

Registered company number  
6366283

Registered charity number  
1149470

**Headstart Education Centre**  
(A company limited by guarantee)

Trustees' Report and Financial Statements

for the Year ended 31 July 2020

**Headstart Education Centre**  
**Report and financial statements**  
**Contents**

	<b>Page</b>
Legal and administrative information	1
Trustees' report	2
Independent examiner's report	12
Statement of financial activities	13
Balance sheet	14
Notes forming part of the financial statements	15

**Headstart Education Centre**  
**Legal and Administrative Information**

<b>Charity name</b>	Headstart Education Centre	
<b>Charity registration number</b>	1149470	
<b>Company registration number</b>	6366283	
<b>Registered Office and operational address</b>	Unit 2 Church Road Studio 56-62 Church Road London E12 6AF	
<b>Directors and Trustees</b>	Mr K D Attan Mrs Z Khanom Mr M Ravat	Chairman Charity Manager
<b>Independent Examiner</b>	Mr Naveed Sharif FCCA TSP Professional Services 1B Highview Parade Redbridge Lane East Ilford Essex, IG4 5ER	
<b>Bankers</b>	HSBC 118 High Street North East Ham London E6 2HX	

## **Headstart Education Centre**

### **Trustees's Report**

The trustees, who are also directors for the purposes of company law, present the annual report and the audited financial statements of the organisation for the year ended 31 July 2020 which have been prepared in accordance with the Statement of Recommended Practice - Accounting and Reporting by Charities (revised 2015) and the Companies Act 2006.

### **Structure, Governance And Management**

The organisation is a charitable company limited by guarantee, incorporated on 11 September 2007 and registered as a charity on 25 October 2012. The company was established under a Memorandum of Association, which established the objects and powers of the charitable company, and is governed under its Articles of Association.

The trustees have reviewed the major strategic, business and operational risks faced by the charity and have sought to mitigate these by setting up appropriate policies and procedures for all stakeholders.

### **Risk management**

The trustees have a risk management strategy which comprises:

An annual review of the principal risks and uncertainties that the charity faces. This includes assessing the key success factors, critical dependencies, constraint factors and key milestones and performance indicators for the major changes encompassed in our strategy, and an analysis of the highest impact risks to which Headstart is exposed

The establishment of policies, systems and procedures to mitigate risks

Strategic and operational plans and an annual budget, and progress reporting against plans and budget

The implementation of procedures designed to minimise or manage any potential impact on the charity should those risks materialise

The trustees have identified that the major risks are related principally to the risk of a major fire/flood/building related incident, exposure to a major safeguarding or data privacy incident, and long term financial sustainability. The Trustees have sought to mitigate risk where possible, particularly relating to ensuring that the organisation has access to appropriate governance, professional expertise and management capability, and that there are plans for and investment in achieving financial sustainability.

On this basis the Trustees are satisfied that all material risks are managed effectively, and that the charity will be funded adequately for the foreseeable future.

### **Public benefit statement**

The trustees confirm that they have complied with the duty in Section 17 of The Charities Act 2011 to have due regard to the public benefit guidance published by the Charity Commission in determining the activities undertaken by the charity.

The charity's charitable purpose is detailed in its objects, which are to advance education by providing accessible educational services in accordance with the principles of Islam, in particular but not exclusively, focusing on Muslim children's educational needs especially to those educated otherwise than in state schools.

Delivery of the public benefit is achieved by the direct provision of education through the Headstart Education Centre as well through other institutions as may be beneficial.

### **Recruitment and appointment of trustees**

The directors of the company are also its trustees for the purpose of charity law and throughout this report are collectively referred to as trustees. The Board of Trustees is responsible for the overall governance of the charity. There are currently 3 trustees who have or have had their children studying at Headstart and thus have a strong attachment to the charity.

New trustees are recruited by the majority approval or selection of the existing trustees as stipulated in the governing document of the charity.

## **Financial summary**

The Surplus for the year is £97,128 (2019: £68,551). As at 31 July 2020, the reserves stood at £389,817.

The charity did not make any surplus on its core charitable activity: Education, which is subsidised to make it affordable for the beneficiaries in line with the charity's ethos.

## **Reserves Policy**

The Trustees review on a regular basis the charity's development and operational plans, future funding needs and its overall resilience and financial stability in light of its ability to meet its charitable objectives for the foreseeable future (usually a period upto 3 years).

The Trustees' consideration takes into account the major risks to the organisation – see Risk Management above. Additionally, the Trustees consider the need to ensure viability of the charity beyond the immediate future, absorb setbacks and be able to take advantage of opportunities and new initiatives.

## **Our aims and objectives**

The objects of the Charity are to: ADVANCE EDUCATION BY PROVIDING ACCESSIBLE EDUCATIONAL SERVICES IN ACCORDANCE WITH THE PRINCIPLES OF ISLAM, IN PARTICULAR BUT NOT EXCLUSIVELY, FOCUSING ON MUSLIM CHILDREN'S EDUCATIONAL NEEDS.

