

1118456

A R T S P A C E

Providing school-based creative therapy input, counselling & psychological support services

ANNUAL REPORT and FINANCIAL STATEMENTS

for the YEAR ENDED 31st MARCH 2025

Art Space

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Charity Information: Reference and Administrative Details

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|--------------------------------|--|
| Charity: | ArtSpace |
| Registered Charity No: | 1118456 |
| Governing Document: | Constitution dated 15 November 2005 as amended on 30 November 2006 |
| Correspondence Details: | Lyn French, Senior Practitioner ARTSPACE Artspace Office Shacklewell Primary School Shacklewell Row London E8 2EA E: info@aspaceinhackney.org |
| Trustees: | Nicola Baboneau, Chair Prue Barnes, Secretary Darra McFadyen, Treasurer Stefania Putz-Williams Anna Fodorova |
| Independent Examiner: | Peter Saltiel Church & Charity Accounts Service Ltd 7 Planchadeau 23460 Saint-Pierre-Bellevue France <i>Formerly , 69 Portland Place Greenhithe, Kent DA9 9FE</i> |
| Bankers: | Lloyds TSB Bank plc Islington Branch PO Box 1000 London BX1 1LT |

ARTSPACE

Providing school-based creative therapy input, counselling & psychological support services

ANNUAL REPORT 1ST April 2023 to 31ST March 2024

The ARTSPACE Trustees are pleased to submit their annual report together with the accounts for the financial year 1st April 2023 to 31st March 2024.

OBJECTIVES

The principal objective of ARTSPACE is to improve the emotional and psychological well-being of children, young people and families. To achieve this, our primary aim is to provide non-stigmatising, easily accessible psychological therapies and creative support services to children, young people, parents/carers and families on the school site. To support this objective, we also aim to improve emotional literacy across the whole school community.

KEY PRINCIPLES UNDERPINNING OUR OBJECTIVES

ARTSPACE believes that empowering children, young people and families in all areas of their lives best equips them to develop their full potential. ARTSPACE works to achieve this by:

- Learning from direct consultation with children and young people what their needs are and how they can best be met
- Employing different, culturally sensitive, therapeutic approaches to working with children and adolescents to improve emotional competencies, strengthen emotional resilience, support the development of healthy attachments and build on their strengths
- Harnessing the arts and creative therapies as a vehicle for self-exploration and for making sense of, and learning from, life experiences
- De-stigmatising therapeutic input by emphasising the need for us all to develop reflective thinking, self-understanding, healthy relationships and a solution-focused approach to life's complex challenges
- Easing transitions between phases in child and adolescent development and within education (e.g. moving from primary to secondary school and onwards)
- Working collaboratively with parents/carers and families in both targeted and informal ways so that together we can better support their children
- Supporting school staff so that they can better meet the needs of their pupils
- Using the skills and expertise of a team of established professional practitioners who have been trained at MA or PhD level and emerging therapists on volunteer placements who are building their experience prior to gaining full State Registration to deliver high quality services within a cost effective structure
- Working within the framework of local and national government objectives and within the frameworks promoted by the BACP, HPC, UKCP, BAAT and BAPT to ensure

that practice with children, young people and families is ethical and appropriately supervised

- Giving emphasis to diversity issues and working creatively with them within a multi-cultural context
- Establishing, sustaining and building new mutually beneficial partnerships with internal and external partners
- Building self-assessment, collaborative leadership and on-going evaluation into all aspects of service design and delivery
- Disseminating good practice through the delivery of training programmes, CPD Events, professional seminars, consultancy and co-publishing books and creative resources for use in schools, in therapeutic settings and in the community

ACTIVITIES

The continuing impact of the ARTSPACE service reflects the commitment of all those who contribute to it including the qualified therapists, any volunteers gaining work experience and the school staff who collaborate with the ARTSPACE team to ensure that high quality therapeutic support is delivered to those who need it most. The Trustees would like to express their thanks to, and appreciation of, all the qualified and volunteer therapists working on the team this year and to the children, families and schools ARTSPACE engaged with.

