

The Education & Community Partnership

England & Wales · Charity number 1150460

Details

Other names	CONGLETON EDUCATION COMMUNITY PARTNERSHIP LTD, CECP
Status	Registered
Legal form	Charitable company
Company number	07956695
Registered	2013-01-14
Register	View on the Charity Commission register

Contact

Address	c/o Black Firs Primary School Longdown Road Congleton Cheshire CW12 4QJ
Phone	01260272935
Email	alexthompsoncecp@hotmail.co.uk
Website	www.cecp.org.uk

Activities

Objects: (1)TO ADVANCE THE EDUCATION OF PUPILS AT THE SCHOOLS SUPPORTED BY THE CHARITY AND OF PEOPLE LIVING IN THE COMMUNITIES IN WHICH THOSE SCHOOLS OPERATE BY PROVIDING AND ASSISTING IN THE PROVISION OF SERVICES,RESOURCES,OPPORTUNITIES AND FACILITIES(NOT REQUIRED TO BE PROVIDED BY THE LOCAL EDUCATION AUTHORITY)FOR EDUCATION AT THE SCHOOLS SUPPORTED BY THE CHARITY AND IN THE COMMUNITIES IN WHICH THE SCHOOLS OPERATE;(2)TO ADVANCE IN LIFE AND HELP YOUNG PEOPLE THROUGH:-3-1)THE PROVISION OF RECREATIONAL AND LEISURE TIME ACTIVITIES PROVIDED IN THE INTEREST OF SOCIAL WELFARE,DESIGNED TO IMPROVE THEIR CONDITIONS OF LIFE;(2)THE PROVISION OF SUPPORT AND ACTIVITIES WHICH DEVELOP THEIR SKILLS,CAPACITIES AND CAPABILITIES TO ENABLE THEM TO PARTICIPATE IN SOCIETY AS MATURE AND RESPONSIBLE INDIVIDUALS.(3)THE PROMOTION OF GOOD HEALTH OF CHILDREN AND YOUNG PEOPLE AND THEIR FAMILIES,IN PARTICULAR BUT NOT EXCLUSIVELY BY THE PROVISION OF A FAMILY SUPPORT PROJECT AND HEALTH & WELL BEING PROJECT TO GIVE ADVICE,SUPPORT,COUNSELLING AND THERAPUTIC SERVICES.(4)THE PROMOTION OF EQUALITY AND DIVERSITY FOR THE PUBLIC BENEFIT BY:(1)THE ELIMINATION OF DISCRIMINATION ON THE GROUNDS OF RACE, GENDER, DISABILITY, SEXUAL ORIENTATION OR RELIGION;(2)ADVANCING EDUCATION AND RAISING AWARENESS IN EQUALITY AND DIVERSITY;(3)PROMOTING ACTIVITIES TO FOSTER UNDERSTANDING BETWEEN PEOPLE FROM DIVERSE BACKGROUNDS;(4)CULTIVATING A SENTIMENT IN FAVOUR OF EQUALITY AND DIVERSITY.(5)TO PROMOTE SOCIAL INCLUSION FOR THE PUBLIC BENEFIT BY PREVENTING PEOPLE FROM BECOMING SOCIALLY EXCLUDED,RELIEVING THE NEEDS OF THOSE PEOPLE WHO ARE SOCIALLY EXCLUDED AND ASSISTING THEM TO INTEGRATE INTO SOCIETY.

Activities: Providing a passport of entitlement to services and support for all children and young people in the community of Congleton, Cheshire East.

Classification

- **How:** Provides Services, Provides Advocacy/advice/information
- **What:** Education/training, The Advancement Of Health Or Saving Of Lives, Economic/community Development/employment, Recreation
- **Who:** Children/young People, The General Public/mankind

Geography

- Cheshire East

Finances

Period end	Income	Expenditure	Assets	Employees
2025-08-31	£91,384	£45,982	-	-
2024-08-31	£114,046	£117,584	-	-
2023-08-31	£125,858	£140,708	-	-
2022-08-31	£250,000	£205,000	-	-
2021-08-31	£245,101	£229,238	-	-
2020-08-31	£144,217	£120,449	-	-

Trustees

Name	Role	Appointed
Helen Harrison		2021-01-28
Iestyn Lewis		2021-07-09
Pip Blythe		2017-03-24

The Education & Community Partnership

England & Wales - Charity number 1150460

Accounts

The education & Community Partnership



*Together Everybody
Achieves More*

Annual Report

2024/25

Contents

	<u>Page</u>
Welcome _____	3
Aims & Objectives _____	4
Information _____	5
Financial Information _____	6
Commissioned Services _____	7
Collaborative Working _____	13
Finance _____	15

Welcome

Welcome to The education & Community Partnership (The eCP) Annual Report.

The purpose of this annual report is to share the highlights of the partnership this year and how we have ensured that our pupils, staff and schools continue to survive and thrive.

With so many highlights to celebrate and share we started the year with a focus on our most vulnerable children.

This annual report shares the journey to date and outlines the steps that are to follow next. We continue to work together in collaboration to ensure that as a TEAM, '**Together Everybody Achieves More**'.

Alex Thompson

Partnership Business Manager

The CeCP's aim is to ensure that our children and young people:

- Are healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

The Partnership's charitable objectives are:

1. Advancement of Education

To advance the education of the pupils by providing and assisting in the provision of facilities for education at the school.

2. Advice and Counselling

To relieve the mental and physical sickness of persons' resident in Congleton suffering from bereavement or loss by the provision of counselling and support for such persons.

3. Community Capacity Building

To develop the capacity and skills of the members of the socially and economically disadvantaged community of Congleton in such a way that they are better able to identify, and help meet, their needs and to participate more fully in society.

4. Equality and Diversity

The promotion of equality and diversity for the public benefit by:

- (a) the elimination of discrimination on the grounds of race, gender, disability, sexual orientation or religion;
- (b) advancing education and raising awareness in equality and diversity;
- (c) promoting activities to foster understanding between people from diverse backgrounds;
- (d) cultivating a sentiment in favour of equality and diversity.

5. Promotion of Social Inclusion

To promote social inclusion for the public benefit by preventing people from becoming socially excluded, relieving the needs of those people who are socially excluded and assisting them to integrate into society.

6. Young People

To Advance in Life and Help Young People through:

- (a) The provision of recreational and leisure time activities provided in the interest of social welfare, designed to improve their conditions of life;
- (b) Providing support and activities which develop their skills, capacities and capabilities to enable them to participate in society as mature and responsible individuals.

For Congleton education Community Partnership (CeCP)

Registered as a company in England. Company Number: 7956695

Charity Number: 1150460

Registered Office:

The education & Community Partnership
c/o Black Firs Primary School
Longdown Road
Congleton
CW12 4QJ

Appointment of Bankers

The Directors agreed the appointment of Lloyds Bank on formation of the Company.

Financial Review

The Partnership's income this year was obtained from school contributions and external funding sources, some of which is restricted to specific services or projects. All income and expenditure is monitored and agreed by the Trustees & Directors on a regular basis.

Reserves Policy

The Trustees and Directors review the level of reserves annually. Prior to year-end financial contributions for the next 12 months are agreed along with a commitment from all schools for the following year. This commitment will ensure the sustainability and continuity of the Partnership whilst we continue to work together for the benefit of the Congleton community.

Trustees Responsibility

The Trustees and Directors are responsible for preparing the Trustees' Annual Report and Financial Accounts. Company law requires the Trustees to prepare financial statements each financial year which give a true and fair view of the of the charitable company and of the incoming resources, including income and expenditure, of the charitable company for that period.

The Trustees are responsible for keeping proper accounting records that disclose within reasonable accuracy at any time 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. The charitable company has continued to commission the services of EPG Accountants.

Annual Accounts

EPG Accountants Ltd was commissioned by the partnership seven years ago and continues to work closely with the Partnership. EPG Accountants prepare the annual accounts for the Partnership, the documentation of which will be shared with this report.

Commissioned Services



Annual report

Cheshire Play Therapy have continued to prioritise the mental health needs of children and young people by continuing to provide a wide range of much needed services. Play & Creative Arts therapies still remain as our core practices we have been proud to be able to offer a range of other services too, such as:

- Trauma focussed CBT
- Attachment focussed family services (PCAP) (Filial)
- Sensory integration support
- Group therapy with specific focuses
- Drawing & Talking
- Clinical Supervision – enabling us to offer more effective support to staff and fellow therapists.

We have noticed an increase in referrals for anxiety, school refusal and OCD traits, all of which the parents and carers feel have been evoked in the first instance by the pandemic. The team has continued to offer a bespoke and flexible approach in order to meet the individual needs of each child referred. For several families strategies were shared with parents/carers which meant that some children didn't need to access Play Therapy sessions, and therefore other children could be seen instead. Similarly, because the Play Therapy team has good communication with teaching staff, therapists often make suggestions for strategies/activities/resources which indirectly supports children without them ever needing a formal referral to the service e.g. therapists have shared activities and resources with ELSAs and SENDCOs.

Data and Analysis for 2024-25:

School:	Number of sessions:
Astbury St Mary's	44
Black Firs	80
Bosley St Mary's	60
Castle	44
Daven	60
Mossley	96
Smallwood	44

An overview of the referrals received is detailed in the table below showing the differences in number of referrals for boys and girls. This year has seen an increase of children referred to the service.

SCHOOL:	NUMBER OF REFERRALS:	GENDER:	
		MALE:	FEMALE:
Astbury St Mary's	5	4	1
Black Firs	6	2	4
Bosley St Mary's	6	4	2
Castle	3	1	2
Daven	5	3	2
Mossley	15	11	4
Smallwood	5	3	2

Monitoring Children's Progress: Goal Based Outcomes (GBO)

When a child is referred for Play Therapy parents/carers and children set an individual goal based outcome (GBO) which they score out of 10; this GBO is revisited at the end of therapy and a new score is set. The difference between the start and end scores indicates whether the child has made positive, negative or no change. This score is assessed alongside qualitative feedback offered by school staff and parents/carers to ensure the GBO offers an accurate reflection of the changes that have been observed. Goal Based Outcomes are recommended by CAMHS Outcome Research Consortium (CORC) and have adaptability which enables them to be used:

- Across a broad range of interventions
- In a variety of settings
- With a diverse range of service users
- Flexibly to acknowledge different types of 'change'

This year 80 children have completed their processes with 79 children demonstrating positive change and 1 child having experienced no change; for this individual child referrals were made to Early Help and CAMHS for further assessment, however the parent reported feeling more confident in managing symptoms having discussed coping strategies with the therapist. There are 7 children continuing their therapy in September 2022, as such their final GBOs are not yet known.

Positive Change:	Negative Change:	No Change:	Children continuing in September
79	0	1	7

Group Case Study:

Cheshire Play Therapy has delivered a number of groups this academic year, this can be a cost-effective way of meeting the needs of larger groups of children if deemed appropriate. Groups delivered this year have included self-esteem, emotional regulation, social skills and transition to high school.

A group of year 6 students attended a series of sessions with a focus on transition to high school. The group initially presented as being very shy but as sessions progressed increased in confidence and engaged with enthusiasm. Using metaphoric play and open-ended discussions the group explored many topics including:

- Identifying negative and positive self-talk
- Challenging their own negative self-talk
- Understanding how hormones impact on their brains as they grow
- Understanding the areas of the brain that are very active during puberty (impacting their behaviour) and that some areas are not developed until later life
- Identifying personal coping strategies for strong emotions including anger, sadness and anxiety
- Identifying people they can talk to when struggling emotionally

Following the ending of sessions all participants reported feeling more comfortable and confident with regards to moving on to high school.

Collaborative Working



The Partnership's prides itself on strong collaborative working with schools and colleagues to improve learning outcomes for the pupils. We embrace challenge to ensure the children and young people in our community have access to resources and opportunities to support them in reaching their potential. The Partnership ensures its success continues, by championing our mission statement that, as a TEAM, '**Together Everybody Achieves More**'.

Collaboration across the schools

This year has demonstrated that working together and supporting each other is vital, not just in terms of teaching and learning and continued professional development but also for the mental health and wellbeing of colleagues and the children & young people in our schools and community.

The past 12 months have included the following benefits for our colleagues:

- **Network (both face-to-face and remotely) for both professional and personal support:** Headteachers continued to meet regularly to share information and to offer guidance and support to each other. The feedback received was that these meetings were invaluable and provided a platform for headteachers to have an informal discussion with colleagues in a similar situation.
- **Partnership Meetings:** Trustees/Directors' Meetings, SENDCO Meetings, EYFS Group Meetings and some Subject & Year Group Meetings met to discuss shared practice and moderation sessions.

Continued professional development and collaborative working as identified by the partnership schools including:

- ❖ **Literacy Co-ordinators** continued writing network/project meetings and attended a session with the poet, Harry Baker.
- ❖ **Y2 staff** attended Writing Moderation Meetings
- ❖ **Y6 staff** attended Writing Moderation Meetings
- ❖ **30 staff** attended a twilight session delivered by the ADHD Foundation

Broader and richer curriculum activities this year included:

- 🏆 A continued annual calendar of Sporting Competitions across the primary schools. These events continue to bring partner schools together, to share positive experiences - foster a sense of pride and community, as well as support the health & wellbeing of the children & young people in our schools.

FINANCE

Details of the Profit & Loss Account are contained within the Annual Accounts (provided by EPG Accountants).

External Funding

Our appreciation to those external funders who have recognised the fabulous work of The eCP and have helped us financially to provide much needed support to the children & young people in our community.

**THE EDUCATION & COMMUNITY PARTNERSHIP LTD
ANNUAL REPORT AND UNAUDITED ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2025**

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
ANNUAL REPORT AND UNAUDITED ACCOUNTS
CONTENTS

	Page
Company information	3
Directors' report	4
Accountants' report	5
Income statement	6
Statement of financial position	7
Notes to the accounts	8
Detailed profit and loss account	10

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
COMPANY INFORMATION
FOR THE YEAR ENDED 31 AUGUST 2025

Directors	Miss P Blythe Mrs H Harrison Mr I Lewis Ms J Gosling
Secretary	Miss Alexandra Thompson
Company Number	07956695 (England and Wales)
Registered Office	C/O Black Firs Primary School Longdown Road Congleton Cheshire CW12 4QJ
Accountants	EPG Accountants Ltd 14 Southlands Road Congleton CW12 3JY

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
(COMPANY NO: 07956695 ENGLAND AND WALES)
DIRECTORS' REPORT

The directors present their report and accounts for the year ended 31 August 2025.

Directors

The following directors held office during the whole of the period:

Miss P Blythe
Mrs H Harrison
Mr I Lewis
Ms J Gosling

Miss J Mason resigned on 6 March 2025.

Statement of directors' responsibilities

The directors are responsible for preparing the report and accounts in accordance with applicable law and regulations.

Company law requires the directors to prepare accounts for each financial year. Under that law, the directors have elected to prepare the accounts in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law). Under company law the directors must not approve the accounts unless they are satisfied that they give a true and fair view of the state of affairs of the company and of the profit or loss of the company for that period. In preparing these accounts, the directors are required to:

- select suitable accounting policies and then apply them consistently;
- make judgements and estimates that are reasonable and prudent;
- prepare the accounts on the going concern basis unless it is inappropriate to presume that the company will continue in business.

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

Small company provisions

This report has been prepared in accordance with the special provisions relating to small companies within Part 15 of the Companies Act 2006.

Signed on behalf of the board of directors

.....

Mrs H Harrison
Director

Approved by the board on: 13 May 2026

**CHARTERED MANAGEMENT ACCOUNTANTS' REPORT TO THE BOARD OF DIRECTORS
ON THE PREPARATION OF THE UNAUDITED STATUTORY ACCOUNTS OF
THE EDUCATION & COMMUNITY PARTNERSHIP LTD
FOR THE YEAR ENDED 31 AUGUST 2025**

In order to assist you to fulfil your duties under the Companies Act 2006, we have prepared for your approval the accounts of The Education & Community Partnership Ltd for the year ended 31 August 2025 which comprise of the Profit and Loss Account, the Balance Sheet and the related notes from the company's accounting records and from information and explanations you have given us.

As a CIMA Registered Member in Practice and Practising Certificate holder, I am subject to its ethical and other professional requirements which are detailed at <https://www.cimaglobal.com/Members/Your-Membership-Information/Members-handbook/Licensing-and-monitoring/Members-in-practice/>

Our work has been undertaken in accordance with the requirements of the Chartered Institute of Management Accountants as detailed at <http://www.cimaglobal.com>.

EPG Accountants Ltd
Member in Practice

14 Southlands Road
Congleton
CW12 3JY

11 May 2026

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
INCOME STATEMENT
FOR THE YEAR ENDED 31 AUGUST 2025

	2025	2024
	£	£
Turnover	91,384	114,046
Administrative expenses	(114,580)	(117,584)
Operating loss	(23,196)	(3,538)
Interest receivable and similar income	6	9
Loss on ordinary activities before taxation	(23,190)	(3,529)
Tax on loss on ordinary activities	-	-
Loss for the financial year	(23,190)	(3,529)

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
STATEMENT OF FINANCIAL POSITION
AS AT 31 AUGUST 2025

	Notes	2025 £	2024 £
Current assets			
Debtors	5	-	260
Cash at bank and in hand		57,678	80,189
		<u>57,678</u>	<u>80,449</u>
Creditors: amounts falling due within one year	6	(1,219)	(800)
		<u>56,459</u>	<u>79,649</u>
Net current assets			
Net assets		<u>56,459</u>	<u>79,649</u>
Reserves	7		
Profit and loss account		56,459	79,649
Members' funds		<u>56,459</u>	<u>79,649</u>

For the year ending 31 August 2025 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies. The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006.

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

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime and in accordance with the provisions of FRS 102 Section 1A - Small Entities.

The financial statements were approved by the Board of Directors and authorised for issue on 13 May 2026 and were signed on its behalf by

Mrs H Harrison
Director

Company Registration No. 07956695

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2025

1 Statutory information

The Education & Community Partnership Ltd is a private company, limited by guarantee, registered in England and Wales, registration number 07956695. The registered office is C/O Black Firs Primary School, Longdown Road, Congleton, Cheshire, CW12 4QJ.

2 Compliance with accounting standards

The accounts have been prepared in accordance with the provisions of FRS 102 Section 1A Small Entities. There were no material departures from that standard.

3 Accounting policies

The principal accounting policies adopted in the preparation of the financial statements are set out below and have remained unchanged from the previous year, and also have been consistently applied within the same accounts.

Basis of preparation

The accounts have been prepared under the historical cost convention as modified by the revaluation of certain fixed assets.

Presentation currency

The accounts are presented in £ sterling.

Income

Income represents the value of contributions received from participating organisations

Tangible fixed assets and depreciation

Tangible assets are included at cost less depreciation and impairment. Depreciation has been provided at the following rates in order to write off the assets over their estimated useful lives:

Computer equipment	25% on cost
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4 Tangible fixed assets

	Computer equipment £
Cost or valuation	
At 1 September 2024	583
At 31 August 2025	583
Depreciation	
At 1 September 2024	583
At 31 August 2025	583
Net book value	
At 31 August 2025	-

5 Debtors

	2025 £	2024 £
Amounts falling due within one year		
Other debtors	-	260

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2025

6 Creditors: amounts falling due within one year

	2025	2024
	£	£
Taxes and social security	419	-
Accruals	800	800
	1,219	800

7 Company limited by guarantee

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

8 Average number of employees

During the year the average number of employees was 2 (2024: 1).

THE EDUCATION AND COMMUNITY PARTNERSHIP
DETAILED PROFIT AND LOSS ACCOUNT
FOR THE YEAR ENDED 31 AUGUST 2025

	2025	2024
	£	£
Income		
Grants	64,122	68,482
Contribution	23,020	23,260
eCAPH	2,992	21,054
School Direct	1,250	1,250
Other	0	0
	<u>91,384</u>	<u>114,046</u>
Services provided		
CE Holiday Activity Fund	27,562	26,025
Play Therapy	20,698	21,099
S&L Therapy Assistants	16,115	5,689
Family Support	2,516	8,588
Inset Day	2,445	989
Parliament	-738	3,082
Other Support Services	0	858
CPD Training	0	448
School Direct	0	425
SWaNS	0	0
Sports Partnership	0	0
	<u>68,598</u>	<u>67,203</u>
Administrative Expenses		
Wages and salaries	37,396	39,414
Bonuses	5,500	6,166
Pensions	679	1,022
Employers NI	0	95
Operational expenses	1,070	2,365
Accountancy fees	890	890
Telephone	447	399
Meetings	0	30
Staff training	0	0
Other	0	0
	<u>45,982</u>	<u>50,381</u>
Interest receivable	6	9
Net movement of funds	-23,190	-3,529
Funds brought forward	79,649	83,178
TOTAL FUNDS CARRIED FORWARD	<u><u>56,459</u></u>	<u><u>79,649</u></u>

Signed By

A THOMPSON

Date Signed	2026-05-17 15:27:33
Email	alexthompsoncecp@hotmail.co.uk
Printed Name	A Thompson
IP Address	88.97.165.204
Browser User Agent	Mozilla/5.0 (Windows NT 10.0; Win64; x64) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/147.0.0.0 Safari/537.36 Edg/147.0.0.0
Name of signatory	Alexandra Thompson

**THE EDUCATION & COMMUNITY PARTNERSHIP LTD
ANNUAL REPORT AND UNAUDITED ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2025**

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CONTENTS

	Page
Company information	3
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Signed on behalf of the board of directors

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Mrs H Harrison
Director

Approved by the board on: 13 May 2026

**CHARTERED MANAGEMENT ACCOUNTANTS' REPORT TO THE BOARD OF DIRECTORS
ON THE PREPARATION OF THE UNAUDITED STATUTORY ACCOUNTS OF
THE EDUCATION & COMMUNITY PARTNERSHIP LTD
FOR THE YEAR ENDED 31 AUGUST 2025**

In order to assist you to fulfil your duties under the Companies Act 2006, we have prepared for your approval the accounts of The Education & Community Partnership Ltd for the year ended 31 August 2025 which comprise of the Profit and Loss Account, the Balance Sheet and the related notes from the company's accounting records and from information and explanations you have given us.

