

:Delight



Annual Report & Financial Statements

1 SEPT 2023 - 31 AUGUST 2024



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

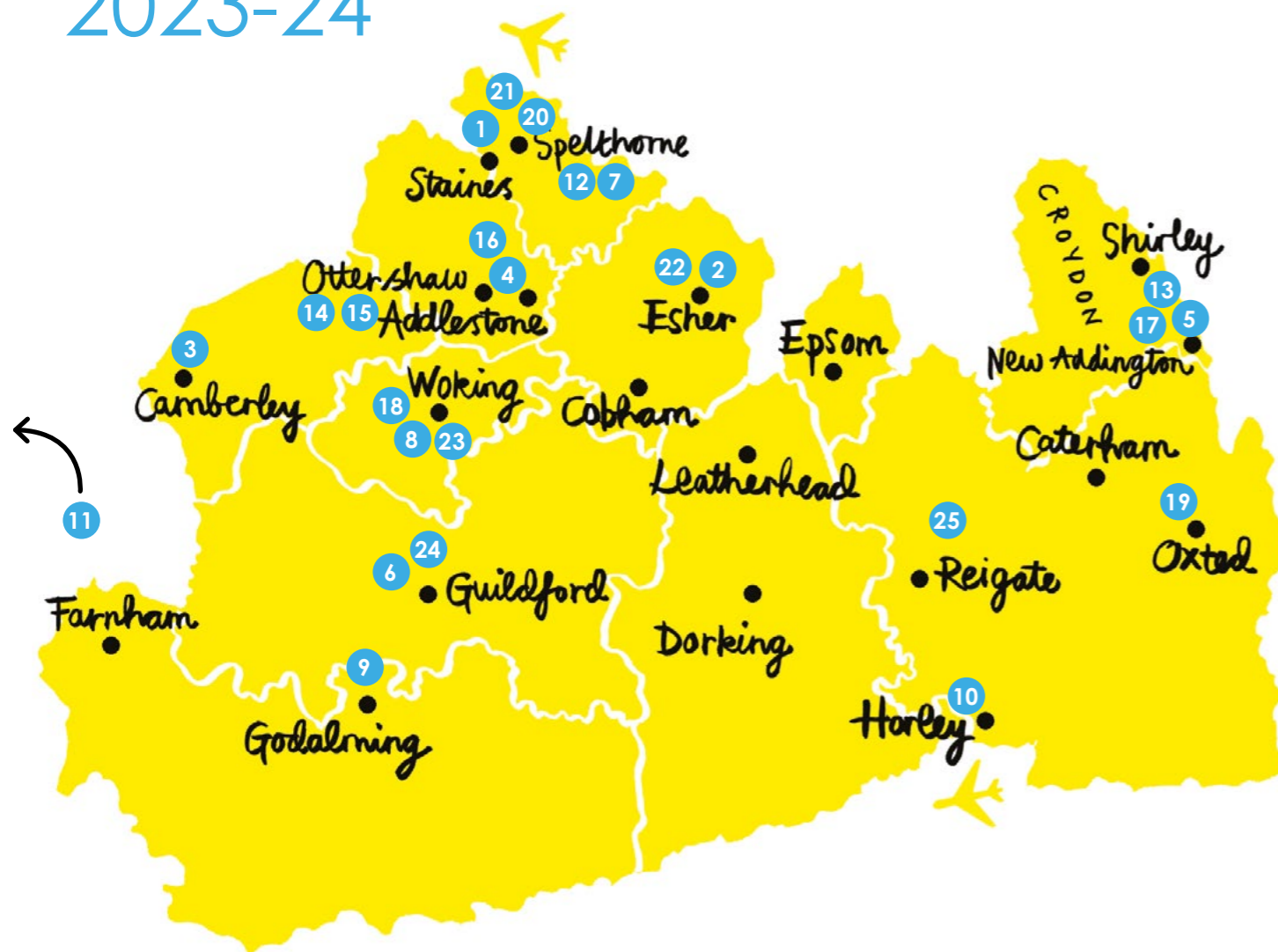
Bankers

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

Governors

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

Senior Leaders

Subsiding programmes through funding removes the financial barrier to participation.

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.

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 evaluation 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.

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.

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

“I really enjoy story creating. I made a hero story about the Titanic.”

