

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 2020
for
Reading Community Learning Centre Ltd

Reading Community Learning Centre

Reading Community Learning Centre Ltd

Report of the Trustees for the Year Ended 31 March 2020

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 2020. The trustees have adopted the provisions of the Charities Statement of Recommended Practice (SORP) (FRS 102) 'Accounting and Reporting by Charities', effective 1 January 2019.

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

REFERENCE AND ADMINISTRATIVE DETAILS

Registered Company number
6442616 (England and Wales)

Registered Charity number
1123017

Registered office
94 London Street
Reading RG1 4SJ

Trustees
Katharine Sarah del Tufo
Jean Brading (resigned 8/1/2020)
Linda Smith
Stephen Harland
Karen Rowland
Tony Capstick (resigned 30/7/2019)
Lucy England
Raya Mohamed
Jennifer Theron
Rosie Chambers (appointed 23/9/2019)
Parveen Brar - staff representative

Company Secretary
Aisha Malik (Centre Manager)

Independent examiner
Holy Brook Associates

Reading Community Learning Centre

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 it 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.

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, 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, and fundraising. The Centre Manager and a Tutor representative attend 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.

Recruitment, appointment and induction of trustees

When a potential new Board member approaches the organisation, they are invited first to a meeting with the Chair and 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, 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 57 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.

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 during this year of the charity's life and has aimed to establish an appropriate 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. Since early March 2020, the Centre Manager has developed an additional Covid19 Risk register and set of protocols.

Reading Community Learning Centre

OBJECTIVES AND ACTIVITIES

Objectives and aims

The Centre's objectives 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, for example, 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 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, working with learners, has developed a new 3-year strategic plan 2020-2023, and revised its vision, mission, aims and objectives:

Vision

Marginalised ethnic minority women in Reading achieving their individual hopes and fulfilling their aspirations.

Mission

Reading Community Learning Centre:

- offers marginalised ethnic minority women opportunities for social, educational, integration, and volunteering activities;
- provides services that address barriers to learning;
- supports progression into further education, social and employment opportunities, and
- encourages these women to raise their issues and concerns and engage with agencies.

Aims

Reading Community Learning Centre aims to enable marginalised ethnic minority women to be skilled, confident active citizens who contribute to society.

Reading Community Learning Centre

Overall objectives

1. To provide safe, first step educational opportunities for excluded ethnic minority women- for example:
 - building their confidence and independence;
 - developing language skills;
 - pre-employment skills; and
 - getting them started on journeys towards further education and employment.
2. To support the progression of ethnic minority women onto further education, volunteering or work activities for example:
 - working with other organisations to ensure a clear pathway into further education;
 - providing supported volunteering opportunities in the centre and access volunteering opportunities in other organisations;
 - working with employers; and
 - supporting the development of internal social enterprise within RCLC.
3. Through outreach and research work in communities, engage women who face cultural, religious and social barriers in learning and integration.
4. To provide holistic women-centred support and advice that focuses on each women's individual needs. This will remove barriers to learning, integration and employment and support progression- for example:
 - free classes at convenient times;
 - access to a crèche;
 - referral onto other organisations;
 - help with filling in forms;
 - advising how to access services; and
 - Information, Advice and Guidance (IAG) on educational and employment progression.
5. To break down barriers between people from different cultures and to foster mutual support, respect, understanding and friendship. This will contribute to integration and community cohesion.
6. To provide opportunities for learners to influence the work and direction of the Centre. To allow learners to voice their issues and concerns to external agencies on issues that affect their lives- for example, learner forums, local consultations for health, police and other agencies.
7. To continue to develop opportunities for learners to volunteer with built in support at the Centre, as well as recruiting host community volunteers, supporting learning, employment friendship and integration, and tracking of progression. This will support learning, friendship and integration.
8. To work with marginalised ethnic minority men alongside women when culturally appropriate or a particular need is identified.
9. 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

Strategic objectives 2020- 2021

1. To raise at least the budgeted amounts of additional funding and to continue to diversify funding incomes types, including income generation from the building; to strengthen the fundraising capacity of the Centre with a focus on strengthening the management resources and seeking stable core funding.
2. To have provided a core programme for a minimum of 270 learners per annum, involving recruitment, assessment, delivery and IAG and signposting support to learners.
3. To continue to review the strategic objectives 2019-2020, the Centre's annual Action plan, and the Centre's future development; and seek to continue needs assessment work.
4. To continue developing the RCLC learner VOICE to improve the involvement of learners in the work and development of the Centre. This will nurture the learners' confidence and skills, so they can speak out about issues that affect their lives.
5. To continue identifying ways in which women's issues and rights, that are relevant to the empowerment of women who use the Centre, can inform the services offered by RCLC. To embed these within the existing courses and maintain links with relevant organisations.
6. To further improve and strengthen the marketing and communication of the Centre as a source of support, advice and signposting to learners, and other communities and organisations
7. To continue to develop opportunities for learners to volunteer with built in support at the Centre, as well as recruiting host community volunteers, supporting learning, employment friendship and integration, and tracking of progression. To continue to develop integration opportunities with host community members and groups. To increase cultural awareness, reduce isolation, encourage English practice and promote friendships.
8. To continue to build strategic partnerships with appropriate voluntary, statutory and private sector organisations to provide strengthened services and opportunities for learners

THE WORK OF THE CENTRE

Reading Community Learning Centre (RCLC) exists to help marginalised women from Black, Asian or Minority Ethnic (BAME) backgrounds to achieve their individual potential. The majority of the women we support are migrants or asylum seekers who speak little or no English, and often have limited contact outside of the home. No matter what barriers a woman faces we work alongside her as she overcomes obstacles to realising her aspirations. For many women, this includes improving their English, volunteering locally, gaining qualifications or securing a job.

Based in central Reading, we offer a programme of outreach activities, training classes, workshops and social opportunities at our Centre which are designed to build confidence, increase skills and reduce the social isolation of local BAME women, many of whom are amongst the most isolated, deprived and vulnerable in our community. In 2019/2020, we supported over 326 women from 38 different countries. Our model encourages community cohesion, breaking down barriers between cultures and fosters mutual respect amongst the women. No other service in Reading reaches such a diverse group of women, giving us a unique insight into the needs of local BAME communities.