As a CIMA Registered Member in Practice and Practising Certificate holder, I am subject to its ethical and other professional requirements which are detailed at <https://www.cimaglobal.com/Members/Your-Membership-Information/Members-handbook/Licensing-and-monitoring/Members-in-practice/>

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11 May 2026

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Mrs H Harrison
Director

Company Registration No. 07956695

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The principal accounting policies adopted in the preparation of the financial statements are set out below and have remained unchanged from the previous year, and also have been consistently applied within the same accounts.

Basis of preparation

The accounts have been prepared under the historical cost convention as modified by the revaluation of certain fixed assets.

Presentation currency

The accounts are presented in £ sterling.

Income

Income represents the value of contributions received from participating organisations

Tangible fixed assets and depreciation

Tangible assets are included at cost less depreciation and impairment. Depreciation has been provided at the following rates in order to write off the assets over their estimated useful lives:

Computer equipment	25% on cost
--------------------	-------------

4 Tangible fixed assets

	Computer equipment £
Cost or valuation	
At 1 September 2024	583
At 31 August 2025	583
Depreciation	
At 1 September 2024	583
At 31 August 2025	583
Net book value	
At 31 August 2025	-

5 Debtors

	2025 £	2024 £
Amounts falling due within one year		
Other debtors	-	260

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2025

6 Creditors: amounts falling due within one year

	2025	2024
	£	£
Taxes and social security	419	-
Accruals	800	800
	1,219	800

7 Company limited by guarantee

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

8 Average number of employees

During the year the average number of employees was 2 (2024: 1).

THE EDUCATION AND COMMUNITY PARTNERSHIP
DETAILED PROFIT AND LOSS ACCOUNT
FOR THE YEAR ENDED 31 AUGUST 2025

	2025	2024
	£	£
Income		
Grants	64,122	68,482
Contribution	23,020	23,260
eCAPH	2,992	21,054
School Direct	1,250	1,250
Other	0	0
	<u>91,384</u>	<u>114,046</u>
Services provided		
CE Holiday Activity Fund	27,562	26,025
Play Therapy	20,698	21,099
S&L Therapy Assistants	16,115	5,689
Family Support	2,516	8,588
Inset Day	2,445	989
Parliament	-738	3,082
Other Support Services	0	858
CPD Training	0	448
School Direct	0	425
SWaNS	0	0
Sports Partnership	0	0
	<u>68,598</u>	<u>67,203</u>
Administrative Expenses		
Wages and salaries	37,396	39,414
Bonuses	5,500	6,166
Pensions	679	1,022
Employers NI	0	95
Operational expenses	1,070	2,365
Accountancy fees	890	890
Telephone	447	399
Meetings	0	30
Staff training	0	0
Other	0	0
	<u>45,982</u>	<u>50,381</u>
Interest receivable	6	9
Net movement of funds	-23,190	-3,529
Funds brought forward	79,649	83,178
TOTAL FUNDS CARRIED FORWARD	<u><u>56,459</u></u>	<u><u>79,649</u></u>

Signed By

A THOMPSON

Date Signed	2026-05-17 15:27:33
Email	alexthompsoncecp@hotmail.co.uk
Printed Name	A Thompson
IP Address	88.97.165.204
Browser User Agent	Mozilla/5.0 (Windows NT 10.0; Win64; x64) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/147.0.0.0 Safari/537.36 Edg/147.0.0.0
Name of signatory	Alexandra Thompson

The Education & Community Partnership

England & Wales - Charity number 1150460

Accounts

The education & Community Partnership



*Together Everybody
Achieves More*

Annual Report

2023/24

Contents

	<u>Page</u>
Welcome _____	3
Aims & Objectives _____	4
Information _____	5
Financial Information _____	6
Commissioned Services _____	7
Collaborative Working _____	13
Finance _____	15

Welcome

Welcome to The education & Community Partnership (The eCP) Annual Report.

The purpose of this annual report is to share the highlights of the partnership this year and how we have ensured that our pupils, staff and schools continue to survive and thrive.

With so many highlights to celebrate and share we started the year with a focus on our most vulnerable children and an amazing partnership INSET Day in November which took place in Congleton Town Hall.

This annual report shares the journey to date and outlines the steps that are to follow next. We continue to work together in collaboration to ensure that as a TEAM, '**Together Everybody Achieves More**'.

Alex Thompson

Partnership Business Manager

The CeCP's aim is to ensure that our children and young people:

- Are healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

The Partnership's charitable objectives are:

1. Advancement of Education

To advance the education of the pupils by providing and assisting in the provision of facilities for education at the school.

2. Advice and Counselling

To relieve the mental and physical sickness of persons' resident in Congleton suffering from bereavement or loss by the provision of counselling and support for such persons.

3. Community Capacity Building

To develop the capacity and skills of the members of the socially and economically disadvantaged community of Congleton in such a way that they are better able to identify, and help meet, their needs and to participate more fully in society.

4. Equality and Diversity

The promotion of equality and diversity for the public benefit by:

- (a) the elimination of discrimination on the grounds of race, gender, disability, sexual orientation or religion;
- (b) advancing education and raising awareness in equality and diversity;
- (c) promoting activities to foster understanding between people from diverse backgrounds;
- (d) cultivating a sentiment in favour of equality and diversity.

5. Promotion of Social Inclusion

To promote social inclusion for the public benefit by preventing people from becoming socially excluded, relieving the needs of those people who are socially excluded and assisting them to integrate into society.

6. Young People

To Advance in Life and Help Young People through:

- (a) The provision of recreational and leisure time activities provided in the interest of social welfare, designed to improve their conditions of life;
- (b) Providing support and activities which develop their skills, capacities and capabilities to enable them to participate in society as mature and responsible individuals.

For Congleton education Community Partnership (CeCP)

Registered as a company in England. Company Number: 7956695

Charity Number: 1150460

Registered Office:

The education & Community Partnership
c/o Black Firs Primary School
Longdown Road
Congleton
CW12 4QJ

Appointment of Bankers

The Directors agreed the appointment of Lloyds Bank on formation of the Company.

Financial Review

The Partnership's income this year was obtained from school contributions and external funding sources, some of which is restricted to specific services or projects. All income and expenditure is monitored and agreed by the Trustees & Directors on a regular basis.

Reserves Policy

The Trustees and Directors review the level of reserves annually. Prior to year-end financial contributions for the next 12 months are agreed along with a commitment from all schools for the following year. This commitment will ensure the sustainability and continuity of the Partnership whilst we continue to work together for the benefit of the Congleton community.

Trustees Responsibility

The Trustees and Directors are responsible for preparing the Trustees' Annual Report and Financial Accounts. Company law requires the Trustees to prepare financial statements each financial year which give a true and fair view of the of the charitable company and of the incoming resources, including income and expenditure, of the charitable company for that period.

The Trustees are responsible for keeping proper accounting records that disclose within reasonable accuracy at any time 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. The charitable company has continued to commission the services of EPG Accountants.

Annual Accounts

EPG Accountants Ltd was commissioned by the CeCP five years ago and continues to work closely with the Partnership. EPG Accountants prepare the annual accounts for the Partnership, the documentation of which will be shared with this report.

Commissioned Services



Annual report

Cheshire Play Therapy have continued to prioritise the mental health needs of children and young people by continuing to provide a wide range of much needed services. Play & Creative Arts therapies still remain as our core practices we have been proud to be able to offer a range of other services too, such as:

- Trauma focussed CBT
- Attachment focussed family services (PCAP) (Filial)
- Sensory integration support
- Group therapy with specific focuses
- Drawing & Talking
- Clinical Supervision – enabling us to offer more effective support to staff and fellow therapists.

We have noticed an increase in referrals for anxiety, school refusal and OCD traits, all of which the parents and carers feel have been evoked in the first instance by the pandemic. The team has continued to offer a bespoke and flexible approach in order to meet the individual needs of each child referred. For several families strategies were shared with parents/carers which meant that some children didn't need to access Play Therapy sessions, and therefore other children could be seen instead. Similarly, because the Play Therapy team has good communication with teaching staff, therapists often make suggestions for strategies/activities/resources which indirectly supports children without them ever needing a formal referral to the service e.g. therapists have shared activities and resources with ELSAs and SENDCOs.

Data and Analysis for 2022-2023:

School:	Number of sessions:
Astbury St Mary's	44
Black Firs	80
Bosley St Mary's	60
Castle	44
Daven	60
Mossley	96
Smallwood	44

An overview of the referrals received is detailed in the table below showing the differences in number of referrals for boys and girls. This year has seen an increase of children referred to the service.

SCHOOL:	NUMBER OF REFERRALS:	GENDER:	
		MALE:	FEMALE:
Astbury St Mary's	5	4	1
Black Firs	6	2	4
Bosley St Mary's	6	4	2
Castle	3	1	2
Daven	5	3	2
Mossley	15	11	4
Smallwood	5	3	2

Monitoring Children's Progress: Goal Based Outcomes (GBO)

When a child is referred for Play Therapy parents/carers and children set an individual goal based outcome (GBO) which they score out of 10; this GBO is revisited at the end of therapy and a new score is set. The difference between the start and end scores indicates whether the child has made positive, negative or no change. This score is assessed alongside qualitative feedback offered by school staff and parents/carers to ensure the GBO offers an accurate reflection of the changes that have been observed. Goal Based Outcomes are recommended by CAMHS Outcome Research Consortium (CORC) and have adaptability which enables them to be used:

- Across a broad range of interventions
- In a variety of settings
- With a diverse range of service users
- Flexibly to acknowledge different types of 'change'

This year 80 children have completed their processes with 79 children demonstrating positive change and 1 child having experienced no change; for this individual child referrals were made to Early Help and CAMHS for further assessment, however the parent reported feeling more confident in managing symptoms having discussed coping strategies with the therapist. There are 7 children continuing their therapy in September 2022, as such their final GBOs are not yet known.

Positive Change:	Negative Change:	No Change:	Children continuing in September
79	0	1	7

Group Case Study:

Cheshire Play Therapy has delivered a number of groups this academic year, this can be a cost-effective way of meeting the needs of larger groups of children if deemed appropriate. Groups delivered this year have included self-esteem, emotional regulation, social skills and transition to high school.

A group of year 6 students attended a series of sessions with a focus on transition to high school. The group initially presented as being very shy but as sessions progressed increased in confidence and engaged with enthusiasm. Using metaphoric play and open-ended discussions the group explored many topics including:

- Identifying negative and positive self-talk
- Challenging their own negative self-talk
- Understanding how hormones impact on their brains as they grow
- Understanding the areas of the brain that are very active during puberty (impacting their behaviour) and that some areas are not developed until later life
- Identifying personal coping strategies for strong emotions including anger, sadness and anxiety
- Identifying people they can talk to when struggling emotionally

Following the ending of sessions all participants reported feeling more comfortable and confident with regards to moving on to high school.

Collaborative Working



The Partnership's prides itself on strong collaborative working with schools and colleagues to improve learning outcomes for the pupils. We embrace challenge to ensure the children and young people in our community have access to resources and opportunities to support them in reaching their potential. The Partnership ensures its success continues, by championing our mission statement that, as a TEAM, '**Together Everybody Achieves More**'.

Collaboration across the schools

This year has demonstrated that working together and supporting each other is vital, not just in terms of teaching and learning and continued professional development but also for the mental health and wellbeing of colleagues and the children & young people in our schools and community.

The past 12 months have included the following benefits for our colleagues:

- **Network (both face-to-face and remotely) for both professional and personal support:** Headteachers continued to meet regularly to share information and to offer guidance and support to each other. The feedback received was that these meetings were invaluable and provided a platform for headteachers to have an informal discussion with colleagues in a similar situation.
- **Partnership Meetings:** Trustees/Directors' Meetings, SENDCO Meetings, EYFS Group Meetings, Sports Partnership, School Direct Student Network Meetings and some Subject & Year Group Meetings met to discuss shared practice and moderation sessions.

Continued professional development and collaborative working as identified by the partnership schools including:

- ❖ **Literacy Co-ordinators** continued writing network/project meetings and attended a session with the poet, Harry Baker.
- ❖ **Y2 staff** attended Writing Moderation Meetings
- ❖ **Y6 staff** attended Writing Moderation Meetings
- ❖ **31 staff** attended a twilight session delivered by the ADHD Foundation
- ❖ **32 staff** attended a twilight session on 'behaviour' delivered by Springfield Special School.
- ❖ **10 staff** were trained in Emotional Literacy Support Assistants (ELSA)

Broader and richer curriculum activities this year included:

A continued annual calendar of Sporting Competitions across the primary schools. These events continue to bring partner schools together, to share positive experiences - foster a sense of pride and community, as well as support the health & wellbeing of the children & young people in our schools.

FINANCE

Details of the Profit & Loss Account are contained within the Annual Accounts (provided by EPG Accountants).

External Funding

Our appreciation to those external funders who have recognised the fabulous work of The eCP and have helped us financially to provide much needed support to the children & young people in our community.

**THE EDUCATION & COMMUNITY PARTNERSHIP LTD
ANNUAL REPORT AND UNAUDITED ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2024**

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
ANNUAL REPORT AND UNAUDITED ACCOUNTS
CONTENTS

	Page
Company information	3
Directors' report	4
Accountants' report	5
Income statement	6
Statement of financial position	7
Notes to the accounts	8
Detailed profit and loss account	10

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
COMPANY INFORMATION
FOR THE YEAR ENDED 31 AUGUST 2024

Directors

Miss P Blythe
Miss J Mason
Mrs H Harrison
Mr I Lewis
Ms J Gosling

Secretary

Miss Alexandra Thompson

Company Number

07956695 (England and Wales)

Registered Office

C/O Black Firs Primary School
Longdown Road
Congleton
Cheshire
CW12 4QJ

Accountants

EPG Accountants Ltd
14 Southlands Road
Mossley
CONGLETON
Cheshire
CW12 3JY

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
(COMPANY NO: 07956695 ENGLAND AND WALES)
DIRECTORS' REPORT

The directors present their report and accounts for the year ended 31 August 2024.

Directors

The following directors held office during the whole of the period:

Miss P Blythe
Miss J Mason
Mrs H Harrison
Mr I Lewis

Ms J Gosling was appointed on 1 December 2023.

Statement of directors' responsibilities

The directors are responsible for preparing the report and accounts in accordance with applicable law and regulations.

Company law requires the directors to prepare accounts for each financial year. Under that law, the directors have elected to prepare the accounts in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law). Under company law the directors must not approve the accounts unless they are satisfied that they give a true and fair view of the state of affairs of the company and of the profit or loss of the company for that period. In preparing these accounts, the directors are required to:

- select suitable accounting policies and then apply them consistently;
- make judgements and estimates that are reasonable and prudent;
- prepare the accounts on the going concern basis unless it is inappropriate to presume that the company will continue in business.

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

Small company provisions

This report has been prepared in accordance with the special provisions relating to small companies within Part 15 of the Companies Act 2006.

Signed on behalf of the board of directors

.....
Mrs H Harrison
Director

Approved by the board on: 20 May 2025

**CHARTERED MANAGEMENT ACCOUNTANTS' REPORT TO THE BOARD OF DIRECTORS
ON THE PREPARATION OF THE UNAUDITED STATUTORY ACCOUNTS OF
THE EDUCATION & COMMUNITY PARTNERSHIP LTD
FOR THE YEAR ENDED 31 AUGUST 2024**

In order to assist you to fulfil your duties under the Companies Act 2006, we have prepared for your approval the accounts of The Education & Community Partnership Ltd for the year ended 31 August 2024 which comprise of the Profit and Loss Account, the Balance Sheet and the related notes from the company's accounting records and from information and explanations you have given us.

As a CIMA Registered Member in Practice and Practising Certificate holder, I am subject to its ethical and other professional requirements which are detailed at <https://www.cimaglobal.com/Members/Your-Membership-Information/Members-handbook/Licensing-and-monitoring/Members-in-practice/>

Our work has been undertaken in accordance with the requirements of the Chartered Institute of Management Accountants as detailed at <http://www.cimaglobal.com>.

EPG Accountants Ltd
Member in Practice

14 Southlands Road
Mossley
CONGLETON
Cheshire
CW12 3JY

20 May 2025

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
INCOME STATEMENT
FOR THE YEAR ENDED 31 AUGUST 2024

	2024	2023
	£	£
Turnover	114,046	98,018
Administrative expenses	(117,584)	(140,708)
Operating loss	(3,538)	(42,690)
Interest receivable and similar income	9	10
Loss on ordinary activities before taxation	(3,529)	(42,680)
Tax on loss on ordinary activities	-	-
Loss for the financial year	(3,529)	(42,680)

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
STATEMENT OF FINANCIAL POSITION
AS AT 31 AUGUST 2024

	Notes	2024 £	2023 £
Current assets			
Debtors	5	260	-
Cash at bank and in hand		80,189	83,449
		80,449	83,449
Creditors: amounts falling due within one year	6	(800)	(271)
		79,649	83,178
Net current assets			
		79,649	83,178
Net assets			
		79,649	83,178
Reserves	7		
Profit and loss account		79,649	83,178
		79,649	83,178
Members' funds			
		79,649	83,178

For the year ending 31 August 2024 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies. The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006.

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

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime and in accordance with the provisions of FRS 102 Section 1A - Small Entities.

The financial statements were approved by the Board of Directors and authorised for issue on 20 May 2025 and were signed on its behalf by

Mrs H Harrison
Director

Company Registration No. 07956695

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2024

1 Statutory information

The Education & Community Partnership Ltd is a private company, limited by guarantee, registered in England and Wales, registration number 07956695. The registered office is C/O Black Firs Primary School, Longdown Road, Congleton, Cheshire, CW12 4QJ.

2 Compliance with accounting standards

The accounts have been prepared in accordance with the provisions of FRS 102 Section 1A Small Entities. There were no material departures from that standard.

3 Accounting policies

The principal accounting policies adopted in the preparation of the financial statements are set out below and have remained unchanged from the previous year, and also have been consistently applied within the same accounts.

Basis of preparation

The accounts have been prepared under the historical cost convention as modified by the revaluation of certain fixed assets.

Presentation currency

The accounts are presented in £ sterling.

Income

Income represents the value of contributions received from participating organisations

Tangible fixed assets and depreciation

Tangible assets are included at cost less depreciation and impairment. Depreciation has been provided at the following rates in order to write off the assets over their estimated useful lives:

Computer equipment 25% on cost

4 Tangible fixed assets

	Computer equipment £
Cost or valuation	At cost
At 1 September 2023	583
At 31 August 2024	583
Depreciation	
At 1 September 2023	583
At 31 August 2024	583
Net book value	
At 31 August 2024	-

5 Debtors

	2024 £	2023 £
Amounts falling due within one year		
Other debtors	260	-

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2024

6 Creditors: amounts falling due within one year

2024

2023

£

£

Accruals

800

271

7 Company limited by guarantee

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

8 Average number of employees

During the year the average number of employees was 1 (2023: 1).

THE EDUCATION AND COMMUNITY PARTNERSHIP
DETAILED PROFIT AND LOSS ACCOUNT
FOR THE YEAR ENDED 31 AUGUST 2024

	2024	2023
	£	£
Income		
Grants	68,482	66,878
Contribution	23,260	10,500
eCAPH	21,054	20,640
School Direct	1,250	0
Other	0	0
	<u>114,046</u>	<u>98,018</u>
Services provided		
CE Holiday Activity Fund	26,025	49,054
Play Therapy	21,099	23,184
Family Support	8,588	5,922
S&L Therapy Assistants	5,689	0
Parliament	3,082	0
Inset Day	989	578
Other Support Services	858	6,995
CPD Training	448	0
School Direct	425	1,200
SWaNS	0	2,210
Sports Partnership	0	267
	<u>67,203</u>	<u>89,410</u>
Administrative Expenses		
Wages and salaries	39,414	39,414
Bonuses	6,166	5,477
Pensions	1,022	1,048
Employers NI	95	1,186
Operational expenses	2,365	2,558
Accountancy fees	890	890
Telephone	399	420
Meetings	30	294
Staff training	0	11
Other	0	0
	<u>50,381</u>	<u>51,298</u>
Interest receivable	9	10
Net movement of funds	-3,529	-42,680
Funds brought forward	83,178	125,858
TOTAL FUNDS CARRIED FORWARD	<u>79,649</u>	<u>83,178</u>

**THE EDUCATION & COMMUNITY PARTNERSHIP LTD
ANNUAL REPORT AND UNAUDITED ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2024**

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
ANNUAL REPORT AND UNAUDITED ACCOUNTS
CONTENTS

	Page
Company information	3
Directors' report	4
Accountants' report	5
Income statement	6
Statement of financial position	7
Notes to the accounts	8
Detailed profit and loss account	10

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
COMPANY INFORMATION
FOR THE YEAR ENDED 31 AUGUST 2024

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Miss P Blythe
Miss J Mason
Mrs H Harrison
Mr I Lewis
Ms J Gosling

Secretary

Miss Alexandra Thompson

Company Number

07956695 (England and Wales)

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C/O Black Firs Primary School
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THE EDUCATION & COMMUNITY PARTNERSHIP LTD
(COMPANY NO: 07956695 ENGLAND AND WALES)
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Miss J Mason
Mrs H Harrison
Mr I Lewis

Ms J Gosling was appointed on 1 December 2023.

Statement of directors' responsibilities

The directors are responsible for preparing the report and accounts in accordance with applicable law and regulations.

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- select suitable accounting policies and then apply them consistently;
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Small company provisions

This report has been prepared in accordance with the special provisions relating to small companies within Part 15 of the Companies Act 2006.

Signed on behalf of the board of directors

.....
Mrs H Harrison
Director

Approved by the board on: 20 May 2025

**CHARTERED MANAGEMENT ACCOUNTANTS' REPORT TO THE BOARD OF DIRECTORS
ON THE PREPARATION OF THE UNAUDITED STATUTORY ACCOUNTS OF
THE EDUCATION & COMMUNITY PARTNERSHIP LTD
FOR THE YEAR ENDED 31 AUGUST 2024**

In order to assist you to fulfil your duties under the Companies Act 2006, we have prepared for your approval the accounts of The Education & Community Partnership Ltd for the year ended 31 August 2024 which comprise of the Profit and Loss Account, the Balance Sheet and the related notes from the company's accounting records and from information and explanations you have given us.