CHILD



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

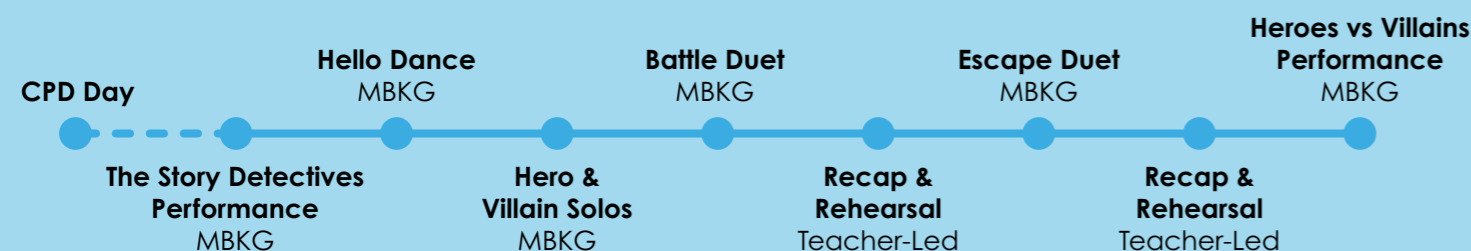


Parent & Carer Engagement



*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

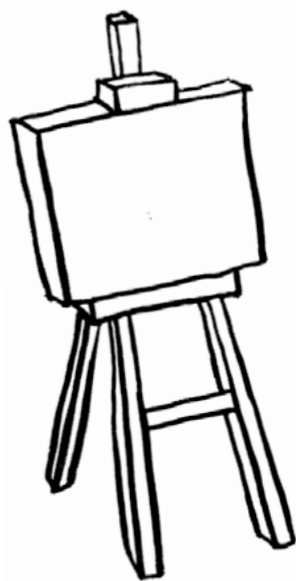


Delight in Watts is an intensive visual arts project devised in partnership with Paintbox and delivered by Delight, Paintbox and Watts Gallery – Artists' Village.

Beginning 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



Learning Engagement



Creative Development



Parent & Carer Engagement



*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



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



Learning Engagement



Creative Development



Parent & Carer Engagement



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

Delight in Art

OUT OF THIS WORLD



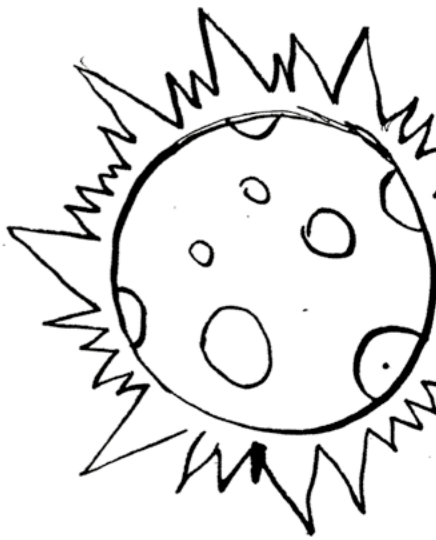
“It tied in perfectly with our broader ‘Space’ topic and clearly motivated the children to want to learn and explore more.”

TEACHER

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*:

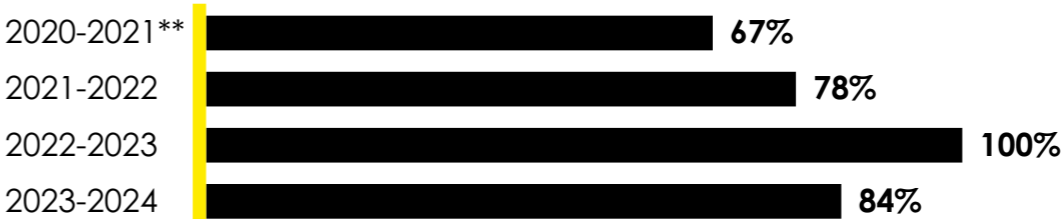
Social & Emotional Wellbeing



Learning Engagement



Creative Development

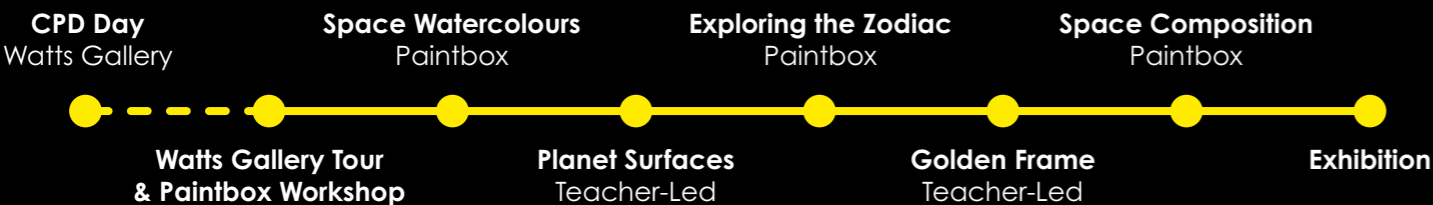


Parent & Carer Engagement



*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



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 skills and social and emotional wellbeing, Delight in Shakespeare supports teachers in delivering elements of the Literacy National Curriculum 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.