Reading Community Learning Centre

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 the migrant and refugee learners 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.

SIGNIFICANT ACTIVITIES

It has been an exciting and challenging year and we have made significant progress in achieving our strategic objectives. However, in March 2020 we had to close the Centre one week early due to the Covid-19 pandemic in line with UK government advice. This meant we had to quickly move to running classes online and supporting learners and others through weekly telephone calls following the Easter break. During March and April 2020, the Centre created a new digital and classroom-based programme to support our learners online from Summer 2020.

Prior to closing the Centre, there had been many new exciting developments in the Centre helping us to make considerable progress in achieving our strategic objectives such as:

Reading University Partnership Work

In partnership with Reading University, RCLC worked with the MA marketing students at the university to develop a marketing strategy for RCLC in spring 2019. RCLC proposed a social marketing problem for the students.

Research Question

How can we (RCLC) reach out, engage with and bring to the Centre BAME learners who are not represented at RCLC?

It is exceptionally hard to reach out to BAME women who cannot speak English, especially those who have no family members, social connections or activities that they are involved apart from dropping their children off to school. The research required students to think about how RCLC can engage with them to offer support, advice and a learning opportunity.

Their research came up with some interesting marketing proposals which we started to implement over the course of the year, these included:

- A targeted print campaign in female only areas e.g. in women's toilets, in the women's sections of the local mosques, toddler groups and various female-only settings in the community.
- Promote an inter-centre showcase lunch (inviting people to the Centre, to talk and share food). This was similar to our newly started Conversations with Women held at the Quaker Meeting House and our Swallowfield Coffee Club Intercultural and exchange visits.

Reading Community Learning Centre

- Promote RCLC to the local health community. RCLC started working on this with their work with Healthwatch, collaborative work with the elderly lunch clubs, and the South Reading Patients Forum.

RCLC offered Reading University student placements at the Centre which included roles as classroom helpers to students on the teaching modules but also media students. Last year, Francesca Vale (an English and Media student) produced a short film about the work of RCLC which can be viewed on our website. We are very grateful to Fran as this was the first video we have ever had made of our learners giving interviews, especially as many do not like having their photographs being taken or being filmed. This has really helped RCLC to have a visual record of case studies which is great to share with not only funders but a great way to show new and present learners what they can achieve.

In partnership with the Department of English Language and Applied Linguistics, at Reading University, RCLC worked with the MA students to develop a collection of women's stories from the Centre. The students conducted interviews of women at the Centre looking into their migration journeys, the role RCLC has played in their lives, and how migration has impacted on their education, employment, mental health and wellbeing. This data was an essential part of their assignment, but for RCLC the collection of more detailed case studies has allowed us to compile a selection of women's journeys. In some cases, translators were used. We had a great start in the spring and autumn terms. However due to Covid-19 we had to stop working on this but hope to resume with this work next year.

RCLC Website

In the summer of 2019, we decided to update our website. Although the previous one was very good, it required the person updating the website to have knowledge of HTML. The Centre needed something which was easy for volunteers and staff to update, yet appealing and informative for funders, and easily accessible for our learners. Steve Hendry (RVA) supported the Centre in creating a new website and set up a new domain name for it, www.rclc.org.uk. He also trained the staff on how to do this so that we could all access the website.

Reading Borough Council Commissioning and new partnerships

Historically, the Centre 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.

We have successfully built on our 2 Narrowing The Gap (NTG) partnerships covering the next 2 years, 2020-2022:

- **Lot 1.3** titled "Supporting steps towards employment" in partnership with CommuniCare and Reading Refugee Support Group; and
- **Lot 12.1** titled "Facilitating peer support and reducing social isolation for adults at risk because of language or cultural barriers" in partnership with CommuniCare and Reading Refugee Support Group. This involves Lunch Clubs based in the Indian Community Centre, The Pakistani Community Centre, the Globe Lunch Club and other BAME organisations.

At our NTG review meeting in November 2019 we received a positive report on the quality of our work on the two lots and for exceeding our targets. RBC has confirmed that it will continue to fund the two lots with the same funding.

Work around increasing Employability

We are achieving a long-term ambition to run courses to support men and women into work. A total of 14% of our learners progressed onto volunteering or employment for the academic year 2019/2020.

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With the support of the RBC and Neighbourhood Learning in Deprived Communities (NLDC) New Directions Funding, we have been able to continue to offer Employability courses for those learners ready to move into employment including:

- National Careers Service spoke to on average 90 women per term, WEA and New Directions also promote their courses each term so learners have access to progression information aside from the IAG given at the Centre.
- The National Careers Service Adviza were based at RCLC every Wednesday morning during term time for 1-2-1 sessions with learners. A total of 69 women made appointments to get specialist progression advice and make CVs and 3 meetings were conducted over the phone.

Adviza will hopefully return to the Centre when it reopens in September 2020, but until then they are hosting webinars for learners to access IAG online and they will be providing 1:1 telephone meetings to our learners too.

Workshops in the Community funded through RBC Lot 12.1

- 15 elderly Pakistani women completed the seated exercise course at the Pakistani Community Centre (PCC)
- 33 elderly Pakistani women completed the seated yoga course at the PCC
- 11 elderly Indian men and women completed a workshop and information session delivered by the Queen Victoria Chiropody Clinic (QVI) about foot care at the Indian Community Association (ICA)
- 11 elderly Indian men and women completed a workshop and information session delivered by Thames Water Gas and Electricity on Priority Services at the (ICA)
- 14 elderly Indian men and women completed a workshop and information session delivered by Age UK Berkshire on fall prevention at the (ICA)
- 55 elderly Nepali men and women completed the ESOL Skills for Health course at the Warehouse
- 15 women attended the workshops at the FGM Clinic on Oxford Road. From April 2019 RCLC in partnership with the FGM Rose Clinic in Reading, started their quarterly workshops and advice sessions on the last Friday of the month. This year we ran RCLC information advice sessions as well as arts and crafts workshops, hand massage and the application of henna and a talk on anxiety and depression with Dr. Rashmi Shankar.