We aim, through our Early Years and Primary Years Home Education provision (out of school setting) to provide a high standard of support in the care and education of boys and girls from the ages of 6 months to 17 years. We have developed the centre to provide an environment that suites families who have chosen to educate their children otherwise than at school. We support the development of our children's' abilities, understanding and life skills by engaging them in academic, social and physical play. We provide an environment where each child is provided help and support to fulfil his or her potential, build self-confidence and develop a desire to contribute to the wider community. In so doing, we help our children for the opportunities, responsibilities and experience of later life.

Our centre is medium in size; approximately 79 students in the Early Years department and 28 in the Reception at any one time. As space permits more children can be enrolled. Headstart Education Centre is registered with Ofsted on the compulsory and voluntary childcare registers in addition to the Early years register. The Early years department follows the EYFS curriculum. Our Primary Years is a part-time provision not intended to provide all or significantly all of a child's education; however, we aim to utilise the National curriculum for delivery of core subjects of: Literacy, Numeracy, Science and Computing. As a centre for the care and education of children we operate part-time hours in our primary department to complement home-schooling. This does not mean that the child cannot be registered part-time in a school or other institution in parallel to Headstart, during days and times the child is not attending with us. The centre's registered childcare operating hours are 7.30am-7.00pm, Monday – Friday however the primary department operates from 8.50am-1.15pm Monday to Thursday. We aim to provide half term breaks in line with the local authority where possible to enable home educated children to share time with family and friends who are not home educated. Our smaller group sizes enable us to provide a more intimate setting where children can develop a sense of community and family.

## **Our objectives**

Our key objectives for the year included:

- To enhance and improve the educational support provided to pupils;
- To provide childcare for more babies;
- To increase pupil numbers in both early years & primary years;
- To maintain small class sizes.
- To continue to improve & expand the site where the centre is based;
- To access training to improve good teaching and learning practices;
- To make home education fun for children

## **Access policy**

It is our intention to make Headstart Education Centre genuinely accessible to children and families from all sections of the local community. In order to accomplish this we will:

- Ensure that the existence of the Centre is widely known throughout the local community by means of advertising including banners and leafleting.
- Help keep fees low by offering subsidised fees for families in need
- Offering sponsorship of children's care and education to some families
- Provide advice to families regarding additional support for childcare fees, where possible (ie Tax Credits, Universal Credit, 2 year old grants and tax free childcare)
- Ensure that information about our Centre is accessible.
- Arrange our waiting list in order of date of application and date of birth (Priority will be given to siblings of children already attending Headstart Education Centre and children of Headstart key staff as per our admissions policy)
- Describe the Centre and its practices in terms which make it clear that it welcomes all people irrespective of ethnic, religious and social groups, with and without special needs.
- Ask parents for documents for identification purposes:
- Arrange for fundraising opportunities.

The Centre should ensure that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender or protected characteristic.

## **Review of activities and achievements**

### **Pupil numbers and fees**

Our educational activities are carried out through our Early Years & Primary Years departments. During the year 2019/20 we had the following number of students:

**Under 2yr: 4**

**EY (2yr olds): 30**

**EY (3/4yr olds):82 (AM + PM)**

**Year R: 25**

**Year 1: 22**

**Year 2: 12**

**Year 3: 18**

**Year 4: 11**

**Year 5: 10**

**Year 6: 14**

We aim to keep our fees as low as possible to enable our Centre to be accessible to all members of the community.

Our Fees are for September to July, but we ask parents to spread payments over 12 months. Our full fees for 2019/20 were:

Primary Years & Reception home-education (non-subsidised): £3800.00 per annum

Reception (15 hours non-subsidised): £2594.00 per annum

3-4yr olds Reception or EY (non-subsidised 30hrs) £5856.00 per annum

3-4yr olds Reception or EY (with grant): Free + £76 per year snack fees

2-4 year olds (non-grant): £2928 per annum

Additional hours: £8/hr (non-grant 2yr olds), £5.20/hr (non-grant 3-4 yr olds)

2 year olds (with grant): Free + £76 per year snack fee

The maximum subsidised fee we offer students in 2019/20 were:

Primary Years & Reception £1992.00 per annum

Reception: £1392.00 per annum

Sponsorship of children: Free

Discounted fees: Varies

In addition to fees we charge a one off admission fee of £190.00, for non-grant students.  
Our centre also reserves the right to hold a deposit to help maintain the notice period policy should a child leave.

We have sponsored **8 children** this year 2019/20. We offer this based on the family's financial needs or students' academic capability; we can offer up-to 100% sponsorship of a child's care and education and also consider bursaries for higher education for young adults and aspiring staff

### **Academic**

Headstart has kept the change made couple of years ago, where the assessments moved to all levels of the education system, it was necessary for HSEC to impose changes of our own in order to help better align our teaching and learning with the standard expectations of the rest of the nation.

