

**Debate Mate Schools Limited**  
**Company Limited by Guarantee**  
**Financial Statements**  
**31 August 2021**

**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 2021**

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# Debate Mate Schools Limited

## Company Limited by Guarantee

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

Year ended 31 August 2021

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 2021.

#### 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

Britt Lintner (Chair)	
Fiona Edwards-Stuart	
Mark Batten	(Retired 7 October 2020)
Sara Geater	(Retired 8 July 2021)
David Haysey	(Retired 7 October 2020)
Debra Thompson	
Alimi Sherifat	(Appointed 8 December 2020)
Adebayo Odusola	(Appointed 8 December 2020)
Marcus Trotter	
Keanna Williams	(Appointed 8 December 2020)

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 2021**

#### **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 Centrepunt (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

## Company Limited by Guarantee

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

Year ended 31 August 2021

#### 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 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 schoolchildren lack key skills, which can restrict opportunity and contribute to unemployment.
- There is a gap in 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 school we work with - benefits which have had a positive impact on local communities. In our view, no detriment or harm arises from our work.



# Debate Mate Schools Limited

## Company Limited by Guarantee

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

Year ended 31 August 2021

#### 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 2018, the Debate Mate after-school clubs had an average FSM-6 figure of 41%. True to our value of inclusivity, 13% of students in the sample were reported to have Special Educational Needs (SEN) and 43% 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 2021

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 the best and brightest mentors from 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 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 new 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 GCSE Spoken Language accreditation. Debating is a way to stretch the most able students, while providing opportunities to 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.



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

Year ended 31 August 2021

#### Overview of Debate Mate's Activities

Debate Mate's 2020-21 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 130 schools in areas of high child poverty in 2020-21, and in addition:
  - To increase the delivery of our online programme which involves our mentors teaching the after-school sessions online
  - To recruit and train at least 250 inspirational mentors per year to deliver after-school clubs and maintain an average of at least 15 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, through adapting our in-person offering to an online programme in light of the changing circumstances due to Covid-19
- To ensure the Core Programme can be effectively delivered virtually, when required, due to the impact of school closures and lockdowns as a result of Covid-19.

In 2019/20, we worked in 243 primary/secondary schools - teaching, on average, more than 5,000 students every week. We considered it expedient, due to Covid-19, to reduce the size of the programme for 2020/21 to ensure we had sufficient funding for the year. As a result, in our programme year from September 2020 to June 2021 we worked with 134 schools in Bristol, Liverpool, London, Greater Manchester, the West Midlands and our blended programme ran in Nottingham, Leeds and the West Midlands. We successfully developed and introduced a virtual programme to take the place of our face-to-face clubs. We delivered our programmes to just over 2000 students per teaching week, with an average of 15 students taking part per club per week. For our 2021/22 programme we plan to work with 200 schools.

#### Core Programme

The Core Programme, Debate Mate's main initiative, is delivered to disadvantaged young people aged 8-18 attending state primary and secondary schools in the UK, typically located in inner city areas at schools with an above average percentage of children eligible for Free School Meals. 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.



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

#### Year ended 31 August 2021

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:

- 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 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 Programme**

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

#### **Advanced Programme**

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 - online, due to the pandemic - which included 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 2020-21 programme year, 68 students from 31 Debate Mate Schools attended the Graduate School. This is an increase of 10% compared to 2019/20 and 36% higher than the minimum target of 50 students. A considerable number of these students came from schools that were on Debate Mate's Core Programme of after-school debating last year but did not re-enrol on the 2020/21 programme because of restrictions resulting from the Covid-19 pandemic. This allowed students to engage with Debate Mate when even extra-curricular activities were cancelled at this school. We worked with an average of 19.7 students per week in the Graduate School. The Graduate School's Saturday sessions were extended by 10 weeks this year due to student demand, which was made possible by the UK government's decision to scrap exams in favour of school-administered assessments and by the reduced costs of running a virtual Graduate School programme. 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.

11 schools across London took part in the Debate Mate Plus Programme in 2020-21.



# **Debate Mate Schools Limited**

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

**Year ended 31 August 2021**

#### **Intervention Programme**

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 embrace learning, develop students' engagement in the classroom, improve behaviour, equip participants with key skills and raise aspirations. In our 2020-21 programme year, 10 secondary schools took part in our Accelerate Programme, working with over 100 students. As a result of the pandemic, these numbers are down from our usual numbers of 35+ schools and 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 2020-21 programme year.