1) Delivering A Space for Support: In-School Psychological Therapy services

ARTSPACE therapists deliver the **A Space for Support** therapy service for pupils identified by their school as those most in need. To accommodate the number of pupil referrals, we have been offering fewer weekly ongoing longer-term sessions to make space for more fortnightly sessions and check-in slots. Our therapists schedule five appointments per day in school with three of these slots allocated to seeing pupils weekly for the full academic year, 1 slot per day for fortnightly sessions and 1 per day for check-ins. This enabled us to see over 1,550 students this academic year.

ARTSPACE programmes running under the name **A Space for Support** are outlined below.

Our therapy input in schools includes:

- short + long term individual therapy sessions for those most in need
- an assessment service and check in appointments for pupils on the waiting list for **A Space for Support** sessions
- 6th Form provision (*The Listening Space* and *The Reflective Space*)
- Transition support: *Moving on/Moving Up* sessions for Y6 children, *Settling into Secondary School* for Y7 pupils and *A Space for Reflection* for Y12 students starting sixth form college
- parent/carer support

We also offer a programme for school staff including:

- consultations on school-based/ classroom issues
- support for trainee teachers
- counselling for school staff

All ARTSPACE therapists are trained at post-graduate level as psychotherapists (MA, MSc or PhD) and are state registered with HCPC, UKCP or BACP. Any volunteer / trainee therapists taking up an honorary contract under the supervision of a senior ARTSPACE therapist will be working towards their post-graduate qualification.

We use a **Good Practice Framework for Beginning Therapy** to gather important background information as well as scaling questionnaires based on existing pre-and post-therapy assessment tools (e.g., the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) and CORE forms). Main areas of difficulty are identified, and a therapeutic focus is formulated.

A **Good Practice Framework for Monitoring Therapeutic Progress** enables psychological and emotional development in different areas to be assessed. The decision to end therapy sessions is jointly taken with pupils and school staff. Our frameworks were developed in response to our four-year study researching good practice protocols undertaken in partnership with the Centre for Psychoanalytic Studies at the University of Essex.

A key element of the success of ARTSPACE is the local network which the team has been able to build and maintain across schools and local statutory and voluntary providers. Good communication and open dialogue between ARTSPACE therapists and teachers, CAMHS practitioners, educational psychologists and the school-based support staff means that ARTSPACE remains accessible, relevant, and valued by children, young people, families and professionals. Our commitment to research and our link with universities ensures that we are up to date with any new developments in the field.

2) Building early career therapists' skills and competencies through mentoring, supervision and continuing professional development

ARTSPACE uses its links with universities to recruit recently graduated psychotherapists who are just completing final placements as part of their MA/ MSc course of study. Upon successful application and interview, recently graduated and early career therapists are offered a sessional role on our team. We also offer a number of places to therapists who have completed the taught component of their post-graduate course and require additional practice hours.

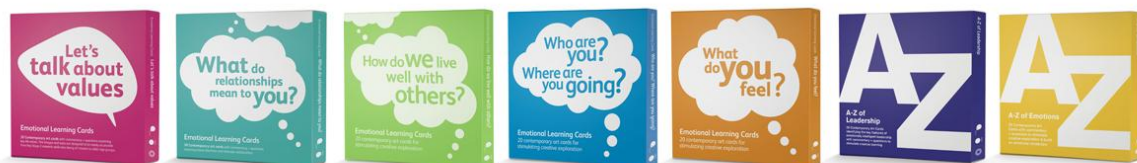
In addition to A Space supervisors providing individual and group supervision for all of our therapists, experienced practitioners on our team also offer mentoring to new therapists to support them in adjusting to their role. Training opportunities are provided via in-house seminars, professional development days, individual supervision and work discussion groups.

Our books, co-edited and contributed to by ARTSPACE therapists entitled **Therapeutic Practice in Schools Volume 1: Working with the Child Within** (2012), **Therapeutic Practice in Schools Volume 2: The Contemporary Adolescent** (2014) and **Bringing our histories into school-based therapy: How therapists' backstories enrich work with children and young people** (2023) are all published by Routledge. They have both grown out of and shaped our ARTSPACE CPD training as well as being set texts on many of the state-registered University courses offering psychotherapy degrees. All our books feature chapters written by ARTSPACE therapists alongside experts from the field who have extensive experience in child and adolescent psychotherapy. A Space authors include those who were involved in a four-year research project into the challenges and opportunities presented when delivering school-based therapy to children and adolescents which we undertook in partnership with the Centre for Psychoanalytic Studies at the University of Essex (funded by the Glass-House Trust (a Sainsbury Family Charitable Trust)). Over the course of this year, we prepared a proposal for a new book entitled **Worlds Within, Worlds Without: Supporting teachers and child & adolescent therapists in making sense of school-based relationships and organisational dynamics** which will be published by Routledge in Spring 2026.

