

COMPANY REGISTRATION NUMBER: 06279466  
CHARITY REGISTRATION NUMBER: 1121222

**Debate Mate Schools Limited**  
**Company Limited by Guarantee**  
**Financial Statements**  
**31 August 2020**

**CAS HOUSE LIMITED**  
Chartered accountants & statutory auditor  
151 Askew Road  
London  
W12 9AU

# **Debate Mate Schools Limited**

**Company Limited by Guarantee**

## **Financial Statements**

**Year ended 31 August 2020**

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# **Debate Mate Schools Limited**

## **Company Limited by Guarantee**

### **Trustees' Annual Report (Incorporating the Director's Report)**

**Year ended 31 August 2020**

The trustees, who are also the directors for the purposes of company law, present their report and the financial statements of the charity for the year ended 31 August 2020.

#### **Reference and administrative details**

**Registered charity name** Debate Mate Schools Limited

**Charity registration number** 1121222

**Company registration number** 06279466

**Principal office and registered office** 7-14 Great Dover Street  
London  
SE1 4YR

#### **The trustees**

The trustees who served the company during the period were as follows:

Britt Lintner (Chair)  
Fiona Edwards-Stuart  
Sara Geater  
Debra Thompson  
Marcus Trotter  
David Haysey  
Mark Batten

**Company secretary** M McCabe

**Auditor** CAS House Limited  
Chartered accountants & statutory auditor  
151 Askew Road  
London  
W12 9AU

# **Debate Mate Schools Limited**

## **Company Limited by Guarantee**

### **Trustees' Annual Report (Incorporating the Director's Report) *(continued)***

**Year ended 31 August 2020**

#### **STRUCTURE, GOVERNANCE AND MANAGEMENT**

##### **Board of Trustees**

Trustees have been selected on the basis of extensive experience and knowledge of the charitable, finance and education sectors, with specialist skills in business, law, elite debating and fundraising.

The Board meets quarterly, with more regular contact between the Chair and CEO. The CEO reports to the Trustees. Trustees serve tenure of three years with the Chair's discretion to extend. Trustees are not in receipt of any benefits.

Prospective Trustees are provided with the following prior to potential appointment:

A copy of:

- The Certificate of Incorporation
- The Memorandum of Association
- The Articles of Association
- Change of Name Certificates
- Financial Statements for the last three years
- An induction document setting down the Duties of Trustees of Debate Mate Schools Limited
- A Declaration confirming, inter alia, receipt and understanding of the above documents
- A Declaration of Eligibility to act as a Trustee
- A request for personal information to enable the registration of a new Director at Companies House
- A Toolkit of Good Governance comprising Six Benchmarks of Effective Governance for Charity Boards.

##### **Organisational Structure and Management**

The company is managed on a day-to-day basis by the Chief Executive Officer, Margaret McCabe. Margaret has over twenty years' experience as a commercial barrister, combined with two decades in the voluntary sector, including work with Centrepoin (a homelessness charity for under 25s), the NSPCC Justice for Children programme, and as an advisor to Human Rights Watch. Margaret is a recipient of the UnLtd Award, recognising her contribution as a social entrepreneur with the launch of UrbanunLtd Limited (name changed to Debate Mate Limited in July 2010, and to Debate Mate Schools Limited in July 2017) and the Debate Mate programme.

Strategic and significant financial decisions are made by the Board of Trustees to ensure that the charity's activities are in-keeping with its objectives. Decisions regarding operations, education and programme delivery are delegated by the CEO to the Executive Director and the Educational Development Director.

The CEO is supported by the management and core team of;

- 1 Executive Director
- 1 Educational Development Director
- 1 Head of Operations and Programmes
- 1 Director of Partnerships, Operations and Projects
- 3 Executive Programme Directors
- 4 Senior Programme Directors
- 4 Programme Directors
- 1 Assistant Programme Director
- 1 Part-time fundraiser



# **Debate Mate Schools Limited**

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### **Trustees' Annual Report (Incorporating the Director's Report) *(continued)***

**Year ended 31 August 2020**

#### **Objectives and activities**

##### **Aims**

Our charity's purposes, as set out in the objectives contained in the company's memorandum of association, are:

- The promotion, for the benefit of the public, of urban and cultural regeneration in areas of social and economic deprivation.
- The advancement of education, training or retraining, particularly amongst young people, and providing people with work experience; in particular by exploiting the opportunities provided by the internet in providing skills and training, and with particular emphasis on confidence building by focusing on communication and interpersonal skills, providing networking opportunities for the dissemination of educational and training programmes and developing areas for growth and employment.

Our aims fully reflect the purposes for which the charity was set up:

- To improve the social mobility of disadvantaged young people in the UK.
- To equip young people with key 21st Century skills, regardless of their background.
- To raise the aspirations of Debate Mate students through our peer-to-peer mentoring model to inspire them to pursue tertiary education and meaningful employment.
- To provide valuable opportunities for Debate Mate students to engage with businesses from a range of key industries.
- To enable teachers to transform their teaching practice through our CPD courses, run through our Education UK programme, allowing them to use our methodology in their classrooms and to set up debating clubs in their schools.
- To work towards building a self-sustaining model by developing a robust funding methodology.

##### **Ensuring our work delivers our aims**

Every year we review our programme of activities undertaken in the previous financial accounting period and assess what we achieved in terms of deliverables and their outcomes in relation to our aims and objectives. This review ensures that we are delivering the intended benefits to the disadvantaged young people we set out to help, and that we remain focused on our purposes. We also review our aims and objectives and the direction that these provide in defining future activity. The Trustees continue to refer to the Charity Commission's guidance to ensure Debate Mate's aims, objectives and future activities meet the public benefit requirement.

##### **How our activities are for the public benefit**

Debate Mate's programme of activity responds to a clear set of needs:

- Social mobility in the UK is very low and there is a significant attainment gap between pupils eligible for Free School Meals (FSM) and their wealthier peers.
- Far too many British school children lack key skills, which can restrict opportunities and contribute to unemployment.
- There is a gap in the provision of key skills teaching for pupils in disadvantaged areas, for example, through innovative debating programmes.

Debate Mate's charitable activities focus on delivering training to young people from areas of high child poverty for the public benefit. The charity's after-school debate club programme has been shown to improve Speaking and Listening attainment, develop key skills and raise aspirations. However, the benefit is much wider. We are working towards ensuring that each club is sustainable within each school, and that the skills imparted to pupils we have worked with are able to be passed on to other students in their school. This in turn develops a culture of debating, and a growing pride in each of the students we work with - benefits which have had a positive impact on local communities. In our view, no detriment or harm arises from our work.

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### Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 August 2020

#### Debate Mate's Beneficiaries

Debate Mate's charitable programmes are delivered exclusively in schools with a Free School Meals for the last 6 years (FSM-6) profile of primary >23% and secondary >28%. Teachers are instructed to ensure their club is composed of students of all abilities, and have at least a third of students who are in receipt of FSM-6 or Pupil Premium. In a sample taken in December 2019, the Debate Mate after-school clubs had an average FSM-6 figure of 41%. True to our value of inclusivity, 9% of students in the sample were reported to have Special Educational Needs (SEN) and 40% spoke English as an Additional Language (EAL). National averages for these categories are SEN: 13% primary and 11% secondary, and EAL: 21% primary and 17% secondary.

#### Issues to be Tackled [Need for Key Skills in the UK]

##### *The Social Context*

The UK has the lowest rate of social mobility amongst OECD countries (OECD, 2018). This manifests early, with the socio-economic backgrounds of children influencing their ability to develop and learn at school; a child growing up in poverty in the UK is more likely to achieve lower academic qualifications, have lower aspirations, and have a lower skill set than their better-off peers. This inequality has been further exacerbated by the COVID-19 pandemic.