To that end, we have moved away from the old SATS system of levels and adopted the 'Three Es' approach. Children tested at the end of Key Stage 1 and Key Stage 2, were assessed in accordance with the newest criteria and graded as follows:

**Emerging:** Child is still working towards achieving most or all learning objectives, success criteria and performance expectations for a child in this academic year (SATS Scaled Score under 100).

**Expected:** Child has generally met most or all learning objectives, success criteria and performance expectations for a child in this academic year (SATS Scaled Score of at least 100).

**Exceeding:** Child has met and/or surpassed most or all learning objectives, success criteria and performance expectations for a child in this academic year (SATS Scaled Score *ideally* at 110 or above, though teacher judgement also factors in).

DfE's Key Stage 1 and Key Stage 2 specifications eliminate Science from the official testing phase. Key Stage 2 sampling tests are only administered to a handful of students nationally.

HSEC has used a commercially available, unofficial SATS papers as blueprints for our internal Key Stage 2 Science SATS. All other papers have been based on the official 2019 papers. No Keys Stage 1 Science SATS were administered. Due to the unforeseen circumstances this year our teachers had to adopt a new way of assessing learning and this was done online via zoom.

As a home education support Centre, Parents are able to opt out of SATs testing for their children should they choose.

Below are the results of the previous year's results and this year's results (2019-20)- This year, 3 students from Year 2 opted out of the internal SATS Assessments.

### **Reception ELG 2019- 2020:**

Scores	Student NO	Communication and language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
3 (Exceeding)	25	80%	15%	8%	3%	10%	3%	20%
2 (Expected)	25	20%	85%	92%	95%	90%	96%	80%
1 (Emerging)	25	0%	0%	0%	2%	0%	0%	0%
A (Unable to assess or where exemption applies)	25	0%	0%	0%	0%	0%	0%	0%

#### Year 6 SATS

	Student No	Reading/ SPAG	Student No	Writing	Student No	Numeracy
2012 Level 4B	3	100%	3	100%	12	100%
2013 Level 4B	6	83%	6	50%	6	83%
2014 Level 4B	12	92%	12	92%	12	92%
2015 Level 4	10	100%	9	90%	9	90%
2016 Level 4	11	100%	11	100%	11	82%
2017 Level 4	13	85%	13	46%	13	69%
2018 Level 4	5	100%	5	100%	5	100%
2019/20 Level 4	14	71%	14	71%	14	86%

#### Year 2 SATS

	Student No	SPAG	Student No	Writing	Student No	Numeracy
2016-2017	14	50%	14	50%	14	57%
2018-2019	16	56%	16	44%	16	63%
2019-20	9	100%	9	100%	9	100%

#### **Co-curricular activities**

In the home education support section we cover the core subjects although we do not have some coverage of other subjects through integration within our core subjects (Literacy, Numeracy, Science and Computing). Due to our part time hours this is not always possible and not our intention to provide all or significantly all of a child's education at Headstart. Parents are made aware from the outset that our Centre is not a school but is a provider of support to the education of children who do not attend school. Due to the high level of demand we also provide Arabic and Islamic studies to all pupils as separate sessions within our hours on certain days.

The Early years follows all aspects of the EYFS.

#### **Trips and Projects**

##### ***Primary Years Department:***

At Headstart Education Centre, trips are valuable experiences which challenge children through means that are not always available in a classroom setting. Approximately once every half term, pupils are taken on trips affording them hands-on experiences, bringing to life dry facts and, hopefully, enhancing their knowledge and understanding of literature, mathematics, science, religions, and the world more generally. Experiential learning must remain an integral part of our learning style and we aim to plan our outings in such a way that they reflect and augment the learning expectations within the classroom. Visits and trips are designed and/or chosen to build upon childrens' prior knowledge, help them acquire new skills, improve and facilitate social interaction with members of the wider public world and of course for fun and play!

Not only do our children create fond memories to help them in later life, but they experience learning within both real and unexpected contexts. Headstart children have had the opportunity to visit a variety of places as part of trips and outings at the beginning of the year. Below is a brief summary of a selection of this year's trips and *Piety Points* trips (which once more proved to be an entertaining and competitive affair which is organised for their enjoyment and reward good behaviour).

##### **Warhorse Theatre:**

As a part of the book study of 'War Horse' the year 5 and 6 had the opportunity to attend the prestigious theatre show of 'war horse'. The on-stage events are specifically designed to unlock the extraordinary creative learning opportunities of *War Horse* and allows the children to see what they are reading come to life. This proved to be an amazing trip for our children who couldn't stop talking about it for weeks after!

##### **The Natural History Muesum:**

The yr 3 and 4 students participated in a workshop called the 'Cutting Edge'. This interactive workshop looked at how teeth shape and position relates to function and diet. Pupils used mirrors to look at and identify their own teeth and considered how they used the different types of teeth for eating. They also handled, observed and compared a variety of herbivore, carnivore and omnivore animal skulls, identifying the different shapes of teeth. They used their observations to apply and develop their scientific knowledge and understanding of teeth and the different diets of animals.

