost

Taxation

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

Fund accounting

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

Designated funds are unrestricted funds which have been allocated by the Board for particular purposes.

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.

Hire purchase and leasing commitments

Rentals paid under operating leases are charged to the Statement of Financial Activities on a straight line basis over the period of the lease.

Reading Community Learning Centre Ltd

Notes to the Financial Statements - continued
for the Year Ended 31 March 2018

1. ACCOUNTING POLICIES - continued

Pension costs and other post-retirement benefits

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

Going concern

The Board of Trustees consider that the use of the going concern basis of accounting is appropriate because there are no material uncertainties relating to events or conditions that may cast significant doubt on the ability of the charity to continue as a going concern.

2. INVESTMENT INCOME

	2018	2017
	£	£
UK Deposit account interest	<u>-</u>	<u>42</u>

3. INCOME FROM CHARITABLE ACTIVITIES

		2018	2017
	Activity	£	£
Grants	Core programme	106,348	85,342
Crèche provision	Crèche	14,552	13,118
Grants	Community education	23,348	9,938
Room and facilities hire	Facilities	<u>12,823</u>	<u>17,417</u>
		<u>157,071</u>	<u>125,815</u>

Grants received, included in the above, are as follows:

	2018	2017
	£	£
Reading Borough Council	77,040	64,112
Berkshire Community Foundation	-	4,500
New Directions (NLDC)	7,808	4,250
Co-operative Group	4,503	-
Lloyds TSB Foundation	-	9,950
Earley Charity	5,000	-
Berkshire Neighbourhood Learning in Deprived Communities	-	2,718
Comic Relief	15,500	7,750
Big Lottery	9,845	2,000
Garfield Weston	<u>10,000</u>	<u>-</u>
	<u>129,696</u>	<u>95,280</u>

4. NET INCOME/(EXPENDITURE)

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

	2018	2017
	£	£
Depreciation - owned assets	526	9,748
Other operating leases	720	871
Independent examination	<u>3,120</u>	<u>3,072</u>

Reading Community Learning Centre Ltd

Notes to the Financial Statements - continued
for the Year Ended 31 March 2018

5. TRUSTEES' REMUNERATION AND BENEFITS

There were no trustees' remuneration or other benefits for the year ended 31 March 2018 nor for the year ended 31 March 2017.

Trustees' expenses

There were no trustees' expenses paid for the year ended 31 March 2018 nor for the year ended 31 March 2017.

6. STAFF COSTS

	2018	2017
	£	£
Wages and salaries	76,337	66,175
Social security costs	389	-
Other pension costs	478	81
	<u>77,204</u>	<u>66,256</u>

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

	2018	2017
Crèche	3	3
Tutor	6	5
Community development worker	1	1
Manager	1	1
Administrator	1	1
Learner data administrator	1	1
	<u>13</u>	<u>12</u>

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

7. FUNDING FOR DCLG CONTROLLING MIGRATION

During the year the charity received a grant of £38,340 from Reading Borough Council and the majority of this grant has not been spent during 2017/2018. A substantial part of the expenses will be in 2018/2019. This situation is one of the main reasons for the increased overall surplus showing on the Statement of Financial Activities.

Reading Community Learning Centre Ltd

Notes to the Financial Statements - continued
for the Year Ended 31 March 2018

8. TANGIBLE FIXED ASSETS

	Improvements to property £	Furniture, fixtures & fittings £	Computer equipment £	Totals £
COST				
At 1 April 2017	9,224	3,924	16,052	29,200
Additions	<u>-</u>	<u>-</u>	<u>130</u>	<u>130</u>
At 31 March 2018	<u>9,224</u>	<u>3,924</u>	<u>16,182</u>	<u>29,330</u>
DEPRECIATION				
At 1 April 2017	9,224	3,455	15,675	28,354
Charge for year	<u>-</u>	<u>117</u>	<u>409</u>	<u>526</u>
At 31 March 2018	<u>9,224</u>	<u>3,572</u>	<u>16,084</u>	<u>28,880</u>
NET BOOK VALUE				
At 31 March 2018	<u>-</u>	<u>352</u>	<u>98</u>	<u>450</u>
At 31 March 2017	<u>-</u>	<u>469</u>	<u>377</u>	<u>846</u>

9. DEBTORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2018 £	2017 £
Trade debtors	13,046	11,240
Accrued income	4,950	9,712
Prepayments	<u>9,000</u>	<u>9,000</u>
	<u>26,996</u>	<u>29,952</u>

10. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2018 £	2017 £
Bank loans and overdrafts (see note 11)	7,486	-
Social security and other taxes	876	763
Other creditors	14,900	7,950
Deferred income	4,786	910
Accrued expenses	<u>6,844</u>	<u>4,739</u>
	<u>34,892</u>	<u>14,362</u>