Disadvantage significantly impedes attainment and the academic, professional, and socioeconomic prospects of young people. According to the Department for Education, only 25.6% of 15-year-olds receiving free school meals entered higher education by age 19, compared to 43.3% not receiving free school meals (DfE 2018). The Education Policy Institute, in its 2019 Annual Report, stated that 'By the time they leave secondary school, disadvantaged pupils are now over 18.1 months behind non-disadvantaged pupils.' It is widely acknowledged that this gap will only widen further due to the COVID-19 pandemic, which will disproportionately affect disadvantaged students and poorer households. The Education Endowment Foundation (EEF) and Sutton Trust have reported on the impact of the pandemic on disadvantaged students. In their report, 'Impact of School Closure, 2020' the EEF stated 'The attainment gap between disadvantaged pupils and their peers is estimated to further widen by 36% due to the pandemic'. These disparities will be felt for many generations to come.

In The Sutton Trust's 2019 *Mobility Manifesto*, Sir Peter Lampl writes that 'social mobility, the potential for those to achieve success regardless of their background, remains worryingly low across Britain...Our next government should put social mobility at the heart of their agenda', thus highlighting the importance of this issue for society as a whole. The Mobility Manifesto emphasises the need of programmes to develop key skills: 'Essential life skills (such as motivation, confidence, communication, self-control and coping with stress) are crucial to the life chances of young people'.

##### *The Skills Gap*

The lack of social mobility in the UK keeps many families out of long-term employment, and disadvantaged young people lack the opportunities to develop key skills which are crucial to advancement in tertiary education and their careers. The OECD reports: 'children from low-income families not only spend less time in education in countries where income inequalities are high, they also have lower skills for any given level of education. The quality gap in education is hence even larger than the income gap' (2018).

The Sutton Trust emphasises the importance of the key skills Debate Mate develops: 'adult life requires a range of skills in order for people to flourish, both in the workplace and in their daily lives,

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#### Year ended 31 August 2020

from the confidence and motivation to seek challenges and complete tasks, to the interpersonal skills that aid teamwork and other social interactions... however, more needs to be done to give all young people a chance in a jobs market where such skills are as important as qualifications' (2019).

It is apparent that in the UK the circumstances of birth have a huge influence on a young person's chances of success, with students in the UK born into poorer backgrounds leaving school with lower qualifications, aspirations and skill sets.

#### **Our Solution**

Under its founder and present CEO, Margaret McCabe, Debate Mate identified areas of high child poverty in London, and the key resources and support needed to improve social mobility amongst young people. A cost-effective, efficient and fun way of delivering these skills to disadvantaged young people was developed, which would help overcome the barriers to learning so frequently experienced amongst this demographic.

The OECD highlights the formative role of extracurricular programmes in improving student behaviour, academic attainment and long-term progression: 'social and emotional learning school-based programmes have also been shown to improve both behavioural and academic outcomes' (2018). They also note that there is 'empirical evidence [that] confirms the positive effects of participating in extracurricular activities on schooling outcomes and careers prospects, especially for youth from disadvantaged backgrounds (Heckman, 2008)'.

The Sutton Trust emphasises the need of programmes like Debate Mate to develop key skills: 'essential life skills (such as motivation, confidence, communication, self-control and coping with stress) are crucial to the life chances of young people' (2019). Students taking part in the Debate Mate programme develop key 21st Century skills, which are fundamental to success in academic and professional environments. These include critical and creative thinking, communication (speaking and listening) skills and teamwork, as well as building confidence and self-esteem, resilience, leadership and self-management. These are skills that teachers acknowledge as being central to students' attainment and progression, but are often challenging to teach in a classroom environment.

Importantly, the Debate Mate programme provides disadvantaged young people with the guidance and support of aspirational mentors from some of the best universities across the UK. Mentors provide an insight into higher education, further training and career paths, and act as inspirational and relatable role models for the students we work with. The mentors inspire their students to raise their aspirations and fulfil their potential. The OECD highlights the potential of mentoring schemes as part of extracurricular activities, arguing that they can help disadvantaged young people engage academically and develop skills that 'are not acquired at home' (2018). Debate Mate's unique model is highly effective for raising aspirations and developing these key skills, thereby improving social mobility.

In June 2019, the CBI published a People and Skills report entitled: *Getting young people 'work ready' – our vision for how education should prepare young people for the modern world*. The report references the work of Debate Mate Schools on pages 20-21. It is notable that Debate Mate delivers precisely what employers are seeking in terms of their identified three pillars for work readiness: character, knowledge, and skills. The schools that are working with Debate Mate are already on a path to implement recommendations of this report.

Furthermore, debating is a key skill listed in the English National Curriculum at Key Stage 3, and teaching these skills is vital to helping students develop their speaking and listening early on and to aid them in their reasoning, their spoken language development, and their GCSE Spoken Language accreditation. Debating is a way to stretch the most able students, while providing opportunities to

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#### **Year ended 31 August 2020**

succeed for students who need more support, especially those who find written work more challenging. Debating allows students to articulate ideas first, thus improving the quality of their written outcomes, enabling students of all abilities to achieve rapid progress. It encourages students to generate new ideas, problem-solve, think quickly under pressure and respond to challenges.

#### **Overview of Debate Mate's Activities**

Debate Mate's 2019-20 charitable objectives are provided below. These are achieved through the fulfilment of our programme delivery targets and meeting our impact measurement goals:

- Through the delivery of our programmes, develop our participants' key 21st Century skills, which include critical and creative thinking, communication (speaking and listening skills), and teamwork, as well as leadership, self-management, confidence and self-esteem, and resilience. This is demonstrated in our soft and hard skills evaluations:
  - To achieve a minimum average of 80% in our soft skills evaluation at the end of each programme year and maintain a skill level increase of 1.4 in our Speaking and Listening Evaluation.
- To deliver Debate Mate's mentor-led after-school clubs to a minimum of 230 schools in areas of high child poverty in 2019-20, and in addition:
  - To increase the delivery of our blended programme which involves teachers using our online resources.
  - To recruit and train at least 500 inspirational mentors per year to deliver after-school clubs, and maintain an average of at least 20 students per club per week.
- By employing our peer-mentoring model, raise the aspirations of the young people we work with and empower them to pursue higher education or further training and make a successful transition to the modern workforce. The success of this is measured in our soft skills evaluation and our qualitative impact measurement, such as our case studies.
- To build relationships with corporate supporters through partnerships, volunteering schemes and sponsorship, to expose students to inspiring careers and a diverse range of professionals, and to provide opportunities for meaningful interactions.
- To continue to expand bespoke new initiatives to target specific demographics and to meet identified needs, such as Debate Mate's DebateBox and Accelerate programmes for those students most at risk, and the Debate Mate Plus and the Graduate School to support older students through their progression to further education, apprenticeships or university.
- Continue to generate income through our Education UK programmes and partnerships, with a view to raise a third of our income this way.
- To continue to run our international summer programmes in Rwanda and Nepal, delivered by our most experienced mentors from the UK.

In our programme year from September 2019 to June 2020, we worked with 243 schools in Bristol, Liverpool, London, Greater Manchester, the West Midlands and our blended programme ran in Nottingham and Leeds. We delivered our programmes to over 5,000 students per teaching week, with an average of 21 students taking part per club per week.