Yr 1 and 2 students also went on a visit to the NHM. Pupils were provided with hats, binoculars and notebooks and they take on the role of explorers. The activities encouraged scientific enquiry and observation while also appealing to students' imagination and sense of adventure.



## **Piety Points: KidSpace**

Our *ajar* system continues to prove an effective strategy to promote positive behaviour. Our staff are very diligent in rewarding children where rewards are due, and we are always pleased to recognise our children for their *adaab*, *akhlaaq*, and general behaviour and etiquette. We had one piety trip this year to Kidspace

Unfortunately due to the unforeseen circumstance of corona Virus, our children were unable to go on a number of trips we had hoped for. Our staff have tried to involve many interactive sessions as possible to enhance their experiences, one being the assembly done by the Duchess of Cambridge through Oak Academy on mental health and wellbeing.

## **Development of Reading and Phonics:**

This year was an undoubted success in the development of reading within the Centre. Our aim was to try and find ways of helping tutors to become more confident and skilled at inspiring their students to decode and segment words to read better. One way of doing this was to train and provide tutors with different strategies, approaches and methods to developing phonics, such as modelling, using action, making the correct sounds and a variety of resources that developed tutor's confidence in teaching and delivering phonics sessions and made them more reflective about their practice. The lockdown has enabled teachers to research and adapt their planning gearing it to students via online application: Zoom. The teachers have used visual and interactive resources to tap into the children's love of reading.

## **New Library:**

Before the lockdown, parents, staff and students raised funds through our food sale for a new library for our students at the centre. We now have a lovely library with new books ready for our next academic year.

## **Development of Writing:**

We select appropriate writing materials that help tutors plan and stimulate learning, such as 'writing guides'. This helped tutors structure their lessons and develop their understanding of each writing genre, which they were then able to reflect back to the children. The interactive CD-ROM provided hands on, practical, activities that stimulated and made each writing session enjoyable.

We feel that writing should have a genuine purpose that responds to real life issues and situations to help pupils feel more engaged. Therefore we incorporated simple project weeks, such as crisis around the world, letter writing, persuasive writing, etc. These created emotions and empathy which stimulated good writing. All these above factors and more, had a great impact on children's overall performance, which resulted in the SAT's results please see above. This year we have acquired the updated Collins literacy curriculum for our students. This will cement their foundations in writing and boost their skills and development in writing and their language.

## **Science**

Hands-on resources were used in different science units where practical activities and detailed exploration of topics were required. Tutors were successful in catering for learners who engage well with visuals and hands-on learning. Pupils have conducted exciting experiments to develop their skills in enquiry, decision-making, problem-solving and self-evaluation. Reflection, more generally, has been a key learning focus for staff and children alike this year.

## **Computing**

This area has always been a focus for Headstart, we train our staff to ensure they are competent in the computing curriculum. Every lesson carefully matched to curriculum objectives. Tutors follow ready-made lesson plans from Scholastic guides; this saves time with flexible ready-to-go resources. Tutors were able to stay on track with assessment tools and progress checks. The programme also engages children with inspirational activities.

## **COVID19**

This year has been testing for our staff; however everyone has persevered and showed great resilience during this unfortunate time. Staff have been the forefront of supporting children's learning both online and onsite for our vulnerable and keyworker children. As a result of remote learning online, our staff had to adapt new ways of teaching and assessing. It may have seemed challenging at times, yet the determination and selflessness of our tutors to ensure their students were learning and safe outweighed anything else.

It has enabled the senior leadership team to reflect on the importance of our students, parents and staffs' wellbeing. Leaders have been a supporting network for our staff who had concerns and worries of what the future will hold.

A thorough risk assessment has been completed along with the guidance from the local authority and Government for our centre. We are proud of our staff pulling together to ensure our centre meets the required standards to re-open.

## Continued Professional Development

HSEC PY has made a very concerted effort, this year, to better our classroom craft and general educational and pedagogical knowledge and skills to cater for home educated children. We have also adopted new online teaching skills needed to carry out remote learning for our students during the lockdown period. This involves setting homework via google classroom and having active session on zoom. To that end, we have been engaging in weekly CPD sessions designed around all of the core elements of teaching and pedagogy. Staff have been undergoing training sessions centred on the following before lockdown this year:

- Assessment for Learning
- Behaviour for Learning
- Curriculum/ subject Knowledge
- Differentiation/ Scaffolding
- Learning Objectives & Success Criteria
- Lesson Planning
- Supporting SEND Pupils
- Mental health and wellbeing

Though not an exhaustive list, we believe it is important that HSEC maintain a culture of improved learning through a marriage of managerial support and individual self-reflection. Our staff seem to have responded positively to these measures and, despite the litany of observations, book looks and learning walks this year, seem intent on improving their own practice and providing a better standard of education to home educated children.