3) Emotional Learning: Partnership with the Institute of International Visual Arts (Iniva)

It is now widely recognised that well-being in every domain of life depends on developing an understanding of our emotional world, gaining insight into our relationship patterns, and

strengthening our resilience. ARTSPACE has been working in collaboration with **Iniva** since the early 2000s, co-publishing resources designed to foster psycho-social learning.



Bringing together extensive experience in both the arts and therapies, Iniva and A Space are uniquely positioned to support psychological and personal development. Our boxed sets of cards (above) feature work by international artists and psychologically informed commentary and continue to occupy a leading position in the growing field of psycho-educational learning. Used in therapy sessions to stimulate conversation and in the classroom or workshop setting, each of the cards includes an image on the front by a culturally diverse artist along with psychologically resonant commentary and discussion prompts on the reverse.

From December 2024 through end March 2025, A Space co-designed and delivered two new workshop series with iniva called **Garden of Feelings** using selected images and artists from our emotional learning card sets.



Gajra by Hetain Patel



Hannah's Diary ('Realness') by Christian Thompson

The above self-portrait entitled **Gajra** features in the card set **What do you feel?**. A gajra is a flower garland typically worn in the hair by South Asian women especially during festive occasions, weddings, and religious ceremonies. Knowing what these flowers represent, it is evident that this self-portrait by Hetain Patel, a male artist, is inviting us to reflect more deeply on themes relating to identity, gender roles, cultural beliefs, family expectations, and related topics. In **Hannah's Diary**, artist Christian Thompson explores interlinking topics relating to 'realness' and what fosters an authentic sense of self. Images such as these were used to spark discussion and artmaking. The **Garden of Feelings** workshops ran at the Stuart Hall Library, iniva, as a CPD programme for therapists and educators as well as at the Abbey Centre, a community hub near to iniva's base at the Chelsea School of Art, University of the Arts, in Pimlico, London. This series constituted a pilot project with the aim of running a similar programme from late 2025.

ACHIEVEMENTS and PERFORMANCE

The ARTSPACE team is committed to providing services that are easily accessible, relevant, and effective and continue to be valued by all those who use them. To achieve this, ARTSPACE sets aims for its provision which are evaluated at the end of each year. Over the course of the last year, the following aims were met in the ways outlined below.

Providing children, young people and their families with ethical and effective psychological therapies and art therapy sessions running under the name A Space for Support

Many children and young people in the London Borough of Hackney have complex needs that arise from adverse life circumstances including:

- Significant bereavement and loss
- Higher than average numbers of parents/carers with mental health issues
- Serious illness/ death in the family
- Family discord (including domestic violence) and traumatic family break-up
- Transgenerational trauma

Again, this year, we met our goal of providing longer term one-to-one weekly psychotherapy sessions, fortnightly sessions and check-ins as well as transition support sessions totalling 1,550 pupils seen. All those seen for longer term input were prioritised by their school. Some had had CAMHS input and were referred on to our team for more in-depth support.

Ensuring that all services are easily accessible by offering them on the school site

Over this year, A Space for Support was delivered in the following secondary schools: *Bishop Challoner, Cardinal Pole, City Academy, Haggerston, Mossbourne Community Academy, Mossbourne Victoria Park, Petchey Academy, Shoreditch Park Academy, Stormont House, London Academy of Excellence Newham and London Academy of Excellence Tottenham. Stoke Newington School, where we worked for over 18 years, has now employed therapists directly and uses A Space for supervision and any other work with staff. Services were also provided in primary schools including Gainsborough, Grazebrook, Mossbourne Parkside, Mossbourne Riverside, St Dominic's, St John of Jerusalem, and St Matthias.*

All schools allocated a dedicated room for our therapists to use for their sessions and supported the service through providing referrals and allocating a member of their pastoral team as our main school link.