#### **Core Programme**

The Core Programme, Debate Mate's main initiative, runs in both secondary and primary schools, with students in years 7-10 and years 5 and 6 taking part respectively. The programme begins with regional launch events in November. Following these, participating students take part in one-hour, mentor-led teaching sessions for 14 weeks, as well as three weeks of national competitions. Taught in small groups by trained university student mentors, they follow a curriculum - honed over the past 12 years - designed to develop key 21st Century skills:



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#### Year ended 31 August 2020

- a) Developing confidence and style through body language, voice and spoken language.
- b) Understanding how to research and analyse a subject from different viewpoints to empathise and consider context.
- c) Formulating and prioritising arguments coherently and logically from different standpoints, and to weigh up arguments and prioritise.
- d) Listening to others and responding respectfully in a timely and appropriate way, adding weight to their own case.

Students taking part in the programme participate in Debate Mate's Urban Debate League (UDL): a nationwide debating league. Students prepare for the two rounds in their regular after-school clubs and then attend competitions at host schools in their local area. The top scoring schools nationally are invited to a final competition, which takes place in prestigious venues, such as the House of Lords and the offices of our corporate supporters.

The Core Programme concludes with the Debate Mate Cup: a national competition in which all schools compete. It consists of full-day regional rounds held at local universities in March and April. The regional winners then take part in a Grand Final, held in June at inspiring venues such as the Houses of Parliament and the University of Oxford.

#### **Additional Programmes**

Debate Mate offers a range of additional programmes that run alongside the Core Programme in schools in the UK.

#### **Advanced Programmes**

The **Graduate School** is a programme delivered to students aged 15-18 who have successfully completed the Core Programme, providing them with further debate training to compete in national schools' competitions and to develop into social leaders and future professionals. Delivered over 15 weeks, participants attend weekly three-hour sessions held at a central venue, which include debating workshops with world champion university debaters, and skills sessions with professionals from various sectors. This programme empowers students to raise their aspirations in terms of their debating potential, higher education and career goals, and to reach out to their local communities to share their skills.

In our 2019-20 programme year we worked with an average of 22 students per week in the Graduate School in London and Manchester.

The **Debate Mate Plus (DM+) Programme** bridges the gap between the Core Programme and post-18 study or work, ensuring that Debate Mate students continuously benefit from our support during their secondary education. Delivered over 16 weeks to students in years 11-13, the sessions are designed to offer students - with any level of Debate Mate experience - debate training, UCAS guidance and employability skills development. Importantly, we partner with organisations that support us with facilitating meaningful interactions with professionals, such as the Foreign and Commonwealth Office.

13 schools in London took part in the Debate Mate Plus Programme in 2019-20.

#### **Intervention Programmes**

Debate Mate's **Accelerate Programme** targets students who have more serious academic and behavioural challenges. Schools involved are asked to select groups of students who are at risk of exclusion or are generally disengaged with education. The programme aims to motivate students to

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#### Year ended 31 August 2020

embrace learning, develop students' engagement in the classroom, improve behaviour, equip participants with key skills and raise aspirations. In our 2019-20 programme year, 36 primary and secondary schools took part in our Accelerate Programme, working with over 300 students.

The **DebateBox Programme**, an additional behavioural intervention scheme, focuses on the shared skills needed to excel in both boxing and debating: strategy, discipline, and competitive and combative thinking. Sessions include one hour of debating followed by one hour of boxing. DebateBox was delivered to 4 schools in our 2019-20 programme year.

#### ***International Programmes***

Debate Mate's charitable activities also operate internationally, with annual summer programmes in Nepal and Rwanda.

##### **Nepal**

Working in partnership with the Samata Shiksha Niketan Bamboo Schools in Nepal, a team of Debate Mate staff and mentors deliver our programme every summer. In Summer 2019, Debate Mate staff and mentors delivered the three-week programme to approximately 600 students in Kathmandu, Pokhara and Bhaktapur. Unfortunately, due to COVID-19, we were unable to run the programme in Summer 2020.

##### **Rwanda**

Debate Mate has been working in Rwanda every summer since 2012. In Summer 2019, we worked with a total of 380 students in Kigali and Nyaza. Unfortunately, due to COVID-19, we were unable to run the programme in Summer 2020.

#### **Sustainability**

An integral part of the Debate Mate model is sustainability. That is, we encourage students to continue debating even after our final competitions. In order to do so, students in each club elect one president and three officers to oversee the running of the debating club once the weekly sessions with mentors have concluded. We do this to provide students with leadership roles in the school community and to foster a culture of debating that extends beyond the 17-week programme. Students become leaders of debating at their schools, teaching younger students and setting up their own clubs. We also endeavour to provide programmes to schools and students year-on-year so that students can continue to build on their skills attainment and schools can work on integrating debating into the curriculum supported by Debate Mate continued on site presence.

#### **Volunteers**

Debate Mate benefits from an outstanding contribution from mentors, who are our volunteers. In our 2019-20 programme year, Debate Mate trained and allocated 538 mentors from universities in the regions where we operate, who were responsible for preparing for, reporting on, and delivering weekly sessions, as well as acting as judges at our competitions. Mentors commit to at least one teaching session per week, completing at least 17 hours of service over the course of the programme. We expect a high standard of professionalism and commitment from mentors, who therefore receive a stipend to recognise this.

The quality and impact of the Debate Mate programme is contingent on the calibre of our mentors, who serve as role models for the students. We therefore significantly invest in recruiting, training, and supporting them throughout the programme to develop inspiring and committed leaders. We offer

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**Year ended 31 August 2020**

additional opportunities for mentors to develop and apply their skills, such as through our International Programmes and Education UK work. Several mentors have worked with us for a number of years and plan to translate their Debate Mate experience into a career in teaching.

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#### IMPACT MEASUREMENT AND PERFORMANCE

Following a consultation with the New Economic Foundation in 2010, and further consultation with New Philanthropy Capital, Debate Mate designed an evaluation metric with four central goals in mind:

Goal 1: To accelerate attainment in Speaking and Listening.

Goal 2: To strengthen emotional capacity through building confidence, self-esteem and resilience.

Goal 3: To develop key employability skills such as leadership, teamwork, critical thinking and self-management.

Goal 4: To heighten aspirations towards both tertiary education and meaningful employment.

#### ***Speaking and Listening Metric (Goal 1):***

Debate Mate uses a bespoke Speaking and Listening metric designed in consultation with teachers to measure students' Speaking and Listening skills development. The skills assessed in the metric are derived from the National Curriculum at Key Stages Two and Three (Department for Education, 2014) as well as the assessment criteria for the GCSE Spoken Language accreditation devised by Ofqual (The Assessments and Qualifications Alliance, 2012). These guidelines were mapped onto the debating skills that Debate Mate teaches to form a unique, holistic metric that tracks student progress continuously from Key Stage Two up to GCSE and beyond. Debate Mate's metric tracks progress through seven skill categories:

- |                                       |                               |
|---------------------------------------|-------------------------------|
| 1. Collaboration                      | 4. Use of Evidence            |
| 2. Listen and Respond Appropriately   | 5. Structure of Speeches      |
| 3. Articulate and Justify an Argument | 6. Style                      |
|                                       | 7. Quality of Spoken Language |

Each Skill Category is given a level from 0 to 8, describing a wide range of abilities that might be observed in students from Years 4 to 10. Trained Programme Directors use the metric to assess new students during their first and last debate of the year, usually falling in weeks 5 and 15 of the after-school sessions. These assessments are moderated by teachers from the schools.

In the 2019-20 programme year, due to the various lockdowns, it has been incredibly challenging to gather the level of data we usually do. The school closures significantly affected our ability to gather the hard skills evaluation in week 15 of the programme. We have therefore included details of our cumulative data from 2015-2019 below.