Due to the Covid-19 lockdown and the social distancing measures in place since March 2020, all of our face-to-face external courses with elderly BAME men and women had to stop. We have remained in contact with the learners over the phone and hope to restart the classes in January 2021. However, this will be dependent on government guidelines at the time.

Course Programme

Thanks to grants and contracts from Reading Borough Council, NLDC Grant from New Directions, The DCLG Controlling Migration Grant, The Co-Op Local Community Fund, Inner Wheel, Tampon Tax Grant (Berkshire Community Foundation), Mars Goodness Knows Grant (Berkshire Community Foundation), The Gerald Palmer Trust, The Garfield Weston Foundation, The Alchemy Foundation, The Henry Smith Charity, Awards For All Grant, The Sally Symons Family Trust Grant, The Cumber Family Trust Grant, and rental income from WEA and Smart Works, we have been able to run a sustained programme of activities throughout the year.

A key new source of funding which sadly ended in July 2020, has been **DCLG's 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.

Reading Community Learning Centre

Core Programmes run in 2019- 2020

In total we have had 326 women who have completed our core programmes between May 2019 and March 2020.

Summer 2019

- English Conversation Pre-entry, Beginners and Improvers
- English Reading and Writing beginners and improvers
- Sewing Beginners, and Improvers
- Looking Good Feeling Good Improvers
- Employability course for men and women
- Volunteer led ESOL Cafe Extension activities

Autumn 2019

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

Spring 2020

- English Conversation Pre-entry, Beginners and Improvers
- English Reading and Writing beginners and improvers
- Sewing Beginners and Improvers
- Looking Good Feeling Good
- Employability course for men and women
- Beginners IT
- Volunteer led ESOL Cafe Extension activities

Alongside our core programme of classes, we also ran Awards for All's funded programme 'Empowering Women Through Physical Activity' with Zumba. The popular Zumba classes started in January 2019, and were very successful, with 15 women in the weekly exercise class. Sadly, due to the lockdown we had to stop all of the exercise classes in March 2020. We are hoping to resume these from Oct 2020 with online zoom Zumba sessions.

Syrian Refugees

The Centre has worked closely with 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.

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

In addition to the above planned courses a total of 1,369 women were seen at drop ins by our IAG level 3 accredited advisors, Shaheen and Petra. At these drop-in sessions they were given information advice and guidance (IAG) over the phone or in person on various topics such as benefits, housing, immigration, utilities, course progression and much more. This figure also includes attendees at information sessions with guest speakers who have visited the Centre over the three terms as well as outreach sessions. Guest speakers are invited to the centre so that women have the opportunity to engage and access important information in a safe and private environment. The guest speakers are broadly categorised into terms which are themed on women's health, accessing local services or are linked to women's rights and safety.

Reading Community Learning Centre

The different guest speakers who have been invited to the centre over this last academic year included:

- 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.
- Immunisation talks by the NHS to increase the take up of immunisations by the BAME community in January 2020 for 30 women.
- Breast cancer screening and cervical smear test talks for 30 women in February 2020.
- Khadijah from Berkshire Women's Aid (BWA) talked about the services BWA offer and how to access them. Khadija comes to the Centre each term and then sets up a 1:1 meeting at the Centre for those learners in need of their services.
- Lillian King donated quilts to the learners from the Linus Charity and talked about the work of their charity.
- Naomi Flyn from Reading University talked about the English School system for newly arrived families.
- Maternity Voices came to the centre to conduct 1:1 interviews with women on their experiences of using the health services during their pregnancy and post pregnancy.
- Sharon from Adviza talked about accessing professional career's advice service as well as the courses they offer.
- Shahanaaz from HealthWatch taught learners how to access GP services by using the Healthwatch App.
- Christine from NatWest Community Bank online who discussed banking, opening an account and a free home service for housebound clients.
- Judith from New Directions (ND) talked about their course ESOL for Pregnancy for women with English as a second language.
- Linda (ND) visited RCLC classes to talk about progression opportunities at New Directions, Reading Borough Council's accredited language and other course provider.
- Rosalind from the National Careers Service discussed progression opportunities.
- Steve (RVA) talked about volunteering opportunities and how to register with Reading Voluntary Action.
- SmartWorks gave a presentation on interview techniques and how to dress for an interview.

Log on to Health: Healthwatch Project

The aim of this project was to promote inclusion by empowering women from BAME backgrounds to access GP services by using the new Healthwatch App as this community faced many barriers to access healthcare. 17 learners and 3 tutors, who were aged from 20-65 years old and from 11 different nationalities, were involved in the project which was spread across three sessions. Sessions were in March, April and May 2019. By the end of the project 5 learners and two tutors had signed up for the service to book appointments online, order repeat prescriptions and access their medical records. The rest of the group have been offered to help from Healthwatch to complete the process when they are ready and have the right documents.

Learning points:

- The sign-up process varies from one surgery to the next.
- Many women reported that they were not encouraged to sign up - there needs to be an awareness raising campaign in the surgeries.
- GP staff were helpful but not all staff members had been trained.
- The Patient Access website and app needs a translate button (just as most GP surgery websites have).
- Learners did not find it easy to locate their surgery's website online and they weren't all easy to use as they had different platforms.
- The women said that the project has led to greater independence and convenience in accessing GP services.
- A video of the project held at RCLC was made and was shown at the Healthwatch AGM on 16/07/2019.

Mental Health First Aid

5 men and 19 women completed our accredited fee-paying Mental Health First Aid Courses in July 2019 and December 2019. We are planning to run more courses throughout 2020 and 2021 as the demand for these courses is increasing.

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Creating an Older People's Cultural Champions Team for Reading

Three of our volunteers, Nilanthi, Simran and Hema will be RCLC champions as part of the team in Creating an Older People's Cultural Champions Team for Reading. The Rising Sun Arts Centre and Real Time Video started work last year to create an Older People's Cultural Champions Team. The Team will be a group of older people who represent a cross section of Reading residents who will work together to make culture more accessible to older people in the town. The Team will look at the barriers faced by older people to being part of cultural activities and will run projects to enable older people to be more active and take part in cultural and creative activities.