Providing schools with a low-cost team of recently qualified therapists and volunteer practitioners

ARTSPACE is ideally suited to offer schools a highly subsidised service as we do not carry overhead costs. Our core partner, **Hackney Education** (the London Borough of Hackney's Department of Education), ensures that schools provide ARTSPACE with office facilities, meeting rooms, therapy spaces and storage free of charge. This is a formal partnership which is revisited and renewed on an annual basis.

We also benefit from our partnerships with universities. Over the course of this year, universities providing state registered, post-graduate trainings in arts therapies, counselling and psychotherapy were successfully maintained and managed. ARTSPACE was able to recruit recently graduated therapists from MA or MSc degree courses for places on the A Space for Support therapy team. All our therapists receive individual weekly or fortnightly supervision, depending on the number of days per week they are in school. Fees paid by schools continue to cover the costs of the sessional team.

Ensuring that the ARTSPACE team works within a quality assurance framework

All therapists on the A Space for Support team are required to work within the Professional Code of Conduct and Ethical Guidelines set out by the national regulatory bodies (BACP, UKCP and HCPC). This is monitored through weekly supervision provided by ARTSPACE. Weekly work discussion groups were also delivered on themes relating to recent research on effective practices, developments within the field of work with children and adolescents and how best to meet the needs of pupils in Hackney schools.

Our term-time training days were held regularly throughout the year covering clinical aspects of therapeutic work and on-going monitoring and evaluations processes which support the development of evidence-based practice while also keeping our therapists up to date on research in the field.

Ensuring that service provision for children and families is joined up and limited therapeutic resources are used most effectively

To achieve this goal, over the past year, the A Space for Support team worked closely with key staff across schools and Hackney's Children's Services including teachers, SENDCo's, mental health practitioners, educational psychologists, social workers and CAMHS professionals (Child and Adolescent Mental Health).

Regular liaison continues to ensure that service provision is joined up and limited therapeutic resources are used most effectively. The A Space for Support team is valued in Hackney both for the standard of services provided and for forming a bridge to statutory services for children, young people and families who might otherwise not engage.

Achievements this year included continuing with our engagement with The CAMHS Alliance / Wellbeing and Mental Health in Schools project (WAMHS), supporting their work on raising staff's awareness of mental health and seeing young people for low level interventions.

Monitoring and evaluating the service

Therapists on the A Space for Support team use a range of monitoring and evaluation tools including a Pre-and Post-Therapy Profiling Form, holding pre- and post-therapy meetings with teachers and parents/carers and writing detailed client logs which capture goals and outcomes.

We continue to stay abreast of research in the field and, when relevant, refine our monitoring and evaluation processes to ensure that our service remains evidence based.

Raising awareness of the efficacy of psychotherapy, arts therapies and counselling

A core ARTSPACE objective remains raising awareness amongst school staff, multi-agency professionals and the public on the ways in which psychological therapies can contribute to improving mental health and wellbeing. In particular, ARTSPACE aims to reach out to those whose participation in society and psycho-social development is impaired by emotional, mental and/or social disadvantage. De-stigmatising mental ill health is key to this.

To assist with this, the A Space for Support team continues to offer a service to school staff including one-off or on-going consultations, work discussion groups and Inset training sessions to ensure they understand the value of therapeutic input and to help them to think about their pupils' difficulties from a more psychologically informed perspective. Our team also provides in-school counselling for teachers and support staff who self-refer.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Context

ARTSPACE was established as an independent charity in 2005. It was set up to build on the research and development project entitled 'A Space for creative learning and support' which was launched in 1997 by the Glass-House Trust, (a Sainsbury Family Charitable Trust) in partnership with Hackney Education and The Social Science Research Unit at the Institute of Education, University of London.

'A Space for creative learning and support' (A Space) researched and developed models for the delivery of a range of extended school services including therapy input and psycho-educational artist-led projects. These programmes were delivered as pilots in and out of school hours. Hackney was chosen as the host borough due to the high level of social and economic disadvantage in the community. The work of A Space informed the government's development of extended school services locally and nationally (1997-2005).

ARTSPACE builds on the pilot services originally developed by A Space. These services, and adapted models, continue to be run in schools under the name 'A Space for Support'. This provision includes art therapy, drama therapy, counselling, psychotherapy and targeted family /parent work as well as special projects designed to promote emotional learning. The charity's name reflects the creativity which ARTSPACE believes is central to personal growth as well as highlighting the ways in which engagement in the arts can help us make sense of life.