The results from 2015 to 2019 show that, overall, secondary school students progressed from an average level of 2.71 in their first debate to an average of 4.11 in their last debate, equating to and meeting our objective to maintain 1.4 levels of progress. To contextualise this figure, a student averaging a Level 3 will only occasionally engage in group discussion during preparation time, make points that are relevant but not structured, use mainly anecdotal evidence, digress throughout their speech and read from their notes with occasional hesitations or silences. Comparatively, a student averaging a Level 4 will engage in group discussion, offer relevant rebuttal to opposing arguments, create an argument that is structured clearly, deliver their speech confidently (using notes for reference only) and use basic persuasive devices and vocabulary for effect.

We aim to maintain 1.4 levels of progress year-on-year. We calculate the average over a period of years as, due to staffing restrictions, we can only assess a limited number of students - and it is therefore most representative to do so.

The progress from previous years demonstrates our programme's ability to improve speaking and



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#### Year ended 31 August 2020

listening skills. Good speaking and listening skills form the basis of all learning in literacy, and are fundamental to successful advancement to tertiary education and the modern workplace.

#### ***Soft Skills Metric (Goals 2, 3, and 4):***

Students growing up in poverty are less likely to demonstrate high levels of perseverance, self-belief, and motivation to learn - which in turn affects educational outcomes (Fair Education Alliance, 2015). To combat this, Debate Mate actively seeks to develop these soft skills, which are crucial to students' academic success, personal wellbeing and employment later in life. Following a consultation with the New Economic Foundation in 2010, Debate Mate designed a metric to collect data on each of our measurement objectives: self-esteem and confidence, resilience, leadership, teamwork, self-management, critical thinking and aspirations. This soft skills metric was designed in collaboration with New Philanthropy Capital.

We normally collect data on soft skills attainment by distributing questionnaires at our Debate Mate Cup events. As these competitions could not go ahead in April 2020, we released an online form for students and teachers to complete reflecting on soft skills attainment. We were pleased with our response rate, and our sample was proportional to the size of our regional programmes. We aim for the average attainment outcome for our Core Programme to be at least 80% across all categories each year, and in 2019-20 we achieved 81% in our national secondary evaluation and 84% in our national primary evaluation. We also distributed our teacher survey, which included some questions regarding soft skills attainment to help us better understand our impact. The results of our soft skills assessment are highlighted below.

In our 2019-20 programme year, our secondary school self-assessment was filled out by 140 students, and the results are highlighted below:

#### *Confidence and Self-Esteem:*

85% agreed that they are more comfortable speaking up in class.

83% agreed that they are more confident giving their opinion on current events and political issues.

#### *Resilience:*

80% agreed that when their ideas are challenged, they are better at coming up with new ones.

77% agreed that they can concentrate better during debates and public speaking events.

#### *Leadership:*

86% agreed that they are more considerate of other people's opinions and feelings.

83% agreed that they are more likely to help others when working in a group.

#### *Teamwork:*

89% agreed that when they are completing a group task, they are more likely to do their fair share of work.

82% agreed that they are more likely to put their ideas forward when working in a group.

#### *Critical and Creative Thinking:*

86% agreed that they are better able to respond to and respectfully disagree with the ideas of others.

84% agreed that they are better able to come up with their own opinions and arguments.

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##### *Enjoyment/Higher Education/Career:*

99% enjoyed the Debate Mate sessions.

94% believe the skills they have gained from debating will help them to succeed in secondary school, university, college, and/or further training.

We also distributed our teacher survey, which included some questions regarding soft skills attainment to help us better understand our impact:

##### *Teacher Questionnaire:*

100% believe their students have gained confidence as a result of the Debate Mate programme.

98% believe their students are better at critically responding to the arguments of others as a result of the Debate Mate programme.

96% believe their students are more comfortable giving their opinion on political issues or current events as a result of the Debate Mate programme.

84% believe their students are better at working with others as a result of the Debate Mate programme.

82% believe their students are more considerate of other people's ideas and feelings as a result of the Debate Mate programme.

80% believe their students are more experienced leaders as a result of taking part in the Debate Mate programme.

The speaking and listening evaluation and our soft skills evaluation comprise our two primary methods of impact measurement. In addition to this, we carry out annual case studies and pre and post - programme student questionnaires, as well as distributing end-of-year mentor and teacher surveys. Each of these help us to collect valuable feedback, which informs curriculum and programme changes year-on-year as well as enabling us to report on our impact.

#### **2019-20 Key Achievements:**

- A defining feature of the programme in 2019-20 was an emphasis on wellbeing for Debate Mate students, staff and mentors. We implemented a pilot 'happiness curriculum' in a selection of schools and all Debate Mate employees, and a selection of mentors, received Mental Health First Aid training between December 2019 – March 2020.
- Debate Mate launched a series of Online Showcase Debates during the first lockdown in April 2020, which ran every month on topics based around education, sport, and leadership. Speakers included some of our own Debate Mate students, alongside journalists, public figures, industry professions, and debate world champions.
- In April 2020, we were proud to host a debate in memory of the late Stephen Lawrence. Students from Eltham and Liverpool debated issues including knife crime and the criminal justice system. The debate was chaired by Stephen's brother Stuart
- From April 2020 we launched a virtual version of the Debate Mate Programme including our weekly sessions and competitions to reach students that were learning from home as a result of school closures.
- The 2019-20 programme year saw us embark on virtual *Boardroom to Classroom* programmes with various partner organisations including; Bank of America, UBS, Lloyd's Banking Group, bp and Boston Consulting Group. These programmes brought professionals and students together in a unique way – allowing both sides to learn from each other through a joint skills-sharing session.
- Debate Mate strives to sustain and grow the debating and key skills of students who have participated in our in-school programme. Debate Mate's Graduate School achieves this for a nucleus of dedicated students aged 15-18, currently in London and Manchester. Many of these students continue to excel at the foremost debating competitions.

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### Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

#### Year ended 31 August 2020

- Once again, Debate Mate ran a series of workshops in the autumn to support those students intending to trial for the England Debate Team. One student was selected for the team's national development squad following their trials - a feat which has been achieved by at least one Graduate School student for the fifth consecutive year. Thanks to the general knowledge-building exercises of our World Schools bootcamp, Debate Mate students were, on average, the most successful students at the quiz given to all trialists for the England National Team. This means that the general knowledge of these students surpasses that of trialists from some of the UK's most elite schools (such as Eton and Westminster), a testament to the academic skills we build through the Graduate School. Importantly, these workshops provided an opportunity for returning Graduate School students to socialise and solidify a tight-knit core group from the start of the year, which formed the foundation of the student community into which we integrated new students.
- We entered students into competitions at a number of universities, including Oxford and Cambridge. Despite competitions such as Durham Schools, UCL Schools, Imperial Schools, and Oxford Finals Day being cancelled due to the COVID-19, the students excelled and achieved the following:
  - LSE Schools: one team ranked 4th best novice team and two students ranked in the top 10 novice speakers.
  - SOAS Schools: one student ranked as the 3rd best novice speaker.
  - KCL Schools: one team ranked as the 5th best team overall. One student ranked in the top 10 speakers. **Winners of KCL Schools 2020** following a win in the grand final.
  - Oxford Schools: two teams through to International Finals Day, including 2 novices.
  - Imperial Schools: our novice debaters were Novice Champions.
  - Cambridge Schools: two teams through to the International Finals Day, with both missing out on the semi-finals by 1 point.
- The Secondary Debate Mate Cup Finals event was hosted online for the first time in partnership with Bite Back 2030. Students worked in composite teams for the first time.
- Curwen Primary School (London) won the Primary Urban Debate League. Unfortunately, we were unable to hold a catch-up Primary Debate Mate Cup national final due to COVID-19.

