DELIGHT

England & Wales · Charity number 1159567

Details

Other names	DELIGHT CHARITY
Status	Registered
Legal form	CIO
Registered	2014-12-10
Register	View on the Charity Commission register

Contact

Address	9b Station Avenue Caterham CR3 6LB
Phone	01883 818300
Email	info@delightcharity.org.uk
Website	www.delightcharity.org.uk

Activities

Objects: TO ADVANCE IN LIFE AND HELP YOUNG PEOPLE ESPECIALLY, BUT NOT EXCLUSIVELY, THROUGH ADVANCING EDUCATION, PARTICULARLY IN THE ARTS.

Activities: Delight works in partnerships with primary schools serving areas of high deprivation and with local arts partners to deliver immersive arts programmes that engage children in education, through targeted social, academic and artistic outcomes, creating strong foundations for future learning & careers.Introducing art forms, career pathways and increasing community engagement.

Classification

- **How:** Provides Services
- **What:** Education/training, Arts/culture/heritage/science
- **Who:** Children/young People, Other Defined Groups

Geography

- Surrey

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Finances

Period end	Income	Expenditure	Assets	Employees
2025-08-31	£550,855	£489,173	£215,109	5
2024-08-31	£326,655	£323,913	-	-
2023-08-31	£414,713	£390,105	-	-
2022-08-31	£362,026	£343,692	-	-
2021-08-31	£318,144	£273,351	-	-

Trustees

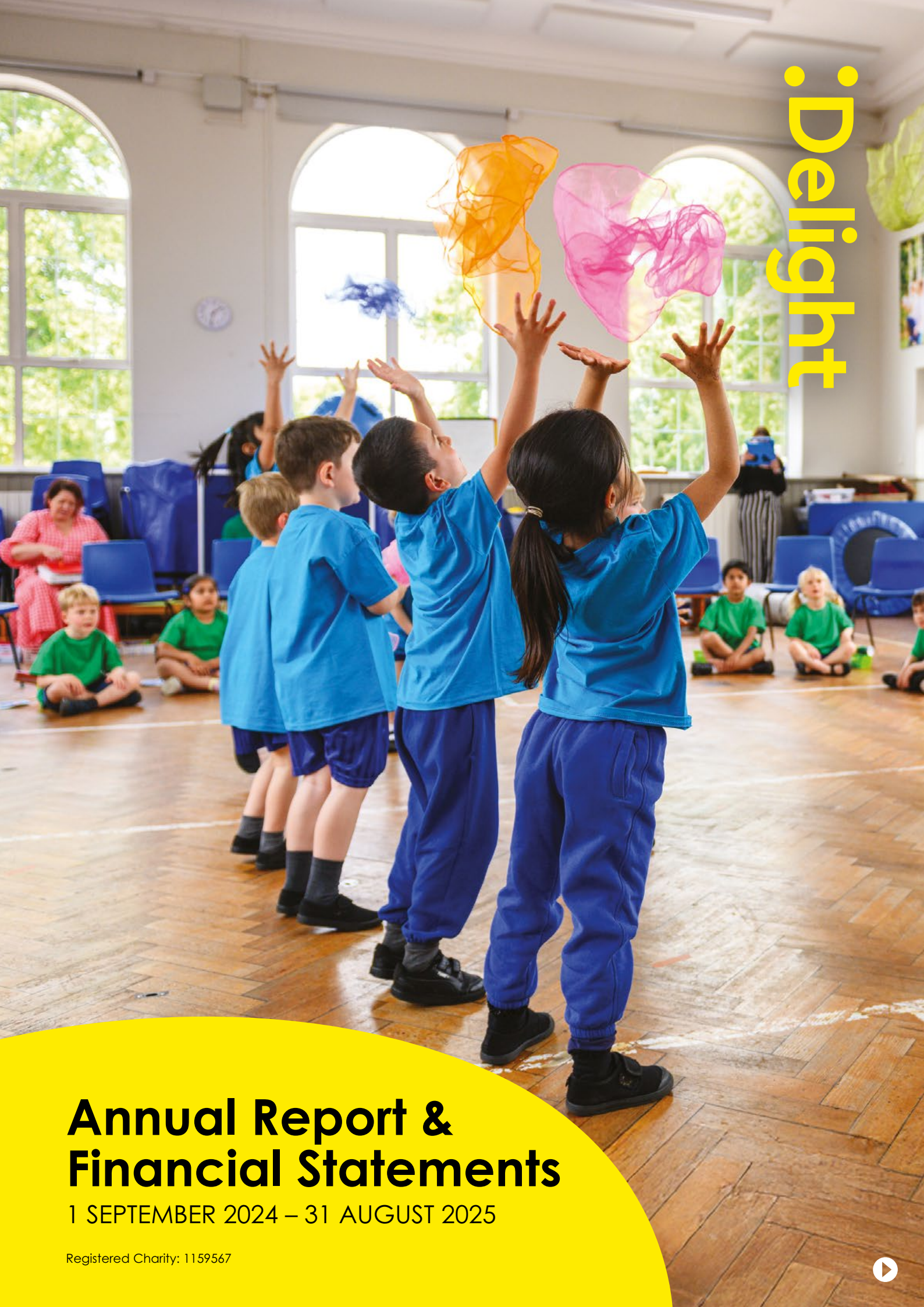
Name	Role	Appointed
Elizabeth Jane Ee-Mei Lim	Chair	2023-04-18
Dominic Carpenter		2020-12-07
Kate Margaret Skull		2026-03-24
Matt Fox		2020-12-07
Stephen Brown		2018-10-29

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DELIGHT

England & Wales - Charity number 1159567

Accounts



iDelight

Annual Report & Financial Statements

1 SEPTEMBER 2024 – 31 AUGUST 2025

Registered Charity: 1159567



Annual Report & Financial Statements

1 SEPTEMBER 2024 – 31 AUGUST 2025

The Board of Trustees is pleased to present its annual report for the year 1st September 2024 to 31st August 2025, together with the financial statements for the year.

Charity Status and Constitution
Delight is a registered charity, number 1159567. Delight is constituted as a Charitable Incorporated Organisation and registered with the Charity Commission for England and Wales. Delight is governed by its Constitution which was adopted on the 5th November 2014.

Registered Address
Delight, 9B Station Avenue, Caterham, Surrey CR3 6LB

Trustees
Elizabeth Jane Ee-Mei Lim **Chair**
Dominic Carpenter **Treasurer**
Matt Fox **Secretary**
Stephen Brown **Safeguarding**

Chief Executive Officer
Kathryn Mills

Bankers
Lloyds Bank, 21 Station Avenue, Caterham CR3 6YT

Accountant
Hazel Day, Xeinadin, Nightingale House, 46-48 East Street, Epsom, Surrey KT17 1HQ

All children's names in this report have been changed.

Children in photos are for illustrative purposes only, they are not the children in accompanying text.

"As we were doing Shakespeare and they didn't want to miss a single day, attendance improved." TEACHER





I first encountered Delight almost 8 years ago when I was a primary headteacher, and in the years that followed I experienced its programmes first-hand and saw the impact they had on children's engagement, creative thinking and confidence. So, it was an absolute privilege to join the Board in 2023 and to assume the Chair earlier this year. I know I speak for all the Trustees when I say how proud we are of the team and their incredible outputs this year, as ever.

The scale and scope of Delight's work continue to grow and reach ever more schools, children, families and communities. The vision is ambitious, as indeed it must be if we are to truly level the playing field for all children disadvantaged by circumstances beyond their control. We believe art is for everyone. Everyone deserves the opportunity to participate in creative experiences that move us - physically and emotionally; that shift our perspectives and what we think we know about the world, about ourselves. Experiences that show us what is possible, that open our minds and our hearts.

The Delight model is holistic and, as you will see from the beautiful quotes and stories, affects not only children but also their teachers and their parents. The power of Delight is also that the learning and magic continues long after the programmes have finished. The magical moments linger and become core memories. They build positive habits, strengthen relationships, and spark lifelong passions.

Creating magic is serious business and, as a Board, we do not take this responsibility lightly. We are committed to providing the team with rigour, encouragement and accountability, so that they are supported and empowered to do what they do best. None of this would be possible without the funders who share our vision, so a huge thank you on behalf of the Trustees for your ongoing commitment. We hope you enjoy reading this report as much as we did!

Mei Lim
Chair



Arts-Based Learning for All

Since Delight's inception, our team has designed creative programmes specifically to level the playing field for children affected by disadvantages. Over the years we've refined our work to redress the multitude of barriers children face. In this year's annual report, we shine a spotlight on the intricacies of our programme design that ensure all children, regardless of background or ability, can participate fully, feel supported and benefit from an increased sense of belonging. It is these nuances that make our work genuinely transformative.

The children we serve don't arrive at school on equal footing. Of the 2,302 children we worked with this year, 760 were eligible for Pupil Premium, 460 had a Special Educational Need and/or Disability diagnosis, 645 spoke English as an additional language, 67 were young carers, 21 were Gypsy/Roma/Traveller children, and 11 were refugee or asylum-seeking children.

Our programmes are designed to reach each child, whatever their starting point and, as any teacher knows, when you design for the children who find learning hardest, everyone benefits. For example, we introduced Sign Supported English to our 'How to…' films because D/deaf children deserve to watch the artist and learn alongside their peers rather than needing to look at their interpreter for support. These films also help children with delayed processing, enabling support teachers to pause and recap the work as many times as needed until learning is retained. Also, by working with interpreters from a racialised minority background we ensure that representation, which matters to us in every aspect of our programmes, is also addressed.

Throughout 2024-25, the impact of our programmes remained high. The year was filled with numerous stories of how a creative experience provided a turning point in a child's life – from a child with autism who had rarely engaged in class discussions but spent an entire art session discussing colour and technique with their teacher, to a child who usually blends into the background dancing centre stage in front of parents. The broader picture has also proved particularly impactful for children this year: the dad who turned up to the Out of this World exhibition in a tuxedo because his son had dressed up, or the parent who hadn't engaged with school before their child's Delight experience but now stops for daily chats with the class teacher.

To everyone who made this year possible – the senior leaders who continuously strive to offer exceptional experiences for their pupils, the teachers who bring energy and commitment to the process, our creative partners who care as much about accessibility as creativity, and to the funders who understand that our work matters and is only possible because of their generosity – thank you.

Kathryn Mills
CEO & Founder

Beneficiaries

Children who face multiple disadvantages are prevalent in the communities we work in. This report highlights the positive progress that some children have made through participating in creative arts, while also acknowledging the challenges they faced from the outset.

The 2,302 children we supported included:

760 children eligible for Pupil Premium funding (a key government indicator of economic disadvantage)

783 children identified as being affected by poverty but outside the criteria of government support

645 children with English as an additional language (EAL)

460 children with a Special Educational Needs and Disabilities diagnosis (SEND)

152 children receiving or at risk of receiving social service support

92 children with an active Educational Health Care Plan (EHCP)

67 children who are young carers

30 children attending specialist SEND units

21 Gypsy/Roma/Traveller children

20 children who are in care

11 children who are refugees or asylum seekers

6 children adopted from care

These figures do not capture the full scope of structural and systemic barriers children face, such as delayed SEND assessment or unmet mental health needs.

"There are a significant number of children who need support for their mental health and wellbeing, including increased anxiety, resulting in several children informing adults that they have considered taking their own life."
TEACHER

Our Reach

In 2024–25, our creative programmes reached 7,891 people:

2,302
children took part in one of our multi-week creative programmes

76
teachers developed arts-based learning skills

3,845
community members attended exhibitions and performances

1,615
children watched professional performances*

53
parents spent four weeks creating art with their child in community sessions

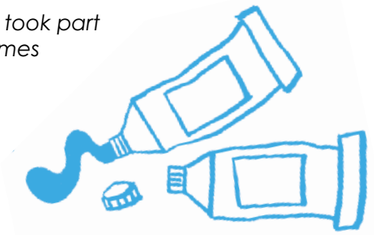
70
children aged 4–15 attended art and wellbeing community sessions



26
primary schools adopted an arts-based learning approach

**Additional to the 2,302 who took part in multi-week programmes*







Empowering Teachers

At Delight, we provide practical, hands-on support for teachers at every confidence and skill level. We believe that an arts-based learning approach can foster joy in the classroom while enhancing teachers' job satisfaction.

How we do this:

- We work in long-term partnerships with primary schools, supporting teachers to develop a range of creative skills while recognising and building on their existing expertise. We can also adapt our support according to the needs of the teacher.
- We invest time and resources into increasing teachers' knowledge, skills, and confidence in arts-based learning, supporting them to apply these skills across their wider teaching practice.
- We support a sustained arts-based learning culture within schools through the year on year continuation of our programmes.

Teacher partnerships are integral to programme success; their energy, enthusiasm and dedication increase the impact for children. We offer wraparound support for all participating teachers, including:

- Full-day CPD workshops led by Delight and arts partners. These offer a hands-on immersive experience where teachers have the opportunity to experience what they will teach. Training days cover content, accessibility, inclusion and resources.
- 1:1 planning meetings to understand class needs, encourage open dialogue about working in partnership and to tailor support to teachers' individual goals and teaching contexts.
- Comprehensive physical and digital resources, designed for a range of needs.
- Workshops are co-led by teachers and arts practitioners and independently led by teachers with Delight support and resources.
- Members area where teachers are guided step-by-step through weekly delivery.
- Focus groups with multiple teachers from different schools, allowing Delight to gather feedback from diverse teacher voices ensuring programmes remain inclusive and responsive.

Gaining Skills

"I didn't have the skills before, like realising how important a good hook is. If they're excited about their English lessons, their writing will be the best."

"The drama session turned out to be one of the most valuable with my class and isn't something I'd have given time to otherwise. I'll implement more drama elements into other writing units. They produced some of their strongest writing after those sessions."

64%
will use arts-based learning in their teaching practice

Igniting Joy

"Thank you for everything – the children are loving it every week, and I'm loving teaching it!"

"I love Rainforest Retreat. I've absolutely enjoyed delivering it both this year and last year, and the kids really benefit from it."

"I did Delight in Dance last year, and that was good. This was equally amazing."

67%
feel empowered to integrate arts-based learning into the wider curriculum

Building Confidence

"I've never been confident at acting, but it's really invaluable. Getting them to role-play and act out things helps their writing. I gained confidence in drama."

"It was one of the most rewarding experiences I've ever taken part in. The support ensured I was confident in leading when necessary, and the children produced an incredible dance!"

75%
increased confidence in teaching arts-based learning

Based on data collected from 61 teachers

Connecting with Parents and Caregivers

Many of our partner schools operate in communities where engaging parents and caregivers can be challenging due to a range of barriers, such as past negative experiences of school, mental health challenges, work pressures, or language differences.

Delight's programmes offer a creative way to connect with families. They spark new conversations between children and their parents or caregivers, and between families and teachers. Repeatedly, we have observed children who face barriers to learning thrive through an arts-based learning approach, sometimes leading to the first positive interaction between families and teachers.

End-of-programme performances, exhibitions, and open classrooms create celebratory experiences that invite parents and caregivers into school, helping them build positive connections with teachers and their child's learning. These activities support schools to strengthen home–school relationships, which have a lasting positive impact on children's engagement and achievement.

Involving parents and caregivers in the classroom also enhances children's confidence and pride in their work. Teachers have observed that when children share their creations with families, their sense of self-esteem and belonging grows.

3,845 community members attended performances, exhibitions and open classrooms.

"The parents loved it. All the parents came up to me and were telling me how amazing it was and so wonderful that we did it."

TEACHER

"One parent in particular has totally engaged with us since the performance and stops for a chat most evenings. The play got her into the school, and she hasn't stopped chatting since!"

TEACHER

"We told the kids to dress up and wear their best red-carpet outfits for their Out of this World exhibition. One dad came in his tuxedo and a bow tie, saying, 'Well, if my son is getting dressed up, I am too!' There was a real sense of occasion."

TEACHER

"Parents started building things at home, so we'd get a photo sent in saying, 'Oh my gosh! He's come to visit our house. Look! He's made a ladder'. So it actually went beyond school. It was nice to have that parental engagement."

TEACHER



Delight in Dance

HEROES vs VILLAINS



Delight in Dance: Heroes vs Villains, devised and delivered in partnership with contemporary dance company Made By Katie Green, immerses children in the magical world of Heroes vs Villains.

Made By Katie Green

View film

The programme begins with an interactive performance of The Story Detectives where the children help dancers 'Playful' and 'Particular' find the 'most important story'. Over the following six weeks, dancers and class teachers help the children devise their own Heroes vs Villains storytelling dances, which are performed at the end of the programme to parents, caregivers and the wider school community.

Delight in Dance: Heroes vs Villains is a story writing programme that develops children's understanding of story structure, character archetypes and story writing whilst also teaching dance within the Physical Education curriculum framework. Through collaboratively creating a whole-class dance story, every child — including those with SEND — is supported to participate fully, enhancing their creative expression and sense of belonging.

Inclusion & Belonging

Story Detectives Performance
The Story Detectives is an interactive performance that uses contemporary dance to widen children's exposure to different styles of dance and demonstrate how movement can be used to tell a story. The relaxed, interactive format builds connection and belonging, children feel part of the story and enjoy solving the clues.

Costumes
The use of costumes enhances the performance and supports children's confidence and self-expression.

"I liked my costume. It made me feel powerful and like I could do anything." **CHILD**

Dance Cards
These cards suggest a body part, action and movement quality which provides a safe and structured framework for all children to create independent movement sequences.

Comic Sign Props
The high-quality comic strip style props increase engagement and enjoyment for all children, particularly those who may be less confident about dance or initially hesitant to take part.

Dance Journal
The dance journal links the dance sessions with literacy learning, supporting story structure, character creation, story writing, review, and reflection The comments page for family members encourages celebration and discussion.

Dance Journal Accessibility Sheets
Accessibility sheets ensure children who find writing challenging have an opportunity to fully engage with the story writing elements.

Narrator Scripts
The scripts create a clear narrative framework for the dance stories so that parents and caregivers can discuss the performance with their child afterwards through alternative formats.

Equity and Diversity

'How to…' Films
These six films feature a diverse group of dancers, including men and women, a wheelchair-using dancer, and dancers of different ages and ethnicities, to promote participation and representation for everyone.

"So lovely to see him enjoy being the centre of attention. In fact so nice seeing boys enjoy dancing!" **PARENT**

Costumes
Providing costumes for every child enhances the performance experience and ensures equity by removing financial barriers for families.

"Excellent routine, very inclusive for [the] whole year."
PARENT

Diverse Reading List
The curated reading list of ten age-appropriate books features a diverse range of authors, illustrators, and characters, guiding teachers towards texts that reflect and celebrate difference and belonging within the curriculum.

"The book lists were really helpful. If they really enjoyed what they were dancing and what they were learning about they were able to find similar characters or similar styles of writing through those books." **TEACHER**

"We were able to create a couple of pieces of writing based on the characters that they created."
TEACHER

The percentage of participating children eligible for Pupil Premium and/or with a Special Educational Needs and Disabilities diagnosis who showed a development in the following areas*:

Social and Emotional Wellbeing



Creative Development



Learning Engagement



Parental Engagement



**Based on comprehensive data from 25 children. 21 children were eligible for Pupil Premium support. 4 children had a Special Educational Needs and Disabilities diagnosis and were also eligible for Pupil Premium support.*

"It was great to see a hall full of parents and the children were so proud and happy that they performed so well!"
TEACHER

Case Study

"We have a little boy who is very able with maths, but he's incredibly dyslexic. He's normally extremely quiet in class.

At the final rehearsal, one of the other children was feeling a bit wobbly about doing the solo dance and he just joined them at the last second having never practiced it before and he also did that for the main performance. A few weeks earlier, you would've never said that he could have done that.

The confidence boost he got from that was amazing. You would never have thought that he would want to have all the attention on him. He's such a kind little boy, and it was that moment of feeling that the others needed him as well.

And he was brilliant.

Our headteacher had introduced the performance and she was totally surprised that it was him standing centre stage, happily dancing."
TEACHER

"When I was a villain it made Mondays feel a bit better." **CHILD**



Delight in Stories

SAVING STØRILUND



"He visited my house last night. I read, I read out loud. I read by the window so he could hear me." **CHILD**

Delight in Stories is a six-week immersive storytelling adventure designed to spark children's imagination as they step into the role of 'the best storytellers in the world'.

Delight

View film

The children are invited to write powerful stories to help Walter Welliebøøt, a tiny magical gardener from Størilund, grow his last Story Seed into a magical Story Plant and save the land of stories.

Through personalised poems, video messages, miniature letters arriving by post, and the discovery of a story suitcase, children are encouraged to read daily, develop their writing skills, expand their imaginations, build confidence, and nurture empathy.

At the end of the adventure, children share their creative journeys with parents, caregivers, and families at an open classroom event.

"I've got a couple of looked-after children who find engaging quite tricky; they find relationships a bit difficult. They were absolutely absorbed. Really came out of their shell and talked a lot more openly and a lot more confidently about what they were thinking and what they were imagining was going to happen."
TEACHER

Inclusion

Story Suitcase
The Story Suitcase provides teachers with a range of costumes, props and worksheets to lead story development sessions through drama. Costumes and props offer a new route into writing for reluctant writers. Costume pieces are carefully chosen to be easily recognisable for all children and to complement the Story Cards, ensuring an equitable frame of reference.

"It [the story suitcase] turned out to be one of the most valuable sessions... and isn't something I would have given time to as a whole lesson if it wasn't part of the programme... Their writing after those sessions were some of their strongest pieces of writing. And I think it was because they had kind of sat in the character a bit, which is not something I would have thought to do before."
TEACHER

Story Cards
The Story Cards help children to develop characters and settings and enhance language and literacy development. They are particularly useful for children with limited reference points. Programme specific Visual Wordbanks have been created using Widgit Symbols to support communication, understanding and learning for children with special educational needs to increase their accessibility.

"The widgits and the symbols worked really, really well for the SEND children."
TEACHER

Narrative
The programme provides a strong connection with the narrative, children easily see themselves and the class as a team, and understand they are a crucial part of the quest to resolve Walter Wellibøøt's problem.

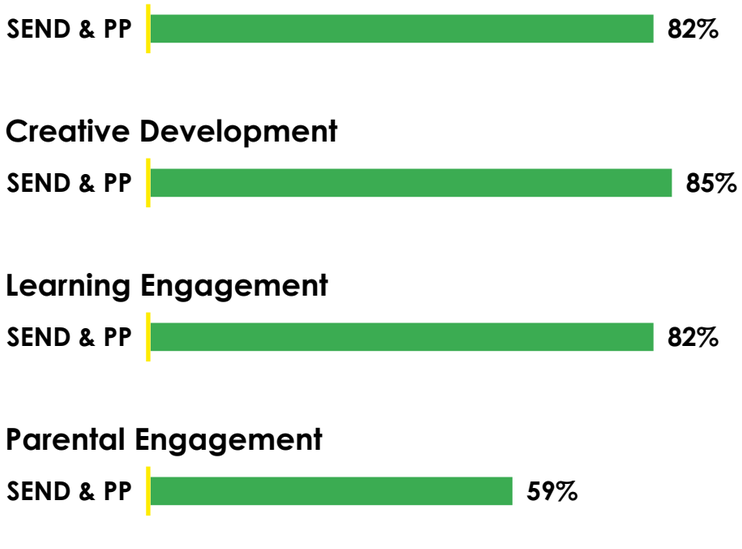
Equity and Diversity

The Guardian of Stories Website
To positively represent people from around the world, we created a website called the 'Guardian of Stories'. The website spotlights fictional individuals from India, Brazil, the UK, USA and China who have encountered Walter Wellibøøt. They share their stories about how Walter Wellibøøt shaped their path to becoming involved in the world of stories as authors, poets, musicians, illustrators and librarians.

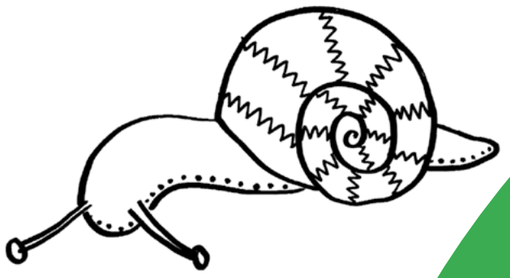
Story Plant
The Story Plant grows when children read to it, and grows particularly well when children read stories that they have written. This simple process provides equitable access for reluctant readers and writers.

"It helped the children get excited about writing, and excited about reading. They wanted to create their own stories and retell their stories. They were even going home and writing their own little stories to bring in, to read to the Story Plant, to put under the bee stone, in case the bees would collect that and take that to Walter as well." **TEACHER**

The percentage of participating children eligible for Pupil Premium and/or with a Special Educational Needs and Disabilities diagnosis who showed development in the following areas*:



**Based on comprehensive data from 51 children. 33 children were eligible for Pupil Premium support. 18 children had a Special Educational Needs and Disabilities diagnosis and were also eligible for Pupil Premium support.*



"If anything could develop the love for reading, it is that Story Plant. We try and build these things into school schemes... but all you need is a golden seed and a Story Plant and they could not stop reading. And when it actually grew, they just wanted it bigger and bigger and bigger. I need a Story Plant in my classroom all year round!"

TEACHER

Case Study

"It engaged the children both at school and at home. It brought the parents in too. We'd send an update to the parents and caregivers at the end of each week that helped keep them engaged, which in turn helped the children stay engaged. I couldn't fault the hooks – they were just bam, bam, bam. Sometimes when you get to the end of a topic, you kind of drift into a bit of a lull. But this was just constant the whole time, keeping the children engaged throughout. So they wanted to write. They wanted to read. Those key skills were just kept alive the whole time.

I had every single parent attend the open classroom, all bar maybe two, plus their partners and some grandparents, and of course the children. The classroom was rammed. I don't think we've had a turnout like it. It was amazing. And because of the timescale, I popped the final miniature letter in the Story Plant pot and shared it with the parents right there, which was lovely because they got to see how it all came together. It kind of made sense to them then, because the children had obviously been going home talking about everything."

TEACHER



Delight in Shakespeare

A MIDSUMMER NIGHT'S DREAM



Delight in Shakespeare, devised and delivered with Guildford Shakespeare Company, immerses children in the magical world of Shakespeare and sparks their enthusiasm for drama and storytelling.

GUILDFORD SHAKESPEARE COMPANY

View film

The programme begins with an interactive performance of A Midsummer Night's Dream followed by a Q&A session and skills workshop with the professional actors.

Over the following seven weeks, actors and teachers facilitate workshops to help children develop theatrical knowledge and skills, including devising scripts, blocking and developing a play, and crafting props. The programme culminates in a performance of A Midsummer Night's Dream, devised and performed by the children for family and friends.

Alongside developing children's creative skills and social and emotional wellbeing, Delight in Shakespeare supports elements of the Literacy National Curriculum and helps children to become familiar with Shakespeare before secondary school.

"It was lovely to see my child enjoy learning about Shakespeare and to see her confidence on stage, especially when at first she wasn't even sure about participating in the play."

PARENT

The percentage of participating children eligible for Pupil Premium and/or with a Special Educational Needs and Disabilities diagnosis who showed development in the following areas*:



Social and Emotional Wellbeing

SEND & PP 84%

Creative Development

SEND & PP 82%

Learning Engagement

SEND & PP 64%

**Based on comprehensive data from 44 children. 26 children were eligible for Pupil Premium support. 18 children had a Special Educational Needs and Disabilities diagnosis and were also eligible for Pupil Premium support.*

Case Study

"It was wonderful. I mean, I was so emotional by the end. I wanted to cry. There are children in my class who barely speak, because they find learning hard. They are in Year 5 but are working academically at Year 1 level.

And they were just there with the costumes performing to the parents, talking loudly, dancing around, making a joke, singing. It was just so lovely.

One of my girls has an EHCP. Her behaviour is very challenging, but she was one of our narrators and she did amazingly. She was so loud and confident. She worked hard to learn her lines, and I was just so proud. I was so proud of my children.

It was definitely one of the best moments of the year for me with my class – just seeing in their faces they were very proud of themselves as well. And that just makes me very happy, to be honest."

TEACHER

Inclusion

Professional Relaxed Performance
Each school receives a professional performance on-site to remove barriers that travel costs may present. Performances are relaxed and include narration to ensure all children can access and engage with the play at a level appropriate to them.

"Guildford Shakespeare Company are very good because they get the children involved in the play. Even some adults go on the stage, and I think the children love that."

TEACHER

Script Pack
Each child receives a script at the beginning of the programme. Children can choose to learn the Shakespearean lines or write their own lines in modern English. This allows children to engage at the academic level that is appropriate for them.

Drama Journal
Each child receives a drama journal to complete throughout the programme. The drama journal links the play with literacy learning, supporting story structure, character creation, story writing, reviews and reflection. The comments page for family members encourages ongoing celebration and discussion, making the journal a lasting memento.

"Because the children are so immersed in it. They're so immersed in the language and the vocabulary, and they understand the emotions. We get the best writing from Shakespeare."

TEACHER

Drama Journal Accessibility Pages
For children who find written responses challenging, accessibility pages provide words, phrases, and sentence starters that can be used to complete journal tasks. This ensures all children can engage meaningfully at their own level.

'How to' Films
Delight in Shakespeare is accompanied by seven short films that cover elements such as script read-throughs, warm-up activities and creating characters. These provide further opportunities for children to learn from professionals.

Sign Supported English
All seven films include Sign Supported English (SSE). This allows children who are D/deaf to watch the actors and learn alongside their peers, rather than needing to continuously refer to an interpreter.



Equity and Diversity

Professional Performance
Schools are invited to fill the hall and offer the opportunity for Year 4 and Year 6 pupils to watch the professional performance. This helps schools to broaden the cultural capital of as many children as possible. The relaxed interactive style of the performance builds connection and demonstrates to children they belong in a theatre audience.

"They are always very open for us to invite other year groups into the hall. So it's not just my class that benefited from watching the play, but also other children. An hour of theatre, which I think is always a great opportunity, and they always love it."

TEACHER

For schools that participate for multiple years, children watch three Shakespeare plays as they progress through Years 4, 5 and 6 and learn one in depth during Year 5. This aims to put the children we serve on a level playing field with their more affluent peers during secondary school.

Our professional performances include actors living with disabilities and from a range of ethnicities. This ensures that children can see that the arts belong to them.

Q&A with Actors
After the performance, there is a Q&A session with the actors and stage manager. This provides children the opportunity to ask questions about being an actor and the path each actor took to becoming a professional exposing children to creative career pathways at an early age.

Costume & Props
Providing costumes and props means teachers don't need to source them. The use of costumes elevates the final performance and empowers the children.

Sign Supported English
We work with interpreters from racialised minority backgrounds to address the underrepresentation of people of colour in the sign language interpreting and translation profession.



"It's probably my favourite thing to do, just for the fact of how inclusive it is for everyone. What I love about Shakespeare is it completely levels the playing field, and when they get on that stage they all shine, every single one of them, regardless of whether they've hit a maths objective or not."

TEACHER

Delight in Art

DELIGHT IN WATTS



Delight in Watts is an intensive visual arts programme devised in partnership with Paintbox and delivered by Delight, Paintbox and Watts Gallery – Artists' Village.

View film

Beginning with a WOW day at Watts Gallery, children are encouraged to take creative risks as they learn about and make a range of visual art pieces.

Working intensively with Paintbox artists and using bespoke art journals, Delight in Watts supports teachers in delivering aspects of the Art & Design National Curriculum whilst children gain knowledge that enriches topic and literacy learning.

The programme culminates in an exhibition of the children's artwork at Watts Gallery – Artists' Village, which is celebrated by family and friends in a private view and then remains on public display for several weeks.

This year marks the final year of Delight in Watts after nine years of consecutive delivery. Over that time, we reached 1,956 children from Surrey communities. We extend our sincere thanks to Watts Gallery – Artists' Village and Paintbox for their outstanding work in providing this incredible cultural experience to children and families over the years.

Case Study

"We first met the Jennings family 7 years ago when the eldest daughter, Lucy, took part in Delight in Watts at her primary school. Her mum Anna has 6 children of whom Lucy is the eldest. Lucy's brother took part in Delight in the Woods a few years ago, one of her sisters took part in Rainforest Retreat in 2023/24, and another took part this past academic year, benefiting also from the Exhibition Activity and Take Home Art Pack. More recently the family took part in Delight's Community Art and Wellbeing Sessions.

At the first community session Lucy, now at secondary school, explained to us that taking part in Delight in Watts had sparked a love of art that she carried through with her to the present day. Her confidence and enthusiasm led Hannah, the professional artist from Paintbox, to invite Lucy to assist in the remaining community sessions."

DELIGHT PROGRAMME LEAD

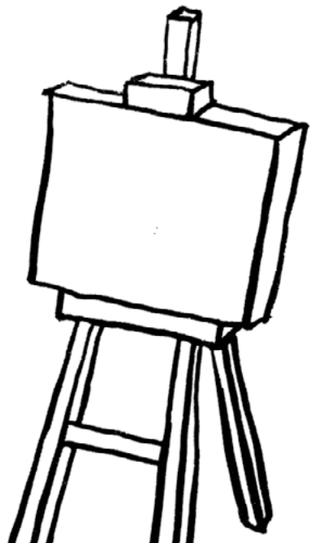


"I just wanted to email to say the most enormous thank you for another incredible Delight in Watts experience and for the amazing exhibition today. I know that the children and parents had a magical morning, so thank you for all your hard work in organising such a brilliant morning for all of us."

TEACHER

"It was the best art I have ever done; I loved getting to show it to my Grandma. I was so proud of my work."

CHILD



"The children have been excited when they know Paintbox are coming into school. They also said 'no learning lessons today' as they don't realise they are learning!"

PARENT

Delight in Art

RAINFOREST RETREAT



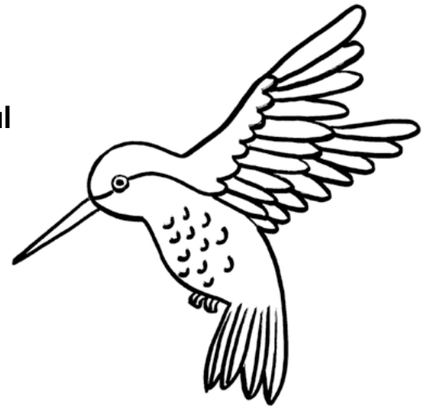
Rainforest Retreat enriches topic learning and increases children's awareness of the natural world as the rainforest is brought to life in school spaces.

View film

Over six weeks, children work with professional Paintbox artists and/or their class teachers to explore a range of art materials and techniques that develop their observation and self-expression skills. During the programme, children truly experience immersive learning, creating a tropical wonderland of leaves, birds and bugs that fill the windows and climb the walls of their classroom.

Rainforest Retreat provides an opportunity to bring an extra layer of excitement to learning about topics such as ecosystems, environment and conservation, or the Amazon, whilst increasing children's creative confidence, resilience, wellbeing and visual arts skills.

The percentage of participating children eligible for Pupil Premium and/or with a Special Educational Needs and Disabilities diagnosis who showed development in the following areas*:



Social and Emotional Wellbeing

SEND & PP 83%

Creative Development

SEND & PP 93%

Learning Engagement

SEND & PP 60%

Parental Engagement

SEND & PP 57%

"I found it very fun and I felt really proud after all the extraordinary things that I made."
CHILD

**Based on comprehensive data from 30 children. 19 children were eligible for Pupil Premium support. 11 children had a Special Educational Needs and Disabilities diagnosis and were also eligible for Pupil Premium support.*

Case Study

"I have a child in my class who struggles to sit for long periods of time, so he usually colours his own rubbers and cuts up bits of paper he finds on the floor, and things like that. But with Delight he was so engaged. His mum would come and speak to me on Friday because we did art on a Thursday afternoon, and he would go home and tell his mum how much he was loving it.

I sat with him on one of the days, and we coloured in together. He finds it quite hard, but he was so engaged and trying his hardest. I've never seen him work so hard, and he really wanted to impress his parents when they came in, so that was my highlight—the fact that he wanted to do it and was motivated to do it.

His confidence has grown."
TEACHER

Delight in Art

OUT OF THIS WORLD



Out of this World is a space-themed visual art adventure, designed to enhance children's understanding of astronomy and strengthen their learning engagement as they create a range of exciting art pieces exploring the wonders of the universe.

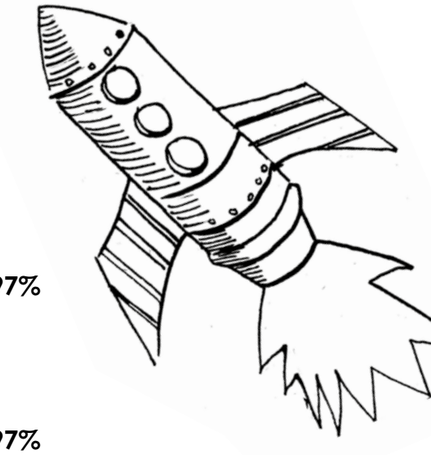
paintbox PROJECT

View film

Over six weeks, Paintbox artists and/or teachers lead drawing, painting and collage workshops, guiding children to create space-themed artwork to share with families and caregivers in an end-of-programme exhibition.

Out of this World builds children's creative confidence, wellbeing and resilience whilst enhancing their knowledge of visual arts, STEM language and skills. The programme links effectively with Literacy, Science and the Art and Design National Curriculum.

The percentage of participating children eligible for Pupil Premium and/or with a Special Educational Needs and Disabilities diagnosis who showed development in the following areas*:



Social and Emotional Wellbeing

SEND & PP — 97%

Creative Development

SEND & PP — 97%

Learning Engagement

SEND & PP — 77%

Parental Engagement

SEND & PP — 67%

"He has loved this project and it has encouraged him to come into school."
PARENT

Based on comprehensive data from 30 children. 18 children were eligible for Pupil Premium support. 12 children had a Special Educational Needs and Disabilities diagnosis and were also eligible for Pupil Premium support.

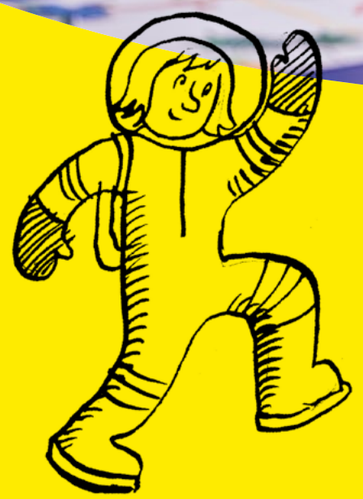
Case Study

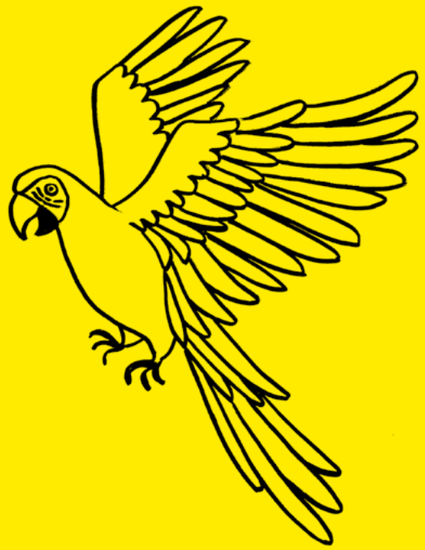
"I purposefully sat next to one of our children with acute special needs, and it was the most he's ever spoken to me.

He would sit and happily chat about the colours he was using and what he was going to do next. He never talks to me about anything. He has autism and usually finds it really difficult to speak to adults. But he felt comfortable talking about his artwork.

I would say things like, 'I don't like this, I've spent ages doing this, and I really don't like it', and he'd say, 'But I think it's okay' or 'Maybe you could just use that bit' and things like that, so that was probably my biggest takeaway, it was a really big thing for him to make suggestions to me!"
TEACHER







Delight in Art **RAINFOREST RETREAT & OUT OF THIS WORLD**

Inclusion

'How to…' Films
Each session begins with a short film that demonstrates how to create each art piece.

Children with delayed processing can rewatch the films to confidently understand what to do and how to do it. Closed Captioning is used throughout the films to support comprehension.

Teachers who prefer to teach alongside the films can pause and rewind at each step as needed.

Sign Supported English
Each of the five films includes Sign Supported English (SSE), enabling children who are D/deaf to watch the artist and learn directly rather than needing to continuously refer to an interpreter.

Art Journal
Before children begin each art activity, they practise the required techniques in their art journal. This builds their confidence, skills and knowledge before they complete their final artwork. At the exhibition, having parents and caregivers sign the comments page gives tangible evidence of positive contribution and builds sense of community and belonging.

"I liked learning about the animals and how to draw leaves." **CHILD**

Art Words
Each child receives a booklet of art words; these support topic- and skill-specific language acquisition and provide children with vocabulary to talk articulately to their families about their art at the final exhibition.

Wordbanks
Visual Wordbanks, created using Widgit Symbols to illustrate the art techniques and activities, provide additional support for children with Special Educational Needs.

Equity and Diversity

Sign Supported English
We work with Interpreters from racialised minority backgrounds to address the underrepresentation of people of colour in the sign language, interpreting, and translation professions.

Diverse Reading List
The list of ten age-appropriate books showcases a diverse range of characters and authors, guiding teachers towards texts that enrich programme delivery.

Resources
Many children have limited access to art resources at home or face financial barriers to participating in extracurricular art activities. Rainforest Retreat and Out of this World are designed to increase children's knowledge and skills in a range of art materials, helping to level the creative playing field.

"I enjoyed the paint pens because I've always wanted to use them but never got the chance." **CHILD**

"I can do anything with art now that I've experienced these techniques." **CHILD**

Delight in Art

MAKE, CREATE, CELEBRATE



Make, Create, Celebrate was an early intervention visual arts and wellbeing programme supporting children and families in Surrey wards with lower mental health outcomes.