Learner Engagement

Learner evaluations are held at the end of each term during which learners of the Centre evaluate their learning programmes 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, selling beauty treatments by the learners and tutor of the beauty class as well as a bric-a-brac sale. In total we raised £1,091.50 at two events, which brings our overall total money raised from our Women's Day events to £4,019.10. Our Women's Day is now a firm regular social event in the RCLC calendar for the women. This year our fundraisers were held in July 2019 and November 2019. We sadly had to cancel our spring and summer 2020 events due to the lockdown.

Last year 2 ex-learners, who previously benefitted from the opportunities provided by the Centre were added to the Board. This year one of these trustees resigned and has gone on to work for the City of Sanctuary but she still supports the Centre through her translation work as a volunteer for RCLC and partnership work with Reading Refugee Support Group. Learners and ex-learners who join the board became board members by firstly being part of the forum or by actively volunteering at the Centre and are then supported and encouraged to be on the board. We are hoping to recruit more learners onto the board and this year we could potentially add 4 new learners as board members.

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. For some volunteers it has also provided a basis from which to move into paid employment.

In this last year we have had 22 volunteers:

- 4 in the reception/administrative roles,
- 15 classroom volunteers,
- 1 knitting club volunteer.

Our classroom volunteers are mainly qualified teachers. However, this year we partnered with Reading University's placement scheme and had 3 students from the Department of English Language and Applied Linguistics who supported learners in the classroom over the spring and summer terms. Sadly, this year our much-loved knitting volunteer, Janet Allen left in the autumn 2019 term due to ill health. We are hugely grateful to Janet for her time, love, kindness and generosity in supporting the women at the Centre. Since joining the Centre in May 2012 she has taught not only knitting skills but built the confidence of many of our learners and motivated them to join the RCLC courses.

Reading Community Learning Centre

Sadly, we also said goodbye to one of our longest standing trustees and vice chair of the board, Jean Brading who resigned this year along with Tony Capstick who provided a great link to Reading University. We have also been pleased to gain the support of two new trustees who have joined the board, Clare Furneaux from the university, and Rosie Chambers who has worked at the Calais Women's Centre. Another initiative of our learner forum is to nurture learners to become board members.

Trips and social activities

The Centre's learners have been on trips locally such as the Walk in Health Centre, the library, the hospital, shops, such as pharmacies, Swallowfield Village Coffee Club and the local market. We were also very fortunate to take advantage of the lovely weather last summer for a picnic lesson with our two English conversations at Forbury Gardens. Feedback from all the trips has been very positive. Our trips to the Reading Jobs Fair, and the Reading Careers Fair for the 18 learners on the employability classes was a great way for them to speak to potential employers, register with employers for jobs, collect info on employers, or ask them questions in a more relaxed setting. These visits not only enabled the learners to practice their English but also boost their confidence.

Swallowfield Visits

We have been able to continue this wonderful intercultural exchange since we started it in Autumn 2018. This wonderful friendship between the volunteers who run the coffee club and the Centre arose when they decided to donate the proceeds of their summer 2018 quarter, £100, to the Centre. In turn, the Centre invited the volunteers to visit to thank them for their very generous gift with tea, Asian sweets and treats. The experience for the volunteers from Swallowfield and the ladies of the Centre to meet new people, receive a tour of the village, practise their English, share stories, cultures, and food was a very moving one and something we knew we must continue. Since the summer of 2019 until March 2020 we were able to visit Swallowfield twice and they in turn visited us in the summer and autumn terms in 2019.

Our wonderful hosts at Swallowfield have made such good friends with the women at RCLC, exchanging numbers and taking selfies. The ladies from RCLC commented;

"We are so excited to be going, I have never been to a village before"

"I really loved meeting the English ladies, they were so kind and I got to practise my English too"

Comments from Swallowfield;

"Your work with these women is so important. It is so wonderful for us to be able to meet these ladies and share stories. We have so much in common! These interactions help to challenge the stereotypes that people have and brings communities closer together."

We sadly had to cancel all the visits from March 2020 onwards but hope that later in the year we can resume these vital exchanges.

Reading Community Learning Centre

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. Several 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 and others 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.

A total of 463 women were supported with information, advice and guidance (IAG) with support varying from benefit support, filling in forms, making telephone calls, translation support to accompanying them to access services at the Centre. Out of the 463 women 33% of these were not RCLC learners and had been referred to us from friends, neighbours or other organisations. More recently we are also seeing an increase in the number of referrals from Social prescribing.

Crèche

Alongside its other activities, the Centre provides a crèche which offered important support for 100 children under 5 years old 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. Feedback from learner evaluations on the crèche showed that:

- 54% of them thought the crèche was excellent whilst 46% thought it was good.
- 64% of the children had made excellent progress in their learning whilst 34% said it was good.
- 82% of the mothers thought that the way their child was cared for in the crèche was excellent.
- 82% thought that they felt their child's safety in the crèche was excellent and 18% thought it was good.
- 64% thought that the activities and toys for the children in the crèche were excellent whilst 34% said it was good.

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.

Reading Community Learning Centre

Considerable funds have been spent on maintaining security, fire equipment and alarms, safety lighting, electrical testing and gas heating maintenance in the building.

Thanks to the Co-Op Community funding, we were able to purchase 11 new Janome sewing machines for £979. RCLC sold 7 of the old sewing machines to the learners in the sewing classes at reduced prices and raised £280 for the Centre. This enabled many of our learners who could not afford brand new machines to make clothes for their families at home, practice their new skills and for the first time earn some money by being paid to sew or to make alterations for other people.

STAFFING

During 2019/20 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, and running the community-based learning programme. We currently employ 6 sessional tutors: a sewing tutor, one beauty tutor for Looking Good Feeling Good, one English conversation tutor, one IT Tutor, one 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. As our funding from Comic Relief came to an end in January 2020, we have been fundraising tirelessly for the part-time Administrator post who also works with our admin and reception volunteers. Thankfully we were able to use our second tranche of DCLG funding towards this post until we received our new funding from the Henry Smith Charity, from September 2019. This post is hugely important for the organisational structure of the team, especially as the Centre has grown in not only the number of women it supports in the Centre but also outside.