#### Factors and challenges affecting performance

##### *Impact of COVID-19*

Our debate club programme was delivered for one hour per week for 13 of the planned 14 weeks from November 2019 to March 2020 when, unfortunately, the programme was impacted by the COVID-19 lockdown and school closures. In addition to the completed debate club sessions, we were fortunate to be able to complete Rounds 1 & 2 of our Urban Debate League (UDL) competitions between January and mid-March 2020. However, the finals had to be rescheduled to be held online in September 2020.

The lockdown meant that we were unable to hold our Debate Mate Cup competition in April 2020 - however, we organised an online finals event in July which students entered via video submission. The Debate Mate team and our partner organisation, Bite Back, selected the top eight speakers who competed in an online final held on a webinar on the 7th of July. This was the first competition of its kind, with students from different schools competing in composite teams, and was a massive success with over 100 students, teachers and supporters tuning in, and over 100 individual entries in total. This format was highly effective and helped maintain the engagement of the students during the lockdown and school closures, providing an essential opportunity to apply their skills and a culmination of this year's programme.

## **Mate Schools Limited**

### **Company Limited by Guarantee**

#### **Trustees' Annual Report (Incorporating the Director's Report) *(continued)***

#### **Year ended 31 August 2020**

Since the school closures in March 2020, Debate Mate has worked hard to ensure that our students are not further disadvantaged from the loss of formal schooling and have therefore taken measures to ensure we continue to operate and reach the most vulnerable. To that end, we gave all teachers on our programmes free access to our Online Platform of debate resources - these can be used from Key Stage 2 to Key Stage 4, and include debate activities as well as subject specific resources - thus allowing teachers to continue running debates and /or to use our debate-led activities in their teaching.

Furthermore, we offered all Core Programme schools our virtual debate clubs, which commenced in April 2020 using video conferencing with a specialised virtual curriculum. We have also ensured that we have complied with best practice for online safeguarding and have provided staff and mentors with additional training after consulting a safeguarding specialist.

# Mate Schools Limited

## Company Limited by Guarantee

### Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 August 2020

#### FINANCIAL REVIEW

##### Performance

The charity had a challenging year due to the COVID-19 pandemic which impacted the income from donations and legacies and charitable activities, resulting in a reduction of 25% on the prior year. There was an overall deficit at year end of (£173k). The total funds on the balance sheet have subsequently been affected; however, we have put plans in place to reduce the size of the programme in 2020-21 to ensure that we are able to run the programme with the funding that we have confirmed.

##### Fundraising Performance

We received a large proportion of our funding from trusts, foundations, corporate supporters and statutory bodies, comprising 36% of our income. In order to ensure the long-term sustainability of Debate Mate, we recognise the need to diversify our income streams beyond these sources. Participating schools make a financial contribution towards the running costs of the programme, comprising 44% of our income, and Debate Mate fundraises the remaining amount. Schools tend to use Pupil Premium funding to make this donation. Furthermore, we deliver students and teacher training in schools outside of our Core Programme, which has provided a significant amount of reliable income for the organisation, with 14% of our total income coming from this source.

##### Grants and Donations:

Debate Mate is extremely grateful to all the organisations and people who provided financial support for our programme in 2019-20, including the following (£10,000 and over):

- Bank of America Foundation
- BBC Children in Need
- Four Acre Trust
- John Lyon's Charity
- People's Postcode Trust
- DfE
- Newby Trust Ltd.
- The Dulverton Trust
- The Swire Charitable Trust
- Bite Back 2030
- NOW: Pensions
- Wellington Management UK Foundation
- bp

##### Reserves Policy

The charity carries out a diverse range of activities. The trustees have examined the requirement for general reserves and consider that, given the nature of the charity's work, reserves should be maintained at no less than three months' operating costs. The trustees are of the opinion that this provides sufficient flexibility to cover temporary shortfalls in income flow and to provide adequate working capital to cover costs.

##### Risk management

The Trustees have assessed the major risks to which the charity is exposed, in particular those relating to the specific operational areas of the charity and its finances. The Trustees believe that by monitoring reserve levels, ensuring controls exist over key financial systems, and by examining the operational and business risks faced by the charity, they have established systems to mitigate those risks.

# **Debate Mate Schools Limited**

## **Company Limited by Guarantee**

### **Trustees' Annual Report (Incorporating the Director's Report) *(continued)***

**Year ended 31 August 2020**

#### **PLANS FOR THE FUTURE**

##### **Strategic Review**

At the end of each programme year, Debate Mate conducts an annual Strategic Review, in which all members of staff evaluate their respective programmes, assess positive developments, and put forward recommendations for the next programme year. These recommendations are then discussed by the entire team and strategies are adopted to ensure that the programme continues to improve. Key recommendations agreed at the 2019-20 Strategic Review are approved by the trustees and are implemented in our 2020-21 programme year.

##### **Future Sustainability and Strategy**

We plan to implement a model where we will use a combination of our Blended Programme, which is supported by the use of our Online Platform, as well as our peer delivery model to expand our geographical remit. This will allow us to deliver our programmes to areas where we lack the resources to operate and, importantly, to reach some of the most deprived and remote schools in the UK. Using the combination of the Blended Programme and our mentor-led delivery helps to ensure our financial sustainability and expansion in the coming years.

Debate Mate is constantly looking to build upon our successes. By carefully monitoring our progress and evaluating our impact, we hope to reach even more students and provide even better support to schools already on the programme. In the 2020-21 programme year, we plan to further refine our alumni network and connect former students with Debate Mate.

We also plan to further develop our programmes that link up students that have taken part in Debate Mate, and more specifically in the Graduate Programme and Debate Mate Plus, with businesses that support the charity and that we work with through Debate Mate Limited. The alumni network will also inspire current students and will act as relatable role models. With the rise of apprenticeship programmes and the drive for a more diverse workforce, Debate Mate is uniquely positioned to bridge the gap between school leavers and businesses - thus providing young people taking part in the Debate Mate programme with opportunities for employment in some of the top businesses in the UK. We have already developed strong relationships with businesses that support our Debate Mate Plus and Graduate School programmes and plan to continue to expand them to develop this aspect of our work.

Through each of our programmes, we help thousands of young people speak more fluently, take on leadership roles, work in teams, think critically and develop self-confidence and resilience. We continue to see Debate Mate students go through university and enter the workforce as successful, self-assured young adults, some of whom work with us as mentors and Programme Directors. As we look to the future, we plan on helping many more students achieve their ambitions by providing them with valuable 21<sup>st</sup> Century skills through debating and peer-to-peer mentorship.

We plan to continue to work towards achieving each of our stated aims and objectives year-on-year. This is constantly reviewed by the trustees to ensure they align to the charity's legal objectives.

##### **Equal Opportunities, Access and Cultural Diversity**

Debate Mate is an equal opportunities employer and encourages contributions from all sectors of the community. The company is committed to student-led and peer-to-peer learning. In the areas where



# **Debate Mate Schools Limited**

## **Company Limited by Guarantee**

### **Trustees' Annual Report (Incorporating the Director's Report) *(continued)***

#### **Year ended 31 August 2020**

Debate Mate operates, there are 200 different languages: our target groups are by their very nature culturally diverse. Our debate club programme works in concert with schools to support the curriculum through debating.

#### **Safeguarding Policy**

We have reviewed and updated our Safeguarding Policy. We are committed to the Safeguarding of students within our care and to regularly review and improve our procedures. Four members of staff have completed Safeguarding Training and the Educational Development Director is the appointed Safeguarding Lead at Debate Mate.

#### **Trustees' responsibilities statement**

The trustees, who are also directors for the purposes of company law, are responsible for preparing the trustees' report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the charity trustees to prepare financial statements for each year which give a true and fair view of the state of affairs of the charitable company and the incoming resources and application of resources, including the income and expenditure, for that period.