This two-year programme combined six-week in-school Rainforest Retreat or Delight in Watts sessions with additional family-focused activities: Family Art Exhibition, Take Home Art Pack and Community Art and Wellbeing Sessions.

Impact Beyond the Classroom

- Deliver mental health and wellbeing support to parents/caregivers and siblings.
- Create barrier-free opportunities for parents and caregivers to engage with their children's education.
- Enable families to explore the programme's wellbeing benefits beyond the six-week duration.
- Offer extended creative wellbeing support to identified families.

Family Art Exhibition Activity
Rainforest Retreat and Delight in Watts culminated in exhibitions where children displayed their artworks for family, caregivers and the wider school community. As an additional element funded through Make Create Celebrate parents/caregivers and siblings decorated 3D wooden birds, guided by their children, using special materials like paint pens and metallic foil. This activity boosted children's confidence while strengthening family connections and helped teachers engage with parents and caregivers, especially those with negative school experiences.

"I was really excited that Mummy came to see my work, and I showed her how to make a window bird." **CHILD**

"His dad and sister came into the exhibition and were very impressed with all the work created. They went into the hall and spent a long time creating wooden birds." **TEACHER**

Take Home Art Pack
Every child received a resourced art pack with templates, colouring pens, glue and scissors. This addressed inequality of access to resources and extended wellbeing benefits into the home, enabling children to revisit activities and teach family members.

"I love this [take home art pack] because I can share it with my Mum and brother." **CHILD**

"Thank you! I will enjoy these pens so much. All my colours at home are all dried up and I don't have any colours." **CHILD**

Community Art and Wellbeing Sessions
Selected children and parents/caregivers were invited to take part in a series of free weekend art sessions led by arts partner Paintbox, where they explored modroc, printmaking, painting and clay.

These sessions provided an opportunity for parents/caregivers and children to share activities that were immersive and therapeutic. For families facing economic and mental health challenges, these community sessions offered a welcome respite from day-to-day pressures and an opportunity to engage in enriching shared creative play.

"Amazing experience made us closer as a family – spending time together. My son has loved every week, so have we! Thank you so much!"
PARENT

"I loved doing the clay and the painting. And seeing my kids enjoying themselves."
PARENT

"I was able to have an experience I would not normally have the opportunity to have. I am very grateful."
CHILD

New Work

DELIGHT IN DANCE: GROW



Delight in Dance partner Made by Katie Green has been touring SEED, a beautiful dance piece for 3–5-year-olds, across libraries and community spaces throughout England for the past two years.

Made By Katie Green

View film

Choreographer Katie Green worked with Delight to develop SEED into a six-week in-school programme, which we explored with 60 children from two schools over the past year. Paintbox founder Hannah Maiya-Mills contributed to creating a rich immersive experience, while the Delight team observed, spoke to teachers, and identified ways to develop an impactful dance and art storytelling programme.

The result, Delight in Dance: Grow, will pilot with 240 children aged 4-5 from 8 classes across Surrey in the academic year 2025-26. It begins with a 'WOW' interactive performance of SEED, where 'seedologists' Kid and Pinto invite children to follow the journey of a mysterious new seed as it grows roots and transforms through the seasons. Over the following five weeks, children work with a professional Made by Katie Green dancer to develop skills to tell their own dance story. Alongside dance sessions, children take part in weekly art workshops designed by Paintbox and delivered by classroom teachers, supported by a suite of "How to..." films. Alongside dance sessions, children take part in weekly art workshops, this year designed and delivered by Paintbox. During these sessions, children create visual art props that bring their dance and final performance to life.

"It's amazing to have professionals come into school to impart their knowledge and skills. I think it will be important for this to encourage the children's future aspirations."

TEACHER

Findings from the development phase:

100% of parents scored the project 5/5

97% shared that their child had enjoyed the project

92% reported observing an increase in their child's confidence

82% reported their child was showing new skills

"My daughter talked daily about the fun she had. It was lovely to come into the school and share the magic!"

PARENT



New Programme Content

New Collection of Films
Throughout 2024-25, we created seventeen films to support our new teacher-led delivery model.

How to Direct: Macbeth
As we transition Delight in Shakespeare: Macbeth into a teacher-led programme where teachers will take responsibility for directing their pupils' final productions, we spent time with teachers to understand what support they would need.

This led to the creation of nine 'How to Direct: Macbeth' films, which break down the process of putting on a play into simple, technical steps. The films cover topics such as blocking, developing, refining, transitions and theatrical techniques.

To further support teachers throughout the process, we are creating a Director Handbook that guides them step-by-step through blocking, and we will provide weekly Director Clinics where Guildford Shakespeare Company directors will offer personalised troubleshooting and advice.

Out of this World – 'How to...'
Delight in Art: Out of this World was developed during the pandemic. As the programme has evolved and our delivery methods have been refined, we created seven new films that demonstrate current best practice ahead of the transition to a teacher-led model.

The Story Detectives
The 30-minute Story Detectives contemporary dance performance by Made by Katie Green was originally filmed during the pandemic when social distancing was required. While the piece has since been performed live in schools, we decided to reintroduce the filmed version for our teacher-led programme and refilmed the performance so that it reflects the adaptations that have happened over the past 4 years.

Story Cards
In response to teacher feedback, we developed Story Cards for Delight in Stories: Saving Størilund to help children generate and structure their story ideas. The cards were enthusiastically received and work alongside the Story Suitcase to support creative storytelling.

"The story cards were great, and we used them many times as a class while wearing items from the suitcase."
TEACHER



Technical Developments

Members Area
As we transition to a fully teacher-led delivery model, we needed to trial a new digital infrastructure that guided teachers through the programmes week by week. Our goal was to create a system that was intuitive and well-structured while also enabling Delight to gather the data necessary for evidencing the impact of arts-based learning in primary schools.

We spent the year trialling LearnDash, a learner management system. Teacher feedback was very encouraging, though we did encounter some technical issues, primarily around data extraction. We worked closely with our IT consultant to resolve these before teachers began delivery in the 2025-26 academic year.

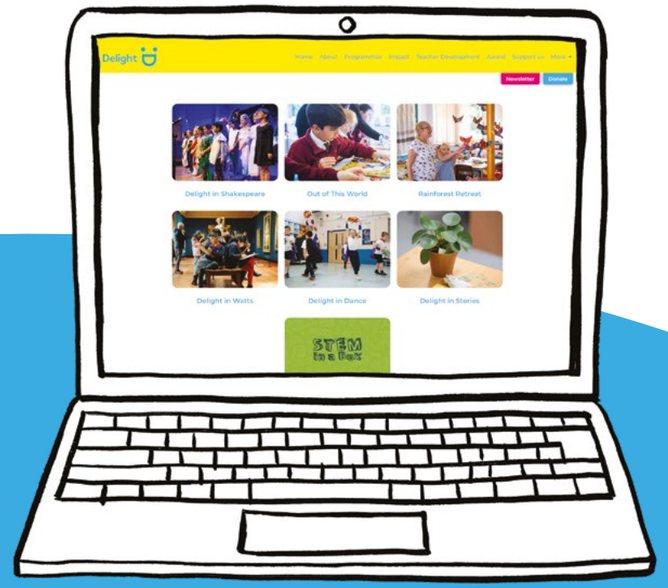
Streamlining data collection for teachers resulted in some gaps compared to previous years, including reduced whole-class data and fewer Pupil Premium case studies. We trialled addressing this through child and teacher focus groups and will continue refining our approach throughout 2025-26.

"The members area is quite nice. I liked the progress bar – it was logical and progressive. All of the resources were really easy to find." **TEACHER**

"Having the videos on the members area was really useful. If we were unsure about something, we could see what was happening in the video and that made it a lot easier." **TEACHER**

"I found the members area super useful, especially when I had to pick up another class quite suddenly. I could see where they were in the delivery and just continue from there." **TEACHER**

"The members' area was very good. I felt really supported. It felt like your hand was held the whole way." **TEACHER**



Sector Support

Arts Based Learning Award
We have long wanted to create an award recognising schools' commitment to arts-based learning. With the appointment of our new Partnerships and Communications Manager, we were able to realise this ambition.

The award will launch exclusively for Delight partner schools in 2025-26, allowing their feedback to help refine the application process. We anticipate this will become a valuable tool for school leaders to quality assure and celebrate the creative work happening in their communities.

By giving schools the opportunity to have their commitment to creativity formally recognised, we aim to raise awareness of the importance of arts-based learning within the primary curriculum and its positive impact on children's wellbeing and progress.



New Ways of Listening

Our programmes are shaped and informed by the communities we work in. Teachers and school leaders are the main source of information, along with participating children, parents, caregivers and the wider network of family and friends.

Teacher Consultation
We have always involved teachers in developing our programmes, but this year we were more proactive in engaging teachers during the concept phase to help shape programme design. Their input was invaluable both before and during the creative process and informed the design of our new series of 'How to Direct' films, Story Cards and the development of Delight in Dance: Grow.

Teacher Focus Groups
Following programme delivery, we invited teachers to an online focus group where we gained valuable insights into how the programmes had worked for them, focusing on key successes and areas for development. The case studies within this report are taken from these meetings, which were both recorded and transcribed.

Child Focus Groups
We held focus groups with children following programme delivery to help bring children's voices into the evaluation, planning and delivery cycle. Although these sessions were engaging and fun, they were not as successful as we had hoped in producing the quotes and insights that we use in our reporting. We are exploring more effective ways to capture this information as we move forward.

Tracked Children
To reduce the workload for teachers, we omitted the pen portrait for tracked Pupil Premium children and focused on quantitative data only. This was successful in reducing teacher workload but meant we lacked an in-depth picture of all 185 tracked children. We are exploring ways to capture this information in 2025-26.

Parents and Caregivers
We asked parents and caregivers to complete paper-based feedback questionnaires. This helped us to capture a fuller picture of the children's engagement with the Delight programmes both in and out of school.

This year…

7 teachers were involved in concept consultation sessions

22 teachers attended focus groups

24 children attended focus groups

185 children were tracked (Pupil Premium/Special Educational Needs & Disabilities)

531 parents and caregivers completed surveys

The Year Ahead

Teacher-Led Model
2025-26 will see all our programmes transition to a teacher-led model.
We have been exploring this model in 2024-25 with Delight in Art: Out of this World and Rainforest Retreat and Delight in Stories: Saving Størilund.
All three programmes have proved that a teacher-led model can:

- achieve strong social and emotional wellbeing, creative and learning outcomes for children eligible for Pupil Premium and/or with SEND
- increase teachers' skills, knowledge and confidence
- engage parents and caregivers

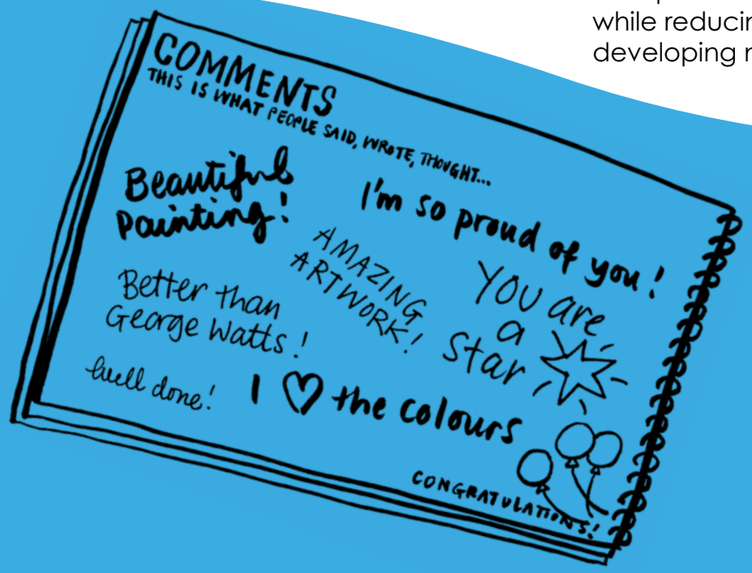
We will expand this approach to Delight in Dance: Heroes vs Villains and Delight in Shakespeare: Macbeth and will assess whether the strong outcomes continue.

Resource Development
We will continue to develop our physical and digital resources to support children with Special Educational Needs and Disabilities, learning from the wider education and arts sectors and listening to teachers, children, and parents.

Anti-Racist Lens
We will review all our programme resources, print materials and website through an anti-racist lens, seeking guidance from experts in this field. Alterations will be made to reflect our new learning.

Regional Development
During 2025-26, we will explore how we can share our model with organisations working in Kirklees, West Yorkshire, to support the development of arts-based learning in this area.

We will learn from regional partners and explore the viability of a systems generosity approach where successful models are shared across the country to enable more children to experience exceptional arts-based learning provision while reducing the costs attached to developing new content.







Organisation Structure and Management

Governance
Delight has a board of four Trustees who bring a range of experience covering education, arts, business, finance and marketing. The Charity must have a minimum of three Trustees at any time. Under Delight's Constitution by which the board is governed, the Board of Trustees has the power to do anything that is believed to further the Charity's objectives or is conducive or incidental to doing so. The governance of the Charity is the responsibility of the Trustees who are elected and coopted under the terms of its Constitution. The Board of Trustees has corporate responsibility for ensuring that Delight complies with any statutory or administrative requirements for the use of public and/or private funds. Trustees meet on a quarterly basis. All Trustees give their time freely. None of the Trustees receive remuneration or other benefit from their work with the Charity.

Trustee Appointments
The appointment of new Trustees is made by the Board. Trustees are selected according to the skills, knowledge, and experience that they can contribute to Delight's charitable remit. In 2024/25, after 10 years as Chair of Delight Victoria Francis stepped down from the role. She was replaced by Elizabeth Jane Ee-Mei Lim.

Management
The daily running of Delight is overseen by the CEO, Kathryn Mills, alongside a team of eight part-time staff. In 2024/25 a Senior Leadership Team formed of Jess Clarke, Head of Programmes and People, and Joanna Donovan, Head of Operations and Finance, was established to support the CEO and provide stronger oversight during this period of growth. Delight is a Living Wage employer.



Financial Review

The Trustees have reviewed the Charity's financial position and consider the Charity's financial position for the year ended 31st August 2025 to be strong.

At 31st August 2025, Delight held pipeline development designated funds of £111,920 to support the Charity's development, reach and impact.

Our Reserves Policy states that Delight holds free reserves to cover three months' operational costs plus £20,000 protecting organisational stability. At 31st August 2025, the Reserve Fund held £61,500 and the General Fund held £20,000.

Declaration

The Trustees declare that they have approved the Trustees' report.

Signed on behalf of Delight's Trustees:

Ms E Ee-Mei Lim
CHAIR

DATE: 27TH JANUARY 2026

INDEPENDENT EXAMINER'S REPORT

TO THE TRUSTEES OF DELIGHT

I report to the trustees on my examination of the financial statements of Delight (the trust) for the year ended 31 August 2025.

Responsibilities and basis of report
As the trustees of the trust you are responsible for the preparation of the financial statements in accordance with the requirements of the Charities Act 2011.

I report in respect of my examination of the trust's financial statements carried out under section 145 of the Charities Act 2011. In carrying out my examination I have followed the Directions given by the Charity Commission under section 145(5)(b) of the Charities Act 2011.

Independent examiner's statement
Since the trust's gross income exceeded £250,000, the independent examiner must be a member of a body listed in section 145 of the Charities Act 2011. I confirm that I am qualified to undertake the examination because I am a member of the Institute of Chartered Accountants in England andWales, which is one of the listed bodies.

Your attention is drawn to the fact that the charity has prepared the financial statements in accordance with the relevant version of the Statement of Recommended Practice applicable to charities preparing their financial statements in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) in preference to the Accounting and Reporting by Charities: Statement of Recommended Practice issued on 1 April 2005 which is referred to in the extant regulations but has now been withdrawn. I understand that this has been done in order for the financial statements to provide a true and fair view in accordance with UK Generally Accepted Accounting Practice.

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

1 accounting records were not kept in respect of the trust as required by section 130 of the Charities Act 2011.
2 the financial statements do not accord with those records; or
3 the financial statements do not comply with the applicable requirements concerning the form and content of financial statements set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the financial statements give a true and fair view, which is not a matter considered as part of an independent examination.

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



Hazel Day
Xeinadin London Limited46/48 East
Street
Epsom
Surrey
KT17 1HQ
United Kingdom
Date: ....04 February 2026.....

STATEMENT OF FINANCIAL ACTIVITIES INCLUDING INCOME AND EXPENDITURE ACCOUNT

FOR THE YEAR ENDED 31 AUGUST 2025

	Notes	Unrestricted funds 2025 £	Restricted funds 2025 £	Total 2025 £	Unrestricted funds 2024 £	Restricted funds 2024 £	Total 2024 £
Income and endowments from:							
Donations and legacies	**2**	192,974	332,551	525,525	99,700	167,830	267,530
Investments	**3**	1,506	-	1,506	2,329	-	2,329
Other income	**4**	23,824	-	23,824	56,796	-	56,796
Total income		218,304	332,551	550,855	158,825	167,830	326,655
Expenditure on:							
Raising funds	**5**	50,756	-	50,756	32,123	-	32,123
Charitable activities							
Delight programmes	**6**	8,531	429,886	438,417	2,621	289,169	291,790
Total expenditure		59,287	429,886	489,173	34,744	289,169	323,913
Net income/(expenditure)		159,017	(97,335)	61,682	124,081	(121,339)	2,742
Transfers between funds		(119,024)	119,024	-	(121,339)	121,339	-
Net movement in funds	**8**	39,993	21,689	61,682	2,742	-	2,742
Reconciliation of funds:							
Fund balances at 1 September 2024		153,427	-	153,427	150,685	-	150,685
Fund balances at 31 August 2025		193,420	21,689	215,109	153,427	-	153,427

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

DELIGHT

BALANCE SHEET

AS AT 31 AUGUST 2025

	Notes	2025 £	£	2024 £	£
Current assets					
Debtors	**12**	49,989		24,664	
Cash at bank and in hand		359,095		380,715	
		409,084		405,379	
Creditors: amounts falling due within one year	**13**	(193,975)		(251,952)	
Net current assets			215,109		153,427
The funds of the trust					
Restricted income funds	**14**		21,689		-
Unrestricted funds	**15**		193,420		153,427
			215,109		153,427

The financial statements were approved by the trustees on ..27 January 2026.....

.....

Ms E Ee-Mei Lim
Trustee

DELIGHT

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 AUGUST 2025

1 Accounting policies

Charity information
Delight is constituted as a Charitable Incorporated Organisation and registered with the Charity Commission for England and Wales (Charity number 1159567). The registered office of Delight is at 9B Station Avenue, Caterham, Surrey CR3 6LB

1.1 Basis of preparation
The financial statements have been prepared in accordance with the trust's governing document, the Charities Act 2011, FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland" and the Charities SORP "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)". The trust is a Public Benefit Entity as defined by FRS 102.

The trust has taken advantage of the provisions in the SORP for charities not to prepare a statement of cash flows.

The financial statements have not departed from the Charities (Accounts and Reports) Regulations 2008.

The financial statements have been prepared under the historical cost convention, The principal accounting policies adopted are set out below.

1.2 Going concern
At the time of approving the financial statements, the trustees have a reasonable expectation that the trust has adequate resources to continue in operational existence for the foreseeable future. Thus the trustees continue to adopt the going concern basis of accounting in preparing the financial statements.

1.3 Charitable funds
Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.

Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

Further explanation of the nature and purpose of each fund is included in the notes to the financial statements.

1.4 Income
All income is recognised in the Statement of Financial Activities once the charity has entitlement to the funds, it is probable that the income will be received and the amount can be measured reliably.

1.5 Expenditure
Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all cost related to the category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with the use of resources.

1.6 Taxation
The charity is exempt from tax on its charitable activities.

1.7 Hire purchase and leasing commitments
Rentals paid under operating leases are charged to the Statement of Financial Activities on a straight line basis over the period of the lease.

2 Income from donations and legacies

	Unrestricted funds 2025 £	Restricted funds 2025 £	Total 2025 £	Unrestricted funds 2024 £	Restricted funds 2024 £	Total 2024 £
Donations and gifts	119,024	(102,832)	16,192	-	928	928
Grants	-	435,383	435,383	11,000	166,902	177,902
Schools contributions	73,950	-	73,950	88,700	-	88,700
	192,974	332,551	525,525	99,700	167,830	267,530

3 Income from investments

	Unrestricted funds 2025 £	Unrestricted funds 2024 £
Interest income	1,506	2,329

4 Other income

	Unrestricted funds 2025 £	Unrestricted funds 2024 £
Bespoke/ fee earning work	750	56,796
Community fundraising	23,074	-
	23,824	56,796

5 Expenditure on raising funds

	Unrestricted funds 2025 £	Unrestricted funds 2024 £
Fundraising and publicity		
Other fundraising costs	12,979	10,616
Staff costs	37,777	21,507
	50,756	32,123

6 Expenditure on charitable activities

	Delight programmes 2025 £	Delight programmes 2024 £
Direct costs		
Staff costs	154,234	107,163
Other operating leases	6,750	10,467
Postage and stationery	3,239	500
Sundries	6,864	1,367
Arts Partner fees	73,317	55,389
Coach and Vehicle hire	2,700	7,150
Photography	606	576
Film and multimedia resources	31,039	7,322
Other project materials	27,149	12,472
Evaluation	4,214	5,228
Teacher CPD	4,222	2,560
Design and print	20,736	4,072
Travel and parking	7,192	4,289
Arts award	-	2,721
	342,262	221,276
Share of support and governance costs (see note 7)		
Support	87,624	67,893
Governance	8,531	2,621
	438,417	291,790
Analysis by fund		
Unrestricted funds	8,531	2,621
Restricted funds	429,886	289,169
	438,417	291,790

7 Support costs allocated to activities

	2025 £	2024 £
Staff costs	34,684	37,205
Operating lease charges	720	1,979
Travel	1,613	1,119
Rates	1,052	941
Insurance	1,279	1,117
Light & heat	3,055	2,943
Telephone & internet	550	467
Postage & stationery	740	1,154
Other support costs	27,790	9,768
Repair & maintenance	2,196	6,378
IT & web costs	13,898	4,806
Bank charges	47	16
Governance costs	8,531	2,621
	96,155	70,514
Analysed between:		
Delight programmes	96,155	70,514

8 Net movement in funds

	2025 £	2024 £
The net movement in funds is stated after charging/(crediting):		
Fees payable for the independent examination of the charity's financial statements	2,040	1,750
Operating lease charges	720	1,979

9 Trustees

None of the trustees (or any persons connected with them) received any remuneration or benefits from the trust during the year.

10 Employees

The average monthly number of employees during the year was:

	2025 Number	2024 Number
Fundraising	2	1
Programmes	5	4
Administration	2	2
Total	9	7

10 Employees (Continued)

Employment costs	2025 £	2024 £
Wages and salaries	226,695	165,875

There were no employees whose annual remuneration was more than £60,000.

11 Taxation

The charity is exempt from taxation on its activities because all its income is applied for charitable purposes.

12 Debtors

Amounts falling due within one year:	2025 £	2024 £
Trade debtors	24,074	7,397
Prepayments and accrued income	25,915	17,267
	49,989	24,664

13 Creditors: amounts falling due within one year

	2025 £	2024 £
Trade creditors	15,865	2,600
Other creditors	1,017	652
Accruals and deferred income	177,093	248,700
	193,975	251,952

14 Restricted funds

The restricted funds of the charity comprise the unexpended balances of donations and grants held on trust subject to specific conditions by donors as to how they may be used.

	At 1 September 2024 £	Incoming resources £	Resources expended £	Transfers £	At 31 August 2025 £
Programme funds	-	332,551	(429,886)	119,024	21,689

14 Restricted funds **(Continued)**

Previous year:	At 1 September 2023	Incoming resources	Resources expended	Transfers	At 31 August 2024
	£	£	£	£	£
Programme funds	-	167,830	(289,169)	121,339	-

15 Unrestricted funds

The unrestricted funds of the charity comprise the unexpended balances of donations and grants which are not subject to specific conditions by donors and grantors as to how they may be used. These include designated funds which have been set aside out of unrestricted funds by the trustees for specific purposes.

	At 1 September 2024	Incoming resources	Resources expended	Transfers	At 31 August 2025
	£	£	£	£	£
General fund	15,000	97,774	(59,287)	(33,487)	20,000
Reserves fund	50,347	444	-	10,709	61,500
Pipeline development designated fund	88,080	1,062	-	22,778	111,920
General funds	-	119,024	-	(119,024)	-
	153,427	218,304	(59,287)	(119,024)	193,420

Previous year:	At 1 September 2023	Incoming resources	Resources expended	Transfers	At 31 August 2024
	£	£	£	£	£
General fund	15,000	158,825	(34,744)	(124,081)	15,000
Reserves fund	47,605	-	-	2,742	50,347
Pipeline development designated fund	88,080	-	-	-	88,080
	150,685	158,825	(34,744)	(121,339)	153,427

General funds are held as a contingency for use in the event of unforeseen expenditure or a sudden shortfall in income.
Reserves funds are held in accordance with our Reserves Policy at 3 months' operational costs and are held for use in the event of the closure of Delight.
Pipeline development designated funds are held to further the development and expansion of our programmes.

16 Analysis of net assets between funds

	Unrestricted funds 2025	Restricted funds 2025	Total 2025
	£	£	£
At 31 August 2025:			
Current assets/(liabilities)	193,420	21,689	215,109
	193,420	21,689	215,109

	Unrestricted funds 2024	Restricted funds 2024	Total 2024
	£	£	£
At 31 August 2024:			
Current assets/(liabilities)	153,427	-	153,427
	153,427	-	153,427

17 Operating lease commitments

Lessee
At the reporting end date the trust had outstanding commitments for future minimum lease payments under non-cancellable operating leases, which fall due as follows:

	2025	2024
	£	£
Within one year	10,000	10,000
Between two and five years	22,930	32,930
	32,930	42,930

18 Related party transactions

There were no disclosable related party transactions during the year (2024 - none).

THANK YOU!

We offer our sincere thanks to everyone who has been a part of our work over the past year. We are indebted to you for your commitment to Delight, your enthusiasm and generosity. The work we do is only possible because of the work you do.

BOARD OF TRUSTEES

Steve Brown **SAFEGUARDING**

Dominic Carpenter **TREASURER**

Matt Fox **SECRETARY**

Mei Lim **CHAIR**

Trusts & Foundations

Paul Hamlyn Foundation

Surrey Mental Health Fund

The Netherby Trust

Stiftelsemedel.se
Pengar från en stiftelse som söker dig!

Garfield Weston Foundation

The Rayne Foundation

St Faith's Trust

Heathrow Community Trust

The Alburys Charitable Foundation

The Elizabeth Frankland Moore and Star Foundation

Community Foundation for Surrey

Shanly Foundation

Tandridge Together Community Fund

Corporate Partners

Greenergy

Lloyd's

Arts Partners and Creative Team

Guildford Shakespeare Company

Made By Katie Green

paintbox project

Watts Gallery Artists Village

Sharp pencil Design

WigglyLine Productions

TypecastColour

Interpreters of Colour Network

Photographise
David Monteith-Hodge



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Registered Charity Number: 1159567

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Delight

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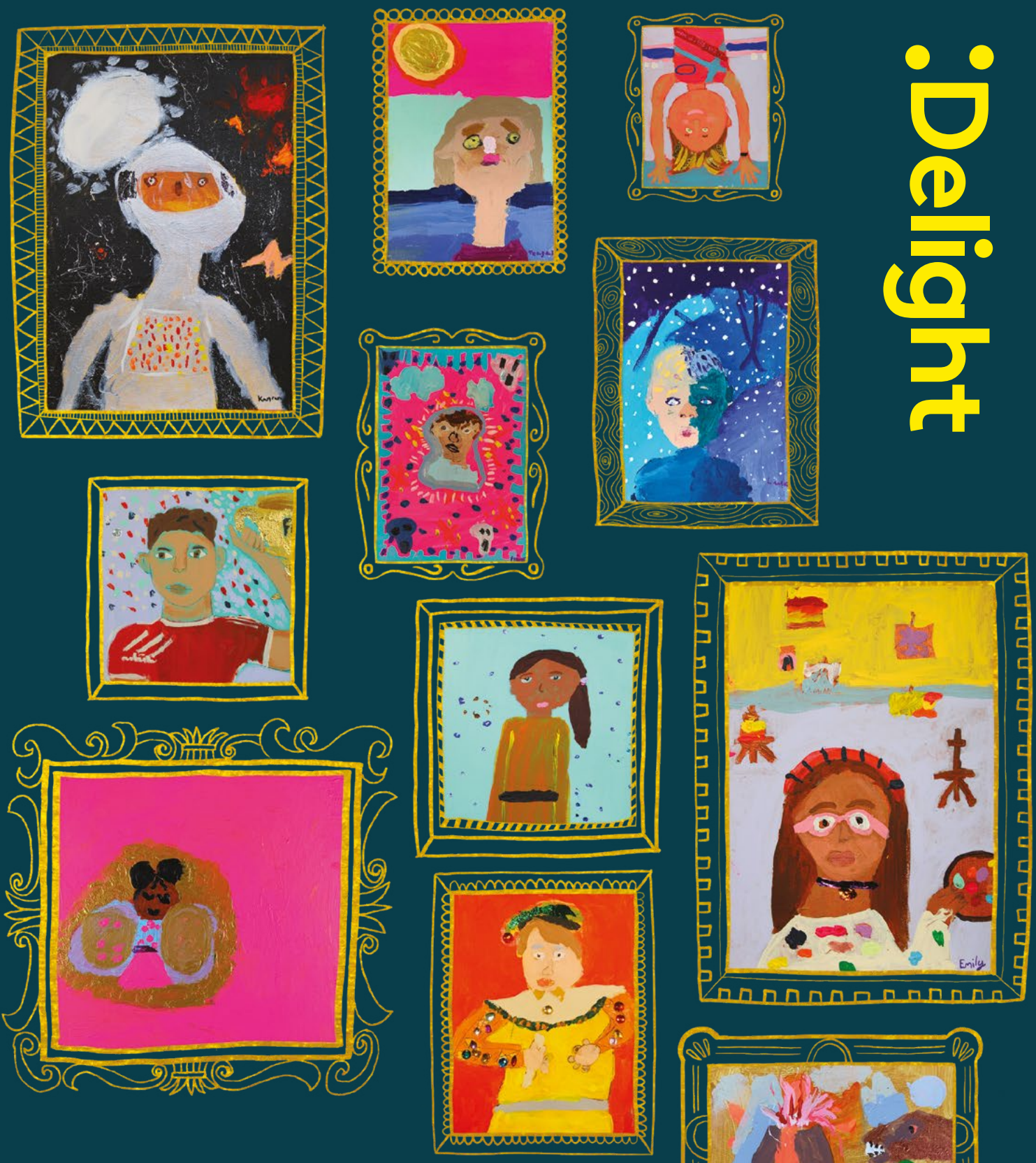
WEBSITE delightcharity.org.uk

@Delightcharity

DELIGHT

England & Wales - Charity number 1159567

Accounts



iDelight

Annual Report & Financial Statements

1 SEPT 2023 - 31 AUGUST 2024

Registered Charity: 1159567



Annual Report & Financial Statements

1 SEPTEMBER 2023 – 31 AUGUST 2024

The Board of Trustees is pleased to present its annual report for the year 1st September 2023 to 31st August 2024, together with the financial statements for the year.

Charity Status and Constitution

Delight is a registered charity, number 1159567. Delight is constituted as a Charitable Incorporated Organisation and registered with the Charity Commission for England and Wales. Delight is governed by its Constitution which was adopted on the 5th November 2014.

Registered Address

Delight, 9B Station Avenue, Caterham, Surrey CR3 6LB

Trustees

Victoria Francis Chair
Dominic Carpenter Treasurer
Matt Fox Secretary
Stephen Brown Safeguarding
Elizabeth Jane Ee-Mei Lim Education

Chief Executive Officer

Kathryn Mills

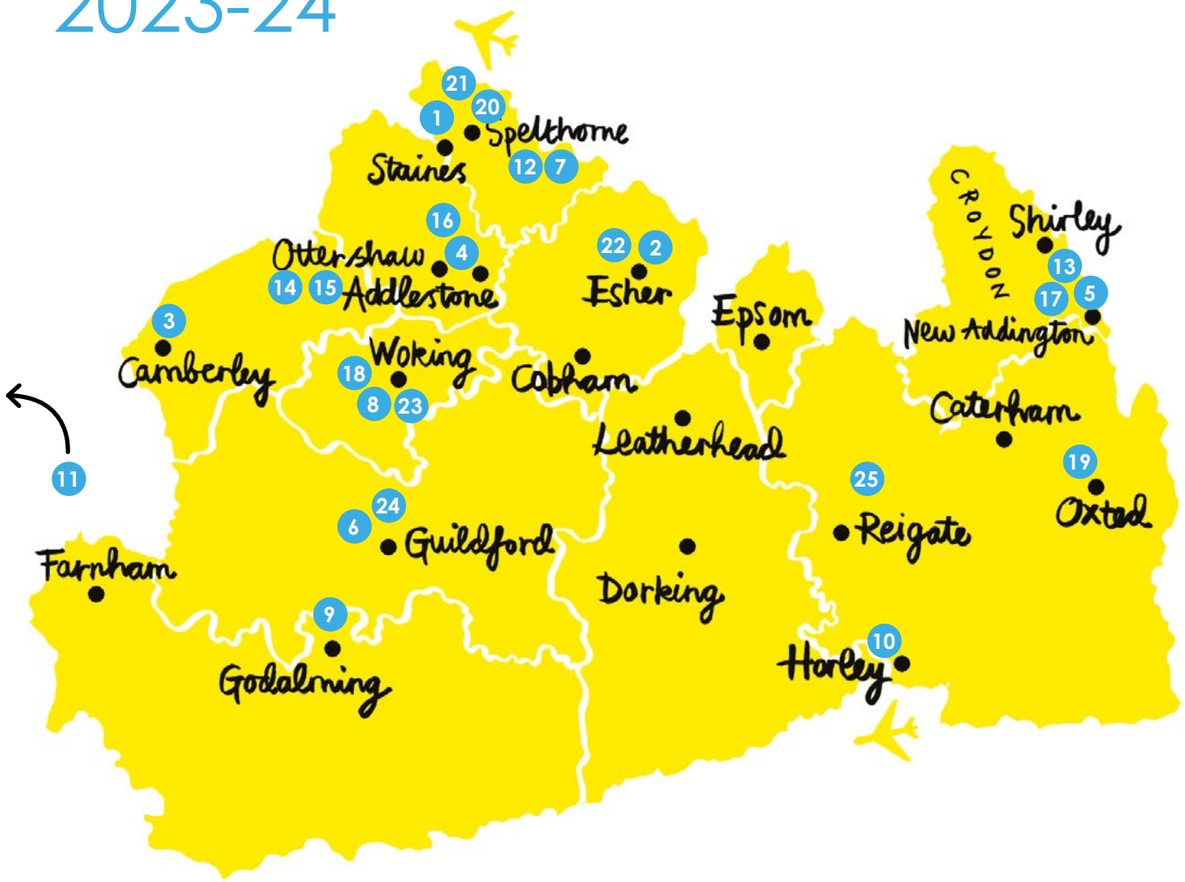
Bankers

Lloyds Bank, 21 Station Avenue, Caterham CR3 6YT

Accountant

Xeinadin, Nightingale House, 46-48 East Street, Epsom, Surrey KT17 1HQ

Delight Partner Schools 2023-24



1. Ashford Park Primary School
2. Chandlers Field Primary School
3. Cordwalles Junior School
4. Darley Dene Primary School
5. Fairchildes Primary School
6. Guildford Grove Primary School
7. Kenyngton Manor Primary School
8. Kingfield Primary School
9. Loseley Fields Primary School
10. Manorfield Primary and Nursery School
11. Marnel Junior School
12. Meadhurst Primary School
13. Monks Orchard Primary School
14. Ottershaw Infant School
15. Ottershaw Junior School
16. Pyrcroft Grange Primary School
17. Rowdown Primary School
18. St John's Primary School, Knaphill
19. St Mary's C of E Primary School, Oxted
20. St Michaels Catholic Primary School
21. Town Farm Primary School
22. Walton Oak Primary School
23. Westfield Primary School
24. Weyfield Primary Academy
25. Wray Common Primary School

Welcome

On behalf of the Board of Trustees, I'm pleased to be able to share Delight's Annual Report and Financial Statements for the 2023-24 academic year.

The driving force behind our work at Delight is our belief in the ability of arts-based learning to help close the attainment and opportunity gap for children from disadvantaged backgrounds and those with special educational needs and disabilities. Over the past four years, we have worked with independent evaluation expert ImpactEd to examine this belief with specific focus on children eligible for Pupil Premium (a government grant awarded to schools in England to raise the educational attainment of disadvantaged pupils). Alongside this, we have run our annual evaluation of the academic year 2023-2024. The results of both studies evidence the positive outcomes of our work and are celebrated in this report.

The success of our work is attributable to the strong partnerships we form with our stakeholders – school leaders, teachers, arts partners and funders. We are incredibly grateful for these relationships. My thanks go out to everyone who has committed time, hard work and energy, as well as to the Delight team whose continued dedication and enthusiasm is reflected in the children for whom they work.

In an economically challenging year, I also want to thank all those who have supported us financially and had faith in our ability to weather the year's difficulties. This support has enabled us to embrace challenges and work towards a sustainable future. It means that we can continue to bring the power of arts-based learning to an ever-growing number of beneficiaries and share the magic of Delight with more children than ever before.



Victoria Francis Chair



Delight's Approach

Delight's mission is to embed arts-based learning in primary school culture. We want to ensure that children who experience disadvantage have an equitable opportunity to thrive during their school years and beyond.

To achieve our mission, over ten years, we have developed an approach that considers all parts of the school community and how we can successfully engage everyone in the power of arts-based learning.

Children
Our programmes are fully accessible to all children, moving the dial on school attendance and engagement.

Teachers
Through CPDL, teachers gain the knowledge, skills and confidence to embed arts-based learning into their teaching practice.

Wider Teaching Staff
We welcome wider school staff to share their creative skills and be part of the Delight experience.

Senior Leaders
Subsiding programmes through funding removes the financial barrier to participation.

Governors
Our indepth reporting enables governors to support an arts-based learning approach.

Families
We create sharing opportunities that build strong teacher/parent/child relationships.



Public Benefit: Our Audience

We work in long-term partnership with state primary schools to reach children through safe and structured settings.

Across our school partners, there are growing numbers of children with emotional wellbeing, anxiety and confidence issues, with diagnosed and undiagnosed special educational needs, and families falling into poverty.

Social and economic disadvantage has a hugely adverse effect on children's life chances:

- They are more likely to start school behind their peers and the attainment gap widens as they progress through schools.
- There is a higher chance they will face challenges with mental health, resilience, self-esteem, life satisfaction and confidence.
- A deficit of life experiences impacts their aspirations and opportunities.
- Children with special educational needs and disabilities are more likely to be born into and grow up in poverty.

Of 2,035 participating children in 2023-24:

42%
were eligible for Pupil Premium support

25%
had special educational needs and disabilities

20%
had English as an additional language

These statistics do not convey the true extent of need in the communities in which we work, where in-work poverty is high, and many unidentified children live in poverty and experience social and emotional mental health problems. These factors create a cycle of disadvantage that our work sets out to address.

LONGITUDINAL REPORTING 2020-2024

Our aim has always been to share findings from our work and inform the national conversation of the role of arts-based learning in primary schools.

Four years ago, thanks to funding received from The Paul Hamlyn Foundation and in partnership with independent evaluator ImpactEd, we began a deep dive into the effect of our work on children eligible for Pupil Premium.

We wanted to understand if taking part in three different arts-based learning programmes in consecutive years could positively affect the social, creative and learning development of longitudinally tracked Pupil Premium children.

We were also curious to see if an independent evaluation of our approach to arts-based learning, which engages everyone in a school community, was as effective as our internal evaluation showed.

ImpactEd annually conducted a full indepth evalution of three Delight programmes:

Delight in Dance • ages 7-8

Delight in Watts • ages 8-9

Delight in Shakespeare • ages 9-10

ImpactEd also cleaned and matched data sets for our other three programmes:

Rainforest Retreat • ages 8-9

Out of this World • ages 9-10

Delight in Stories • ages 6-8

This has enabled us to provide robust, independently verified, multi-year impact reporting across all six Delight programmes.

Comprehensive details from ImpactEd's Impact Evaluation Report can be found in the link below and on Delight's website.

View full ImpactEd report here

Our annual impact reports focus on the effectiveness of our programmes in multiple areas:

- children's social and emotional wellbeing
- children's learning engagement
- children's creative skills development
- teachers' confidence and skills development
- parent/carer engagement

Key Findings

Children eligible for Pupil Premium

1. The average social development score of pupils with Pupil Premium significantly increased for pupils across programmes by 15.4 percentage points.
2. A 20.1 percentage point increase was observed in the social development scores of pupils with Pupil Premium in Delight in Watts. This was the highest increase observed across years 2020-24.
3. The average creative development score of pupils with Pupil Premium significantly increased by 26.9 percentage points across programmes.
4. All three programmes contributed to the development of technical vocabulary and knowledge of the arts amongst pupils.
5. There was a statistically significant increase of 8.9 percentage points in the academic development scores of pupils with Pupil Premium across all programmes. This is in line with previous academic years' trends.
6. [Programmes] had a particular effect on pupils' oracy and literacy, where connections between the art forms and their curriculum learnings were made, especially amongst pupils with SEND.

