

# FRIENDS OF K. J. P. SCHOOL

England & Wales · Charity number 1136209

## Details

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Other names	FRIENDS OF KING J. P. SCHOOL, GLORY CHURCH, GLORY TEMPLE, HOUSE OF GLORY, SHEKINAH BOOKS
Status	Registered
Legal form	Other
Registered	2010-06-04
Register	<a href="#">View on the Charity Commission register</a>

## Contact

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Enfield  
Middlesex  
EN3 4AW

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**Email** [adombena@yahoo.co.uk](mailto:adombena@yahoo.co.uk)

## Activities

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**Objects:** THE ADVANCEMENT OF THE CHRISTIAN RELIGION FOR THE PUBLIC BENEFIT IN THE UK AND ABROAD.THE ADVANCEMENT OF RELIGIOUS OR OTHER EDUCATION FOR THE PUBLIC BENEFIT.THE PRESERVATION OF HEALTH AND RELIEF OF NEED, IN PARTICULAR FOR THE AGED, SICK, DISABLED OR THOSE IN POVERTY

**Activities:** We are a community development organisation who are inspired by our Christian beliefs to practically assist disadvantaged people in communities in areas such as education and employment

## Classification

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- **How:** Provides Human Resources, Provides Services, Provides Advocacy/advice/information, Sponsors Or Undertakes Research
- **What:** General Charitable Purposes, Education/training, The Advancement Of Health Or Saving Of Lives, Disability, The Prevention Or Relief Of Poverty, Accommodation/housing, Religious Activities
- **Who:** Children/young People, Elderly/old People, People With Disabilities, Other Charities Or Voluntary Bodies, The General Public/mankind

## Geography

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- **Area of benefit:** UK AND ABROAD
- Throughout London

## Finances

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Period end	Income	Expenditure	Assets	Employees
2025-03-31	£179,350	£179,350	-	-
2024-03-31	£164,950	£164,950	-	-
2023-03-31	£9,000	£9,000	-	-
2022-03-31	£7,000	£7,000	-	-
2021-03-31	£2,000	£2,000	-	-

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## Trustees

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Name	Role	Appointed
George Israel	Chair	2024-05-08
JOSEPH WILLIAM KORSAH		2024-03-01
Vandyke Boadi Arhin		2023-10-22

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**FRIENDS OF K. J. P. SCHOOL**

England & Wales - Charity number 1136209

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# Accounts

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# 2025



## ANNUAL REPORT

FRIENDS OF KING J. P. SCHOOL ANNUAL REPORT FOR THE  
YEAR ENDING 31ST MARCH 2025

# A WORD FROM OUR CO-EXECUTIVE DIRECTORS

*A strong community brings impactful change*

The past few years have been a challenging and changeable time due to global issues that affected economies in diverse ways. FKJPS has overcome their share of uncertainties and have had to look deeply within to reinvigorate its sense of being. With every challenge there comes learning and we took the opportunity to instigate a significant review of our mentoring community. As a result, we created a new mentor community strategy aimed at fostering shared learning, better human connection and promoting greater diversity within the community. The overarching goal? To provide the best support possible for the young people we work with.

Having reflected on the past ten years, we're looking forward to what we want the next ten to look like. Our underlining focus is on making sure the organisation remains values-led, financially sustainable and ultimately centred on the needs of the young people we serve. We want our products and programmes to be tailored to address the challenges they face in the post-pandemic environment. We want to harness our networks to create a deep and long-lasting impact for our young people. We're excited at the prospect of seeing some of our original mentees coming full circle and 'paying it forward' as mentors within our programmes.

It has been a privilege to work with all my fellow Directors who bring their time and energy to the organisation. I am pleased that we have welcomed new volunteers who bring formidable experience from relevant sectors, with backgrounds such as in finance and infrastructure. I am confident we have a rich mix of skills to ensure strong governance of our organisation.

Our achievements and the recent Covid-related challenges have shown us that we are best when we are nimble, innovative, unafraid to adapt and resilient. This is especially important in what may be an even more challenging future financial climate for all public and voluntary sector organisations. But new opportunities are there if we look for them and are bold enough to grasp them. Our forward-looking review have helped us prepare for these new possibilities. Key to this will be working in closer collaboration with stakeholders and delivery partners, especially those in health and education, to give better and more joined-up support. Most importantly, we must ensure the diverse voices of young people informs all that we do.

GEORGE ISRAEL

## WHY WE ARE NEEDED

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Young people from the least advantaged communities face a double disadvantage. Gender inequality is exacerbated by poverty: both the 'glass ceiling' and the 'class ceiling' continue to hold young people back.

The Covid-19 pandemic and cost-of-living crisis continue to impact young peoples confidence, mental health and emotional maturity. The attainment gap for the least advantaged young people and those privileged is widening, significantly affecting their life chances. If we want to break the cycle of disadvantage and inequality that more and more young people are facing, we need to equip them with:

- the self-belief to realise their ambition
- the opportunities to develop a voice and a platform for it to be heard
- the support needed to overcome obstacles, for as long as they need

We believe no young person should have their futures limited by gender, sex, ethnicity, background, or parental income and that they should be supported to reach their true potential, discover their self-worth, and develop their capacity to shape their world and their futures.

## WHAT WE DO

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We deliver mentoring with relatable role models, access to unique opportunities and a life-long network of support, to empower young people to raise their aspirations and build their confidence, supporting them to achieve their full potential in life. We have supported countless young people to believe in their unlimited futures.

We work with young people from the least advantaged communities in areas where deprivation indices or child poverty rates are highest. Many of the young people we work with qualify for Free School Meals or receive additional support due to other challenges.



# WE OFFER

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## 1-to-1 mentoring

We match young with a mentor who has 3+ years' professional experience, who we vet, train and support throughout the programme. Mentoring sessions focus on building confidence, resilience, CV writing, interview skills, knowledge of opportunities and awareness of the working world. Our mentors are drawn from a range of business sectors including the arts, STEM, transport, finance, media and law, as well as community organisations and civil society.