Many of our PY staff members have enrolled into courses and we now have staff members who have completed their masters and diplomas in education and teaching. We have staff who will be continuing with their personal development into the early years department and attain QTS. We hope that this passion for learning not only continues to grow, but directly contributes to steering our pupils to becoming lifelong learners.

## Early Years Department

This year has been a very perplexing year for the early years due to Covid 19; it was a very successful one too. This year our three sessions AM, PM and 3 session with 15 minutes of Quran as optional sessions was a great success and increasing in numbers with a lot of hard work from management and staff.

This Year we had our Ofsted Inspection in October 2019 and they awarded us as a Strongly Good. Ofsted have noted that: *Staff and children have lovely relationship that children feel exceptionally safe and secure.* The Key person system is strongly embedded and staff spend a great deal of time to know their key children and their families.

Our baby and two-year olds settled in really well with the older children and it has been overall very positive. As our AM session is at full at capacity, we are still aiming to keep parental involvement as strong as the previous years and have managed this really well with effective feedback from parents.

This year intake of babies has increased and we have decided to locate back baby room for the babies in unit 2 from September 2019.

We have introduced a new physical area as part of our nursery which allows children to free flow in play in the setting; this has been relocated to Unit 7 to provide children more space for physical activities.

This year we have increased a new book area in unit 3 because the children need to investigate their interests, independently explore and make sense of the world around them.

We are also running our morning breakfast club only for the Early Years children under the age of 5 years only

We are always updating and working with our Early years advisor and continue to work on our new target

We worked alongside with the Primary Years to ensure transition for the children is easy should parents wish to home educate their children within Headstart. We also work with local schools should parents decide to send their child to school, we believe this will lead to a significant improvement in the children. In our Reception group the majority of the children met their targets at the end of the year, with a few exceeding their levels going into the above average sector.

This year we have assessed children to find any gaps early and we have ensured that staff recognise each child's ability and to aim our best to achieve their full potential especially in reading and phonic areas as we have revised our phonic and reading assessment for Reception class. We have placed progress tracker assessment for early years and new procedure for baby and two years olds.

This Year we were given the opportunity to take part with Sheringham School in the Forest School scheme for Early Years and Reception children.

This year we were given the opportunity to take part with Sheringham School in Manor Park Talk project for Early Years and Reception. We attended all the training and provided feedback that helps us to put it in area to improvement.

This year we will start with a good number of children. Our aim for 2020/21 is to facilitate more children in our setting. We are running the 30 free hours giving parents the flexibility to choose the hours and allow the optional lunch. This will ensure that all our spaces are filled.

Our Early years setting was chosen randomly by ITERS group for observation where a group of observers came in our setting for a day. They provided feedback on areas we did very well and areas that need improvement.

Our Early Years setting was also chosen as part of the Safeguarding Moderation this year from 25% of the borough.

This year our Early Years and Reception Team worked closely to LA SENCO. We have the opportunity to refer children to early help. This helped children to be identified sooner if any needs needed attention.

We have started with rolling snacks system in our early years and worked really well and we have a good feedback from LA.

We are continuing our termly trips in the nursery with parent's support, thus allowing us to take along our youngest children. Our reception staff will continue in taking children out using public transport.

#### **Cookies Island Indoor Play Centre:**

We took our early year and Reception children to Cookie's Island indoor play centre. This trip will help develop children's Physical development and it will link in to other areas of learning that young children need. The children enjoyed playing freely with equipment and exploring with climbing equipment and obstacles and playing in the soft play area. We travelled by bus which the children were excited about it. Children also enjoyed having lunch in a designated area which was child friendly.

#### **Discover Centre:**

The Reception children made their way to discover and partook in a story telling session. Both children and staff had the opportunity to build and create stories together; this was guided by the exploratory play spaces and immersive garden. Reception class crept through the cave jumped over the alligators and discovered hidden gems. It really got the children thinking and creating stories imaginatively

#### **Museum of Brands:**

Children will be taking part in an interactive workshop, they will look at the environmentalism at its centre, and the one hour session will help students to explore historic and contemporary packaging created by different favourite brands, before investigating alternatives to single-use plastics and high waste levels. Students will have the opportunity to design their own products looking towards the future with sustainability as their focus. We enjoyed travelling by train and bus.

#### **Community Helpers**

We welcomed community helpers to visit our doctor i.e. safety road crossing patrol lady came to discuss road safety and crossing, police officers and a nurse who demonstrated an interactive session about what they do for the community. This helped children expand on their learning in the terms topic 'people who help us'.

#### **Culture Day / Book Day**

We have two days where children, staff and parents take part and have the opportunity to dress up and learn about different cultures and faith. On the world book day children come dressed in their favourite book character and had the chance to talk about it to their class/ friend.

#### **Science Museum:**

We were learning about transportation. Therefore we took our Reception class to the Science museum, where they had a chance to look at different vehicles from different generations as well some of the future technology. They also had a chance to interact with digital games and had a chance to explore science museum garden area. . We enjoyed travelling by train and bus.