Teachers

1. A substantial increase in teachers' confidence in delivering arts-based education was found consistently.
2. Teachers' intention to incorporate arts-based education into their lessons increased across the three programmes for 'Delight in Shakespeare', 'Delight in Dance' and 'Delight in Watts'. There were overall positive trends on teachers' perceptions on programme quality and impact on them.
3. There is a statistically significant increase of 18.3 percentage points in teachers' confidence and a 48.5 percentage point in teachers' intent to deliver arts-based learning.

Parents/Carers

1. Parents observed enhanced social and emotional skills in their children, along with increased engagement in art, dance, and acting at home, suggesting that the programmes' learnings were embedded in pupils' lives.
2. Parental engagement scores were higher for pupils who were in their third year of participating in Delight programmes compared to pupils who were in their second and first year of participating in Delight respectively. This further suggests a positive relationship between pupils' length of participation with the programme and parental engagement.

LONGITUDINAL REPORTING 2020-2024

Myla's Story

A PUPIL PREMIUM CASE STUDY OVER 3 YEARS

In 2020, Myla embarked on her Delight journey. A lower ability child with special educational needs, she struggled to remember information and lacked confidence in her abilities. The teacher's conversations with her busy mum were more 'doorstep' chats rather than in-depth discussions.

Delight in Dance • Year 3 • ages 7-8
Myla's teacher singled her out as one of the real "success stories". She noted improvements in her self-esteem, personal expectations and leadership qualities, while Myla had a newfound belief that she was "an important person". The programme marked a turning point in the parent-teacher relationship providing a new conversation point.

Delight in Watts • Year 4 • ages 8-9
Building her self-confidence was a main aim for both Myla's teacher and herself, while a development of fine motor skills and improvement in presentational skills were also hopes of Myla's teacher.

Myla thoroughly enjoyed Delight in Watts taking a keen interest in the workshops and working hard on her self-portrait. It gave her the change to show off her creative side and her teacher noticed a definite improvement with her motor skills which presented itself in her wider written work.

Myla's mum attended the final exhibition at Watts Gallery and they enjoyed this time together away from home life distractions.

Delight in Shakespeare • Year 5 • ages 9-10
By Year 5 Myla had gained the confidence to participate in lessons but was still working at a low academic level. Myla's teacher wanted to see an increase in her self-belief and hoped that she would understand the narrative and complexities of the play. Myla herself was excited to perform again: "I have done Heroes and Villains... I know what I have to do – I will be fine". This link back to Delight in Dance reinforced the strength of year-on-year Delight participation. Myla's teacher was overwhelmed with her growth: "Myla excelled... She had one of the main parts and absolutely shone. I was amazed at how well she learnt her lines and song lyrics." Myla even shared with her teacher that it was "really easy to memorise mine and other peoples' [lines]" which stunned her teacher who was worried that due to her special educational need this would be very difficult. Myla's mum, who had helped Myla at home practising lines "over and over again", cried as Myla performed. She could see how her daughter's creative talent had developed and committed to nurture it outside of school.

Myla is proud of her Delight journey. The confidence she has developed in her artistic abilities, academic capabilities, and self-belief, shows the power of arts-based learning on those children who struggle with 'traditional' teaching methods.

She is in a strong position to embark on her secondary school years with the confidence that she can thrive. As Myla told us: "I feel excited about the future as I will know what I need to do and what I will need to work on."

Photograph for illustrative purposes only, children featured are not Myla.



"I feel excited about the future as I will know what I need to do and what I will need to work on."

MYLA

Delight in Dance

HEROES vs VILLAINS



View film

CPD Day

The Story Detectives Performance
MBKG

Hello Dance
MBKG

Hero & Villain Solos
MBKG

Battle Duet
MBKG

Recap & Rehearsal
Teacher-Led

Escape Duet
MBKG

Recap & Rehearsal
Teacher-Led

Heroes vs Villains Performance
MBKG

Delight in Dance, devised and delivered in partnership with contemporary dance company Made By Katie Green, immerses the children in the magical world of Heroes and Villains.

The programme begins when the 'Story Detectives' dancers, Playful and Particular, take the children on a quest to find the 'most important story'. Over the following six weeks, dancers and class teachers help the children devise their own Heroes and Villains storytelling dances, which are performed at the end of the programme to parents, carers and the wider school community.

In addition to helping children's creative development and social and emotional wellbeing, Delight in Dance enhances teaching of Literacy and Physical Education within the National Curriculum.

The percentage of participating children eligible for Pupil Premium who showed a development in the following areas*:

Social & Emotional Wellbeing



Learning Engagement



Creative Development



Parent & Carer Engagement



*Comprehensive data gathered from 179 children eligible for Pupil Premium.
**Covid Delivery

Delight in Art

WATTS

"I really enjoyed painting and going to the art gallery. It was the best art I have ever done. I loved taking part and wish I could do it again."

CHILD



View film

CPD Day
Watts Gallery

What are the Arts?
Teacher-Led

Painting Day
Paintbox

Exhibition Labels
Teacher-Led

Watts Gallery Visit & Paintbox Workshop

Drawing Day
Paintbox

Painting Day
Paintbox

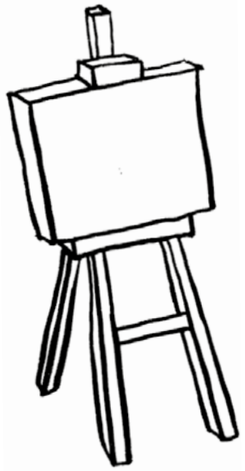
Exhibition
Watts Gallery & Paintbox

Delight in Watts is an intensive visual arts project devised in partnership with Paintbox and delivered by Delight, Paintbox and Watts Gallery – Artists' Village.

Begining with a wow day at Watts Gallery children are challenged to take creative risks as they learn about and make visual art in an engaging and comprehensive way.

Working intensively with Paintbox artists and using bespoke art journals Delight in Watts supports teachers in delivering aspects of the Art & Design National Curriculum whilst children gain knowledge that enriches topic and literacy learning.

The programme culminates in an exhibition of the children's artwork at Watts Gallery which is celebrated by family and friends, and then remains on public display for a number of weeks.



The percentage of participating children eligible for Pupil Premium who showed a development in the following areas*:

Social & Emotional Wellbeing

2021-2022	76%
2022-2023	85%
2023-2024	82%

Learning Engagement

2021-2022	67%
2022-2023	74%
2023-2024	55%

Creative Development

2021-2022	76%
2022-2023	93%
2023-2024	91%

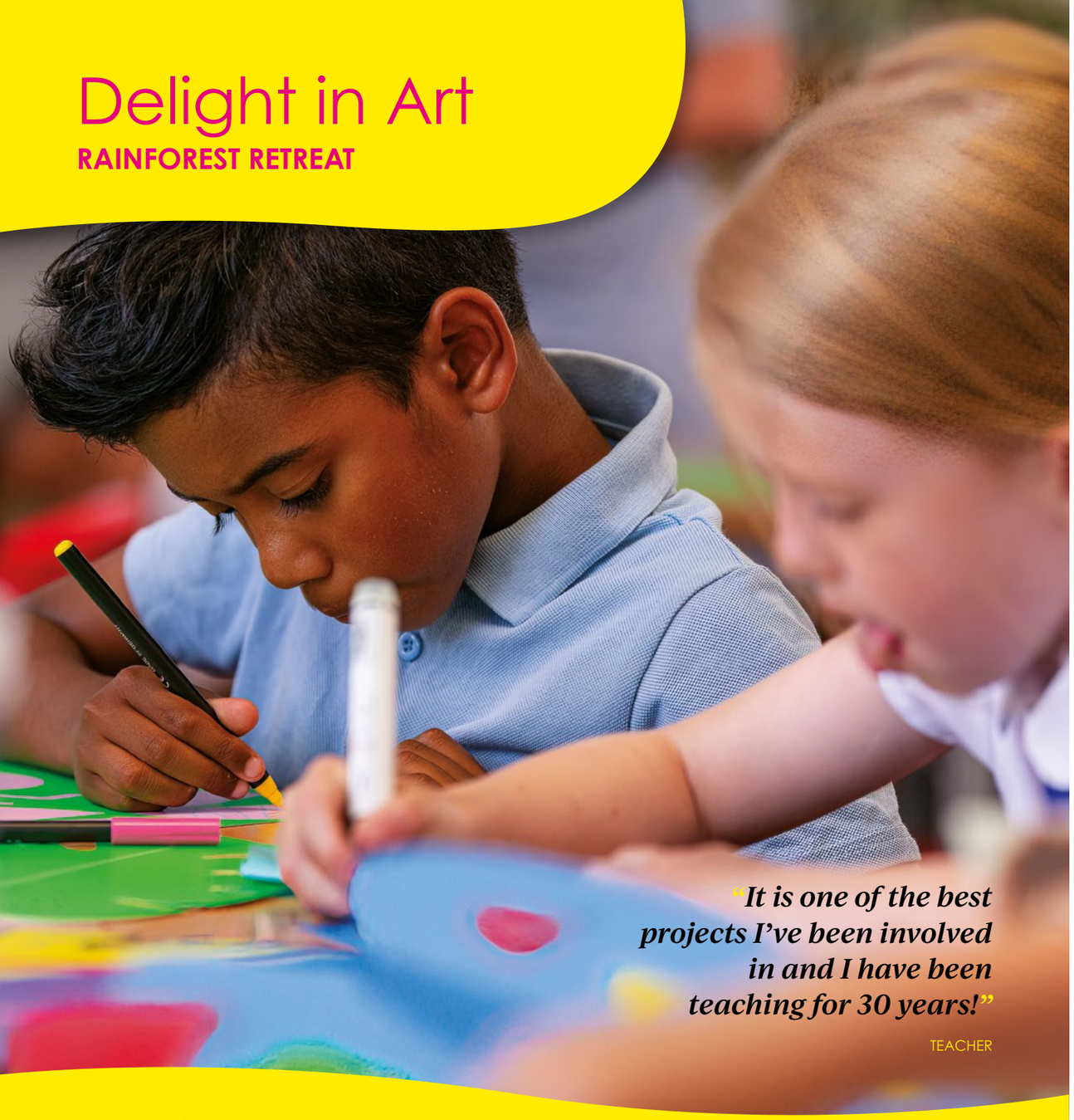
Parent & Carer Engagement

2021-2022	61%
2022-2023	48%
2023-2024	55%

*Comprehensive data gathered from 71 children eligible for Pupil Premium.
In 2020-21 we were unable to deliver Delight in Watts due to pandemic restrictions. To continue supporting schools we created and delivered a new visual arts programme Out of this World which features on pages 20-21.

Delight in Art

RAINFOREST RETREAT



"It is one of the best projects I've been involved in and I have been teaching for 30 years!"

TEACHER

View film

CPD Day
Watts Gallery

Watts Gallery Tour & Paintbox Workshop

Fantastic Foliage
Paintbox

Window Wonders
Teacher-Led

Rainforest Dioramas
Paintbox

Rainforest Birds
Teacher-Led

Incredible Insects
Paintbox

Exhibition

Rainforest Retreat enriches topic learning and increases children's awareness of the natural world as they transform school spaces into rainforest worlds.

Over six weeks children work with professional Paintbox artists and/or their class teachers to explore a range of art materials and techniques that develop their observation and self-expression skills.

Rainforest Retreat provides an opportunity to bring an extra layer of excitement to learning about topics such as ecosystems, environment and conservation, or the Amazon. During the programme children fill windows with exotic birds, create garlands of tropical leaves, decorate flying wooden birds and bugs that climb the walls, offering a truly immersive learning experience.



The percentage of participating children eligible for Pupil Premium who showed a development in the following areas*:

Social & Emotional Wellbeing

2021-2022	88%
2022-2023	92%
2023-2024	92%

Learning Engagement

2021-2022	75%
2022-2023	55%
2023-2024	56%

Creative Development

2021-2022	79%
2022-2023	92%
2023-2024	90%

Parent & Carer Engagement

2021-2022	46%
2022-2023	49%
2023-2024	31%

*Comprehensive data gathered from 119 children eligible for Pupil Premium.

Delight in Art

OUT OF THIS WORLD



"It tied in perfectly with our broader 'Space' topic and clearly motivated the children to want to learn and explore more."

TEACHER

View film

CPD Day
Watts Gallery

Space Watercolours
Paintbox

Exploring the Zodiac
Paintbox

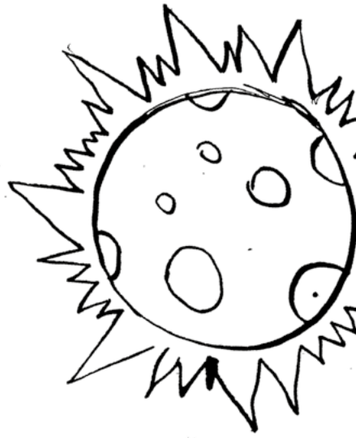
Space Composition
Paintbox

Watts Gallery Tour & Paintbox Workshop

Planet Surfaces
Teacher-Led

Golden Frame
Teacher-Led

Exhibition



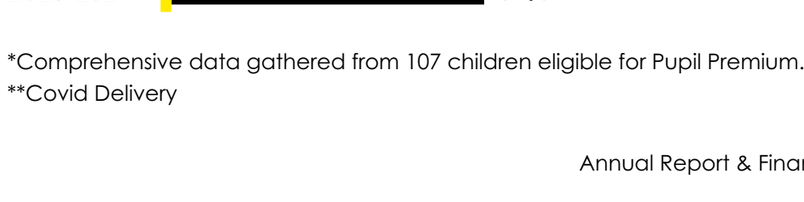
Out of this World guides children on a six week space-themed art adventure in partnership with Paintbox.

Enhancing children's understanding of topic learning about astronomy and strengthening their engagement, they create a range of exciting visual art pieces exploring the wonders of the universe.

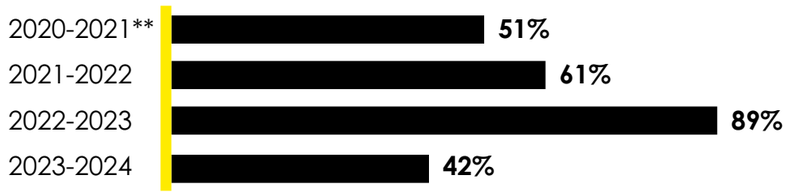
Over six weeks Paintbox and teachers co-lead drawing, painting, and collage workshops, guiding children to create space-themed artwork to share with families and friends in an exhibition. Out of this World improves children's creative confidence, wellbeing and resilience, whilst improving their knowledge of visual arts, STEM language and skills. Throughout the programme, teachers are able to link with Literacy and Science learning and implement the Art and Design National Curriculum.

The percentage of participating children eligible for Pupil Premium who showed a development in the following areas*:

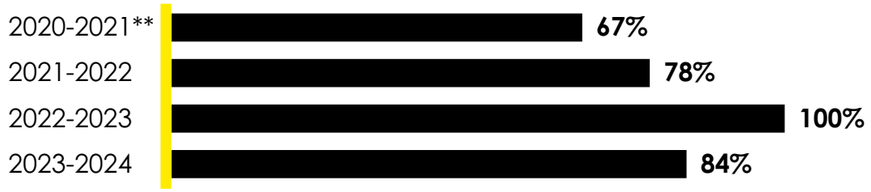
Social & Emotional Wellbeing



Learning Engagement



Creative Development



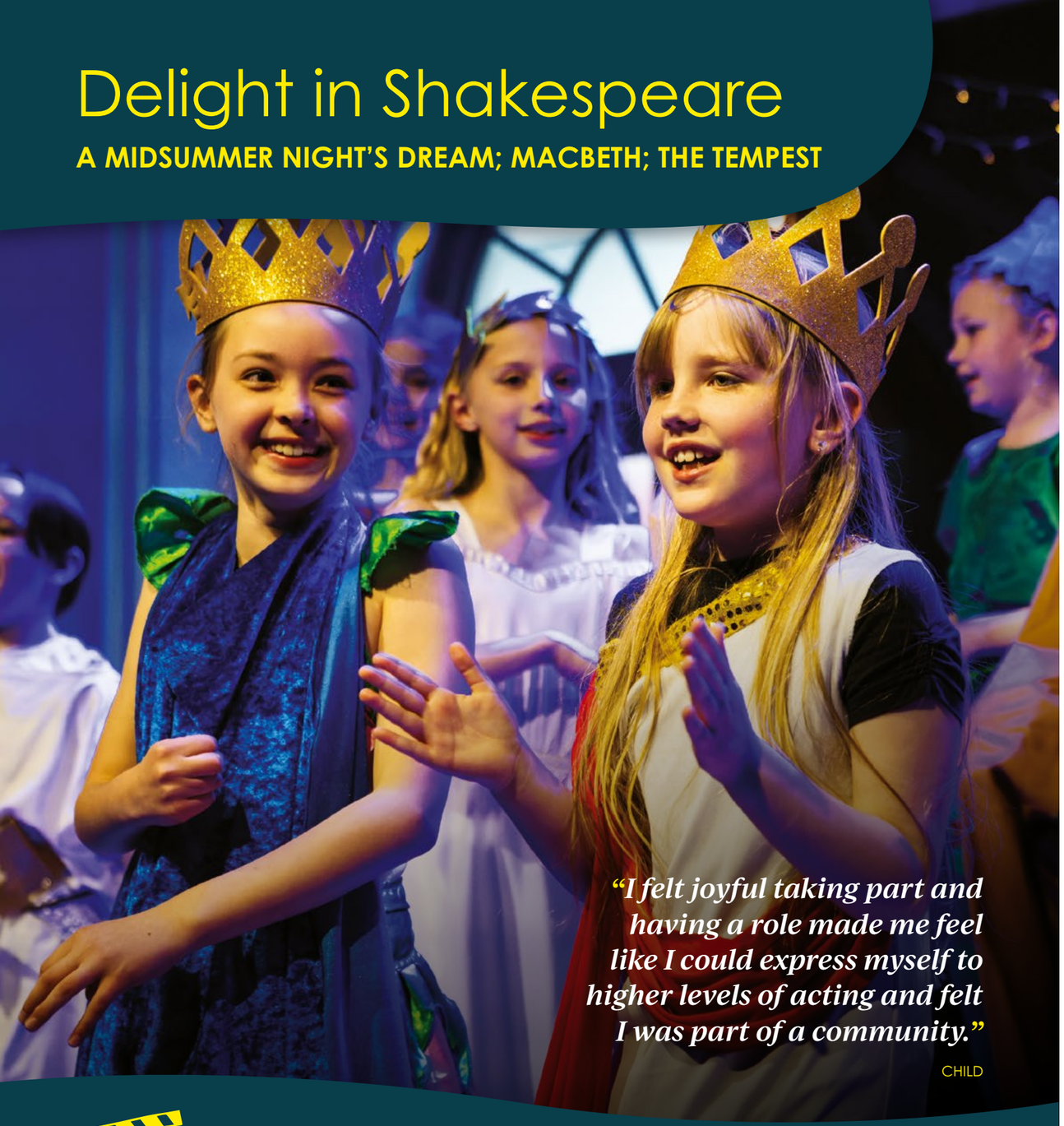
Parent & Carer Engagement



*Comprehensive data gathered from 107 children eligible for Pupil Premium.
**Covid Delivery

Delight in Shakespeare

A MIDSUMMER NIGHT'S DREAM; MACBETH; THE TEMPEST



"I felt joyful taking part and having a role made me feel like I could express myself to higher levels of acting and felt I was part of a community."

CHILD

View film

CPD Day
GSC Rehearsal Studio

Script Reading
Teacher-Led

Make it Your Own
Teacher-Led

Rehearsals
Teacher-Led

Shakespeare Performance
GSC

Make it Your Own
GSC

Rehearsals
GSC

Performance
Teacher-Led

Delight in Shakespeare, devised and delivered with Guildford Shakespeare Company, immerses children in the magical world of Shakespeare and sparks their enthusiasm for drama and storytelling.



The programme begins with an interactive performance of a Shakespeare play followed by a Q&A and skills workshop with the actors. Over the following seven weeks, actors and teachers facilitate workshops helping children develop theatrical knowledge and skills, including devising scripts, designing sets, and crafting props. The programme culminates in a Shakespeare performance, devised and performed by the children for family and friends.

Alongside developing children's creative skillls and social and emotional wellbeing, Delight in Shakespeare supports teachers in delivering elements of the Literacy National Curriculm for Upper Key Stage 2.

The percentage of participating children eligible for Pupil Premium who showed a development in the following areas*:

Social & Emotional Wellbeing



Learning Engagement



Creative Development



Parent & Carer Engagement



*Comprehensive data gathered from 191 children eligible for Pupil Premium.
**Covid Delivery

"We had one school refuser who came in for the whole programme and has been in school ever since."

TEACHER

Equity, Diversity and Inclusion

Arts-based learning embraces creative experiences as a tool not only for developing children's artistic skills, but vitally for improving learning engagement, wellbeing, social skills and aspirations. Our longitudinal study demonstrates that arts-based learning connects particularly well with children who have Special Education Needs and Disabilities (SEND) and struggle with 'traditional' teaching methods. Our approach can also help children develop tools and coping mechanisms for anxiety and mental health challenges.

How we make our work equitable

We work with:

- Mainstream state primary schools with above average children experiencing socio-economic disadvantage or where schools identify pockets of high need.
- Mainstream state primary schools that have specialist education centres attached – children spend their time in both the specialist centre and mainstream class.
- Specialist education centres attached to mainstream state primary schools – children spend the majority of their time in the centre.

We take away:

- **Financial barriers** for children and parents by fundraising for the programmes and asking schools for a percentage contribution.
- **Transport barriers** by holding end-of-programme sharings in schools or, in the case of Delight in Watts, we provide transport for children, parents and teachers to take them to and from Watts Gallery for the children's exhibition.
- **Preconceptions** of who 'the arts' are for by positively engaging children with a range of arts organisations including galleries, Shakespeare, contemporary dance and visual arts.

"Pupils were able to equally engage in these creative activities, which levelled the traditional playing field ... some pupils who did not normally take leadership roles in class, were now acting as leaders ... those who normally struggled academically, got better with these creative activities."

ImpactEd

How we make our work diverse

Across the arts organisations we have partnered with this year the children and teachers have worked with a variety of professionals from global majorities, professionals with disabilities and neurodiversity, a wide range of ages, and professionals from the LGBTQ+ community.

Through our work, we contribute to a more inclusive society by using positive representation of people of different heritage, genders, sexualities, disabilities and ages. At every stage of our work, we focus on positively profiling children. We work with classroom teachers and arts partners to give a positive platform to children who feel unseen and unheard.

How we make our work inclusive

Programme resources include:

- **Dyslexia friendly font** throughout all journals.
- **Writing frames and optional drawing response** to enable all children to participate with confidence.
- **Step-by-step 'How to' videos** to support visual and auditory learners and children with delayed processing.
- **British Sign Language** incorporated throughout 'How to' videos to make them accessible to d/Deaf learners.
- **'Word bank' cards** to aid vocabulary acquisition for all children and to support those with English as an additional language.

Programme components include:

- **CPD days** to take the teachers through all aspects of the programme; techniques and queries surrounding accessibility and inclusion are discussed and support given.
- Professional in-school performances are delivered as '**relaxed' performances** to ensure that they are accessible for children with a range of special educational needs.
- **Artists** delivering programme sessions are experienced in supporting children with a range of learning or physical needs.
- **Planning meetings** take place with teachers to identify any adaptations necessary to make the programme accessible for the children in their class.
- **Kinaesthetic learning** is fundamental to an arts-based learning approach and engages children that struggle with more traditional classroom learning and those with English as an additional language.

Developing Teachers' Skills and Confidence

Working with teachers year on year helps us form close relationships based on trust and a shared desire to positively effect the children in their classes.

The partnerships we have with our teachers is integral to the success of the programmes; the energy, enthusiasm and dedication they bring increases the impact of the work. By giving teachers the knowledge, skills and confidence they need to deliver creative lessons independently empowers them to expand these skills into their wider teaching practice thereby helping to embed a genuine arts-based learning culture within schools.

We offer a wraparound package of support to teachers including:

- **Whole day CPD workshops** led by Delight and arts partners taking teachers through every aspect of the programme including content, accessibility and inclusion, and use of resources.
- **1:1 planning meetings** to understand the needs of the class and encourage an open dialogue about the programmes being a partnership.
- **Teachers co-leading** workshops with artists and independently leading workshops with access to Delight resources and support.
- **1:1 consultation** to gather feedback that will inform future programme content.

This support is proven to help teachers gain the knowledge, skills and confidence needed to use an arts-based learning approach independently with their class. Over the past four years, we have worked with 346 teachers and collected data from them across all of our programmes.

Number of participating teachers:

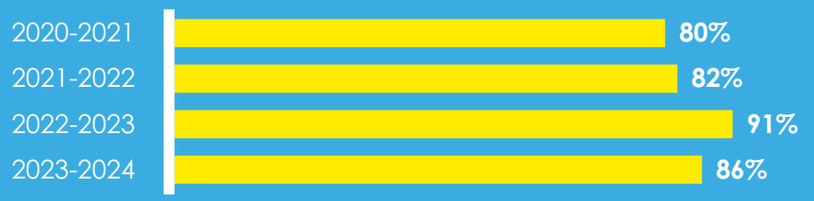
2020-2021	2021-2022	2022-2023	2023-2024
71	**66**	**129**	**80**

Percentage of participating teachers who have shown development in the following areas:

Confidence in using arts-based learning techniques in their teaching practice



Using arts-based learning approaches after taking part



ImpactEd

Findings from ImpactEd

"Headteachers unanimously agreed that after participating, teachers in their school had an improved sense of confidence and knowledge in delivering arts-based learning."

"Teachers praised the fact that they learnt how to better integrate arts activities into learning activities and the curriculum, such as integrating the story of dance or theatre into English lessons and literacy learning."

What teachers said:

"The CPD day was one of the most beneficial training days I have ever been on. It was so practical. I remembered it all when I was doing it with the children."

"I really enjoyed the programme and working with my class in a different way. It helped me realise how much some children can thrive through drama and it has helped me to use drama more often in my lessons."

"I have always struggled to teach dance. But with the training, learning to do it step by step, I realised that I could do it and any reservations I had went [away]. I felt a lot more confident."

Engaging Parents and Carers

Challenges with parental engagement have reportedly increased over the past few years. Parents and carers face mounting pressures, including financial hardship and emotional wellbeing, that impact them as individuals and in their wider family life.

Delight's programmes offer a new point of conversation between parents and children and parents and teachers. The end-of-programme sharings are an invaluable way to engage with parents and carers, helping to build stronger parent/teacher/child relationships.

Percentage of parents who completed surveys shared:

Their child talked about their Delight experience at home*



They feel more encouraged to enjoy the arts with their child on a regular basis*



They believe Delight was a positive experience for their child*



*Data was not collected in 2020-21 due to Covid.



ImpactEd

Findings from ImpactEd

"Parents saw Delight as a positive experience, where they believed that taking part in a Delight programme had a positive impact on their child's social and emotional learning and engagement at home."

"Some teachers reflected that the Delight programmes encouraged impressively high levels of engagement amongst parents and carers."

"Within the same academic year (2022-23), parental engagement scores were higher for pupils who were in their third year of participating in Delight programmes compared to pupils who were in their second and first year of participating in Delight respectively. This further suggests a positive relationship between pupils' length of participation with the programme and parental engagement."

What parents said:

"It was wonderful to see my child on stage dancing when he was quite worried about it. He overcame his fears. Great life lesson."

"Listening to my [child] talk about his experience [with Delight in Watts] was lovely. He usually tells me 'he's forgot' what he's done that day. But his art experience he raved about."

What a headteacher said:

"We would like to use it [Delight in Shakespeare] as a way for further engagement with parents… this has been so beneficial to this cohort already in the previous two projects where the share part of the experience was engaging and superbly delivered so that all stakeholders were valued and parents warmly included."

NEW WORK

Delight in Stories

A NATURE AND STORYTELLING ADVENTURE



"It was so sweet to see the children reading to the Story Plant. The children were so excited when the plant grew. They all understood that the plant had grown because of their storytelling."

TEACHER

View film

CPD Day

Writing to Walter
Teacher-Led

Story Plant Grows
Teacher-Led

Walter is Coming
Teacher-Led

Magical Happening
Teacher-Led

Story Seed Arrives
Teacher-Led

Cordelia's Story Suitcase
Teacher-Led

Open Classroom
Teacher-Led

In our first fully teacher-led programme, children discover their power as the 'Best Storytellers in the World'.

The adventure begins when the class teacher receives a video message from an intriguing author and former pupil who shares a story about Walter Welliebøøt, a tiny magical gardener from Størilund.

During a nature walk, the children discover Walter has lost his storytelling power, and his magical Story Plants are withering. The children are invited on a quest to save Størilund.

Over a number of weeks they craft powerful stories that help one of Walter's Story Seeds rapidly grow into a healthy Story Plant. They celebrate by sharing their adventure with their families during an Open Classroom event.

Delight in Stories nurtures creativity, teamwork and empathy. It supports teachers to delivery Literacy, developing positive attitudes to reading, composition and comprehension, and links to the Science topic of Plants.

The percentage of participating children eligible for Pupil Premium who showed a development in the following areas*:

Social & Emotional Wellbeing

Self-worth	75%
Confidence	75%
Communication	71%

Creative Development

Setting in Writing	79%
Motivation to Write	75%
Generating Ideas	75%

Learning Engagement

Expression	79%
Concepts	71%
Understanding	75%

Parent and Carer Engagement

Support at Home	38%
Attending Events	58%

*Comprehensive data gathered from 21 children eligible for Pupil Premium

Jenna's Story

A PUPIL PREMIUM CASE STUDY

Jenna's teacher explained that Jenna had recently come to the country as a refugee. She didn't speak much English but is making progress in this area, as a result she had one good friend but didn't talk much to others. At the start of the programme, Jenna was working at a low ability and her teacher hoped that Delight in Stories would help her focus on sentence structure and forming her words correctly when spelling. Jenna said that she enjoyed writing adventure stories and liked including lots of different characters.

Jenna's teacher was pleased with the impact that Delight in Stories had on her. Since taking part, Jenna has started to talk more and is more excited and confident to voice her opinions in class. This was especially pronounced during the programme when she often talked about the little man and his adventures. Jenna's work has improved, she has more stamina when writing for a purpose and is producing more content.

Jenna was thrilled with the programme, she said: "I love stories. I like to write about things that happen in my mind and I like how I can write these ideas for people to enjoy."



"I really loved writing stories to Walter because he wrote us lots of notes and came to visit. This made me really excited to write."



Development Areas

Social & Emotional Wellbeing	Before Programme	After Programme
Self-Worth	2	3
Communication	2	4
Teamwork	2	4

Learning Engagement	Before Programme	After Programme
Motivation to Write	2	4
Writing Process	2	4
Storytelling Confidence	2	4

Creative Development	Before Programme	After Programme
Understanding New Concepts	1	2
Decode Sounds and Words	1	2

Parent & Carer Engagement	Before Programme	After Programme
Attending Events	2	4

NEW WORK

Make, Create, Celebrate



"I was able to have an experience I would not normally have the opportunity to have. I am very grateful."

PARENT

Make, Create, Celebrate is a holistic early intervention visual arts and wellbeing programme supporting children and their families in wards across Surrey that have been identified as having poor health outcomes.

This two-year programme combines children's and teachers' participation in a six-week, in-school Rainforest Retreat or Delight in Watts programme with additional ways of integrating these visual arts programmes into the wider family unit.

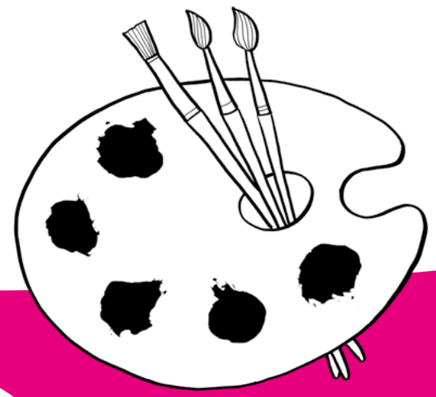
We do this in the following ways:

- **Exhibition**
  The end of programme exhibition includes an art activity that parents and children do together.
- **Take home pack**
  Every child takes home a fully resourced art pack so they can do some of the art activities they did in school with family members at home.
- **Community art and wellbeing sessions**
  Some children and parents are sensitively selected and invited to a series of community art and wellbeing sessions led by arts partner Paintbox.

The project has been incredibly well received by children, parents, schools and the surrounding communities. Our evaluation, produced in conjunction with the Surrey Mental Health Investment Fund, is ongoing and we look forward to reporting on it in detail in our next Impact Report.

"Thank you so much Hannah. My girls and I really loved the class. It's a fantastic thing to do in the community and to not have to pay anything. This is a wonderful charity and we appreciate having you here."

PARENT



Make, Create, Celebrate in 2023-24:

330 children took part

151 take-home art packs were distributed

252 family members attended exhibitions

11 teachers took part

76 community members attended art & wellbeing sessions

Future Plans

"I think Delight is one of the best things I have participated in school."

CHILD

Over the past two years there has been substantial growth in demand from schools to partner with Delight to support children's learning and wellbeing. This is due to the sharp rise in children experiencing disadvantage and/or mental health and learning challenges, alongside Delight's growing reputation in the primary education sector for our high-quality and impactful arts-based learning programmes.

"When I talk about the Delight programmes it reminds me of what our true purpose in education is."

HEADTEACHER

To help us continue our mission of supporting schools to embed arts-based learning and expand our reach in response to demand, our future plans include:

- Fully teacher-led Rainforest Retreat, Out of this World and Delight in Stories running from 2024-25 enabling schools to access our work at a lower price point and to give teachers the opportunity to lead arts-based learning independently.
- Expansion of our team to give us the capacity to maintain our strong existing school partnerships and forge new ones.
- Explore the possibilities afforded through Make, Create, Celebrate on parental and community engagement.
- Concentrated effort to advocate for the benefits of arts-based learning on children who experience disadvantage through our current local networks and expansion into the national arena.

Our proven success in forging meaningful educational and cultural partnerships, plus the support we receive from our family of funders, will help us achieve these goals in turn making a positive difference to the lives of the children we work with.



Organisation Structure and Management

Governance

Delight has a board of five Trustees who bring a range of experience covering education, arts, business, finance, marketing and law. The Charity must have a minimum of three Trustees at any time. Under Delight's Constitution by which the board Is governed, the Board of Trustees has the power to do anything that is believed to further the Charity's objectives or is conducive or incidental to doing so. The governance of the Charity is the responsibility of the Trustees who are elected and coopted under the terms of its Constitution. The Board of Trustees has corporate responsibility for ensuring that Delight complies with any statutory or administrative requirements for the use of public and/or private funds. Trustees meet on a quarterly basis. All Trustees give their time freely. None of the Trustees receive remuneration or other benefit from their work with the Charity.

Trustees Appointments

The appointment of new Trustees is made by the Board. Trustees are selected according to the skills, knowledge, and experience that they can contribute to Delight's charitable remit.

Management

The daily running of Delight is overseen by the CEO, Kathryn Mills, alongside a team of eight part-time staff. Delight is a Living Wage employer.

Financial Review

The Trustees have reviewed the Charity's financial position and consider the Charity's financial position for the year ended 31st August 2024 to be strong.

At 31st August 2024, Delight held general unrestricted funds of £15,000 alongside pipeline development designated funds of £88,080 to support the Charity's development, reach and impact.

Reserves Policy

Delight holds free reserves for three months' operational costs, protecting organisational stability. At 31st August 2024, resilience designated funds were £50,347.

Declaration

The Trustees declare that they have approved the Trustees' report.

Signed on behalf of Delight's Trustees:



Victoria Francis
CHAIR

DATE: 10TH FEBRUARY 2025

DELIGHT

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF DELIGHT

I report to the trustees on my examination of the financial statements of Delight (the trust) for the year ended 31 August 2024.

Responsibilities and basis of report

As the trustees of the trust you are responsible for the preparation of the financial statements in accordance with the requirements of the Charities Act 2011.

I report in respect of my examination of the trust's financial statements carried out under section 145 of the Charities Act 2011. In carrying out my examination I have followed the Directions given by the Charity Commission under section 145(5)(b) of the Charities Act 2011.

Independent examiner's statement

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

Your attention is drawn to the fact that the charity has prepared the financial statements in accordance with the relevant version of the Statement of Recommended Practice applicable to charities preparing their financial statements in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) in preference to the Accounting and Reporting by Charities: Statement of Recommended Practice issued on 1 April 2005 which is referred to in the extant regulations but has now been withdrawn. I understand that this has been done in order for the financial statements to provide a true and fair view in accordance with UK Generally Accepted Accounting Practice.

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

1 accounting records were not kept in respect of the trust as required by section 130 of the Charities Act 2011.
2 the financial statements do not accord with those records; or
3 the financial statements do not comply with the applicable requirements concerning the form and content of financial statements set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the financial statements give a true and fair view, which is not a matter considered as part of an independent examination.

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



Hazel Day
Xeinadin
Nightingale House
46-48 East Street
Epsom
Surrey
KT17 1HQ
Date: 14 February 2025

DELIGHT

STATEMENT OF FINANCIAL ACTIVITIES INCLUDING INCOME AND EXPENDITURE ACCOUNT

FOR THE YEAR ENDED 31 AUGUST 2024

	Notes	Unrestricted funds 2024 £	Restricted funds 2024 £	Total 2024 £	Unrestricted funds 2023 £	Restricted funds 2023 £	Total 2023 £
Income and endowments from:							
Donations and legacies	**2**	11,000	167,830	178,830	7,383	264,312	271,695
Charitable activities							-
Delight programmes	**3**	88,700	-	88,700	87,935	-	87,935
Investments	**4**	2,329	-	2,329	623	-	623
Other income	**5**	56,796	-	56,796	54,461	-	54,461
Total income		158,825	167,830	326,655	150,402	264,312	414,714
Expenditure on:							
Raising funds	**6**	32,123	-	32,123	31,858	-	31,858
Charitable activities							
Delight programmes	**7**	2,621	289,169	291,790	2,960	355,288	358,248
Total expenditure		34,744	289,169	323,913	34,818	355,288	390,106
Net income/(expenditure)		124,081	(121,339)	2,742	115,584	(90,976)	24,608
Transfers between funds		(121,339)	121,339	-	(90,976)	90,976	-
Net movement in funds	**9**	2,742	-	2,742	24,608	-	24,608
Reconciliation of funds:							
Fund balances at 1 September 2023		150,685	-	150,685	126,077	-	126,077
Fund balances at 31 August 2024		153,427	-	153,427	150,685	-	150,685

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

DELIGHT

BALANCE SHEET

AS AT 31 AUGUST 2024

	Notes	2024 £	2024 £	2023 £	2023 £
Current assets					
Debtors	**13**	24,664		21,340	
Cash at bank and in hand		380,715		258,404	
		405,379		279,744	
Creditors: amounts falling due within one year	**14**	(251,952)		(129,059)	
Net current assets			153,427		150,685
The funds of the trust					
Unrestricted funds	**15**		153,427		150,685
			153,427		150,685

The financial statements were approved by the trustees on 10TH FEBRUARY 2025

Ms V M Francis
Trustee

1 Accounting policies

Charity information

Delight is constituted as a Charitable Incorporated Organisation and registered with the Charity Commission for England and Wales (Charity number 1159567). The registered office of Delight is at 9B Station Avenue, Caterham, Surrey CR3 6LB

1.1 Accounting convention

The financial statements have been prepared in accordance with the trust's governing document, the Charities Act 2011, FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland" and the Charities SORP "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)". The trust is a Public Benefit Entity as defined by FRS 102.

The trust has taken advantage of the provisions in the SORP for charities not to prepare a statement of cash flows.

The financial statements have not departed from the Charities (Accounts and Reports) Regulations 2008.

The financial statements have been prepared under the historical cost convention, The principal accounting policies adopted are set out below.

1.2 Going concern

At the time of approving the financial statements, the trustees have a reasonable expectation that the trust has adequate resources to continue in operational existence for the foreseeable future. Thus the trustees continue to adopt the going concern basis of accounting in preparing the financial statements.

1.3 Charitable funds

Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.

Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

Further explanation of the nature and purpose of each fund is included in the notes to the financial statements.

1.4 Income

All income is recognised in the Statement of Financial Activities once the charity has entitlement to the funds, it is probable that the income will be received and the amount can be measured reliably.

1.5 Expenditure

Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all cost related to the category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with the use of resources.

1.6 Taxation

The charity is exempt from tax on its charitable activities.

1.7 Hire purchase and leasing commitments

Rentals paid under operating leases are charged to the Statement of Financial Activities on a straight line basis over the period of the lease.