#### **International Programme**

Debate Mate's charitable activities also operate internationally, with annual summer programmes in Nepal and Rwanda. Due to the impact of COVID-19, we invited students to take part in Debate Mate Online clubs free of charge, as we were unable to deliver our summer programmes in-person.

##### **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 the 2020-21 programme year, a group of students from the Nepal programme participated in Debate Mate Online clubs free of charge, as we were unable to deliver our usual three-week summer programme in Nepal. Students attended 1-hour sessions for the entire 12-week term and took part in competitions at the end of the week.

The students who had taken part in the Nepal programme previously went straight up to Level 2 of the programme, Developing Debating Skills, whilst new students started on Level 1, Introduction to Debating. They were dispersed across 4 groups alongside our regular DMO students. In total, there were 10 students who took part.

##### **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 in their schools, teaching younger students and setting up their own clubs. We also endeavour to provide our 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's continued on-site presence.

# **Debate Mate Schools Limited**

## **Company Limited by Guarantee**

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

**Year ended 31 August 2021**

#### **Our Mentors**

Debate Mate benefits from an outstanding contribution from mentors, who act as sessional workers. In our 2019-20 programme year, Debate Mate trained and allocated 270 mentors from universities in the regions where we operate, who were responsible for preparing for, reporting on and delivering weekly sessions each term, as well as acting as judges at our competitions. We expect a high standard of professionalism and commitment from mentors. Therefore, mentors 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 additional opportunities for mentors to develop and apply their skills, such as through our International Programmes and Education UK work. Many of our mentors apply their Debate Mate experience when they enter into a career in teaching.



# **Debate Mate Schools Limited**

## **Company Limited by Guarantee**

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

#### **Year ended 31 August 2021**

##### **Achievements and performance**

##### **Impact Measurement and Performance**

Following a consultation with the New Economic Foundation in 2010, 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 implacability 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
2. Listen and Respond Appropriately
3. Articulate and Justify an Argument
4. Use of Evidence
5. Structure of Speeches
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.

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 conceptualise 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 we can only assess a limited number of students, due to staffing restrictions, and it is therefore most representative to do so.

This progress demonstrates our programme's ability to improve speaking and 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.



# Debate Mate Schools Limited

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

Year ended 31 August 2021

#### Soft Skills Metric (Goal 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-person in 2021, our evaluation of soft-skills attainment by the students is based on an end-of-programme self-assessment provided by students at our online Debate Mate Cup competitions in March/April. The Covid-19 pandemic adversely affected our ability to collect our usual sample size in 2020/21, however we did receive surveys from 160 students. In a normal year, we would expect that approximately 2,000 students will respond and Strongly Agree/Agree that their average level of attainment was at least close to or in excess of 80% across all skill categories.

The results for 2020/21 from the questionnaire responses from secondary schools are as follows, reporting on students who either Strongly Agree or Agree with each statement:

#### Confidence and Self Esteem

- 87% say they are better at debating
- 76% say they are more comfortable when speaking up in class
- 82% say they are more confident giving their opinion on current events and political issues

#### Resilience

- 76% say they can concentrate better during debates and public speaking events
- 82% say they when their ideas are challenged, they are better at coming up with new ones
- 75% say they are more hard-working

#### Leadership

- 79% say they have more experience working in a team
- 84% say they are better able to identify the qualities that make a good leader (for example, in peers and teachers)
- 81% say they are more likely to help others when working in a group

#### Teamwork

- 82% say they are better able to work with someone who has different opinions to them
- 90% say, when completing a task or assignment as a group, they are more likely to do their fair share of work
- 90% say they are more likely to put their ideas forward when working in a group
- 90% say they are better able to take other people's thoughts into consideration

#### Critical and Creative Thinking

- 85% say they have more experience researching different topics
- 91% say they are better able to come up with their own opinions and arguments
- 88% say they are better able to respond to and respectfully disagree with the ideas of others

#### Self-management

- 85% say they are better at working independently
- 91% say they use feedback to reflect on their learning and improve their skills.



# **Debate Mate Schools Limited**

## **Company Limited by Guarantee**

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

**Year ended 31 August 2021**

#### **Teacher Questionnaire**

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

- 100% believe their students enjoyed attending the Debate Mate sessions
- 100% believe their students have gained confidence as a result of the Debate Mate programme
- 100% believe their students are more comfortable giving their opinion on political issues or current events as a result of the Debate Mate programme
- 100% believe their students are better at working with others as a result of the Debate Mate programme
- 94% believe their students are better able to cope with setbacks and challenges (e.g. losing a debate or a game) as a result of the Debate Mate programme
- 88% believe their students are more comfortable speaking up in class as a result of the Debate Mate programme
- 88% believe their students are better at critically responding to the arguments of others as a result of the Debate Mate programme
- 88% believe their students are more considerate of other people's ideas and feelings as a result of the Debate Mate programme
- 88% believe their students are more likely to take on leadership roles in their school or communities as a result of the Debate Mate programme
- 88% believe their students are more able to work independently as a result of the Debate Mate programme
- 88% have seen the above benefits transfer from the Debate Mate club into the classroom.