- Work experience, insight talks, visits and skills workshops We partner with businesses, community leaders and organisations to offer work experience, site visits, career round-tables and 'A Day in the Life of' talks.

## Workshop programme

Our workshops support young people to develop confidence, articulate their skills, interests and talents, and be able to talk about themselves in a positive way. They also offer insights into the world of work through round-table sessions with local businesses.

## Ambassador Community

After participating in the mentoring programme all mentees can become Ambassadors and are invited to join this free, lifelong community, similar to an alumni network, enabling them to access support, networking and employability opportunities, and a platform to develop their voice.



# MENTORING APPROACH

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We do this through one-to-one mentoring with positive role models and team activities to promote leadership, trust and responsibility.

Mentors use their skills and experience to support these young people, guiding them through a period of significant change. This may involve helping them build professional networks, complete applications, access internships or work.

Friday Evening Diversionary Activities Friday evening activities were an effective tool in engaging young people with the project. Each Friday, a high quality offsite activity took place. These included bowling, cinema trips or a meal at a restaurant. Friday evenings were identified as a high risk time of the week both for getting into trouble and for associating with negatively behaved peers. Therefore, the activities were an effective diversion.

High quality activities were used so that they were a realistic and attractive diversion:

young people were not prepared to 'give up' their Friday evening unless the offer was really good. An unexpected positive outcome of the Friday activities was the informal group discussions that mentors were able to facilitate. Young people shared information with each other about their offending history in an appropriate way. Many young people felt they had to live up to certain stereotypes. with their peers to maintain their status.

These discussions enabled them to understand the similar patterns of behaviour and circumstance by which many of them had got into trouble and how this can be avoided. Importantly, it dispelled many myths and the glamorisation of their offending behaviour.



# MONEY SENSE

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**Money for Life** is a programme designed to inspire a generation to make the most of their money. From empowering young people to feel confident and start talking openly about money to providing high-quality training and crucial support systems, Money for Life equipped 14-25 year olds across the UK with the knowledge, life skills and provision needed to manage their money. The programme, supported by, involved both face-to-face and online training, as well as opportunities to use social action to embed new skills. The programme culminated in an award ceremony where a group of young people with disabilities won the top prize for their project to support other young people with disabilities to lead more independent lives and equip them with the skills to manage their own money.

## OUR SCHOOLS

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We believe children learn as much, if not more, outside the classroom as they do inside it. The curriculum at FKJPS Schools is designed to build resilience, improve self-discipline, and develop the skills required to work effectively as part of a team. Our tutorial system also helps to ensure that children are reflective about themselves and their experiences with the aim of understanding how they might improve, which helps to build self-reliance and a sense of personal responsibility. However, for all its educational benefits, our aim is to ensure that the co-curriculum is a source of fun and enjoyment in an ever more stressful modern age. So, learning environment allows students to work in the social action sphere.

We are also determined that children should be able to participate in as wide a range of activities as possible and that they are not restricted to a narrow programme. Talent in any activity is respected but participation is hugely valued, too, and children are encouraged to work hard in areas where they may not feel comfortable rather than sticking solely to well-known territory. In some activities we look to them to develop leadership skills, but in others we hope they will be effective 'followers'. It is our goal that children develop positive values, encouraged by the example of their peers and their teachers. Although we make no apology for aiming for excellence in all we do, our teachers and coaches see themselves as educators first and foremost.



Working together with children and we are building a different future. One where every child receives an education and has their voice heard. One where all young people are free from violence, in control of their own body and know their rights. To get there, we deliver long-term development programmes and respond to emergencies. We campaign with young people on issues that matter to them and call on governments to do more to protect children's rights. That means working closely with children, young people and their families and communities. They are experts in their own lives. They help us understand the challenges to change. And they work with us to find ways to do so.

We also know that young often face the greatest disadvantage because of their age and gender. That's why ensuring young people get equal chances is central to all our work. We listen to and work with them to learn how we can support them. When we work together, a better future is possible.

## THRIVING CULTURE

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We have continued to embed our Values and our Feminist Leadership Principles to enable our people and organisation to thrive. Fostering an inclusive, empowering culture that supports staff wellbeing and effective delivery is crucial for our impact. We have continued to implement both our Diversity and Inclusion, and Anti-Racism Action Plans. This has included work to make our recruitment systems and processes more inclusive, and introducing Anti-racism and Allyship training for staff.

We have reviewed our experience of hybrid working and we continue to evolve the way we work so that we are enabling flexibility for staff and promoting productive ways of working. We've improved our ways of working including with a new user-friendly intranet.

We have also started a process of reviewing our organisational structures to ensure that these are aligned to our future needs. We completed a review of our International Programmes, Finance and Senior Leadership Teams.

## LOOKING FORWARD

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Looking forward, we have started a project to review our pay and benefits architecture. As we develop our new strategy, will be setting priorities for how we continue to create a culture and environment where our organisation and people can thrive.

# THINK DIGITAL

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To engage new audiences, increase income, and have the most impact for children and young people, we need effective technology and tools. This year we launched the Technology that Works Framework that ensures standardised and supported management of technology projects. Within this portfolio we have had several successful technology launches this year, including a new database for managing donations. We have also launched a new recruitment web microsite and applicant tracking system ensuring a better experience for those applying for roles.

Our work to improve the supporter digital experience and increase income online has continued apace this year, including significant progress towards a website launch.

Think Digital combines with our Fluent Online. **'FLUENT O'** addresses the lack of skills in computer science in young people, empowering them to become digital creators in an ever-changing global society. Working with young people aged 11-25, many of whom have no prior coding experience, the programme sparks an interest in code and builds technical skills through themed activities that are relevant to the young people's passions, whether that be fashion, sport or space. We were very pleased to be recognised as winner of the Tech 4 Good: Digital Skills Awards – profile the importance of our work and connecting us to tech organisations and funders who could further our work in building digital skills of young people. 3900 young people took part in computer science sessions as part of Fluent O 54% of these young people were female – a group that has traditionally been under-represented in the tech industry 95% of young people improved their coding skills “Fluent O has allowed us to bring computer science to groups of young people that always thought this was something that ‘other people did’ youth worker. We plan to continue this programme next year – aiming to address the lack of embedded, sustainable digital provision in the youth sector by inspire and upskilling youth workers to become Digital Transformative Agents. We look forward to sharing more positive impacts.