ARTSPACE benefits from the provision of free offices and meeting rooms in Hackney schools. This is provided as sponsorship in kind reflecting the partnership between A Space and Hackney Education. For more information, visit www.aspaceinhackney.org.

Overall Management

A Space, our founding organisation, continues to operate as a partnership project overseen by a Steering Group representing the three core partners: the Glass-House Trust (a Sainsbury Family Charitable Trust), Hackney Education and The Social Science Research Unit. Its aims are to promote the development and dissemination of good practice models and to provide consultancy, supervision, and training to local organisations and to universities providing arts therapy, counselling and psychotherapy services or courses. A Space guides the development of ARTSPACE, consulting to its team and contributing to supervision and training. The senior consultant A Space psychotherapist overseeing the ARTSPACE provision is responsible to the Assistant Director of Children's Services at the Hackney Education and to the ARTSPACE Steering Group.

The ARTSPACE Charity Trustees are responsible for the overall management and control of the Charity. All trustees give of their time freely and no remuneration or expenses were paid over the course of this year.

ARTSPACE aims to sustain longer term relationships with its Trustees who can provide depth of knowledge and understanding. The Trustees currently serving ARTSPACE represent the fields of primary, secondary and post-secondary education; child, adolescent, and adult psychotherapy; and educational leadership. Their combined expertise covers higher level understanding of:

- the complex circumstances faced by many children and families coping with a range of social and economic disadvantage and how best to support them
- the challenges and opportunities presented by providing mental health services in educational settings

- local and national government agendas guiding pupil wellbeing (e.g. the government's Green Paper on Transforming Children + Young People's Mental Health Provision, subsequent papers on how the government intends to achieve the aims outlined in this paper and Hackney's own response to it including local initiatives relating to wellbeing and mental health in schools)
- the range of issues facing teachers and leadership teams working in inner city schools and ways in which staff can be supported
- the range of management and organisational issues that can come up in schools
- the ways in which creative therapies and the arts can be harnessed to make support services less intimidating or stigmatising
- the longer-term benefits of providing projects promoting emotional learning through the arts

General Risk Management

The Charity Trustees are responsible for the overseeing of the risks faced by ARTSPACE. A formal review of the charity's risk management processes is undertaken at an annual meeting reviewing the Charity's aims, achievements, finances and risks. The main risks that have been identified and the plans to manage those risks are as follows:

Reputation/ Brand Management: The success of ARTSPACE is built on its reputation for excellence in delivering psychological therapies to meet the Tier 1 and Tier 2 emotional well-being and mental health needs of pupils and of supporting school staff with their pastoral care duties. We manage this risk through safeguarding policies, policies pertaining to selecting psychotherapists and volunteer trainees for work on our team.

Finances: Our ability to continue is reliant on schools paying an annual fee for the services provided by ARTSPACE, any annual funds we may be granted and the ability to pay invoices as they fall due. This risk is managed by having a reputation for excellence in delivering psychotherapy services ensuring that ARTSPACE remains the preferred service provider, an active cash-flow management overseen by an accountant appointed by ARTSPACE and the annual auditing of our accountants by an external accountant.

Development Plans

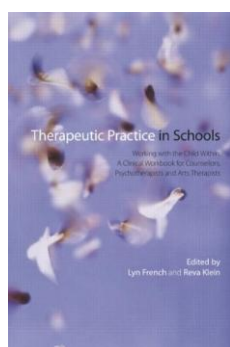
Plans for the upcoming year focus on continuing to provide the following services and carry out the related development work:

- Recruiting volunteers/ recently graduated therapists to work on the A Space for Support team
- Delivering a full therapeutic service to schools under the name 'A Space for Support' that meets local and national agendas including improving access to psychological therapies and core aims of Hackney's Children's Services
- Providing supervision and training to qualified therapists and any volunteers working on the A Space for Support team complying with the **BACP**, **UKCP** and **HCPC** recognised standards for the delivery of education and training
- Monitoring and evaluating our therapy service
- Working in partnership with **Iniva**(Institute of International Visual Arts) to create emotional learning resources for use by teachers and therapists working in schools and/or delivering workshop programmes, teacher/ therapist training days and CPD events based around our co-published sets of emotional learning cards co-developed by ARTSPACE and Iniva
- Working in partnership with local providers to ensure a referral pathway for children and families

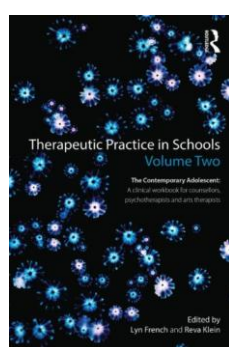
Publishing Plans:

Over the financial year 2025-26 ARTSPACE will be undertaking a series of publishing projects as outlined below.