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.

#### **2020-21 Key Achievements**

- Congratulations to Elmhurst Primary School and Sydenham School who, respectively, won the Primary Debate Mate Cup Grand Final and the Secondary Debate Mate Cup Grand Final in June 2021.
- Both the Primary and Secondary Debate Mate Cup Finals were run in partnership with the RSPCA for the first time.
- Well done to Elmhurst Primary School, who also won the Primary Urban Debate League Competition, and Harris Academy East Dulwich who won the Secondary Urban Debate League Competition!
- Debate Mate launched a series of Online Showcase Debates during the first lockdown in April 2020, which continued to run in the 2020-21 programme year. These monthly debates covered topics from Leadership to Education, Sport to Harry Potter, and many more. Speakers included some of our own Debate Mate students, alongside journalists, public figures, industry professions, and debate world champions.
- We continued to develop the 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, and to reach schools when there were restrictions on entry to the school due to the Covid-19 pandemic.



# Debate Mate Schools Limited

## Company Limited by Guarantee

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

#### Year ended 31 August 2021

- 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.
- In 2020/21, eight Graduate School students accepted invitations to trial for the England WSDC team. Six students-including two students from the Manchester Graduate School-were selected out of 18 in the country to participate in the second day of trials and two students made the National Development Squad-a feat which has been achieved by at least one Graduate School student for the 6th consecutive year. While no Graduate School students were selected to join Team England this year, one former Graduate School student, having left the programme after receiving a scholarship to attend Eton College, was one of five that represented England at the World Schools Debating Championships in 2021. It is also notable that many students did not attend trials in order to focus on their A-Level exams and catch up on months of missed learning due to the Covid-19 pandemic.
- As in previous years, the World Schools programme benefited greatly from the Graduate School's alumni network, with the former Team England Captain, Zarina Bell-Gam, running sessions. Furthermore, the bootcamp provides an opportunity for returning Graduate School students to socialise and solidify a tight knit core group from the start of the year, which forms the foundation of the student community into which we will be integrating new students. One noteworthy World Schools development this year is that they launched six Development Squads for state school educated students in Years 10 and 11 to participate in World Schools debating training and general knowledge seminars to prepare them to trial for the England Debate Team. At least four Graduate School students were selected to take part in this programme and it is likely that more will next year.
- We entered students into competitions at a number of universities, including Oxford and Cambridge. The students excelled and achieved the following:
  - LSE Schools: this was many students' first ever external competition and 7 students competed after only 3 weeks on the programme. 1 student ranked in the top 20 novice speakers.
  - Oxford Schools: 2 teams through to International Finals Day, with 1 team ranking top in their regional round and breaking to the quarter-finals.
  - Imperial Schools 2020: 1 team broke to the Bronze Final, placing as the 9th best team overall.
  - Imperial Schools 2021: 1 student ranked 22nd overall. 2 students ranked in the top 30 novice speakers. 4 students attended their first ever external competition.
  - Durham Schools: 2 teams broke to the novice semi-finals. 2 students ranked in the top 10 novice speakers. 1 team ranked 22nd overall, missing out on the semi-finals on speaker points. The 4th team also missed out on the novice semi-finals on speaker points.
  - Manchester Schools: 1 team ranked 13th overall. 2 teams ranked in the top 10 novice teams.
  - Cambridge Schools: 1 team made it through to the International Finals Day (after placing 1st in their regional round), where they placed 22nd out of 54 teams and both speakers were ranked in the top 25 overall.
  - The Urban Debate League in January and February 2021 was the largest competition we had ever hosted virtually, with students joining from school or from home.
  - We introduced a Graduate School Open Mic, which gave Graduate School students a chance to deliver a speech on a topic of their choice or perform spoken word poetry.