In preparing these financial statements, the trustees are required to:

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

The trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the charity's transactions and disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

#### **Auditor**

Each of the persons who is a trustee at the date of approval of this report confirms that:

- so far as they are aware, there is no relevant audit information of which the charity's auditor is unaware; and
- they have taken all steps that they ought to have taken as a trustee to make themselves aware of any relevant audit information and to establish that the charity's auditor is aware of that information.

**Debate Mate Schools Limited**

**Company Limited by Guarantee**

**Trustees' Annual Report (Incorporating the Director's Report) *(continued)***

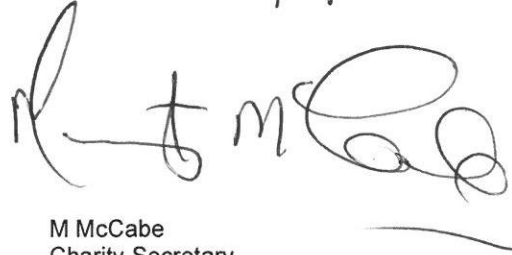
**Year ended 31 August 2020**

The auditor is deemed to have been re-appointed in accordance with section 487 of the Companies Act 2006.

The trustees' annual report and the strategic report were approved on 31/5/21 and signed on behalf of the board of trustees by:



Britt Lintner  
Trustee



M McCabe  
Charity Secretary



# **Debate Mate Schools Limited**

## **Company Limited by Guarantee**

### **Independent Auditor's Report to the Members of Debate Mate Schools Limited**

**Year ended 31 August 2020**

#### **Opinion**

We have audited the financial statements of Debate Mate Schools Limited (the 'charity') for the year ended 31 August 2020 which comprise the statement of financial activities (including income and expenditure account), statement of financial position, statement of cash flows and the related notes, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the charity's affairs as at 31 August 2020 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- have been prepared in accordance with the requirements of the Companies Act 2006.

#### **Basis for opinion**

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

#### **Use of our report**

This report is made solely to the charity's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charity's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charity and the charity's members as a body, for our audit work, for this report, or for the opinions we have formed.

#### **Conclusions relating to going concern**

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the trustees' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the trustees have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charity's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

# **Debate Mate Schools Limited**

## **Company Limited by Guarantee**

### **Independent Auditor's Report to the Members of Debate Mate Schools Limited** (continued)

**Year ended 31 August 2020**

#### **Other information**

The other information comprises the information included in the annual report, other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

#### **Opinions on other matters prescribed by the Companies Act 2006**

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the trustees' report for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the trustees' report has been prepared in accordance with applicable legal requirements.

#### **Matters on which we are required to report by exception**

In the light of the knowledge and understanding of the charity and its environment obtained in the course of the audit, we have not identified material misstatements in the trustees' report.

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

# **Debate Mate Schools Limited**

## **Company Limited by Guarantee**

### **Independent Auditor's Report to the Members of Debate Mate Schools Limited** (continued)

**Year ended 31 August 2020**

#### **Responsibilities of trustees**

As explained more fully in the trustees' responsibilities statement, the trustees (who are also the directors for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

#### **Auditor's responsibilities for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISAs (UK), we exercise professional judgment and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the trustees.
- Conclude on the appropriateness of the trustees' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the charity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the charity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

**Debate Mate Schools Limited**

**Company Limited by Guarantee**

**Independent Auditor's Report to the Members of Debate Mate Schools Limited**  
*(continued)*

**Year ended 31 August 2020**

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

*CAS House Limited*  
*11/6/2021*

Ibrahim T Ibrahim (Senior Statutory Auditor)  
For and on behalf of  
CAS House Limited  
Chartered Accountants & Statutory Auditor

151 Askew Road  
London  
W12 9AU

**Debate Mate Schools Limited**  
**Company Limited by Guarantee**  
**Statement of Financial Activities**  
**(including income and expenditure account)**  
**Year ended 31 August 2020**

		Unrestricted funds £	2020 Restricted funds £	Total funds £	2019 Total funds £
	Note				
<b>Income and endowments</b>					
Donations and legacies	5	546,696	355,701	902,397	1,169,795
Charitable activities	6	149,766	–	149,766	206,444
Other trading activities	7	5,000	–	5,000	24,637
<b>Total income</b>		<u>701,462</u>	<u>355,701</u>	<u>1,057,163</u>	<u>1,400,876</u>
<b>Expenditure</b>					
Expenditure on raising funds:					
Costs of raising donations and legacies	8	22,709	–	22,709	45,900
Expenditure on charitable activities	9,10	929,428	278,182	1,207,610	1,355,656
<b>Total expenditure</b>		<u>952,137</u>	<u>278,182</u>	<u>1,230,319</u>	<u>1,401,556</u>
<b>Net expenditure</b>		<u>(250,675)</u>	<u>77,519</u>	<u>(173,156)</u>	<u>(680)</u>
Transfers between funds		77,519	(77,519)	–	–
<b>Net movement in funds</b>		<u>(173,156)</u>	<u>–</u>	<u>(173,156)</u>	<u>(680)</u>
<b>Reconciliation of funds</b>					
Total funds brought forward		69,188	–	69,188	69,868
<b>Total funds carried forward</b>		<u>(103,968)</u>	<u>–</u>	<u>(103,968)</u>	<u>69,188</u>

The notes on pages 26 to 34 form part of these financial statements.

# Debate Mate Schools Limited

## Company Limited by Guarantee

### Statement of Financial Position

31 August 2020

	Note	2020 £	£	2019 £
<b>Fixed assets</b>				
Tangible fixed assets	16		2,384	2,157
<b>Current assets</b>				
Debtors	17	147,757		194,418
Cash at bank and in hand		<u>92,502</u>		<u>52,896</u>
		240,259		247,314
<b>Creditors: amounts falling due within one year</b>	18	<u>296,611</u>		<u>180,283</u>
<b>Net current liabilities</b>			<u>(56,352)</u>	<u>67,031</u>
<b>Total assets less current liabilities</b>			<u>(53,968)</u>	<u>69,188</u>
<b>Creditors: amounts falling due after more than one year</b>	19		<u>50,000</u>	<u>—</u>
<b>Net liabilities</b>			<u>(103,968)</u>	<u>69,188</u>
<b>Funds of the charity</b>				
Unrestricted funds			<u>(103,968)</u>	<u>69,188</u>
<b>Total charity funds</b>	21		<u>(103,968)</u>	<u>69,188</u>

These financial statements were approved by the board of trustees and authorised for issue on 31/5/21, and are signed on behalf of the board by:



Britt Lintner  
Trustee

The notes on pages 26 to 34 form part of these financial statements.

# Debate Mate Schools Limited

Company Limited by Guarantee

## Statement of Cash Flows

Year ended 31 August 2020

	2020 £	2019 £
<b>Cash flows from operating activities</b>		
Net expenditure	(173,156)	(680)
<i>Adjustments for:</i>		
Depreciation of tangible fixed assets	1,873	791
Interest payable and similar charges	40	1,570
Accrued expenses/(income)	8,114	(164,912)
<i>Changes in:</i>		
Trade and other debtors	43,493	(13,151)
Trade and other creditors	111,382	61,774
Cash generated from operations	(8,254)	(114,608)
Interest paid	(40)	(1,570)
Net cash used in operating activities	(8,294)	(116,178)
<b>Cash flows from investing activities</b>		
Purchase of tangible assets	(2,100)	(2,238)
Net cash used in investing activities	(2,100)	(2,238)
<b>Cash flows from financing activities</b>		
Proceeds from borrowings	50,000	—
Net cash from financing activities	50,000	—
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>39,606</b>	<b>(118,416)</b>
<b>Cash and cash equivalents at beginning of year</b>	<b>52,896</b>	<b>171,312</b>
<b>Cash and cash equivalents at end of year</b>	<b>92,502</b>	<b>52,896</b>

The notes on pages 26 to 34 form part of these financial statements.

