

Congleton education Community Partnership

Registered Charity Number: 1150460



*Together Everybody
Achieves More*

Annual Report

2020/21

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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
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**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><u>80,308</u></u>	<u><u>64,438</u></u>