# Debate Mate Schools Limited

## Company Limited by Guarantee

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

#### Year ended 31 August 2021

- The Virtual Graduate School programme was expanded to Debate Mate regions beyond London and Manchester.
- In partnership with the UK government, we launched the eXpo Factor competition in the lead up to Expo 2020 in Dubai. The winning students had the chance to discuss ideas about sustainability, mobility and equal opportunity with global leaders at Expo 2020 in Dubai in February 2022.
- After the success of our virtual Boardroom to Classroom programmes in the 2019-2020 programme year, we continued to deliver these in the 2020-21 programme year with various partner organisations including Bank of America, UBS, and BCG. These programmes brought professionals and students together in a unique way - allowing both sides to learn from each other through joint skills-sharing sessions.
- An exciting project with Deloitte, as part of Deloitte Futures Month, saw primary and secondary students on our Core Programme devise and pitch innovative group projects to tackle global issues - such as climate change - with the support of volunteers who work at Deloitte. The winners received a session with the Deloitte Greenhouse Virtual Lab, seed funding, and ongoing mentorship to support them in bringing the idea to life.

#### Factors and Challenges Affecting Performance

##### Impact of COVID-19

Our debate club programme was delivered for one hour per week for all of the planned 14 weeks from November 2020 to March 2021. Schools were offered virtual debate clubs where in-person clubs could not take place due to Covid-19. 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 2021. The finals took place online in June 2021, with students participating from home and school depending on their circumstances. Where possible, we delivered our 2020/21 debate club programme face-to-face from November 2020 but moved to online delivery from January 2021, following lockdown/school closures, using video conferencing with a specialised virtual curriculum. We have 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.

Debate Mate Cup - The lockdown meant that we were unable to hold our Debate Mate Cup in person, however we ran a successful competition online for our schools across the UK. This was in partnership with Comic Relief in the run up to World Malaria Day with students debating issues surrounding global health. The Grand Final was also held online in partnership with RSPCA.

There have been challenges in delivering our programme virtually: some students are hesitant to turn on their camera; schools aren't always able to use Zoom, which we find to be the best platform for delivery as a result of the programme functionality and ability to have break-out rooms; and unreliable Wi-Fi. Mentors were encouraging to students to turn their cameras on, or to use the chat function which resulted in students starting to feel more confident and using their cameras. Some connection issues were inevitable, but each club usually had 2 mentors, or one mentor and one teacher, to ensure that if a mentor had issues, someone else could take over.

Another challenge has been maintaining our usual attendance figures this year; this was understandable with all the changes to the school year. We would usually hold assemblies, incentivise students to 'bring a friend' and provide snacks at our after-school clubs; unfortunately, none of this has been possible this year. We have instead used vouchers as prizes for attendance this year. Some schools also had to have students off-site after the end of the school day due to deep cleaning, others couldn't allow mentors in-person, and some schools delayed the start of the programme hoping they could return to in-person at some point. The main thing we have taken away from this is being flexible with schools and dealing with them on a case-by-case basis.



# **Debate Mate Schools Limited**

## **Company Limited by Guarantee**

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

#### **Year ended 31 August 2021**

In recognition of the above changes imposed on our programme, we have had to adapt our programme soft-skills and hard skills evaluation. We sent schools our soft skills questionnaires to complete during the Debate Mate Cup competitions this year and asked teachers to get as many responses as possible. In addition, we sought case studies by interviewing teachers (and students, where possible) from schools on the programme and also asked teachers for their feedback to gather qualitative information. Unfortunately, as aforementioned, we could not conduct the hard skills assessments we had hoped to in January 2021 due to the national lockdown.

# **Debate Mate Schools Limited**

## **Company Limited by Guarantee**

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

**Year ended 31 August 2021**

#### **Financial review**

##### **Performance**

The charity generated net surplus result for the year which improved its balance sheet at the year end.

The charity forecast net surplus and positive cash flow for the next year. This does not however take into account future uncertainty and forecasted recession of the UK economy which may affect some of the charity donors.

##### **Fundraising Performance**

We received a large proportion of our funding from trusts, foundations, corporate supporters and statutory bodies, comprising 52% 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 26% of our income, and Debate Mate fundraises the remaining amount. Schools tend to use Pupil Premium funding to make this donation. Furthermore, we deliver student and teacher training in schools outside of our Core Programme, which has provided a significant amount of reliable income for the organisation, with 12% 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 2020-21, including the following (£10,000 and over):

- Adoreum- Bank of America
- BBC CiN
- Comic Relief
- Christ Church College, Oxford
- Deloitte
- Department for Education
- Garfield Weston Foundation
- Grocers Hall
- Janus Henderson
- John Lyons Charity
- National Lottery Community Fund
- Neuberger Berman
- Newby Trust
- Now Pensions
- Simmons & Simmons
- St. James's Place Wealth Management
- Swire Charitable Trust
- The Big Give
- Transform Education
- Wellington Management UK Foundation

# **Debate Mate Schools Limited**

## **Company Limited by Guarantee**

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

**Year ended 31 August 2021**

#### **Reserves Policy**

The charity carries out diverse range of activities. The trustees have examined the requirement for general reserves and consider that, govern the nature of the charity's work, reserves should be maintained at not 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 2021**

#### **Plans for future periods**

##### **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 2020-21 Strategic Review are approved by the trustees and are implemented in our 2021-22 programme year.