2 Income from donations and legacies

	Unrestricted funds 2024 £	Restricted funds 2024 £	Total 2024 £	Unrestricted funds 2023 £	Restricted funds 2023 £	Total 2023 £
Donations and gifts	-	928	928	7,383	-	7,383
Grants	11,000	166,902	177,902	-	264,312	264,312
	11,000	167,830	178,830	7,383	264,312	271,695

3 Income from charitable activities

	Unrestricted funds 2024 £	Unrestricted funds 2023 £
Delight programmes		
School contributions	88,700	87,935

4 Income from investments

	Unrestricted funds 2024 £	Unrestricted funds 2023 £
Interest income	2,329	623

5 Other income

	Unrestricted funds 2024 £	Unrestricted funds 2023 £
Bespoke/ fee earning work	56,796	54,461

6 Expenditure on raising funds

	Unrestricted funds 2024 £	Unrestricted funds 2023 £
Fundraising and publicity		
Other fundraising costs	10,616	614
Staff costs	21,507	31,244
	32,123	31,858

7 Expenditure on charitable activities

	Delight programmes 2024 £	Delight programmes 2023 £
Direct costs		
Staff costs	107,163	105,850
Other operating leases	10,467	7,500
Postage and stationery	500	401
Sundries	1,367	49
Arts Partner fees	55,389	104,807
Coach and Vehicle hire	7,150	5,965
Photography	576	2,257
Film and multimedia resources	7,322	6,660
Other project materials	12,472	25,404
Evaluation	5,228	10,682
Teacher CPD	2,560	2,195
Design and print	4,072	4,566
Travel and parking	4,289	3,588
Arts award	2,721	7,555
	221,276	287,479
Share of support and governance costs (see note 8)		
Support	67,893	67,809
Governance	2,621	2,960
	291,790	358,248
Analysis by fund		
Unrestricted funds	2,621	2,960
Restricted funds	289,169	355,288
	291,790	358,248

8 Support costs allocated to activities

	2024 £	2023 £
Staff costs	37,205	44,844
Operating lease charges	1,979	6,824
Travel	1,119	-
Rates	941	828
Insurance	1,117	1,094
Light & heat	2,943	2,593
Telephone & internet	467	424
Postage & stationery	1,154	1,324
Other support costs	9,768	2,128
Repair & maintenance	6,378	924
IT & web costs	4,806	6,818
Bank charges	16	8
Governance costs	2,621	2,960
	70,514	70,769
Analysed between:		
Delight programmes	70,514	70,769

9 Net movement in funds

	2024 £	2023 £
The net movement in funds is stated after charging/(crediting):		
Fees payable for the independent examination of the charity's financial statements	1,750	1,650
Operating lease charges	1,979	6,824

10 Trustees

None of the trustees (or any persons connected with them) received any remuneration or benefits from the trust during the year.

11 Employees

The average monthly number of employees during the year was: 7

	2024 Number	2023 Number
Fundraising	1	1
Programmes	4	5
Administration	2	2
Total	7	8

11 Employees (Continued)

Employment costs	2024 £	2023 £
Wages and salaries	165,875	181,938

There were no employees whose annual remuneration was more than £60,000.

12 Taxation

The charity is exempt from taxation on its activities because all its income is applied for charitable purposes.

13 Debtors

Amounts falling due within one year:	2024 £	2023 £
Trade debtors	7,397	16,250
Prepayments and accrued income	17,267	5,090
	24,664	21,340

14 Creditors: amounts falling due within one year

	2024 £	2023 £
Trade creditors	2,600	7,006
Other creditors	652	933
Accruals and deferred income	248,700	121,120
	251,952	129,059

15 Unrestricted funds

The unrestricted funds of the charity comprise the unexpended balances of donations and grants which are not subject to specific conditions by donors and grantors as to how they may be used. These include designated funds which have been set aside out of unrestricted funds by the trustees for specific purposes.

	At 1 September 2023 £	Incoming resources £	Resources expended £	Transfers £	At 31 August 2024 £
General fund	15,000	158,825	(34,744)	(124,081)	15,000
Resilience designated fund	47,605	-	-	2,742	50,347
Pipeline development designated fund	88,080	-	-	-	88,080
	150,685	158,825	(34,744)	(121,339)	153,427

Previous year:	At 1 September 2022 £	Incoming resources £	Resources expended £	Transfers £	At 31 August 2023 £
General fund	14,022	150,402	(34,818)	(114,606)	15,000
Resilience designated fund	47,605	-	-	-	47,605
Pipeline development designated fund	64,450	-	-	23,630	88,080
	126,077	150,402	(34,818)	(90,976)	150,685

16 Operating lease commitments

Lessee

At the reporting end date the trust had outstanding commitments for future minimum lease payments under non-cancellable operating leases, which fall due as follows:

	2024 £	2023 £
Within one year	10,000	2,625
Between two and five years	32,930	-
	42,930	2,625

17 Related party transactions

There were no disclosable related party transactions during the year (2023 - none).

THANK YOU!

We offer our sincere thanks to everyone who has been a part of our work over the past year. Your commitment to Delight, your enthusiasm and generosity has helped steer us through a challenging year.

Funders

The Netherby Trust

The Rayne Foundation

Surrey Mental Health Fund

Heathrow Community Trust

phf Paul Hamlyn Foundation

Community Foundation for Surrey

St. James's Place Charitable Foundation

Guildford Poyle Charities

The Alburys Charitable Foundation

St Faith's Trust

The Elizabeth Frankland Moore and Star Foundation

Wingate Foundation

Gatwick Airport Community Trust

Tandridge Together Community Fund

The Four Barrows Foundation
Supporting Opportunities for Young Children

waltoncharity on thames

Alchemy Foundation

TESCO Community Grants

co op

Corporate Partners

Greenergy

LLOYD'S

cisco

Penningtons Manches Cooper

Arts Partners and Creative Team

Guildford Shakespeare Company

Made By Katie Green

paintbox PROJECT

Watts Gallery Artists Village

Sharp pencil DESIGN

WigglyLine

TYPECASTCOLOUR

Alex Brenner // Photography

Interpreters of Colour Network

PHOTOGRAPHISE
David Monteith-Hodge



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Surrey, CR3 6LB
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delightcharity.org.uk

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DELIGHT

England & Wales - Charity number 1159567

Accounts



Annual Report & Financial Statements

1 SEPTEMBER 2022 – 31 AUGUST 2023

Registered Charity: 1159567



Annual Report & Financial Statements

1 SEPTEMBER 2022 – 31 AUGUST 2023

The Board of Trustees is please to present its annual report for the year 1st September 2022 to 31st August 2023, together with the financial statements for the year.

Charity Status and Constitution

Delight is a registered charity, number 1159567. Delight is constituted as a Charitable Incorporated Organisation and registered with the Charity Commission for England and Wales. Delight is governed by its Constitution which was adopted on the 5th November 2014.

Registered Address

Delight, 9B Station Avenue, Caterham, Surrey CR3 6LB

Trustees

Victoria Francis Chair
Dom Carpenter Treasurer
Matt Fox Secretary
Stephen Brown
Elizabeth Jane Ee-Mei Lim (appointed 2023)

Chief Executive Officer

Kathryn Mills

Bankers

Lloyds Bank, 21 Station Avenue, Caterham CR3 6YT

Accountant

Tudor John, Nightingale House, 46-48 East Street, Epsom, Surrey KT17 1HQ

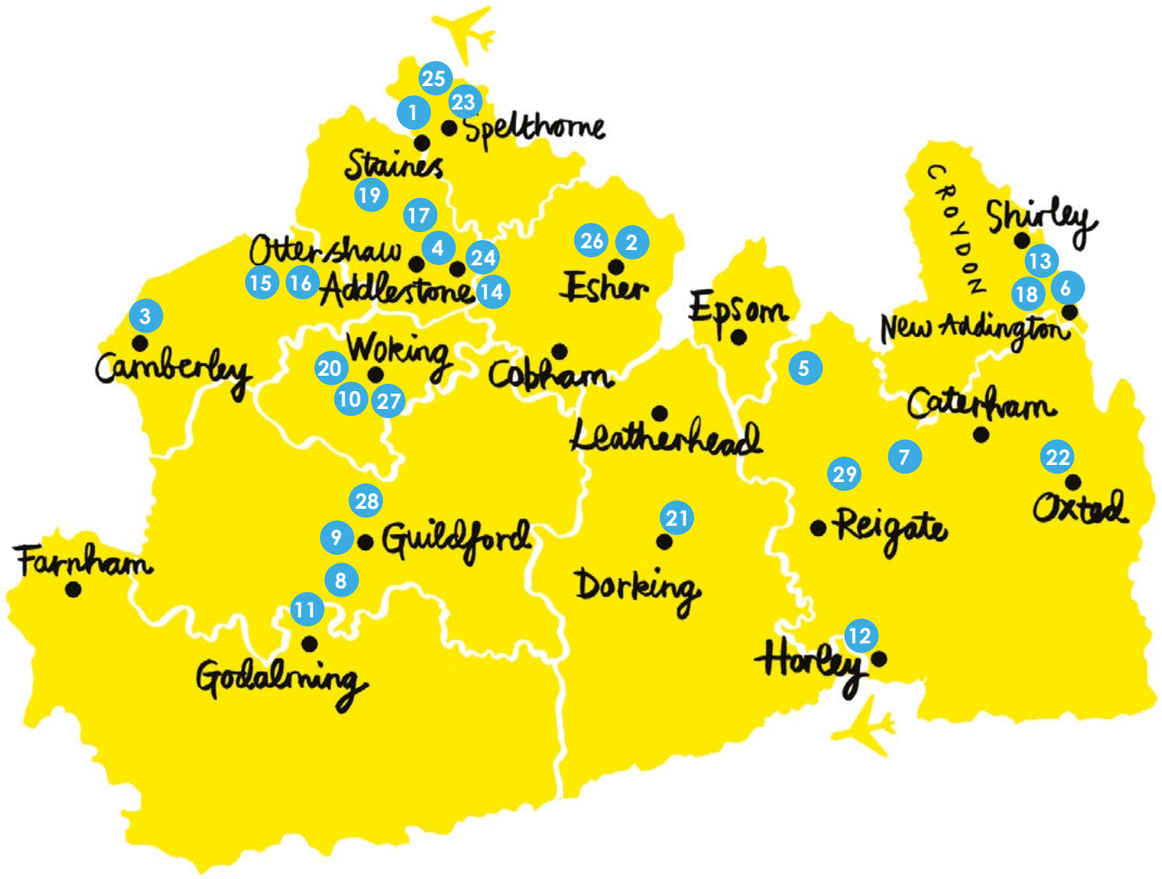
Charitable Objectives

Delight's vision is to provide equal opportunity for every child to thrive both in their school years and beyond.

Our high-quality, inclusive arts programmes aim to improve the wellbeing, creativity and learning outcomes for children from disadvantaged backgrounds and/or with special educational needs.

Delight's primary objectives, as laid out in its Constitution, are to: advance in life and help young people especially, but not exclusively, through advancing education, particularly in the arts.

Delight partner schools 2022-23



1. Ashford Park Primary School
2. Chandlers Field Primary School
3. Cordwalles Junior School
4. Darley Dene Primary School
5. Epsom Primary and Nursery School
6. Fairchildes Primary School
7. Furzefield Primary School
8. Gosden House School
9. Guildford Grove Primary School
10. Kingfield Primary School
11. Loseley Fields Primary School
12. Manorfield Primary and Nursery School
13. Monks Orchard Primary School
14. New Haw Junior School
15. Ottershaw Infant School
16. Ottershaw Junior School
17. Pyrcroft Grange Primary School
18. Rowdown Primary School
19. St Anne's Catholic Primary School
20. St John's Primary School, Knaphill
21. St Martins C of E Primary School
22. St Mary's C of E Primary School, Oxted
23. St Michaels Catholic Primary School
24. St Paul's C of E Primary School
25. Town Farm Primary School
26. Walton Oak Primary School
27. Westfield Primary School
28. Weyfield Primary Academy
29. Wray Common Primary School

Welcome

On behalf of Delight's Board of Trustees, I'm very pleased to share our Annual Report and Financial Statements for the academic year 2022-23.

Creating magic in learning has always been at the heart of Delight's vision and we are privileged to have worked with 2,227 children and 129 teachers across 29 Surrey and Croydon state primary schools this year.

The results highlighted in this year's report demonstrate the numerous positive impacts of participating in Delight's arts-based learning programmes and their role in helping to close the opportunity and attainment gap for children from disadvantaged backgrounds. From joyful immersion in creative activities to showcasing artistic achievements in exhibitions and performances, our arts-based learning programmes are steeped in opportunities that help children thrive during their school years and beyond – raising confidence, pride and aspirations whilst building capacity to better manage emotions and stress.

Statistics alone, however, cannot communicate the enormity of Delight's impact on the lives of so many, and, for me, hearing the stories of change from participating children, their teachers and caregivers is one of the most rewarding aspects of being on Delight's Board of Trustees. Some of these stories are included in our Impact Report and give an insight into the lives of the children that we reach.

As always, we are indescribably grateful to all those who have made it possible. My sincere thanks go to the teachers, teaching assistants, head teachers, arts partners and funders, the fabulous Delight team and the children whose enthusiasm and trust make this work possible and these changes a reality.



Victoria Francis Chair

View film



Public Benefit: Our audience

Our primary audience is children aged 5 to 11, many are from families affected by socio-economic disadvantage and have challenging home lives.

Our audiences are also the teachers and headteachers from our partner schools, working together to embed arts-based learning to help every child have the opportunity to thrive during their school years and beyond.

We work in long-term partnership with state primary schools to reach children through safe and structured settings. Around one-third of the children we reach are eligible for the government's Pupil Premium support, a key indicator of disadvantage, whilst others narrowly miss the threshold but still face numerous challenges.

Disadvantage has a big influence on children's life chances:

- Socially and economically disadvantaged children are more likely to start school behind their peers and the attainment gap widens as they progress through school.
- Socially and economically disadvantaged children are more likely to face challenges with mental health, resilience, self-esteem, life satisfaction and confidence.
- A deficit of life experiences impacts disadvantaged children's aspirations and opportunities.
- Children with special educational needs and disabilities are more likely to be born into and grow up in poverty.

Of 2,227 participating children in 2022-23:

32%
were eligible for Pupil Premium support

22%
had English as an additional language

26%
had special educational needs and disabilities

Delight Methodology

Over the past 10 years, Delight has been levelling the playing field for children from disadvantaged backgrounds through arts-based learning.

Our robustly evidenced approach has been developed in partnership with professional artists, teachers, children and families.

Proven to result in strong outcomes for both children and teachers, our seven-step methodology is effective at closing the opportunity and attainment gap for children facing disadvantage and those with additional learning needs.



Inspiring arts experiences including professional theatre and dance productions in school, gallery visits and artist encounters.

Weekly creative workshops where children make and create with artists or their class teacher.





Empowering teachers through training and opportunities to lead workshops supported by artists, dancers and actors.

Children's exhibitions and performances to celebrate achievements with family and friends.





Evidence driven and continual evaluation to ensure maximum impact for children.

A legacy of creativity in schools by building teachers' arts-based learning skills and confidence via training and resources.





Long-term school partnerships as a catalyst for change in disadvantaged communities.

ImpactEd

Independent Evaluator

Working with our independent evaluation partner ImpactEd and using our robust impact measurements, we can evidence the significant benefits that our programmes bring to children who experience disadvantage.

Summary of findings by ImpactEd

- Delight is providing a programme which is filling a gap within the standard schooling curriculum.
- Delight programmes had a particular effect on pupils' oracy and literacy especially amongst those with special education needs and/or Pupil Premium.
- Children eligible for Pupil Premium showed an increase in artistic and social outcomes.
- Parental engagement for children eligible for Pupil Premium increased across most programmes.
- All programmes led to a confidence boost and provided pupils with the opportunity to work hard at and to overcome a challenge. This led to an increase in self-esteem and provided them with resilience that can be used across their other subjects at school.
- Children's confidence, teamwork and communication skills increased.
- Programmes contributed to pupils' views of, and confidence in, future engagement with the arts.
- Teachers' confidence and skills in delivering arts-based learning programmes increased.
- Parents saw Delight as a positive experience, where they believed that taking part in a Delight programme had a positive impact on their child's social and emotional learning and engagement at home.



Key areas of impact

Our 2022/23 evaluation is based on comprehensive data received from 236 children eligible for Pupil Premium, 1,543 participating children, 95 teachers, and 837 parents and carers across 29 partner schools.

"It was incredible: I felt really powerful and brave!"

CHILD

1 Improving children's social and emotional wellbeing

91% of children eligible for Pupil Premium showed improved social outcomes including resilience, self-worth, pride, confidence, communication, teamwork, learning engagement.

83% of all participating children felt proud of their achievements.

80% of parents and carers have seen a positive difference in their child's social and emotional skills.

80% of parents and carers have seen an increase in their child's self-confidence.

2 Increasing children's learning engagement and motivation to learn

74% of children eligible for Pupil Premium showed improved learning outcomes including fluency of speech, understanding new words, phrases, and concepts, use of new vocabulary, explaining new learning and ideas, and following instructions.

1,592 Arts Awards presented to recognise children's fantastic achievements.

91% of parents and carers said their child talked about their Delight project at home.

3 Raising children's aspirations and broadening horizons

92% of children eligible for Pupil Premium showed improved artistic outcomes including participation, creative expression, and independent working.

For 54% of children this was their first time meeting an artist, actor or dancer.

For 37% of children this was their first time seeing a live professional performance or visiting an exhibition.

4 Building a legacy of arts-based learning in schools

88% of teachers reported increased confidence in using arts-based learning techniques in their teaching practice.

91% of teachers said that they will use arts-based learning approaches after taking part.

5 Building a positive support network around each child

2,382 parents and carers saw children's performances or exhibitions.

50% of children eligible for Pupil Premium experienced improved parent/carer engagement.

90% of parents and carers said the Delight programme was a positive experience.

84% of parents and carers say they feel more encouraged to enjoy art, dance or performance with their child on a regular basis.

"All pupils have grown in confidence and that, in turn, has made them more motivated at school and with their schoolwork. It is like they suddenly feel that after Macbeth they can do anything now and are less worried about trying new things."

TEACHER

Delight in the Woods

A NATURE AND STORYTELLING ADVENTURE



View film

CPD Day
Box Hill

Letters to William
Teacher-Led

Story Plant Grows
Teacher-Led

William is Coming!
Teacher-Led

Story Land Performance
ZooCo, Box Hill

Story Seed Arrives
Teacher-Led

Miniature Worlds
Teacher-Led

Open Classroom
Teacher-Led

Delight in the Woods is a 6-week immersive storytelling adventure in partnership with theatre company ZooCo and the National Trust.

The journey begins unexpectedly on a trip to Box Hill woods, where children are led through the Enchanted Tree only visible to 'The Best Storytellers in the World'. Over the following weeks, guided by bespoke props, audio recordings and films, the children must help poet William Wellington grow his Story Plants and save Story Land.



The percentage of participating children eligible for Pupil Premuim who showed an improvement in the following areas:

Social & Emotional Wellbeing

Resilience	64%
Pride	66%
Teamwork	62%

Learning Engagement

Following Instructions	64%
Interpretation	60%
Decoding	57%

Creative Development

Characterisation	75%
Story Writing Technique	64%
Storytelling Confidence	77%

Parent & Carer Engagement

Learning Engagement	47%
Attending Events	45%

Comprehensive data gathered from 47 children.
More detailed data on Delight in the Woods can be found on page 57.

"My daughter talked daily about the fun she had and the updates from William in Story Land. It was so lovely to come into the classroom this morning and share the magic!"

PARENT

Michael's Story

A PUPIL PREMIUM CASE STUDY

Before Delight in the Woods, Michael showed little interest in reading or writing. He preferred watching videos online to engaging with books and struggled to relate to his peers. Michael needed a lot of encouragement just to participate in classroom basics, let alone creative writing.

However, through writing letters to help the fictional William and creating his own imaginative stories, Michael began connecting with storytelling, growing more confident in composing, sharing, and revising his work. Reading aloud to help the story plant grow brought his writing to life even more.

By the end of Delight in the Woods, he had fully embraced fiction reading and writing. His parents have noticed his increased engagement with books, as well as a newfound passion for writing stories – growth they believe stems directly from what he experienced during Delight in the Woods.

"I like writing stories about the woods and the animals there. I like to make them talk."



Photograph for illustrative purposes only, children featured are not Michael.



Development Areas

Social & Emotional Wellbeing	Before Programme	After Programme
Self Worth	1	4
Pride	2	5
Confidence	1	4

Learning Engagement	Before Programme	After Programme
Explaining	1	4
Interpretation	1	4
Speech	1	2

Creative Development	Before Programme	After Programme
Characterisation	1	3
Story Writing Technique	1	4
Storytelling Confidence	1	5

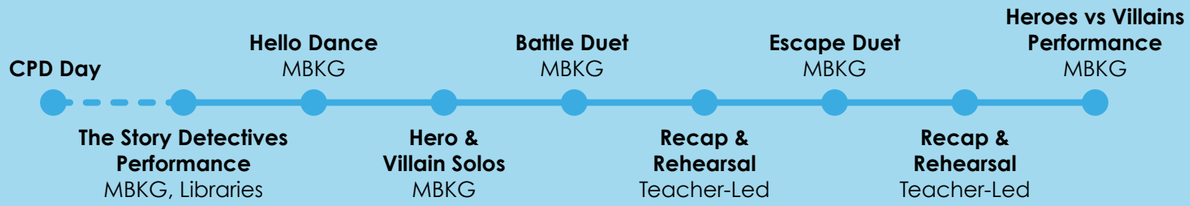
Parent & Carer Engagement	Before Programme	After Programme
Learning Engagement	2	3
Home Support	1	2

Delight in Dance

HEROES VS VILLAINS



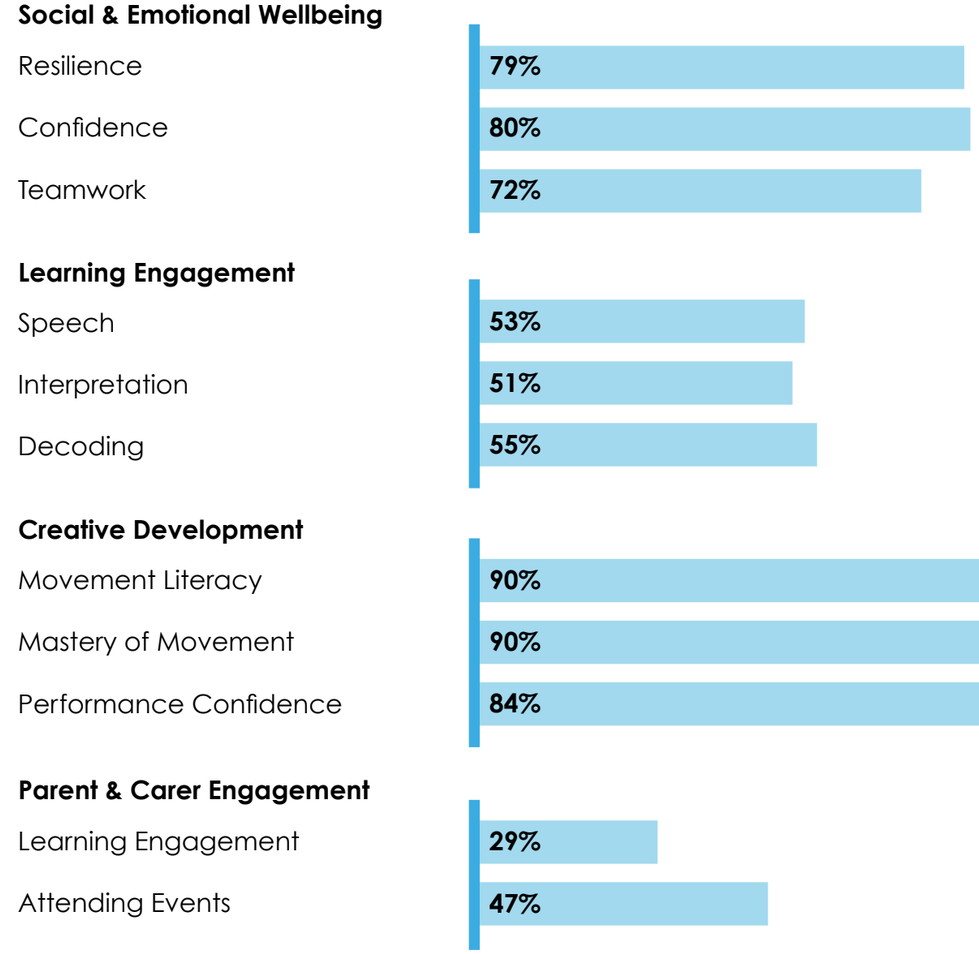
View film



Delight in Dance delivered in partnership with contemporary dance company Made by Katie Green and Croydon Libraries uses dance to bring stories to life whilst building literacy skills.

Children are recruited to help the "Story Detectives", dancers Playful and Particular, search for the 'most important story'. Over 6 weeks, professional dancers and teachers develop children's dance techniques and storytelling confidence to choreograph Heroes vs Villains dances to perform for families.

The percentage of participating children eligible for Pupil Premuim who showed a development in the following areas:



Comprehensive data gathered from 39 children.
More detailed data on Delight in Dance can be found on pages 57 & 58.

"Delight in Dance helped pupils improve in their overall social confidence."

ImpactEd

Ayden's Story

A PUPIL PREMIUM CASE STUDY

When Ayden began Delight in Dance his teacher shared that he struggled to engage both with classmates and teachers. Diagnosed with autism spectrum disorder (ASD) and still learning English as a second language, Ayden had difficulty communicating and connecting with others.

Over the weeks, as the children created a dance routine to tell the story of a hero overcoming a villain, a subtle but profound transformation happened, and by the end of the programme, Ayden had begun to emerge from his shell. He participated eagerly in both dancer and teacher-guided sessions, soaking up the choreography and according to his teacher, his social and emotional development has improved significantly.

Parent engagement improved slightly but still remains a challenge but Delight in Dance seems to have unlocked a joy in Ayden. He has discovered an expressive outlet in dance and connection with classmates through movement.

"The delight in dance was great. I liked the heroes and villains, and I would like to do more dancing."





Development Areas

Social & Emotional Wellbeing	Before Programme	After Programme
Resilience	1	3
Confidence	1	3
Teamwork	1	3

Learning Engagement	Before Programme	After Programme
Speech	1	3
Interpretation	1	3
Words & Phrases	1	3

Creative Development	Before Programme	After Programme
Movement Literacy	1	3
Mastery of Movement	1	3
Performance Confidence	1	4

Parent & Carer Engagement	Before Programme	After Programme
Learning Engagement	1	2
Attending Events	1	2

Photograph for illustrative purposes only, children featured are not Ayden.

Delight in Art

WATTS



View film

CPD Day
Watts Gallery

What are the Arts?
Teacher-Led

Painting Day
Paintbox

Exhibition Labels
Teacher-Led

Watts Gallery Visit & Paintbox art workshop

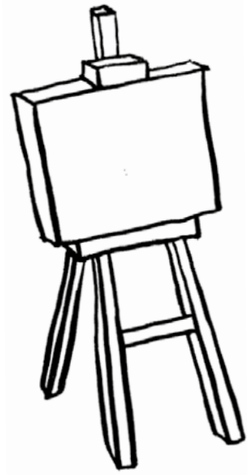
Drawing Day
Paintbox

Painting Day
Paintbox

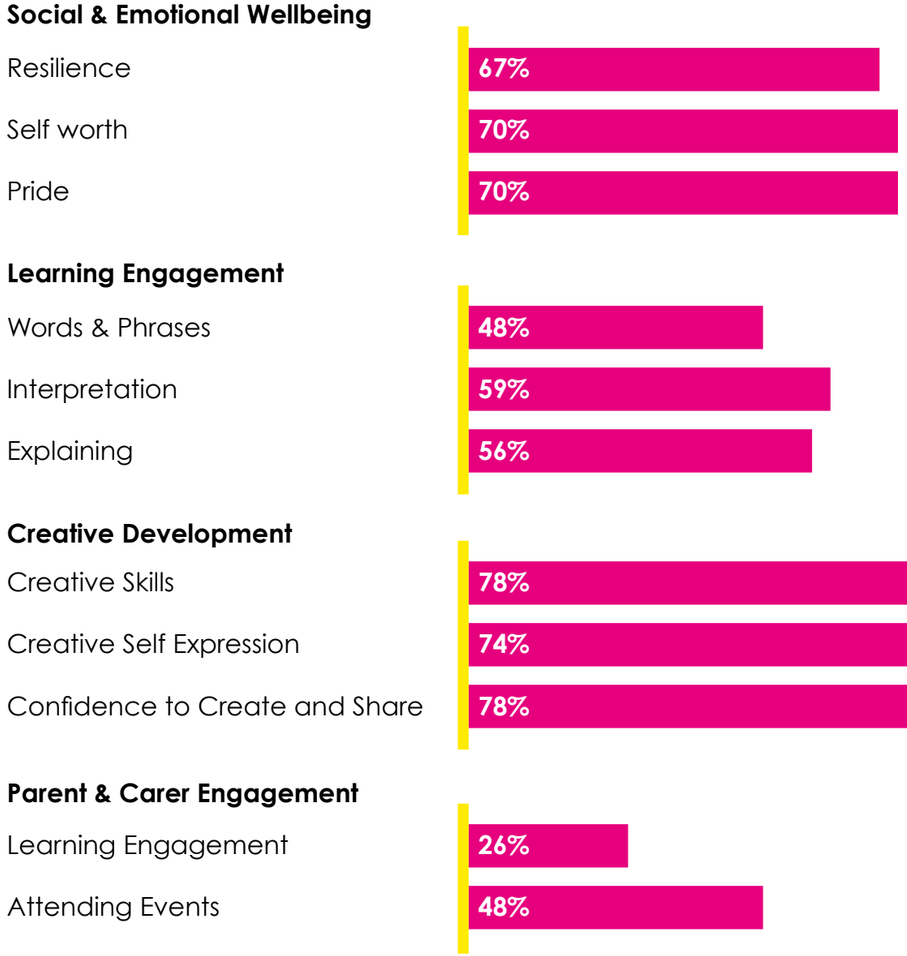
Exhibition
Watts Gallery & Paintbox

Delight in Art – Watts is delivered in partnership with Paintbox and Watts Gallery – Artists' Village.

The programme begins with a guided Watts Gallery tour where children explore topic-related artworks. Over the following weeks, professional Paintbox artists lead workshops that encourage children to create original artworks reflecting their expanded creative confidence. Children's paintings are showcased at a private exhibition for family and friends back at Watts Gallery which remains on public display for several weeks.



The percentage of participating children eligible for Pupil Premuim who showed a development in the following areas:



Comprehensive data gathered from 27 children
More detailed Delight in Art – Watts data can be found on page 58.

"I was amazed when I saw my art on the wall at Watts Gallery because it's a gallery that lots of people can go to and our paintings were there."

CHILD

Delight in Art

RAINFOREST RETREAT



View film

CPD Day
Watts Gallery

Watts Gallery Tour & Paintbox art session

Fantastic Foliage
Paintbox

Window Wonders
Teacher-Led

Rainforest Dioramas
Paintbox

Rainforest Birds
Teacher-Led

Incredible Insects
Paintbox

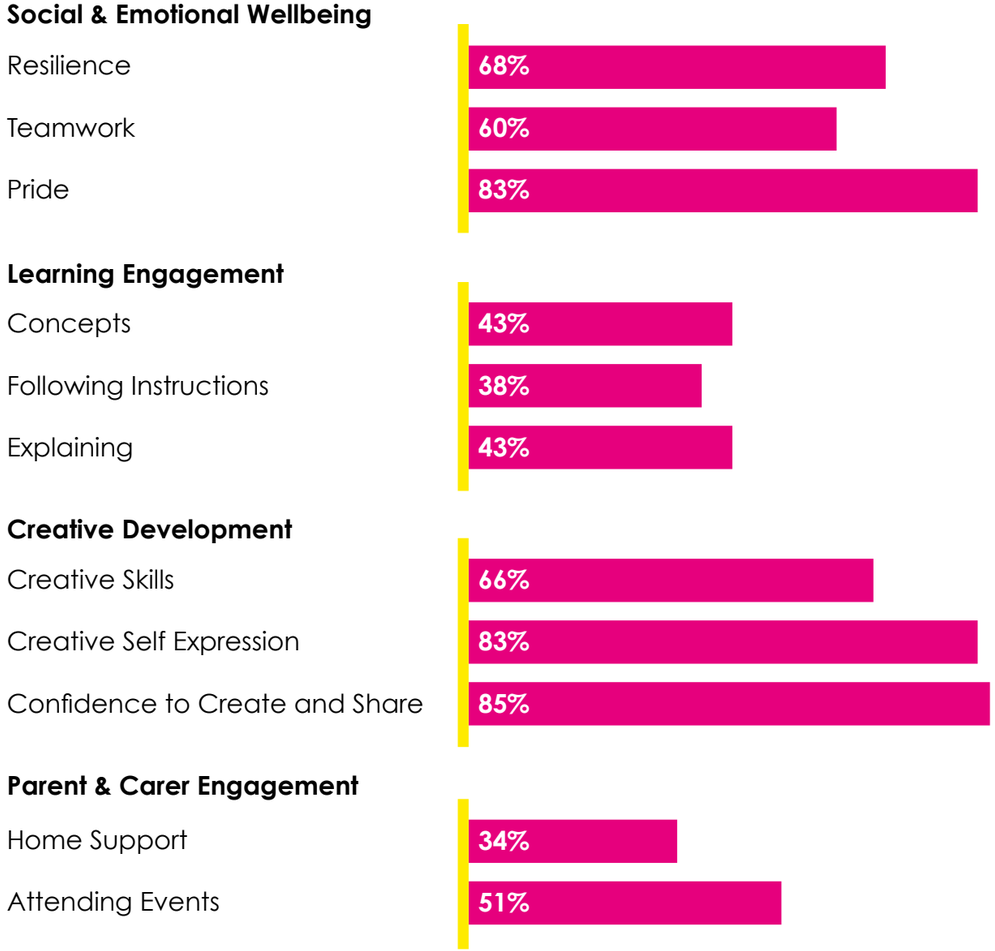
Exhibition



In Partnership with Paintbox and Watts Gallery – Artists' Village, Rainforest Retreat transforms classrooms into immersive jungles, nurturing visual arts skills alongside nature themes.

Taking inspiration from legendary arts activist George Watts, children begin their experience with a Watts Gallery visit. Over the following 6 weeks, blending hands-on workshops with professional artists and teacher-led art lessons, children build observational skills and develop self-expression, crafting Rainforest flora and fauna for a classroom installation that is shared with parents and carers.

The percentage of participating children eligible for Pupil Premuim who showed a development in the following areas:



Comprehensive data gathered from 47 children.
More detailed Delight in Art – Rainforest Retreat data can be found on page 59.

"It was great to do a multi-week activity so they can build skills over a longer timeframe rather than the usual quick art lesson at school."

TEACHER

Delight in Art

OUT OF THIS WORLD



View film

CPD Day
Watts Gallery

Watts Gallery Visit & Paintbox workshop

Space Watercolours
Paintbox

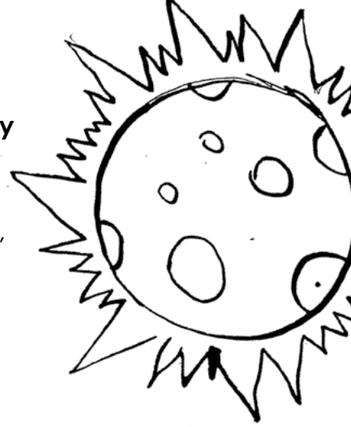
Planet Surfaces
Teacher-Led

Exploring the Zodiac
Paintbox

Golden Frame
Teacher-Led

Space Composition
Paintbox

Exhibition



Out of this World guides children on an arts adventure spanning galleries and galaxies in partnership with Paintbox and Watts Gallery – Artists' Village.

Children begin their creative journey at Watts Gallery, discovering how space inspired legendary painter George Watts. Over 6 weeks, professional Paintbox artists lead drawing, painting, and collage workshops. These hands-on artist-led sessions interweave with teacher-led art lessons, guiding children to create space-themed artwork which is exhibited to share with families and friends.

The percentage of participating children eligible for Pupil Premuim who showed a development in the following areas:

Social & Emotional Wellbeing

Engagement with Learning	78%
Teamwork	68%
Pride	78%

Learning Engagement

New Vocabulary	78%
Following Instructions	67%
Explaining	67%

Creative Development

Creative Skills	89%
Creative Self Expression	100%
Confidence to Create and Share	89%

Parent & Carer Engagement

Home Support	67%
Attending Events	78%

Comprehensive data gathered from 9 children.
More detailed data on Out of this World can be found on page 60.

"It was definitely one of my best experiences at school. I would love to do it again if I could."

CHILD

Crystal's Story

A PUPIL PREMIUM CASE STUDY

Before Crystal began the Out of this World visual arts programme, she frequently displayed challenging behaviours and low self-esteem. Yet over the 6-week creative process, her teacher witnessed a remarkable transformation on both an academic and personal level.

Crystal often had difficulties connecting with traditional academic subjects but through Out of this World she found a way to confidently express herself. Her teacher observed a key emotional shift as Crystal became more willing to ask for help when she hit obstacles – a huge step forward.

During the exhibition Crystal spoke about her final art piece with newfound pride and confidence, showing huge progress in how she viewed something she had created.

The change in engagement shown by Crystal's parent was also significant. They came to the exhibition, stayed for the whole time, engaged with Crystal's artwork and both Crystal and her parent enjoyed looking at the other pieces of art made by other children.

"Out of this World was good fun. I enjoyed the water colours the most."





Development Areas

Social & Emotional Wellbeing	Before Programme	After Programme
Engagement with Learning	1	3
Resilience	1	3
Pride	2	4

Learning Engagement	Before Programme	After Programme
New Vocabulary	3	4
Following Instructions	3	4
Explaining	2	3

Creative Development	Before Programme	After Programme
Creative Skills	2	3
Creative Self Expression	2	4
Confidence to Create and Share	2	4

Parent & Carer Engagement	Before Programme	After Programme
Learning Engagement	1	4
Attending Events	4	5

Photograph for illustrative purposes only, children featured are not Crystal.

Delight in Shakespeare

MACBETH



View film

CPD Day
GSC rehearsal studio

Script Reading
Teacher-Led

Make it Your Own
Teacher-Led

Rehearsals
Teacher-Led

Macbeth Performance
GSC

Make it Your Own
GSC

Rehearsals
GSC

Performance

Delight in Shakespeare ignites a passion for Shakespeare, beginning with Guildford Shakespeare Company's relaxed performance of Macbeth, scripted specifically for a young audience.

Over 7 weeks, professional actors and teachers help children unlock Shakespearean language, devise scripts, craft sets and props, and design costumes, culminating in an original production of Macbeth to share with families. Delight in Shakespeare helps children to become comfortable and familiar with Shakespeare's texts before moving on to secondary school.



The percentage of participating children eligible for Pupil Premuim who showed a development in the following areas:

Social & Emotional Wellbeing

Resilience	70%
Confidence	66%
Pride	63%

Learning Engagement

New Vocabulary	54%
Speech	50%
Words & Phrases	61%

Creative Development

Characterisation	73%
Mastery of Theatre Techniques	82%
Performance Confidence	84%

Parent & Carer Engagement

Teacher Contact	39%
Attending Events	55%

Comprehensive data gathered from 56 children.
More detailed Delight in Shakespeare data can be found on page 60.

"We had one school refuser who came in for the whole programme and has been in school ever since."

TEACHER

Joel's Story

A PUPIL PREMIUM CASE STUDY

Joel began Delight in Shakespeare as a gentle boy who didn't always raise his hand or step into the spotlight. Though perfectly capable, he didn't fully recognise his own potential and value. His teacher hoped that the experience of creating a class production of Macbeth would allow him to see how valued he is and develop his confidence.

After landing a leading role as King Malcolm, Joel excelled. He dedicated himself wholeheartedly to doing justice to the pivotal part, surpassing all his teacher's expectations.

According to his teacher, Joel returned to the classroom filled with new confidence. He now puts himself forward more, especially during role-play activities. Delight in Shakespeare allowed Joel to show himself and others what his teacher always knew - that his intrinsic nature brings value to everyone.

Most touchingly, Joel speaks about his experience with pride. Bonding with classmates while bringing the classic play to life created wonderful memories he says he'll always cherish. His only sadness is that he no longer gets to see the actor they worked with.

"I liked that we all came together to put on the play for the school and our families. I do wish we got to see Izzy [GSC actor] more though."





Development Areas

Social & Emotional Wellbeing	Before Programme	After Programme
Teamwork	3	5
Confidence	3	5
Pride	3	5

Learning Engagement	Before Programme	After Programme
New Vocabulary	3	5
Speech	3	5
Words & Phrases	3	5

Creative Development	Before Programme	After Programme
Characterisation	4	5
Mastery of Theatre Techniques	4	5
Performance Confidence	4	5

Parent & Carer Engagement	Before Programme	After Programme
Learning Engagement	2	5
Attending Events	2	5

Photograph for illustrative purposes only, children featured are not Joel.

"In my 10 years of teaching, this was one of the highlights of my career! I loved how all the SEN children achieved the same as everyone else."

TEACHER

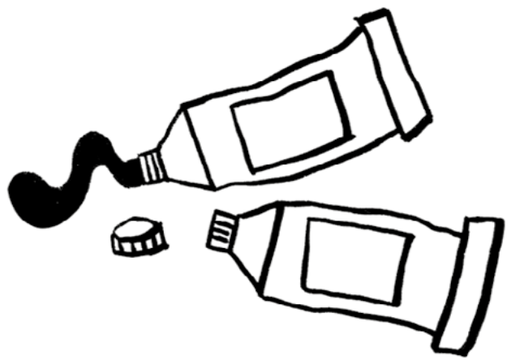
Access and Inclusion

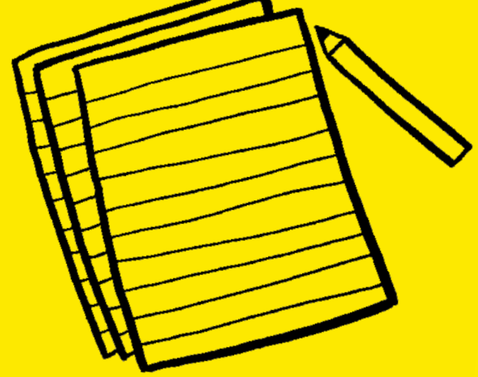
Schools are increasingly booking Delight programmes to support children with special educational needs and disabilities (SEND) in both mainstream classes and specialist centres.