As a CIMA Registered Member in Practice and Practising Certificate holder, I am subject to its ethical and other professional requirements which are detailed at <https://www.cimaglobal.com/Members/Your-Membership-Information/Members-handbook/Licensing-and-monitoring/Members-in-practice/>

Our work has been undertaken in accordance with the requirements of the Chartered Institute of Management Accountants as detailed at <http://www.cimaglobal.com>.

EPG Accountants Ltd
Member in Practice

14 Southlands Road
Mossley
CONGLETON
Cheshire
CW12 3JY

20 May 2025

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
INCOME STATEMENT
FOR THE YEAR ENDED 31 AUGUST 2024

	2024	2023
	£	£
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Operating loss	(3,538)	(42,690)
Interest receivable and similar income	9	10
Loss on ordinary activities before taxation	(3,529)	(42,680)
Tax on loss on ordinary activities	-	-
Loss for the financial year	(3,529)	(42,680)

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
STATEMENT OF FINANCIAL POSITION
AS AT 31 AUGUST 2024

	Notes	2024 £	2023 £
Current assets			
Debtors	5	260	-
Cash at bank and in hand		80,189	83,449
		80,449	83,449
Creditors: amounts falling due within one year	6	(800)	(271)
		79,649	83,178
Net current assets			
		79,649	83,178
Net assets			
		79,649	83,178
Reserves	7		
Profit and loss account		79,649	83,178
		79,649	83,178
Members' funds			
		79,649	83,178

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

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime and in accordance with the provisions of FRS 102 Section 1A - Small Entities.

The financial statements were approved by the Board of Directors and authorised for issue on 20 May 2025 and were signed on its behalf by

Mrs H Harrison
Director

Company Registration No. 07956695

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2024

1 Statutory information

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2 Compliance with accounting standards

The accounts have been prepared in accordance with the provisions of FRS 102 Section 1A Small Entities. There were no material departures from that standard.

3 Accounting policies

The principal accounting policies adopted in the preparation of the financial statements are set out below and have remained unchanged from the previous year, and also have been consistently applied within the same accounts.

Basis of preparation

The accounts have been prepared under the historical cost convention as modified by the revaluation of certain fixed assets.

Presentation currency

The accounts are presented in £ sterling.

Income

Income represents the value of contributions received from participating organisations

Tangible fixed assets and depreciation

Tangible assets are included at cost less depreciation and impairment. Depreciation has been provided at the following rates in order to write off the assets over their estimated useful lives:

Computer equipment 25% on cost

4 Tangible fixed assets

	Computer equipment £
Cost or valuation	At cost
At 1 September 2023	583
At 31 August 2024	583
Depreciation	
At 1 September 2023	583
At 31 August 2024	583
Net book value	
At 31 August 2024	-

5 Debtors

	2024 £	2023 £
Amounts falling due within one year		
Other debtors	260	-

THE EDUCATION & COMMUNITY PARTNERSHIP LTD
NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2024

6 Creditors: amounts falling due within one year

2024

2023

£

£

Accruals

800

271

7 Company limited by guarantee

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

8 Average number of employees

During the year the average number of employees was 1 (2023: 1).

THE EDUCATION AND COMMUNITY PARTNERSHIP
DETAILED PROFIT AND LOSS ACCOUNT
FOR THE YEAR ENDED 31 AUGUST 2024

	2024	2023
	£	£
Income		
Grants	68,482	66,878
Contribution	23,260	10,500
eCAPH	21,054	20,640
School Direct	1,250	0
Other	0	0
	<u>114,046</u>	<u>98,018</u>
Services provided		
CE Holiday Activity Fund	26,025	49,054
Play Therapy	21,099	23,184
Family Support	8,588	5,922
S&L Therapy Assistants	5,689	0
Parliament	3,082	0
Inset Day	989	578
Other Support Services	858	6,995
CPD Training	448	0
School Direct	425	1,200
SWaNS	0	2,210
Sports Partnership	0	267
	<u>67,203</u>	<u>89,410</u>
Administrative Expenses		
Wages and salaries	39,414	39,414
Bonuses	6,166	5,477
Pensions	1,022	1,048
Employers NI	95	1,186
Operational expenses	2,365	2,558
Accountancy fees	890	890
Telephone	399	420
Meetings	30	294
Staff training	0	11
Other	0	0
	<u>50,381</u>	<u>51,298</u>
Interest receivable	9	10
Net movement of funds	-3,529	-42,680
Funds brought forward	83,178	125,858
TOTAL FUNDS CARRIED FORWARD	<u>79,649</u>	<u>83,178</u>

The Education & Community Partnership

England & Wales - Charity number 1150460

Accounts

Congleton education Community Partnership

Registered Charity Number: 1150460



*Together Everybody
Achieves More*

Annual Report

2022/23

Contents

	<u>Page</u>
Welcome _____	3
Aims & Objectives _____	4
Information _____	5
Financial Information _____	6
Commissioned Services _____	7
Collaborative Working _____	13
Finance _____	15

Welcome

Welcome to the Congleton education Community Partnership (CeCP) Annual Report.

The purpose of this annual report is to share the highlights of the partnership this year, the journey coming through the other side of a worldwide pandemic and how we have ensured that our pupils, staff and schools continue to survive and thrive.

With so many highlights to celebrate and share we started the year with a focus on our most vulnerable children and an amazing partnership INSET Day in October which took place in Congleton Town Hall. Marie Gentles OBE from Magic Behaviour inspired staff and shared practical, manageable ways to modify behaviour via a bespoke approach which meets the varying needs of children and young people.

This annual report shares the journey to date and outlines the steps that are to follow next. We continue to work together in collaboration to ensure that as a TEAM, '**Together Everybody Achieves More**'.

Alex Thompson

Partnership Business Manager

The CeCP's aim is to ensure that our children and young people:

- Are healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

The Partnership's charitable objectives are:

1. Advancement of Education

To advance the education of the pupils by providing and assisting in the provision of facilities for education at the school.

2. Advice and Counselling

To relieve the mental and physical sickness of persons' resident in Congleton suffering from bereavement or loss by the provision of counselling and support for such persons.

3. Community Capacity Building

To develop the capacity and skills of the members of the socially and economically disadvantaged community of Congleton in such a way that they are better able to identify, and help meet, their needs and to participate more fully in society.

4. Equality and Diversity

The promotion of equality and diversity for the public benefit by:

- (a) the elimination of discrimination on the grounds of race, gender, disability, sexual orientation or religion;
- (b) advancing education and raising awareness in equality and diversity;
- (c) promoting activities to foster understanding between people from diverse backgrounds;
- (d) cultivating a sentiment in favour of equality and diversity.

5. Promotion of Social Inclusion

To promote social inclusion for the public benefit by preventing people from becoming socially excluded, relieving the needs of those people who are socially excluded and assisting them to integrate into society.

6. Young People

To Advance in Life and Help Young People through:

- (a) The provision of recreational and leisure time activities provided in the interest of social welfare, designed to improve their conditions of life;
- (b) Providing support and activities which develop their skills, capacities and capabilities to enable them to participate in society as mature and responsible individuals.

For Congleton education Community Partnership (CeCP)

Registered as a company in England. Company Number: 7956695

Charity Number: 1150460

Registered Office:

Congleton education Community Partnership
c/o Black Firs Primary School
Longdown Road
Congleton
CW12 4QJ

Website: www.cecp.org.uk

Appointment of Bankers

The Directors agreed the appointment of Lloyds Bank on formation of the Company.

Financial Review

The Partnership's income this year was obtained from school contributions and external funding sources, some of which is restricted to specific services or projects. All income and expenditure is monitored and agreed by the Trustees & Directors on a regular basis.

Reserves Policy

The Trustees and Directors review the level of reserves annually. Prior to year-end financial contributions for the next 12 months are agreed along with a commitment from all schools for the following year. This commitment will ensure the sustainability and continuity of the Partnership whilst we continue to work together for the benefit of the Congleton community.

Trustees Responsibility

The Trustees and Directors are responsible for preparing the Trustees' Annual Report and Financial Accounts. Company law requires the Trustees to prepare financial statements each financial year which give a true and fair view of the of the charitable company and of the incoming resources, including income and expenditure, of the charitable company for that period.

The Trustees are responsible for keeping proper accounting records that disclose within reasonable accuracy at any time 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. The charitable company has continued to commission the services of EPG Accountants.

Annual Accounts

EPG Accountants Ltd was commissioned by the CeCP five years ago and continues to work closely with the Partnership. EPG Accountants prepare the annual accounts for the Partnership, the documentation of which will be shared with this report.

Commissioned Services

Behaviour & Wellbeing Support for Secondary Schools – Eaton Bank Academy & Congleton High School

The continued funding for both secondary schools in the town has ensured that support is provided for students, particularly those who are most vulnerable or who have additional needs.

- 1-to-1 support for students who are struggling with their wellbeing, behaviour, emotional, or welfare issues.
- Home visits and/or contact with parents or carers, to enable school staff to support those families who are unable to come into school or fail to engage.
- Attendance at 'early help' and/or core group meetings for child in need cases and child protection cases.
- Family support and counselling support for students and make referrals to other external agencies when they feel this is appropriate.

The interventions above support the following outcomes for students:

- Improved attendance for some of the more vulnerable students.
- Significant reduction in the number of fixed term exclusions and internal inclusion.
- Significant improvement in the level of parental engagement.
- Support for the emotional wellbeing of our young people.
- Support for students in school and providing a safe space to discuss the emotional challenges they face. This is also evidenced by the reduction in the number of referrals to CAMHS.



	Primary Schools	Secondary Schools
Students seen	109	179
Sessions delivered	1090	709
Remote sessions delivered	0	0
Average number of sessions	9.4	4
Average Improvement via Wemwebs assessment	7.8	6.4

SWaNS continued to deliver counselling and group work to the primary and secondary schools in the CeCP. A bespoke approach was offered to each school as to how the counselling and groupwork is organised. A standardised service was delivered to each school and have been commissioned to provide low level intervention. Support this year continued to be challenging following the period of lockdowns during the pandemic as well as continuing to navigate covid and the absences of students and staff. SWaNS remained flexible and adaptable and monitored the situation to ensure that the schools and children have received a safe, effective and ethical service.

Following initial contact, the main presenting issues were:

Anxiety, suicidal ideation, self-harm, self-esteem, bullying, family breakdown, OCD, hoarding, severe anxiety, medical issues, family conflict, bereavement, school refusal, sleeping issues, friendships, coping with autism, coping with being a looked after child (LAC).

Case studies:

<u>Age/School year</u>	11, Year 6
<u>Presenting Themes</u>	The client presented mainly with anxiety around her family situation, in particular issues regarding her mum and a desire to be able to make her own decisions with regard to this.
<u>Therapeutic Process</u>	Client had already accessed sessions with a different SWaNS counsellor over the previous academic year. With the main element of her anxiety being an ongoing family issue, it was decided that further counselling support to build on the work already done would be beneficial. During our sessions, she engaged very well and is an emotionally intelligent child. She understands why she feels the way she does about the home circumstances and her mum and found the sessions useful for exploring this. She felt uncomfortable in trying to have her voice heard in regard to decisions made about her relationship with her mum and we worked on raising her self-esteem and self-confidence. I worked in a person-centred way with her and allowed her to bring whatever she wanted to explore in a safe place.

<u>Strategies/ Interventions</u>	We used self-esteem/self-confidence worksheets and activities to help raise her level of confidence.
<u>Outcome</u>	When we finished our sessions, the client said that she had enjoyed being able to have the time to talk through all the thoughts she had about her relationship not only with her mum but also with other members of her family. She felt that she now had the confidence to share her feelings and to be able to talk about her thoughts around the decisions that were being made. She felt that finally her voice was being heard.

<u>Age/School year</u>	10, Year 5
<u>Presenting Themes</u>	Worries Intrusive Thoughts
<u>Therapeutic Process</u>	The client had not had counselling before and we explored what counselling was (a safe space to explore thoughts and feelings) Each session was led by what the client wanted to explore each week and through this he was able to feel safe to explore his feelings about worries and intrusive thoughts. We explored worries about puberty, teeth and work and if they were worries that we could do anything about. We explored about things that the client was doing when he felt calm and happy and if there were ways of ensuring that we did more of these things daily to reduce general levels of anxiety.
<u>Strategies/ Interventions</u>	Through creating a confidential, safe space the client was able to explore his worries and thoughts about puberty, his teeth and work in depth. This meant that he could understand some of the changes that were happening to him and his worries decreased. We also focussed on particular worries and exploring what the client could do to reduce them. We explored what was happening when the client felt calm and how we could incorporate more calming activities into the client's day. We used a simple 0-10 worry scale each session to rate the client's level of worry. and over the sessions this reduced from 8 to 3. The client was therefore able to see how his worries had decreased. We explored and identified who the client could share worries with and the importance of sharing worries when they were smaller in scale.
<u>Outcome</u>	Using the worry scale saw the client's self-reported worry reduce from 8 to 3. During the sessions the client began to be able to explore his worries when they were smaller and therefore, they did not have such a big effect on him. The client identified people to share his worries with in future.



Annual report

Cheshire Play Therapy have continued to prioritise the mental health needs of children and young people by continuing to provide a wide range of much needed services. Play & Creative Arts therapies still remain as our core practices we have been proud to be able to offer a range of other services too, such as:

- Trauma focussed CBT
- Attachment focussed family services (PCAP) (Filial)
- Sensory integration support
- Group therapy with specific focuses
- Drawing & Talking
- Clinical Supervision – enabling us to offer more effective support to staff and fellow therapists.

For the third consecutive academic year Covid-19 has had a big impact on children and families mental health and the Cheshire Play Therapy team has been able to support this. We have noticed an increase in referrals for anxiety, school refusal and OCD traits, all of which the parents and carers feel have been evoked in the first instance by the pandemic. The team has continued to offer a bespoke and flexible approach in order to meet the individual needs of each child referred. For several families strategies were shared with parents/carers which meant that some children didn't need to access Play Therapy sessions, and therefore other children could be seen instead. Similarly, because the Play Therapy team has good communication with teaching staff, therapists often make suggestions for strategies/activities/resources which indirectly supports children without them ever needing a formal referral to the service e.g. therapists have shared activities and resources with ELSAs and SENDCOs.

Data and Analysis for CeCP funded sessions 2021-2022:

School:	Number of CECP funded sessions:
Astbury St Mary's	44
Black Firs	80
Bosley St Mary's	60
Buglawton	60
Castle	44
Daven	60
Havannah	60
Marlfields	44
Mossley	96
Marton & District	44
The Quinta	80
Smallwood	44
Saint Mary's	42
Woodcocks' Well	60
818	

An overview of the referrals received is detailed in the table below showing the differences in number of referrals for boys and girls. This year has seen an increase of children referred to the service.

SCHOOL:	NUMBER OF REFERRALS:	GENDER:	
		MALE:	FEMALE:
Astbury St Mary's	5	4	1
Black Firs	6	2	4
Bosley St Mary's	6	4	2
Buglawton	8	5	3
Castle	3	1	2
Daven	5	3	2
Havannah	9	6	3
Marlfields	4	1	3
Marton & District	6	3	3
Mossley	15	11	4
The Quinta	7	5	2
Smallwood	5	3	2
Saint Mary's	4	2	2
Woodcocks' Well	4	2	2
TOTAL	87	52	35

Monitoring Children's Progress: Goal Based Outcomes (GBO)

When a child is referred for Play Therapy parents/carers and children set an individual goal based outcome (GBO) which they score out of 10; this GBO is revisited at the end of therapy and a new score is set. The difference between the start and end scores indicates whether the child has made positive, negative or no change. This score is assessed alongside qualitative feedback offered by school staff and parents/carers to ensure the GBO offers an accurate reflection of the changes that have been observed. Goal Based Outcomes are recommended by CAMHS Outcome Research Consortium (CORC) and have adaptability which enables them to be used:

- Across a broad range of interventions
- In a variety of settings
- With a diverse range of service users
- Flexibly to acknowledge different types of 'change'

This year 80 children have completed their processes with 79 children demonstrating positive change and 1 child having experienced no change; for this individual child referrals were made to Early Help and CAMHS for further assessment, however the parent reported feeling more confident in managing symptoms having discussed coping strategies with the therapist. There are 7 children continuing their therapy in September 2022, as such their final GBOs are not yet known.

Positive Change:	Negative Change:	No Change:	Children continuing in September 2022
79	0	1	7

Group Case Study:

Cheshire Play Therapy has delivered a number of groups this academic year, this can be a cost-effective way of meeting the needs of larger groups of children if deemed appropriate. Groups delivered this year have included self-esteem, emotional regulation, social skills and transition to high school.

A group of year 6 students attended a series of sessions with a focus on transition to high school. The group initially presented as being very shy but as sessions progressed increased in confidence and engaged with enthusiasm. Using metaphoric play and open-ended discussions the group explored many topics including:

- Identifying negative and positive self-talk
- Challenging their own negative self-talk
- Understanding how hormones impact on their brains as they grow
- Understanding the areas of the brain that are very active during puberty (impacting their behaviour) and that some areas are not developed until later life
- Identifying personal coping strategies for strong emotions including anger, sadness and anxiety
- Identifying people they can talk to when struggling emotionally

Following the ending of sessions all participants reported feeling more comfortable and confident with regards to moving on to high school.

Collaborative Working



The Partnership's prides itself on strong collaborative working with schools and colleagues to improve learning outcomes for the pupils. We embrace challenge to ensure the children and young people in our community have access to resources and opportunities to support them in reaching their potential. The Partnership ensures its success continues, by championing our mission statement that, as a TEAM, '**Together Everybody Achieves More**'.

Collaboration across the schools

This year has demonstrated that working together and supporting each other is vital, not just in terms of teaching and learning and continued professional development but also for the mental health and wellbeing of colleagues and the children & young people in our schools and community.

The past 12 months have included the following benefits for our CeCP colleagues:

- **Network (both face-to-face and remotely) for both professional and personal support:** Headteachers continued to meet regularly to share information and to offer guidance and support to each other. The feedback received was that these meetings were invaluable and provided a platform for headteachers to have an informal discussion with colleagues in a similar situation.
- **Partnership Meetings:** Trustees/Directors' Meetings, SENDCO Meetings, EYFS Group Meetings, Sports Partnership, School Direct Student Network Meetings and some Subject & Year Group Meetings met to discuss shared practice and moderation sessions.
- **The Town INSET Day in the autumn term** was delivered via zoom however, over 200 colleagues were in attendance for Andy Cope's presentation on the 'Art of Being Brilliant'.

School Direct Teacher Training – We 'Grow Our Own' Teachers!

The partnership is in its 6th year of working in partnership with Staffordshire University on the School Direct Programme. The associate teachers that started on the School Direct programme have all secured employment; yet again, several within our partnership schools. One student emailed to say *'To have trained to be a primary school teacher during a national pandemic has had its challenges but also had its rewards. Teaching hybrid has enabled me to be creative with regarding to teaching remotely and then returning to the classroom and face-to-face teaching'*.

All of our School Direct students are all local people looking to train to teach and find employment within the local area..... As a partnership and School Direct provider we make this happen! With the continued support from the primary school staff, in particular **Toby Hassall (Black Firs Primary School)**, **Helen Harrison & Ben Heades (Mossley CofE Primary School)**, this has ensured the success of the programme.

Continued professional development and collaborative working as identified by the partnership schools including:

- ❖ **Literacy Co-ordinators** continued writing network/project meetings and attended a session with the poet, Harry Baker.
- ❖ **Y2 staff** attended Writing Moderation Meetings
- ❖ **Y6 staff** attended Writing Moderation Meetings
- ❖ **31 staff** attended a twilight session delivered by the ADHD Foundation
- ❖ **32 staff** attended a twilight session on 'behaviour' delivered by Springfield Special School.
- ❖ **10 staff** were trained in Emotional Literacy Support Assistants (ELSA)

Broader and richer curriculum activities this year included:

- ✚ A continued annual calendar of Sporting Competitions across the primary schools. These events continue to bring partner schools together, to share positive experiences - foster a sense of pride and community, as well as support the health & wellbeing of the children & young people in our schools.
- ✚ The Annual 'Town Sports' event was resumed this year after having to cancel this last year due to Covid. Our thanks to the staff, children and parents who supported this event and made it such a success.

Commissioned services this year have included:

- Play Therapy sessions – commissioned via Cheshire Play Therapy
- Counselling & Wellbeing Sessions – commissioned via SWaNS
- Behaviour & Wellbeing Support - commissioned by Eaton Bank Academy & Congleton High School

FINANCE

Details of the Profit & Loss Account are contained within the Annual Accounts (provided by EPG Accountants).

External Funding

Our appreciation to those external funders who have recognised the fabulous work of the CeCP and have helped us financially to provide much needed support to the children & young people in our community.

**THE EDUCATION & COMMUNITY PARTNERSHIP
ANNUAL REPORT AND UNAUDITED ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2023**

THE EDUCATION & COMMUNITY PARTNERSHIP ANNUAL REPORT AND UNAUDITED ACCOUNTS CONTENTS

	Page
Company information	3
Directors' report	4
Accountants' report	5
Income statement	6
Statement of financial position	7
Notes to the accounts	8
Detailed profit and loss account	10

**THE EDUCATION & COMMUNITY PARTNERSHIP
COMPANY INFORMATION
FOR THE YEAR ENDED 31 AUGUST 2023**

Directors	Miss P Blythe Miss J Mason Mrs H Harrison Mr I Lewis
Secretary	Miss Alexandra Thompson
Company Number	07956695 (England and Wales)
Registered Office	C/O Black Firs Primary School Longdown Road Congleton Cheshire CW12 4QJ
Accountants	EPG Accountants Ltd 14 Southlands Road Mossley CONGLETON Cheshire CW12 3JY

**THE EDUCATION & COMMUNITY PARTNERSHIP
(COMPANY NO: 07956695 ENGLAND AND WALES)
DIRECTORS' REPORT**

The directors present their report and accounts for the year ended 31 August 2023.