## IDEAL SANITATION

Together with our partners we exceeded all three of our targets on the number of people who directly benefited from our work installing clean water and decent toilets, and promoting good hygiene, in their homes, schools and health care centres. We also indirectly benefited millions more by influencing and strengthening the policies and practices of governments, businesses and civil society organisations, so that we can spark lasting change on a bigger scale. We advocated strongly for the Sustainable Development Goals on water, sanitation and hygiene, and are early adopters of the new counting standard for people to gain access to them. This is a much higher standard and is championed by the Joint Monitoring Programme, which is tasked with reporting on global progress towards everyone, everywhere having clean water and decent toilets by 2030. We are determined to make a big contribution we can to the Sustainable Development Goals, especially Goal 6 – water, sanitation and hygiene for all by 2030. This means that, while we will always carry out work directly with the poorest communities, our direct reach figures only tell part of the story. We make lasting change happen on a bigger scale for many more people by: convincing governments to change laws and policies strengthening service providers' capacity changing attitudes and behaviours pooling knowledge and resources rallying support from people and organisations around the world. Along with other international nongovernmental organisations, we are currently developing our own method of recording our impact on people who benefit from clean water, decent toilets, or good hygiene through the activities above. This is a challenging area of measurement, where there is little precedent, but we are committed to establishing appropriate measures in this area for our



future reports. We made good progress on this last year and already, in addition to our direct reach numbers, we can report that we: influenced 14 national policies, strategies or standards improved the management of water services in 26 public utilities strengthened the management capacity of 84 rural districts so they are better able to deliver clean water, decent toilets, or good hygiene to their constituents

We welcome the increasing global attention being paid to hygiene. However, this has focused mostly on handwashing with soap, when people benefit more by combining this with food hygiene, staying clean during their periods, and keeping homes and hospitals clean. This takes more than adequate facilities – hygienic habits are essential. And changing behaviours is hard. But growing evidence shows that behavioural psychology approaches work better than traditional one-off hygiene lessons. Our experience also demonstrates what is needed to make it normal for everyone, everywhere to practise good hygiene. Integrating a package of interventions, including evidence-based hygiene promotion with water and sanitation improvements, and with health, nutrition and education policies, is key.

# LOOKING FORWARD

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We are now entering the final stage of the new website build, with launch. We will also be testing new approaches to social media and digital fundraising tools to attract, engage and retain our audiences and increase income

## FUNDRAISING STATEMENT

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FKJPS aims to build strong, respectful and transparent relationships with our financial supporters. It is only through the generosity of individuals, companies and other organisations that our work is possible. We know that for our supporters, their charitable giving is an important and positive part of their lives. We will always strive to achieve the highest standards in our fundraising and communication with supporters.

The following principles guide our fundraising:

- We aim to inspire people to give or raise money for FKJPS.
- We thank our supporters appropriately and demonstrate the difference their money makes.
- We keep supporters' data secure and do not sell or share it for marketing purposes.
- We demonstrate our commitment to the Code of Fundraising Practice and the Fundraising Promise.
- We ensure that all of our fundraising is compliant with the Code of Fundraising Practice, and we monitor this regularly through our Fundraising Compliance Working Group: there are currently no areas of non-compliance.
- We manage agencies and professional fundraising organisations working for us closely and demand high standards of them to ensure supporters and the wider public do not feel pressured to give and are treated with respect at all times, with a particular focus on the protection of vulnerable people.
- We undertake a series of checks to ensure fundraising partners and agencies are financially viable and meet our ethical criteria, prior to working with them.
- We listen to supporters and act on their communication requests.
- We endeavour to build long-term relationships with our supporters, enabling them to support the charity in all the different ways they choose.
- We genuinely appreciate feedback from supporters and the public and have procedures in place to review our fundraising activities in light of feedback and complaints we may receive.



# INDEPENDENT AUDITOR'S REPORT

## Opinion

We have audited the financial statements of FKJPS, the Balance Sheet, the Cash Flow Statement and the related notes. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom

Accounting Standards, including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice). This report is made solely to the charity's trustees, as a body, in accordance with Part 4 of the Charities (Accounts and Reports) Regulations 2008. Our audit work has been undertaken so that we might state to the charity's trustees 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 trustees as a body, for our audit work, for this report, or for the opinions we have formed. In our opinion the financial statements:

- give a true and fair view of the state of the charity's affairs as of 31 August 2023, and of its incoming resources and application of resources, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

## 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.

## Conclusions

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charity's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Peter Dema

Dema Accounting and Marketing Consultants  
18 Pilton Green EH4 4HT

# STRATEGY AHEAD

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As we enter the final year of our current strategy, we will be looking to consolidate our work of the past few years and complete any outstanding tasks linked to achieving our strategic goals. We anticipate that this will continue to be a time of change for the country as we navigate the United Kingdom's likely departure from the EU. This will inevitably have consequences for young people as less time is spent on policy development that might benefit them and central funding for the youth sector remains unchanged. Our purpose remains unchanged and ever more important in this political context. We will redouble our efforts to demonstrate the value of youth work in providing positive activities for young people, keeping them safe and developing their life skills. In this way we can play a vital role in equipping young people for education, training, work and life. We will build a FKJPS Movement and work with the relevant bodies to set out their cross-departmental commitment to young people. Through working in partnership with other leading national youth charities and the grassroots youth organisations across the country who form part of our movement we believe we can win much needed support and investment for the sector. Over the past year we have sought to address rising levels of serious violence, declining mental health and well-being and poor-quality employment opportunities for key groups of young people. These three areas will remain an important focus. To support the FKJPS Movement, we will launch a range of collectives and masterclasses for youth work practitioners, bringing them together to explore best practice and share learnings. We will continue to deliver our much-needed free safeguarding training to ensure all young people have access to high quality provision in their local community.