#### **Fire Station:**

It's important to talk through with children what to do if there's a fire - don't avoid it for fear of frightening them. Children need to know how to react, as there may not be an adult around to tell them what to do if a fire happens. To learn more about how to keep ourselves safe when there is a fire we are taking them to the fire station.

## **COMMUNITY SERVICES**

### **Fundraising**

At the centre we hold many fundraising events throughout the year. Often raising funds for our own centre but also for other causes. The children, as well as the parents, are encouraged to participate in these events. The half termly food sales are very popular with generous donations of food for sale being brought in by both parents and staff and children also helping to bake for the sales. This year we held a total of 2 food sales.

Parents, Children and staff have also donated generously this year for the UWT Uighuir project during Ramadhan. We are proud to say that we raised approximately £16,000 in total that will help refugee families.

### **Other Organisations**

Our centre is based in an accessible high-profile part of the community. We let out our venue at a low price to other community based projects. Presently we have a madrasah, Arabic classes, a tuition group and a martial arts organisation that run separately from us by hiring our venue. This helps provide revenue to our organisation in keeping the expenses manageable, and provides accessible facilities to families and children in the community. These organisations are independent and NOT governed or affiliated to Headstart.

### **Training**

#### *Primary Years Department:*

At the beginning of each academic year, the induction and introductory training are delivered to staff. This is to ensure that staffs (teaching and non-teaching) are acquainted with the centre's policies and procedures. On the other hand, staff are sent to external training related to children's learning and understanding. Tutors would then deliver a session back on site so that all staff can collectively be trained up in new or improved skills. All staff are fire and safeguarding trained.

Staff are supported by the members of the management through regular observations, guidance, feedback and support. Teaching and non-teaching staff are provided with appropriate and adequate materials for effective performance of tasks, along with academic and teaching skills courses on line such reading materials found on the DFE website, You-tube clips on outstanding teaching methods. This year we held mentoring sessions for staff to support and provide guidance. Many staff used that time to discuss about areas of improvements and how we can find a solution.

Staff are also provided with training on fire risk assessment, first aid, child protection, prevent duty and safeguarding.

Not being a school, Headstart does not have automatic access to training provided by schools funded by the government, therefore our staff and management team spend time to further their own knowledge and skills around good practice which would be suited to our specific type of provision.

#### *Early Years Department*

We support our practitioners on a regular basis by sending them on regular trainings with the local council and also providing in house training based on how to extend children's learning and development according to the children's needs.

Staffs are supported by management through regular observations, guidance, feedback and support. At the beginning of each academic year, we delivered a training to staff induction and introductory. This is to ensure that staffs are acquainted with the centre's policies and procedures. All staff is fire and safeguarding trained.

We take on work placement students who are mentored by our manager and supported by our staff. They learn all aspects of a practitioner's role. The pupils are encouraged to support children in their play, language and communication skills through different activities. They are provided with guidance and support to complete important observations.

## **FUTURE PLANS**

All our tutoring staff now have their own work laptops, although the setting up of server VPN intranet is yet to be established for all staff. Steps are still in progress to move away from drop box. We hope to ensure all staff have access to the server on site. Internet connection is still proving unstable despite having direct internet cabling from all units to ensure the connection to all units is good but this is still an on-going issue we hope can be resolved.

Having administered remote learning as well as the SATs testing online this year due to Covid lockdown we expect the teaching and learning for 2021 SATs to run smoothly.

We took the lockdown opportunity with children not being on site to have units 2, 3 and 6 painted. We have also moved our main office which is now based in unit 3. We will utilise unit 7 for additional play space for under 5's thereby increasing the child capacity in the nursery by way of extra floor space next year. We hope this will enable us to offer more space for local children and the community at large. Some physical play toys were stored in unit 7 for children of both EY and PY following the building of a resource cupboard.

### **Statement of Trustees' Responsibilities**

The trustees (who are also the 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 trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charitable company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company 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 Charities SORP;
- Make judgements and 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 charitable company will continue in business.

The trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time of the financial position of the charitable company 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 charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

In so far as we are aware:

- There is no relevant information of which the charitable company's examiner is unaware; and
- The trustees have taken all steps that they ought to have taken to make themselves aware of any relevant information and to establish that the examiner is aware of that information.

In preparing the Trustees Report, the Trustees' have taken advantage of the exemption available to small companies and have not prepared a strategic report.

Approved by the Board on 30 May 2021 and signed on their behalf by:

*Khalil Attan*

K D Attan

Chairman

## **Independent Examiner's Report To The Trustees of**

### **Headstart Education Centre**

I report to the charity trustees on my examination of the accounts of the Company for the year ended 31 July 2020.

#### **Responsibilities and basis of report**

As the charity's trustees of the Company (and also its directors for the purposes of company law) you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the Company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commission under section 145(5) (b) of the 2011 Act.

#### **Independent examiner's statement**

Since the Company's gross income exceeded £250,000 your examiner must be a member of a body listed in section 145 of the 2011 Act. I confirm that I am qualified to undertake the examination because I am a member of the Association of Chartered Certified Accountants, which is one of the listed bodies.