Directors

The following directors held office during the whole of the period:

Miss P Blythe
Miss J Mason
Mrs H Harrison
Mr I Lewis

The following directors resigned during the period:

Mr M Casserley resigned on 31 August 2023.
Miss V Rippon resigned on 31 August 2023.
Miss J Gawn resigned on 31 August 2023.

Statement of directors' responsibilities

The directors are responsible for preparing the report and accounts in accordance with applicable law and regulations.

Company law requires the directors to prepare accounts for each financial year. Under that law, the directors have elected to prepare the accounts in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law). Under company law the directors must not approve the accounts unless they are satisfied that they give a true and fair view of the state of affairs of the company and of the profit or loss of the company for that period. In preparing these accounts, the directors are required to:

- select suitable accounting policies and then apply them consistently;
- make judgements and estimates that are reasonable and prudent;
- prepare the accounts on the going concern basis unless it is inappropriate to presume that the company will continue in business.

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

Small company provisions

This report has been prepared in accordance with the special provisions relating to small companies within Part 15 of the Companies Act 2006.

Signed on behalf of the board of directors

.....
Mrs H Harrison
Director

Approved by the board on: 10 May 2024

**CHARTERED MANAGEMENT ACCOUNTANTS' REPORT TO THE BOARD OF DIRECTORS
ON THE PREPARATION OF THE UNAUDITED STATUTORY ACCOUNTS OF
THE EDUCATION & COMMUNITY PARTNERSHIP
FOR THE YEAR ENDED 31 AUGUST 2023**

In order to assist you to fulfil your duties under the Companies Act 2006, we have prepared for your approval the accounts of The Education & Community Partnership for the year ended 31 August 2023 which comprise of the Profit and Loss Account, the Balance Sheet and the related notes from the company's accounting records and from information and explanations you have given us.

As a CIMA Registered Member in Practice and Practising Certificate holder, I am subject to its ethical and other professional requirements which are detailed at <https://www.cimaglobal.com/Members/Your-Membership-Information/Members-handbook/Licensing-and-monitoring/Members-in-practice/>

Our work has been undertaken in accordance with the requirements of the Chartered Institute of Management Accountants as detailed at <http://www.cimaglobal.com>.

EPG Accountants Ltd
Member in Practice

14 Southlands Road
Mossley
CONGLETON
Cheshire
CW12 3JY

9 May 2024

THE EDUCATION & COMMUNITY PARTNERSHIP
INCOME STATEMENT
FOR THE YEAR ENDED 31 AUGUST 2023

	2023	2022
	£	£
Turnover	98,018	250,544
Administrative expenses	(140,708)	(205,028)
Operating (loss)/surplus	<u>(42,690)</u>	<u>45,516</u>
Interest receivable and similar income	10	34
(Loss)/surplus on ordinary activities before taxation	<u>(42,680)</u>	<u>45,550</u>
Tax on (loss)/surplus on ordinary activities	-	-
(Loss)/surplus for the financial year	<u><u>(42,680)</u></u>	<u><u>45,550</u></u>

THE EDUCATION & COMMUNITY PARTNERSHIP
STATEMENT OF FINANCIAL POSITION
AS AT 31 AUGUST 2023

	Notes	2023 £	2022 £
Current assets			
Debtors	5	-	5,070
Cash at bank and in hand		83,449	134,529
		<u>83,449</u>	<u>139,599</u>
Creditors: amounts falling due within one year	6	(271)	(13,741)
Net current assets		<u>83,178</u>	<u>125,858</u>
Net assets		<u>83,178</u>	<u>125,858</u>
Reserves	7		
Profit and loss account		83,178	125,858
Members' funds		<u>83,178</u>	<u>125,858</u>

For the year ending 31 August 2023 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies. The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006.

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

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime and in accordance with the provisions of FRS 102 Section 1A - Small Entities.

The financial statements were approved by the Board of Directors and authorised for issue on 10 May 2024 and were signed on its behalf by

Mrs H Harrison
Director

Company Registration No. 07956695

THE EDUCATION & COMMUNITY PARTNERSHIP
NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2023

1 Statutory information

The Education & Community Partnership is a private company, limited by guarantee, registered in England and Wales, registration number 07956695. The registered office is C/O Black Firs Primary School, Longdown Road, Congleton, Cheshire, CW12 4QJ.

2 Compliance with accounting standards

The accounts have been prepared in accordance with the provisions of FRS 102 Section 1A Small Entities. There were no material departures from that standard.

3 Accounting policies

The principal accounting policies adopted in the preparation of the financial statements are set out below and have remained unchanged from the previous year, and also have been consistently applied within the same accounts.

Basis of preparation

The accounts have been prepared under the historical cost convention as modified by the revaluation of certain fixed assets.

Presentation currency

The accounts are presented in £ sterling.

Income

Income represents the value of contributions received from participating organisations

Tangible fixed assets and depreciation

Tangible assets are included at cost less depreciation and impairment. Depreciation has been provided at the following rates in order to write off the assets over their estimated useful lives:

Computer equipment 25% on cost

4 Tangible fixed assets

	Computer equipment £
Cost or valuation	At cost
At 1 September 2022	583
At 31 August 2023	583
Depreciation	
At 1 September 2022	583
At 31 August 2023	583
Net book value	
At 31 August 2023	-

5 Debtors

	2023 £	2022 £
Amounts falling due within one year		
Other debtors	-	5,070

THE EDUCATION & COMMUNITY PARTNERSHIP
NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2023

6 Creditors: amounts falling due within one year	2023	2022
	£	£
Accruals	271	13,741

7 Company limited by guarantee

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

8 Average number of employees

During the year the average number of employees was 1 (2022: 1).

THE EDUCATION AND COMMUNITY PARTNERSHIP
DETAILED PROFIT AND LOSS ACCOUNT
FOR THE YEAR ENDED 31 AUGUST 2023

	2023	2022
	£	£
Income		
Contribution	10,500	119,050
Grants	66,878	98,604
eCAPH	20,640	19,140
School Direct	0	13,750
Other	0	0
	<u>98,018</u>	<u>250,544</u>
Services provided		
CE Holiday Activity Fund	49,054	32,222
Play Therapy	23,184	28,560
Other Support Services	6,995	0
Family Support	5,922	10,693
SWaNS	2,210	34,790
School Direct	1,200	7,058
Inset Day	578	5,985
Sports Partnership	267	522
Behaviour Support	0	24,984
CPD Training	0	4,347
Other	0	0
	<u>89,410</u>	<u>149,161</u>
Administrative Expenses		
Wages and salaries	39,414	37,500
Bonuses	5,477	13,470
Operational expenses	2,558	1,283
Employers NI	1,186	1,440
Pensions	1,048	938
Accountancy fees	890	890
Telephone	420	0
Meetings	294	346
Staff training	11	0
Other	0	0
	<u>51,298</u>	<u>55,867</u>
Interest receivable	10	34
Net movement of funds	-42,680	45,550
Funds brought forward	125,858	80,308
TOTAL FUNDS CARRIED FORWARD	<u><u>83,178</u></u>	<u><u>125,858</u></u>

**THE EDUCATION & COMMUNITY PARTNERSHIP
ANNUAL REPORT AND UNAUDITED ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2023**

THE EDUCATION & COMMUNITY PARTNERSHIP ANNUAL REPORT AND UNAUDITED ACCOUNTS CONTENTS

	Page
Company information	3
Directors' report	4
Accountants' report	5
Income statement	6
Statement of financial position	7
Notes to the accounts	8
Detailed profit and loss account	10

**THE EDUCATION & COMMUNITY PARTNERSHIP
COMPANY INFORMATION
FOR THE YEAR ENDED 31 AUGUST 2023**

Directors	Miss P Blythe Miss J Mason Mrs H Harrison Mr I Lewis
Secretary	Miss Alexandra Thompson
Company Number	07956695 (England and Wales)
Registered Office	C/O Black Firs Primary School Longdown Road Congleton Cheshire CW12 4QJ
Accountants	EPG Accountants Ltd 14 Southlands Road Mossley CONGLETON Cheshire CW12 3JY

**THE EDUCATION & COMMUNITY PARTNERSHIP
(COMPANY NO: 07956695 ENGLAND AND WALES)
DIRECTORS' REPORT**

The directors present their report and accounts for the year ended 31 August 2023.

Directors

The following directors held office during the whole of the period:

Miss P Blythe
Miss J Mason
Mrs H Harrison
Mr I Lewis

The following directors resigned during the period:

Mr M Casserley resigned on 31 August 2023.
Miss V Rippon resigned on 31 August 2023.
Miss J Gawn resigned on 31 August 2023.

Statement of directors' responsibilities

The directors are responsible for preparing the report and accounts in accordance with applicable law and regulations.

Company law requires the directors to prepare accounts for each financial year. Under that law, the directors have elected to prepare the accounts in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law). Under company law the directors must not approve the accounts unless they are satisfied that they give a true and fair view of the state of affairs of the company and of the profit or loss of the company for that period. In preparing these accounts, the directors are required to:

- select suitable accounting policies and then apply them consistently;
- make judgements and estimates that are reasonable and prudent;
- prepare the accounts on the going concern basis unless it is inappropriate to presume that the company will continue in business.

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

Small company provisions

This report has been prepared in accordance with the special provisions relating to small companies within Part 15 of the Companies Act 2006.

Signed on behalf of the board of directors

.....
Mrs H Harrison
Director

Approved by the board on: 10 May 2024

**CHARTERED MANAGEMENT ACCOUNTANTS' REPORT TO THE BOARD OF DIRECTORS
ON THE PREPARATION OF THE UNAUDITED STATUTORY ACCOUNTS OF
THE EDUCATION & COMMUNITY PARTNERSHIP
FOR THE YEAR ENDED 31 AUGUST 2023**

In order to assist you to fulfil your duties under the Companies Act 2006, we have prepared for your approval the accounts of The Education & Community Partnership for the year ended 31 August 2023 which comprise of the Profit and Loss Account, the Balance Sheet and the related notes from the company's accounting records and from information and explanations you have given us.

As a CIMA Registered Member in Practice and Practising Certificate holder, I am subject to its ethical and other professional requirements which are detailed at <https://www.cimaglobal.com/Members/Your-Membership-Information/Members-handbook/Licensing-and-monitoring/Members-in-practice/>

Our work has been undertaken in accordance with the requirements of the Chartered Institute of Management Accountants as detailed at <http://www.cimaglobal.com>.

EPG Accountants Ltd
Member in Practice

14 Southlands Road
Mossley
CONGLETON
Cheshire
CW12 3JY

9 May 2024

THE EDUCATION & COMMUNITY PARTNERSHIP
INCOME STATEMENT
FOR THE YEAR ENDED 31 AUGUST 2023

	2023	2022
	£	£
Turnover	98,018	250,544
Administrative expenses	(140,708)	(205,028)
Operating (loss)/surplus	<u>(42,690)</u>	<u>45,516</u>
Interest receivable and similar income	10	34
(Loss)/surplus on ordinary activities before taxation	<u>(42,680)</u>	<u>45,550</u>
Tax on (loss)/surplus on ordinary activities	-	-
(Loss)/surplus for the financial year	<u><u>(42,680)</u></u>	<u><u>45,550</u></u>

THE EDUCATION & COMMUNITY PARTNERSHIP
STATEMENT OF FINANCIAL POSITION
AS AT 31 AUGUST 2023

	Notes	2023 £	2022 £
Current assets			
Debtors	5	-	5,070
Cash at bank and in hand		83,449	134,529
		<u>83,449</u>	<u>139,599</u>
Creditors: amounts falling due within one year	6	(271)	(13,741)
Net current assets		<u>83,178</u>	<u>125,858</u>
Net assets		<u>83,178</u>	<u>125,858</u>
Reserves	7		
Profit and loss account		83,178	125,858
Members' funds		<u>83,178</u>	<u>125,858</u>

For the year ending 31 August 2023 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies. The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006.

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

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime and in accordance with the provisions of FRS 102 Section 1A - Small Entities.

The financial statements were approved by the Board of Directors and authorised for issue on 10 May 2024 and were signed on its behalf by

Mrs H Harrison
Director

Company Registration No. 07956695

THE EDUCATION & COMMUNITY PARTNERSHIP
NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2023

1 Statutory information

The Education & Community Partnership is a private company, limited by guarantee, registered in England and Wales, registration number 07956695. The registered office is C/O Black Firs Primary School, Longdown Road, Congleton, Cheshire, CW12 4QJ.

2 Compliance with accounting standards

The accounts have been prepared in accordance with the provisions of FRS 102 Section 1A Small Entities. There were no material departures from that standard.

3 Accounting policies

The principal accounting policies adopted in the preparation of the financial statements are set out below and have remained unchanged from the previous year, and also have been consistently applied within the same accounts.

Basis of preparation

The accounts have been prepared under the historical cost convention as modified by the revaluation of certain fixed assets.

Presentation currency

The accounts are presented in £ sterling.

Income

Income represents the value of contributions received from participating organisations

Tangible fixed assets and depreciation

Tangible assets are included at cost less depreciation and impairment. Depreciation has been provided at the following rates in order to write off the assets over their estimated useful lives:

Computer equipment 25% on cost

4 Tangible fixed assets

	Computer equipment £
Cost or valuation	At cost
At 1 September 2022	583
At 31 August 2023	583
Depreciation	
At 1 September 2022	583
At 31 August 2023	583
Net book value	
At 31 August 2023	-

5 Debtors

	2023 £	2022 £
Amounts falling due within one year		
Other debtors	-	5,070

THE EDUCATION & COMMUNITY PARTNERSHIP
NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2023

6 Creditors: amounts falling due within one year	2023	2022
	£	£
Accruals	271	13,741
	<u>271</u>	<u>13,741</u>

7 Company limited by guarantee

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

8 Average number of employees

During the year the average number of employees was 1 (2022: 1).

THE EDUCATION AND COMMUNITY PARTNERSHIP
DETAILED PROFIT AND LOSS ACCOUNT
FOR THE YEAR ENDED 31 AUGUST 2023

	2023	2022
	£	£
Income		
Contribution	10,500	119,050
Grants	66,878	98,604
eCAPH	20,640	19,140
School Direct	0	13,750
Other	0	0
	<u>98,018</u>	<u>250,544</u>
Services provided		
CE Holiday Activity Fund	49,054	32,222
Play Therapy	23,184	28,560
Other Support Services	6,995	0
Family Support	5,922	10,693
SWaNS	2,210	34,790
School Direct	1,200	7,058
Inset Day	578	5,985
Sports Partnership	267	522
Behaviour Support	0	24,984
CPD Training	0	4,347
Other	0	0
	<u>89,410</u>	<u>149,161</u>
Administrative Expenses		
Wages and salaries	39,414	37,500
Bonuses	5,477	13,470
Operational expenses	2,558	1,283
Employers NI	1,186	1,440
Pensions	1,048	938
Accountancy fees	890	890
Telephone	420	0
Meetings	294	346
Staff training	11	0
Other	0	0
	<u>51,298</u>	<u>55,867</u>
Interest receivable	10	34
Net movement of funds	-42,680	45,550
Funds brought forward	125,858	80,308
TOTAL FUNDS CARRIED FORWARD	<u><u>83,178</u></u>	<u><u>125,858</u></u>

The Education & Community Partnership

England & Wales - Charity number 1150460

Accounts

Congleton education Community Partnership

Registered Charity Number: 1150460



*Together Everybody
Achieves More*

Annual Report

2021/22

Contents

	<u>Page</u>
Welcome _____	3
Aims & Objectives _____	4
Information _____	5
Financial Information _____	6
Commissioned Services _____	7
Collaborative Working _____	13
Finance _____	15

Welcome

Welcome to the Congleton education Community Partnership (CeCP) Annual Report for 2021/22.

The purpose of this annual report is to share the highlights of the partnership this year, the journey coming through the other side of a worldwide pandemic and how we have ensured that our pupils, staff and schools continue to survive and thrive.

With so many highlights to celebrate and share we started the year with a focus on our most vulnerable children and an amazing partnership INSET Day in October which took place in Congleton Town Hall. Marie Gentles OBE from Magic Behaviour inspired staff and shared practical, manageable ways to modify behaviour via a bespoke approach which meets the varying needs of children and young people.

This annual report shares the journey to date and outlines the steps that are to follow next. We continue to work together in collaboration to ensure that as a TEAM, '**T**ogether **E**verybody **A**chieves **M**ore'.

Alex Thompson

Partnership Business Manager

The CeCP's aim is to ensure that our children and young people:

- Are healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

The Partnership's charitable objectives are:

1. Advancement of Education

To advance the education of the pupils by providing and assisting in the provision of facilities for education at the school.

2. Advice and Counselling

To relieve the mental and physical sickness of persons' resident in Congleton suffering from bereavement or loss by the provision of counselling and support for such persons.

3. Community Capacity Building

To develop the capacity and skills of the members of the socially and economically disadvantaged community of Congleton in such a way that they are better able to identify, and help meet, their needs and to participate more fully in society.

4. Equality and Diversity

The promotion of equality and diversity for the public benefit by:

- (a) the elimination of discrimination on the grounds of race, gender, disability, sexual orientation or religion;
- (b) advancing education and raising awareness in equality and diversity;
- (c) promoting activities to foster understanding between people from diverse backgrounds;
- (d) cultivating a sentiment in favour of equality and diversity.

5. Promotion of Social Inclusion

To promote social inclusion for the public benefit by preventing people from becoming socially excluded, relieving the needs of those people who are socially excluded and assisting them to integrate into society.

6. Young People

To Advance in Life and Help Young People through:

- (a) The provision of recreational and leisure time activities provided in the interest of social welfare, designed to improve their conditions of life;
- (b) Providing support and activities which develop their skills, capacities and capabilities to enable them to participate in society as mature and responsible individuals.

For Congleton education Community Partnership (CeCP)

Registered as a company in England. Company Number: 7956695

Charity Number: 1150460

Registered Office:

Congleton education Community Partnership
c/o Black Firs Primary School
Longdown Road
Congleton
CW12 4QJ

Website: www.cecp.org.uk

Appointment of Bankers

The Directors agreed the appointment of Lloyds Bank on formation of the Company.

Financial Review

The Partnership's income this year was obtained from school contributions and external funding sources, some of which is restricted to specific services or projects. All income and expenditure is monitored and agreed by the Trustees & Directors on a regular basis.

Reserves Policy

The Trustees and Directors review the level of reserves annually. Prior to year-end financial contributions for the next 12 months are agreed along with a commitment from all schools for the following year. This commitment will ensure the sustainability and continuity of the Partnership whilst we continue to work together for the benefit of the Congleton community.

Trustees Responsibility

The Trustees and Directors are responsible for preparing the Trustees' Annual Report and Financial Accounts. Company law requires the Trustees to prepare financial statements each financial year which give a true and fair view of the of the charitable company and of the incoming resources, including income and expenditure, of the charitable company for that period.

The Trustees are responsible for keeping proper accounting records that disclose within reasonable accuracy at any time 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. The charitable company has continued to commission the services of EPG Accountants.

Annual Accounts

EPG Accountants Ltd was commissioned by the CeCP five years ago and continues to work closely with the Partnership. EPG Accountants prepare the annual accounts for the Partnership, the documentation of which will be shared with this report.

Commissioned Services

Behaviour & Wellbeing Support for Secondary Schools – Eaton Bank Academy & Congleton High School

The continued funding for both secondary schools in the town has ensured that support is provided for students, particularly those who are most vulnerable or who have additional needs.

- 1-to-1 support for students who are struggling with their wellbeing, behaviour, emotional, or welfare issues.
- Home visits and/or contact with parents or carers, to enable school staff to support those families who are unable to come into school or fail to engage.
- Attendance at 'early help' and/or core group meetings for child in need cases and child protection cases.
- Family support and counselling support for students and make referrals to other external agencies when they feel this is appropriate.

The interventions above support the following outcomes for students:

- Improved attendance for some of the more vulnerable students.
- Significant reduction in the number of fixed term exclusions and internal inclusion.
- Significant improvement in the level of parental engagement.
- Support for the emotional wellbeing of our young people.
- Support for students in school and providing a safe space to discuss the emotional challenges they face. This is also evidenced by the reduction in the number of referrals to CAMHS.



	Primary Schools	Secondary Schools
Students seen	109	179
Sessions delivered	1090	709
Remote sessions delivered	0	0
Average number of sessions	9.4	4
Average Improvement via Wemwebs assessment	7.8	6.4

SWaNS continued to deliver counselling and group work to the primary and secondary schools in the CeCP from September 2021 to July 2022. A bespoke approach was offered to each school as to how the counselling and groupwork is organised. A standardised service was delivered to each school and have been commissioned to provide low level intervention. Support this year continued to be challenging following the period of lockdowns during the pandemic as well as continuing to navigate covid and the absences of students and staff. SWaNS remained flexible and adaptable and monitored the situation to ensure that the schools and children have received a safe, effective and ethical service.

Following initial contact, the main presenting issues were:

Anxiety, suicidal ideation, self-harm, self-esteem, bullying, family breakdown, OCD, hoarding, severe anxiety, medical issues, family conflict, bereavement, school refusal, sleeping issues, friendships, coping with autism, coping with being a looked after child (LAC).

Case studies:

<u>Age/School year</u>	11, Year 6
<u>Presenting Themes</u>	The client presented mainly with anxiety around her family situation, in particular issues regarding her mum and a desire to be able to make her own decisions with regard to this.
<u>Therapeutic Process</u>	Client had already accessed sessions with a different SWaNS counsellor over the previous academic year. With the main element of her anxiety being an ongoing family issue, it was decided that further counselling support to build on the work already done would be beneficial. During our sessions, she engaged very well and is an emotionally intelligent child. She understands why she feels the way she does about the home circumstances and her mum and found the sessions useful for exploring this. She felt uncomfortable in trying to have her voice heard in regard to decisions made about her relationship with her mum and we worked on raising her self-esteem and self-confidence. I worked in a person-centred way with her and allowed her to bring whatever she wanted to explore in a safe place.

<u>Strategies/ Interventions</u>	We used self-esteem/self-confidence worksheets and activities to help raise her level of confidence.
<u>Outcome</u>	When we finished our sessions, the client said that she had enjoyed being able to have the time to talk through all the thoughts she had about her relationship not only with her mum but also with other members of her family. She felt that she now had the confidence to share her feelings and to be able to talk about her thoughts around the decisions that were being made. She felt that finally her voice was being heard.