ACHIEVEMENT AND PERFORMANCE

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 staff, students 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

326 learners enrolled on our core programme of courses 2019/2020

- 90% 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)
- 36% of learners have a degree or higher from their home country
- 82% of our learners are unemployed
- 27% of our learners are on benefits
- 2% of our learners are retired
- 17% of our learner's work part-time or full-time
- 13% of our learners use the crèche, a lifeline for those who cannot afford childcare costs
- 38% of our learners are aged 31-40; 30% are aged 41-50; 12% are aged 19-30; 20% are 51 plus.

Reading Community Learning Centre

- 13% of our learners are refugees and 1% are asylum seekers, whilst 60% of the learners have been in the UK for more than 3 years.
- 11% of learners disclosed that they needed additional support compared to 6% last year. Almost 30% of this 11% are women with mental health difficulties.
- 14% of the learners progressed into employment or volunteering. This figure is 4% lower than last year but was primarily due to the difficulty faced by many people wanting to progress into volunteering or employment for the first time when large sectors of the economy were badly affected by the pandemic and the lockdown (people were furloughed, made redundant or left without any employment).
- 74% of our learners progressed onto internal courses, an increase from 66% last year.
- 9% of our learners progressed onto accredited courses with the WEA or New Directions (this is a decline from 19% last year) and 2% progressed onto other courses in the community. Learners stop attending classes due to illness or if they move.
- This year learners came from an amazing 38 different countries with the majority from the following; Pakistan (14%), Syria (10%), India (10%), China (8%), Nepal (5%), Bangladesh (5%), Afghanistan (5%), Brazil (4%), Morocco (3%), Spain (3%), Sudan (3%), Sri Lanka (3%), Turkey (3%), Tanzania (2%), Saudi Arabia (2%), Ghana (1%), Algeria (1%), Egypt (1%), Guinea (1%), Poland (1%), South Africa (1%), Ukraine (1%), Zimbabwe (1%), and Thailand (1%). The remaining 12% were from Benin, Chile, Ecuador, Gambia, Hong Kong, Kuwait, Latvia, Oman, Portugal, Romania, Russia, Senegal, Thailand, Togo and the UK.
- Current learners speak 36 different languages and are from 38 countries all over the world. 21% of the learners on the courses this year spoke Arabic as their first language compared to 29% last year. Roughly 14% of the learners speak Urdu, 8% speak Chinese, 6% speak Hindi, 5% speak Bengali, 5% speak Nepali, 4% speak Pashto, 4% speak Spanish, 4% speak Portuguese, 4% speak English, 2% speak Tamil, 2% speak Swahili, 2% speak German, 2% Swahili, 2% speak English and 2% speak Ukrainian. The remaining 13% speak Wolof, Thai, Tri, Telagu, Sinalese, Shona, Serere, Russian, Romanian, Polish, Persian, Marathi, Latvian, Kotokoli, Gujerati, Fula, French, Farsi and Bari.
- Our learners are from Katesgrove (17%), Abbey (14%), Minster (9%), Battle (8%), Church (7%), Redlands (6%), Tilehurst (5%), Whitley (5%), Park (4%), Hawkden (3%), Southcote (3%), Earley (3%), Maiden Erleigh (2%), Norreys (2%), Peppard (2%). The remaining 10% are from Bracknell, Bulmershe, Caversham, Calcot, Hillside, Norcot, Purely, Sonning, Windsor, Winnersh and Woodley.
- During the height of the pandemic we had waiting lists of 25 learners per course as we were unable to run classes at the Centre over summer.

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 10% of learners are interviewed yearly by staff, students and trustees. Unfortunately, this year, due to the Covid-19 lockdown, the Centre had to cut short the spring 2020 term and was also closed over the summer term. This meant that our planned learner interviews could not take place, although we were able to complete about 12 of our detailed interviews with the Reading University MA Students in the autumn of 2019. We hope to resume these again in 2021. This is usually a one-to-one interview 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

Reading Community Learning Centre

identify areas for improvement and development in their contact both with potential learners and other agencies, seeking opportunities to collaborate.

Learner Feedback and Outcomes – the difference our work makes

Interviews with learners over six 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 and staff are seen as friendly, supportive and helpful; and
- the learners are mutually supportive.

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 86% 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 steppingstone 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 progressed into employment or volunteering, this figure is 4% lower than last year. This was primarily due to the difficulty faced by many people wanting to progress into volunteering or employment for the first time when large sectors of the economy were badly affected by the Covid-19 pandemic and the lockdown (people were furloughed, made redundant or left without any employment).
- 74% of our learners progressed onto internal courses, an increase from 66% last year.
- 9% of our learners progressed onto accredited courses with the WEA or New Directions (this is a decline from 19% last year) and 2% progressed onto other courses in the community.

Learner Evaluation

- 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.
- 92% of learners from the English classes reported that 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.
- 95% of learners reported feeling happier, less isolated, with reduced stress and depression, improved mental health and feeling more supported. This was particularly true for single parents, those who had no family in the UK, and those who had experienced traumatic situations.
- 91% of learners reported making new friends with women from different backgrounds, thus feeling less isolated and lonely and more connected by building stronger social networks.
- 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

FINANCIAL REVIEW

As in previous years, we continue to keep a tight control over expenditure and as a result we are pleased to report a net income in the region of £24,000 for 2019/20. This is a slight drop from 2018/19 when our net income was around £31,000.

The decrease in net income is largely due to the Centre receiving a large amount of funding from the Department for Communities and Local Government (DCLG) during 2018/19, which has not been repeated to the same extent during 2019/20. While further DCLG funds were received during 2019/20, there has been a net outgo relating to this contract during the year as we spent a large amount of the funds. Despite this, we are still carrying forward funds of over £45,000 into 2020/21.

While we have experienced overall net outgoings relating to restricted funds during 2019/20, this has been offset by net income in our General Fund. Significant unrestricted money received into the General Fund during the year includes rent from SmartWorks and unrestricted funding from Garfield Weston. We have also been less reliant on unrestricted funding during 2019/20 since receiving additional restricted funds from Henry Smith during the year.

Income and expenditure figures are monitored monthly against the annual budget and reviewed by the Board at each meeting. We continue to produce detailed cash flow forecasts every month, as we are aware that our financial position remains fragile, particularly given the uncertainty we are all now facing due to the Covid-19 pandemic. When contracts are due for review, every effort is made to ensure services are purchased from the most cost-effective source.