As the evidence base around the importance of developing life skills grows, we will continue to invest in and build our portfolio of national skills development programmes across Arts, Wellbeing, Citizenship and Enterprise. Through these programmes we achieve a triple benefit; training local youth workers and volunteers with vital skills that will remain in their community, training young people in skills that will equip them for life, and upskilling members of the wider community through their participation in youth led volunteering and social action initiatives. In addition, we are excited about the continued growth and success. We plan to welcome more young people with disabilities as we sustain our continuous investment and improvement plan for the centre; adding new equipment to improve accessibility and learning opportunities. To deliver our strategic aims we will deliver against our financial targets, ensuring the charity remains in robust financial health.

# EQUALITY, DIVERSITY AND INCLUSION

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FKJPS is committed to employing and partnering with people from diverse cultures and backgrounds, and with a wide range of experiences, to ensure equality, diversity and inclusion are embedded in everything we do. We aim to bring together people with different points of view and operate in a way that enables such differences to be embraced and respected, where everyone feels valued and we get the best outcomes. It is this diversity of talent that allows us to deliver the work we do directly for and on behalf of young people. We have established a diversity and inclusion taskforce to give our employees the opportunity to shape a great place to work.

We are committed to providing accessible programmes and services and try to involve different users to help shape what we do. Our equal opportunities, dignity at work and diversity policy sets out our commitment to promoting equality for all and guarding against discrimination on the grounds of disability or any other protected characteristic, including through our approach to recruitment, selection, training, development and promotion. The charity firmly believes in gender equality across all aspects of our employment. When it comes to diversity and inclusion, we want to set a high benchmark. And, while we know we still have a long way to travel, over the past year we have made progress over the past year and we will work hard to continue to progress and improve our diversity, inclusion and equality.

**Risk management** The Board of Trustees have a risk management strategy that comprises:

Ongoing review of the risks the charity may face The establishment of systems and procedures to mitigate those risks identified.

The implementation of procedures designed to minimise any potential impact on the charity should those risks materialise We have implemented a system of review and reporting on the identification and management of risk with the aim of continuous improvement in all our related policies and procedures. This work is carried out by the Senior Leadership Team, supervised by the Organisational Development Committee and reviewed on a regular basis by the Board of Trustees. It has enabled the charity to plan emergency procedures and make contingency plans where these are appropriate.



# FRIENDS OF KING J. P. SCHOOL

# 2025

FRIENDS OF KING J.P. SCHOOL											
ACCOUNTS											
FOR THE PERIOD ENDING 31st March 2025											
DATE	DETAILS	INCOME	EXPENDITURE	CHEQUE NO	ANALYSIS OF EXPENDITURE						
					Academics and Tuiti	Resources	Youth Center	Mentoring	oneries/Equipm	Core Costs	
01/04/2024	Balance b/f	-									
30/04/2024											
30/05/2024	Members contribution	5,000.00	4,200.00		2,000.00		500.00	500.00	1,200.00		
31/05/2024	Members contribution	15,200.00	16,000.00		2,800.00		1,000.00	1,000.00	1,200.00	10000	
30/06/2024	Members contribution	21,900.00	21,200.00		10,000.00		10,000.00		1,200.00		
30/07/2024	Members contribution	19,250.00	19,950.00		5,000.00	1,750.00	7,000.00	5,000.00	1,200.00		
30/08/2024	Members contribution	25,700.00	23,700.00		2,000.00	1,000.00	9,000.00	500.00	1,200.00	10,000.00	
18/09/2024	Members contribution	13,425.00	15,425.00		7,000.00	1,000.00	5,000.00	1,225.00	1,200.00		
29/10/2024	Members contribution	19,445.00	19,445.00		10,000.00	2,000.00	4,245.00	2,000.00	1,200.00		
30/11/2024	members contribution	13,200.00	13,200.00		2,500.00	500.00	6,000.00	1,000.00	1,200.00	2,000.00	
30/12/2024	Members contribution	17,430.00	16,200.00		5,000.00	-	-	5,000.00	1,200.00	5,000.00	
16/01/2025	Members contribution	12,400.00	13,630.00		3,430.00	5,000.00	1,000.00	3,000.00	1,200.00		
22/02/2025	Members contribution	13,200.00	13,200.00		3,500.00	1,500.00	2,000.00	2,000.00	1,200.00	3,000.00	
30/03/2025	members contribution	3,200.00	3,200.00				500.00	500.00	1,700.00	500.00	
		<b>179,350.00</b>	<b>179,350.00</b>		<b>53,230.00</b>	<b>12,750.00</b>	<b>46,245.00</b>	<b>#####</b>	<b>#####</b>	<b>30,500.00</b>	<b>#####</b>



**FRIENDS OF KING J. P. SCHOOL ANNUAL REPORT  
FOR THE YEAR ENDING 31ST MARCH 2025**

**FRIENDS OF K. J. P. SCHOOL**

England & Wales - Charity number 1136209

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# Accounts

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# 2024



# ANNUAL REPORT

FRIENDS OF KING J. P. SCHOOL ANNUAL REPORT FOR THE  
YEAR ENDING 31ST MARCH 2024

## OUR PASSION – WELCOME MESSAGE FROM OUR TRUSTEES

We believe children learn as much, if not more, outside the classroom as they do inside it. The co-curriculum at KJPS is designed to build resilience, improve self-discipline, and develop the skills required to work effectively as part of a team. Our tutorial system also helps to ensure that boys are reflective about themselves and their experiences with the aim of understanding how they might improve, which helps to build self-reliance and a sense of personal responsibility. However, for all its educational benefits, our aim is to ensure that the co-curriculum is a source of fun and enjoyment in an ever more stressful modern age. So, learning environment allows students to work in the social action sphere. We are also determined that children should be able to participate in as wide a range of activities as possible and that they are not restricted to a narrow programme. Talent in any activity is respected but participation is hugely valued, too, and children are encouraged to work hard in areas where they may not feel comfortable rather than sticking solely to well-known territory. In some activities we look to them to develop leadership skills, but in others we hope they will be effective 'followers'. It is our goal that children develop positive values, encouraged by the example of their peers and their teachers. Although we make no apology for aiming for excellence in all we do, our teachers and coaches see themselves as educators first and foremost.