# **Debate Mate Schools Limited**

## **Company Limited by Guarantee**

### **Notes to the Financial Statements**

**Year ended 31 August 2020**

#### **1. General information**

The charity is a public benefit entity and a private company limited by guarantee, registered in England and Wales and a registered charity in England and Wales. The address of the registered office is 32-36 Loman Street, London, SE1 0EH.

#### **2. Statement of compliance**

These financial statements have been prepared in compliance with FRS 102, 'The Financial Reporting Standard applicable in the UK and the Republic of Ireland', the 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) (Charities SORP (FRS 102)) and the Companies Act 2006.

#### **3. Accounting policies**

##### **Basis of preparation**

The financial statements have been prepared on the historical cost basis.

The financial statements are prepared in sterling, which is the functional currency of the entity.

##### **Going concern**

There are no material uncertainties about the charity's ability to continue.

##### **Judgements and key sources of estimation uncertainty**

The preparation of the financial statements requires management to make judgements, estimates and assumptions that affect the amounts reported. These estimates and judgements are continually reviewed and are based on experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

##### **Fund accounting**

Unrestricted funds are available for use at the discretion of the trustees to further any of the charity's purposes.

Restricted funds are subjected to restrictions on their expenditure declared by the donor or through the terms of an appeal.

##### **Incoming resources**

All income is included in the statement of financial activities when entitlement has passed to the charity, it is probable that the economic benefits associated with the transaction will flow to the charity and the amount can be reliably measured. The following specific policies are applied to particular categories of income:

- income from donations or grants is recognised when there is evidence of entitlement to the gift, receipt is probable and its amount can be measured reliably.



# Debate Mate Schools Limited

## Company Limited by Guarantee

### Notes to the Financial Statements *(continued)*

Year ended 31 August 2020

#### 3. Accounting policies *(continued)*

##### Incoming resources *(continued)*

- income from contracts for the supply of services is recognised with the delivery of the contracted service. This is classified as unrestricted funds unless there is a contractual requirement for it to be spent on a particular purpose and returned if unspent, in which case it may be regarded as restricted.

##### Resources expended

Expenditure is recognised on an accruals basis as a liability is incurred. Expenditure includes any VAT which cannot be fully recovered, and is classified under headings of the statement of financial activities to which it relates:

- expenditure on raising funds includes the costs of all fundraising activities, events, non-charitable trading activities, and the sale of donated goods.

- expenditure on charitable activities includes all costs incurred by a charity in undertaking activities that further its charitable aims for the benefit of its beneficiaries, including those support costs and costs relating to the governance of the charity apportioned to charitable activities.

- other expenditure includes all expenditure that is neither related to raising funds for the charity nor part of its expenditure on charitable activities.

All costs are allocated to expenditure categories reflecting the use of the resource. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs are apportioned between the activities they contribute to on a reasonable, justifiable and consistent basis.

##### Tangible assets

All fixed assets are initially recorded at cost.

##### Depreciation

Depreciation is calculated so as to write off the cost or valuation of an asset, less its residual value, over the useful economic life of that asset as follows:

Fixtures and fittings	- 20% reducing balance
Equipment	- 25% reducing balance

##### Impairment of fixed assets

A review for indicators of impairment is carried out at each reporting date, with the recoverable amount being estimated where such indicators exist. Where the carrying value exceeds the recoverable amount, the asset is impaired accordingly. Prior impairments are also reviewed for possible reversal at each reporting date.

For the purposes of impairment testing, when it is not possible to estimate the recoverable amount of an individual asset, an estimate is made of the recoverable amount of the cash-generating unit to which the asset belongs. The cash-generating unit is the smallest identifiable group of assets that includes the asset and generates cash inflows that largely independent of the cash inflows from other assets or groups of assets.

# Debate Mate Schools Limited

## Company Limited by Guarantee

### Notes to the Financial Statements *(continued)*

Year ended 31 August 2020

#### 3. Accounting policies *(continued)*

##### Financial instruments

A financial asset or a financial liability is recognised only when the entity becomes a party to the contractual provisions of the instrument.

Basic financial instruments are initially recognised at the amount receivable or payable including any related transaction costs, unless the arrangement constitutes a financing transaction, where it is recognised at the present value of the future payments discounted at a market rate of interest for a similar debt instrument.

Current assets and current liabilities are subsequently measured at the cash or other consideration expected to be paid or received and not discounted.

##### Defined contribution plans

Contributions to defined contribution plans are recognised as an expense in the period in which the related service is provided. Prepaid contributions are recognised as an asset to the extent that the prepayment will lead to a reduction in future payments or a cash refund.

#### 4. Limited by guarantee

The company is limited by guarantee and has no authorised or issued share capital.

#### 5. Donations and legacies

	Unrestricted Funds £	Restricted Funds £	Total Funds 2020 £
<b>Donations</b>			
Donations	465,051	–	<b>465,051</b>
<b>Grants</b>			
Foundations and trusts	21,354	355,701	<b>377,055</b>
<b>Other donations and legacies</b>			
Other income	60,291	–	<b>60,291</b>
	<u>546,696</u>	<u>355,701</u>	<u><b>902,397</b></u>
	Unrestricted Funds £	Restricted Funds £	Total Funds 2019 £
<b>Donations</b>			
Donations	659,974	–	659,974
<b>Grants</b>			
Foundations and trusts	98,918	371,300	470,218

# Debate Mate Schools Limited

## Company Limited by Guarantee

### Notes to the Financial Statements *(continued)*

Year ended 31 August 2020

#### 5. Donations and legacies *(continued)*

	Unrestricted Funds £	Restricted Funds £	Total Funds 2019 £
<b>Other donations and legacies</b>			
Other income	39,603	—	39,603
	<u>798,495</u>	<u>371,300</u>	<u>1,169,795</u>

#### 6. Charitable activities

	Unrestricted Funds £	Total Funds 2020 £	Unrestricted Funds £	Total Funds 2019 £
Training	149,766	149,766	206,444	206,444

#### 7. Other trading activities

	Unrestricted Funds £	Total Funds 2020 £	Unrestricted Funds £	Total Funds 2019 £
Fundraising events	5,000	5,000	24,637	24,637

#### 8. Costs of raising donations and legacies

	Unrestricted Funds £	Total Funds 2020 £	Unrestricted Funds £	Total Funds 2019 £
Fundraising and development	22,709	22,709	45,900	45,900

#### 9. Expenditure on charitable activities by fund type

	Unrestricted Funds £	Restricted Funds £	Total Funds 2020 £
Programmes	560,197	221,813	782,010
Support costs	369,231	56,369	425,600
	<u>929,428</u>	<u>278,182</u>	<u>1,207,610</u>

	Unrestricted Funds £	Restricted Funds £	Total Funds 2019 £
Programmes	624,346	307,781	932,127
Support costs	346,681	76,848	423,529
	<u>971,027</u>	<u>384,629</u>	<u>1,355,656</u>

**Debate Mate Schools Limited**  
**Company Limited by Guarantee**  
**Notes to the Financial Statements** *(continued)*  
**Year ended 31 August 2020**

**10. Expenditure on charitable activities by activity type**

	Programmes	Support costs	Total funds 2020	Total fund 2019
	£	£	£	£
Programmes	782,010	399,804	1,181,814	1,341,838
Governance costs	—	25,796	25,796	13,818
	<u>782,010</u>	<u>425,600</u>	<u>1,207,610</u>	<u>1,355,656</u>