Reading Borough Council

The basis of Reading Community Learning Centre's grant from Reading Borough Council (RBC) was changed during 2018/19. Funding from RBC consists of two strands of commissioned work under employment and adult social care themes. This money has continued to provide a valuable base, as it makes a substantial contribution towards core costs. However, indications are that we must expect further cuts to funds provided by RBC, although we will make every effort to protect this income stream.

New Directions

We have maintained our partnership work with New Directions and continue to receive Neighbourhood Learning in Deprived Communities (NLDC) funding from them. 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. The number of learners eligible for such funding has reduced slightly as some courses are now funded by DCLG (see comments below).

Other Income

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

During 2019/20, WEA continued to use facilities to provide a complementary programme of ESOL progression and other introductory courses. Some of these learners have also been able to use the crèche. We continue to expect a declining use of our facilities by WEA, with a corresponding reduction in this income stream. We do not expect any such use or corresponding income at all while the Coronavirus pandemic is ongoing.

Some of our other sources of income received during 2019/20 have been given below:

Reading Community Learning Centre

- The Henry Smith Charity has provided funding towards certain salaries, rent and other building costs.
- Garfield Weston Foundation has contributed towards our core costs.
- DCLG Controlling Migration funding has been provided for activities in support of the Centre's language work.
- Tampon Tax and MarsGoodnessKnows have provided funds for salaries.
- The Co-Op Community Fund has provided funding for computers, sewing machines and other equipment for the Centre.

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

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

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 and salary levels now requires an amount of £50,000 to be held. With our continued profits, we have been able to reach this level in the General Reserve.

Funds are also being held in designated reserves. One has been set up for the designated purpose of staff costs (£28,000). A premises reserve (£20,000) has also been set up to cover redecoration costs under our lease, plus other premises costs for 2020/21 that are not covered by restricted funds. Finally, a reserve has been created to show the deposit paid by SmartWorks on their rental of part of the premises (£1,578).

Reading Community Learning Centre

Report of the Trustees and
Unaudited Financial Statements
for the year ended 31 March 2020
for
Reading Community Learning Centre Ltd

Report of the trustees, incorporating a strategic report, approved by order of the Board of Trustees, as the company directors on, ...17/11/2020..... and signed on the Board's behalf by:

A handwritten signature in black ink, appearing to read 'K. Sarah del Tufo'. The signature is written in a cursive, slightly slanted style.

K. Sarah del Tufo (Chair of the Board of Trustees)



**CHARITY COMMISSION
FOR ENGLAND AND WALES**

**Independent examiner's report
on the accounts**

Section A

Independent Examiner's Report

**Report to the trustees/
members of**

Charity Name

Reading Community Learning Centre Ltd

**On accounts for the year
ended**

31st March 2020

**Charity no
(if any)**

1123017

Set out on pages

25-27

(remember to include the page numbers of additional sheets)

**Respective responsibilities
of trustees and examiner**

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year under section 144 of the Charities Act 2011 (the Charities Act) and that an independent examination is needed.

It is my responsibility to:

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

**Basis of independent
examiner's statement**

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

Reading Community Learning Centre

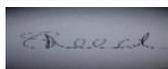
**Independent
examiner's statement**

In connection with my examination, no material matters have come to my attention which gives me cause to believe that in, any material respect,:

- the accounting records were not kept in accordance with section 130 of the Charities Act; or
- the accounts did not accord with the accounting records; or
- the accounts did not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 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.

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

Signed:



Date: 30/09/2020

Name:

Sabina Reed

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

AAT (Association of Accounting Technicians)

Address:

Holy Brook Associates Ltd

Spaces, 9 Greyfriars Road, Reading

RG1 1NU

Section B

Disclosure

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

Reading Community Learning Centre

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

n/a

Reading Community Learning Centre

Statement of Financial Activities
(Incorporating an Income and Expenditure Account)
For the Year Ended 31 March 2020

	Note	Unrestricted Funds £	Restricted Funds £	2020 Total Funds £	2019 Total Funds £
INCOME FROM					
Charitable activities					
	2				
Grants – Core programme		13,295	101,825	115,120	123,488
Grants – Community education		-	9,915	9,915	13,250
Courses		9,215	-	9,215	4,930
Crèche		10,735	-	10,735	17,711
Total charitable activities		33,245	111,740	144,985	159,379
Donations and legacies		6,770	-	6,770	1,947
Other income	3	29,118	-	29,118	28,484
Total income		69,133	111,740	180,873	189,810
EXPENDITURE ON					
Charitable activities*					
Building costs		10,415	46,376	56,791	54,815
Office costs		1,308	1,105	2,412	1,352
Programme costs		4,872	41,984	46,856	40,455
Staffing		6,162	43,472	49,634	58,844
Independent examination		1,183	-	1,183	3,240
Total expenditure		23,940	132,937	156,876	158,706
NET INCOME/(EXPENDITURE)		45,193	(21,197)	23,997	31,104
RECONCILIATION OF FUNDS					
Total funds brought forward	7	59,801	108,940	168,741	137,637
TOTAL FUNDS CARRIED FORWARD		104,994	87,743	192,738	168,741

**Note that the split for expenditure on charitable activities has been updated for 2020 so the 2019 comparison is based on how the trustees believe the split would have been calculated in 2019.*

Reading Community Learning Centre

Balance Sheet
at 31 March 2020

	Note	Unrestricted Funds £	Restricted Funds £	2020 Total Funds £	2019 Total Funds £
FIXED ASSETS					
Tangible assets	8	2,861	-	2,861	649
CURRENT ASSETS					
Debtors	9	2,842	9,000	11,842	15,942
Cash at bank		104,215	104,637	208,851	178,899
Total current assets		107,057	113,637	220,693	194,841
CREDITORS					
Amounts falling due within one year	10	(4,924)	(25,893)	(30,817)	(26,749)
NET CURRENT ASSETS		102,133	87,744	189,877	168,092
TOTAL ASSETS LESS CURRENT LIABILITIES		104,994	87,744	192,738	168,741
NET ASSETS		104,994	87,744	192,738	168,741
FUNDS	12				
Unrestricted funds				104,994	59,801
Restricted funds				87,744	108,940
TOTAL FUNDS				192,738	168,741

Reading Community Learning Centre

Balance Sheet Continued at 31 March 2020

The charitable company is entitled to exemption from audit under section 477 of the Companies Act 2006 for the year ended 31/3/2020

The members have not required the company to obtain an audit of its financial statements for the year ended 31 March 2020 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 Section 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 provisions applicable to charitable companies subject to the small companies' regime

The financial statements were approved by the Board of Trustees on17/11/2020 and were signed on its behalf by:

A handwritten signature in black ink that reads "K. Sarah del Tufo". The signature is written in a cursive, slightly slanted style.