Working together with children and we are building a different future. One where every child receives an education and has their voice heard. One where all young people are free from violence, in control of their own body and know their rights.



To get there, we deliver long-term development programmes and respond to emergencies. We campaign with young people on issues that matter to them and call on governments to do more to protect children's rights.

That means working closely with children, young people and their families and communities. They are experts in their own lives. They help us understand the challenges to change. And they work with us to find ways to do so.

We also know that young people often face the greatest disadvantage because of their age and gender. That's why ensuring young people get equal chances is central to all our work. We listen to and work with young people to learn how we can support them.

When we work together, a better future is possible.

King Jesus Palace School has provided an excellent education and is constantly evolving into an incredibly inclusive school with a great tradition of success.

Our mission is to develop lively, inquiring minds and aid young people to reach their full potential. Through strong leadership and exceptional teaching, the staff at the KJPS aim to continue our tradition of academic excellence, while also looking to serve the ever-changing needs of a new generation. We aspire to send all young people into the increasingly interconnected world with the relevant knowledge and wide range of skills necessary to succeed.

At KJPS we believe that success is not only measured through academic achievement, but equally through emotional and social development. We therefore focus on equipping students with multiple intelligence necessary to make a positive contribution to society.

Learning is not solely limited to the classroom and staff foster a study environment that takes students well beyond the curriculum. We are proud to provide a plethora of exciting and worthwhile extracurricular activities, and we also encourage students to engage in independent research activities and student-led societies.



At KJPS, it is our firm principle to put students at the heart of everything, thus they have the opportunity to influence policy and practice. The Senior Leadership Team places a high importance on the student voice and is committed to taking into account the views of the student body. Students are encouraged to value the principles of democracy, meritocracy and civic duty through participation in the School Council. In this way, our young people realise the importance of devoting time to the community while developing a capacity for mediation and leadership.

As a school, we understand that education represents a major stage in the life of each young person. Every Campus is therefore committed to working collaboratively with parents, carers and the local community to support our young people during their formative years. By providing an environment where differences are celebrated and respected, we aim to enable students to develop a strong sense of identity and individual purpose.

We look forward to welcoming you to our KJPS Community.

Message from Head of Trustees

# OUR STRATEGY

- ❑ Every child should have the opportunity to learn. Education is every child's right and equips them with knowledge, skills, and confidence for life.
- ❑ Every girl should live free from violence. From experiencing harassment on the streets to being forced to marry, the threat of violence still follows young people through every stage of their life.
- ❑ Every girl should have control of her body and her future. Too often young people do not have access to knowledge and services needed to make informed decisions about their bodies.
- ❑ Every child should be safe, protected and supported when an emergency hits, too. The inequalities children face are often even more devastating in a crisis.

These are just some of the goals that we are tirelessly working towards. We focus our efforts on areas that have the biggest impact on tackling inequality, and where we know we can create lasting change. You can find out more in our latest strategy.

# OUR VALUES

Our aim is to provide a first class, liberal education where students achieve their full potential and show consideration for others.

KJPS produces young people who are confident in their abilities, and considerate in their attitudes.

## **Confident**

As a result of exceptional teaching designed to stretch and champion our students' knowledge, Our students are confident in their own capabilities and attack challenges with vigour and conviction.

We help students develop lively enquiring minds, apply themselves to tasks, and acquire practical skills and knowledge that are valued both for their own sake and for the broader good of society.

We help students develop the ambition and self-esteem necessary to realise their full potential.

We provide a wide range of valuable opportunities and experiences for all students.

We ensure that school life is valued for itself as well as a preparation for adulthood and employment.



## **Considerate**

As considerate members of the community, KJPS students are aware of their responsibilities to wider society and continually seek to behave in a way that improves and enriches the experiences of others.

We encourage students to contribute to the common good, both now and in the future.

We promote open-mindedness by assisting students to develop an understanding of and respect for the beliefs and values of others.

We encourage students to understand and be aware of their own feelings and those of others.

We help students understand the interdependence of individuals, communities and nations throughout the world and their responsibility to one another.

We help students understand the consequences of their actions and those of others for the environment.

We develop a respect for the principles of democracy, justice, and individual liberty and expression.

## **Equalities, diversity and inclusion**

Our key purpose is to make the school an inclusive and safe environment for all young people regardless of their background and identity, and to ensure good support is available if they experience harm.

## **A HOLISTIC LEARNING COMMUNITY**

Here at KJPS we are all constantly learning. As teachers, we analyse our classes and teaching styles, evaluate our testing and marking, look at inspirational teaching methods from around the globe, ensure that the atmosphere in which we operate is conducive to learning and provide constant feedback and support. We bring together the best in teaching; literally searching the world for the best approaches to education and integrate the rigour and discipline with the innovation and creativity of the West.

The culture of the College is very important and we are modern, forward-thinking, intelligent and agile when it comes to change.

We constantly look forward, research new skills, make use of technology, combine on and offline teaching and learning and, in doing so, often lead the way in terms of standards by which all schools are judged.



Students here are encouraged to be citizens of the world, have an appreciation for their environment and contribute to global events in a positive and responsible way. We discuss, debate and research, provide opportunities for presentation and encourage individual responsibility. Our students will go on to be leaders in their fields and improving skills in teamwork, leadership and communication, learning to manage relationships and becoming responsible for the world in which they live are attributes we positively seek to develop. These skills which mature during a student's time with us, alongside their top academic grades, are what makes KJPS students successful.