11. LOANS

An analysis of the maturity of loans is given below:

	2018 £	2017 £
Amounts falling due within one year on demand:		
Project overdraft	<u>7,486</u>	<u>-</u>

Reading Community Learning Centre Ltd

**Notes to the Financial Statements - continued
for the Year Ended 31 March 2018**

12. LEASING AGREEMENTS

Minimum lease payments under non-cancellable operating leases fall due as follows:

	2018	2017
	£	£
Within one year	36,000	36,720
Between one and five years	<u>144,000</u>	<u>36,000</u>
	<u>180,000</u>	<u>72,720</u>

13. MOVEMENT IN FUNDS

	At 1.4.17	Net movement in funds	Transfers between funds	At 31.3.18
	£	£	£	£
Unrestricted funds				
General Fund	12,342	(354)	(9,725)	2,263
General Reserve	40,000	-	5,000	45,000
Designated Reserve (Staffing)	20,000	-	-	20,000
Designated Reserve (Equipment)	4,000	-	-	4,000
Designated Reserve (Premises)	<u>-</u>	<u>-</u>	<u>5,000</u>	<u>5,000</u>
	76,342	(354)	275	76,263
Restricted funds				
BG Group	207	(201)	-	6
Berkshire Community Foundation	4,500	(4,214)	(286)	-
Co-operative Group	96	4,479	-	4,575
Earley Charity	-	(11)	11	-
DCLG Controlling Migration	-	27,542	-	27,542
Isolated Communities	8,688	8,150	-	16,838
Comic Relief	3,644	4,083	1,986	9,713
Neighbour Learning in Deprived Communities (NLDC)	-	2,700	-	2,700
Building Better Opportunities	2,000	(14)	(1,986)	-
Narrowing The Gap	<u>12,172</u>	<u>(12,172)</u>	<u>-</u>	<u>-</u>
	31,307	30,342	(275)	61,374
TOTAL FUNDS	<u>107,649</u>	<u>29,988</u>	<u>-</u>	<u>137,637</u>

Reading Community Learning Centre Ltd

Notes to the Financial Statements - continued
for the Year Ended 31 March 2018

13. **MOVEMENT IN FUNDS - continued**

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

	Incoming resources £	Resources expended £	Movement in funds £
Unrestricted funds			
General Fund	52,589	(52,943)	(354)
Garfield Weston	<u>10,000</u>	<u>(10,000)</u>	<u>-</u>
	62,589	(62,943)	(354)
Restricted funds			
BG Group	1	(202)	(201)
Awards For All	9,845	(9,845)	-
Berkshire Community Foundation	-	(4,214)	(4,214)
Co-operative Group	4,503	(24)	4,479
Earley Charity	5,000	(5,011)	(11)
DCLG Controlling Migration	38,340	(10,798)	27,542
Isolated Communities	9,000	(850)	8,150
Comic Relief	15,500	(11,417)	4,083
Neighbour Learning in Deprived Communities (NLDC)	7,808	(5,108)	2,700
Building Better Opportunities	-	(14)	(14)
Narrowing The Gap	<u>29,701</u>	<u>(41,873)</u>	<u>(12,172)</u>
	119,698	(89,356)	30,342
	<u>182,287</u>	<u>(152,299)</u>	<u>29,988</u>
TOTAL FUNDS			

Reading Community Learning Centre Ltd

Notes to the Financial Statements - continued
for the Year Ended 31 March 2018

13. MOVEMENT IN FUNDS - continued

2016/2017 Comparatives for movement in funds

	At 1.4.16 £	Net movement in funds £	Transfers between funds £	At 31.3.17 £
Unrestricted Funds				
General Fund	17,502	(4,419)	(741)	12,342
General Reserve	30,000	-	10,000	40,000
Designated Reserve (Staffing)	20,000	-	-	20,000
Designated Reserve (Equipment)	4,000	-	-	4,000
Designated Reserve (Premises)	<u>10,000</u>	<u>-</u>	<u>(10,000)</u>	<u>-</u>
	81,502	(4,419)	(741)	76,342
Restricted Funds				
BG Group	549	(202)	(140)	207
Berkshire Community Foundation	-	4,500	-	4,500
Co-operative Group	128	(32)	-	96
Thames Valley Housing	38	-	(38)	-
Reading Borough Council capital	4,000	(9,224)	5,224	-
NHS Berkshire West Partnership				
Development Fund	3,536	-	(3,536)	-
Oxford Road Fun Day	66	(66)	-	-
Armed Forces Health Weeks	1,598	(742)	(856)	-
NHS Wokingham CCG	2,688	(2,775)	87	-
Isolated Communities	-	8,688	-	8,688
Comic Relief	-	3,644	-	3,644
Building Better Opportunities	-	2,000	-	2,000
Narrowing The Gap	<u>-</u>	<u>12,172</u>	<u>-</u>	<u>12,172</u>
	12,603	17,963	741	31,307
TOTAL FUNDS	<u>94,105</u>	<u>13,544</u>	<u>-</u>	<u>107,649</u>