K. Sarah del Tufo (Chair of the Board of Trustees)

Reading Community Learning Centre

Notes to the Financial Statements for the Year Ended 31 March 2020

1. 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 (second edition) '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)', 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 disclosure exemptions applicable to smaller charities.

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 considers 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.

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. In the year of acquisition, depreciation is recorded based on the number of months the asset is in service.

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

Taxation

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

Reading Community Learning Centre

Notes to the Financial Statements
for the Year Ended 31 March 2020 – continued

1. ACCOUNTING POLICIES (continued)

Fund accounting

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

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.

2. INCOME FROM CHARITABLE ACTIVITIES

	Activity	2020	2019
		£	£
Grants	Core programme	115,120	123,488
Crèche provision	Crèche	10,735	10,711
Grants	Crèche	-	7,000
Grants	Community education	9,915	13,250
Registration fees	Courses	6,175	4,930
MHFA courses	Courses	3,040	-
		<u>144,985</u>	<u>159,379</u>

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

	2020	2019
	£	£
Reading Borough Council	30,625	36,750
New Directions (NLDC)	3,750	3,558
DCLG	38,340	76,680
Comic Relief	-	7,750
Gerald Palmer Eling Trust	-	2,000
Inner Wheel	-	7,000
Tampon Tax	9,605	5,000
MarsGoodnessKnows	-	5,000
Henry Smith	20,800	-
Garfield Weston	10,000	-
Awards4All	9,915	-
The Cumber Family Trust	1,000	-
The Alchemy Foundation	1,000	-
	<u>125,035</u>	<u>143,738</u>

Reading Community Learning Centre

Notes to the Financial Statements
for the Year Ended 31 March 2020 – continued

3. OTHER INCOME

	2020	2019
	£	£
Rent receivable	19,206	18,252
Room and facilities hire	9,367	10,232
Miscellaneous other income	545	-
	<u>29,118</u>	<u>28,484</u>

4. NET INCOME/(EXPENDITURE)

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

	2020	2019
	£	£
Depreciation – owned assets	1,033	328
Other operating leases	720	720
Accounts and independent examination	1,183	3,240
	<u>2,936</u>	<u>4,288</u>

5. TRUSTEES' REMUNERATION AND BENEFITS

There were no trustees' remuneration or other benefits for the year ended 31 March 2020, nor for the year ended 31 March 2019.

Trustees' expenses

There were no trustees' expenses paid for the year ended 31 March 2020 nor for the year ended 31 March 2019.

Reading Community Learning Centre

Notes to the Financial Statements
for the Year Ended 31 March 2020 – continued

6. STAFF COSTS

	2020	2019
	£	£
Wages and salaries	85,556	84,012
Social security costs	508	777
Other pension costs	2,033	1,117
	<u>88,096</u>	<u>85,906</u>

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

	2020	2019
Crèche	3	3
Tutor	6	6
Outreach and Support Worker	1	1
Manager	1	1
Administrator	1	1
Learner Data Administrator	1	1
	<u>13</u>	<u>13</u>

No member of staff was paid more than £60,000 in the year.

Key management personnel

The charity considers its key management personnel to comprise the trustees and Aisha Malik, the office manager.

7. FUNDING FROM DCLG CONTROLLING MIGRATION

During the year the charity received a grant of £38,340 from DCLG Controlling Migration and had carried forward grant from 2018/2019. Some of the grant has been carried forward into 2020/2021. This will be used towards the running costs of the Centre.

Reading Community Learning Centre

Notes to the Financial Statements
for the Year Ended 31 March 2020 – continued

8. TANGIBLE FIXED ASSETS

	Improvements to property £	Furniture, fixtures & fittings £	Computer & other equipment £	Totals £
COST				
At 1 April 2019	9,224	4,451	16,182	29,857
Additions	-	979	2,400	3,379
Disposals	-	(1,166)	-	(1,166)
At 31 March 2020	9,224	4,264	18,582	32,071
DEPRECIATION				
At 1 April 2019	9,224	3,846	16,138	29,208
Disposals	-	(1,031)	-	(1,031)
Charge for year	-	322	711	1,033
At 31 March 2020	9,224	3,136	16,849	29,209
NET BOOK VALUE				
At 31 March 2020	-	1,128	1,733	2,861
At 31 March 2019	-	605	44	649

9. DEBTORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2020 £	2019 £
Trade debtors	2,842	702
Accrued income	-	6,240
Prepayments	9,000	9,000
	11,842	15,942

10. CREDITORS: AMOUNTS FALLING DUE TO WITHIN ONE YEAR

	2020 £	2019 £
Social security and social taxes	1,228	701
Other Creditors	8,140	8,756
Deferred Income	19,425	12,653
Accrued expenses	2,024	4,639
	30,817	26,749

Reading Community Learning Centre

Notes to the Financial Statements
for the Year Ended 31 March 2020 – continued

11. LEASING AGREEMENTS

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

	2020	2019
	£	£
Within one year	36,000	36,000
Between one and five years	72,000	108,000
	<u>108,000</u>	<u>144,000</u>