1. encourages creativity, individuality, innovation and enjoyment through a broad vision of education based on wide-ranging academic and co-curricular opportunities;
2. enables students to develop a strong understanding of themselves and their capabilities, while also empathising with others through a genuine appreciation for different people, different perspectives and different cultures;
3. develops enquiring minds and fosters a life-long appreciation of independent thinking and learning;
4. develops physical and mental health, emotional maturity and spiritual richness;
5. nurtures the value of leadership and service;
6. celebrates kindness, loyalty, gratitude, integrity and determination.

## **WELL BEING**

### **Pastoral ethos**

Our pastoral care focuses on the whole student, aiming to develop the personal, social and academic. We prepare our students for the future, supporting them to achieve their full potential within a safe and supportive environment.

Our school's strong inclusive values meet the diverse needs of KJPS students in an environment where differences are respected and celebrated. Our core values, which centre on good manners and showing respect and consideration for others, help engender a strong community bond.

### **Emotional wellbeing**

We recognise that on their journey towards academic excellence each student will face individual challenges and pressures. KJPS is committed to maintaining positive emotional wellbeing for both students and staff, ensuring that all members of the community feel happy, secure and able to thrive during their time at the school. To do this, we promote a culture where all members of the school community feel they are valued and able to share their concerns, should they arise.

The school engages all members of its community as providers of pastoral care and places a high importance on positive interactions between staff, students and home.

The strong pastoral programme, led by the Heads of Schools, Deputy Heads of Schools and Senior Leaders, also ensures every student and parent has a named point of contact who will work closely with them during their school career. Such members of staff are always on hand to discuss academic and emotional progress, and to act as mentors to pupils experiencing barriers to learning.

Where appropriate, we liaise with external services to ensure that, as far as possible, students receive the support that they need.



## **Student Voice**

KJPS strives to improve its provision by encouraging students to participate in decision-making, and highlight issues that are relevant to them. This is done through a system of student leaders, composed of the School Council and Form Ambassadors.

The School Council follows the Smart School Councils model, which aims to involve every pupil in the decision-making process and promotes engagement across all year groups. Student involvement in the School Council aids the development of key skills for life, such as research, action planning, collaborative work and debating skills.

Students in each Form Group are given the opportunity to stand as a Form Representative, elected via an anonymous vote. Form Representatives lead Class Action meetings, where the views of students in every Form Group are canvassed and future topics for discussion are proposed. Students are organised into small groups within a Form, which are each allocated one vote per topic. This encourages students to participate in informed debates and discussions regarding topical issues.

The intention is that students will not just highlight things that they would like to change, but that will spend time researching alternatives and solutions, and then propose these ideas to the Senior Leadership Team. The School Council Committee updates students on the latest developments via Year Assemblies and the School Council notice board. Parents are additionally urged to stay informed via our website.

# Primary School Transition to KJPS Junior High Schools

Transitioning to junior high school is a hugely exciting time for the incoming Year 7 students but can also involve a few changes which can cause anxiety (for both students and parents/carers!). Some of the differences between primary school and secondary school can include different classrooms, different teachers for each subject, bigger buildings, new travel arrangements, and mixing with new students.

At KJPS we have a structured transition programme so that all children, and their families, feel secure and well-prepared. We are certain that your child will find our school a caring and friendly environment in which every student is both academically challenged and supported. We hold welcome events across the year, before students start in September. This provides children and parent/carers with an opportunity to meet some of the senior leadership team, as well as to ask any questions.

All new students are invited to a Transition Day before they start at the school. They get a chance to meet other pupils in their form group and start making new friends. The day is a mixture of fun, group-building exercises and an introduction to some of the subjects that they will be studying.

We treat the first few weeks at school in September as part of the transition process. This will include several Year Assemblies and form time activities which are designed to answer the many questions that new students might have and to help all students settle into the school. Starting a new school is a hugely exciting time and we look forward to working with both our new students and their parent/carers throughout their time at the school.



# ACADEMIC LIFE

## CURRICULUM

Our aim is for each pupil to develop talents and interests to the full while experiencing a broad and balanced curriculum.

Whatever we teach, we try to ensure pupils develop their capacity to analyse, think for themselves and not just learn by rote.

## CAREERS

We aim to support pupils to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance. We promote equality of opportunity, celebrate diversity and challenge stereotypes.

### **Our specific objectives are to ensure that pupils:**

- ❑ Develop the skills and attitudes necessary for success in adult and working life.
- ❑ Are aware of the range of opportunities which are realistically available to them in continued education and training.
- ❑ Are equipped with the necessary decision-making skills to manage those same transitions.
- ❑ Develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally.
- ❑ Use effectively the resources available to make informed and appropriate choices throughout their school journey.
- ❑ Experience the world of work and develop transferable skills.
- ❑ Experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged.
- ❑ Receive extra assistance and guidance to reach their potential, where this is necessary.



### **How we deliver our careers programme**

As a school, we are committed to providing all with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities, including the KJPS lecture series, guest speakers within departments, school trips, work experience opportunities and the careers fair.

# LEARNING SUPPORT

“Impossible is just  
an opinion.”

- Paolo Coelho

We are proud to be an inclusive school - this is a value shared by all in the KJPS School communities. As a contemporary community school, all students have passed a rigorous entrance exam and have a high level of academic intelligence. However, there may be times in a student's school life that they will require some additional support to enable them to access the curriculum, whether it be for academic needs or social and emotional challenges.

There is a dedicated room for Learning Support, allowing us to offer a smaller, less formal space to support students. The department has a number of laptops available for student use, as well as provision to support organisation and social, emotional wellbeing.

We believe in all students having equal opportunity and access to a broad and balanced curriculum, along with a fully inclusive extra-curricular programme. Students with special learning needs contribute greatly to our school's music and drama activities, as well as sporting events and teams.