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

We plan to further enhance our virtual model, which was developed from our previous Blended Programme in response to the circumstances of the Covid-19 pandemic, and the need to move our programmes online. We will continue to combine this with our peer delivery model to expand our geographical remit. Thus far, this has proven effective in allowing 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 online 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 2021-22 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 21st 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 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.



# **Debate Mate Schools Limited**

## **Company Limited by Guarantee**

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

**Year ended 31 August 2021**

#### **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.

# Debate Mate Schools Limited

## Company Limited by Guarantee

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

Year ended 31 August 2021

#### Auditor

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

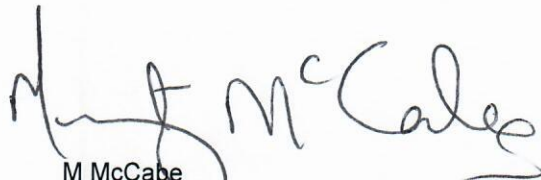
- so far as they are aware, there is no relevant audit information of which the charity's auditor is unaware; and
- they have taken all steps that they ought to have taken as a trustee to make themselves aware of any relevant audit information and to establish that the charity's auditor is aware of that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

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 25/5/2022 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 2021**

#### **Opinion**

We have audited the financial statements of Debate Mate Schools Limited (the 'charity') for the year ended 31 August 2021 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 2021 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.

#### **Material uncertainty related to going concern**

The future uncertainty and forecasted recession of the UK economy along with the other matters as set forth in note 3 of the financial statements may cast doubt on the charity's ability to continue as a going concern.

Our opinion is not modified in respect of this matter. In auditing the financial statements, we have concluded that the director's use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

#### **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.

# **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 2021**

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.

#### **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.



# **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 2021**

#### **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.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

Based on our discussions with the charity's management, we identified that the following laws and regulations are significant to the entity:

- Those laws and regulations considered to have a direct effect on the financial statements include UK financial reporting standards and Charity Law.
- Those laws and regulations for which non-compliance may be fundamental to the operating aspects of the charity and therefore may have a material effect on the financial statements include compliance with the charitable objectives, public benefit, fundraising regulations, safeguarding and health and safety legislation.

These matters were identified at the planning stage and the team monitored for non-compliance throughout the audit.

Audit procedures undertaken in response to the potential risks relating to irregularities (which include fraud and non-compliance with laws and regulations) comprised of: inquiries of management and the Trustees as to whether the entity complies with such laws and regulations; enquiries with the same concerning any actual or potential litigation or claims; inspection of relevant legal correspondence where applicable; review of Trustee meeting minutes; testing the appropriateness of journal entries; and the performance of analytical review to identify unexpected movements in account balances which may be indicative of fraud.

No instances of material non-compliance were identified. However, the likelihood of detecting irregularities, including fraud, is limited by the inherent difficulty in detecting irregularities, the effectiveness of the entity's controls, and the nature, timing and extent of the audit procedures performed. Irregularities that result from fraud might be inherently more difficult to detect than irregularities that result from error. As explained above, there is an unavoidable risk that material misstatements may not be detected, even though the audit has been planned and performed in accordance with ISAs (UK).

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.



# Debate Mate Schools Limited

## Company Limited by Guarantee

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

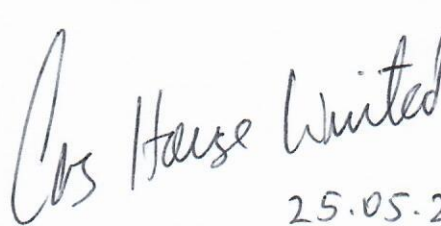
Year ended 31 August 2021

- 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.

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.