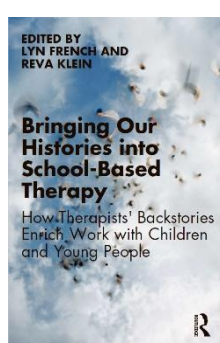
- Developing resources for therapists to be published as hard copies or made available as PDFs to download (*A Space to talk about....* series)
- Adding in-house resources and new content to our website to disseminate a range of downloadable resources, therapy aids and handouts. (www.apsapceinhackney.org)
- Creating CPD related material for therapists and teachers drawing from our three books illustrated below to go up on our website to be freely accessed. (www.apsapceinhackney.org)
- Researching and developing a new set of emotional learning cards with the Stuart Hall Library at the Institute of International Visual Arts (iniva) for publication in 2026
- Publishing a new book with Routledge entitled **Worlds Within, Worlds Without: Supporting teachers and child & adolescent therapists in making sense of school-based relationships and organisational dynamics**. This new title will complement our three existing books, as shown below.



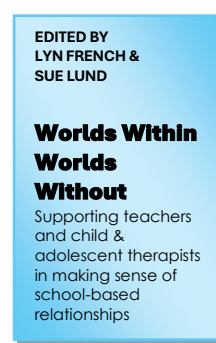
Book 1



Book 2



Book 3



Book 4 Out Spring 2026
(Cover to be designed)

Finance Report

All funds raised by ARTSPACE are detailed in the accounts at the end of this report. The accounts provide a summary of financial activity over the last year.

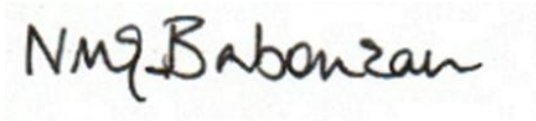
Income for 2024-25 was £565,484 (2023-24 £603,654). Expenditure for 2024-25 was £548,409 (2023-24 £539,538). The balance sheet total for 2024-25 was £503,337 (2023-24 £486,262).

Funds are used to achieve the objectives summarised above, developing ARTSPACE for the benefit of the community it serves. Funds raised do not profit ARTSPACE Trustees who form the organisation's management committee. No portion is paid or transferred directly or indirectly by way of dividend, bonus or otherwise by way of profit to the charity's Trustees.

Reserves Policy and Risk Management

In the Trustees' opinion, funds committed by schools and guaranteed funds for 2024-25 will ensure that the ARTSPACE operational budget requirements will be met and a prudent reserve can continue to be maintained.

This Year End Report is to be signed on behalf of all trustees at the ARTSPACE Trustees' meeting dated 11th July 2025.

A handwritten signature in black ink, reading "NM9 Baboneau". The signature is written in a cursive, slightly stylized font. The "NM9" is written in a larger, bolder script than the surname "Baboneau".

Nicola Baboneau, ARTSPACE Chair

Independent Examiner's Report to the Trustees / Members of
Art Space ~ Registered Charity No. 1118456
for the year ended 31st March 2025

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended 31st March 2025.

Responsibilities and basis of report

As the charity's trustees, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination 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 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.