Subject specialist teachers are always best placed to support student's academic needs and the Learning Support Team endeavours to equip teachers with the best possible skills to offer an inclusive education to all students. We provide staff with either a student profile (reviewed termly) or a teacher guidance sheet, ensuring all staff are aware of how to meet the needs of students in their lessons. Student input to the profile plans allow the young person's

views and voice to be heard, as well as parent/carer participation and consultation around proposed support. Staff also receive training in various areas of special education and disability, as well as access to an after-school drop in to seek advice or share good practice. There are procedures in place for staff to report a possible learning need, which we then investigate further.

Progress for students with special needs is monitored through audits and learning walks carried out by the Learning Support Team, as well as reviewed by Heads of Department when analysing assessment data.

Our inclusion register is for students where a need has been identified and the student is receiving support from the Learning Support Team, in addition to what is ordinarily available. There is an Inclusion Aware Register for students who have an identified need which is not currently creating a barrier to learning, with their needs being met through high quality teaching. The Learning Support Team takes a needs-driven approach to providing support, focusing on the individual rather than a diagnosis.

Students are well supported by the LSAs, predominantly to engage and access mainstream lessons, which they do so successfully. They also deliver interventions to small groups of students, or individuals, to aid other areas of school life such as organisation and social communication skills.

## The Learning Support Team assist in the following ways:

- ❑ • In-class support
- ❑ • Support access to extra-curricular activities
- ❑ • Transition support
- ❑ • Small intervention
- ❑ • Organisation
- ❑ • Emotion wellbeing
- ❑ • Lunch and break social support
- ❑ • Social communication activities
- ❑ • Managing exam access' arrangements
- ❑ • Facilitating private study
- ❑ • Developing study skills
- ❑ • Collaborate and source guidance from a wide range of external professionals and services



## MUSIC

Performing in front of an audience often involves a test of nerves, requiring an abundance of confidence and control. But the rewards can be great! At KJPS Schools, we have a history of musical excellence and we encourage our young people to practice teamwork and patience, while also experiencing the thrill of performing by taking part in the many extracurricular activities organised by the Music Department.

Opportunities are varied, seeing students perform and practice individually, as well as part of a vocal or instrumental ensemble. Alongside peripatetic music lessons, students will have the chance to join one of our orchestras. Choirs and bands also try to cover a variety of musical styles, from classical and jazz to modern pop, in order to cater for all tastes and interests.



## SINGING LESSONS

We are fortunate to have a large team of visiting instrumental and singing teachers who deliver about many lessons each week. A selection of biographies illustrates the wide-ranging experience that the team brings to their teaching. One-to-one lessons take place during the school day on a rotating timetable.

## DRAMA

Aiding students to communicate, articulate, and empathise, drama plays an important role at KJPS Schools. The number of students who participate in annual productions is high, and the whole school turns out to support performers on show nights.



## SPORTS

Our high-quality teaching and coaching, along with excellent facilities, enable our young sportsmen and women to participate in teams and competitions at a very high level. Our students participate in local competitions, and they get the opportunity to develop and hone their skills alongside their peers. We currently have teams for football, basketball, athletics and table tennis.



## CLUBS AND SOCIETIES

There are a wide variety of clubs and societies at the KJPS, some are teacher-led but many are student-led.

The annual Clubs and Societies Fair in September launches the activities that there will be for the coming academic year. Students lay out their stall in the Ruach Hakodesh Hall to recruit members and give a flavour of what will be on offer in terms of agendas and activities. As we have a split lunchtime our lunchtime clubs are split between Primary and Junior High School. This is an exciting development for us as it has given the younger students the opportunity to take a lead.

Whether the students find fulfilment and enjoyment in areas such drama, musical performance and sports, or in another field of endeavour – from chess, computing and politics to special creations – KJPS usually has a club or group that will cater for their needs. There's something for everyone! And if, by chance, we don't, we encourage students to take the initiative: we will try to support them in establishing something new with like-minded pupils.



## Our Christmind Library

The library promotes reading for pleasure throughout the whole school community, to foster an enjoyment of reading, and to encourage the students to keep exploring new horizons. We also work closely with departments across the school to provide books that compliment the curriculum and to extend reading and opportunities



## After School Clubs

We run after-school programmes where we build the socio-emotional skills that transform outcomes for 9-14 year olds. We define these skills as empathy, responsibility, problem solving, initiative, teamwork and emotion management.

Not all children have the opportunity to just 'pick up' socio-emotional skills. The 9-14 age bracket is an especially crucial juncture in childhood development, so we focus our efforts on helping children in this range.

Within this bracket, we further focus our efforts on helping young people constrained by circumstance. Our programme delivery is informed by an evidence-based curriculum and delivered through collective mentoring with trained practitioners and volunteer mentors. This combines positive peer support with supportive adult role models, allowing us to have the most impact.

We run two types of projects – One which takes place in primary schools with young people aged 9-11; Another which takes place in high schools with young people aged 11-14. Every project is led by a trained practitioner and supported by a fantastic team of volunteer mentors.

Each project supports 10 young people for 18 weeks. The sessions involve one-to-one Maths and English activities focusing on building academic, combined with fun group activities such as sports, drama and art. Providing young people with a mentor whilst in Years 5 and 6 helps them to prepare for the challenging transition into secondary school.

Our other projects run in the evenings for Year 7 – Year 9. Each project supports 20 young people and runs for 18 weeks. Each two-hour session includes an hour of mentoring focusing on Maths and English as well as group activities all centred around developing young people's socio-emotional skills. The second hour is an extra-curricular group activity also such as sports, drama, public speaking and art. Our mentors help young people navigate through challenging teenage years and ultimately prepare them for crucial GCSE exams and transition into further education and work.





## One-to-One Mentoring

We assign young people with a mentor who has 3+ years' professional experience, who we vet, train and support throughout the programme. Mentoring sessions focus on building confidence, resilience, CV writing, interview skills, knowledge of opportunities and awareness of the working world. Our mentors are drawn from a range of business sectors including the arts, STEM, transport, finance, media and law, as well as community organisations and civil society.

- » Work experience, insight talks, visits and skills workshops We partner with businesses, community leaders and organisations to offer work experience, site visits, career round-tables and 'A Day in the Life of' talks.