Last year, 26% of participating children had identified special educational needs and disabilities, with many more with undiagnosed needs. We also worked with children from our partner schools' specialist units, and for the first time, a specialist school for young people with learning and additional needs.

A huge benefit of arts-based learning is that it is such an inclusive approach that really connects with children who struggle with traditional teaching styles. Delight is committed to making all parts of our work accessible to all children, helping everyone to celebrate their achievements whatever their starting point. Through constant conversation and evaluation, we continue to develop and refine our programme content to ensure that every aspect is accessible to all children.

Our experience in working with schools with high proportions of children with learning needs, has taught us that offering different ways to learn can benefit everyone.





Making our work accessible

Who we work with

- Mainstream primary schools where some children have special educational needs and disabilities, English as an additional language, children experiencing socio-economic disadvantage.
- Mainstream primary schools with attached specialist education centres where children spend time in both the centre and mainstream class.
- Specialist education centres attached to primary schools where pupils spend the majority of their time in the centre.
- Specialist education schools.

Programme sessions

- Relaxed performances as standard.
- Sessions delivered by artists experienced in supporting children with a range of learning or physical needs.
- Planning meeting with teachers to identify any programme adaptions needed.
- Kinaesthetic learning benefiting children that struggle with more traditional classroom learning and children with English as an additional language.

Programme resources

- Journals use a dyslexia friendly font, designed to support visual learners, with sentence starters and optional drawing response.
- "How-To" videos for each session support visual and auditory learners and children with delayed processing.
- All "How-To" videos incorporate British Sign Language/Sign Supported English to support D/deaf learners.
- Accessibility sheets offer a scaffolded way to complete journals.
- Vocabulary acquisition within creative workshops and journal content supports children with English as an additional language.

"The videos helped him to know how to make everything and when he got stuck these helped him to keep trying."

COIN TEACHER

"Some teachers reflected that the Delight programmes encouraged impressively high levels of engagement amongst parents and carers."

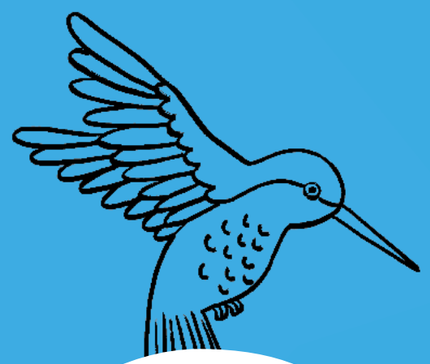
ImpactEd

Engaging parents and carers

Many of our partner schools report challenges with parent engagement. Every Delight programme incorporates opportunities to involve and engage families through children's performances and exhibitions.

We saw increased parent and carer engagement amongst 50% of children eligible for Pupil Premium based on positive changes in:

- regular contact with class teacher
- engagement with child's learning
- supporting learning at home
- attending child's participation in events/activities



95%
of parents and carers said that their child talked about the Delight project at home

87%
of parents and carers feel more encouraged to enjoy art, dance or performance with their child on a regular basis

96%
of parents and carers believe Delight is a positive experience for their child





Developing teachers' skills and confidence

Delight aims to empower teachers to deliver creative lessons independently beyond their Delight experience.

We offer a range of training and support to teachers including CPD workshop days, working alongside arts professionals, quality learning resources and opportunities to independently lead creative workshops in school. With every programme, we provide teachers with comprehensive guidance and all the materials they need for their class to ensure their experience is accessible and enjoyable.

We've observed the strongest outcomes for children when teachers are proactively involved in creative delivery. In response to this, we are incorporating more opportunities for teachers to lead creative workshops, benefit from high-quality arts training and access resources to support and empower them.

This year, we tested two new ways of supporting teachers as part of our long-term plans to expand our teacher development initiatives.

129
teachers participated in Delight's arts-based learning training in 2022/23

88%
of teachers reported increased confidence in using arts-based learning techniques in their teaching practice

91%
of teachers said that they will use arts-based learning approaches after taking part

ImpactEd

Independent Evaluator

Independent evaluation by ImpactEd found that:

- Teachers increased confidence in delivering arts-based education.
- Teachers' skills and knowledge associated with arts-based learning improved between 19% to 63%.
- There was an increase in teachers who felt that arts-based learning was integrated as part of the wider-school curriculum.
- Teachers reflected positively on the impact and quality of the programmes in the endline surveys, scoring 4.4 or more out of 5.

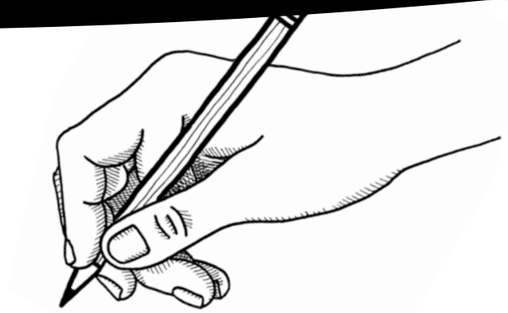


"Headteachers unanimously agreed that after participating, teachers in their school had an improved sense of confidence and knowledge in delivering arts-based learning."

INDEPENDENT EVALUATION BY ImpactEd

Pilot programmes

Drama for Writing



A new "Drama for Writing" workshop series was run with a group of schools in Addlestone (Surrey) as part of an Artswork commission (Arts Council England, South East). During four weeks of workshops, 40 teachers developed tools for using drama to increase children's writing skills and creative storytelling. We had a focus on tactics for connecting with reluctant writers through games and activities.

Amongst 75 children eligible for Pupil Premium

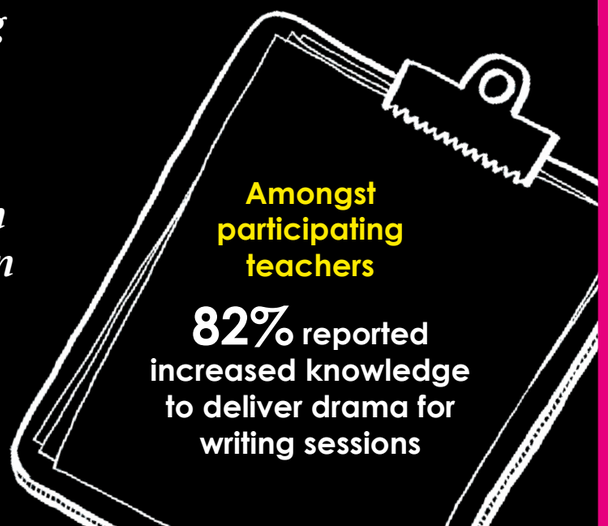
81% improved understanding of a story

88% improved engagement with writing

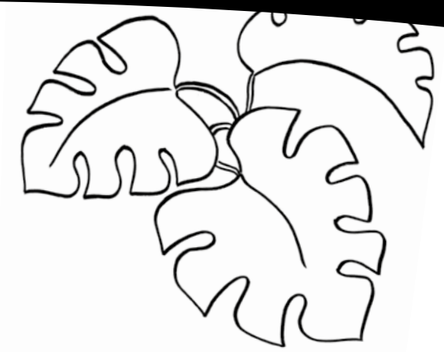
91% improved writing skills

"Since using drama-based writing techniques, Rene is more able to achieve as the writing task is memorable. It has encouraged him in his writing, and given him motivation to succeed, even when there is no drama involved."

TEACHER



Rainforest Retreat Teacher-led



Over the coming years, we plan to roll out more teacher-led Delight programmes to expand our reach, enable more children across different ages and demographics to benefit from our range of programmes and provide lower-cost opportunities for schools.

A teacher-led pilot of our popular Rainforest Retreat programme with 49 children aged 6-11 showed positive outcomes for teachers and children. One of the two partner schools was a specialist centre for children with autism and the experience has also informed our plans for developing the inclusivity of our programmes.

Amongst 11 children eligible for Pupil Premium

100% showed improved social outcomes

91% showed improved artistic outcomes

100% showed improved academic outcomes

"The programme has helped me as a teacher and has uplevelled my art skills."

TEACHER

55% of Pupil Premium children experienced improved parent/carer engagement

Arts legacy

Within school

Delight works in long-term partnership with state primary schools, using the arts to help close the opportunity and attainment gap for children affected by disadvantage. Working closely with headteachers and senior leaders we support schools with creating a genuine arts legacy that will benefit children in years to come.

Many schools book Delight programmes to support their Pupil Premium strategies. At the end of their programme, we provide each school with a tailored impact report about the social, academic and creative outcomes for participating children eligible for Pupil Premium at their school. This not only helps build a strong school-wide case for using arts-based learning and cultural capital but helps to provide transparent and targeted evidence of the value of the school's financial investment to stakeholders.

We are hearing more and more from headteachers and school leaders about the ways that participating in Delight's programmes is enriching wider class learning. Indeed, we work with a whole class rather than specific children as this is proven to have stronger outcomes for all children. Our high-quality resources and materials are designed to make creative teaching easier rather than something additional to fit into the school day. Beyond each Delight programme, we offer advice and support for teachers on using arts-based learning across the curriculum including via our newsletter where we showcase creative initiatives and resources that can be used in the classroom.

Beyond school

We work with a fantastic group of arts organisations spanning the visual arts, dance, and performing arts. Part of our creative process is commissioning the development of new creative content and we are happy for our partner organisations to develop and deliver this work beyond working with Delight. Our vision is for all children to have access to high-quality cultural and creative experiences and we want to support our partners to maximise this.

The Story Detectives on tour!

Made by Katie Green's interactive dance adventure The Story Detectives went on tour to 19 libraries across the south-east and south-west of England this year. 48 performances took place at weekends and in the school holidays, engaging 2,448 audience members.

The Story Detectives was originally commissioned by Delight and it forms the week one professional dance performance for children participating in Delight in Dance.

Paintbox holiday workshops

Our visual arts partner Paintbox offers substantial discounts on their holiday art workshops for children who've participated in any Delight programme.

Over the past year, 41 art workshops during school holidays have been attended by 16 children who have worked on a Delight programme providing further opportunities to expand their creative skills and experiences.



Organisation structure and management

Governance

Delight has a board of five Trustees bringing a range of experience that covers arts, education, business, finance, marketing and law. The Charity must have a minimum of three Trustees at any time. Under Delight's Constitution with which the organisation is governed, the Board of Trustees has the power to do anything which is believed to further the Charity's objects or is conducive or incidental to doing so. The governance of the Charity is the responsibility of the Trustees who are elected and co-opted under the terms of its Constitution. The Board of Trustees has corporate responsibility for ensuring that Delight complies with any statutory or administrative requirements for the use of public and/or private funds. Trustees meet on a quarterly basis. All Trustees give of their time freely. None of the Trustees receive remuneration or other benefit from their work with the Charity.

Trustees Appointments

Trustee appointments are made by the Board. Trustees are selected according to the skills, knowledge, and experience which they can contribute to Delight's charitable remit. Delight was pleased to welcome Mei Lim to the Board of Trustees at the meeting on 18th April 2023.

Management

The day-to-day running of the Charity is overseen by Kathryn Mills alongside a team of seven part-time staff. Delight is a Living Wage employer.

Financial Review

The Trustees have reviewed the Charity's financial position and consider the Charity's financial position for the year ended 31st August 2023 to be robust.

At 31st August 2023, Delight held general unrestricted funds of £15,000 alongside pipeline development designated funds of £88,080 to support the Charity's development, reach and impact.

Reserves Policy

Delight holds free reserves for three months' operational costs, protecting organisational stability. At 31st August 2023, resilience designated funds were £47,605.

Declaration

The Trustees declare that they have approved the Trustees' report above.

Signed on behalf of Delight's Trustees:



Victoria Francis
CHAIR

DATE: 16TH JANUARY 2024

Independent Examiner's Report to the Trustees of Delight

Independent examiner's report to the trustees of Delight
I report to the charity trustees on my examination of the accounts of Delight (the Trust) for the year ended 31 August 2023.

Responsibilities and basis of report
As the charity trustees of the Trust you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act').

I report in respect of my examination of the Trust's accounts carried out under Section 145 of the Act and in carrying out my examination I have followed all applicable Directions given by the Charity Commission under Section 145(5)(b) of the Act.

Independent examiner's statement
Since your charity's gross income exceeded £250,000 your examiner must be a member of a listed body. I can confirm that I am qualified to undertake the examination because I am a member of the Institute of Chartered Accountants in England and Wales, which is one of the listed bodies.

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

1. accounting records were not kept in respect of the Trust as required by Section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do 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 no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.



Hazel Day BSc (Hons) FCA DChA

Tudor John Limited
Nightingale House
46-48 East Street
Epsom
Surrey
KT17 1HQ

Date: .....25/01/2024.....

DELIGHT

Statement of Financial Activities for the year ended 31 August 2023

	Notes	Unrestricted funds £	Restricted fund £	2023 Total funds £	2022 Total funds £
INCOME AND ENDOWMENTS FROM					
Donations and legacies		7,382	264,312	271,694	219,817
Charitable activities					
Delight programmes		87,935	-	87,935	73,470
Investment income	2	623	-	623	14
Other income		54,461	-	54,461	68,725
Total		150,401	264,312	414,713	362,026
EXPENDITURE ON					
Raising funds		31,858	-	31,858	22,978
Charitable activities					
Delight programmes		2,959	355,288	358,247	320,714
Total		34,817	355,288	390,105	343,692
NET INCOME/(EXPENDITURE)		115,584	(90,976)	24,608	18,334
Transfers between funds	10	(90,976)	90,976	-	-
Net movement in funds		24,608	-	24,608	18,334
RECONCILIATION OF FUNDS					
Total funds brought forward		126,077	-	126,077	107,743
TOTAL FUNDS CARRIED FORWARD		150,685	-	150,685	126,077

DELIGHT

Balance Sheet
31 August 2023

	Notes	Unrestricted funds £	Restricted fund £	2023 Total funds £	2022 Total funds £
CURRENT ASSETS					
Debtors	7	17,000	4,340	21,340	9,786
Cash at bank		215,668	42,736	258,404	206,427
		232,668	47,076	279,744	216,213
CREDITORS					
Amounts falling due within one year	8	(81,983)	(47,076)	(129,059)	(90,136)
NET CURRENT ASSETS		150,685	-	150,685	126,077
TOTAL ASSETS LESS CURRENT LIABILITIES		150,685	-	150,685	126,077
NET ASSETS		150,685	-	150,685	126,077
FUNDS	10				
Unrestricted funds				150,685	126,077
TOTAL FUNDS				150,685	126,077

The financial statements were approved by the Board of Trustees and authorised for issue on ..... and were signed on its behalf by:



.....
V M Francis - Trustee

DELIGHT

Notes to the Financial Statements
for the year ended 31 August 2023

1. ACCOUNTING POLICIES

BASIS OF PREPARING THE FINANCIAL STATEMENTS
The financial statements of the charity, which is a public benefit entity under FRS 102, have been prepared in accordance with the Charities SORP (FRS 102) 'Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019)', Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and the Charities Act 2011. The financial statements have been prepared under the historical cost convention.

INCOME
All income is recognised in the Statement of Financial Activities once the charity has entitlement to the funds, it is probable that the income will be received and the amount can be measured reliably.

EXPENDITURE
Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all cost related to the category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with the use of resources.

TANGIBLE FIXED ASSETS
Depreciation is provided at the following annual rates in order to write off each asset over its estimated useful life.

Computer equipment - Straight line over 5 years

TAXATION
The charity is exempt from tax on its charitable activities.

FUND ACCOUNTING
Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.

Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

Further explanation of the nature and purpose of each fund is included in the notes to the financial statements.

HIRE PURCHASE AND LEASING COMMITMENTS
Rentals paid under operating leases are charged to the Statement of Financial Activities on a straight line basis over the period of the lease.

2. INVESTMENT INCOME

	2023	2022
	£	£
Deposit account interest	623	14

3. TRUSTEES' REMUNERATION AND BENEFITS

There were no trustees' remuneration or other benefits for the year ended 31 August 2023 nor for the year ended 31 August 2022.

TRUSTEES' EXPENSES

There were no trustees' expenses paid for the year ended 31 August 2023 nor for the year ended 31 August 2022.

4. STAFF COSTS

The average monthly number of employees during the year was as follows:

	2023	2022
Fundraising	1	1
Programmes	5	3
Administration	2	2
	8	6

No employees received emoluments in excess of £60,000.

5. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES

	Unrestricted funds	Restricted fund	Total funds
	£	£	£
INCOME AND ENDOWMENTS FROM			
Donations and legacies	21,749	198,068	219,817
Charitable activities			
Delight programmes	73,470	-	73,470
Investment income	14	-	14
Other income	68,725	-	68,725
Total	163,958	198,068	362,026
EXPENDITURE ON			
Raising funds	22,978	-	22,978
Charitable activities			
Delight programmes	62,918	257,796	320,714
Total	85,896	257,796	343,692

5. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES - continued

	Unrestricted funds	Restricted fund	Total funds
	£	£	£
NET INCOME/(EXPENDITURE)	78,062	(59,728)	18,334
Transfers between funds	(59,728)	59,728	-
Net movement in funds	18,334	-	18,334
RECONCILIATION OF FUNDS			
Total funds brought forward	107,743	-	107,743
TOTAL FUNDS CARRIED FORWARD	126,077	-	126,077

6. TANGIBLE FIXED ASSETS

	Computer equipment
	£
COST	
At 1 September 2022	647
Disposals	(647)
At 31 August 2023	-
DEPRECIATION	
At 1 September 2022	647
Eliminated on disposal	(647)
At 31 August 2023	-
NET BOOK VALUE	
At 31 August 2023	-
At 31 August 2022	-

7. DEBTORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2023	2022
	£	£
Prepayments and accrued income	21,340	9,786

8. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2023	2022
	£	£
Trade creditors	7,006	9,644
Taxation and social security	-	1,545
Other creditors	122,053	78,947
	129,059	90,136

9. LEASING AGREEMENTS

Minimum lease payments under non-cancellable operating leases fall due as follows:

	2023	2022
	£	£
Within one year	2,625	9,000
Between one and five years	-	2,625
	2,625	11,625

10. MOVEMENT IN FUNDS

	At 1.9.22	Net movement in funds	Transfers between funds	At 31.8.23
	£	£	£	£
Unrestricted funds				
General fund	14,022	115,584	(114,606)	15,000
Resilience designated fund	47,605	-	-	47,605
Pipeline development designated fund	64,450	-	23,630	88,080
	126,077	115,584	(90,976)	150,685
Restricted funds				
Programme funds	-	(90,976)	90,976	-
TOTAL FUNDS	126,077	24,608	-	150,685

Net movement in funds, included in the above are as follows:

	Incoming resources	Resources expended	Movement in funds
	£	£	£
Unrestricted funds			
General fund	150,401	(34,817)	115,584
Restricted funds			
Programme funds	264,312	(355,288)	(90,976)
TOTAL FUNDS	414,713	(390,105)	24,608

10. MOVEMENT IN FUNDS - continued

Comparatives for movement in funds

	At 1.9.21	Net movement in funds	Transfers between funds	At 31.8.22
	£	£	£	£
Unrestricted funds				
General fund	14,793	78,062	(78,833)	14,022
Resilience designated fund	33,500	-	14,105	47,605
Pipeline development designated fund	59,450	-	5,000	64,450
	107,743	78,062	(59,728)	126,077
Restricted funds				
Programme funds	-	(59,728)	59,728	-
TOTAL FUNDS	107,743	18,334	-	126,077

Comparative net movement in funds, included in the above are as follows:

	Incoming resources	Resources expended	Movement in funds
	£	£	£
Unrestricted funds			
General fund	163,958	(85,896)	78,062
Restricted funds			
Programme funds	198,068	(257,796)	(59,728)
TOTAL FUNDS	362,026	(343,692)	18,334

11. RELATED PARTY DISCLOSURES

There were no related party transactions for the year ended 31 August 2023.

DELIGHT

Detailed Statement of Financial Activities
for the year ended 31 August 2023

	2023 £	2022 £
INCOME AND ENDOWMENTS		
Donations and legacies		
Donations	7,384	3,605
Grants	264,310	216,212
	271,694	219,817
Investment income		
Deposit account interest	623	14
Charitable activities		
Schools contribution	87,935	73,470
Other income		
Bespoke/ fee earning work	54,461	68,725
Total incoming resources	414,713	362,026
EXPENDITURE		
Raising donations and legacies		
Wages	31,244	18,939
Filming costs	368	842
Sundries	246	3,197
	31,858	22,978
Charitable activities		
Staff costs	105,850	85,763
Other operating leases	7,500	4,500
Postage and stationery	401	1,156
Sundries	49	167
Arts partner fees	104,807	77,979
Coach and vehicle hire	5,965	6,044
Photography	2,257	2,159
Film and multimedia resources	6,660	30,709
Other project materials	25,404	24,225
Evaluation	10,682	4,347
Teacher CPD	2,195	2,301
Travel and parking	3,588	3,223
Arts award	7,555	8,689
Design and print	4,566	6,923
	287,479	258,185

DELIGHT

Detailed Statement of Financial Activities
for the year ended 31 August 2023

	2023 £	2022 £
Support costs		
Management		
Staff costs	44,843	36,749
Other operating leases	6,824	4,500
Rates and water	828	788
Insurance	1,094	827
Light and heat	2,593	1,488
Telephone	424	457
Postage and stationery	1,324	1,385
Sundries	2,128	3,746
Repairs and maintenance	924	708
IT and web costs	6,818	8,491
Travel	-	716
	67,800	59,855
Finance		
Bank charges	8	6
Governance costs		
Accountancy and legal fees	2,960	2,668
Total resources expended	390,105	343,692
Net income	24,608	18,334

2022/23 in Summary

ALL CHILDREN	% increase for 1,543 children
Enjoyed taking part	**85.8%**
Feel proud	**82.4%**
Want to do more art/dance/drama	**71.2%**
Confidence	**54.6%**
Know they could be an actor/dancer/artist	**48.6%**
Wellbeing	**42.3%**
Resilience	**37.5%**

PUPIL PREMIUM	% increase for 236 children
Artistic outcomes	**92.4%**
Social outcomes	**90.7%**
Academic outcomes	**74.2%**
Parent engagement	**50.4%**

PARENTS Questionaires completed by 837 parents	
My child has talked about their Delight experience at home	**95.0%**
I feel more encouraged to enjoy art/dance/performance with my child on a regular basis	**87.0%**
I have seen a positive difference in my child's social and emotional skills since having taken part in Delight	**72.6%**
I have noticed an increase in self-confidence in my child since taking part in Delight	**74.4%**
Believe Delight is a positive experience for my child	**95.7%**

TEACHERS	% increase for 95 teachers
Increased art/dance/drama confidence	**88.1%**
Use in future teaching	**91.0%**
Adapt new skills to wider curriculum	**23.9%**

Detailed Pupil Premium Data

Delight in the Woods **Number of children surveyed: 47**	
Social & Emotional Wellbeing	
Engagement with Learning	**57.4%**
Resilience	**63.8%**
Self-worth	**53.2%**
Pride	**66.0%**
Confidence	**59.6%**
Communication	**55.3%**
Team work	**61.7%**
Learning Engagement	
Speech	**55.3%**
Concepts	**46.8%**
Words and phrases	**53.2%**
New vocabulary	**55.3%**
Decode	**57.4%**
Interpretation	**59.6%**
Explaining	**55.3%**
Following instructions	**63.8%**
Creative Development	
Characterisation	**76.6%**
Story Writing Technique	**63.8%**
Storytelling Confidence	**76.6%**
Parent and Carer Engagement	
Teacher contact	**38.8%**
Learning engagement	**46.8%**
Home support	**40.4%**
Attending events	**44.7%**

Delight in Dance Croydon **Number of children surveyed: 12**	
Social & Emotional Wellbeing	
Engagement with Learning	**50.0%**
Resilience	**83.3%**
Self-worth	**66.7%**
Pride	**41.7%**
Confidence	**75.0%**
Communication	**50.0%**
Team work	**66.7%**
Learning Engagement	
Speech	**50.0%**
Concepts	**41.7%**
Words and phrases	**33.3%**
New vocabulary	**41.7%**
Decode	**58.3%**
Interpretation	**50.0%**
Explaining	**33.3%**
Following instructions	**41.7%**
Creative Development	
Movement Literacy	**91.7%**
Mastery of Movement	**91.7%**
Performance Confidence	**83.3%**
Parent and Carer Engagement	
Teacher contact	**25.0%**
Learning engagement	**25.0%**
Home support	**25.0%**
Attending events	**50.0%**

Delight in Dance Surrey **Number of children surveyed: 27**	
Social & Emotional Wellbeing	
Engagement with Learning	**74.1%**
Resilience	**74.1%**
Self-worth	**70.4%**
Pride	**81.5%**
Confidence	**85.2%**
Communication	**74.1%**
Team work	**77.8%**
Learning Engagement	
Speech	**55.6%**
Concepts	**51.9%**
Words and phrases	**48.1%**
New vocabulary	**48.1%**
Decode	**51.9%**
Interpretation	**59.3%**
Explaining	**55.6%**
Following instructions	**51.9%**
Creative Development	
Movement Literacy	**88.9%**
Mastery of Movement	**88.9%**
Performance Confidence	**85.2%**
Parent and Carer Engagement	
Teacher contact	**33.3%**
Learning engagement	**33.3%**
Home support	**33.3%**
Attending events	**44.4%**

Delight in Art Watts **Number of children surveyed: 27**	
Social & Emotional Wellbeing	
Engagement with Learning	**51.9%**
Resilience	**66.7%**
Self-worth	**70.4%**
Pride	**70.4%**
Confidence	**66.7%**
Communication	**48.1%**
Team work	**55.6%**
Learning Engagement	
Speech	**37.0%**
Concepts	**40.7%**
Words and phrases	**48.1%**
New vocabulary	**40.7%**
Decode	**44.4%**
Interpretation	**59.3%**
Explaining	**55.6%**
Following instructions	**48.1%**
Creative Development	
Creative Skills to use art materials	**77.8%**
Creative self expression	**74.1%**
Confident to create art and show others	**77.8%**
Parent and Carer Engagement	
Teacher contact	**22.2%**
Learning engagement	**25.9%**
Home support	**18.9%**
Attending events	**48.1%**

Delight in Art Rainforest Retreat
Number of children surveyed: 47

Social & Emotional Wellbeing	
Engagement with Learning	**53.2%**
Resilience	**68.1%**
Self-worth	**57.4%**
Pride	**83.0%**
Confidence	**51.1%**
Communication	**44.7%**
Team work	**59.6%**
Learning Engagement	
Speech	**38.3%**
Concepts	**42.6%**
Words and phrases	**36.2%**
New vocabulary	**29.8%**
Decode	**34.0%**
Interpretation	**29.8%**
Explaining	**42.6%**
Following instructions	**38.3%**
Creative Development	
Creative Skills to use art materials	**66.0%**
Creative self expression	**83.0%**
Confident to create art and show others	**85.1%**
Parent and Carer Engagement	
Teacher contact	**27.7%**
Learning engagement	**31.9%**
Home support	**34.0%**
Attending events	**51.1%**

Rainforest Retreat Teacher Led
Number of children surveyed: 11

Social & Emotional Wellbeing	
Engagement with Learning	**36.4%**
Resilience	**81.8%**
Self-worth	**72.7%**
Pride	**100.0%**
Confidence	**90.9%**
Communication	**63.6%**
Team work	**72.7%**
Learning Engagement	
Speech	**45.5%**
Concepts	**54.5%**
Words and phrases	**90.9%**
New vocabulary	**81.8%**
Decode	**72.7%**
Interpretation	**81.8%**
Explaining	**90.9%**
Following instructions	**72.7%**
Creative Development	
Creative Skills to use art materials	**100.0%**
Creative self expression	**72.7%**
Confident to create art and show others	**81.8%**
Parent and Carer Engagement	
Teacher contact	**36.4%**
Learning engagement	**63.6%**
Home support	**36.4%**
Attending events	**90.9%**

Delight in Art Out of this World
Number of children surveyed: 9

Social & Emotional Wellbeing	
Engagement with Learning	**77.8%**
Resilience	**55.6%**
Self-worth	**55.6%**
Pride	**77.8%**
Confidence	**44.4%**
Communication	**44.4%**
Team work	**66.7%**
Learning Engagement	
Speech	**33.3%**
Concepts	**55.6%**
Words and phrases	**44.4%**
New vocabulary	**77.8%**
Decode	**55.6%**
Interpretation	**44.4%**
Explaining	**66.7%**
Following instructions	**66.7%**
Creative Development	
Creative Skills to use art materials	**88.9%**
Creative self expression	**100.0%**
Confident to create art and show others	**88.9%**
Parent and Carer Engagement	
Teacher contact	**44.4%**
Learning engagement	**66.7%**
Home support	**66.7%**
Attending events	**77.8%**

Delight in Shakespeare
Number of children surveyed: 56

Social & Emotional Wellbeing	
Engagement with Learning	**57.1%**
Resilience	**69.6%**
Self-worth	**58.9%**
Pride	**62.5%**
Confidence	**66.1%**
Communication	**37.5%**
Team work	**53.6%**
Learning Engagement	
Speech	**50.0%**
Concepts	**48.2%**
Words and phrases	**60.7%**
New vocabulary	**53.6%**
Decode	**50.0%**
Interpretation	**48.2%**
Explaining	**50.0%**
Following instructions	**48.2%**
Creative Development	
Characterisation	**73.2%**
Mastery of Theatre Techniques	**82.1%**
Performance Confidence	**83.9%**
Parent and Carer Engagement	
Teacher contact	**39.3%**
Learning engagement	**37.5%**
Home support	**32.1%**
Attending events	**55.4%**

THANK YOU!

We extend our heartfelt thanks to everyone who has been part of our work over the past year. Thank you for your enthusiasm, commitment and generosity.

Funders

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Surrey Educational Trust

Anonymous

Stiftelsen Autopoesis

Arts partners and creative team

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Delight

Please contact us to find out more about becoming involved in Delight's programmes:

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Registered Charity: 1159567

DELIGHT

England & Wales - Charity number 1159567

Accounts



Annual Report & Financial Statements

1 SEPTEMBER 2021 – 31 AUGUST 2022

Registered Charity Number: 1159567

Annual Report & Financial Statements

1 SEPTEMBER 2021 – 31 AUGUST 2022

The Board of Trustees is pleased to present its annual report for the year 1st September 2021 to 31st August 2022, together with the financial statements for the year.

Charity Status and Constitution
Delight is a registered charity, number 1159567. Delight is constituted as a Charitable Incorporated Organisation and registered with the Charity Commission for England and Wales. Delight is governed by its Constitution which was adopted on the 5th November 2014.

Registered Address
Delight, 9B Station Avenue, Caterham, Surrey CR3 6LB

Trustees
Victoria Francis Chair
Stephen Brown Treasurer
Dom Carpenter Secretary
Matt Fox
Sarah Jones (date of resignation 11.10.2022)

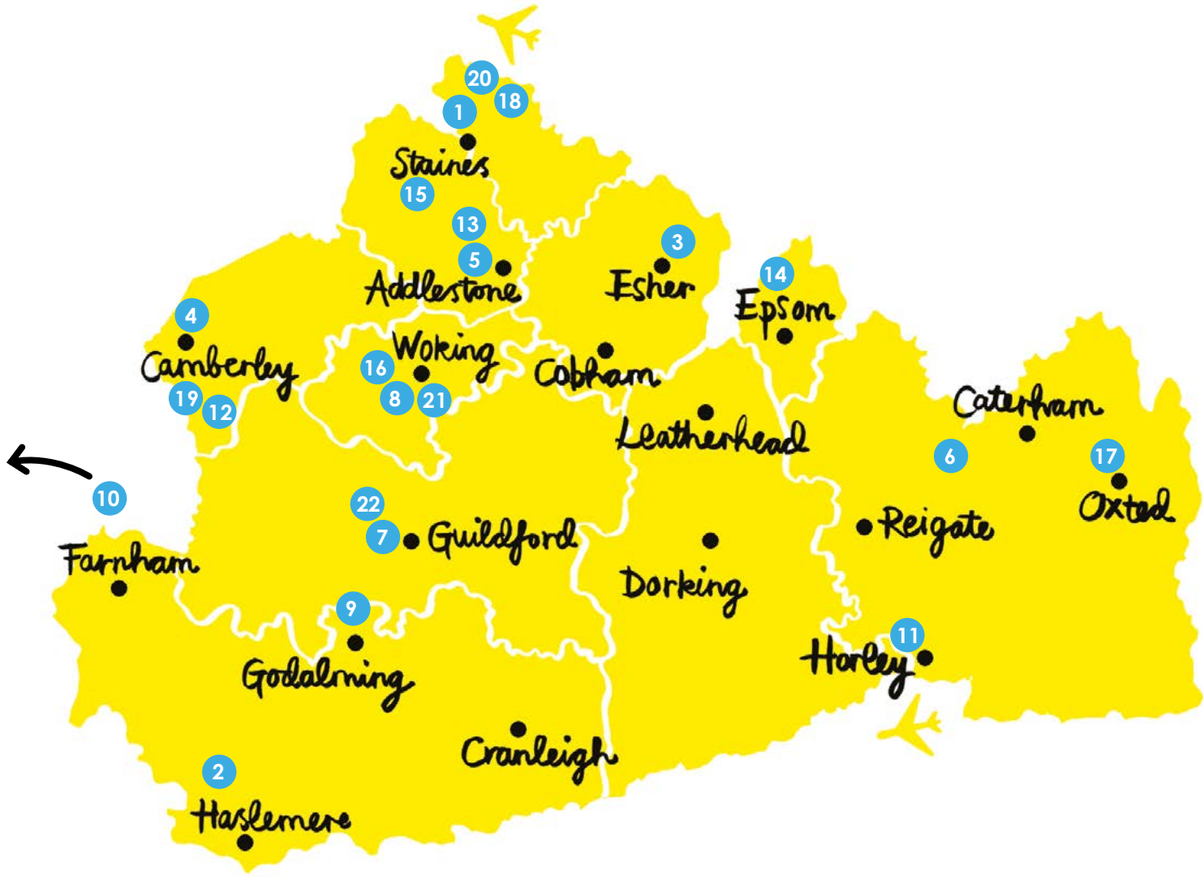
Chief Executive Officer
Kathryn Mills

Bankers
Lloyds Bank, 21 Station Avenue, Caterham CR3 6YT

Accountant
Tudor John, Nightingale House,
46-48 East Street, Epsom, Surrey KT17 1HQ



Delight partner schools 2021/22



1. Ashford Park Primary School
2. Beacon Hill Community Primary School
3. Chandlers Field Primary School
4. Cordwalles Junior School
5. Darley Dene Primary School
6. Furzefield Primary School
7. Guildford Grove Primary School
8. Kingfield Primary School
9. Loseley Fields Primary School
10. Marnel Junior School
11. Manorfield Primary and Nursery School
12. Mytchett Primary and Nursery School
13. Pyrcroft Grange Primary School
14. Riverview CoE Primary School
15. St Anne's Catholic Primary School
16. St John's Primary School, Knaphill
17. St Mary's Primary School, Oxted
18. St Michael's Catholic Primary School
19. The Grove Primary Academy
20. Town Farm Primary School
21. Westfield Primary School
22. Worplesdon Primary School

Welcome

As Chair of Trustees at Delight I am very pleased to present our Annual Report and Accounts for 2021/22.

This year we have been back in schools in real life! We are proud of the way that Delight and its partners managed to continue to deliver during the two years of pandemic-related disruptions, and we continue to draw on the lessons we learned during that time, but it really is fabulous to be back working face-to-face in schools again. We have revelled in it. As is evident from this Report, Delight brings an incredible atmosphere and energy to classrooms.

Through their Delight programmes, the children were able to once again experience school trips and welcome family and friends back into school to celebrate their creative achievements. Working with professional artists, actors and dancers in person and creating and sharing their own performances or artworks has been really joyous for the children.

We ran our Delight in Dance, Art and Shakespeare programmes this year. Through these, 1,751 children and 66 teachers were able to immerse themselves in the arts, working alongside professional artists, actors and dancers. We expanded our Continuing Professional Development offering, giving teachers more opportunities to develop their skills and confidence. We are seeing the effects of a legacy of arts-based learning being built across our partner schools.

We are all so grateful to those who have made the programmes possible. Teachers, teaching assistants, headteachers, arts partners and funders all continue to work above and beyond the call of duty, making it possible for Delight to deliver the amazing results reflected in this Report.

As we embark on the new 2022/23 school year, we are looking forward to enabling more children to benefit as we expand our work throughout Surrey and, for the first time, into neighbouring Croydon. We look forward to witnessing those children benefitting from the boost to wellbeing, learning and creativity that results from participation in the arts.

Victoria Francis Chair of Trustees

“The children were happier and more engaged on Delight days.”
TEACHER



1,504 Arts Awards

24 professional creatives: from artists, actors and dancers to photographers, graphic designers and film-makers

1,751 children participated in a 6 or 7 week programme

66 teachers benefited from training

22 state primary schools

Over 1,250 parents and carers experienced their child’s performance or exhibition



Charitable Objectives

Delight's arts programmes help primary school aged children build strong foundations for a brighter future. Our vision is for every child to have an equal opportunity to thrive during their school years and beyond, whatever their starting point or background.

Delight's primary objectives, as laid out in its Constitution, are to:

- advance in life and help young people especially, but not exclusively, through advancing education, particularly in the arts.

On the 17th May 2022 the board passed a resolution to remove the following objective from our charitable aims:

- promote volunteering, providing support and activities which develop skills, capacities, and capabilities to enable young people to participate in society as mature and responsible individuals.

Since the pandemic we have reduced our young volunteering programme whilst expanding our arts-based learning programmes. This omission is therefore a truer representation of Delight's work although we will still provide young volunteering opportunities wherever possible. Changes have been filed with the Charity Commission.

Public Benefit: our audiences

Using the joy of the arts to create magic in learning

Our primary audience is children aged 5 to 11 from disadvantaged backgrounds and their families. Our audiences are also the teachers and headteachers from our partner schools, working together to embed arts-based learning to help every child have the opportunity to thrive during their school years and beyond.

We work in long-term partnership with state primary schools to reach children through safe and structured settings. Our focus is on improving the lives of children from disadvantaged backgrounds and many of the children we work with are eligible for Pupil Premium. Others narrowly miss the Pupil Premium threshold but face a range of challenges in their lives: from struggling financially to having English as an additional language to having access and/or learning needs.

Disadvantage has a big influence on children's life chances. Children from disadvantaged backgrounds are more likely to start school behind their peers and the performance gap widens as they progress through school. Many may experience poor learning engagement or low mental wellbeing, whilst a deficit of life experiences and enriching opportunities leaves children with low expectations and aspirations. These issues have all been exacerbated by the pandemic and now the cost of living crisis.

The Trustees confirm they have had due regard to The Charity Commission's guidance on public benefit when exercising any powers or duties to which the guidance is relevant.

Access and Inclusion

Delight is committed to being accessible to all children, helping them to celebrate their achievements whatever their starting point. We work with partner schools that cater for a wide range of additional needs, including schools with specialist units for children who are hearing impaired and those with autism.

Like Delight, our arts partners are highly experienced in creating inclusive sessions and relaxed performances and work with teachers and support staff to cater for specific needs.

"My son has not stopped talking about this experience. He has thoroughly enjoyed it and has reached an amazing milestone in taking part. He has Down's syndrome and has been completely included."

PARENT, DELIGHT IN SHAKESPEARE

In 2021/22, we introduced:

- 'How to' films for each programme. These provide invaluable tools to reinforce learning for children with additional or language needs, and are overlaid with key words to enhance comprehension.
- Sign Supported English (SSE) interpretation in our 'How to' films for Out of this World and Delight in Dance to increase engagement and learning for children with hearing impairments.
- Relaxed performances for our Dance and Shakespeare programmes, helping all children feel welcome and included.

"When the Out of this World videos [with Sign Supported English] were first played in class it was a massive surprise. Having SSE videos makes the child be responsible for their learning as they don't need to sit back and wait for it to be translated to them – they can absorb it directly. This also means the child can benefit from the visual content directly rather than just the signer's translation."