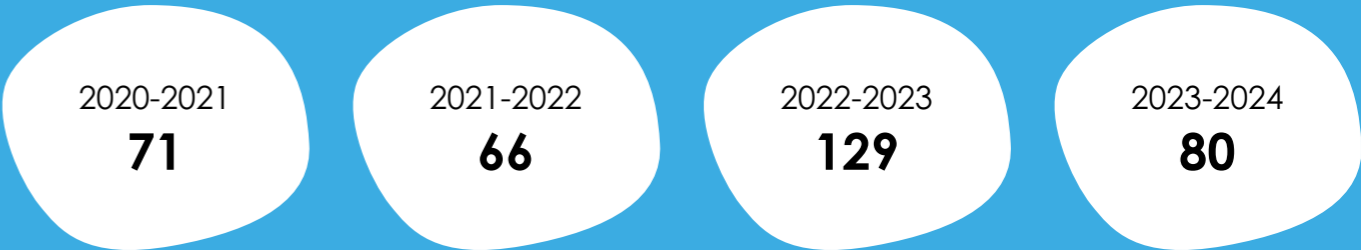
The partnerships we have with our teachers is integral to the success of the programmes; the energy, enthusiasm and dedication they bring increases the impact of the work. By giving teachers the knowledge, skills and confidence they need to deliver creative lessons independently empowers them to expand 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.

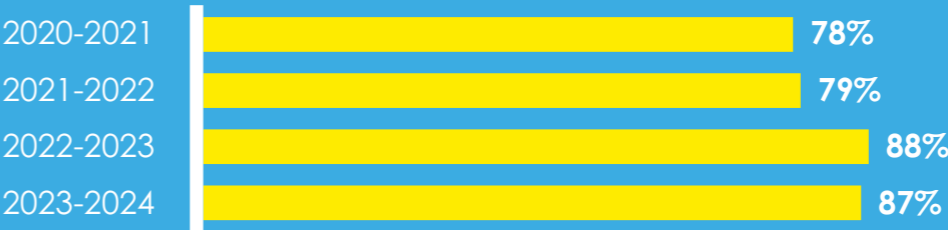
This support is proven to help teachers gain the knowledge, skills and confidence needed to use an arts-based learning approach independently with their class. Over the past four years, we have worked with 346 teachers and collected data from them across all of our programmes.

Number of participating teachers:



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



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



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 Welliebøt, 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



Creative Development



Learning Engagement



Parent and Carer Engagement



*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

Self-Worth

Before Programme

1 2 3 4 5

After Programme

1 2 3 4 5

Communication

1 2 3 4 5

1 2 3 4 5

Teamwork

1 2 3 4 5

1 2 3 4 5

Learning Engagement

Motivation to Write

Before Programme

1 2 3 4 5

After Programme

1 2 3 4 5

Writing Process

1 2 3 4 5

1 2 3 4 5

Storytelling Confidence

1 2 3 4 5

1 2 3 4 5

Creative Development

Understanding New Concepts

Before Programme

1 2 3 4 5

After Programme

1 2 3 4 5

Decode Sounds and Words

1 2 3 4 5

1 2 3 4 5

Parent & Carer Engagement

Attending Events

Before Programme

1 2 3 4 5

After Programme

1 2 3 4 5

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.

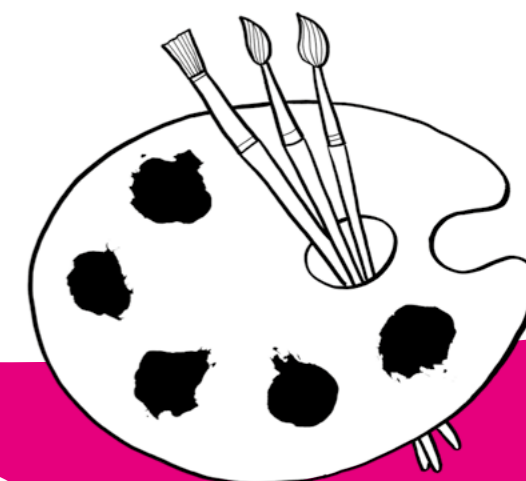
We do this in the following ways:

- **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.