Reading Community Learning Centre Ltd

Notes to the Financial Statements - continued
for the Year Ended 31 March 2018

13. MOVEMENT IN FUNDS - continued

2016/2017 Comparative net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Movement in funds £
Unrestricted funds			
General Fund	73,874	(78,293)	(4,419)
Restricted funds			
Berkshire Community Foundation	4,500	-	4,500
Lloyds TSB Foundation	9,950	(9,950)	-
Reading Borough Council capital	-	(9,224)	(9,224)
Oxford Road Fun Day	-	(66)	(66)
NHS Wokingham CCG	-	(2,775)	(2,775)
Isolated Communities	9,938	(1,250)	8,688
Comic Relief	7,750	(4,106)	3,644
Neighbour Learning in Deprived Communities (NLDC)	4,250	(4,250)	-
Building Better Opportunities	2,000	-	2,000
Narrowing The Gap	45,000	(32,828)	12,172
BG Group	-	(202)	(202)
Co-operative Group	-	(32)	(32)
Armed Forces Health Weeks	-	(742)	(742)
	<u>83,388</u>	<u>(65,425)</u>	<u>17,963</u>
TOTAL FUNDS	<u>157,262</u>	<u>(143,718)</u>	<u>13,544</u>

General Reserve

The Board has set aside £40,000 in order to build up a reserve to cover 3 months' working capital requirements and 3 months' rent payment.

Designated Reserve (Staffing)

An amount of £20,000 has been set aside from the General Fund to cover future staffing costs.

Designated Reserve (Equipment)

An amount of £4,000 has been set aside from the General Fund to cover future equipment costs.

Designated Reserve (Premises Alterations)

This reserve has been used during this financial year to cover improvements to the premises.

DCLG Controlling Migration

One of the main reasons why the charity has a larger surplus this year is because it received all the DCLG monies in 2017/2018, but a substantial part of the expenses will be in 2018/2019.

14. RELATED PARTY DISCLOSURES

There were no related party transactions for the year ended 31 March 2018.

Reading Community Learning Centre Ltd

Detailed Statement of Financial Activities
for the Year Ended 31 March 2018

	2018	2017
	£	£
INCOME AND ENDOWMENTS		
Donations and legacies		
Donations	3,037	8,223
Investment income		
UK Deposit account interest	-	42
Charitable activities		
Crèche provision	14,552	13,118
Room and facilities hire	12,823	17,417
Grants	<u>129,696</u>	<u>95,280</u>
	157,071	125,815
Other income		
Trip income	-	560
Registration fees	3,863	2,455
Rent receivable	18,316	18,927
Support income	<u>-</u>	<u>1,240</u>
	<u>22,179</u>	<u>23,182</u>
Total incoming resources	182,287	157,262
EXPENDITURE		
Charitable activities		
Wages	76,337	66,175
Social security	389	-
Pensions	478	81
Other operating leases	720	871
Rent, rates and water	37,694	38,471
Insurance	4,600	4,213
Light and heat	3,732	4,431
Telephone and internet	1,400	1,203
Printing, postage and stationery	619	636
Advertising and promotion	-	120
Sundries	9,525	4,585
Health & Safety and office security	443	638
Cleaning	1,542	1,654
Maintenance and repairs	1,206	2,644
Consultancy	3,765	-
Travel	188	32
Crèche and tutor assistance	3,125	2,400
Training	680	361
Payroll services	1,132	912
Computer maintenance and support	1,077	1,472
Depreciation of improvements to property	-	9,224
Carried forward	148,652	140,123

This page does not form part of the statutory financial statements

Reading Community Learning Centre Ltd

Detailed Statement of Financial Activities
for the Year Ended 31 March 2018

	2018 £	2017 £
Charitable activities		
Brought forward	148,652	140,123
Furniture, fixtures and fittings depreciation	117	156
Computer equipment depreciation	<u>410</u>	<u>367</u>
	149,179	140,646
Support costs		
Governance costs		
Accountancy fees	<u>3,120</u>	<u>3,072</u>
Total resources expended	152,299	143,718
	<hr/>	<hr/>
Net income	<u>29,988</u>	<u>13,544</u>

This page does not form part of the statutory financial statements