<u>Age/School year</u>	10, Year 5
<u>Presenting Themes</u>	Worries Intrusive Thoughts
<u>Therapeutic Process</u>	The client had not had counselling before and we explored what counselling was (a safe space to explore thoughts and feelings) Each session was led by what the client wanted to explore each week and through this he was able to feel safe to explore his feelings about worries and intrusive thoughts. We explored worries about puberty, teeth and work and if they were worries that we could do anything about. We explored about things that the client was doing when he felt calm and happy and if there were ways of ensuring that we did more of these things daily to reduce general levels of anxiety.
<u>Strategies/ Interventions</u>	Through creating a confidential, safe space the client was able to explore his worries and thoughts about puberty, his teeth and work in depth. This meant that he could understand some of the changes that were happening to him and his worries decreased. We also focussed on particular worries and exploring what the client could do to reduce them. We explored what was happening when the client felt calm and how we could incorporate more calming activities into the client's day. We used a simple 0-10 worry scale each session to rate the client's level of worry. and over the sessions this reduced from 8 to 3. The client was therefore able to see how his worries had decreased. We explored and identified who the client could share worries with and the importance of sharing worries when they were smaller in scale.
<u>Outcome</u>	Using the worry scale saw the client's self-reported worry reduce from 8 to 3. During the sessions the client began to be able to explore his worries when they were smaller and therefore, they did not have such a big effect on him. The client identified people to share his worries with in future.



Annual report for September 2021 – July 2022

Cheshire Play Therapy have continued to prioritise the mental health needs of children and young people by continuing to provide a wide range of much needed services. Play & Creative Arts therapies still remain as our core practices we have been proud to be able to offer a range of other services too, such as:

- Trauma focussed CBT
- Attachment focussed family services (PCAP) (Filial)
- Sensory integration support
- Group therapy with specific focuses
- Drawing & Talking
- Clinical Supervision – enabling us to offer more effective support to staff and fellow therapists.

For the third consecutive academic year Covid-19 has had a big impact on children and families mental health and the Cheshire Play Therapy team has been able to support this. We have noticed an increase in referrals for anxiety, school refusal and OCD traits, all of which the parents and carers feel have been evoked in the first instance by the pandemic. The team has continued to offer a bespoke and flexible approach in order to meet the individual needs of each child referred. For several families strategies were shared with parents/carers which meant that some children didn't need to access Play Therapy sessions, and therefore other children could be seen instead. Similarly, because the Play Therapy team has good communication with teaching staff, therapists often make suggestions for strategies/activities/resources which indirectly supports children without them ever needing a formal referral to the service e.g. therapists have shared activities and resources with ELSAs and SENDCOs.

Data and Analysis for CeCP funded sessions 2021-2022:

School:	Number of CECP funded sessions:
Astbury St Mary's	44
Black Firs	80
Bosley St Mary's	60
Buglawton	60
Castle	44
Daven	60
Havannah	60
Marlfields	44
Mossley	96
Marton & District	44
The Quinta	80
Smallwood	44
Saint Mary's	42
Woodcocks' Well	60
818	

An overview of the referrals received is detailed in the table below showing the differences in number of referrals for boys and girls. This year has seen an increase of children referred to the service.

SCHOOL:	NUMBER OF REFERRALS:	GENDER:	
		MALE:	FEMALE:
Astbury St Mary's	5	4	1
Black Firs	6	2	4
Bosley St Mary's	6	4	2
Buglawton	8	5	3
Castle	3	1	2
Daven	5	3	2
Havannah	9	6	3
Marlfields	4	1	3
Marton & District	6	3	3
Mossley	15	11	4
The Quinta	7	5	2
Smallwood	5	3	2
Saint Mary's	4	2	2
Woodcocks' Well	4	2	2
TOTAL	87	52	35

Monitoring Children's Progress: Goal Based Outcomes (GBO)

When a child is referred for Play Therapy parents/carers and children set an individual goal based outcome (GBO) which they score out of 10; this GBO is revisited at the end of therapy and a new score is set. The difference between the start and end scores indicates whether the child has made positive, negative or no change. This score is assessed alongside qualitative feedback offered by school staff and parents/carers to ensure the GBO offers an accurate reflection of the changes that have been observed. Goal Based Outcomes are recommended by CAMHS Outcome Research Consortium (CORC) and have adaptability which enables them to be used:

- Across a broad range of interventions
- In a variety of settings
- With a diverse range of service users
- Flexibly to acknowledge different types of 'change'

This year 80 children have completed their processes with 79 children demonstrating positive change and 1 child having experienced no change; for this individual child referrals were made to Early Help and CAMHS for further assessment, however the parent reported feeling more confident in managing symptoms having discussed coping strategies with the therapist. There are 7 children continuing their therapy in September 2022, as such their final GBOs are not yet known.

Positive Change:	Negative Change:	No Change:	Children continuing in September 2022
79	0	1	7

Group Case Study:

Cheshire Play Therapy has delivered a number of groups this academic year, this can be a cost-effective way of meeting the needs of larger groups of children if deemed appropriate. Groups delivered this year have included self-esteem, emotional regulation, social skills and transition to high school.

A group of year 6 students attended a series of sessions with a focus on transition to high school. The group initially presented as being very shy but as sessions progressed increased in confidence and engaged with enthusiasm. Using metaphoric play and open-ended discussions the group explored many topics including:

- Identifying negative and positive self-talk
- Challenging their own negative self-talk
- Understanding how hormones impact on their brains as they grow
- Understanding the areas of the brain that are very active during puberty (impacting their behaviour) and that some areas are not developed until later life
- Identifying personal coping strategies for strong emotions including anger, sadness and anxiety
- Identifying people they can talk to when struggling emotionally

Following the ending of sessions all participants reported feeling more comfortable and confident with regards to moving on to high school.

Collaborative Working



The Partnership's prides itself on strong collaborative working with schools and colleagues to improve learning outcomes for the pupils. We embrace challenge to ensure the children and young people in our community have access to resources and opportunities to support them in reaching their potential. The Partnership ensures its success continues, by championing our mission statement that, as a TEAM, **'Together Everybody Achieves More'**.

Collaboration across the schools

This year has demonstrated that working together and supporting each other is vital, not just in terms of teaching and learning and continued professional development but also for the mental health and wellbeing of colleagues and the children & young people in our schools and community.

The past 12 months have included the following benefits for our CeCP colleagues:

- **Network (both face-to-face and remotely) for both professional and personal support:** Headteachers continued to meet regularly to share information and to offer guidance and support to each other. The feedback received was that these meetings were invaluable and provided a platform for headteachers to have an informal discussion with colleagues in a similar situation.
- **Partnership Meetings:** Trustees/Directors' Meetings, SENDCO Meetings, EYFS Group Meetings, Sports Partnership, School Direct Student Network Meetings and some Subject & Year Group Meetings met to discuss shared practice and moderation sessions.
- **The Town INSET Day in the autumn term** was delivered via zoom however, over 200 colleagues were in attendance for Andy Cope's presentation on the 'Art of Being Brilliant'.

School Direct Teacher Training – We 'Grow Our Own' Teachers!

The partnership is in its 6th year of working in partnership with Staffordshire University on the School Direct Programme. The associate teachers that started on the School Direct programme have all secured employment; yet again, several within our partnership schools. One student emailed to say *'To have trained to be a primary school teacher during a national pandemic has had its challenges but also had its rewards. Teaching hybrid has enabled me to be creative with regarding to teaching remotely and then returning to the classroom and face-to-face teaching'*.

All of our School Direct students are all local people looking to train to teach and find employment within the local area..... As a partnership and School Direct provider we make this happen! With the continued support from the primary school staff, in particular **Toby Hassall (Black Firs Primary School)**, **Helen Harrison & Ben Heades (Mossley CofE Primary School)**, this has ensured the success of the programme.

Continued professional development and collaborative working as identified by the partnership schools including:

- ❖ **Literacy Co-ordinators** continued writing network/project meetings and attended a session with the poet, Harry Baker.
- ❖ **Y2 staff** attended Writing Moderation Meetings
- ❖ **Y6 staff** attended Writing Moderation Meetings
- ❖ **31 staff** attended a twilight session delivered by the ADHD Foundation
- ❖ **32 staff** attended a twilight session on 'behaviour' delivered by Springfield Special School.
- ❖ **10 staff** were trained in Emotional Literacy Support Assistants (ELSA)

Broader and richer curriculum activities this year included:

- ✚ A continued annual calendar of Sporting Competitions across the primary schools. These events continue to bring partner schools together, to share positive experiences - foster a sense of pride and community, as well as support the health & wellbeing of the children & young people in our schools.
- ✚ The Annual 'Town Sports' event was resumed this year after having to cancel this last year due to Covid. Our thanks to the staff, children and parents who supported this event and made it such a success.

Commissioned services this year have included:

- Play Therapy sessions – commissioned via Cheshire Play Therapy
- Counselling & Wellbeing Sessions – commissioned via SWaNS
- Behaviour & Wellbeing Support - commissioned by Eaton Bank Academy & Congleton High School

FINANCE

Details of the Profit & Loss Account for the Year Ended 31 August 2022 are contained within the Annual Accounts (provided by EPG Accountants).

External Funding

Our appreciation to those external funders who have recognised the fabulous work of the CeCP and have helped us financially to provide much needed support to the children & young people in our community.

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
ANNUAL REPORT AND UNAUDITED ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2022**

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
ANNUAL REPORT AND UNAUDITED ACCOUNTS
CONTENTS**

	Page
Company information	3
Directors' report	4
Accountants' report	6
Income statement	7
Statement of financial position	8
Notes to the accounts	9
Detailed profit and loss account	11

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
COMPANY INFORMATION
FOR THE YEAR ENDED 31 AUGUST 2022**

Directors	Mr M Casserley Miss P Blythe Miss J Mason Miss V Rippon Mrs H Harrison Mr I Lewis Miss J Gawn
Secretary	Miss Alexandra Thompson
Company Number	07956695 (England and Wales)
Registered Office	C/O Black Firs Primary School Longdown Road Congleton Cheshire CW12 4QJ
Accountants	EPG Accountants Ltd 14 Southlands Road Mossley CONGLETON Cheshire CW12 3JY

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
(COMPANY NO: 07956695 ENGLAND AND WALES)
DIRECTORS' REPORT**

The directors present their report and accounts for the year ended 31 August 2022.

Directors

The following directors held office during the whole of the period:

Mr M Casserley
Miss P Blythe
Miss J Mason
Miss V Rippon
Mrs H Harrison
Mr I Lewis

The following directors were appointed during the period:

Mr G Merrick was appointed on 1 November 2021.
Miss J Gawn was appointed on 5 July 2022.

The following directors resigned during the period:

Mrs S Whitehead resigned on 30 June 2022.
Mr S Blain resigned on 30 June 2022.
Mr J Barlow resigned on 31 August 2022.
Miss A Kennerley resigned on 31 August 2022.
Mr E O'Neill resigned on 31 August 2022.
Mr W Sharpe resigned on 31 August 2022.
Mrs S Williams resigned on 31 August 2022.
Mrs N Deakin resigned on 31 August 2022.
Mrs S Beckett resigned on 31 August 2022.
Mr G Merrick resigned on 31 August 2022.

Statement of directors' responsibilities

The directors are responsible for preparing the report and accounts in accordance with applicable law and regulations.

Company law requires the directors to prepare accounts for each financial year. Under that law, the directors have elected to prepare the accounts in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law). Under company law the directors must not approve the accounts unless they are satisfied that they give a true and fair view of the state of affairs of the company and of the profit or loss of the company for that period. In preparing these accounts, the directors are required to:

- select suitable accounting policies and then apply them consistently;
- make judgements and estimates that are reasonable and prudent;
- prepare the accounts on the going concern basis unless it is inappropriate to presume that the company will continue in business.

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

Small company provisions

This report has been prepared in accordance with the special provisions relating to small companies within Part 15 of the Companies Act 2006.

Signed on behalf of the board of directors

.....

Mr M Casserley
Director

Approved by the board on: 9 January 2023

**CHARTERED MANAGEMENT ACCOUNTANTS' REPORT TO THE BOARD OF DIRECTORS
ON THE PREPARATION OF THE UNAUDITED STATUTORY ACCOUNTS OF
CONGLETON EDUCATION COMMUNITY PARTNERSHIP
FOR THE YEAR ENDED 31 AUGUST 2022**

In order to assist you to fulfil your duties under the Companies Act 2006, we have prepared for your approval the accounts of Congleton Education Community Partnership for the year ended 31 August 2022 which comprise of the Profit and Loss Account, the Balance Sheet and the related notes from the company's accounting records and from information and explanations you have given us.

As a CIMA Registered Member in Practice and Practising Certificate holder, I am subject to its ethical and other professional requirements which are detailed at <https://www.cimaglobal.com/Members/Your-Membership-Information/Members-handbook/Licensing-and-monitoring/Members-in-practice/>

Our work has been undertaken in accordance with the requirements of the Chartered Institute of Management Accountants as detailed at <http://www.cimaglobal.com>.

EPG Accountants Ltd
Member in Practice

14 Southlands Road
Mossley
CONGLETON
Cheshire
CW12 3JY

9 January 2023

CONGLETON EDUCATION COMMUNITY PARTNERSHIP
INCOME STATEMENT
FOR THE YEAR ENDED 31 AUGUST 2022

	2022	2021
	£	£
Turnover	250,544	245,101
Administrative expenses	(205,028)	(229,238)
Operating surplus	<u>45,516</u>	<u>15,863</u>
Interest receivable and similar income	34	7
Surplus on ordinary activities before taxation	<u>45,550</u>	<u>15,870</u>
Tax on surplus on ordinary activities	-	-
Surplus for the financial year	<u><u>45,550</u></u>	<u><u>15,870</u></u>

CONGLETON EDUCATION COMMUNITY PARTNERSHIP
STATEMENT OF FINANCIAL POSITION
AS AT 31 AUGUST 2022

	Notes	2022 £	2021 £
Current assets			
Debtors	5	5,070	9,060
Cash at bank and in hand		134,529	71,519
		<u>139,599</u>	<u>80,579</u>
Creditors: amounts falling due within one year	6	(13,741)	(271)
Net current assets		<u>125,858</u>	<u>80,308</u>
Net assets		<u>125,858</u>	<u>80,308</u>
Reserves	7		
Profit and loss account		125,858	80,308
Members' funds		<u>125,858</u>	<u>80,308</u>

For the year ending 31 August 2022 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies. The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006.

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

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime and in accordance with the provisions of FRS 102 Section 1A - Small Entities.

The financial statements were approved by the Board of Directors and authorised for issue on 9 January 2023 and were signed on its behalf by

Mr M Casserley
Director

Company Registration No. 07956695

CONGLETON EDUCATION COMMUNITY PARTNERSHIP
NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2022

1 Statutory information

Congleton Education Community Partnership is a private company, limited by guarantee, registered in England and Wales, registration number 07956695. The registered office is C/O Black Firs Primary School, Longdown Road, Congleton, Cheshire, CW12 4QJ.

2 Compliance with accounting standards

The accounts have been prepared in accordance with the provisions of FRS 102 Section 1A Small Entities. There were no material departures from that standard.

3 Accounting policies

The principal accounting policies adopted in the preparation of the financial statements are set out below and have remained unchanged from the previous year, and also have been consistently applied within the same accounts.

Basis of preparation

The accounts have been prepared under the historical cost convention as modified by the revaluation of certain fixed assets.

Presentation currency

The accounts are presented in £ sterling.

Income

Income represents the value of contributions received from participating organisations

Tangible fixed assets and depreciation

Tangible assets are included at cost less depreciation and impairment. Depreciation has been provided at the following rates in order to write off the assets over their estimated useful lives:

Computer equipment 25% on cost

4 Tangible fixed assets

	Computer equipment £
Cost or valuation	At cost
At 1 September 2021	583
At 31 August 2022	583
Depreciation	
At 1 September 2021	583
At 31 August 2022	583
Net book value	
At 31 August 2022	-

5 Debtors

	2022 £	2021 £
Amounts falling due within one year		
Other debtors	5,070	9,060

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2022**

6 Creditors: amounts falling due within one year	2022	2021
	£	£
Accruals	13,741	271

7 Company limited by guarantee

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

8 Average number of employees

During the year the average number of employees was 1 (2021: 1).

CONGLETON EDUCATION COMMUNITY PARTNERSHIP
DETAILED PROFIT AND LOSS ACCOUNT
FOR THE YEAR ENDED 31 AUGUST 2022

	2022	2021
	£	£
Income		
Contribution	119,050	123,935
Grants	98,604	79,276
School Direct	13,750	21,500
eCAPH	19,140	19,140
Sports	0	800
Other	0	450
	<u>250,544</u>	<u>245,101</u>
Services provided		
SWaNS	34,790	26,025
CE Holiday Activity Fund	32,222	41,232
Play Therapy	28,560	27,615
Behaviour Support	24,984	24,992
Family Support	10,693	10,693
School Direct	7,058	8,440
Inset Day	5,985	0
CPD Training	4,347	8,910
Sports Partnership	522	0
Active Cheshire	0	23,062
Wellbeing Support	0	4,442
PCC Grant	0	270
BEST	0	0
Visyon	0	0
	<u>149,161</u>	<u>175,681</u>
Administrative Expenses		
Wages and salaries	37,500	37,500
Bonuses	13,470	10,773
Employers NI	1,440	271
Operational expenses	1,283	749
Pensions	938	1,001
Accountancy fees	890	890
Catering	346	0
Software	0	1,032
Insurance	0	537
Travel and subsistence	0	250
Motor expenses	0	224
Stationery and printing	0	155
Depreciation	0	145
Postage	0	30
	<u>55,867</u>	<u>53,557</u>
Interest receivable	34	7
Net movement of funds	45,550	15,870
Funds brought forward	80,308	64,438
TOTAL FUNDS CARRIED FORWARD	<u><u>125,858</u></u>	<u><u>80,308</u></u>

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
ANNUAL REPORT AND UNAUDITED ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2022**

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
ANNUAL REPORT AND UNAUDITED ACCOUNTS
CONTENTS**

	Page
Company information	3
Directors' report	4
Accountants' report	6
Income statement	7
Statement of financial position	8
Notes to the accounts	9
Detailed profit and loss account	11

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
COMPANY INFORMATION
FOR THE YEAR ENDED 31 AUGUST 2022**

Directors	Mr M Casserley Miss P Blythe Miss J Mason Miss V Rippon Mrs H Harrison Mr I Lewis Miss J Gawn
Secretary	Miss Alexandra Thompson
Company Number	07956695 (England and Wales)
Registered Office	C/O Black Firs Primary School Longdown Road Congleton Cheshire CW12 4QJ
Accountants	EPG Accountants Ltd 14 Southlands Road Mossley CONGLETON Cheshire CW12 3JY

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
(COMPANY NO: 07956695 ENGLAND AND WALES)
DIRECTORS' REPORT**

The directors present their report and accounts for the year ended 31 August 2022.

Directors

The following directors held office during the whole of the period:

Mr M Casserley
Miss P Blythe
Miss J Mason
Miss V Rippon
Mrs H Harrison
Mr I Lewis

The following directors were appointed during the period:

Mr G Merrick was appointed on 1 November 2021.
Miss J Gawn was appointed on 5 July 2022.

The following directors resigned during the period:

Mrs S Whitehead resigned on 30 June 2022.
Mr S Blain resigned on 30 June 2022.
Mr J Barlow resigned on 31 August 2022.
Miss A Kennerley resigned on 31 August 2022.
Mr E O'Neill resigned on 31 August 2022.
Mr W Sharpe resigned on 31 August 2022.
Mrs S Williams resigned on 31 August 2022.
Mrs N Deakin resigned on 31 August 2022.
Mrs S Beckett resigned on 31 August 2022.
Mr G Merrick resigned on 31 August 2022.

Statement of directors' responsibilities

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Signed on behalf of the board of directors

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Mr M Casserley
Director

Approved by the board on: 9 January 2023

**CHARTERED MANAGEMENT ACCOUNTANTS' REPORT TO THE BOARD OF DIRECTORS
ON THE PREPARATION OF THE UNAUDITED STATUTORY ACCOUNTS OF
CONGLETON EDUCATION COMMUNITY PARTNERSHIP
FOR THE YEAR ENDED 31 AUGUST 2022**

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EPG Accountants Ltd
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Director

Company Registration No. 07956695

CONGLETON EDUCATION COMMUNITY PARTNERSHIP
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**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
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The Education & Community Partnership

England & Wales - Charity number 1150460

Accounts

Congleton education Community Partnership

Registered Charity Number: 1150460



*Together Everybody
Achieves More*

Annual Report

2020/21

Contents

	<u>Page</u>
Welcome _____	3
Aims & Objectives _____	4
Information _____	5
Financial Information _____	6
Commissioned Services _____	7
Collaborative Working _____	13
Finance _____	15

Welcome

Welcome to the Congleton education Community Partnership (CeCP) Annual Report for 2019/20.

The purpose of this annual report is to share the journey of the partnership this year however, never for one minute did we think that the journey would include a worldwide pandemic six months into the academic year and schools would have to close for all children except for key worker and vulnerable children. Overnight learning changed from 'in the classroom' to 'from the classroom'. Remote learning was the new 'norm'.

The six months before the pandemic may seem a distant memory, but there were plenty of highlights to celebrate and share. Our Town INSET Day in November 2019 was a great start. The afternoon focus was the wellbeing of staff, not knowing the journey schools and public health were about to make together!

I hope this report will remind you of the range of work the CeCP supports and inspire you to share in our common purpose that, as a TEAM, '**Together Everybody Achieves More**'.

Alex Thompson

Partnership Business Manager

The CeCP's aim is to ensure that our children and young people:

- Are healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

The Partnership's charitable objectives are:

1. Advancement of Education

To advance the education of the pupils by providing and assisting in the provision of facilities for education at the school.

2. Advice and Counselling

To relieve the mental and physical sickness of persons' resident in Congleton suffering from bereavement or loss by the provision of counselling and support for such persons.