12. MOVEMENT IN FUNDS

	At	Net	Transfer	At
	01/04/2019	movement	between	31/03/2020
	£	in funds	funds	£
		£	£	
Unrestricted funds				
General Fund	801	43,898	(39,283)	5,417
General Reserve	45,000	-	5,000	50,000
Designated Reserve (Smartworks)	-	-	1,578	1,578
Designated Reserve (Staffing)	14,000	-	14,000	28,000
Designated Reserve (Premises)	-	-	20,000	20,000
	<u>59,801</u>	<u>43,898</u>	<u>1,295</u>	<u>104,994</u>
Restricted funds				
Co-operative Group	3,978	(577)	-	3,401
DCLG controlling Migration	68,244	(22,992)	-	45,252
Comic Relief	1,295	-	(1,295)	-
Neighbourhood Learning in Deprived Communities	1,169	(2,131)	-	(962)
RBC Narrowing the Gap (Lot 1.3)	5,974	(236)	-	5,738
RBC Outreach and Community Education (Lot 12.1)	16,383	6,148	-	22,531
Inner Wheel	7,000	(3,539)	-	3,461
Tampon Tax	2,434	7,170	-	9,604
MarsGoodnessKnows	2,463	(2,463)	-	-
Henry Smith	-	(3,731)	-	(3,731)
Awards4All	-	2,450	-	2,450
	<u>108,940</u>	<u>(19,901)</u>	<u>(1,295)</u>	<u>87,744</u>
TOTAL FUNDS	<u>168,741</u>	<u>23,997</u>	<u>-</u>	<u>192,738</u>

Reading Community Learning Centre

Notes to the Financial Statements
for the Year Ended 31 March 2020 – continued

12. MOVEMENT IN FUNDS – continued

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

	Incoming resources £	Resources expended £	Movement in funds £
Unrestricted funds			
General Fund	67,838	(23,940)	43,898
Restricted funds			
Co-operative Group	-	(577)	(577)
DCLG Controlling Migration	38,340	(61,332)	(22,992)
Neighbourhood Learning in Deprived Communities	3,750	(5,881)	(2,131)
RBC Narrowing the Gap (Lot 1.3)	19,583	(19,820)	(236)
RBC Outreach and Community Education (Lot 12.1)	11,042	(4,893)	6,148
Inner Wheel	-	(3,539)	(3,539)
Tampon Tax	9,605	(2,435)	7,170
MarsGoodnessKnows	-	(2,463)	(2,463)
Henry Smith	20,800	(24,531)	(3,731)
Awards4All	9,915	(7,465)	2,450
	113,035	(132,936)	(19,901)
TOTAL FUNDS	180,873	(156,876)	23,997

Reading Community Learning Centre

Notes to the Financial Statements
for the Year Ended 31 March 2020 – continued

12. MOVEMENT IN FUNDS – continued

2018/19 Comparatives for movement in funds

	At 01/04/2018	Net movement in funds	Transfers between funds	At 31/03/2019
	£	£	£	£
Unrestricted Funds				
General Fund	2,263	(16,462)	15,000	801
General Reserve	45,000	-	-	45,000
Designated Reserve (Staffing)	20,000	-	(6,000)	14,000
Designated Reserve (Equipment)	4,000	-	(4,000)	-
Designated Reserve (Premises)	5,000	-	(5,000)	-
	<u>76,263</u>	<u>(16,462)</u>	-	<u>59,801</u>
Restricted Funds				
BG Group	6	(6)	-	-
Co-operative Group	4,575	(597)	-	3,978
DCLG Controlling Migration	27,542	40,702	-	68,244
Comic Relief	9,713	(8,418)	-	1,295
Neighbourhood Learning in Deprived Communities	2,700	(1,531)	-	1,169
RBC Isolated Communities (Lot 7.5)	16,838	(300)	(16,538)	-
RBC Narrowing the Gap (Lot 1.3)	-	5,974	-	5,974
RBC Outreach and Community Education (Lot 12.1)	-	(155)	16,538	16,383
Inner Wheel	-	7,000	-	7,000
Tampon Tax	-	2,434	-	2,434
MarsGoodnessKnows	-	2,463	-	2,463
	<u>61,374</u>	<u>47,566</u>	-	<u>108,940</u>
TOTAL FUNDS	<u><u>137,637</u></u>	<u><u>31,104</u></u>	-	<u><u>168,741</u></u>

Reading Community Learning Centre

Notes to the Financial Statements
for the Year Ended 31 March 2020 – continued

12. MOVEMENT IN FUNDS – continued

2018/2019 Comparative net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Movement in funds £
Unrestricted Funds			
General Fund	48,076	(64,538)	(16,462)
Restricted Funds			
BG Group	-	(6)	(6)
Co-operative Group	-	(597)	(597)
DCLG Controlling Migration	76,678	(35,976)	40,702
Comic Relief	7,751	(16,169)	(8,418)
Neighbourhood Learning in Deprived Communities	3,557	(5,088)	(1,531)
RBC Isolated Communities (Lot 7.5)	-	(300)	(300)
RBC Narrowing the Gap (Lot 1.3)	23,500	(17,526)	5,974
RBC Outreach and Community Education (Lot 12.1)	13,248	(13,403)	(155)
Inner Wheel	7,000	-	7,000
Tampon Tax	5,000	(2,566)	2,434
MarsGoodnessKnows	5,000	(2,537)	2,463
	<u>141,734</u>	<u>(94,168)</u>	<u>47,566</u>
TOTAL FUNDS	<u><u>189,810</u></u>	<u><u>(158,706)</u></u>	<u><u>31,104</u></u>

General Reserve

The Board has set aside £50,000 in order to cover three months' working capital requirements and three months' rent payments.

Designated Reserve (Staffing)

An amount of £28,000 has been set aside from the General Fund to cover future staffing costs.

Designated Reserve (Premises)

An amount of £20,000 has been put aside to cover re-decoration of the premises in line with the terms and conditions of the lease and other general premises costs that are not covered by restricted funds.

Designated Reserve (SmartWorks)

A designated reserve of £1,578 has been created, which represents the deposit paid by SmartWorks Reading on their rental of part of the premises.

Transfer to General Funds (Comic Relief)

In 2019 a fund was shown from Comic Relief that should have been moved into the General Fund. This has instead been transferred in the 2020 accounts and this is reflected in the tables above.

Reading Community Learning Centre

Notes to the Financial Statements
for the Year Ended 31 March 2020 – continued

13. RELATED PARTY DISCLOSURES

There are no related party transactions for the year ended 31 March 2020.