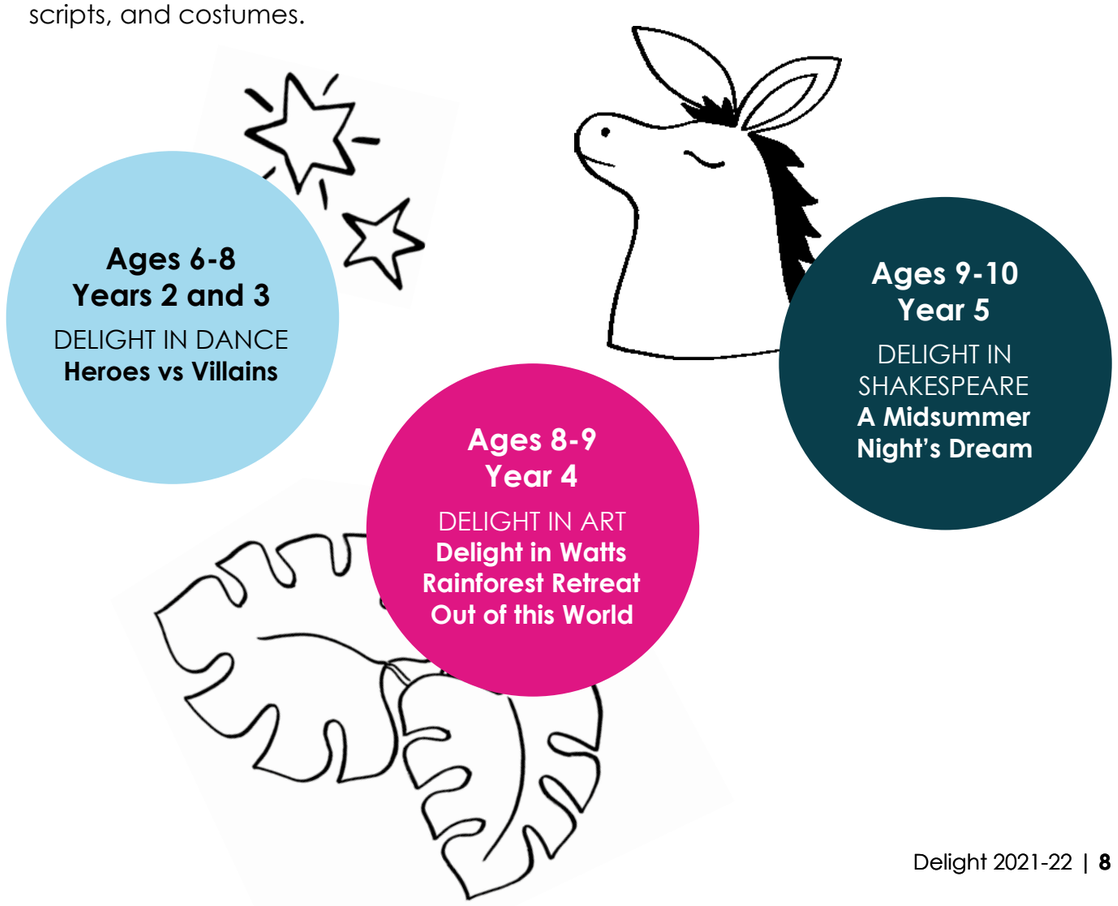
SCHOOL-BASED SIGN INTERPRETER, OUT OF THIS WORLD

Summary of Programmes

2021/22 programmes

Each Delight programme takes children on a 6 or 7 week creative journey:

- A week 1 'wow' inspirational arts experience, designed to excite and engage.
- Opportunities to meet artists, dancers, and actors and find out about their career pathways.
- Weekly creative workshops delivered by our arts partners together with class teachers.
- Access to high quality art materials, scripts, and costumes.
- Opportunities to explore the arts more broadly through a journal which is given to each child.
- A final showcase performance or exhibition to celebrate children's achievements with friends, family and the wider school community.
- Celebrating achievements with an Arts Award – for many, their first ever certified award.





DELIGHT IN ART

Delight in Art takes children on a visual arts journey starting with a tour of Watts Gallery – Artists' Village and a hands-on arts workshop led by artists from Paintbox. Children spend six weeks exploring a range of art materials and techniques leading to a final exhibition to showcase their creative achievements.

2021/22 marked an exciting moment of growth for our visual arts portfolio as we expanded the programme from one to three pathways: the continuation of long-running **Delight in Watts** together with the introduction of **Rainforest Retreat** and **Out of this World**. The latter programmes are inspired by projects that we ran during the pandemic to support children's wellbeing and creativity during lockdowns and home-schooling.

Offering three visual arts pathways, all in partnership with Paintbox and Watts Gallery – Artists' Village, is enabling us to respond to growing demand for a range of topic-inspired programmes and further expand our continuing professional development for teachers.

"The Delight in Watts exhibition days are always a highlight for us. They (the event and the exhibitions) are much loved by staff and visitors and it is powerful to see children taking ownership of the gallery, navigating spaces and speaking confidently about what they find, and with genuine joy and excitement to be in a now-familiar place."

SARAH JARVIS, HEAD OF LEARNING & ENGAGEMENT, WATTS GALLERY – ARTISTS' VILLAGE





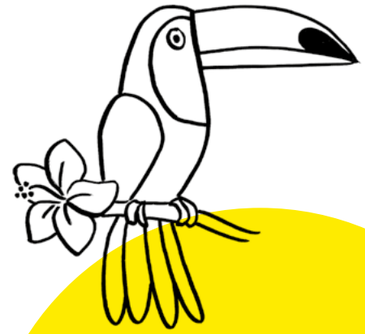
"It has been a joy to work directly with children in schools again. There are so many special moments: the excitement of learning new painting techniques, the freedom of exploring their unique ideas, the journey of developing their personal style and the surprise at achieving something they're really proud of. Delight in Art programmes are fantastic at boosting confidence and allowing children to see themselves as artists."

HANNAH MAIYA-MILLS, ARTIST AND FOUNDER OF PAINTBOX

Delight in Watts

Children work with artists to explore visual arts techniques and materials based around the theme of Myths and Legends, Neighbourhood Nature or Self Portraits leading to a professionally curated four-week exhibition of their paintings at Watts Gallery – Artists' Village.



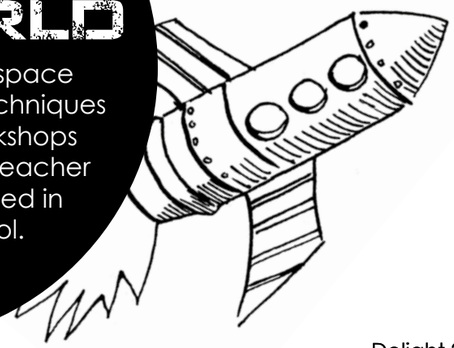


Rainforest Retreat

Classrooms are transformed into the Amazon rainforest through a range of 2D and 3D artworks created by the children during workshops with artists and their class teacher.

OUT OF THIS WORLD

Children go on an outer-space adventure to explore art techniques and materials during workshops with artists and their class teacher which are then showcased in an exhibition at school.





"I feel more confident and I am getting a canvas for my birthday!"

CHILD

Delight in Watts

Delight in Watts offers children a truly immersive visual arts experience. Each school could choose from the theme of Myths and Legends, Neighbourhood Nature or Self Portraits to help their Delight in Watts experience complement wider learning.

Following their day at Watts Gallery – Artists' Village, children undertook three full day workshops led by professional artists from visual arts organisation Paintbox. They explored a range of techniques including sketching, dioramas, foiling, and tracing, and learnt about how to talk about art and different artistic styles. The artists introduced children to the therapeutic benefits of creating art and how it can help build confidence, wellbeing, and resilience.

Children's final artworks on canvas were displayed at Watts Gallery's Old Kiln Room in professionally curated exhibitions that were on public display for four weeks.

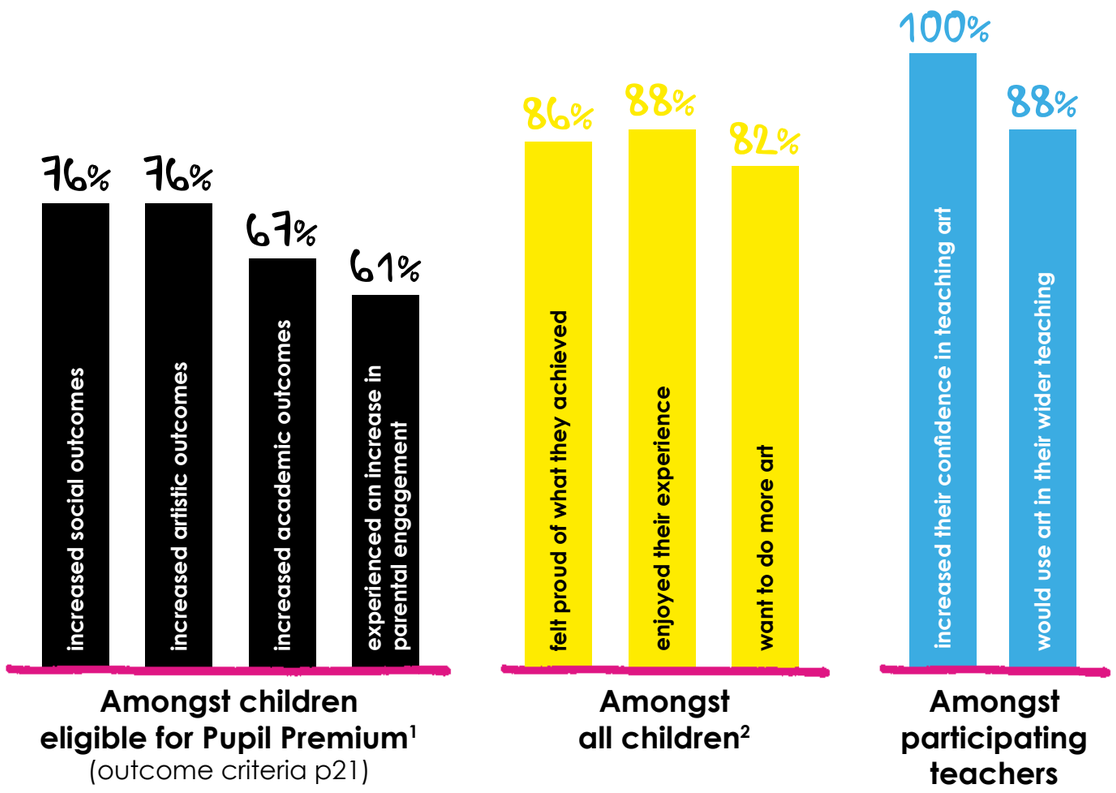
"I just wanted to say what a special experience this afternoon was – one of my favourite ever days as a teacher (and I've been doing it for 25 years so that's a lot of days!). To see the children so confident in the gallery, showing their parents round and talking about the art, then to see their delight at their finished paintings – it was absolutely wonderful! Some of those children with low self-esteem were so happy to talk about their work and were so proud of what they had achieved!" TEACHER



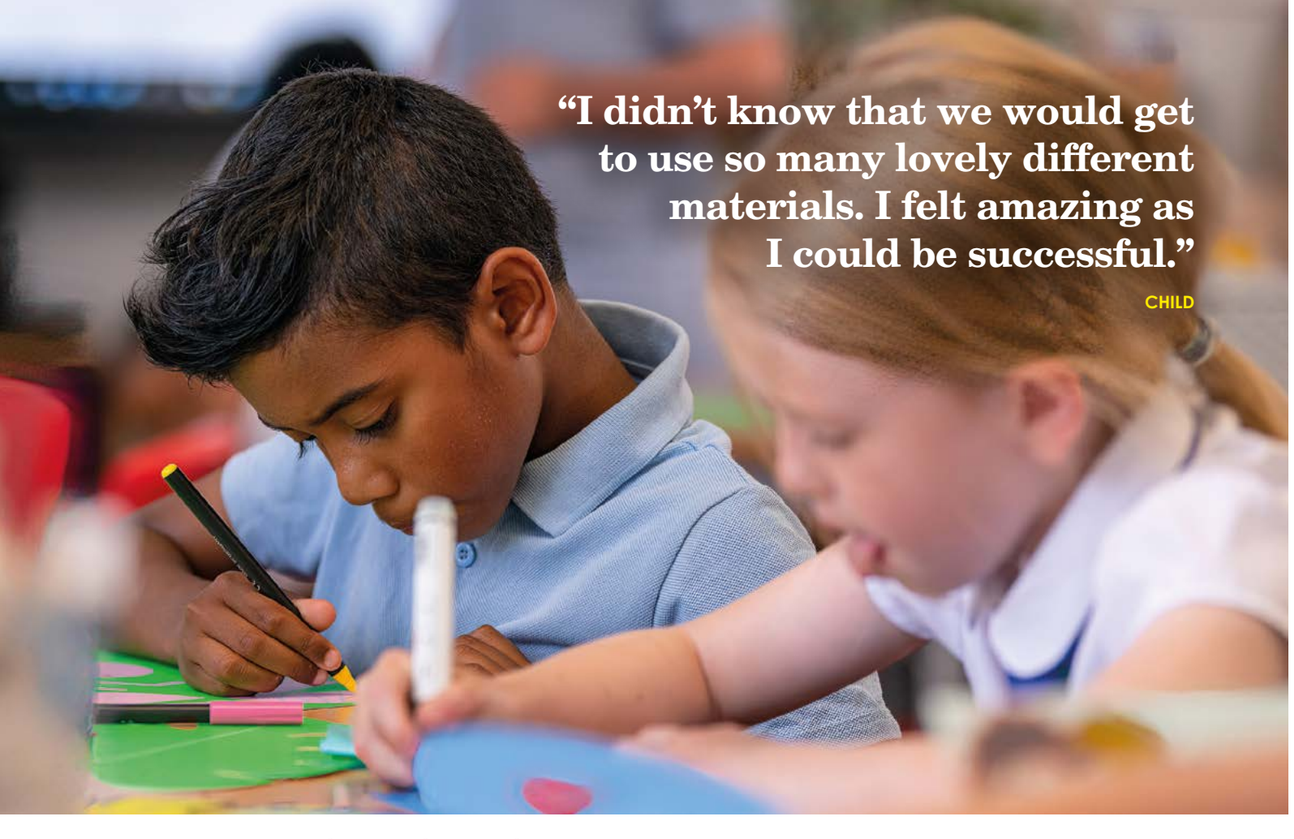


"My daughter has always had a creative streak but can be critical about her work. Delight in Watts has helped her find beauty in imperfections. To think outside the box! She is a lot more resilient and determined to see an attempt to create through to 'finish'. She also encourages her younger brothers to be able to be creative, to have a go and to enjoy the process."

PARENT



[1] Data based on 33 children eligible for Pupil Premium surveyed pre and post programme
[2] Data based on 146 children surveyed pre and post programme



“I didn’t know that we would get to use so many lovely different materials. I felt amazing as I could be successful.”

CHILD

Rainforest Retreat

Rainforest Retreat builds children’s art skills, personal confidence and understanding of environmental activism. An initial ‘wow’ visit to Watts Gallery – Artists’ Village introduced children to George and Mary Watts and their “art for all” vision. Back at school, children explored drawing, pattern, and paper-craft during six weekly art workshops, led alternately by Paintbox artists and their class teacher. Together, they created a forest of 2D and 3D leaves, birds and insects which transformed their classroom into the Amazon rainforest.

“The programme definitely improved their ability to want to take on challenges, they were more willing to give things a go.”

TEACHER

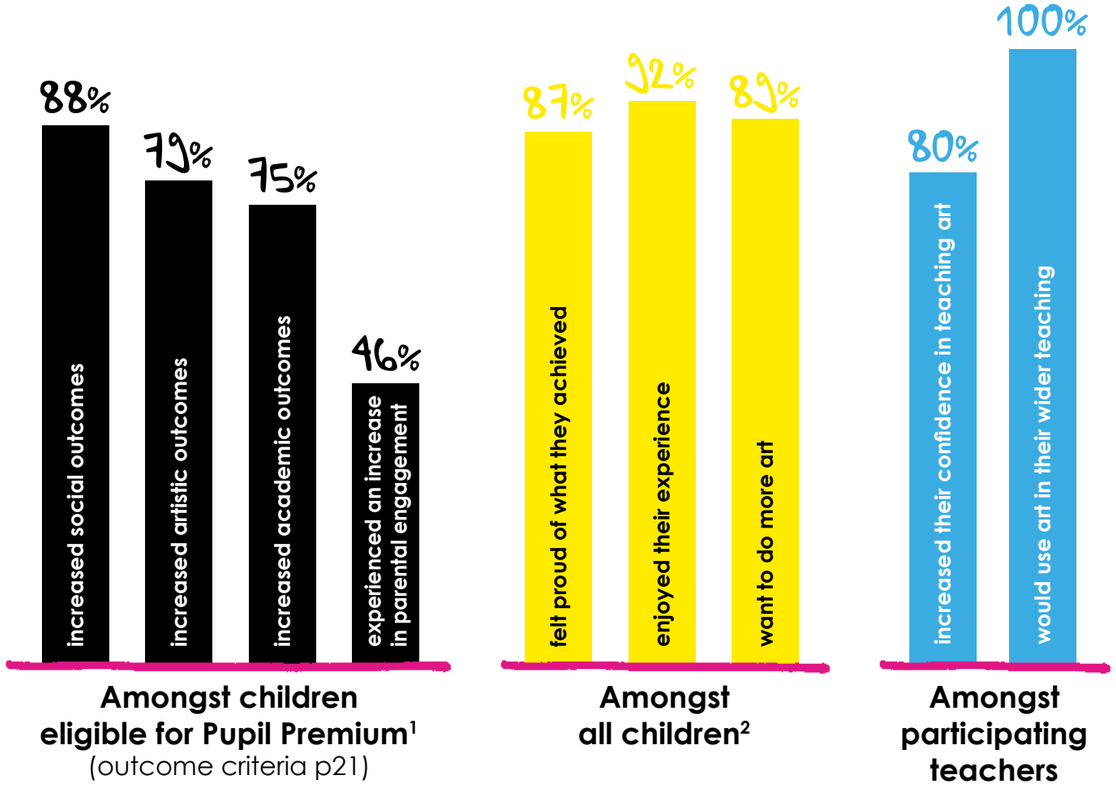
“My child has really enjoyed the experience and has talked about it at home. Wonderful to hear about their learning.” PARENT





“You got a sense there was more happiness in the classroom, the children looked forward to Mondays when they had their sessions. It did feel very calming for them.”

TEACHER, RAINFOREST RETREAT



Amongst children eligible for Pupil Premium[1] (outcome criteria p21)

Amongst all children[2]

Amongst participating teachers

[1] Data based on 24 children eligible for Pupil Premium surveyed pre and post programme
[2] Data based on 165 children surveyed pre and post programme



OUT OF THIS WORLD

DELIGHT IN ART

Children began their **Out of this World** experience with a tour of Watts Gallery – Artists’ Village where they learnt about George Watts and how space and the planets influenced his work. Over the following five weeks at school, children explored drawing, watercolour painting, collage-making, and dioramas to create their own 3D space scenes. Three of the workshops were led by artists from Paintbox whilst two were led by class teachers as part of their continuing professional development.

The children’s final artworks were brought together in fantastic exhibitions, either in school halls or classrooms, to showcase achievements to family and friends.

“The programme was very leveling – there was no need for comparison with others as there was no right or wrong. The water colours session felt like art therapy, there was a very calm atmosphere in the classroom.”

TEACHER

“I most enjoyed painting with watercolours. I loved making it sparkle with the brusho.”

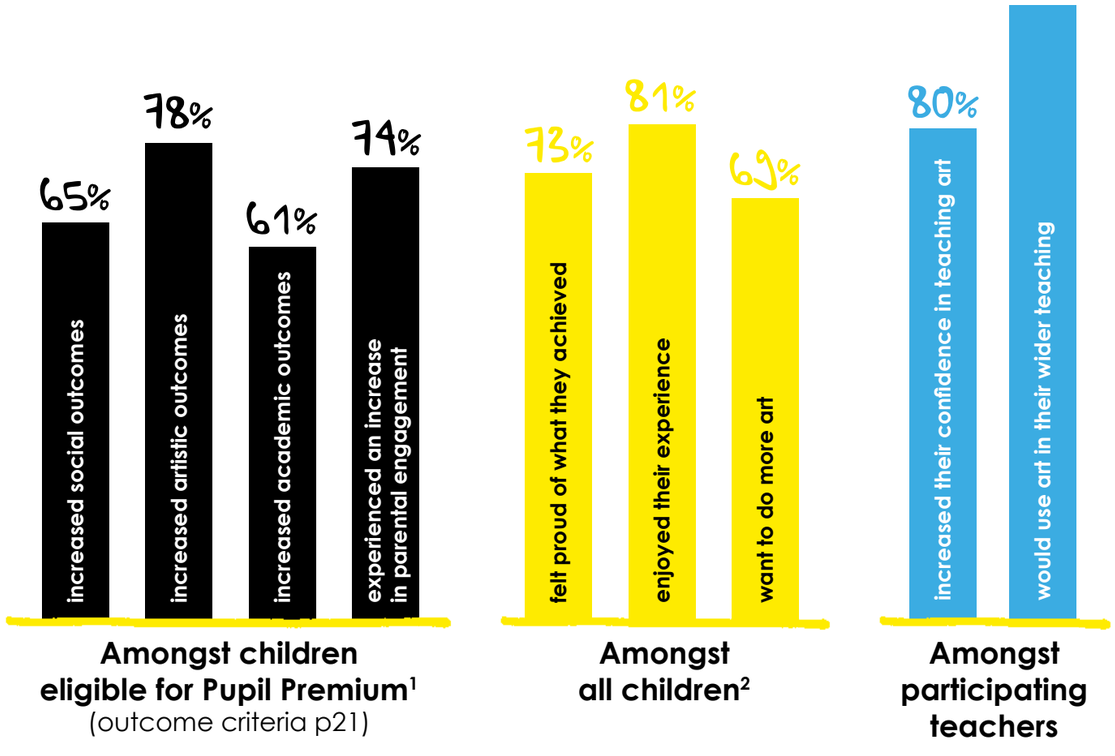
CHILD

“She enjoys being creative and appreciated the freedom the programme gave her to ‘do her own thing’. Her self-esteem has improved.”

TEACHER



100%



Amongst children eligible for Pupil Premium[1] (outcome criteria p21)

Amongst all children[2]

Amongst participating teachers

[1] Data based on 23 children eligible for Pupil Premium surveyed pre and post programme
[2] Data based on 73 children surveyed pre and post programme



"What an incredible thing you do for the children. My daughter's confidence has gone through the roof – she even sang a solo! Huge thank you." PARENT

DELIGHT IN SHAKESPEARE

A Midsummer Night's Dream

GUILDFORD SHAKESPEARE COMPANY

Delight in Shakespeare develops children's enthusiasm for drama, storytelling, and heritage texts. The programme builds a strong foundation in Shakespeare before children move on to secondary school.

Children experienced a live performance of A Midsummer Night's Dream in school performed by the Guildford Shakespeare Company, which was followed by a Q&A with the cast. Children then spent six weeks exploring script writing, theatre production, and drama skills to create their own version of the play. This was performed at school to showcase and celebrate their achievements with their families, peers, and school community.

"It was brilliant, and I got a lot of support to help me in my play. Everyone worked together as a team. I enjoyed becoming my character and making the props and sorting costumes." CHILD

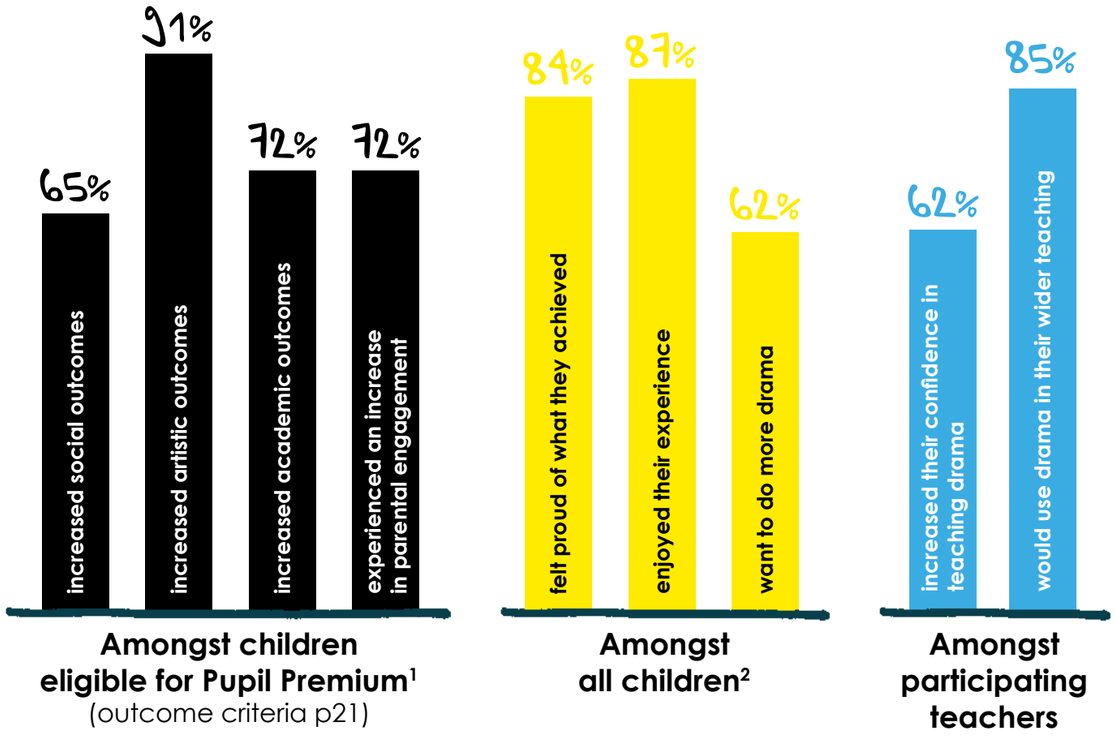
"All of the children wanted parts and wanted to speak in the play... including children that are usually more timid. We didn't expect all of them to want speaking parts so this is a huge positive for self-esteem and aspiration." TEACHER





"For me, the biggest reward is seeing confidence in individuals bloom and, in some cases, sky rocket. I'm yet to take part in a Delight project where a teacher or parent or family member has not approached me and expressed disbelief at the positive change they have seen in a child. None of this would be possible without Delight. The work they do is pure magic."

SAM DAVIES, ACTOR, GUILDFORD SHAKESPEARE COMPANY



[1] Data based on 46 children eligible for Pupil Premium surveyed pre and post programme
[2] Data based on 262 children surveyed pre and post programme



“It feels like when you are dancing you can be free.”
CHILD

DELIGHT IN DANCE

Heroes vs Villains

Made By Katie Green

Delight in Dance uses ‘storytelling through dance’ to develop children’s literacy, dance and performance skills. The programme builds confidence, wellbeing, team-work and learning engagement by taking children on a creative storytelling adventure over 6 weeks with dancers from Made by Katie Green. Delight in Dance’s innovative and inclusive approach encourages even the most reluctant learner to participate.

After two fractured years of learning due to the pandemic, teachers reported that Delight in Dance was a brilliant tool for bringing children together again – particularly at a time when they were facing challenges in tackling children’s lost learning and seeing an increase in wellbeing issues.

“It was a massive confidence boost. Even for the quieter ones. They raise their hands a lot more in class now and want to participate and share more. It’s amazing!” TEACHER

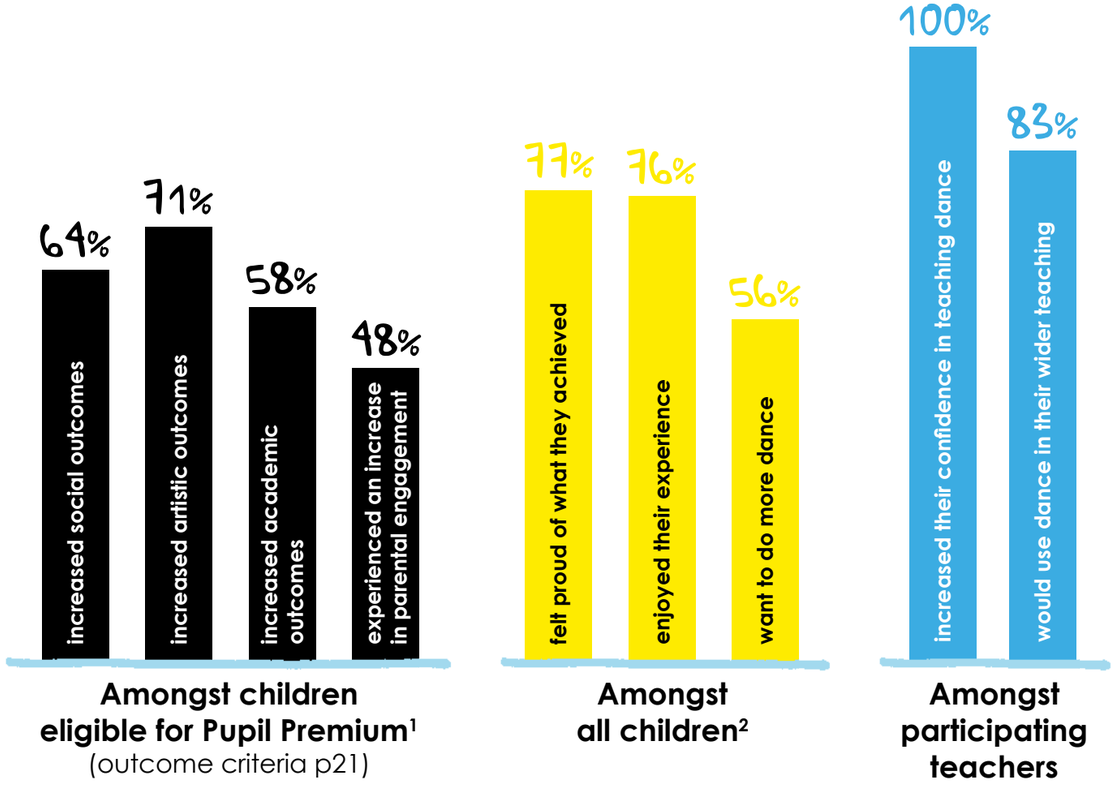
“My child is normally very shy, has concentration and memory issues. Today I saw a different girl happy, confident and great memory of moves.” PARENT





“There were children who at the beginning of the term may have been withdrawn or uncertain for a broad variety of reasons who were fully immersed in the world of the work by the end.”

KATIE GREEN, CHOREOGRAPHER, MADE BY KATIE GREEN



[1] Data based on 31 children eligible for Pupil Premium surveyed pre and post programme.
[2] Data based on 269 children surveyed pre and post programme.

Measuring our impact

We're passionate about measuring the impact of our programmes because it enables us to enrich our offer, expand our reach, and strengthen our impact amongst children, their teachers, parents, and carers.



Alongside our long-term rigorous monitoring and evaluation, we have been working with ImpactEd since 2020 on a 3.5 year study funded by the Paul Hamlyn Foundation.

ImpactEd are conducting independent research into the outcomes of Delight's programmes on children and their teachers. This includes a comprehensive study of 3 programmes: Delight in Dance, Shakespeare, and Watts, as well as in-depth tracking of a group of 26 children eligible for Pupil Premium as they progress through different Delight programmes over 3 years.

The research is looking at changes in:

- Social, artistic and academic outcomes for **children eligible for Pupil Premium.**

  Social research included: *engagement in learning • resilience • self-worth • pride • confidence • communication • teamwork*

  Artistic research included: *participation • creative expression • independent working*

  Academic research included: *fluent speech • understanding new concepts • understanding words and phrases • use of new vocabulary • explaining new learning • summarising main ideas • following instructions*

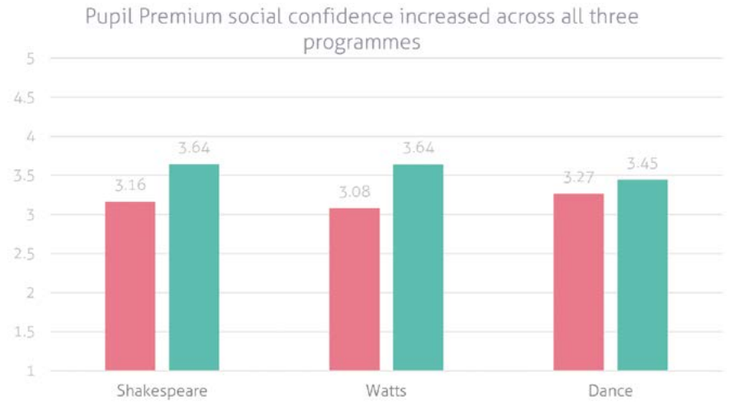
- **All children's** social and emotional wellbeing; confidence, pride and aspirations; learning engagement and attitudes to learning.

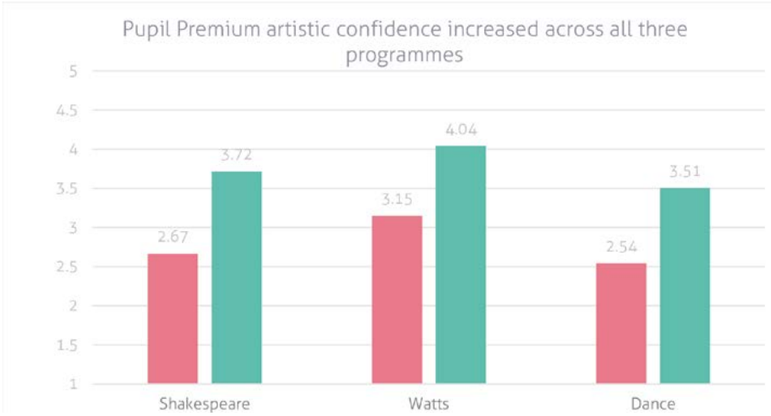
- **Teachers'** confidence and skills in using arts-based learning and applying this to their wider teaching practice.

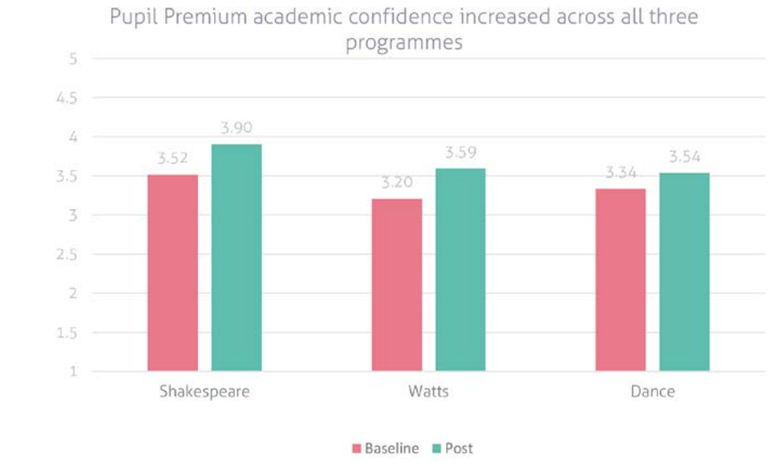
ImpactEd's independent evaluation of our impact in 2021/22 found that:

- All children gained **new skills** through their experiences with Delight.
- Children eligible for Pupil Premium saw improvements in **social, artistic and academic confidence**.
- All programmes led to a **confidence boost** and provided children with the opportunity to **work hard** at, and overcome, a challenge. This led to an increase in self-esteem and provided them with **resilience** that can be used across other subjects at school and in future endeavours.
- **Confidence in arts** increased amongst all children. Children felt more able to **express themselves through the arts**.
- **Wellbeing and resilience** remained stable in the quantitative study. Findings from the qualitative focus groups, however, indicated that children found the Delight programmes to be a positive experience in helping them with improved wellbeing and levels of resilience. They were excited about future challenges, rather than apprehensive. This in turn motivated an overall wellbeing boost, where they felt more confident and capable in themselves.
- All three programmes contributed to the development of **technical vocabulary** and arts knowledge.
- Improvement in **attitudes to learning**, making connections between the arts and oracy and literacy.
- Delight in Dance and Delight in Shakespeare had a particular impact on children's **oracy and literacy**, where connections between the art forms and their curriculum learnings were made, especially amongst children with SEND.
- Delight in Watts had a particular impact on how pupils viewed arts and their future engagement with it. They could visualise **potential careers** and understand the **transferable skills** associated with the arts.
- Children improved in their **teamworking** and **communication** skills, and began **interacting** with peers who they normally wouldn't spend much time with.
- Pupils expressed an increase in **confidence, pride and self-awareness**.

Read ImpactEd's full 2021/22 report here: www.delightcharity.org.uk/impact







> "I found it amazing. I would definitely like to take part in something similar again."
>
> CHILD PARTICIPATING IN THE PUPIL PREMIUM STUDY, DELIGHT IN WATTS

Spotlight on Year 2

of our Pupil Premium research study

Delight and ImpactEd are working with a group of 26 children eligible for Pupil Premium across 6 primary schools on a detailed study looking at the impact of our arts-based learning programmes as children progress through different Delight programmes.

> **"Delight projects give another avenue for children to express themselves in a constructive way, developing vocabulary and creative skills along the way… Investing in cultural experiences beyond the 'norm' are an important part of tackling disadvantage and improving outcomes for children."**
>
> HEADTEACHER

2021/22 marked Year 2 of the research study. Mid-way through the research and evaluation has already highlighted strong outcomes for children eligible for Pupil Premium:

- Participating in a Delight programme twice in a row across the span of 2 years indicates an **upwards progression and improvement in academic, artistic and social confidence**.
- Teachers reported **increased parent and carer engagement**. Parents were reported to engage more with their child's school at the end of 2022 compared to at the end of 2021.
- Several teachers reported that the programme really helped their pupils in **gaining social confidence** and noticed an **increase in engagement in classes**.

Over the next academic year, we will continue to work with school partners and ImpactEd on the final year of this in-depth study to gain a full understanding of the long-term impact of Delight's programmes and the lessons that can be learnt by us and the wider sector.

Case studies

from children eligible for Pupil Premium

DELIGHT IN DANCE

Child D is in Year 3 with a complicated home life that can impact upon her engagement with school. The teacher noted she can be very reluctant to try if she finds something difficult.

Teacher "Pupil D was absolutely amazing. She gave her absolute heart and soul! She tried everything and relished rehearsing and learning new things. She got so much out of it – working in a team, extra confidence and it really reflected in her writing which is something she struggles with. She has shown progress in her writing – we shall have to dance all our English from now on!"

Child "I loved it and it made me more confident because other people watch you and lots of people said lovely things about me. Me and a friend keep doing the dance in the playground."

DELIGHT IN SHAKESPEARE

Child L is in Year 5 and one of many children eligible for Pupil Premium to benefit from Delight in Shakespeare.

Teacher "Child L was very awkward at the start. Very reluctant to get on stage and act in front of other children. A couple of weeks in, she just blew us away. One day she came in, knew all her lines and totally threw herself into the performance and character. Her writing has definitely improved - she is much more willing to write and uses more descriptive phrases. Her mum helped us with costumes and attended the performance – we don't usually have contact with mum."

Child "I really enjoyed putting on the show. I felt really brave on stage even though I was nervous. My favourite part was being Hermia because she was my favourite character and I really wanted to be her when I auditioned. I was really nervous for the show and being in front of so many parents.. I might look at doing drama at secondary school."

DELIGHT IN WATTS

Child A is in Year 4 and has autism, ADHD and learning difficulties. The teacher told us in the pre-programme assessment that he struggles to access all areas of the curriculum.

Teacher "Child A was an absolute superstar. I thought he would struggle with the dexterity of what he was doing but he loved every minute. During this program I saw a different side to Child A, a confidence and a pride in his work."

Child "I am good at art now and I got called an artist. I liked showing mum my work and I want to be an artist now."

“My daughter was very excited to perform in Shakespeare – and I for the first time had the pleasure of watching a Shakespeare performance.”

PARENT, DELIGHT IN SHAKESPEARE



Building a positive support network for children

Delight programmes are child-centred. But, to achieve maximum impact, they target not only the children, but also the teachers, parents and carers who support each child.

Many of our partner schools face challenges in positively engaging parents and carers in their child’s learning. That is why engagement and celebratory sharing opportunities are a fundamental part of each Delight programme.

With schools having been closed to parent and carer events for two years due to the pandemic, children’s Delight exhibitions and performances in 2021/22 provided a joyful and welcome return to schools for many families.

92%
of parents and carers believe the Delight programme was a positive experience for their child

81%
of parents and carers have noticed a difference in their child’s self-confidence

85%
of parents and carers said they feel more encouraged to enjoy art, dance or performance with their child on a regular basis

“The children’s exhibition was brilliant. It was the most parents I have had at any school event.”

TEACHER, DELIGHT IN WATTS

“I loved seeing the confidence in my child as they performed which I wasn’t expecting.”

PARENT

"We used the Out of this World materials in class on our Space Day... We used the teacher resource book to plan it. Using the videos of Hannah [from Paintbox], we spent the afternoon first painting our watercolour space backgrounds, then creating patterns for our planets and finally creating space objects using silver card. The kids really enjoyed it and it was lovely to use the techniques again."

TEACHER, OUT OF THIS WORLD

Increasing teachers' skills and confidence

to use arts-based learning

Developing teachers' confidence, skills and enthusiasm for using the arts across their teaching practice underpins all Delight programmes.

"Teachers praised the fact that they learnt how to better integrate arts activities into learning activities and the curriculum, such as integrating the story of dance or theatre into English lessons and literacy learning."

IMPACTED

Our programmes incorporate a five-month wraparound package of continuing professional development (CPD) for teachers which includes:

- **Group CPD workshop (online or in person)**
- **1:1 teacher planning session with Delight and the relevant arts partner**
- Opportunities to apply new arts skills by **leading two arts workshops** with resources and guidance provided by Delight and the relevant arts partner*
- **Post-programme evaluation meeting with Delight**
- **Teacher Handbook** guiding schools step-by-step through the programme
- Suite of **filmed and digital resources** to enrich programme delivery
- **Props and resources** to bring the Delight programme to life
- **Ongoing guidance and support** from Delight and arts partners

* Excludes Delight in Watts which is fully artist-led.



Across all Delight programmes, evaluation highlighted a strong increase in teachers' confidence, skills and knowledge to teach and facilitate arts-based learning activities.

Programmes have not only developed teachers' confidence and capacity but also equipped them with a range of practical resources and skills: from learning about the logistics of how to facilitate engaging art, drama and dance workshops and the most appropriate resources to use, to techniques and approaches for connecting with even the most reluctant learner.

95% rated their overall experience of a Delight programme as Good or Excellent

79% of teachers reported increased confidence to deliver arts-based learning programmes

82% of teachers reported increased confidence to integrate arts-based learning into lessons and cross-curriculum

"Before, I worried will I be able to control the class? Will everyone join in? This has given me a far greater confidence in teaching dance and an understanding of how you would break it down and teach it."