## ❑ **Workshop programme**

Our workshops support young people to develop confidence, articulate their skills, interests and talents, and be able to talk about themselves in a positive way. They also offer insights into the world of work through round-table sessions with local businesses.

## ❑ **Ambassador Community**

After participating in the mentoring programme all mentees can become Ambassadors and are invited to join this free, lifelong community, similar to an alumni network, enabling them to access support, networking and employability opportunities, and a platform to develop their voice.

# Mentoring Approach

We do this through one-to-one mentoring with positive role models and team activities to promote leadership, trust and responsibility.



Mentors use their skills and experience to support these young people, guiding them through a period of significant change. This may involve helping them build professional networks, complete applications, access internships or work.

Friday Evening Diversionary Activities  
Friday evening activities were an effective tool in engaging young people with the project. Each Friday, a high quality offsite activity took place. These included bowling, cinema trips or a meal at a restaurant. Friday evenings were identified as a high risk time of the week both for getting into trouble and for associating with negatively behaved peers. Therefore, the activities were an effective diversion.

## **High quality activities were used so that they were a realistic and attractive diversion:**

young people were not prepared to 'give up' their Friday evening unless the offer was really good. An unexpected positive outcome of the Friday activities was the informal group discussions that mentors were able to facilitate. Young people shared information with each other about their offending history in an appropriate way. Many young people felt they had to live up to certain stereotypes. with their peers to maintain their status.

These discussions enabled them to understand the similar patterns of behaviour and circumstance by which many of them had got into trouble and how this can be avoided. Importantly, it dispelled many myths and the glamorisation of their offending behaviour.

# BedatHand

## How does it work?

Our outreach teams go out at night and early in the morning, looking for people sleeping rough to help them away from the streets. Our priority is to get people into safe accommodation.

People who have slept rough might find it hard to trust others because of negative experiences. So we need to gradually build up trust and get to know people individually. Working together with the people we support, we find the best route out of homelessness and towards recovery for them. We also work in partnership with other organisations to help people access accommodation and support, like physical and mental health services, drug and alcohol services, and legal services.

Our top priority with anyone sleeping rough is to get a roof over their head and a safe place to begin their recovery. While this isn't enough to end their homelessness, it's a vital first step in making sure their situation stops deteriorating. We have more information on our page hostels and accommodation.

In London, our outreach teams can refer people to our No Second Night Out hubs, which ensure that people arriving on the streets will not sleep rough for a second night. They are safe places for people to be assessed by our professional teams, so plans can be made quickly to support them to the next step, away from the streets.

## An individual approach

Our approach to outreach work is the same across all the areas we work, but the services we run are tailored to meet local needs.

# HotFoodMatters – HFM is a project of Friends of King J. P. School

## What does HFM do?

We provide nourishing hot food and emergency food parcels to those most in need in We do this without any questions or judgment and our services are free of charge.

We operate 7 days a week.

## How do we do it?

7 days a week, a team of volunteers answer the phone to incoming emergency food requests. We have vantage points and spots where hot foods parcels are placed for those interested to collect.

On weekdays, our cooking team cooks and packs the hot meals. The meals are then available for collection and delivery for those unable to collect them.

Emergency dry food parcels are available 7 days a week as the items for the dry bags are delivered and packed weekly by volunteers ready for collection and delivery.

## Why do we do it?

We believe everyone has a right to basic food, no matter who they are, where they have come from or whether they have money.

Many of our volunteers have experienced food poverty and financial hardship. Therefore, they would like to make a positive contribution to change the lives of people in need.

No one should experience poverty or hunger, and that is why we offer no judgement and ask no questions about the people we serve - Hunger is no respect of persons

# FUNDRAISING STATEMENT

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Friends of King J.P. School aims to build strong, respectful and transparent relationships with our financial supporters. It is only through the generosity of individuals, companies and other organisations that our work is possible. We know that for our supporters, their charitable giving is an important and positive part of their lives. We will always strive to achieve the highest standards in our fundraising and communication with supporters.

## **The following principles guide our fundraising:**

- ◆ We aim to inspire people to give or raise money for Friends of King J. P. School.
- ◆ We thank our supporters appropriately and demonstrate the difference their money makes.
- ◆ We keep supporters' data secure and do not sell or share it for marketing purposes.
- ◆ We demonstrate our commitment to the Code of Fundraising Practice and the Fundraising Promise.
- ◆ We ensure that all of our fundraising is compliant with the Code of Fundraising Practice, and we monitor this regularly through our Fundraising Compliance Working Group: there are currently no areas of non-compliance.
- ◆ We manage agencies and professional fundraising organisations working for us closely and demand high standards of them to ensure supporters and the wider public do not feel pressured to give and are treated with respect at all times, with a particular focus on the protection of vulnerable people.
- ◆ We undertake a series of checks to ensure fundraising partners and agencies are financially viable and meet our ethical criteria, prior to working with them.
- ◆ We listen to supporters and act on their communication requests.
- ◆ We endeavour to build long-term relationships with our supporters, enabling them to support the charity in all the different ways they choose.
- ◆ We genuinely appreciate feedback from supporters and the public and have procedures in place to review our fundraising activities in light of feedback and complaints we may receive.



# INDEPENDENT AUDITOR'S REPORT

## Opinion

We have audited the financial statements of FKJPS, the Balance Sheet, the Cash Flow Statement and the related notes. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom

Accounting Standards, including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice). This report is made solely to the charity's trustees, as a body, in accordance with Part 4 of the Charities (Accounts and Reports) Regulations 2008. Our audit work has been undertaken so that we might state to the charity's trustees 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 trustees as a body, for our audit work, for this report, or for the opinions we have formed. In our opinion the financial statements:

- give a true and fair view of the state of the charity's affairs as of 31 March 2024, and of its incoming resources and application of resources, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

## 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.

## Conclusions

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charity's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

## John Davis

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**FRIENDS OF KING J. P. SCHOOL  
ANNUAL REPORT FOR THE YEAR  
ENDING 31ST MARCH 2024**