3. Community Capacity Building

To develop the capacity and skills of the members of the socially and economically disadvantaged community of Congleton in such a way that they are better able to identify, and help meet, their needs and to participate more fully in society.

4. Equality and Diversity

The promotion of equality and diversity for the public benefit by:

- (a) the elimination of discrimination on the grounds of race, gender, disability, sexual orientation or religion;
- (b) advancing education and raising awareness in equality and diversity;
- (c) promoting activities to foster understanding between people from diverse backgrounds;
- (d) cultivating a sentiment in favour of equality and diversity.

5. Promotion of Social Inclusion

To promote social inclusion for the public benefit by preventing people from becoming socially excluded, relieving the needs of those people who are socially excluded and assisting them to integrate into society.

6. Young People

To Advance in Life and Help Young People through:

- (a) The provision of recreational and leisure time activities provided in the interest of social welfare, designed to improve their conditions of life;
- (b) Providing support and activities which develop their skills, capacities and capabilities to enable them to participate in society as mature and responsible individuals.

For Congleton education Community Partnership (CeCP)

Registered as a company in England. Company Number: 7956695

Charity Number: 1150460

Registered Office:

Congleton education Community Partnership
c/o Black Firs Primary School
Longdown Road
Congleton
CW12 4QJ

Website: www.cecp.org.uk

Appointment of Bankers

The Directors agreed the appointment of Lloyds Bank on formation of the Company.

Financial Review

The Partnership's income this year was obtained from school contributions and external funding sources, some of which is restricted to specific services or projects. All income and expenditure is monitored and agreed by the Directors on a regular basis.

Reserves Policy

The Directors review the level of reserves annually. Prior to year-end financial contributions for the next 12 months are agreed along with a commitment from all schools for the next three years. This commitment will ensure the sustainability and continuity of the Partnership whilst we continue to work together for the benefit of the Congleton community.

Trustees Responsibility

The Trustees (who are also Directors of Congleton education Community Partnership) are responsible for preparing the Trustees' Annual Report and Financial Accounts. Company law requires the Trustees to prepare financial statements each financial year which give a true and fair view of the of the charitable company and of the incoming resources, including income and expenditure, of the charitable company for that period.

The Trustees are responsible for keeping proper accounting records that disclose within reasonable accuracy at any time 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. The charitable company has continued to commission the services of EPG Accountants.

Annual Accounts

EPG Accountants Ltd was commissioned by the CeCP five years ago and continues to work closely with the Partnership. EPG Accountants prepare the annual accounts for the Partnership, the documentation of which will be shared with this report.

Commissioned Services

Behaviour & Wellbeing Support for Secondary Schools – Eaton Bank Academy & Congleton High School

Due to the pandemic, the CeCP funding for both secondary schools continues to be used in a more creative way, to enable the wellbeing of students and families to be the key focus point. This was vital, particularly with the most vulnerable students in school, plus those whose wellbeing had been affected due to the impact of Covid-19 on themselves and their families. The funding enabled the following support for students at both the secondary schools in the town.

- 1-to-1 support for students who are struggling with their wellbeing, behaviour, emotional, or welfare issues.
- Home visits and/or contact with parents or carers, to enable school staff to support those families who are unable to come into school or fail to engage.
- Attendance at 'early help' and/or core group meetings for child in need cases and child protection cases.
- Family support and counselling support for students and make referrals to other external agencies when they feel this is appropriate.

The interventions above support the following outcomes for students:

- Improved attendance for some of the more vulnerable students.
- Significant reduction in the number of fixed term exclusions and internal inclusion.
- Significant improvement in the level of parental engagement.
- Support for the emotional wellbeing of our young people.
- Support for students in school and providing a safe space to discuss the emotional challenges they face. This is also evidenced by the reduction in the number of referrals to CAMHS.



	Total number of students seen in groups	Total number of students seen 1:1	Total number of 1:1 sessions attended	Number of students seen during Lockdown	Number of sessions attended in Lockdown	Average number of sessions per student (A/B)
Primary	80	80	468 5 x teacher 1 x parent	12 1 x teacher 1 x parent	55 4 sessions 4 sessions	5.85
Secondary	6	57	243	5	32	4

SWaNS worked in schools for 18 weeks Sept 2020 – March 2021 when the decision was made by the government to close schools for lockdown due to Covid-19. SWaNS then offered remote sessions to all the schools for the remainder of the school term and were also available for support during the school holidays, which was taken up by some schools.

Following initial contact, the main presenting issues were:

Anxiety, suicidal ideation, self-harm, self-esteem, bullying, family breakdown, OCD, hoarding, severe anxiety, medical issues, family conflict, bereavement, school refusal, sleeping issues, friendships, coping with autism, coping with being a looked after child (LAC).

There has been a marked increase in self-harm and suicidal ideation this year resulting in safeguarding measures being taken and subsequent CAMHS referrals by individual schools.

Case Study Primary 1

Male student (aged 9) has been accessing sessions on and off since September 2020. This is due to an ongoing and complicated family issue. This issue has caused the young man distress and uncertainty throughout the last few years of his life and has resulted in him often suffering with low mood.

Although he had shown signs of more positive wellbeing up to the end of 2019/20 school year in July, on return in September 2020 he reported a bad summer where he had developed signs of OCD behaviours coupled with hoarding tendencies. This was also reported by his caregivers who had expressed concern for this escalating behaviour.

We agreed to work on a more casual basis, rather than weekly sessions for this young man, as some weeks he could be in high spirits and would not wish to engage. Sessions can sometimes be counter-productive in this instance. On the weeks where he was not coping so well, we would meet, and he engaged in the discussions and worked well with any activities. Over the course of the months we were in school before Lockdown he showed considerable easing of his hoarding tendencies and lessening of his OCD behaviours. During Lockdown we were able to meet virtually either by phone or video link and these sessions appeared to be well received by him.

Outcome

On returning to school, he reported being much more in control of his issues. He was dealing well with the family situation and was becoming more accepting of it. He was feeling well settled in the new classroom and liked his new teacher. He felt that he was no longer in need of any further sessions. He is however being monitored and will be able to access further support should it be necessary.

Case Study Primary 2

Female student (aged 11) was suffering from anxiety around several issues including her own health problems, moving to High School and friendship issues. More focused work was appropriate rather than traditional counselling which can be very effective with anxiety. For the first weeks of our session we worked through our 4-week anxiety course and the young lady engaged very well with the content.

Outcome

Once the course was completed, she was able to utilise her new found strategies well and her anxiety levels were much lower than when she started. She presented as much calmer and in control. We then completed the 6 weeks of sessions in a more informal way. On two occasions when upon arriving at school, I was asked to see this young lady again as she had requested additional support – this was due to issues around her ongoing medical condition that she wanted to talk through.

Case Study High School

Female client (year 9) had originally been referred for counselling due to a difficult home situation with mum suffering from series mental and physical health problems as well as bullying and friendship issues in school. She attended regular sessions in school leading up to lockdown using the time we had to explore ways of coping with her chronic home situation and incidents of being bullied as well as looking at healthy relationships and making friends.

As national lockdown started sessions were offered remotely, using the platform Zoom. The lockdown brought many more challenges for the client with fear of grandma and mum being vulnerable and them keeping safe from Coronavirus. The lockdown also meant no breaks from mum, her mental health issues and the difficulties that they create.

Outcome

Having counselling through this time meant that she had space to talk about her concerns and fears and gain support through a very difficult time as there were several incidents that occurred through this time. We have now been able to resume face to face sessions as schools have returned and are using the time to process her experience and her ongoing fears.

Case Study Groups

All four SWaNS counsellors have delivered group work across many of the primary schools and one of the high schools. The courses delivered were Anxiety and Stress, Friendships and Relationships and Emotional Resilience.

These were delivered to both single sex and mixed groups and across Y2-Y10 with an average of 6 participants per group. Sessions were delivered over 4 weeks. Some schools were able to provide a staff member to help facilitate the groups, which meant they were able to see how the children were interacting with each other and this gave them opportunity to reinforce the learning to the children back in class.

The group sessions enable the children to express their feelings and thoughts on particular subjects and a chance to listen to their peers, building an understanding that everyone feels things differently and that is ok. They learn to be open about how they feel and become more comfortable expressing how they are feeling in a safe, supported environment. We believe that the skills that the children learn during the sessions will benefit them throughout their lives, providing a useful 'toolkit' that they can draw on in times of stress.



Annual report for September 2020 – July 2021

This is the 10th year that Cheshire Play Therapy Services have been re-commissioned, and the therapy team continue to be deeply embedded within the Partnership schools having developed strong trusting relationships with staffs to form an integral part of their individual school teams.

The continuation of an in-house counselling and therapeutic service has enabled children to access timely support within their school setting. This year we have supported the maximum number of children possible whilst ensuring minimal waiting lists at all times. We had referrals for 54 children despite the schools closing in March, due to the Covid 19 pandemic, highlighting the continuing need for our services. We cannot say how many children would have been referred had it not been for the pandemic lockdown however the number of referrals made up until March 2020 supports the continuing trend that each year more sessions are needed by schools.

Sessions are delivered on an individual school basis, with the majority of schools accessing support on a weekly basis to support a number of children. The quantity of commissioned sessions allows for 4-5 children to be seen for short term Play Therapy, or 2-3 to receive longer term therapy.

Children are typically allocated 12 sessions which allows time for assessment, identification and expression of feelings, processing, coping skills and strategies, review and ending. A thorough assessment and formulation is a prerequisite to appropriate treatment planning.

Early Intervention/A Holistic Approach

Cheshire Play Therapy like to offer as timely an intervention as possible, occasionally this may mean that children are prevented from needing to access services at all. In some cases, providing indirect support via parents, ELSAs and TAs is enough to support children; indirect support may include:

- offering guidance and practical activity ideas,
- providing resources such as signposting to helpful websites or research
- offering our time to discuss particular children.

Where children do need to access our services including parents / carers in the therapeutic process is integral to its success. Parental support can be invaluable in promoting resiliency and helping to embed coping skills and strategies learnt within sessions. Equally important is the liaison we have with school staff given their breadth of knowledge about how the child functions socially and emotionally in different areas of their life. The information we share with parents/carers and school staff ensures sustained progress following the ending of therapy.

Ongoing Support Following the End of Therapy:

The ability to have ad-hoc catch-up sessions with clients after they've finished their process enables us to evaluate our long-term impact. Feedback was provided to one school in January 2020 as follows which demonstrates this:

"I wanted to share the remarkable progress made and sustained by the 3 pupils who received catch up sessions last term. Of the 3 children:

- *2/3 have aspirations to be scientists and demonstrated positive self-belief and self-esteem.*
- *2/3 reported reduced levels of anxiety (1 had not struggled with anxiety in the past).*
- *2/3 continue to use strategies learnt in Play Therapy*
- *1 has come to terms with her absent father and is better able to cope with her feelings of loss and rejection*
- *1 is able to reflect on her past behaviour (which no longer presents as an issue) and understands the reasons why she behaved as she did."*

Cheshire Play Therapy acknowledged that their services are not solely responsible for the changes observed but believe that being able to work in collaboration with supportive and nurturing environments mean that the children referred have opportunities to continue to thrive and reach their potential.

Data and Analysis for 2019-2020:

SCHOOL:	NUMBER OF REFERRALS:	GENDER:	
		MALE:	FEMALE:
Astbury St Mary's	4	3	1
Black Firs	3	2	1
Bosley St Mary's	2	1	1
Buglawton	3	0	3
Castle	2	2	0
Daven	5	3	2
Havannah	8	5	3
Marlfields	3	2	1
Mossley	11	8	3
The Quinta	5	4	1
Smallwood	5	3	2
Woodcocks' Well	3	2	1
TOTAL	54	35	19

Outcomes/Impact

The play therapy service continues to measure outcomes using the pre and post children's self-assessment forms. The forms allow children to measure change by helping them to set their own individual therapeutic goals which can be reviewed regularly throughout their process, and to later reflect on how their goals have been met during the final session. This form of self-assessment enabled children to comment on progress/change demonstrating an authentic evaluative measure. The child's progress is also reviewed with parents/carers and school staff at regular intervals to ensure progress is sustained.

Case closure letters are completed for each individual child detailing the intervention they have received and the progress made. Due to the pandemic a number of children were unable to end their process and will be reassessed in the new academic year as to whether there is a continuing need for intervention.

Following the end of sessions schools are provided with a case closure for all children accessing services. The case closure letter documents the process, progress and any recommendations for further support to aid further change or to signpost onto other services. In the past we have used tools such as the Goodman's SDQ and while we may still use these occasionally, we are aware that this is subjective and based on parents/carers perceptions. Using the child's personal goals offers authentic, accurate evaluation given that it is the child him/herself who gives the direct feedback as to how effective their therapy was. That said, we place great value on the observations given to us from parents/carers and schools staff because this offers a holistic view of the child's progression, and where a child is unable to set his/her own goals those set by the adults around the child perform an important evaluative function within the therapeutic process.

Covid-19 Pandemic

Due to the Covid-19 pandemic and subsequent lockdown schools and therapists have been forced to adapt their ways of supporting children. Unexpected changes and unplanned endings within therapy can be deeply distressing and sometimes even harmful to children, however our therapists juggled their own family commitments and worked hard to ensure that all children were supported in the best way possible. Holding children in mind is of great significance and promotes positive feelings of self-worth. The Cheshire Play Therapy team maintained contact with families throughout lockdown and offered remote support dependent on the level of need of each child e.g. phone calls, text messages, card and letters were sent. Many children participated in suggested activities ensuring that therapeutic support continued during lockdown. Examples of the kinds of remote support offered are:

Example: 1 child was supported to make a calm box and photographs were received by the therapist of the things that he had included and the ways that it was helping.

Example: Children suffering to manage their anxieties were sent individually made worry dolls along with ideas of how to use them.

Collaborative Working



The Partnership's strength continues to be its collaborative working with colleagues to improve learning outcomes for the pupils within the schools in Congleton. With the support of the staff, we embrace challenge to ensure the children and young people in our community have access to resources and opportunities to reach their potential. The Partnership ensures its success continues, by championing our mission statement that, as a TEAM, **'Together Everybody Achieves More'**.

Collaboration across the schools

This year has demonstrated that working together and supporting each other is vital, not just in terms of teaching and learning and continued professional development but also for the mental health and wellbeing of colleagues and the children & young people in our schools and community.

The CeCP is delighted that Marton and District Primary School re-joined the partnership in January and look forward to working closely with them again on projects, training and networking for the benefit of the staff and children in our schools and the community.

The past 12 months have included the following benefits for our CeCP colleagues:

- **Network (both face-to-face and remotely) for both professional and personal support:** From March all meetings were conducted remotely via Zoom. CeCP Headteachers met weekly to share information and to offer guidance and support to each other. The feedback received was that these meetings were invaluable and provided a platform for headteachers to have an informal discussion with colleagues in a similar situation.
- **Partnership Meetings:** Directors' Meetings, SENDCO Meetings, EYFS Group Meetings, Sports Partnership, School Direct Student Network Meetings and some Subject & Year Group Meetings.
- **The Town INSET Day in the autumn term** was delivered via zoom however, over 200 colleagues were in attendance for Andy Cope's presentation on the 'Art of Being Brilliant'.

School Direct Teacher Training – We 'Grow Our Own' Teachers!

The partnership is in its fifth year of working in partnership with Staffordshire University on the School Direct Programme. The associate teachers that started on the School Direct programme have all secured employment, despite the pandemic situation; some within our partnership schools. One student emailed to say *'To have trained to be a primary school teacher during a national pandemic has been a truly unique experience. Although we were in a lockdown situation, with schools being closed, my mentor was fantastic and the school staff were so supportive, despite having their increased workload and the pressures of in-school support for the key worker and vulnerable children, as well as the remote learning for those children learning from home'*.

All of our School Direct students are all local people looking to train to teach and find employment within the local area..... As a partnership and School Direct provider we make this happen! With the continued support from the

primary school staff, in particular **Toby Hassall (Black Firs Primary School)**, **Helen Harrison (Mossley CofE Primary School)** and **Lynne Gratton (The Quinta Primary School)** this has ensured the success of the programme. We are delighted to have successfully recruited a further **6** associate teachers/students to start with us from September 2020.

Continued professional development and collaborative working as identified by the partnership schools including:

- ❖ **Y3 staff** and/or Literacy Co-ordinators continued writing network/project meetings, utilising Anthony Browne's 'Into The Forest' book as the common theme across the schools
- ❖ **Y2 staff** attended Writing Moderation Meetings
- ❖ **Y6 staff** attended Writing Moderation Meetings
- ❖ **21 staff** attended a half day KS1 SPaG training
- ❖ **44 staff** attended a half day KS1 Phonics training
- ❖ **10 staff** were trained in Emotional Literacy Support Assistants (ELSA)
- ❖ A total of **28 staff** attended the Science Learning Partnership (SLP) training/CPD and co-ordinator sessions. The CeCP funded termly CPD sessions and termly network sessions for the Science Co-ordinators facilitated by the SLP. Due to Coronavirus these sessions will continue next academic year.
- ❖ **46 staff** attended the Safer Handling Course which was co-ordinated by the CeCP. Due to the delegate numbers involved the CeCP was successful in negotiating a substantially reduced delegate rate.

Broader and richer curriculum activities this year included:

- ✚ A continued annual calendar of Sporting Competitions across the primary schools. These events continue to bring partner schools together, to share positive experiences - foster a sense of pride and community, as well as support the health & wellbeing of the children & young people in our schools.
- ✚ The Annual 'Town Sports' event was due to be held at the start of July however, despite all the staff planning and preparing staff and children for this event, due to government Covid guidelines this could not go ahead unfortunately.
- ✚ Black Firs Primary School hosted Year 4 Science mornings in the autumn & spring terms, hosted by staff from Astra Zeneca. In total **64** children attended the sessions. Our thanks to Fred Wildgoose from Black Firs Primary for co-ordinating these workshops.

Commissioned services this year have included:

- Play Therapy sessions – commissioned via Cheshire Play Therapy
- Counselling & Wellbeing Sessions – commissioned via SWaNS
- Behaviour & Wellbeing Support - commissioned by Eaton Bank Academy & Congleton High School

FINANCE

Details of the Profit & Loss Account for the Year Ended 31 August 2021 are contained within the Annual Accounts (provided by EPG Accountants).

External Funding

Our appreciation to those external funders who have recognised the fabulous work of the CeCP and have helped us financially to provide much needed support to the children & young people in our community. They are:

 **Cheshire East Covid Grant**

 **National Lottery Covid Fund**

 **Tesco/Groundwork**

 **Marks & Spencer (Congleton)**

 **Co-op (Congleton)**

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
ANNUAL REPORT AND UNAUDITED ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2021**

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
ANNUAL REPORT AND UNAUDITED ACCOUNTS
CONTENTS**

	Page
Company information	3
Directors' report	4
Accountants' report	6
Income statement	7
Statement of financial position	8
Notes to the accounts	9
Detailed profit and loss account	11

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
COMPANY INFORMATION
FOR THE YEAR ENDED 31 AUGUST 2021**

Directors

Mr M Casserley
Mr J Barlow
Miss P Blythe
Miss A Kennerley
Miss J Mason
Mr E O'Neill
Mr W Sharpe
Mrs S Whitehead
Mrs S Williams
Mr S Blain
Miss V Rippon
Mrs N Deakin
Mrs S Beckett
Mrs H Harrison
Mr I Lewis

Secretary

Miss Alexandra Thompson

Company Number

07956695 (England and Wales)

Registered Office

C/O Black Firs Primary School
Longdown Road
Congleton
Cheshire
CW12 4QJ

Accountants

EPG Accountants Ltd
14 Southlands Road
Mossley
CONGLETON
Cheshire
CW12 3JY

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
(COMPANY NO: 07956695 ENGLAND AND WALES)
DIRECTORS' REPORT**

The directors present their report and accounts for the year ended 31 August 2021.

Directors

The following directors held office during the whole of the period:

Mr M Casserley
Mr J Barlow
Miss P Blythe
Miss A Kennerley
Miss J Mason
Mr E O'Neill
Mr W Sharpe
Mrs S Whitehead
Mrs S Williams

The following directors were appointed during the period:

Mr S Blain was appointed on 1 September 2020.
Miss V Rippon was appointed on 4 January 2021.
Mrs N Deakin was appointed on 4 January 2021.
Mrs S Beckett was appointed on 19 January 2021.
Mrs H Harrison was appointed on 28 January 2021.
Mr I Lewis was appointed on 9 July 2021.

The following directors resigned during the period:

Mrs J Massen resigned on 31 December 2020.
Mrs S Whitfield resigned on 31 December 2020.
Miss C Mander resigned on 11 January 2021.
Mrs I Isherwood resigned on 15 July 2021.

Statement of directors' responsibilities

The directors are responsible for preparing the report and accounts in accordance with applicable law and regulations.

Company law requires the directors to prepare accounts for each financial year. Under that law, the directors have elected to prepare the accounts in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law). Under company law the directors must not approve the accounts unless they are satisfied that they give a true and fair view of the state of affairs of the company and of the profit or loss of the company for that period. In preparing these accounts, the directors are required to:

- select suitable accounting policies and then apply them consistently;
- make judgements and estimates that are reasonable and prudent;
- prepare the accounts on the going concern basis unless it is inappropriate to presume that the company will continue in business.

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

Small company provisions

This report has been prepared in accordance with the special provisions relating to small companies within Part 15 of the Companies Act 2006.

Signed on behalf of the board of directors

.....

Mr M Casserley
Director

Approved by the board on: 31 January 2022

**CHARTERED MANAGEMENT ACCOUNTANTS' REPORT TO THE BOARD OF DIRECTORS
ON THE PREPARATION OF THE UNAUDITED STATUTORY ACCOUNTS OF
CONGLETON EDUCATION COMMUNITY PARTNERSHIP
FOR THE YEAR ENDED 31 AUGUST 2021**

In order to assist you to fulfil your duties under the Companies Act 2006, we have prepared for your approval the accounts of Congleton Education Community Partnership for the year ended 31 August 2021 which comprise of the Profit and Loss Account, the Balance Sheet and the related notes from the company's accounting records and from information and explanations you have given us.