Peter Saltiel

Church & Charity Accounts Service Ltd
7 Planchadeau
23460 Saint-Pierre-Bellevue
France
Formerly 69 Portland Place, Greenhithe, Kent, DA9 9FE

Dated 14th July 2025



Art Space

Statement of Financial Activities for the Year Ended 31st March 2025

| | <u>Notes</u> | Unrestricted & Total Funds <u>2025</u> £ | Unrestricted & Total Funds <u>2024</u> £ |
|--------------------------------------|--------------|---|---|
| Income and endowments: | | | |
| Grants | 3.1 | 54,000 | 66,500 |
| Charitable activities | 3.2 | 511,484 | 537,154 |
| Total income and endowments | | <u>565,484</u> | <u>603,654</u> |
| Expenditure on: | | | |
| Activities for Charitable Objectives | 4.1 | 548,409 | 539,538 |
| Total expenditure | | <u>548,409</u> | <u>539,538</u> |
| Net Movement in Funds | | 17,075 | 64,116 |
| Total Funds Brought Forward | | 486,262 | 422,146 |
| Total Funds Carried Forward | 7 | <u>503,337</u> | <u>486,262</u> |

All activities are regarded as continuing.

The above statement includes all recognised gains and losses during the year.

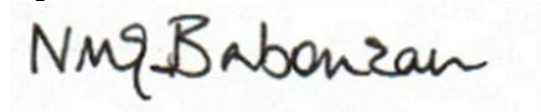
The Notes to the Accounts form part of these Financial Statements

Art Space

Balance Sheet as at 31st March 2025

| | | | 2025 £ | 2024 £ |
|----------------------------|------|----------------|----------------|----------------|
| CURRENT ASSETS | | | | |
| | Note | | | |
| Debtors | 5 | 192,966 | | 87,415 |
| Bank Current Account | | <u>333,557</u> | | <u>419,782</u> |
| | | | 526,523 | 507,197 |
| CURRENT LIABILITIES | | | | |
| Creditors | 6 | <u>23,186</u> | | <u>20,935</u> |
| | | | 23,186 | 20,935 |
| NET ASSETS | | | <u>503,337</u> | <u>486,262</u> |
| REPRESENTED BY: | | | | |
| Unrestricted Fund | 7 | | 503,337 | 486,262 |
| | | | <u>503,337</u> | <u>486,262</u> |

Signed on behalf of all the trustees on 11th July 2025



Nicola Baboneau, ARTSPACE Chair

Art Space

Notes to the Accounts

1 Basis of preparation

1.1 Basis of accounting

These accounts have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant note(s) to these accounts, accordance with the Statement of Recommended Practice: Accounting and Reporting by Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) issued on 16 July 2014 and with the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102).

1.2 Going concern

At the time of approving the accounts the Trustees have a reasonable expectation that the charity has sufficient reserves and that the charity is a going concern.

1.3 Change in basis of accounting

The accounts present a true and fair view and no changes in the basis of accounting have been made during the year.

1.4 Changes to previous accounts

The accounts present a true and fair view and no changes in the basis of accounting have been made during the year.

2 Accounting Policies

Unrestricted funds are donations and other income received or generated for the objects of the charity without further specified purpose and are available as general funds.

Grants receivable and local authority fees are included in the accounts. Deferred income represents amounts received for future periods and is released to incoming resources in the period for which it has been received.

Restricted funds are to be used for the specific purposes as laid down by the donor. Expenditure which meets these criteria is identified to the fund.

Management and administration costs of the charity relate to the costs of running the charity and includes any costs which cannot be specifically identified to another expenditure.

Art Space

Notes to the Accounts (cont'd)

3 Analysis of income and endowments

| | Unrestricted & Total Funds 2025 £ | Unrestricted & Total Funds 2024 £ |
|---|--|--|
| 3.1 Voluntary Income | | |
| Grants: | | |
| Glass House Trust (A Space transfer) | 54,000 | 52,000 |
| Institute of International Visual Arts | - | 14,500 |
| | <u>54,000</u> | <u>66,500</u> |
| 3.2 Charitable activities | | |
| Schools Commissions: | | |
| Bishop Challoner (Lux Mundi Academy) | 70,000 | 70,000 |
| Cardinal Pole (Lux Mundi Academy) | 30,000 | 30,425 |
| City Academy, City of London Academies | 37,219 | 42,245 |
| Excelsior Academy (formerly Petchey) | 18,000 | 29,250 |
| Gainsborough Primary School | 6,000 | 5,850 |
| Grazebrook Primary School, New Wave Federation | 6,000 | 5,850 |
| Haggerston (Community Schools Trust) | 42,350 | 41,300 |
| London Academy of Excellence, Stratford Campus | 57,000 | 55,575 |
| London Academy of Excellence, Tottenham Campus | 50,900 | 43,975 |
| Mossbourne Community Academy | 34,369 | 33,470 |
| Mossbourne Parkside Academy | 19,369 | 18,845 |
| Mossbourne Riverside Academy | 16,369 | 15,545 |
| Mossbourne Victoria Park Academy | 31,369 | 30,545 |
| Shacklewell Primary School | - | 4,875 |
| Shoreditch Park Academy, City of London Academies | 37,369 | 30,545 |
| St Dominic's Primary School | 12,000 | 11,700 |
| St John of Jerusalem Primary School | 6,000 | 5,850 |
| St Matthias Primary School | 6,000 | 5,850 |
| Stoke Newington School | 3,200 | 21,683 |
| Stormont House School | 24,000 | 23,400 |
| Thomas Fairchild Community School | - | 4,875 |
| | <u>507,514</u> | <u>531,653</u> |