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.

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

HEADTEACHER

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 and Wales, 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

		Unrestricted funds 2024 £	Restricted funds 2024 £	Total 2024 £	Unrestricted funds 2023 £	Restricted funds 2023 £	Total 2023 £
	Notes						
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		<u>158,825</u>	<u>167,830</u>	<u>326,655</u>	<u>150,402</u>	<u>264,312</u>	<u>414,714</u>
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		<u>34,744</u>	<u>289,169</u>	<u>323,913</u>	<u>34,818</u>	<u>355,288</u>	<u>390,106</u>
Net income/(expenditure)		<u>124,081</u>	<u>(121,339)</u>	<u>2,742</u>	<u>115,584</u>	<u>(90,976)</u>	<u>24,608</u>
Transfers between funds		(121,339)	121,339	-	(90,976)	90,976	-
Net movement in funds	9	<u>2,742</u>	<u>-</u>	<u>2,742</u>	<u>24,608</u>	<u>-</u>	<u>24,608</u>
Reconciliation of funds:							
Fund balances at 1 September 2023		<u>150,685</u>	<u>-</u>	<u>150,685</u>	<u>126,077</u>	<u>-</u>	<u>126,077</u>
Fund balances at 31 August 2024		<u>153,427</u>	<u>-</u>	<u>153,427</u>	<u>150,685</u>	<u>-</u>	<u>150,685</u>


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

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


Ms V M Francis
Trustee

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2024

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.

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2024

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
	<u>11,000</u>	<u>167,830</u>	<u>178,830</u>	<u>7,383</u>	<u>264,312</u>	<u>271,695</u>

3 Income from charitable activities

	Unrestricted funds 2024 £	Unrestricted funds 2023 £
Delight programmes		
School contributions	<u>88,700</u>	<u>87,935</u>

4 Income from investments

	Unrestricted funds 2024 £	Unrestricted funds 2023 £
Interest income	<u>2,329</u>	<u>623</u>

5 Other income

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

DELIGHT

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2024

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
	<u>32,123</u>	<u>31,858</u>

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
	<u>221,276</u>	<u>287,479</u>
Share of support and governance costs (see note 8)		
Support	67,893	67,809
Governance	2,621	2,960
	<u>291,790</u>	<u>358,248</u>
Analysis by fund		
Unrestricted funds	2,621	2,960
Restricted funds	289,169	355,288
	<u>291,790</u>	<u>358,248</u>

DELIGHT

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2024

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
	<u>70,514</u>	<u>70,769</u>
Analysed between:		
Delight programmes	<u>70,514</u>	<u>70,769</u>

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
	<u>7</u>	<u>8</u>
Total		

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2024

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	2024	2023
	Amounts falling due within one year:	£	£
	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

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2024

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

TESCO

Community Grants



Corporate Partners

Greenenergy

LLOYD'S



PENNINGTONS
MANCHES
COOPER

Arts Partners and Creative Team



GUILDFORD
SHAKESPEARE
COMPANY

Made By
Katie
Green



WATTS
GALLERY
ARTISTS
VILLAGE

SHARP
pencil
DESIGN



Wiggly Line

TYPECAST COLOUR

ALEX BRENNER //
PHOTOGRAPHY



Interpreters of
COLOUR
NETWORK

PHOTOGRAPHISE
David Monteith-Hodge



Published by Delight
9b Station Avenue, Caterham,
Surrey, CR3 6LB
info@delightcharity.org.uk
delightcharity.org.uk

Registered Charity Number: 1159567

First published 2025 @ Delight 2025

This publication is copyright.
For copying, prior permission must
be obtained from the publisher.

PHOTOGRAPHY BY Alex Brenner and Photographise
COVER AND ILLUSTRATIONS BY Hannah Maiya-Mills
DESIGN BY Sharp Pencil Design
BRANDING BY Alex Swain @ ByAlex
WRITTEN BY Joanna Donovan and Kathryn Mills



EMAIL info@delightcharity.org.uk

TEL **01883 818300**

WEBSITE delightcharity.org.uk

    @Delightcharity