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

1. accounting records were not kept in respect of the Company as required by section 386 of the 2006 Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair view which is not a matter considered as part of an independent examination; or
4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities [applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)].

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

*Naveed Sharif*

.....  
30 May 2021

Name: Naveed Sharif FCCA  
Professional Body: Association of Chartered Certified Accountants  
  
Address: TSP Professional Services  
1B Highview Parade, Redbridge Lane East, Ilford, Essex, IG4 5ER

**Headstart Education Centre**  
**Statement of Financial Activities**  
**Including Income & Expenditure Account**  
**for the year ended 31 July 2020**

	<b>Notes</b>	<b>Unrestricted Funds 2020 £</b>	<b>Restricted Funds 2020 £</b>	<b>Total Funds 2020 £</b>	<b>Total Funds 2019 £</b>
<b>Income and endowments from:</b>					
Donations and grants		742		742	553
Charitable activities					
Fees, including NEG		460,501		460,501	510,275
Fundraising events		6,397		6,397	5,780
Other Income	2	54,717		54,717	42,934
<b>Total income</b>		<u>522,356</u>		<u>522,356</u>	<u>559,542</u>
<b>Expenditure on:</b>					
Charitable activities:	3	288,010		288,010	296,384
Other costs	4	137,219		137,219	194,607
Total expenditure		<u>425,229</u>		<u>425,229</u>	<u>490,991</u>
<b>Net income/expenditure</b>		<b>97,128</b>		<b>97,128</b>	68,551
Transfers between funds		-		-	-
<b>Reconciliation of funds</b>					
Total funds brought forward		292,689		292,689	224,138
Total funds carried forward		<u>389,817</u>		<u>389,817</u>	<u>292,689</u>

**Headstart Education Centre**  
**Balance Sheet**  
**as at 31 July 2020**

	Notes	2020 £	2019 £
<b>Fixed assets</b>			
Tangible assets	8	-	6,681
Investments	9	240,620	90,296
		<u>240,620</u>	<u>96,977</u>
<b>Current assets</b>			
Debtors	10	190,790	35,194
Cash at bank and in hand		<u>190,703</u>	<u>238,214</u>
		381,493	273,408
<b>Creditors: amounts falling due within one year</b>	11	(232,297)	(77,696)
<b>Net current assets</b>		<u>149,197</u>	<u>195,712</u>
<b>Net total assets</b>		<u>389,817</u>	<u>292,689</u>
<b>Charity funds</b>			
Unrestricted funds	12	389,817	292,689
Restricted funds	12	<u>-</u>	<u>-</u>
<b>Total charity funds</b>		<u>389,817</u>	<u>292,689</u>

The trustees, who are also the directors are satisfied that the company is entitled to exemption from the requirement to obtain an audit under section 477 of the Companies Act 2006.

The members have not required the company to obtain an audit in accordance with section 476 of the Act.

The trustees/directors acknowledge their responsibilities for complying with the requirements of the Companies Act 2006 with respect to accounting records and the preparation of accounts.

The accounts have been prepared and delivered in accordance with the special provisions applicable to companies subject to the small companies' regime.

The financial statements were approved and authorised for issue by the Board of the Trustees on 30 May 2021 and were signed below on its behalf by:

*Khalil Attan*

.....

K D Attan

Chairman



**Headstart Education Centre**  
**Notes to the Accounts**  
**for the year ended 31 July 2020**

**1 Accounting policies**

The principal accounting policies adopted, judgements and key sources of estimation uncertainty in the preparation of the financial statements are as follows:

***Accounting convention***

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2016) - (Charities SORP (FRS102)), and the Companies Act 2006.

Headstart Education Centre meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s). These financial statements have been drawn up in the historical accounting basis.

**Critical accounting judgements and estimates**

In preparing these financial statements, management has made judgements, estimates and assumptions that affect the application of the charities accounting policies and the reported assets, liabilities, income and expenditure and the disclosures made in the financial statements. Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

**Preparation of accounts on a going concern basis**

The trustees consider there are no material uncertainties about the Charity's ability to continue as a going concern. The review of our financial position, reserves levels and future plans gives Trustees confidence the charity remains a going concern for the foreseeable future.

**Income recognition**

All incoming resources are included in the Statement of Financial Activities when the charity is legally entitled to the income and the amount can be quantified with reasonable accuracy.

**Expenditure**

All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to that category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with the use of resources.

**Financial instruments**

The charity only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments, including trade and other debtors and creditors are initially recognised at transaction value and subsequently measured at their settlement value.

**Trade debtors**

Trade and other debtors are recognised at the settlement amount. Prepayments are valued at the amount prepaid net of any trade discounts due.

**Creditors and provisions**

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably.

**Fund Accounting: Funds held by the charity are:**

**Unrestricted funds:** These are general funds which can be used in accordance with the charitable objects at the discretion of the trustees.