Art Space

Notes to the Accounts (cont'd)

3 Analysis of income and endowments (cont'd)

| | Unrestricted & Total Funds 2025 £ | Unrestricted & Total Funds 2024 £ |
|-------------------------------------|--|--|
| 3.2 Charitable activities (cont'd) | | |
| External Supervision/ Consultations | | |
| Big Educational Trust | - | 215 |
| Can den School for Girlks | - | 480 |
| Consultants | - | 710 |
| East London NHS | 300 | - |
| K Cotterell | 490 | - |
| New Wave Federation | 350 | 1,250 |
| Notre Dame School | - | 420 |
| R Ahmed | 550 | - |
| SAFA Place | 150 | - |
| Tanner & Rock | 50 | 376 |
| The King's Fund | 1,080 | 660 |
| Unlocking Potential | 1,000 | 1,290 |
| Wise & Turner | - | 100 |
| | <u>3,970</u> | <u>5,501</u> |
| Total charitable activities | <u>511,484</u> | <u>537,154</u> |
| Total income | <u>565,484</u> | <u>603,654</u> |

4 Analysis of resources expended

| | Unrestricted & Total Funds 2025 £ | Unrestricted & Total Funds 2024 £ |
|--|--|--|
| 4.1 Costs of activities for charitable objectives | | |
| Sessional therapists | 443,130 | 440,874 |
| Supervision, Case/ Project Management, School/ Pupil Consultations (Senior Practitioners) | - | 81,115 |
| Activity materials | 2,076 | 2,339 |
| Design and printing | 13,886 | 4,224 |
| DBS checks | 200 | 350 |
| Book launch events | - | 585 |
| Support costs | 6,503 | 10,051 |
| | <u>548,409</u> | <u>539,538</u> |

Art Space

Notes to the Accounts (cont'd)

4 Analysis of resources expended (cont'd)

| | Unrestricted & Total Funds 2025 £ | Unrestricted & Total Funds 2024 £ |
|-----------------------------|--|--|
| 4.2 Support costs | | |
| Bookkeeping | 1,650 | 1,455 |
| Insurance | 1,549 | 1,428 |
| Independent examination | 800 | 1,350 |
| Website | 2,414 | 5,788 |
| Membership fees | 90 | 30 |
| | <u>6,503</u> | <u>10,051</u> |
| Total charitable activities | <u>548,409</u> | <u>539,538</u> |

5 Debtors

| | Unrestricted & Total Funds 2025 £ | Unrestricted & Total Funds 2024 £ |
|--------------------|--|--|
| School commissions | 192,966 | 87,415 |
| | <u>192,966</u> | <u>87,415</u> |

6 Creditors

| | Unrestricted & Total Funds 2025 £ | Unrestricted & Total Funds 2024 £ |
|----------|--|--|
| Accruals | 23,186 | 20,935 |
| | <u>23,186</u> | <u>20,935</u> |

7 Fund Analysis

| | 1st April £ | Income £ | Expenditure £ | 31st March £ |
|--------------|----------------|----------------|------------------|-----------------|
| General Fund | 422,146 | 603,174 | (539,538) | 485,782 |
| | <u>422,146</u> | <u>603,174</u> | <u>(539,538)</u> | <u>485,782</u> |

8 Staff Costs

As there are no employees, no employee received more than £60,000.

9 Trustees' Remuneration and Expenses

No remuneration or reimbursement of expenses was paid or payable for the year to any trustee or any person or persons known to be connected with them.