As a CIMA Registered Member in Practice and Practising Certificate holder, I am subject to its ethical and other professional requirements which are detailed at <https://www.cimaglobal.com/Members/Your-Membership-Information/Members-handbook/Licensing-and-monitoring/Members-in-practice/>

Our work has been undertaken in accordance with the requirements of the Chartered Institute of Management Accountants as detailed at <http://www.cimaglobal.com>.

EPG Accountants Ltd
Member in Practice

14 Southlands Road
Mossley
CONGLETON
Cheshire
CW12 3JY

29 January 2022

CONGLETON EDUCATION COMMUNITY PARTNERSHIP
INCOME STATEMENT
FOR THE YEAR ENDED 31 AUGUST 2021

	2021	2020
	£	£
Turnover	245,101	144,217
Administrative expenses	(229,238)	(120,449)
Operating surplus	<u>15,863</u>	<u>23,768</u>
Interest receivable and similar income	7	16
Surplus on ordinary activities before taxation	<u>15,870</u>	<u>23,784</u>
Tax on surplus on ordinary activities	-	-
Surplus for the financial year	<u><u>15,870</u></u>	<u><u>23,784</u></u>

CONGLETON EDUCATION COMMUNITY PARTNERSHIP
STATEMENT OF FINANCIAL POSITION
AS AT 31 AUGUST 2021

	Notes	2021 £	2020 £
Fixed assets			
Tangible assets	4	-	145
Current assets			
Debtors	5	9,060	530
Cash at bank and in hand		71,519	66,798
		<u>80,579</u>	<u>67,328</u>
Creditors: amounts falling due within one year	6	(271)	(3,035)
Net current assets		<u>80,308</u>	<u>64,293</u>
Net assets		<u>80,308</u>	<u>64,438</u>
Reserves	7		
Profit and loss account		<u>80,308</u>	<u>64,438</u>
Members' funds		<u>80,308</u>	<u>64,438</u>

For the year ending 31 August 2021 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies. The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006.

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

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime and in accordance with the provisions of FRS 102 Section 1A - Small Entities.

The financial statements were approved by the Board of Directors and authorised for issue on 31 January 2022 and were signed on its behalf by

Mr M Casserley
Director

Company Registration No. 07956695

CONGLETON EDUCATION COMMUNITY PARTNERSHIP
NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2021

1 Statutory information

Congleton Education Community Partnership is a private company, limited by guarantee, registered in England and Wales, registration number 07956695. The registered office is C/O Black Firs Primary School, Longdown Road, Congleton, Cheshire, CW12 4QJ.

2 Compliance with accounting standards

The accounts have been prepared in accordance with the provisions of FRS 102 Section 1A Small Entities. There were no material departures from that standard.

3 Accounting policies

The principal accounting policies adopted in the preparation of the financial statements are set out below and have remained unchanged from the previous year, and also have been consistently applied within the same accounts.

Basis of preparation

The accounts have been prepared under the historical cost convention as modified by the revaluation of certain fixed assets.

Presentation currency

The accounts are presented in £ sterling.

Income

Income represents the value of contributions received from participating organisations

Tangible fixed assets and depreciation

Tangible assets are included at cost less depreciation and impairment. Depreciation has been provided at the following rates in order to write off the assets over their estimated useful lives:

Computer equipment 25% on cost

4 Tangible fixed assets

	Computer equipment £
Cost or valuation	At cost
At 1 September 2020	583
At 31 August 2021	583
Depreciation	
At 1 September 2020	438
Charge for the year	145
At 31 August 2021	583
Net book value	
At 31 August 2021	-
At 31 August 2020	145

5 Debtors: amounts falling due within one year

	2021 £	2020 £
Other debtors	9,060	530

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2021**

6 Creditors: amounts falling due within one year	2021	2020
	£	£
Accruals	271	3,035
	<u>271</u>	<u>3,035</u>

7 Company limited by guarantee

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

8 Average number of employees

During the year the average number of employees was 1 (2020: 1).

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
DETAILED PROFIT AND LOSS ACCOUNT
FOR THE YEAR ENDED 31 AUGUST 2021**

	2021	2020
	£	£
Income		
Contribution	123,935	99,288
Grants	79,276	8,500
School Direct	21,500	8,575
eCAPH	19,140	19,140
Sports	800	1,600
Other	450	7,114
	<u>245,101</u>	<u>144,217</u>
Services provided		
CE Holiday Activity Fund	41,232	0
Play Therapy	27,615	16,845
SWaNS	26,025	24,750
Behaviour Support	24,992	17,677
Active Cheshire	23,062	0
Family Support	10,693	5,395
CPD Training	8,910	0
School Direct	8,440	4,967
Wellbeing Support	4,442	0
PCC Grant	270	0
Inset Day	0	6,036
BEST	0	871
Sports Partnership	0	120
Visyon	0	-1,785
	<u>175,681</u>	<u>74,876</u>
Administrative Expenses		
Wages and salaries	37,500	37,500
Pensions	1,001	939
Bonuses	10,773	2,236
Employers NI	271	1,515
Software	1,032	138
Accountancy fees	890	890
Insurance	537	251
Travel and subsistence	250	737
Motor expenses	224	0
Stationery and printing	155	74
Depreciation	145	146
Postage	30	10
Telephone and fax	0	0
Advertising and PR	0	117
Bank charges	0	0
Other legal and prof	0	13
Sundry	749	1,007
	<u>53,557</u>	<u>45,573</u>
Interest receivable	7	16
Net movement of funds	15,870	23,784
Funds brought forward	64,438	40,654
TOTAL FUNDS CARRIED FORWARD	<u>80,308</u>	<u>64,438</u>

The Education & Community Partnership

England & Wales - Charity number 1150460

Accounts

Congleton education Community Partnership

Registered Charity Number: 1150460



*Together Everybody
Achieves More*

Annual Report

2019/20

Contents

	<u>Page</u>
Welcome _____	3
Aims & Objectives _____	4
Membership _____	5
Financial Information _____	6
Commissioned Services _____	7
Collaborative Working _____	13
Finance _____	15

Welcome

Welcome to the Congleton education Community Partnership (CeCP) Annual Report for 2019/20.

The purpose of this annual report is to share the journey of the partnership this year however, never for one minute did we think that the journey would include a worldwide pandemic six months into the academic year and schools would have to close for all children except for key worker and vulnerable children. Overnight learning changed from 'in the classroom' to 'from the classroom'. Remote learning was the new 'norm'.

The six months before the pandemic may seem a distant memory, but there were plenty of highlights to celebrate and share. Our Town INSET Day in November 2019 was a great start. The afternoon focus was the wellbeing of staff, not knowing the journey schools and public health were about to make together!

I hope this report will remind you of the range of work the CeCP supports and inspire you to share in our common purpose that, as a TEAM, '**Together Everybody Achieves More**'.

Alex Thompson

Partnership Business Manager

The CeCP's aim is to ensure that our children and young people:

- Are healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

The Partnership's charitable objectives are:

1. Advancement of Education

To advance the education of the pupils by providing and assisting in the provision of facilities for education at the school.

2. Advice and Counselling

To relieve the mental and physical sickness of persons' resident in Congleton suffering from bereavement or loss by the provision of counselling and support for such persons.

3. Community Capacity Building

To develop the capacity and skills of the members of the socially and economically disadvantaged community of Congleton in such a way that they are better able to identify, and help meet, their needs and to participate more fully in society.

4. Equality and Diversity

The promotion of equality and diversity for the public benefit by:

- (a) the elimination of discrimination on the grounds of race, gender, disability, sexual orientation or religion;
- (b) advancing education and raising awareness in equality and diversity;
- (c) promoting activities to foster understanding between people from diverse backgrounds;
- (d) cultivating a sentiment in favour of equality and diversity.

5. Promotion of Social Inclusion

To promote social inclusion for the public benefit by preventing people from becoming socially excluded, relieving the needs of those people who are socially excluded and assisting them to integrate into society.

6. Young People

To Advance in Life and Help Young People through:

- (a) The provision of recreational and leisure time activities provided in the interest of social welfare, designed to improve their conditions of life;
- (b) Providing support and activities which develop their skills, capacities and capabilities to enable them to participate in society as mature and responsible individuals.

For Congleton education Community Partnership (CeCP)

Registered as a company in England. Company Number: 7956695

Charity Number: 1150460

Registered Office:

Congleton education Community Partnership
c/o Black Firs Primary School
Longdown Road
Congleton
CW12 4QJ

Website: www.cecp.org.uk

Directors

Sue Whitfield	-	Mossley CE Primary School
Tracey Walklate	-	The Quinta Primary School
Martin Casserley	-	Black Firs Primary School
Pip Worswick	-	Astbury St Mary's Primary School
Alison Kennerley	-	Buglawton Primary School
Jill Mason	-	Castle Primary School
Sally Whitehead	-	Daven Primary School
Ed O'Neill	-	Eaton Bank Academy
Stefanie Williams	-	Havannah Primary School
Sandie Isherwood	-	Marlfields Primary Academy
Caroline Mander	-	Smallwood CE Primary Academy
Julie Massen	-	Woodcocks' Well CofE Primary School
Jim Barlow	-	Congleton High School

All Directors are also Trustees of the Charity.

Appointment of Bankers

The Directors agreed the appointment of Lloyds Bank on formation of the Company.

Financial Review

The Partnership's income this year was obtained from school contributions and external funding sources, some of which is restricted to specific services or projects. All income and expenditure is monitored and agreed by the Directors on a regular basis.

Reserves Policy

The Directors review the level of reserves annually. Prior to year-end financial contributions for the next 12 months are agreed along with a commitment from all schools for the next three years. This commitment will ensure the sustainability and continuity of the Partnership whilst we continue to work together for the benefit of the Congleton community.

Trustees Responsibility

The Trustees (who are also Directors of Congleton education Community Partnership) are responsible for preparing the Trustees' Annual Report and Financial Accounts. Company law requires the Trustees to prepare financial statements each financial year which give a true and fair view of the of the charitable company and of the incoming resources, including income and expenditure, of the charitable company for that period.

The Trustees are responsible for keeping proper accounting records that disclose within reasonable accuracy at any time 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. The charitable company has continued to commission the services of EPG Accountants.

Annual Accounts

EPG Accountants Ltd was commissioned by the CeCP four years ago and continues to work closely with the Partnership. EPG Accountants prepare the annual accounts for the Partnership, the documentation of which will be shared with this report.

Commissioned Services

Behaviour & Wellbeing Support for Secondary Schools – Eaton Bank Academy & Congleton High School

Due to the pandemic, from March the CeCP funding for both secondary schools was used in a more creative way, to enable the wellbeing of students and families to be the key focus point. This was vital, particularly with the most vulnerable students in school, plus those whose wellbeing had been affected due to the impact of Covid-19 on themselves and their families. The funding enabled the following support for students at both the secondary schools in the town.

- 1-to-1 support for students who are struggling with their wellbeing, behaviour, emotional, or welfare issues.
- Home visits and/or contact with parents or carers, to enable school staff to support those families who are unable to come into school or fail to engage.
- Attendance at 'early help' and/or core group meetings for child in need cases and child protection cases.
- Family support and counselling support for students and make referrals to other external agencies when they feel this is appropriate.

The interventions above support the following outcomes for students:

- Improved attendance for some of the more vulnerable students.
- Significant reduction in the number of fixed term exclusions and internal inclusion.
- Significant improvement in the level of parental engagement.
- Support for the emotional wellbeing of our young people.
- Support for students in school and providing a safe space to discuss the emotional challenges they face. This is also evidenced by the reduction in the number of referrals to CAMHS.



	Total number of students seen in groups	Total number of students seen 1:1	Total number of 1:1 sessions attended	Number of students seen during Lockdown	Number of sessions attended in Lockdown	Average number of sessions per student (A/B)
Primary	80	80	468 5 x teacher 1 x parent	12 1 x teacher 1 x parent	55 4 sessions 4 sessions	5.85
Secondary	6	57	243	5	32	4

SWaNS worked in schools for 18 weeks Sept 2019 – March 2020 when the decision was made by the government to close schools for lockdown due to Covid-19. SWaNS then offered remote sessions to all the schools for the remainder of the school term and were also available for support during the school holidays, which was taken up by some schools.

Following initial contact, the main presenting issues were:

Anxiety, suicidal ideation, self-harm, self-esteem, bullying, family breakdown, OCD, hoarding, severe anxiety, medical issues, family conflict, bereavement, school refusal, sleeping issues, friendships, coping with autism, coping with being a looked after child (LAC).

There has been a marked increase in self-harm and suicidal ideation this year resulting in safeguarding measures being taken and subsequent CAMHS referrals by individual schools.

Case Study Primary 1

Male student (aged 9) has been accessing sessions on and off since September 2018. This is due to an ongoing and complicated family issue. This issue has caused the young man distress and uncertainty throughout the last few years of his life and has resulted in him often suffering with low mood.

Although he had shown signs of more positive wellbeing up to the end of 2018/19 school year in July, on return in September 2019 he reported a bad summer where he had developed signs of OCD behaviours coupled with hoarding tendencies. This was also reported by his caregivers who had expressed concern for this escalating behaviour.

We agreed to work on a more casual basis, rather than weekly sessions for this young man, as some weeks he could be in high spirits and would not wish to engage. Sessions can sometimes be counter-productive in this instance. On the weeks where he was not coping so well, we would meet, and he engaged in the discussions and worked well with any activities. Over the course of the months we were in school before Lockdown he showed considerable easing of his hoarding tendencies and lessening of his OCD behaviours. During Lockdown we were able to meet virtually either by phone or video link and these sessions appeared to be well received by him.

Outcome

On returning to school, he reported being much more in control of his issues. He was dealing well with the family situation and was becoming more accepting of it. He was feeling well settled in the new classroom and liked his new teacher. He felt that he was no longer in need of any further sessions. He is however being monitored and will be able to access further support should it be necessary.

Case Study Primary 2

Female student (aged 11) was suffering from anxiety around several issues including her own health problems, moving to High School and friendship issues. More focused work was appropriate rather than traditional counselling which can be very effective with anxiety. For the first weeks of our session we worked through our 4-week anxiety course and the young lady engaged very well with the content.

Outcome

Once the course was completed, she was able to utilise her new found strategies well and her anxiety levels were much lower than when she started. She presented as much calmer and in control. We then completed the 6 weeks of sessions in a more informal way. On two occasions when upon arriving at school, I was asked to see this young lady again as she had requested additional support – this was due to issues around her ongoing medical condition that she wanted to talk through.

Case Study High School

Female client (year 9) had originally been referred for counselling due to a difficult home situation with mum suffering from series mental and physical health problems as well as bullying and friendship issues in school. She attended regular sessions in school leading up to lockdown using the time we had to explore ways of coping with her chronic home situation and incidents of being bullied as well as looking at healthy relationships and making friends.

As national lockdown started sessions were offered remotely, using the platform Zoom. The lockdown brought many more challenges for the client with fear of grandma and mum being vulnerable and them keeping safe from Coronavirus. The lockdown also meant no breaks from mum, her mental health issues and the difficulties that they create.

Outcome

Having counselling through this time meant that she had space to talk about her concerns and fears and gain support through a very difficult time as there were several incidents that occurred through this time. We have now been able to resume face to face sessions as schools have returned and are using the time to process her experience and her ongoing fears.

Case Study Groups

All four SWaNS counsellors have delivered group work across many of the primary schools and one of the high schools. The courses delivered were Anxiety and Stress, Friendships and Relationships and Emotional Resilience.

These were delivered to both single sex and mixed groups and across Y2-Y10 with an average of 6 participants per group. Sessions were delivered over 4 weeks. Some schools were able to provide a staff member to help facilitate the groups, which meant they were able to see how the children were interacting with each other and this gave them opportunity to reinforce the learning to the children back in class.

The group sessions enable the children to express their feelings and thoughts on particular subjects and a chance to listen to their peers, building an understanding that everyone feels things differently and that is ok. They learn to be open about how they feel and become more comfortable expressing how they are feeling in a safe, supported environment. We believe that the skills that the children learn during the sessions will benefit them throughout their lives, providing a useful 'toolkit' that they can draw on in times of stress.



Annual report for September 2019 – July 2020

This is the 9th year that Cheshire Play Therapy Services have been re-commissioned, and the therapy team continue to be deeply embedded within the Partnership schools having developed strong trusting relationships with staffs to form an integral part of their individual school teams.

The continuation of an in-house counselling and therapeutic service has enabled children to access timely support within their school setting. This year we have supported the maximum number of children possible whilst ensuring minimal waiting lists at all times. We had referrals for 54 children despite the schools closing in March, due to the Covid 19 pandemic, highlighting the continuing need for our services. We cannot say how many children would have been referred had it not been for the pandemic lockdown however the number of referrals made up until March 2020 supports the continuing trend that each year more sessions are needed by schools.

Sessions are delivered on an individual school basis, with the majority of schools accessing support on a weekly basis to support a number of children. The quantity of commissioned sessions allows for 4-5 children to be seen for short term Play Therapy, or 2-3 to receive longer term therapy.

Children are typically allocated 12 sessions which allows time for assessment, identification and expression of feelings, processing, coping skills and strategies, review and ending. A thorough assessment and formulation is a prerequisite to appropriate treatment planning.

Early Intervention/A Holistic Approach

Cheshire Play Therapy like to offer as timely an intervention as possible, occasionally this may mean that children are prevented from needing to access services at all. In some cases, providing indirect support via parents, ELSAs and TAs is enough to support children; indirect support may include:

- offering guidance and practical activity ideas,
- providing resources such as signposting to helpful websites or research
- offering our time to discuss particular children.

Where children do need to access our services including parents / carers in the therapeutic process is integral to its success. Parental support can be invaluable in promoting resiliency and helping to embed coping skills and strategies learnt within sessions. Equally important is the liaison we have with school staff given their breadth of knowledge about how the child functions socially and emotionally in different areas of their life. The information we share with parents/carers and school staff ensures sustained progress following the ending of therapy.

Ongoing Support Following the End of Therapy:

The ability to have ad-hoc catch-up sessions with clients after they've finished their process enables us to evaluate our long-term impact. Feedback was provided to one school in January 2020 as follows which demonstrates this:

"I wanted to share the remarkable progress made and sustained by the 3 pupils who received catch up sessions last term. Of the 3 children:

- *2/3 have aspirations to be scientists and demonstrated positive self-belief and self-esteem.*
- *2/3 reported reduced levels of anxiety (1 had not struggled with anxiety in the past).*
- *2/3 continue to use strategies learnt in Play Therapy*
- *1 has come to terms with her absent father and is better able to cope with her feelings of loss and rejection*
- *1 is able to reflect on her past behaviour (which no longer presents as an issue) and understands the reasons why she behaved as she did."*

Cheshire Play Therapy acknowledged that their services are not solely responsible for the changes observed but believe that being able to work in collaboration with supportive and nurturing environments mean that the children referred have opportunities to continue to thrive and reach their potential.

Data and Analysis for 2019-2020:

SCHOOL:	NUMBER OF REFERRALS:	GENDER:	
		MALE:	FEMALE:
Astbury St Mary's	4	3	1
Black Firs	3	2	1
Bosley St Mary's	2	1	1
Buglawton	3	0	3
Castle	2	2	0
Daven	5	3	2
Havannah	8	5	3
Marlfields	3	2	1
Mossley	11	8	3
The Quinta	5	4	1
Smallwood	5	3	2
Woodcocks' Well	3	2	1
TOTAL	54	35	19

Outcomes/Impact

The play therapy service continues to measure outcomes using the pre and post children's self-assessment forms. The forms allow children to measure change by helping them to set their own individual therapeutic goals which can be reviewed regularly throughout their process, and to later reflect on how their goals have been met during the final session. This form of self-assessment enabled children to comment on progress/change demonstrating an authentic evaluative measure. The child's progress is also reviewed with parents/carers and school staff at regular intervals to ensure progress is sustained.

Case closure letters are completed for each individual child detailing the intervention they have received and the progress made. Due to the pandemic a number of children were unable to end their process and will be reassessed in the new academic year as to whether there is a continuing need for intervention.

Following the end of sessions schools are provided with a case closure for all children accessing services. The case closure letter documents the process, progress and any recommendations for further support to aid further change or to signpost onto other services. In the past we have used tools such as the Goodman's SDQ and while we may still use these occasionally, we are aware that this is subjective and based on parents/carers perceptions. Using the child's personal goals offers authentic, accurate evaluation given that it is the child him/herself who gives the direct feedback as to how effective their therapy was. That said, we place great value on the observations given to us from parents/carers and schools staff because this offers a holistic view of the child's progression, and where a child is unable to set his/her own goals those set by the adults around the child perform an important evaluative function within the therapeutic process.

Covid-19 Pandemic

Due to the Covid-19 pandemic and subsequent lockdown schools and therapists have been forced to adapt their ways of supporting children. Unexpected changes and unplanned endings within therapy can be deeply distressing and sometimes even harmful to children, however our therapists juggled their own family commitments and worked hard to ensure that all children were supported in the best way possible. Holding children in mind is of great significance and promotes positive feelings of self-worth. The Cheshire Play Therapy team maintained contact with families throughout lockdown and offered remote support dependent on the level of need of each child e.g. phone calls, text messages, card and letters were sent. Many children participated in suggested activities ensuring that therapeutic support continued during lockdown. Examples of the kinds of remote support offered are:

Example: 1 child was supported to make a calm box and photographs were received by the therapist of the things that he had included and the ways that it was helping.

Example: Children suffering to manage their anxieties were sent individually made worry dolls along with ideas of how to use them.

Collaborative Working



The Partnership's strength continues to be its collaborative working with colleagues to improve learning outcomes for the pupils within the schools in Congleton. With the support of the staff, we embrace challenge to ensure the children and young people in our community have access to resources and opportunities to reach their potential. The Partnership ensures its success continues, by championing our mission statement that, as a TEAM, **'Together Everybody Achieves More'**.

Collaboration across the schools

This year has demonstrated that working together and supporting each other is vital, not just in terms of teaching and learning and continued professional development but also for the mental health and wellbeing of colleagues and the children & young people in our schools and community.

The CeCP is delighted that Congleton High School re-joined the partnership in March and look forward to working closely with them again on projects, training and networking for the benefit of the staff and children in our schools and the community.