TEACHER, DELIGHT IN DANCE

A legacy of creativity in primary schools

"It is key for us to provide a wide range of rich learning opportunities to extend [children's] vocabulary and resilience. This, in turn, supports curiosity, the ability to talk about learning experiences with others and increases self-esteem, confidence and attendance. Delight's projects provide us with such opportunities and are a fundamental part of the additional learning opportunities planned into our curriculum."

HEADTEACHER

"This partnership [with Delight] opens up our children's eyes to the magic and possibilities of learning and creativity in such an immersive and all-embracing way…particularly as many of our children speak English as an additional language, or have language deprivation. This project, and the wider learning opportunity it provides, would support us and our children in helping close the learning and opportunity gap for our children."

HEADTEACHER

We work long-term with teachers and headteachers to embed arts-based learning across schools and create a genuine legacy that will benefit children in years to come.

Each year, Delight consults with the headteacher or deputy head at each partner school to discuss their aspirations, the children's needs, and what the teaching team are looking to achieve from Delight's programmes and partnership.

47%
of teachers feel empowered to integrate arts into the wider school curriculum

1,504
children completed Arts Award Discover or Explore

68%
of schools in 2021/22 have participated in Delight programmes for 2 or more years

"The impact that [Delight's] opportunities have on our school are extremely beneficial to our children's wellbeing, engagement in the curriculum, parental engagement and cultural capital."

HEADTEACHER



Looking ahead: our future plans

Building on our work over the past year, we have exciting plans to extend the reach of our programmes across Surrey whilst expanding into neighbouring Croydon to enable more children and teachers to benefit from Delight's arts-based learning programmes.

In 2022/23 we will:

- Work with our fantastic network of arts partners to continue our visual art, dance, and drama programmes for children across Surrey.
- Launch Delight in the Woods, an immersive woodland adventure, with ZooCo theatre company and the National Trust at Box Hill.
- Pilot Delight in Dance with 3 schools in neighbouring Croydon.
- Develop an expanded programme of continuing professional development for teachers which will launch in Autumn 2023.
- Strengthen the accessibility of our programme content through films with Signed Supported English, Relaxed Performances and adapted resources.
- Work with ImpactEd to explore and share the findings of our multi-year study looking at the impact of arts-based learning on children eligible for Pupil Premium.
- Embed environmental messaging within our creative programmes and review our supply chains to ensure Delight is making environmentally conscious decisions.

Organisation structure and management

Governance

Delight has a board of four Trustees bringing a range of experience that covers arts, business, finance, marketing, and law. The Charity must have a minimum of three Trustees at any time. Under Delight's Constitution with which the organisation is governed, the Board of Trustees has the power to do anything which is believed to further the Charity's objects or is conducive or incidental to doing so. The governance of the Charity is the responsibility of the Trustees who are elected and co-opted under the terms of its Constitution. The Board of Trustees has corporate responsibility for ensuring that Delight complies with any statutory or administrative requirements for the use of public and/or private funds. Trustees meet on a quarterly basis. All Trustees give of their time freely. None of the Trustees receive remuneration or other benefit from their work with the Charity.

Trustees Appointments

Trustee appointments are made by the Board. Trustees are selected according to the skills, knowledge and experience which they can contribute to Delight's charitable remit. Delight was sad to see the departure of longstanding trustee Sarah Jones who brought with her a wealth of knowledge from the education sector. Delight is in the process of increasing the number of Trustees to expand the board's representation and diversity in line with our long-term strategic objectives.

Management

The day-to-day running of the Charity is overseen by Kathryn Mills alongside a team of eight part-time staff. Delight is a Living Wage employer.

Financial Review

The Trustees have reviewed the Charity's financial position and consider the Charity's financial position for the year ended 31st August 2022 to be robust.

At 31st August 2022, Delight held general unrestricted funds of £14,000 alongside designated pipeline development funds of £64,450 to support the Charity's reach and impact.

RESERVES POLICY

Delight holds free reserves for three months' operational costs, protecting organisation stability. At 31st August 2022, designated resilience funds were £47,605 to maintain a level of free reserves of three months' operational costs as the organisation has grown.

DECLARATION

The Trustees declare that they have approved the Trustees' report above.

Signed on behalf of Delight's Trustees:



Victoria Francis
CHAIR

DATE: 17.01.23

Independent Examiner's Report to the Trustees of Delight

Independent examiner's report to the trustees of Delight
I report to the charity trustees on my examination of the accounts of Delight (the Trust) for the year ended 31 August 2022.

Responsibilities and basis of report
As the charity trustees of the Trust you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act').

I report in respect of my examination of the Trust's accounts carried out under Section 145 of the Act and in carrying out my examination I have followed all applicable Directions given by the Charity Commission under Section 145(5)(b) of the Act.

Independent examiner's statement
Since your charity's gross income exceeded £250,000 your examiner must be a member of a listed body. I can confirm that I am qualified to undertake the examination because I am a registered member of ICAEW which is one of the listed bodies.

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

1. accounting records were not kept in respect of the Trust as required by Section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do 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 no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Hazel Day BSc (Hons) FCA DChA
ICAEW
Tudor John Limited
Nightingale House
46-48 East Street
Epsom
Surrey
KT17 1HQ

Date: 18th January 2023

DELIGHT

Statement of Financial Activities for the year ended 31 August 2022

	Notes	Unrestricted funds £	Restricted fund £	2022 Total funds £	2021 Total funds £
INCOME AND ENDOWMENTS FROM					
Donations and legacies		21,749	198,068	219,817	246,295
Charitable activities					
Delight programmes		73,470	-	73,470	64,888
Other trading activities	2	-	-	-	100
Investment income	3	14	-	14	5
Other income		68,725	-	68,725	6,856
Total		163,958	198,068	362,026	318,144
EXPENDITURE ON					
Raising funds		22,978	-	22,978	21,978
Charitable activities					
Delight programmes		62,918	257,796	320,714	251,373
Total		85,896	257,796	343,692	273,351
NET INCOME/(EXPENDITURE)		78,062	(59,728)	18,334	44,793
Transfers between funds	11	(59,728)	59,728	-	-
Net movement in funds		18,334	-	18,334	44,793
RECONCILIATION OF FUNDS					
Total funds brought forward		107,743	-	107,743	62,950
TOTAL FUNDS CARRIED FORWARD		126,077	-	126,077	107,743

Balance Sheet
31 August 2022

	Notes	Unrestricted funds £	Restricted fund £	2022 Total funds £	2021 Total funds £
CURRENT ASSETS					
Debtors	8	3,000	6,786	9,786	9,574
Cash at bank		130,042	76,385	206,427	155,819
		133,042	83,171	216,213	165,393
CREDITORS					
Amounts falling due within one year	9	(6,965)	(83,171)	(90,136)	(57,650)
NET CURRENT ASSETS		126,077	-	126,077	107,743
TOTAL ASSETS LESS CURRENT LIABILITIES		126,077	-	126,077	107,743
NET ASSETS		126,077	-	126,077	107,743
FUNDS	11				
Unrestricted funds				126,077	107,743
TOTAL FUNDS				126,077	107,743

The financial statements were approved by the Board of Trustees and authorised for issue on ..... and were signed on its behalf by:



.....
V M Francis - Trustee

Notes to the Financial Statements
for the year ended 31 August 2022

1. ACCOUNTING POLICIES

BASIS OF PREPARING THE FINANCIAL STATEMENTS
The financial statements of the charity, which is a public benefit entity under FRS 102, have been prepared in accordance with the Charities SORP (FRS 102) 'Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019)', Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and the Charities Act 2011. The financial statements have been prepared under the historical cost convention.

INCOME
All income is recognised in the Statement of Financial Activities once the charity has entitlement to the funds, it is probable that the income will be received and the amount can be measured reliably.

EXPENDITURE
Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all cost related to the category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with the use of resources.

TANGIBLE FIXED ASSETS
Depreciation is provided at the following annual rates in order to write off each asset over its estimated useful life.

Computer equipment - Straight line over 5 years

TAXATION
The charity is exempt from tax on its charitable activities.

FUND ACCOUNTING
Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.

Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

Further explanation of the nature and purpose of each fund is included in the notes to the financial statements.

HIRE PURCHASE AND LEASING COMMITMENTS
Rentals paid under operating leases are charged to the Statement of Financial Activities on a straight line basis over the period of the lease.

2. OTHER TRADING ACTIVITIES

	2022 £	2021 £
Fundraising events	-	100

3. INVESTMENT INCOME

	2022	2021
	£	£
Deposit account interest	14	5

4. TRUSTEES' REMUNERATION AND BENEFITS

There were no trustees' remuneration or other benefits for the year ended 31 August 2022 nor for the year ended 31 August 2021.

TRUSTEES' EXPENSES

There were no trustees' expenses paid for the year ended 31 August 2022 nor for the year ended 31 August 2021.

5. STAFF COSTS

The average monthly number of employees during the year was as follows:

	2022	2021
Fundraising	1	1
Programmes	3	2
Administration	2	2
	6	5

No employees received emoluments in excess of £60,000.

6. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES

	Unrestricted funds	Restricted fund	Total funds
	£	£	£
INCOME AND ENDOWMENTS FROM			
Donations and legacies	45,891	200,404	246,295
Charitable activities			
Delight programmes	64,888	-	64,888
Other trading activities	100	-	100
Investment income	5	-	5
Other income	6,856	-	6,856
Total	117,740	200,404	318,144
EXPENDITURE ON			
Raising funds	21,978	-	21,978
Charitable activities			
Delight programmes	12,122	239,251	251,373
Total	34,100	239,251	273,351
NET INCOME/(EXPENDITURE)	83,640	(38,847)	44,793
Transfers between funds	(38,847)	38,847	-

6. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES - continued

	Unrestricted funds	Restricted fund	Total funds
	£	£	£
Net movement in funds	44,793	-	44,793
RECONCILIATION OF FUNDS			
Total funds brought forward	62,950	-	62,950
TOTAL FUNDS CARRIED FORWARD	107,743	-	107,743

7. TANGIBLE FIXED ASSETS

	Computer equipment
	£
COST	
At 1 September 2021 and 31 August 2022	647
DEPRECIATION	
At 1 September 2021 and 31 August 2022	647
NET BOOK VALUE	
At 31 August 2022	-
At 31 August 2021	-

8. DEBTORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2022	2021
	£	£
Trade debtors	-	1,571
Prepayments and accrued income	9,786	8,003
	9,786	9,574

9. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2022	2021
	£	£
Trade creditors	9,644	6,332
Taxation and social security	1,545	-
Other creditors	78,947	51,318
	90,136	57,650

10. LEASING AGREEMENTS

Minimum lease payments under non-cancellable operating leases fall due as follows:

	2022	2021
	£	£
Within one year	9,000	2,625
Between one and five years	2,625	-
	11,625	2,625

11. MOVEMENT IN FUNDS

	At 1.9.21	Net movement in funds	Transfers between funds	At 31.8.22
	£	£	£	£
Unrestricted funds				
General fund	14,793	78,062	(78,833)	14,022
Resilience designated fund	33,500	-	14,105	47,605
Pipeline development designated fund	59,450	-	5,000	64,450
	107,743	78,062	(59,728)	126,077
Restricted funds				
Programme funds	-	(59,728)	59,728	-
TOTAL FUNDS	107,743	18,334	-	126,077

Net movement in funds, included in the above are as follows:

	Incoming resources	Resources expended	Movement in funds
	£	£	£
Unrestricted funds			
General fund	163,958	(85,896)	78,062
Restricted funds			
Programme funds	198,068	(257,796)	(59,728)
TOTAL FUNDS	362,026	(343,692)	18,334

11. MOVEMENT IN FUNDS - continued

Comparatives for movement in funds

	At 1.9.20	Net movement in funds	Transfers between funds	At 31.8.21
	£	£	£	£
Unrestricted funds				
General fund	62,950	83,640	(131,797)	14,793
Resilience designated fund	-	-	33,500	33,500
Pipeline development designated fund	-	-	59,450	59,450
	62,950	83,640	(38,847)	107,743
Restricted funds				
Programme funds	-	(38,847)	38,847	-
TOTAL FUNDS	62,950	44,793	-	107,743

Comparative net movement in funds, included in the above are as follows:

	Incoming resources	Resources expended	Movement in funds
	£	£	£
Unrestricted funds			
General fund	117,740	(34,100)	83,640
Restricted funds			
Programme funds	200,404	(239,251)	(38,847)
TOTAL FUNDS	318,144	(273,351)	44,793

12. RELATED PARTY DISCLOSURES

There were no related party transactions for the year ended 31 August 2022.

DELIGHT

Detailed Statement of Financial Activities
for the year ended 31 August 2022

	2022 £	2021 £
INCOME AND ENDOWMENTS		
Donations and legacies		
Donations	3,605	3,250
Grants	216,212	243,045
	219,817	246,295
Other trading activities		
Fundraising events	-	100
Investment income		
Deposit account interest	14	5
Charitable activities		
Schools contribution	73,470	64,888
Other income		
Bespoke/ fee earning work	68,725	-
CJRS grant	-	6,856
	68,725	6,856
Total incoming resources	362,026	318,144
EXPENDITURE		
Raising donations and legacies		
Wages	18,939	18,556
Filming costs	842	2,822
Sundries	3,197	600
	22,978	21,978
Charitable activities		
Staff costs	85,763	67,135
Other operating leases	4,500	6,750
Postage and stationery	1,156	727
Sundries	167	99
Arts partner fees	77,979	77,814
Coach and vehicle hire	6,044	-
Photography	2,159	750
Film and multimedia resources	30,709	19,012
Other project materials	24,225	33,145
Evaluation	4,347	3,632
Teacher CPD	2,301	1,847
Contractors	-	485
Travel and parking	3,223	1,605
Arts award	8,689	6,954
Carried forward	251,262	219,955

DELIGHT

Detailed Statement of Financial Activities
for the year ended 31 August 2022

	2022 £	2021 £
Charitable activities		
Brought forward	251,262	219,955
IT costs	-	371
Design and print	6,923	-
	258,185	220,326
Support costs		
Management		
Staff costs	36,749	17,942
Other operating leases	4,500	2,451
Rates and water	788	788
Insurance	827	413
Light and heat	1,488	824
Telephone	457	400
Postage and stationery	1,385	795
Sundries	3,746	1,421
Repairs and maintenance	708	997
IT and web costs	8,491	2,194
Contractors	-	220
Travel	716	348
Depreciation of tangible and heritage assets	-	130
	59,855	28,923
Finance		
Bank charges	6	-
Governance costs		
Accountancy and legal fees	2,668	2,124
Total resources expended	343,692	273,351
Net income	18,334	44,793

This page does not form part of the statutory financial statements

THANK YOU!

We extend our heartfelt thanks to everyone who has been part of our work over the past year. Thank you for your enthusiasm, commitment and generosity.

Funders

Paul Hamlyn Foundation

culture box surrey

artswork

Supported using public funding by ARTS COUNCIL ENGLAND

LOTTERY FUNDED

Garfield Weston FOUNDATION

THE PETER CUNDILL FOUNDATION

St Faith's Trust

Hazelhurst Trust

ST. JAMES'S PLACE CHARITABLE FOUNDATION

HEATHROW COMMUNITY TRUST

waltoncharity on thames

co op

Surrey Educational Trust

Guildford Poyle Charities

Stiftelsen Autopoeisis

Arts partners and creative team

GUILDFORD SHAKESPEARE COMPANY

Made By Katie Green

paintbox PROJECT

WATTS GALLERY ARTISTS VILLAGE

ALEX BRENNER // PHOTOGRAPHY

PHOTOGRAPHISE

Interpreters of COLOUR NETWORK

ROSIE POWELL

SHARP pencil DESIGN

WigglyLine

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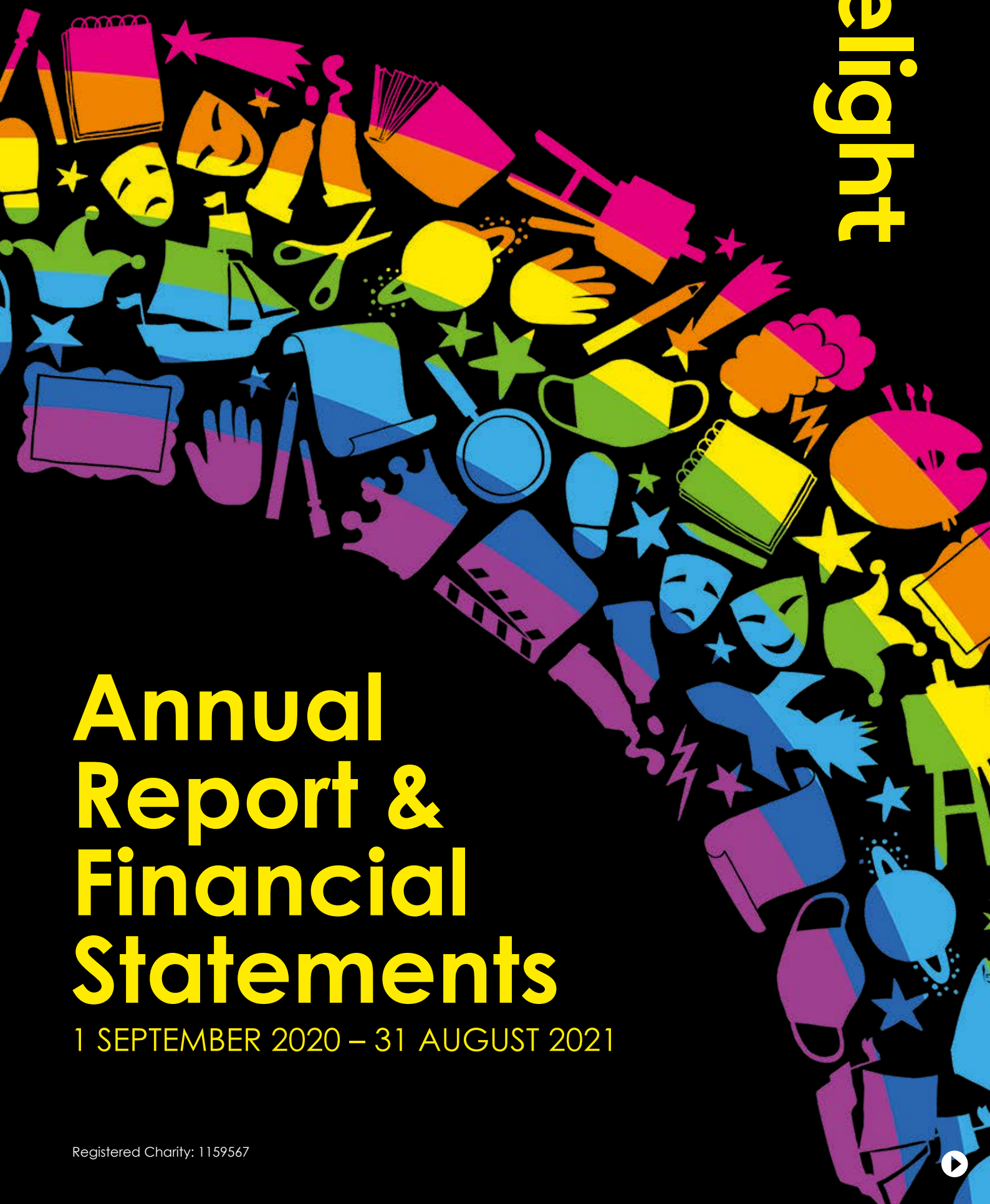


DELIGHT

England & Wales - Charity number 1159567

Accounts

iDelight



Annual Report & Financial Statements

1 SEPTEMBER 2020 – 31 AUGUST 2021

Registered Charity: 1159567

Annual Report & Financial Statements

1 SEPTEMBER 2020 – 31 AUGUST 2021

The Board of Trustees are pleased to present their annual report for the year 1st September 2020 to 31st August 2021, together with the financial statements for the year.

Charity Status and Constitution
Delight is a registered charity, number 1159567. Delight is constituted as a Charitable Incorporated Organisation and registered with the Charity Commission for England and Wales. Delight is governed by its Constitution which was adopted on the 5th November 2014.

Registered Address
Delight, 9B Station Avenue, Caterham, Surrey CR3 6LB

Trustees
Victoria Francis Chair
Stephen Brown Treasurer
Sarah Jones Secretary
Dominic Carpenter (appointed December 2020)
Matt Fox (appointed December 2020)

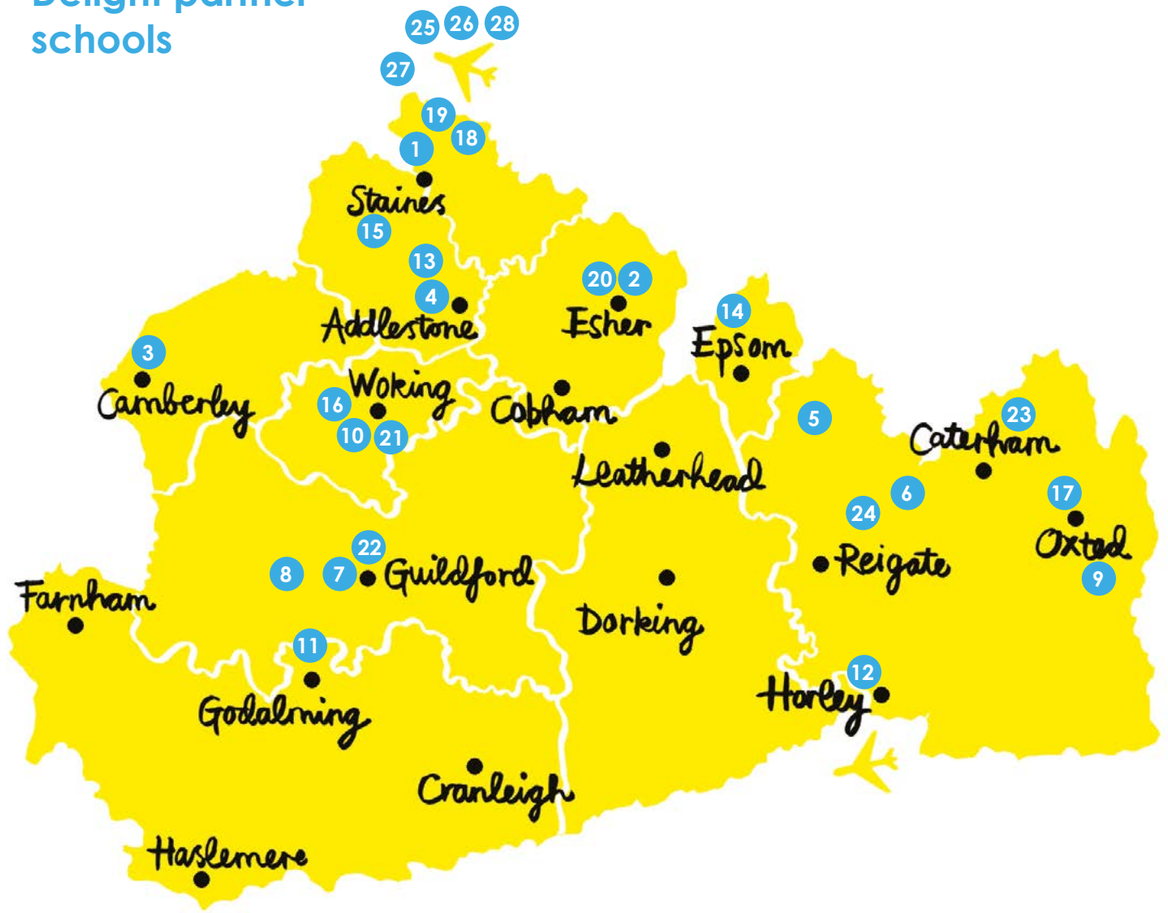
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Kathryn Mills

Bankers
Lloyds Bank, 21 Station Avenue, Caterham CR3 6YT

Accountant
Tudor John, Nightingale House,
46-48 East Street, Epsom, Surrey KT17 1HQ



Delight partner schools



1. Ashford Park Primary School
2. Chandlers Field Primary School
3. Cordwalles Junior School
4. Darley Dene Primary School
5. Epsom Downs Primary School
6. Furzefield Primary School
7. Guildford Grove Primary School
8. Hale Primary Academy
9. Holland Junior School
10. Kingfield Primary School
11. Loseley Fields Primary School
12. Manorfield Primary and Nursery School
13. Pyrcroft Grange Primary School
14. Riverview CoE Primary School
15. Saxon Primary School
16. St John's Primary School (Knaphill)
17. St Mary's Primary School, Oxted
18. St Michael's Catholic Primary School
19. Town Farm Primary School
20. Walton Oak Primary School
21. Westfield Primary School
22. Weyfield Primary Academy
23. Woodlea Primary School
24. Wray Common Primary School

In addition to 24 Surrey school partners, we worked with 4 schools close to Heathrow airport:

25. Harmondsworth Primary School
26. Heathrow Primary School
27. Pippins Primary School
28. William Byrd Primary Academy

Welcome

As Chair of Trustees at Delight I am very pleased to present our Annual Report and Accounts for 2020/21.

The unrivalled disruption caused by Covid-19 impacted heavily on children's lives and learning in the 2020/21 academic year. Lockdowns, school closures, changing routines and the constant undercurrent of anxiety affected children profoundly – both at home and at school. It was more important than ever that Delight provided arts-based learning programmes so that we could continue to inspire and inform children's education – whether at home or in the school environment.

I believe that Delight managed this masterfully by adapting Delight in Art, Delight in Dance and Delight in Shakespeare so that delivery of these programmes stood and continues to stand resilient against the vagaries of Covid. We were also able to deliver Delight in Reading, by giving tote bags full of books to a number of partner schools. Children have benefitted from continued access to the Arts, enabling them to explore the restriction-free realms of their imaginations.

As we reflect on the impact of our programmes over the past year, what stands out as the bedrock of their success is the people who have enabled this. The participating teachers, headteachers, arts partners, parents and carers, funders, volunteers, freelancers and suppliers as well as our own Delight team. Their support, commitment and enthusiasm have meant that children continue to benefit from Delight's programmes and no amount of thanks can sufficiently express our gratitude.

Looking ahead to 2021/22 and the need for schools and arts partners to continue to grapple with ever-changing regulations and restrictions, we share everyone's hope that social distancing measures will ease and we plan to return to in-school delivery. Whilst knowing that the adaptable format of our programmes will continue to provide the confidence of continuity in the event of disruption, we look forward to children experiencing the magic of the arts first-hand again.



Victoria Francis Chair of Trustees

"The children were happier and more engaged on Delight days."
TEACHER



1,811 children

71 teachers

1,249 Arts Awards

28 primary schools

20 Child Online Galleries

39 Child Performance Films

4,750 books



Charitable Objectives

Delight's primary objectives, as laid out in our Constitution, are to:

- advance in life and help young people especially, but not exclusively, through advancing education, particularly in the arts.
- promote volunteering, providing support and activities which develop skills, capacities, and capabilities to enable young people to participate in society as mature and responsible individuals.

Delight's vision is for every child to have an equal opportunity to thrive during their school years and beyond, whatever their starting point or background. Our aim is to empower children to overcome socio-economic challenges in their lives. Through our arts-based learning programmes with primary schools, children build confidence, skills, interests and aspirations that will help them to engage better with learning, raise their aspirations, and strengthen their voice, helping them build sound foundations for a brighter future.

This year, we created a Theory of Change which is the foundation for our work and ensures that all our activities are focused on delivering our charitable objectives for short and long-term impact.

DELIGHT'S THEORY OF CHANGE

PROBLEMS	INPUTS/ACTIVITIES	INTERMEDIATE OUTCOMES	LONG-TERM OUTCOMES	OVERALL AIM
Children from disadvantaged backgrounds do not have equitable access to arts education, limiting their aspirations and resilience	Delight runs sequential high-quality, inclusive and intensive arts programmes • **Delight in Dance** • **Delight in Art** • **Delight in Shakespeare** All programmes provide a novel, sustained experience for children to work directly with arts organisations and professionals	**Children improve their skills and knowledge of the arts,** including through the development of technical vocabulary	**Broadening Horizons** Children see arts education and careers as viable options for them and continue to engage with the arts	**To ensure that every child has an equal opportunity to thrive during their school years and beyond, Delight's mission is to embed arts-based learning in primary school culture.**
Children lack confidence in talking about and 'doing' the arts and have limited understanding of pathways to art education and careers		**Children are more confident, proud of their achievements,** and see themselves as an academic success	**Engaging with Learning** Children's oracy, literacy and attitudes to learning improve. Children's attainment in related subjects improves	
Teachers lack the training to feel confident in delivering arts-based lessons or to incorporate the arts in a beneficial way across the curriculum		**Children improve their teamworking, communication and interpersonal skills**	**Social and Emotional Development** Children's wellbeing, resilience and self-esteem improves	
Teachers often lack the confidence to teach arts subjects and they are 'squeezed out' of the curriculum		**Children are more confident in using the arts to express themselves**	**Embedded in Schools** Teachers introduce the arts into other parts of the curriculum, and share their learning with colleagues	
		Teachers gain skills and knowledge to increase their confidence in talking about and teaching the arts, and incorporating it into lessons cross-curriculum		
		Parents and carers deepen their engagement with the arts and with the schools		



Using the joy of the arts to create magic in learning

Delight's intensive arts programmes help children build strong foundations for a brighter future. We work in long-term partnership with primary schools and a range of arts partners to immerse children in the world of visual arts, contemporary dance, drama, creative writing and storytelling.

Each Delight programme is centred around robustly evidenced outcomes for children: helping them to engage better in learning, build essential life skills, experience improved wellbeing, explore their creativity and broaden horizons.

Over the past six years, we have developed an impactful programme model which, for many children, is full of firsts. Starting with a live arts experience, children are immersed in weekly creative workshops led by professional artists, dancers and actors as well as by their class teachers. Each programme culminates in a showcase performance or exhibition to celebrate children's achievements with friends, family and the wider school community. Children have the opportunity to undertake Arts Award accreditation to acknowledge their achievements.

Teachers are proactively involved in our programmes to build their skills and confidence in running their own arts programmes. We also work with senior leaders to embed arts-based learning throughout schools and support them in securing Artsmark status – the creative quality standard for education settings.

"Many of our families sit in what we refer to as the 'just about managing' bracket. The pandemic has sadly had a significant impact on these families and within a year our Pupil Premium numbers have gone from 20% to 29.7%"

DEPUTY HEADTEACHER

"Delight has given our school the opportunity to expand horizons and appreciate the creative arts within our curriculum offer. The impact, therefore, that these opportunities have on our school are extremely beneficial to our children's wellbeing, engagement in the curriculum, parental engagement and cultural capital."

HEADTEACHER

Public benefit: our audiences

Our primary audience is children aged 5 to 11 from disadvantaged backgrounds and their families. Our audiences are also the teachers and headteachers from our partner schools, working together to embed arts-based learning to help every child have the opportunity to thrive during their school years and beyond.

By working in long-term partnership with primary schools we connect with children through safe and structured settings. Our partner schools provide a 'case for support' highlighting the issues faced by the children they would like to benefit from Delight programmes.

Wide-ranging research highlights how children from disadvantaged backgrounds perform less well at school than their peers. Disadvantage can affect children in many ways: poor learning engagement and resilience, low academic attainment, low self-esteem and lack of confidence, poor mental health coping mechanisms, low oracy and literacy, a deficit of enriching opportunities, attendance and punctuality issues. These issues have been exacerbated by the pandemic and partner schools have seen a sharp rise in children experiencing disadvantage.

Following 18 months of disrupted learning due to Covid, Delight's programmes are playing a vital role in supporting children's wellbeing and learning engagement.

The Trustees confirm they have had due regard to The Charity Commission's guidance on public benefit when exercising any powers or duties to which the guidance is relevant.

"Our SEND cohort are 67% Pupil Premium reflecting that many children have multiple layers of disadvantage. We also have a specialist centre [for] additional learning needs and 79% are Pupil Premium."

HEADTEACHER

“I would go as far as to say that it was what made remote learning so successful. This gave them something to look forward to that they would be successful in. It improved engagement in other remote lessons too as they could see it wasn’t scary. It felt like a group project even though they were in their own bedrooms.”

TEACHER

Adapting to the challenges of Covid-19

Ongoing school closures, lockdowns and social distancing measures during 2020/21 presented Delight with a challenge for how to continue our arts programmes with the same level of artistic quality whilst ensuring the strongest outcomes for children’s learning, wellbeing and creativity. We worked rapidly with our arts partners to adapt Delight in Dance, Delight in Art and Delight in Shakespeare. The result was a flexible blended model combining:

- New filmed immersive artist experiences
- New digital resources including weekly How To films, Meet the Artist videos, digital guides and learning materials
- Individually packaged children’s art packs, script packs, and dance sets
- Live online workshops from our new Teaching Studio
- In-school workshops (where possible)

Our Covid-resilient model meant that children could access our programmes whether external visitors were permitted in schools or not. We could continue our programmes through lockdowns or if school bubbles had to transition to home learning. The effort to make these changes was well worth the investment, particularly when we had to abruptly shift to remote delivery with the sudden announcement of the January to March lockdown.

“Lockdown has made them not connect with their learning; they didn’t remember how to learn. When we filmed it felt like a film-set, little groups gelled, and this programme really brought them all back together.”

TEACHER



Measuring the impact of Delight’s arts-based learning programmes

We’re passionate about measuring the impact of our programmes. Over the past six years, we have built a wealth of robust data to demonstrate the positive impacts of arts-based learning on children’s wellbeing, learning engagement, and creativity.

2020/21 marked the start of Delight’s new three-year partnership with ImpactEd, a non-profit which helps organisations evaluate, understand and improve their impact in education.

Thanks to funding from the Paul Hamlyn Foundation, Delight has appointed ImpactEd to undertake a three-year study to independently evaluate our programmes. They are looking at the impact on children as they journey through Delight in Dance in Year 3, Delight in Art in Year 4, and Delight in Shakespeare in Year 5.

We are using their findings to enrich our programme offer, expand our reach, and strengthen our impact. We’ll also share their research to encourage and inspire other artists and educators to effectively embed arts-based learning within primary schools.



For children eligible for Pupil Premium*, evaluation looked at a range of factors across 3 themes:

Artistic Impact
- participation
- creative expression
- independent working

Social Impact
- engagement in learning
- resilience
- self-worth
- pride
- confidence
- communication
- teamwork

Academic Impact
- fluent speech
- understanding new concepts
- understanding words and phrases
- use of new vocabulary
- explaining new learning
- summarise main ideas
- following instructions

For all children, evaluation looked at a range of factors across 3 themes using recognised benchmarking tools:
- Grit scale**
- Stirling Children’s Wellbeing scale***
- schools’ attainment data
- enjoyment of the arts
- desire to participate beyond the programme
- awareness of creative opportunities and pathways

For teachers, evaluation looked at:
- increased confidence
- new skills
- willingness to teach skills independently
- programme enjoyment

* **Pupil Premium** is a government scheme aimed at closing the educational performance gap between disadvantaged children and their classmates.

** **Grit Scale** measures a child’s personal sense of resilience.

*** **Stirling Children’s Wellbeing scale** measures emotional and psychological wellbeing in children.

Key findings from our independent evaluators

Delight's in-depth annual evaluation combined with Impact Ed's independent study are set against a backdrop of ongoing disruptions to children's learning. Despite the challenges, the evaluation highlights a number of strong outcomes for children.

"All three Delight programmes had a positive increase in both social and artistic measures for pupils eligible for Pupil Premium, where most improvements were statistically significant … The Delight programmes were successful in fostering pupils' confidence in performing, and ability to convey a story through art, drama or dance…pupils improved in areas of team-work, self-worth and engagement in learning." ImpactEd



OUTCOME 1

Social and Emotional Development

"At the end of the year the school asks the children to complete a form about themselves, and they all said that they felt that their confidence had improved. Even a child who often chooses not to speak, said this." TEACHER

Across the 3 programmes:

65% of children eligible for Pupil Premium experienced increased social outcomes.*

51% of children reported increased confidence.**

"Pupil confidence increased over the course of the programmes… Delight is providing a programme which is filling a gap within the standard schooling curriculum, and that for many pupils, it is an enjoyable and confidence boosting experience." ImpactEd

"Teachers expressed that many pupils seemed anxious due to the pandemic and that the Delight programmes felt like a relief – a time of the week that pupils really looked forward to." ImpactEd

"Measures of wellbeing and grit decreased slightly or remained largely stable across all three Delight programmes, with no statistically significant change observed. However, the ongoing impact of Covid-19 needs to be kept in mind when reading these results." ImpactEd

OUTCOME 2

Engagement with Learning

"The children were happier and more engaged on Delight days." TEACHER

Across the 3 programmes:

64% of children eligible for Pupil Premium experienced increased academic outcomes.*

82% of children rated their overall Delight experience as Excellent or Good.***

"Small but significant changes were captured in literacy among pupils eligible for Pupil Premium." ImpactEd

"Reading and writing attainment data showed an overall improvement over the course of the programmes, especially for Year 3 pupils." ImpactEd

"Pupils were able to equally engage in these creative activities, which levelled the traditional playing field. … some pupils who did not normally take leadership roles in class, were now acting as leaders, … those who normally struggled academically, got better with these creative activities." ImpactEd

OUTCOME 3

Broadening Horizons

"For some of our Pupil Premium pupils, for someone to come into their life and tell them something new, I just think that opened their minds to possibilities of things they hadn't seen before. And so they really did embrace it. And I think it's made a difference in their minds about what is possible, what they are capable of. And also a little bit of what people do in the world." TEACHER

Across the 3 programmes:

78% of children eligible for Pupil Premium experienced increased artistic outcomes.*

82% of children felt proud of what they had achieved.**

71% of children want to do more art, dance, or drama.**

"Programme enjoyment and excellence ratings was high amongst both pupils and teachers." ImpactEd

"The Delight programmes broadened the horizons of pupils by exposing them to new perspectives and experiences around the creative arts and its associated industry. Seeing dance, drama and art as wider career opportunities by engaging with real artists, inspired children and broadened their perspective of what types of jobs were available." ImpactEd

* Based on Delight's pre and post survey analysis of 176 children eligible for Pupil Premium.

** Statistics based on Delight's analysis of pre and post surveys by 581 children (increased confidence); 966 children (pride); 967 children (want to do more arts).

*** Based on Delight's post survey analysis of 565 children (experience rated Good or Excellent).

DELIGHT IN DANCE

Dance Detectives

84%

of children rated their overall experience as Good or Excellent.*

* Based on feedback from 135 children

“I really enjoyed this. It wasn’t dancing like I thought it was going to be.” CHILD

Delight in Dance is a dance storytelling adventure for children in Year 3 (ages 7-8). The six-week programme builds children’s confidence, teamwork, dance skills, enjoyment of storytelling, literacy skills, engagement with learning, and introduces them to the world of contemporary dance.

Created by Delight with dance company Made by Katie Green, the programme was originally known as Delight in Libraries between 2017 and 2019.

Made By Katie Green

LIBRARY



“When they wrote their stories it was like magic, you could see a light bulb go on.” TEACHER

Delight in Dance kickstarted with an immersive filmed performance of "The Story Detectives" by dancers from Made by Katie Green. Set in Ashford Library, the dance production introduced children to the concept of creating stories through dance and movement and encouraged them to become "Dance Detectives".

"The children loved [the film] and were delighted to spot Ashford Library as the location! The film drew them in and definitely set the tone for the programme." TEACHER

Over the subsequent 5 weeks, children undertook dance and movement storytelling workshops (online or in school) based on the theme of Heroes and Villains. Most of the workshops were led by dancers and the choreographer from Made by Katie Green whilst some were led by teachers as part of our new Teacher Development programme. Children explored dance, movement and creative writing and developed dance skills, learnt dance phrases and created their own dance stories.



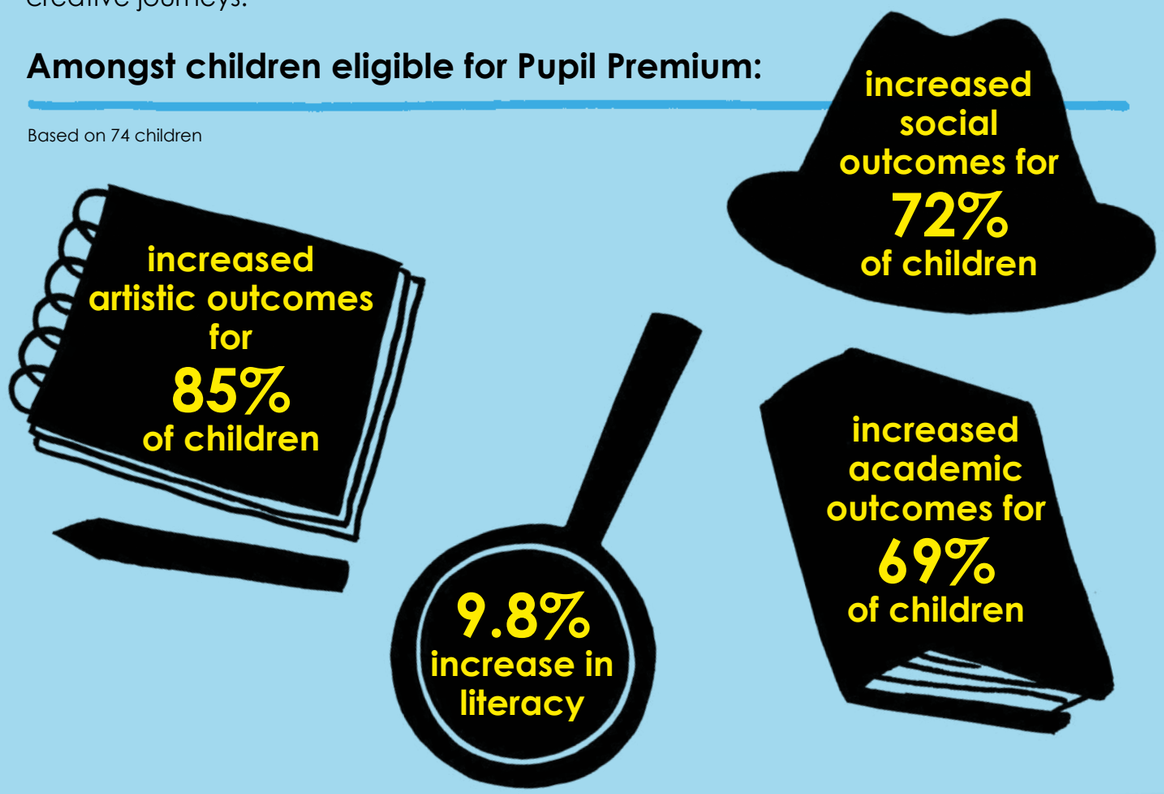
"I loved the Dance Detectives experience. I found it so fun…it was a fantastic performance and I loved working with my friends." CHILD

The programme culminated with the filming of the children's choreographed Hero and Villain dance stories. Each class received a professionally edited film of their dance stories which the school could share with the children, their parents and carers, and the wider school community, to celebrate the children's creative journeys.