#### 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.

  
25.05.2022

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 2021**

		Unrestricted funds £	2021 Restricted funds £	Total funds £	2020 Total funds £
	Note				
<b>Income and endowments</b>					
Donations and legacies	5	638,819	235,066	<b>873,884</b>	902,397
Charitable activities	6	121,201	—	<b>121,201</b>	149,766
Other trading activities	7	—	—	—	5,000
<b>Total income</b>		<u>760,020</u>	<u>235,066</u>	<u><b>995,085</b></u>	<u>1,057,163</u>
<b>Expenditure</b>					
Expenditure on raising funds:					
Costs of raising donations and legacies	8	24,252	—	<b>24,252</b>	22,709
Expenditure on charitable activities	9,10	701,295	220,150	<b>921,444</b>	1,207,610
<b>Total expenditure</b>		<u>725,547</u>	<u>220,150</u>	<u><b>945,696</b></u>	<u>1,230,319</u>
<b>Net income/(expenditure)</b>		<u>34,473</u>	<u>14,916</u>	<u><b>49,389</b></u>	<u>(173,156)</u>
Transfers between funds		14,916	(14,916)	—	—
<b>Net movement in funds</b>		<u>49,389</u>	<u>—</u>	<u><b>49,389</b></u>	<u>(173,156)</u>
<b>Reconciliation of funds</b>					
Total funds brought forward		(103,968)	—	<b>(103,968)</b>	69,188
<b>Total funds carried forward</b>		<u>(54,579)</u>	<u>—</u>	<u><b>(54,579)</b></u>	<u>(103,968)</u>

The statement of financial activities includes all gains and losses recognised in the year.  
All income and expenditure derive from continuing activities.

The notes on pages 28 to 37 form part of these financial statements.

# Debate Mate Schools Limited

Company Limited by Guarantee

## Statement of Financial Position

31 August 2021

	Note	2021 £	2020 £
<b>Fixed assets</b>			
Tangible fixed assets	16	2,619	2,384
<b>Current assets</b>			
Debtors	17	129,297	147,757
Cash at bank and in hand		<u>79,939</u>	<u>92,502</u>
		209,236	240,259
<b>Creditors: amounts falling due within one year</b>	18	<u>216,434</u>	<u>296,611</u>
<b>Net current liabilities</b>		<u>7,198</u>	<u>56,352</u>
<b>Total assets less current liabilities</b>		<u>(4,579)</u>	<u>(53,968)</u>
<b>Creditors: amounts falling due after more than one year</b>	19	<u>50,000</u>	<u>50,000</u>
<b>Net liabilities</b>		<u>(54,579)</u>	<u>(103,968)</u>
<b>Funds of the charity</b>			
Unrestricted funds		<u>(54,579)</u>	<u>(103,968)</u>
<b>Total charity funds</b>	21	<u>(54,579)</u>	<u>(103,968)</u>

These financial statements were approved by the board of trustees and authorised for issue on 25/5/2022, and are signed on behalf of the board by:



Britt Lintner  
Trustee

The notes on pages 28 to 37 form part of these financial statements.



# Debate Mate Schools Limited

## Company Limited by Guarantee

### Statement of Cash Flows

Year ended 31 August 2021

	2021 £	2020 £
<b>Cash flows from operating activities</b>		
Net income/(expenditure)	49,389	(173,156)
<i>Adjustments for:</i>		
Depreciation of tangible fixed assets	2,348	1,873
Interest payable and similar charges	8,952	40
Accrued (income)/expenses	(13,767)	8,114
<i>Changes in:</i>		
Trade and other debtors	18,460	43,493
Trade and other creditors	(66,410)	111,382
Cash generated from operations	(1,028)	(8,254)
Interest paid	(8,952)	(40)
Net cash used in operating activities	<u>(9,980)</u>	<u>(8,294)</u>
<b>Cash flows from investing activities</b>		
Purchase of tangible assets	(2,583)	(2,100)
Net cash used in investing activities	<u>(2,583)</u>	<u>(2,100)</u>
<b>Cash flows from financing activities</b>		
Proceeds from borrowings	—	50,000
Net cash from financing activities	<u>—</u>	<u>50,000</u>
<b>Net (decrease)/increase in cash and cash equivalents</b>	<b>(12,563)</b>	<b>39,606</b>
<b>Cash and cash equivalents at beginning of year</b>	<b>92,502</b>	<b>52,896</b>
<b>Cash and cash equivalents at end of year</b>	<b><u>79,939</u></b>	<b><u>92,502</u></b>

The notes on pages 28 to 37 form part of these financial statements.

# **Debate Mate Schools Limited**

## **Company Limited by Guarantee**

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

**Year ended 31 August 2021**

#### **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**

The charity incurred deficits in the previous financial year and has negative net assets at the year ended 31 August 2021. The charity forecast net surplus and positive cash flow for the next year to end with a positive net assets position. This does not however take into account future uncertainty and forecasted recession in the UK economy which may affect some of the charity donors. The directors, having considered the above and made due enquiries, continue to adopt the going concern basis in preparing the financial statements which assumes that the charity will continue in operation for the foreseeable future.