**Restricted funds:** These are funds subject to specific trusts generally declared by the donor or funds raised for a specific purpose.

**Leasing**

Rentals payable are charged on a time basis over the term of the lease.

<b>2</b>	<b>Other Income</b>	<b>2020</b>	<b>2019</b>
		<b>£</b>	<b>£</b>
	Creche	18,123	2,953
	Investment Income	6,188	1,125
	Re-imbursements	10,419	5,720
	Snack In sales	-	2,480
	Venue hire	19,988	30,655
		<u>54,717</u>	<u>42,934</u>
<b>3</b>	<b>Charitable activities</b>		
	Childrens refreshments	8,380	5,359
	Donations and sponsorships	11,599	10,170
	Educational resources	11,383	6,514
	Educational resources - Restricted      Khadija grant	-	-
	Fund raising events		1,812
	Staff costs	256,388	265,293
	Staff costs Restricted      Khadija grant		-
	Trips and outings	262	7,236
		<u>288,010</u>	<u>296,384</u>
<b>4</b>	<b>Other costs</b>		
	Advertising	500	1,129
	Bank charges	847	804
	Cleaning	1,119	1,297
	Depreciation	7,456	17,775
	IT and Internet expenses	550	1,209
	Legal and Professional fees	2,510	11,808
	Light and Heat	6,839	8,140
	Premises maintenance costs	24,160	8,774
	Printing, postage and stationery	6,339	2,185
	Rent, rates and Insurance	81,575	140,114
	Telephone	5,324	1,372
		<u>137,219</u>	<u>194,607</u>
<b>5</b>	<b>Staff costs and numbers</b>		
	Staff remuneration	249,500	251,115
	Employers National Insurance	3,604	2,962
		<u>253,104</u>	<u>254,077</u>

In aggregate the average number of full and part time persons employed during the year was as follows:

	<b>No</b>	<b>No</b>
Charity Manager	1	1
Teaching staff	16	20
Coordinators	2	2
Lunchtime/snack assistants	2	2
Admin staff	2	1
Youth workers	0	0
Cleaning staff	0	2
	<u>23</u>	<u>28</u>

All employees are paid less than £60,000.

## 6 Transactions involving Trustees or other related party

Mrs Z Khanom-Trustee:

(a) In the interest of the Charity, amount totalling £1,374 (2019: £6,077) was payable directly to relevant service providers by the Charity for Mrs Z Khanom's childcare and domestic assistance, educational fees (for dependent children), travel and other costs. For the avoidance of doubt, the Charity contracts with and pays the relevant service providers directly.

(b) Mrs Z Khanom was paid an amount of £14,246.70 (2019: £6,192) as wages.

(c) An amount of £462 (2019: £Nil) was paid to a non-dependent related party as wages.

(d) The Charity directly sponsored a non-dependent related party of Mrs Z Khanom an amount of £9,000.

## 7 Taxation

As a registered charity, Headstart Education Centre is exempt from tax on income and gains falling within Part 11 of the Corporation Tax Act 2010 to the extent that these are applied to its charitable objects. No tax charges have arisen in the charity.

The charity is registered for Gift Aid with HM Revenue & Customs under reference number XT38118

## 8 Tangible fixed assets

	<b>Fixtures &amp; Equipment £</b>
<b>Cost</b>	
At 1 August 2019	53,328
Additions	<u>894</u>
At 31 July 2020	<u>54,222</u>
<b>Depreciation</b>	
At 1 August 2019	46,647
Charge for the year	<u>7,575</u>
At 31 July 2020	<u>54,222</u>
<b>Net book value</b>	
At 31 July 2020	-
At 31 July 2019	<u>6,681</u>

All the company's fixed assets are used to support charitable activities.

## 9 Investments: Property

Market value as at 1 August 2019	90,296
Additions at cost	150,324
Disposals	-
Unrealised gain/(loss)	-
<b>Market value as at 31 July 2020</b>	<b>240,620</b>
<i>Historical cost</i>	240,620

*The trustees are satisfied there has been no material movement in value between the date of acquisition and 31 July 2020.*

10 Debtors	2020 £	2019 £
Fees receivable	190,790	9,379
Other debtors	-	25,815
	<u>190,790</u>	<u>35,194</u>

11 Creditors: amounts falling due within one year	2020 £	2019 £
Suppliers	20,291	28,785
Other taxes and social security costs	18,843	505
Accruals and deferred income	158,705	1,000
Other creditors	34,458	47,405
	<u>232,297</u>	<u>77,696</u>

12 Movement in funds	At 01/08/2019 £	Incoming resources £	Outgoing resources £	Transfers £	At 31/07/2020 £
Unrestricted funds	292,689	522,356	(425,229)	-	389,817
<b>Total funds</b>	<u>292,689</u>	<u>522,356</u>	<u>(425,229)</u>	<u>-</u>	<u>389,817</u>

## 13 Legal Status

The charity is a company limited by guarantee and has no share capital. The liability of each member in the event of a winding up is limited to £10.00