The past 12 months have included the following benefits for our CeCP colleagues:

- **Network (both face-to-face and remotely) for both professional and personal support:** From March all meetings were conducted remotely via Zoom. CeCP Headteachers met weekly to share information and to offer guidance and support to each other. The feedback received was that these meetings were invaluable and provided a platform for headteachers to have an informal discussion with colleagues in a similar situation.
- **Partnership Meetings:** Directors' Meetings, SENDCO Meetings, EYFS Group Meetings, Sports Partnership, School Direct Student Network Meetings and some Subject & Year Group Meetings.
- **The Town INSET Day on 4th November 2019** was hosted by Eaton Bank Academy and attended by **over 220** staff from across the Partnership schools, with an additional 9 Cheshire East schools in attendance for the keynote speaker sessions. The theme for the keynote speaker was 'Behaviour Management'.



Tom Bennett - keynote speaker. Tom was appointed 'Behaviour Czar' by Nicky Morgan and is an international speaker on behaviour and culture in schools. He delivered a presentation on behaviour management techniques, setting the right classroom culture, the importance of consistency in effective behaviour management, de-escalation techniques and managing 're-building the bridge' conversations. His presentations included delivering a two-hour session in the morning for primary staff and a two-hour session in the afternoon for secondary staff.

The primary school staff accessed a range of wellbeing activities in the afternoon including:

- ✚ Yoga
- ✚ Healthy Eating Cookery Workshop
- ✚ Mindfulness for Stress Relief & Wellbeing

- ✚ Walk & Talk/Opportunity to meet, walk & talk to colleagues
- ✚ 'Your Emotional Grab Bag' wellbeing sessions by SWaNS staff
- ✚ Simon Dunn Chocolatier Session

School Direct Teacher Training – We 'Grow Our Own' Teachers!

The partnership is in its fourth year of working in partnership with Staffordshire University on the School Direct Programme. The associate teachers that started on the School Direct programme have all secured employment, despite the pandemic situation; some within our partnership schools. One student emailed to say *'To have trained to be a primary school teacher during a national pandemic has been a truly unique experience. Although we were in a lockdown situation, with schools being closed, my mentor was fantastic and the school staff were so supportive, despite having their increased workload and the pressures of in-school support for the key worker and vulnerable children, as well as the remote learning for those children learning from home'.*

All of our School Direct students are all local people looking to train to teach and find employment within the local area..... As a partnership and School Direct provider we make this happen! With the continued support from the primary school staff, in particular **Toby Hassall (Black Firs Primary School)**, **Helen Harrison (Mossley CofE Primary School)** and **Lynne Gratton (The Quinta Primary School)** this has ensured the success of the programme. We are delighted to have successfully recruited a further **10** associate teachers/students to start with us from September 2020.

Continued professional development and collaborative working as identified by the partnership schools including:

- ❖ **Y3 staff** and/or Literacy Co-ordinators continued writing network/project meetings, utilising Anthony Browne's 'Into The Forest' book as the common theme across the schools
- ❖ **Y2 staff** attended Writing Moderation Meetings
- ❖ **Y6 staff** attended Writing Moderation Meetings
- ❖ **21 staff** attended a half day KS1 SPaG training
- ❖ **44 staff** attended a half day KS1 Phonics training
- ❖ **10 staff** were trained in Emotional Literacy Support Assistants (ELSA)
- ❖ A total of **28 staff** attended the Science Learning Partnership (SLP) training/CPD and co-ordinator sessions. The CeCP funded termly CPD sessions and termly network sessions for the Science Co-ordinators facilitated by the SLP. Due to Coronavirus these sessions will continue next academic year.
- ❖ **46 staff** attended the Safer Handling Course which was co-ordinated by the CeCP. Due to the delegate numbers involved the CeCP was successful in negotiating a substantially reduced delegate rate.

Broader and richer curriculum activities this year included:

- ✚ A continued annual calendar of Sporting Competitions across the primary schools up until March 2020 when Coronavirus and the government guidelines closed schools. These events continue to bring partner schools together, to share positive experiences - foster a sense of pride and community, as well as support the health & wellbeing of the children & young people in our schools.
- ✚ The Annual 'Town Sports' event was due to be held at the start of July however, despite all the staff planning and preparing staff and children for this event, due to government Covid guidelines this could not go ahead unfortunately.
- ✚ Black Firs Primary School hosted Year 4 Science mornings in the autumn & spring terms, hosted by staff from Astra Zeneca. In total **64** children attended the sessions. Our thanks to Fred Wildgoose from Black Firs Primary for co-ordinating these workshops.

Commissioned services this year have included:

- Play Therapy sessions – commissioned via Cheshire Play Therapy
- Counselling & Wellbeing Sessions – commissioned via SWaNS
- Behaviour & Wellbeing Support - commissioned by Eaton Bank Academy & Congleton High School

FINANCE

Details of the Profit & Loss Account for the Year Ended 31 August 2020 are contained within the Annual Accounts (provided by EPG Accountants).

External Funding

Our appreciation to those external funders who have recognised the fabulous work of the CeCP and have helped us financially to provide much needed support to the children & young people in our community. They are:

 **Cheshire East Covid Grant**

 **National Lottery Covid Fund**

 **Tesco/Groundwork**

 **Marks & Spencer (Congleton)**

 **Co-op (Congleton)**

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
ANNUAL REPORT AND UNAUDITED ACCOUNTS FOR
THE YEAR ENDED 31 AUGUST 2020**

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
ANNUAL REPORT AND UNAUDITED ACCOUNTS
CONTENTS**

	Page
Company information	3
Directors' report	4
Independent Examiner's report	5
Income Statement	6
Statement of financial position	7
Notes to the accounts	8
Detailed profit and loss account	10

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
COMPANY INFORMATION
FOR THE YEAR ENDED 31 AUGUST 2020**

Directors

Mr M Casserley
Mr J Barlow
Miss P Blythe
Mrs I Isherwood
Mrs A Kennerly
Miss C Mander
Miss J Mason
Mrs J Masson
Mr E O'Neill
Mr W Sharpe
Mrs S Whitehead
Mrs S Whitfield
Mrs S Williams

Secretary

Miss Alexandra Thompson

Company Number

07956695 (England and Wales)

Registered Office

C/O Black Firs Primary School
Longdown Road
Congleton
Cheshire
CW12 4QJ

Accountants

EPG Accountants Ltd
14 Southlands Road
Mossley
CONGLETON
Cheshire
CW12 3JY

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
FOR THE YEAR ENDED 31 AUGUST 2020
DIRECTOR'S REPORT**

The directors present their report and accounts for the year ended 31 August 2020.

Directors

The following directors held office during the whole of the period:

Mr M Casserley
Miss P Blythe
Mrs S Isherwood
Miss C Mander
Mrs J Massen
Mr E O'Neill
Mrs S Whitehead
Mrs S Whitfield
Mrs S Williams

The following directors were appointed during the period:-

Miss A Kennerly was appointed on 27 September 2019
Mr W Sharpe was appointed on 27 September 2019
Miss J Mason was appointed on 17 October 2019
Mr J Barlow was appointed on 1 March 2020

The following directors resigned during the period:-

Mrs T Walklate resigned on 1 September 2019
Mr J Mollard resigned on 1 September 2019

Statement of directors' responsibilities

The directors are responsible for preparing the report and accounts in accordance with applicable law and regulations.

Company law requires the directors to prepare accounts for each financial year. Under that law, the directors have elected to prepare the accounts in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law). Under company law the directors must not approve the accounts unless they are satisfied that they give a true and fair view of the state of affairs of the company and of the profit or loss of the company for that period. In preparing these accounts, the directors are required to:

- select suitable accounting policies and then apply them consistently;
- make judgements and estimates that are reasonable and prudent;
- prepare the accounts on the going concern basis unless it is inappropriate to presume that the company will continue in business.

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

Small company provisions

This report has been prepared in accordance with the special provisions relating to small companies within Part 15 of the Companies Act 2006.

Signed on behalf of the board of directors

..... Martin Casserley

Approved by the board on 1 December 2020

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
FOR THE YEAR ENDED 31 AUGUST 2020
INDEPENDENT EXAMINER'S REPORT**

Independent Examiner's Report to the trustees of Congleton Education Community Partnership on the accounts for the year ended 31 August 2020

Charity Commission Registration No 1150460

Respective responsibilities of trustees and examiner

The trustees are responsible for the preparation of the accounts.

The trustees consider that an audit is not required for this year under section 144(2) of the Charities Act 2011 ("the Charities Act") and that an independent examination is needed. I am qualified to undertake the examination by being a qualified member of CIMA.

Having satisfied myself that the charity is not subject to audit under company law and is eligible for independent examination, it is my responsibility to:

- Examine the accounts under section 145 of the Charities Act
- To follow the procedures laid down in the general directions given by the Charity Commission under section 145(5)(b) of the Charities Act
- To state whether particular matters have come to my attention

Basis of independent examiner's report

My examination was carried out in accordance with the general Directions given by the Charity Commission.

An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from you as trustees concerning any such matters.

The procedures undertaken do not provide all the evidence that would be required in an audit and consequently no opinion is given as to whether the accounts present a 'true and fair view' and the report is limited to those matters set out in the next statement.

Independent examiner's statement

In connection with my examination, no material matters have come to my attention which gives me cause to believe that in, any material respect:

- the accounting records were not kept in accordance with section 130 of the Charities Act; or
- the accounts did not accord with the accounting records; or
- the accounts did not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

I have 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.

EPG Accountants Ltd
Chartered Management Accountants

14 Southlands Road
Mossley
CONGLETON
Cheshire
CW12 3JY

24 November 2020

CONGLETON EDUCATION COMMUNITY PARTNERSHIP
INCOME STATEMENT
FOR THE YEAR ENDED 31 AUGUST 2020

	2020	2019
	£	£
Turnover	144,217	126,787
Administrative expenses	(120,449)	(128,579)
Operating (loss)/surplus	<u>23,768</u>	<u>(1,792)</u>
Interest receivable and similar income	16	21
(Loss)/surplus on ordinary activities before taxation	<u>23,784</u>	<u>(1,771)</u>
Tax on (loss)/surplus on ordinary activities	-	-
Net movement in funds	<u>23,784</u>	<u>(1,771)</u>
Funds brought forward	<u>40,654</u>	<u>42,425</u>
Total funds carried forward	64,438	40,654

CONGLETON EDUCATION COMMUNITY PARTNERSHIP
STATEMENT OF FINANCIAL POSITION
AS AT 31 AUGUST 2020

	Notes	2019 £	2018 £
Fixed assets			
Tangible assets	4	145	291
Current assets			
Debtors	5	530	3,093
Cash at bank and in hand		66,798	43,940
		<u>67,328</u>	<u>47,033</u>
Creditors: amounts falling due within one year	6	(3,035)	(6,670)
Net current assets		<u>64,293</u>	<u>40,363</u>
Net assets		<u>64,438</u>	<u>40,654</u>
Reserves	7		
Profit and loss account		64,438	40,654
Members' funds		<u>64,438</u>	<u>40,654</u>

For the year ending 31 August 20120 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies. The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006.

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

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime and in accordance with the provisions of FRS 102 Section 1A - Small Entities.

Approved by the Board on 1 December 2020.

Martin Casserley
Director

Company Registration No. 07956695

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2020**

1 Statutory information

Congleton Education Community Partnership is a private company, limited by guarantee, registered in England and Wales, registration number 07956695. The registered office is C/O Black Firs Primary School, Longdown Road, Congleton, Cheshire, CW12 4QJ.

2 Compliance with accounting standards

The accounts have been prepared in accordance with the provisions of FRS 102 Section 1A Small Entities. There were no material departures from that standard.

3 Accounting policies

The principal accounting policies adopted in the preparation of the financial statements are set out below and have remained unchanged from the previous year, and also have been consistently applied within the same accounts.

Basis of preparation

The accounts have been prepared under the historical cost convention as modified by the revaluation of certain fixed assets.

Presentation currency

The accounts are presented in £ sterling.

Income

Income represents the value of contributions received from participating organisations

Tangible fixed assets and depreciation

Tangible assets are included at cost less depreciation and impairment. Depreciation has been provided at the following rates in order to write off the assets over their estimated useful lives:

Computer equipment 25% on cost

4 Tangible fixed assets

	Computer equipment £
Cost or valuation	At cost
At 1 September 2019	583
At 31 August 2020	583
Depreciation	
At 1 September 2019	292
Charge for the year	146
At 31 August 2020	438
Net book value	
At 31 August 2020	145
At 31 August 2019	291

CONGLETON EDUCATION COMMUNITY PARTNERSHIP
NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2020

5 Debtors	2020	2019
	£	£
Accrued income and prepayments	-	2,563
Other debtors	530	530
	<u>530</u>	<u>3,093</u>

6 Creditors: amounts falling due within one year	2020	2019
	£	£
Other creditors	-	60
Accruals	3,035	6,610
	<u>3,035</u>	<u>6,670</u>

7 Company limited by guarantee

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

8 Average number of employees

During the year the average number of employees was 1 (2019: 1).

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
DETAILED PROFIT AND LOSS ACCOUNT
FOR THE YEAR ENDED 31 AUGUST 2020**

	2020	2019
	£	£
Income		
Contribution	99,288	78,529
eCAPH	19,140	19,140
School Direct	8,575	17,575
Sports	1,600	1,600
Other	7,114	9,944
COVID Grant	8,500	-
Total income	144,217	126,787
Administrative expenses		
Wages and salaries	37,500	37,500
Pensions	939	790
Bonuses	2,236	3,845
Employer's NI	1,515	916
Staff training and welfare	5,395	12,200
Travel and subsistence	737	-
Motor expenses	-	714
Postage	10	-
Stationery and printing	74	197
Bank charges	32	32
Insurance	251	241
Software	138	-
Depreciation	146	146
Accountancy fees	890	890
Advertising and PR	117	1,344
Other legal and professional	13	13
Sundry	1,335	256
Behaviour Support	17,677	9,301
BEST	871	5,160
Inset Day	6,036	6,745
Kiva	-	-
Play Therapy	16,485	15,155
School Direct	4,967	5,644
School Support	-	3,090
Sports Partnership	120	440
SWaNS	24,750	8,000
Visyon	(1,785)	15,960
	120,449	128,579
Operating profit/(loss)	23,768	(1,792)
Interest receivable		
Interest receivable	16	21
Net movement of funds	23,784	(1,771)
Funds brought forward	40,654	42,425
TOTAL FUNDS CARRIED FORWARD	64,438	40,654

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
ANNUAL REPORT AND UNAUDITED ACCOUNTS FOR
THE YEAR ENDED 31 AUGUST 2020**

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ANNUAL REPORT AND UNAUDITED ACCOUNTS
CONTENTS**

	Page
Company information	3
Directors' report	4
Independent Examiner's report	5
Income Statement	6
Statement of financial position	7
Notes to the accounts	8
Detailed profit and loss account	10

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FOR THE YEAR ENDED 31 AUGUST 2020**

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Miss J Mason
Mrs J Masson
Mr E O'Neill
Mr W Sharpe
Mrs S Whitehead
Mrs S Whitfield
Mrs S Williams

Secretary

Miss Alexandra Thompson

Company Number

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Accountants

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FOR THE YEAR ENDED 31 AUGUST 2020
DIRECTOR'S REPORT**

The directors present their report and accounts for the year ended 31 August 2020.

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- make judgements and estimates that are reasonable and prudent;
- prepare the accounts on the going concern basis unless it is inappropriate to presume that the company will continue in business.

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

Small company provisions

This report has been prepared in accordance with the special provisions relating to small companies within Part 15 of the Companies Act 2006.

Signed on behalf of the board of directors

..... Martin Casserley

Approved by the board on 1 December 2020

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
FOR THE YEAR ENDED 31 AUGUST 2020
INDEPENDENT EXAMINER'S REPORT**

Independent Examiner's Report to the trustees of Congleton Education Community Partnership on the accounts for the year ended 31 August 2020

Charity Commission Registration No 1150460

Respective responsibilities of trustees and examiner

The trustees are responsible for the preparation of the accounts.

The trustees consider that an audit is not required for this year under section 144(2) of the Charities Act 2011 ("the Charities Act") and that an independent examination is needed. I am qualified to undertake the examination by being a qualified member of CIMA.

Having satisfied myself that the charity is not subject to audit under company law and is eligible for independent examination, it is my responsibility to:

- Examine the accounts under section 145 of the Charities Act
- To follow the procedures laid down in the general directions given by the Charity Commission under section 145(5)(b) of the Charities Act
- To state whether particular matters have come to my attention

Basis of independent examiner's report

My examination was carried out in accordance with the general Directions given by the Charity Commission.

An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from you as trustees concerning any such matters.

The procedures undertaken do not provide all the evidence that would be required in an audit and consequently no opinion is given as to whether the accounts present a 'true and fair view' and the report is limited to those matters set out in the next statement.

Independent examiner's statement

In connection with my examination, no material matters have come to my attention which gives me cause to believe that in, any material respect:

- the accounting records were not kept in accordance with section 130 of the Charities Act; or
- the accounts did not accord with the accounting records; or
- the accounts did not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

I have 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.

EPG Accountants Ltd
Chartered Management Accountants

14 Southlands Road
Mossley
CONGLETON
Cheshire
CW12 3JY

24 November 2020

CONGLETON EDUCATION COMMUNITY PARTNERSHIP
INCOME STATEMENT
FOR THE YEAR ENDED 31 AUGUST 2020

	2020	2019
	£	£
Turnover	144,217	126,787
Administrative expenses	(120,449)	(128,579)
Operating (loss)/surplus	<u>23,768</u>	<u>(1,792)</u>
Interest receivable and similar income	16	21
(Loss)/surplus on ordinary activities before taxation	<u>23,784</u>	<u>(1,771)</u>
Tax on (loss)/surplus on ordinary activities	-	-
Net movement in funds	<u>23,784</u>	<u>(1,771)</u>
Funds brought forward	<u>40,654</u>	<u>42,425</u>
Total funds carried forward	64,438	40,654

CONGLETON EDUCATION COMMUNITY PARTNERSHIP
STATEMENT OF FINANCIAL POSITION
AS AT 31 AUGUST 2020

	Notes	2019 £	2018 £
Fixed assets			
Tangible assets	4	145	291
Current assets			
Debtors	5	530	3,093
Cash at bank and in hand		66,798	43,940
		<u>67,328</u>	<u>47,033</u>
Creditors: amounts falling due within one year	6	(3,035)	(6,670)
Net current assets		<u>64,293</u>	<u>40,363</u>
Net assets		<u>64,438</u>	<u>40,654</u>
Reserves	7		
Profit and loss account		64,438	40,654
Members' funds		<u>64,438</u>	<u>40,654</u>

For the year ending 31 August 20120 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies. The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006.

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

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime and in accordance with the provisions of FRS 102 Section 1A - Small Entities.

Approved by the Board on 1 December 2020.

Martin Casserley
Director

Company Registration No. 07956695

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2020**

1 Statutory information

Congleton Education Community Partnership is a private company, limited by guarantee, registered in England and Wales, registration number 07956695. The registered office is C/O Black Firs Primary School, Longdown Road, Congleton, Cheshire, CW12 4QJ.

2 Compliance with accounting standards

The accounts have been prepared in accordance with the provisions of FRS 102 Section 1A Small Entities. There were no material departures from that standard.

3 Accounting policies

The principal accounting policies adopted in the preparation of the financial statements are set out below and have remained unchanged from the previous year, and also have been consistently applied within the same accounts.

Basis of preparation

The accounts have been prepared under the historical cost convention as modified by the revaluation of certain fixed assets.

Presentation currency

The accounts are presented in £ sterling.

Income

Income represents the value of contributions received from participating organisations

Tangible fixed assets and depreciation

Tangible assets are included at cost less depreciation and impairment. Depreciation has been provided at the following rates in order to write off the assets over their estimated useful lives:

Computer equipment 25% on cost

4 Tangible fixed assets

	Computer equipment £
Cost or valuation	At cost
At 1 September 2019	583
At 31 August 2020	583
Depreciation	
At 1 September 2019	292
Charge for the year	146
At 31 August 2020	438
Net book value	
At 31 August 2020	145
At 31 August 2019	291

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2020**

5 Debtors	2020	2019
	£	£
Accrued income and prepayments	-	2,563
Other debtors	530	530
	<u>530</u>	<u>3,093</u>

6 Creditors: amounts falling due within one year	2020	2019
	£	£
Other creditors	-	60
Accruals	3,035	6,610
	<u>3,035</u>	<u>6,670</u>

7 Company limited by guarantee

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

8 Average number of employees

During the year the average number of employees was 1 (2019: 1).

**CONGLETON EDUCATION COMMUNITY PARTNERSHIP
DETAILED PROFIT AND LOSS ACCOUNT
FOR THE YEAR ENDED 31 AUGUST 2020**

	2020	2019
	£	£
Income		
Contribution	99,288	78,529
eCAPH	19,140	19,140
School Direct	8,575	17,575
Sports	1,600	1,600
Other	7,114	9,944
COVID Grant	8,500	-
Total income	144,217	126,787
Administrative expenses		
Wages and salaries	37,500	37,500
Pensions	939	790
Bonuses	2,236	3,845
Employer's NI	1,515	916
Staff training and welfare	5,395	12,200
Travel and subsistence	737	-
Motor expenses	-	714
Postage	10	-
Stationery and printing	74	197
Bank charges	32	32
Insurance	251	241
Software	138	-
Depreciation	146	146
Accountancy fees	890	890
Advertising and PR	117	1,344
Other legal and professional	13	13
Sundry	1,335	256
Behaviour Support	17,677	9,301
BEST	871	5,160
Inset Day	6,036	6,745
Kiva	-	-
Play Therapy	16,485	15,155
School Direct	4,967	5,644
School Support	-	3,090
Sports Partnership	120	440
SWaNS	24,750	8,000
Visyon	(1,785)	15,960
	120,449	128,579
Operating profit/(loss)	23,768	(1,792)
Interest receivable		
Interest receivable	16	21
Net movement of funds	23,784	(1,771)
Funds brought forward	40,654	42,425
TOTAL FUNDS CARRIED FORWARD	64,438	40,654