##### **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:



# Debate Mate Schools Limited

## Company Limited by Guarantee

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

#### Year ended 31 August 2021

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

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

- 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.

- 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.

# Debate Mate Schools Limited

## Company Limited by Guarantee

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

Year ended 31 August 2021

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

##### Impairment of fixed assets *(continued)*

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.

##### 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 2021 £
<b>Donations</b>			
Donations	538,678	—	538,678
<b>Grants</b>			
Foundations and trusts	65,631	235,066	300,696
<b>Other donations and legacies</b>			
Other income	34,510	—	34,510
	<u>638,819</u>	<u>235,066</u>	<u>873,884</u>



# Debate Mate Schools Limited

## Company Limited by Guarantee

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

Year ended 31 August 2021

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

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

#### 6. Charitable activities

	Unrestricted Funds £	Total Funds 2021 £	Unrestricted Funds £	Total Funds 2020 £
Training	<u>121,201</u>	<u>121,201</u>	<u>149,766</u>	<u>149,766</u>

#### 7. Other trading activities

	Unrestricted Funds £	Total Funds 2021 £	Unrestricted Funds £	Total Funds 2020 £
Fundraising events	<u>–</u>	<u>–</u>	<u>5,000</u>	<u>5,000</u>

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

	Unrestricted Funds £	Total Funds 2021 £	Unrestricted Funds £	Total Funds 2020 £
Fundraising and development	<u>24,252</u>	<u>24,252</u>	<u>22,709</u>	<u>22,709</u>

# Debate Mate Schools Limited

## Company Limited by Guarantee

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

Year ended 31 August 2021

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

	Unrestricted Funds £	Restricted Funds £	Total Funds 2021 £
Programmes	391,790	165,734	<b>557,524</b>
Support costs	309,505	54,416	<b>363,920</b>
	<u>701,295</u>	<u>220,150</u>	<u><b>921,444</b></u>

	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>

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

	Programmes £	Support costs £	Total funds 2021 £	Total fund 2020 £
Programmes	557,524	328,337	<b>885,861</b>	1,181,814
Governance costs	—	35,583	<b>35,583</b>	25,796
	<u>557,524</u>	<u>363,920</u>	<u><b>921,444</b></u>	<u>1,207,610</u>

#### 11. Analysis of support costs

	Analysis of support costs £	Total 2021 £	Total 2020 £
Staff costs	260,972	<b>260,972</b>	239,765
Premises	1,582	<b>1,582</b>	69,926
Governance costs	35,583	<b>35,583</b>	25,795
Other support costs	65,783	<b>65,783</b>	90,114
	<u>363,920</u>	<u><b>363,920</b></u>	<u>425,600</u>

#### 12. Net income/(expenditure)

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

	2021 £	2020 £
Depreciation of tangible fixed assets	<b>2,348</b>	<b>1,873</b>



# Debate Mate Schools Limited

## Company Limited by Guarantee

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

Year ended 31 August 2021

#### 13. Auditors remuneration

	2021	2020
	£	£
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:

	2021	2020
	£	£
Wages and salaries	548,735	682,158
Social security costs	28,303	26,419
Employer contributions to pension plans	17,375	18,171
Other employee benefits	38,295	39,888
	<u>632,708</u>	<u>766,636</u>

The average head count of employees during the year was 17 (2020: 20). The average number of full-time equivalent employees during the year is analysed as follows:

	2021	2020
	No.	No.
Number of production staff	16	19
Number of management staff	<u>1</u>	<u>1</u>
	<u>17</u>	<u>20</u>

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

	2021	2020
	No.	No.
£210,000 to £219,999	–	1
£270,000 to £279,999	<u>1</u>	<u>–</u>
	<u>1</u>	<u>1</u>

#### Key Management Personnel

Key management personnel include all persons that have authority and responsibility for planning, directing and controlling the activities of the charity. The total compensation paid to key management personnel for services provided to the charity was £271,026 (2020:£212,709).