**11. Analysis of support costs**

	Analysis of support costs	Total 2020	Total 2019
	£	£	£
Staff costs	239,765	239,765	208,469
Premises	69,926	69,926	98,751
Governance costs	25,795	25,795	13,820
Other support costs	90,114	90,114	102,489
	<u>425,600</u>	<u>425,600</u>	<u>423,529</u>

**12. Net expenditure**

Net expenditure is stated after charging/(crediting):

	2020	2019
	£	£
Depreciation of tangible fixed assets	<u>1,873</u>	<u>791</u>

**13. Auditors remuneration**

	2020	2019
	£	£
Fees payable for the audit of the financial statements	<u>4,200</u>	<u>4,200</u>

**14. Staff costs**

The total staff costs and employee benefits for the reporting period are analysed as follows:

	2020	2019
	£	£
Wages and salaries	682,158	610,702
Social security costs	26,419	28,138
Employer contributions to pension plans	18,171	15,535
Other employee benefits	39,888	31,353
	<u>766,636</u>	<u>685,728</u>

# Debate Mate Schools Limited

## Company Limited by Guarantee

### Notes to the Financial Statements *(continued)*

Year ended 31 August 2020

#### 14. Staff costs *(continued)*

The average head count of employees during the year was 20 (2019: 20). The average number of full-time equivalent employees during the year is analysed as follows:

	2020 No.	2019 No.
Number of production staff	19	19
Number of management staff	1	1
	<u>20</u>	<u>20</u>

The number of employees whose remuneration for the year fell within the following bands, were:

	2020 No.	2019 No.
£190,000 to £199,999	-	1
£200,000 to £209,999	<u>1</u>	<u>-</u>

#### 15. Trustee remuneration and expenses

No remuneration or other benefits from employment with the charity or a related entity were received by the trustees.

#### 16. Tangible fixed assets

	Fixtures and fittings £	Equipment £	Total £
<b>Cost</b>			
At 1 September 2019	360	3,189	3,549
Additions	<u>-</u>	<u>2,100</u>	<u>2,100</u>
<b>At 31 August 2020</b>	<u>360</u>	<u>5,289</u>	<u>5,649</u>
<b>Depreciation</b>			
At 1 September 2019	75	1,317	1,392
Charge for the year	<u>180</u>	<u>1,693</u>	<u>1,873</u>
<b>At 31 August 2020</b>	<u>255</u>	<u>3,010</u>	<u>3,265</u>
<b>Carrying amount</b>			
At 31 August 2020	<u>105</u>	<u>2,279</u>	<u>2,384</u>
At 31 August 2019	<u>285</u>	<u>1,872</u>	<u>2,157</u>

#### 17. Debtors

	2020 £	2019 £
Prepayments and accrued income	5,354	14,734
Other debtors	<u>142,403</u>	<u>179,684</u>
	<u>147,757</u>	<u>194,418</u>

# Debate Mate Schools Limited

## Company Limited by Guarantee

### Notes to the Financial Statements *(continued)*

Year ended 31 August 2020

#### 18. Creditors: amounts falling due within one year

	2020	2019
	£	£
Trade creditors	23,731	47,966
Accruals and deferred income	78,767	73,821
Social security and other taxes	194,113	58,496
	<u>296,611</u>	<u>180,283</u>

#### 19. Creditors: amounts falling due after more than one year

	2020	2019
	£	£
Bank loans and overdrafts	<u>50,000</u>	<u>—</u>

#### 20. Pensions and other post retirement benefits

##### Defined contribution plans

The amount recognised in income or expenditure as an expense in relation to defined contribution plans was £18,171 (2019: £15,535).

#### 21. Analysis of charitable funds

##### Unrestricted funds

	At 1 September 2019 £	Income £	Expenditure £	Transfers £	At 31 August 20 20 £
General funds	69,188	701,462	(952,137)	77,519	(103,968)

	At 1 September 2018 £	Income £	Expenditure £	Transfers £	At 31 August 20 19 £
General funds	69,868	1,029,576	(1,016,927)	(13,329)	69,188

# Debate Mate Schools Limited

## Company Limited by Guarantee

### Notes to the Financial Statements *(continued)*

#### Year ended 31 August 2020

#### 21. Analysis of charitable funds *(continued)*

##### Restricted funds

	At 1 September 2019 £	Income £	Expenditure £	Transfers £	At 31 August 2020 £
BBC Children In Need	–	46,222	(46,222)	–	–
The National Lottery Community Fund	–	–	–	–	–
The Careers & Enterprise Company	–	–	–	–	–
Four Acre Trust	–	25,000	(25,000)	–	–
The Dulverton Trust	–	44,709	(33,265)	(11,444)	–
John Lyon's Charity	–	30,000	(52,194)	22,194	–
The Drapers' Charitable Fund	–	–	–	–	–
Newby Trust	–	15,000	(15,000)	–	–
The Swire Charitable Trust	–	33,500	(33,500)	–	–
Wellington Management UK Foundation	–	30,000	(23,979)	(6,021)	–
Bank of America Foundation	–	106,270	(22,722)	(83,548)	–
Simmons & Simmons Charitable Foundation	–	5,000	(6,300)	1,300	–
People's Postcode Trust	–	20,000	(20,000)	–	–
	–	<u>355,701</u>	<u>(278,182)</u>	<u>(77,519)</u>	–

	At 1 September 2018 £	Income £	Expenditure £	Transfers £	At 31 August 2019 £
BBC Children In Need	–	41,775	(42,474)	699	–
The National Lottery Community Fund	–	167,053	(167,053)	–	–
The Careers & Enterprise Company	–	12,672	(12,672)	–	–
Four Acre Trust	–	25,000	(25,000)	–	–
The Dulverton Trust	–	35,000	(42,530)	7,530	–

# Debate Mate Schools Limited

## Company Limited by Guarantee

### Notes to the Financial Statements *(continued)*

Year ended 31 August 2020

#### 21. Analysis of charitable funds *(continued)*

John Lyon's Charity	–	30,000	(30,094)	94	–
The Drapers' Charitable Fund	–	10,000	(15,006)	5,006	–
Newby Trust	–	–	–	–	–
The Swire Charitable Trust	–	–	–	–	–
Wellington Management UK Foundation	–	15,000	(15,000)	–	–
Bank of America Foundation	–	29,800	(29,800)	–	–
Simmons & Simmons Charitable Foundation	–	5,000	(5,000)	–	–
People's Postcode Trust	–	–	–	–	–
	–	<u>371,300</u>	<u>(384,629)</u>	<u>13,329</u>	<u>–</u>

#### 22. Analysis of net assets between funds

	Unrestricted Funds	Restricted Funds	Total Funds
	£	£	2020 £
Tangible fixed assets	2,384	–	2,384
Current assets	189,009	51,250	240,259
Creditors less than 1 year	(245,361)	(51,250)	(296,611)
Creditors greater than 1 year	(50,000)	–	(50,000)
<b>Net liabilities</b>	<u>(103,968)</u>	<u>–</u>	<u>(103,968)</u>

	Unrestricted Funds	Restricted Funds	Total Funds
	£	£	2019 £
Tangible fixed assets	2,157	–	2,157
Current assets	195,646	51,668	247,314
Creditors less than 1 year	(128,615)	(51,668)	(180,283)
Creditors greater than 1 year	–	–	–
<b>Net assets</b>	<u>69,188</u>	<u>–</u>	<u>69,188</u>

#### 23. Analysis of changes in net debt

	At 1 Sep 2019	Cash flows	At 31 Aug 2020
	£	£	£
Cash at bank and in hand	52,896	39,606	92,502
Debt due after one year	–	(50,000)	(50,000)
	<u>52,896</u>	<u>(10,394)</u>	<u>42,502</u>

#### 24. Related parties

No transactions with related parties were undertaken such as are required to be disclosed.