Throughout the programme, children built creative writing and literacy skills which they documented in their Arts Award Journal. 390 children were awarded Arts Award 'Discover' in recognition of their achievements.

Amongst children eligible for Pupil Premium:

Based on 74 children





OUTCOME 1

Social and Emotional

Delight in Dance boosted children's confidence, motivation and teamwork. Many teachers reported how the programme brought quieter children out of their shells. Delight in Dance helped to support children's wellbeing and return to school following the third lockdown; whilst for those experiencing the programme during lockdown it was a fun and inclusive opportunity to bring the children together online each week.

"The sessions gave the children more motivation to work harder. It definitely helped the overall mood of the class which was great for wellbeing. I saw confidence rise so much during the programme. Some of my EAL pupils really flourished." TEACHER

OUTCOME 2

Engagement in Learning

Children built literacy, storytelling and writing skills. For some, this included writing long-form stories and recognising the concept of heroes and villains in other pieces of writing. Teachers reported engagement by even the most reluctant writers and dancers in the class. Evaluation has highlighted how Delight in Dance helped to boost children's engagement in learning, including for children with English as an Additional Language.

"The children loved writing their stories, suddenly reluctant writers (especially some of the boys) knew what to write about. The dance structure guided them and gave them space for their own stamp and imagination. The whole process of writing a story became easier and faster." TEACHER



58%
of children experienced increased confidence

87%
of children felt proud of what they had achieved*

OUTCOME 3

Broadening Horizons

Delight in Dance brought professional dancers into classroom learning during a period when external trips have not been possible. For many children, Delight in Dance was their first time meeting a professional dancer or choreographer. The programme introduced children to new ways of experiencing dance, breaking down perceptions of what dance is and who it is for.

"I loved learning the dances and being a character. I found some of the dances tricky but kept practising. I will carry on dancing in the future." CHILD

74%
of children want to do more dance after taking part*

OUTCOME 4

Teacher Development

100%
rated their overall experience of delivering Delight in Dance workshops as Good or Excellent.

52%
reported increased **willingness** to use dance in their teaching practice.

32%
reported increased **confidence** in using dance in their teaching practice.

"I felt really nervous before the first teacher-led session, but the children were so engaged I really fed off that, their energy really helped me feel more confident" TEACHER



ARTS PARTNER TESTIMONIAL

Katie Green, Choreographer, Made by Katie Green

"There were challenges around the constant adaptation of the work… however I think it also encouraged us to think creatively and come up with new solutions and ways to edit the material within the programme.

I remember all those children who completely surprised me in terms of how brilliant their performances were for the final film compared to how nervous or quiet they might have seemed at the beginning. I also remember those who we struggled to engage at all, who we never thought we'd get to the final performance, and then who made it against all odds.

I remember the crazy moments of dancing with teddies or Christmas ornaments when one school had to lock down right at the end of their programme. But at the same time, I also remember the children at home dancing with their families – their siblings, their parents joining in, and what a huge ask it was of the parents to contribute to the programme in this way.

I remember the teachers, so thankful to have other adults in their classrooms after so long distanced from all their colleagues; the lengths they went to support us and to have us in the room, and their tears when they saw how far the children had come."

* Data based on a child giving a score of either 4 or 5 out of 5.

DELIGHT IN ART

OUT OF THIS WORLD

83%

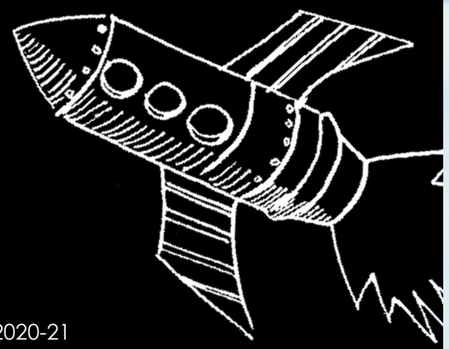
of children rated their overall experience of Delight in Art as Good or Excellent.*

* Based on feedback from 168 children

"The art packs were brilliant. There were so many little things in there that you would not think of." TEACHER

Delight in Art is a 6-week visual arts programme designed to strengthen children's wellbeing, learning and life skills. Children in Year 4 (ages 8-9) work alongside practising artists and explore a range of art materials and techniques leading to a final exhibition to showcase their creative achievements.

Delight in Art was created by Delight and is delivered in partnership with visual arts organisation Paintbox and Watts Gallery – Artists' Village.



"I enjoyed everything. I would like to do more art in the future as I have learnt these skills."
CHILD

Adapted to suit a turbulent year, Delight in Art was based around an 'Out of this World' theme and children explored stars, planets and deep space through a range of weekly activities. Pre-programme, Delight, Paintbox and Watts Gallery ran online training sessions for teachers and provided a package of physical and digital resources including Art Packs for every child.

"[At the CPD workshop], we basically ended up doing what the children would do, so when I looked at lesson plans or looked at the resources I knew what I was doing. It tied together well."

TEACHER

The programme began with a filmed tour of Watts Gallery – Artists' Village led by its education team. During weekly workshops led by artists from Paintbox and class teachers, children explored visual art techniques and materials based around outer space. Children developed skills in drawing and composition, watercolour painting, creating 3D space scenes and dioramas, and making collages.

Their final artworks were brought together in fantastic exhibitions either in school classrooms or online to showcase achievements to family and friends.

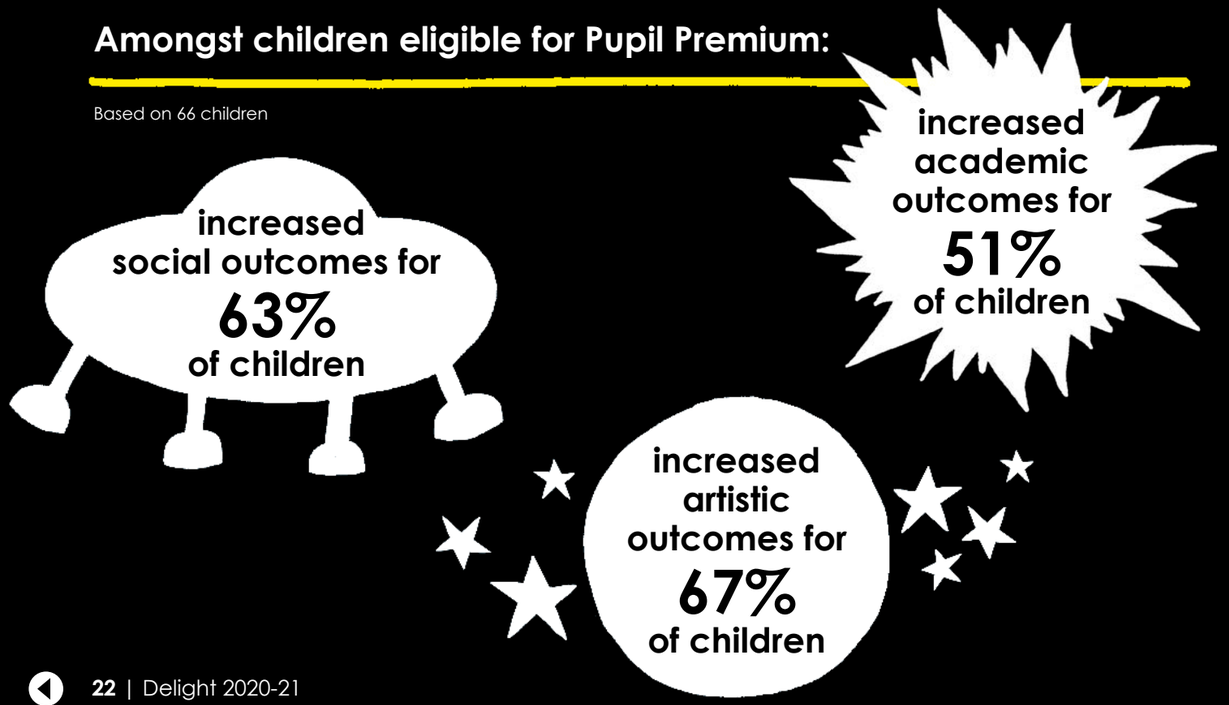
Children documented their Out of this World experience in an Arts Award journal with 383 achieving Arts Award 'Discover' in recognition of their achievements.

Of the three programmes, Delight in Art was most adaptable to home learning and was delivered without alteration throughout all lockdowns, school and bubble closures. Teachers and parents and carers played a significant role in supporting children with the creative activities with artists delivering the majority of workshops live online rather than directly in school.

Alongside our Delight in Art programme with Surrey-based primary schools, we also worked with a group of 4 schools in the neighbouring Heathrow area as part of a Heathrow Community Trust commission for a Self-Guided version of the programme.

Amongst children eligible for Pupil Premium:

Based on 66 children



"I really enjoyed all the workshops and especially learning about the artists and seeing their artwork in our classroom."

CHILD

OUTCOME 1

Social and Emotional

Boosting children's confidence, self-worth, grit and resilience were all key areas in which we were looking to make a difference. For the schools experiencing the programme remotely, teachers reported positive changes in children's behaviour and engagement in the sessions.

"They were totally absorbed in both classes. Absolutely loved it. They would turn up and already have it all laid out in front of them ready to begin the session." TEACHER

43%
of children experienced increased confidence

OUTCOME 2

Engagement with Learning

For schools experiencing Delight in Art during lockdown, teachers were pleasantly surprised by children's sustained attendance on their online platforms. Teachers reported that the relaxed and social atmosphere of the online sessions enhanced pupil behaviour and encouraged children to engage in other remote lessons as it took the anxiety away from remote learning.

"It was the highlight of our week, every week. Hannah's [Paintbox artist] sessions were the best attended of all our zoom sessions. Even the few who didn't attend watched the films and did the work later." TEACHER

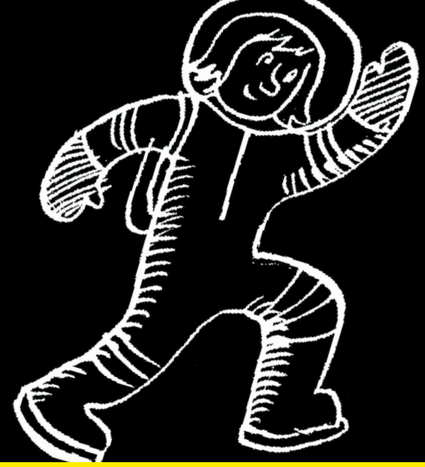
83%
of children felt proud of what they had achieved*

OUTCOME 3

Broadening Horizons

The combination of the immersive filmed tour of Watts Gallery – Artists' Village combined with workshops led by practising artists which explored different art techniques, participation in Arts Award activities and the celebratory exhibition, were all designed to counteract creative opportunity deficits and develop children's artistic skills and knowledge. The sessions enabled children to take ownership of their artwork and feel proud upon completing it.

"Lots of them don't have any art materials at home so the experience is mind blowing." TEACHER



80%
of children want to do more visual art after taking part*

OUTCOME 4

Teacher Development

75%
reported increased **confidence** in using visual arts in their teaching practice.

75%
reported increased **willingness** to use visual arts in their teaching practice.

85%
rated Delight in Art as Good or Excellent.

"I have new skills, definitely. Art skills and how to manage children's anxiety – how to reassure them that it is fine if they get it wrong and to think positively about their mistakes and not worry too much about it. We got so much info about how to support children with behaviour and skills."
TEACHER





ARTS PARTNER TESTIMONIAL

Hannah Maiya-Mills,
Artist & Paintbox Founder

"With most of the schools, we had to do remote delivery and there were many challenges with this… Remote delivery does make it extra difficult to communicate with the children however the videos really helped when live delivery was difficult.

When we ran remote sessions which children could join from home, you could see how happy they were to be with their friends (on zoom) and how much they appreciated having a fun activity to do. The children had everything they could need – all the art materials, an instruction book, access to 'How To' films and an opportunity for a live lesson. It was absolutely brilliant to have so many children join these remote lessons.

It has been a really challenging year for teachers and it was clear to see how much pressure they were feeling. Many of the teachers were really happy for their class to have an opportunity to do a creative project that they could see would have a positive effect on their wellbeing. Teachers were much more involved than in previous years and did a fantastic job on the activities that they were leading."

* Data based on a child giving a score of either 4 or 5 out of 5.

DELIGHT IN SHAKESPEARE

The Tempest

80%

of children rated their experience of Delight in Shakespeare as Good or Excellent.*

* Based on feedback from 398 children

"I was nervous to begin with… and by the end I was a lot more confident" CHILD

Delight in Shakespeare is a 7-week programme that strengthens children's wellbeing and learning, and increases their skills in drama, storytelling and understanding of heritage texts.

Created by Delight and delivered in partnership with Guildford Shakespeare Company, the programme empowers children in Year 5 (ages 9-10) to enjoy and feel ownership for Shakespeare, giving them a strong foundation for when they start secondary school.

GUILDFORD SHAKESPEARE COMPANY





"I thought the project was unbelievable. I learnt to say my words clearly. I liked that we all supported and helped each other." CHILD

Our Covid-adapted programme kickstarted with a filmed production of 'The Tempest' by Guildford Shakespeare Company created especially for Delight. Teachers were tasked to bring the production to life in-class using a selection of props such as thunder shakers, a bubble machine and an electric fan.

"The children really loved watching the performance film and loved the 4D resources." TEACHER

Over the subsequent 6 weeks, children worked together to learn about scriptwriting, drama and performance. Each child had their own script pack which they could annotate with the line for their part in the play. An actor from the Guildford Shakespeare Company led three of the workshops, whilst the other three workshops were led by the class teachers to build their skills and confidence in delivering drama programmes.

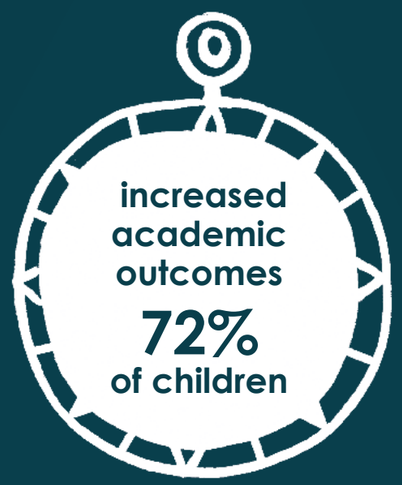
"The programme had a huge impact on the children. It started out as a bit of fun but the children took ownership and it became important to them. It has helped their confidence and changed the way they read out loud to the class. It's helped those children living under the radar find a voice." TEACHER

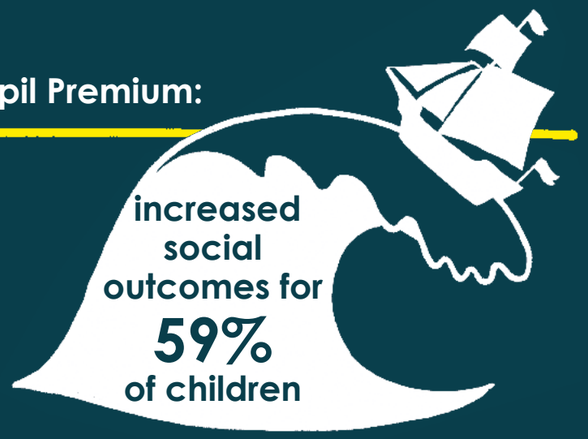
Children documented their Shakespearean journey through creative writing and literacy activities in their Arts Award Journal.

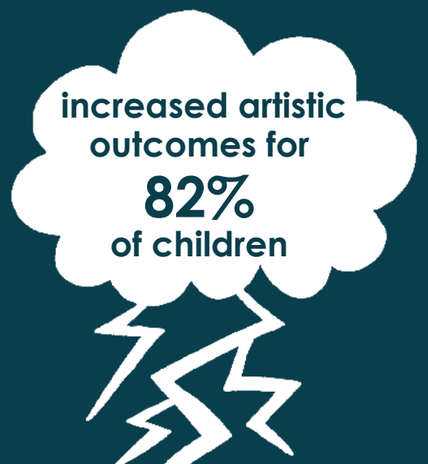
In Week 7, the children performed a scene from The Tempest which was filmed by the class teachers. It was then professionally edited for the school to share with the children, their family and friends as a lasting legacy of their achievements.

Amongst children eligible for Pupil Premium:

Based on 39 children







"I feel like my confidence built up as time went on. My favourite part was experimenting with lines when we rehearsed because it didn't matter if I said them wrong."
CHILD

OUTCOME 1

Social and Emotional

Increased confidence amongst children was a consistent theme across evaluation with our school partners including for children eligible for Pupil Premium. Teachers reported that children who were quiet or 'under the radar' in class found a voice when participating. Teachers reported that for some reluctant performers, being on film instead of in a live performance helped them feel safer. As Delight in Shakespeare coincided with children's return to school after lockdown, this provided a well-timed opportunity for the class to work collaboratively and create a filmed performance together.

"We saw a boost in confidence for some children, and the biggest surprises were with the children that had flat out refused to take part." TEACHER

51%
of children experienced increased confidence

OUTCOME 2

Engagement with Learning

Children's ability to articulate their learning was demonstrated by the successful completion of their Journals. This resulted in 456 children receiving the introductory level Arts Award 'Discover' whilst 84 children achieved the entry level 'Explore' Award.

"The children became very good at writing about The Tempest and more comfortable with writing a play script. One child has dyslexia and in the past would never have dreamed of reading out loud to the class but she is now reading the same book as the rest of the class." TEACHER

76%
of children felt proud of what they had achieved*



OUTCOME 3

Broadening Horizons

Watching the filmed Tempest performance and having a professional actor from the Guildford Shakespeare Company lead workshops was a special opportunity to become immersed in the world of theatre. Children were proactively involved in creating the filmed production of The Tempest.

"It was really good because Shakespeare uses language you don't see every day and some of his plays are really dramatic. It was better than I thought it would be because at first I didn't understand the story and when Dan came in and explained it really helped. I liked how there was magic in the play! I enjoyed everything! It gave me confidence to try drama in the future." CHILD

58%
of children want to do more drama after taking part*

OUTCOME 4

Teacher Development

88%
reported increased **confidence** in using drama in their teaching practice.

75%
reported increased **willingness** to use drama in their teaching practice.

86%
rated their overall experience of delivering Delight in Shakespeare workshops as Good or Excellent.

"It was so much fun. It reminded me that drama can be used more in lessons and helped me feel more confident doing it in class. It got me out of my comfort zone!" TEACHER





ARTS PARTNER TESTIMONIAL
Ant Stones, Guildford Shakespeare Company, Head of Education

"It was clear that several children really surprised their teachers with how much they came out of their shell. Some teachers really threw themselves into it. They certainly felt more prepared than previous years (even considering the change of medium). It was brilliant to have a script. The children used these throughout, they changed and revised them and this really helped to reinforce script writing and stage direction. It would be great to replicate this next year when we return to theatre."

* Data based on a child giving a score of either 4 or 5 out of 5.

"Delight has given our school the opportunity to expand horizons and appreciate the creative arts within our curriculum offer. The impact, therefore, that these opportunities have on our school are extremely beneficial to our children's wellbeing, engagement in the curriculum, parental engagement and cultural capital." HEADTEACHER

Building a lasting legacy of arts-based learning in primary schools

Developing teachers' confidence, skills and enthusiasm for using the arts in schools underpins all Delight programmes. Our programmes provide the tools for teachers to carry their experience forward in class and share their learning with colleagues. We don't deliver the National Curriculum but encourage teachers to explore all possible links with other classroom learning. By working in long-term partnership with teachers and school leaders, our aim is to embed arts-based learning in schools and create a genuine arts legacy. We support many of our partner schools on their journey to secure Artsmark status – the creative quality standard for schools.

2020/21 marked the launch of Delight's Teacher Development programme pathway. 42 teachers (59%) benefited from this new pathway which combines live training and access to learning resources with the opportunity for teachers to lead workshops themselves, with guidance and practical support from Delight and the relevant arts partner. The past academic year has been a very beneficial learning experience and enabled us to create a programme that can be scaled to increase the number of children, teachers and schools we reach in future years.

During 2020/21, 71 teachers took part in Delight programmes and benefited from a support package combining:

- **Pre-programme CPD training:** a practical online workshop led by Delight and the relevant arts partner.
- **Pre-programme 1:1 planning meeting and post-programme evaluation meeting.**
- **Teacher Resources:** a suite of digital and physical resources to enrich activities.
- **Mentoring and practical guidance from Delight and arts partners:** to build the skills and confidence of teachers.
- **Legacy support:** guidance for how teachers can run their own arts-based learning programmes in schools.



"Teachers reported an increase in confidence in teaching and using creative based lessons with their pupils." ImpactEd



Outcomes for teachers and schools in 2020/21:

OUTCOME 1
Teachers gained skills and knowledge to increase their confidence in talking about, and teaching, the arts.

"I am definitely way more confident. Just from watching the artists, their approach. I feel a lot more confident. I had never used some of the skills before. Usually, we have 30 minutes to make art. I loved doing it over many sessions and giving it an end point and context." TEACHER

85%
of teachers reported increased **confidence** in delivering arts-based learning programmes.*

91%
rated their overall experience of delivering workshops as Good or Excellent.*

OUTCOME 2
Teachers planned to include the arts into their teaching practice.

"Taking part…has given me more ideas to implement into the classroom. It is a very beneficial and rewarding program to be part of." TEACHER

77%
of teachers reported increased **willingness** to use the arts in their teaching practice.*

OUTCOME 3
Schools embed arts-based learning across all year groups.

"Delight in Shakespeare has shown huge impact on our children's confidence and performance skills. This sequence of workshops and performances allows the children to develop their oracy skills and this is then transferred into other areas of our curriculum. As we have participated in Delight in Shakespeare for a few years, we have been fortunate enough to see how it has impacted the children in following years too and have witnessed it being an event in their time at the school that they frequently reflect back on as a fond memory." HEADTEACHER

1,249 children
received Arts Award accreditation.

5 schools
are currently on their Artsmark journey whilst an additional 11 have expressed interest.

* Based on Delight's pre and post survey analysis of 41 teachers across the 3 programmes.

Developing a positive support network for each child

“One child who does not have any parental engagement at home said that his mum practised with him and he loved it! “ TEACHER

Delight involves parents and carers as much as possible in each programme to boost their engagement with their child’s learning and help create a lasting and positive impact.

For children undertaking Delight programmes during lockdown, parents and carers played a vital role in supporting children during the live workshops.

“It has been lovely to see the project unfold, and my child has enjoyed it so much. She has really grown in confidence and takes every opportunity now to draw and paint – it really has inspired her to try new things and be confident in what she is doing.” PARENT

One of the main ways we create a community support network around children is through the children’s final performance or exhibition. Covid restrictions meant that the way we delivered our programmes this year was different, and the children’s final events were filmed or shared in an online gallery. Some schools also took the opportunity to create live events that they shared with other children at the school.

Schools shared the films and online exhibitions with the wider school community, parents and carers and it was fantastic that we could celebrate children’s achievements at a time when in-school events were not possible.

“We did an exhibition in the hall. I was so proud, it looked amazing. All the teachers were commenting on how amazing it was. We left it up for a few days for the other classes to look at.”
TEACHER

DELIGHT IN READING

Delight in Reading brings books into homes where there may be few or none, helping to stimulate a love of reading for pleasure, contributing to children’s development of essential reading skills and ability that will support them in learning and life.

Due to Covid, we took a different approach to Delight in Reading in 2020/21. Prior to Covid, we ran Book Fairs in schools where we provided free/very low-cost books to children and volunteering opportunities for older children to run the Fairs themselves. With ongoing social distancing measures, we shared our book stock of 4,750 books with 9 primary school partners. 1,450 children received a Delight tote bag with a minimum of 3 books, a mix of fiction and non-fiction, and books were packaged to appeal to children across different year groups.

Looking ahead, we are reviewing how we will build on the legacy of Delight in Reading over the past five years and how we can continue to nurture a love of reading amongst children.

“My son received some lovely books from your charity just before half term and he was so excited to have his own little bag with them in. He’s just started reception class and loves stories, but as we haven’t been able to go to the library as we used to it was such a lovely thing for him to receive those books.”
PARENT





Looking ahead: our future plans

Providing joyful opportunities for children to experience the magic of the arts is at the heart of our programmes and we are excited to be returning to delivering our programmes in schools once again.

In 2021/22, we will work with our arts partners and Surrey primary schools on Delight in Art, Delight in Dance, and Delight in Shakespeare. We will use many of the digital resources we created over the past year to enrich the learning experience for children and their teachers. We are also incorporating new access materials to further improve the inclusivity of our programmes. This includes Sign Supported English content and translation of materials into languages spoken within our school communities.

As an Arts Award provider and Artsmark partner, we will continue to advocate for embedding arts-based learning in schools and supporting school leaders in their strategies for achieving this.

We look forward to working with even more teachers as we expand our Teacher Development programme pathway to a greater number of schools.

At present, Delight largely focuses on primary schools in Surrey, specifically those in communities affected by socio-economic disadvantage or with high levels of children with special educational needs. Thanks to funding from the Paul Hamlyn Foundation, we are expanding our arts-based learning model to schools in neighbouring Croydon from 2022. Over the coming academic year, we will build on our successful growth in Surrey to forge new Croydon school partnerships before rolling out Delight in Dance to five new schools from September 2022.

Delight's work is underpinned by robust impact measurement to ensure the highest quality artistic content and the strongest outcomes for children. We will continue to work with our evaluation partner ImpactEd over the year ahead and develop our evaluation tools and strategies to improve the quality of our work, expand our reach, and strengthen the impact of our programmes on children.

Diversity and inclusion

Delight takes a child-centred approach to ensure children's needs and interests are listened to and represented across our programmes.

In pre-programme meetings with teachers, we review individual children's needs and how we can adapt the programme to ensure it is inclusive. This financial year, for example, we have secured Arts Council funding for 2021/22 towards Sign Supported English content for Delight in Dance to support children who are hearing impaired.

In order to be more representative of the communities we reach, a key objective for 2021/22 is to increase the diversity of our staff, trustees, and the range of artists that we work with through our programme partners. We are already on this path and in September 2021 we were delighted to appoint 2 placements through the government's Kickstart initiative to support 18 to 24 year olds on Universal Credit who are at risk of long term unemployment.

Digital reach

Despite the challenges of continuing our programmes throughout the pandemic, this accelerated our Digital Strategy.

Major investment in digital content across all 3 programmes, the creation of a remote Teaching Studio and live online delivery of arts workshops this financial year has brought long-term benefit. New immersive filmed art experiences, artist-led 'how to' films and digital learning packs are enriching our programme offer and expanding our capacity to reach more audiences.

Looking ahead to 2021/22 and beyond, we will continue to use the digital skills and resources we have developed whilst returning to in-person delivery with schools. The next step in our Digital Strategy is a much-needed overhaul of the Delight website and infrastructure, enabling us to increase access to resources for teachers.

Organisation structure and management

Governance

Delight has a board of five Trustees bringing a range of experience that covers arts, education, business, finance, marketing, and law. The Charity must have a minimum of three Trustees at any time.

Under Delight's Constitution with which the organisation is governed, the Board of Trustees has the power to do anything which is believed to further the Charity's objects or is conducive or incidental to doing so.

The governance of the Charity is the responsibility of the Trustees who are elected and co-opted under the terms of its Constitution. The board of Trustees have corporate responsibility for ensuring that Delight complies with any statutory or administrative requirements for the use of public and/or private funds.

Trustees meet on a quarterly basis. All Trustees give of their time freely. None of the Trustees receive remuneration or other benefit from their work with the Charity.

Trustees Appointments

Trustee appointments are made by the Board. Trustees are selected according to the skills, knowledge and experience which they can contribute to Delight's charitable remit. Delight is in the process of increasing the number of Trustees to expand the board's diversity and that 'lived experience' of our beneficiaries is represented in line with our long-term strategic objectives.

Management

The day-to-day running of the Charity is overseen by Kathryn Mills alongside a team of four part-time staff. Delight is a Living Wage employer.

Financial Review

The Trustees have reviewed the Charity's financial position and particularly in relation to the ongoing impacts of Covid-19. The Trustees consider the Charity's financial position for the year ended 31st August 2021 to be robust.

At 31st August 2021, Delight held general unrestricted funds of £14,793 alongside designated pipeline development funds of £59,450 to support the Charity's reach and impact.

RESERVES POLICY

Delight holds free reserves for three months' operational costs, protecting organisation stability. At 31st August 2021, designated resilience funds were £33,500. Delight's fundraising strategy incorporates plans to maintain a level of free reserves of three months' operational costs as the organisation grows.

DECLARATION

The Trustees declare that they have approved the Trustees' report above.

Signed on behalf of Delight's Trustees:



Victoria Francis
CHAIR

DATE: 25th January 2022

Independent Examiner's Report to the Trustees of Delight

Independent examiner's report to the trustees of Delight
I report to the charity trustees on my examination of the accounts of Delight (the Trust) for the year ended 31 August 2021.

Responsibilities and basis of report
As the charity trustees of the Trust you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act').

I report in respect of my examination of the Trust's accounts carried out under section 145 of the Act and in carrying out my examination I have followed all applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement
Since your charity's gross income exceeded £250,000 your examiner must be a member of a listed body. I can confirm that I am qualified to undertake the examination because I am a registered member of ICAEW which is one of the listed bodies.

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

1. accounting records were not kept in respect of the Trust as required by section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do 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 no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.



Hazel Day BSc (Hons) FCA DChA
ICAEW
Tudor John Limited
Nightingale House
46-48 East Street
Epsom
Surrey
KT17 1HQ

Date: 1st February 2022

DELIGHT

Statement of Financial Activities for the year ended 31 August 2021

	Notes	Unrestricted funds £	Restricted fund £	2021 Total funds £	2020 Total funds £
INCOME AND ENDOWMENTS FROM					
Donations and legacies		45,891	200,404	246,295	242,529
Charitable activities					
Delight programmes		64,888	-	64,888	30,037
Other trading activities	2	100	-	100	719
Investment income	3	5	-	5	17
Other income		6,856	-	6,856	10,200
Total		117,740	200,404	318,144	283,502
EXPENDITURE ON					
Raising funds		21,978	-	21,978	5,133
Charitable activities					
Delight programmes		12,122	239,251	251,373	230,814
Total		34,100	239,251	273,351	235,947
NET INCOME/(EXPENDITURE)		83,640	(38,847)	44,793	47,555
Transfers between funds	11	(38,847)	38,847	-	-
Net movement in funds		44,793	-	44,793	47,555
RECONCILIATION OF FUNDS					
Total funds brought forward		62,950	-	62,950	15,395
TOTAL FUNDS CARRIED FORWARD		107,743	-	107,743	62,950

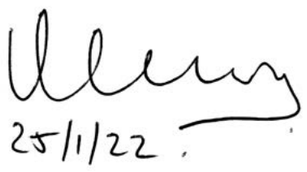
DELIGHT

Balance Sheet
31 August 2021

	Notes	Unrestricted funds £	Restricted fund £	2021 Total funds £	2020 Total funds £
FIXED ASSETS					
Tangible assets	7	-	-	-	130
CURRENT ASSETS					
Debtors	8	3,333	6,241	9,574	18,210
Cash at bank		120,246	35,573	155,819	172,418
		123,579	41,814	165,393	190,628
CREDITORS					
Amounts falling due within one year	9	(15,836)	(41,814)	(57,650)	(127,808)
NET CURRENT ASSETS		107,743	-	107,743	62,820
TOTAL ASSETS LESS CURRENT LIABILITIES		107,743	-	107,743	62,950
NET ASSETS		107,743	-	107,743	62,950
FUNDS	11				
Unrestricted funds				107,743	62,950
TOTAL FUNDS				107,743	62,950

The financial statements were approved by the Board of Trustees and authorised for issue on 25 January 2022 and were signed on its behalf by:

V M Francis - Trustee



DELIGHT

Notes to the Financial Statements
for the year ended 31 August 2021

1. ACCOUNTING POLICIES

BASIS OF PREPARING THE FINANCIAL STATEMENTS
The financial statements of the charity, which is a public benefit entity under FRS 102, have been prepared in accordance with the Charities SORP (FRS 102) 'Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019)', Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and the Charities Act 2011. The financial statements have been prepared under the historical cost convention.

INCOME
All income is recognised in the Statement of Financial Activities once the charity has entitlement to the funds, it is probable that the income will be received and the amount can be measured reliably.

EXPENDITURE
Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all cost related to the category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with the use of resources.

TANGIBLE FIXED ASSETS
Depreciation is provided at the following annual rates in order to write off each asset over its estimated useful life.

Computer equipment - Straight line over 5 years

TAXATION
The charity is exempt from tax on its charitable activities.

FUND ACCOUNTING
Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.

Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

Further explanation of the nature and purpose of each fund is included in the notes to the financial statements.

HIRE PURCHASE AND LEASING COMMITMENTS
Rentals paid under operating leases are charged to the Statement of Financial Activities on a straight line basis over the period of the lease.

2. OTHER TRADING ACTIVITIES

	2021 £	2020 £
Fundraising events	100	719

3. INVESTMENT INCOME

	2021	2020
	£	£
Deposit account interest	5	17

4. TRUSTEES' REMUNERATION AND BENEFITS

There were no trustees' remuneration or other benefits for the year ended 31 August 2021 nor for the year ended 31 August 2020.

TRUSTEES' EXPENSES

There were no trustees' expenses paid for the year ended 31 August 2021 nor for the year ended 31 August 2020.

5. STAFF COSTS

The average monthly number of employees during the year was as follows:

	2021	2020
Fundraising	1	1
Programmes	2	1
Administration	2	2
	5	4

No employees received emoluments in excess of £60,000.

6. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES

	Unrestricted funds	Restricted fund	Total funds
	£	£	£
INCOME AND ENDOWMENTS FROM			
Donations and legacies	69,889	172,640	242,529
Charitable activities			
Delight programmes	30,037	-	30,037
Other trading activities	719	-	719
Investment income	17	-	17
Other income	10,200	-	10,200
Total	110,862	172,640	283,502
EXPENDITURE ON			
Raising funds	5,133	-	5,133
Charitable activities			
Delight programmes	36,299	194,515	230,814
Total	41,432	194,515	235,947
NET INCOME/(EXPENDITURE)	69,430	(21,875)	47,555

continued...

6. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES - continued

	Unrestricted funds	Restricted fund	Total funds
	£	£	£
Transfers between funds	(21,875)	21,875	-
Net movement in funds	47,555	-	47,555
RECONCILIATION OF FUNDS			
Total funds brought forward	15,395	-	15,395
TOTAL FUNDS CARRIED FORWARD	62,950	-	62,950

7. TANGIBLE FIXED ASSETS

	Computer equipment
	£
COST	
At 1 September 2020 and 31 August 2021	647
DEPRECIATION	
At 1 September 2020	517
Charge for year	130
At 31 August 2021	647
NET BOOK VALUE	
At 31 August 2021	-
At 31 August 2020	130

8. DEBTORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2021	2020
	£	£
Trade debtors	1,571	7,703
Prepayments and accrued income	8,003	10,507
	9,574	18,210

9. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2021	2020
	£	£
Trade creditors	6,332	162
Other creditors	51,318	127,646
	57,650	127,808

10. LEASING AGREEMENTS

Minimum lease payments under non-cancellable operating leases fall due as follows:

	2021	2020
	£	£
Within one year	2,625	9,000
Between one and five years	-	2,625
	2,625	11,625

11. MOVEMENT IN FUNDS

	At 1.9.20	Net movement in funds	Transfers between funds	At 31.8.21
	£	£	£	£
Unrestricted funds				
General fund	62,950	83,640	(131,797)	14,793
Resilience designated fund	-	-	33,500	33,500
Pipeline development designated fund	-	-	59,450	59,450
	62,950	83,640	(38,847)	107,743
Restricted funds				
Programme funds	-	(38,847)	38,847	-
TOTAL FUNDS	62,950	44,793	-	107,743

Net movement in funds, included in the above are as follows:

	Incoming resources	Resources expended	Movement in funds
	£	£	£
Unrestricted funds			
General fund	117,740	(34,100)	83,640
Restricted funds			
Programme funds	200,404	(239,251)	(38,847)
TOTAL FUNDS	318,144	(273,351)	44,793

11. MOVEMENT IN FUNDS - continued

Comparatives for movement in funds

	At 1.9.19	Net movement in funds	Transfers between funds	At 31.8.20
	£	£	£	£
Unrestricted funds				
General fund	15,395	69,430	(21,875)	62,950
Restricted funds				
Programme funds	-	(21,875)	21,875	-
TOTAL FUNDS	15,395	47,555	-	62,950

Comparative net movement in funds, included in the above are as follows:

	Incoming resources	Resources expended	Movement in funds
	£	£	£
Unrestricted funds			
General fund	110,862	(41,432)	69,430
Restricted funds			
Programme funds	172,640	(194,515)	(21,875)
TOTAL FUNDS	283,502	(235,947)	47,555

12. RELATED PARTY DISCLOSURES

There were no related party transactions for the year ended 31 August 2021.

Detailed Statement of Financial Activities for the year ended 31 August 2021

	2021 £	2020 £
INCOME AND ENDOWMENTS		
Donations and legacies		
Donations	3,250	1,995
Grants	243,045	240,534
	246,295	242,529
Other trading activities		
Fundraising events	100	719
Investment income		
Deposit account interest	5	17
Charitable activities		
Schools contribution	64,888	30,037
Other income		
Bespoke/ fee earning work	-	5,000
CJRS grant	6,856	5,200
	6,856	10,200
Total incoming resources	318,144	283,502
EXPENDITURE		
Raising donations and legacies		
Wages	18,556	5,017
Filming costs	2,822	-
Sundries	600	116
	21,978	5,133
Charitable activities		
Staff costs	67,135	53,441
Other operating leases	6,750	3,160
Postage and stationery	727	1,610
Sundries	99	170
Arts partner fees	77,814	62,895
Coach and vehicle hire	-	3,619
Photography	750	1,000
Film and multimedia resources	19,012	4,353
Other project materials	33,145	32,634
Evaluation	3,632	3,126
Teacher CPD	1,847	2,995
Freelance and contractors	485	5,989
Travel and parking	1,605	3,034
Arts award	6,954	4,615
Carried forward	219,955	182,641

Detailed Statement of Financial Activities for the year ended 31 August 2021

	2021 £	2020 £
Charitable activities		
Brought forward	219,955	182,641
IT costs	371	-
	220,326	182,641
Support costs		
Management		
Staff costs	17,942	33,712
Other operating leases	2,451	4,879
Rates and water	788	788
Insurance	413	354
Light and heat	824	790
Telephone	400	349
Postage and stationery	795	1,173
Advertising	-	54
Sundries	1,421	1,143
Repairs and maintenance	997	451
IT and web costs	2,194	2,180
Freelance costs	220	115
Travel	348	124
Depreciation of tangible and heritage assets	130	129
	28,923	46,241
Governance costs		
Accountancy and legal fees	2,124	1,932
Total resources expended	273,351	235,947
Net income	44,793	47,555

THANK YOU!

Our sincere thanks to every teacher, teaching assistant, headteacher, actor, artist, dancer, freelancer, volunteer and supplier with whom we worked over the past year. Thank you to all the parents, carers and siblings who supported children dancing and making art whilst learning from home.

We'd also like to say a big thank you to our funders not only for their financial support but for their insights, support, conversations, flexibility and commitment to our cause. From young people raising money for Delight through cake sales and swimathons, to grants made by trusts and foundations – every donation has made a genuine difference.

Schools make a financial contribution to participate in Delight programmes. As a registered charity, we are able to subsidise these costs through our fundraising activities. In return, school partners are asked to demonstrate that the Delight programme will be used to support our core mission of closing the opportunity and attainment gap for children affected by disadvantage or those with additional needs.

With sincere thanks to:

Multi-programme funders

artswork

culture box surrey

Hazelhurst Trust

HEATHROW COMMUNITY TRUST

phf Paul Hamlyn Foundation

THE PETER CUNDILL FOUNDATION

The Haymans Trust Fund

Tandridge Together Community Fund

RGA

Delight in Art

ARM Foundation

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Delight in Shakespeare

Community Foundation for Surrey

waltoncharity on thames

Bryn Siriol Fund

Alex Roberts-Miller Foundation

Delight in Reading

co op

waltoncharity on thames

To find out more about becoming involved in Delight's programmes, please contact us:

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Delight

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