#### 15. Trustee remuneration and expenses

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

# Debate Mate Schools Limited

## Company Limited by Guarantee

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

Year ended 31 August 2021

#### 16. Tangible fixed assets

	Fixtures and fittings £	Equipment £	Total £
<b>Cost</b>			
At 1 September 2020	360	5,289	<b>5,649</b>
Additions	1,500	1,083	<b>2,583</b>
<b>At 31 August 2021</b>	<b>1,860</b>	<b>6,372</b>	<b>8,232</b>
<b>Depreciation</b>			
At 1 September 2020	255	3,010	<b>3,265</b>
Charge for the year	230	2,118	<b>2,348</b>
<b>At 31 August 2021</b>	<b>485</b>	<b>5,128</b>	<b>5,613</b>
<b>Carrying amount</b>			
<b>At 31 August 2021</b>	<b>1,375</b>	<b>1,244</b>	<b>2,619</b>
At 31 August 2020	105	2,279	<b>2,384</b>

#### 17. Debtors

	2021 £	2020 £
Prepayments and accrued income	5,270	5,354
Other debtors	124,027	142,403
	<b>129,297</b>	<b>147,757</b>

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

	2021 £	2020 £
Trade creditors	11,114	23,731
Accruals and deferred income	65,000	78,767
Social security and other taxes	140,320	194,113
	<b>216,434</b>	<b>296,611</b>

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

	2021 £	2020 £
Bank loans and overdrafts	50,000	50,000

#### 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 £17,375 (2020: £18,171).



# Debate Mate Schools Limited

## Company Limited by Guarantee

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

#### Year ended 31 August 2021

#### 21. Analysis of charitable funds

##### Unrestricted funds

	At 1 September 2020	Income £	Expenditure £	Transfers £	At 31 August 20 21
General funds	(103,968)	760,020	(725,547)	14,916	(54,579)

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

##### Restricted funds

	At 1 September 2020	Income £	Expenditure £	Transfers £	At 31 August 20 21
BBC Children In Need	—	20,888	(20,888)	—	—
Four Acre Trust	—	—	—	—	—
The Dulverton Trust	—	—	—	—	—
John Lyon's Charity	—	30,000	(30,000)	—	—
Newby Trust	—	15,000	(14,677)	(323)	—
The Swire Charitable Trust	—	33,500	(26,863)	(6,637)	—
Wellington Management UK Foundation	—	20,000	(20,000)	—	—
Bank of America Foundation	—	64,332	(64,076)	(256)	—
Simmons & Simmons Charitable Foundation	—	7,706	(6,179)	(1,527)	—
People's Postcode Trust	—	—	—	—	—
Christ Church College Garfield Weston Foundation	—	5,000	(4,770)	(230)	—
The National Lottery Community Fund	—	30,000	(24,057)	(5,943)	—
	—	8,640	(8,640)	—	—
	—	235,066	(220,150)	(14,916)	—

	At 1 September 2019	Income £	Expenditure £	Transfers £	At 31 August 20 20
BBC Children In Need	—	46,222	(46,222)	—	—
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	—
Newby Trust	—	15,000	(15,000)	—	—

# Debate Mate Schools Limited

## Company Limited by Guarantee

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

Year ended 31 August 2021

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

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)	-	-
Christ Church College	-	-	-	-	-
Garfield Weston Foundation	-	-	-	-	-
The National Lottery Community Fund	-	-	-	-	-
	-	<u>355,701</u>	<u>(278,182)</u>	<u>(77,519)</u>	<u>-</u>

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

	Unrestricted Funds	Restricted Funds	Total Funds
	£	£	2021
Tangible fixed assets	2,619	-	2,619
Current assets	175,736	33,500	209,236
Creditors less than 1 year	(182,934)	(33,500)	(216,434)
Creditors greater than 1 year	(50,000)	-	(50,000)
<b>Net liabilities</b>	<u>(54,579)</u>	<u>-</u>	<u>(54,579)</u>

	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>

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

	At 1 Sep 2020	Cash flows	At 31 Aug 2021
	£	£	£
Cash at bank and in hand	92,502	(12,563)	79,939
Debt due after one year	(50,000)	-	(50,000)
	<u>42,502</u>	<u>(12,563)</u>	<u>29,939</u>



**Debate Mate Schools Limited**  
**Company Limited by Guarantee**  
**Notes to the Financial Statements** *(continued)*  
**Year ended 31 August 2021**

**24. Related parties**

During the year the charity entered into the following transactions with related parties:

	Transaction value		Balance owed by/(owed to)	
	2021 £	2020 £	2021 £	2020 £
Margaret McCabe	—	—	8,880	—
Debate Mate Limited - Sales	2,476	20,045	24,390	65,375
Debate Mate Limited - Purchases	27,500	—	—	—
Debate Mate Online Limited - Sales	16,810	6,334	(4,566)	2,393
Debate Mate Online Limited - Purchases	<u>1,241</u>	<u>—</u>	<u>—</u>	<u>—</u>

Debate Mate Limited and Debate Mate Online Limited are under the control of Margaret McCabe who is key management of Debate Mate Schools Limited.

Margaret McCabe repaid the charity £8,880 in April 2022.