



Trustees' Annual Report for the period

From	Period start date			To	Period end date		
	01	12	2024		30	11	2025

Section A Reference and administration details

Charity name

STEM in the Community

Other names charity is known by

Registered charity number (if any) 1175003

Charity's principal address

7 St. Margaret's Road,

Hanwell,

London.

Postcode

W7 2PL

Names of the charity trustees who manage the charity

	Trustee name	Office (if any)	Dates acted if not for whole year	Name of person (or body) entitled to appoint trustee (if any)
1	Tom McGiff			
2	James Graham			
3	Jeremy King	Chair		
4	Jim Bristow			
5	Amanda Rutkowski			
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16				
17				
18				
19				
20				

Names of the trustees for the charity, if any, (for example, any custodian trustees)

Name	Dates acted if not for whole year
None	

Names and addresses of advisers (Optional information)

Type of adviser	Name	Address
None		

Name of chief executive or names of senior staff members (Optional information)

None.

Section B Structure, governance and management

Description of the charity's trusts

Type of governing document (eg. trust deed, constitution)	Constitution adopted 5 th October 2017
How the charity is constituted (eg. trust, association, company)	Incorporated Organisation
Trustee selection methods (eg. appointed by, elected by)	Trustees are appointed or reappointed by other trustees at trustee meetings.

Additional governance issues (Optional information)

<p>You may choose to include additional information, where relevant, about:</p> <ul style="list-style-type: none">• policies and procedures adopted for the induction and training of trustees;• the charity's organisational structure and any wider network with which the charity works;• relationship with any related parties;• trustees' consideration of major risks and the system and procedures to manage them.	<p>All trustees give their time as Trustees on a voluntary basis and receive no remuneration or other benefits for that time.</p> <p>The induction and training of Trustees is based on the information, newsletters and videos from The Charity Commission.</p> <p>Only one trustee, Jeremy King has been directly involved in the delivery of the STEM activities. He is paid for the delivery aspect through an annual written agreement, in accordance with The Charity Commission guidelines.</p> <p>There is a child protection policy in place, current Disclosure and Baring Service Checks are required for all those associated with SitC who have the potential to work with vulnerable people. Where volunteers work with SitC but are arranged through other volunteer organisations we depend on the other organisation's own child protection policy and checks.</p>
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Section C Objectives and activities

Summary of the objects of the charity set out in its governing document

STEM in the Community's charitable purpose is to advance (promote, sustain, and increase the knowledge of) the education of young people in the subjects of Science, Technology, Engineering and Maths (also known as STEM) In addition it is to advance the education of young people in life-long & social skills such as teamwork, communication, problem solving, resilience & time management.

Summary of the main activities undertaken for the public benefit in relation to these objects (include within this section the statutory declaration that trustees have had regard to the guidance issued by the Charity Commission on public benefit)

In undertaking the activities, the trustees have had regard to the guidance issued by the Charity Commission on public benefit, they have carried out this duty at the trustee meetings.

STEM Activities

The actual activities delivered are chosen by the school, youth group, voluntary or apprentice organisation to best suit & benefit their young people's (the public) needs and are tailored to the age group and are designed to engage them in Science, Technology, Engineering and Maths in a fun hands-on practical way.

The activities are designed to bring the subject alive for the young people. The activity will help young people understand why they are taught Science, Technology and Maths and how those subjects are applied in the real actual world around them.

In addition, the activities benefit the young people by developing their self-confidence, social and life skills such as Creativity, Teamwork, Cooperation, Problem Solving, Time management etc. It is interesting to note how lockdowns and the whole covid experience has set back young people's uptake of these skills. These skills can be referred to as Transferable skills, which they will need to transfer between their likely four separate careers that they will have over their working life of fifty plus years! If the group are in the late primary school years, the activities help in their 'secondary school ready' socialisation skills.

The young people are encouraged, at an age-appropriate level, to think about their future and to consider how they could use their newfound STEM knowledge in their future employment. Thus, raising the young people's aspirations and ambition for their future lives and increasing their knowledge of STEM based careers with the career's diversity and availability.

2870 students (ranging in age from 5 to 15) and numerous scouts, guides and other members of the public, have benefitted from taking part in STEM activities, during this reporting year. This equates to approximately 6900 hours of practical hands-on activities, meeting the charity's objectives.

Additional details of objectives and activities (Optional information)

You **may choose** to include further statements, where relevant, about:

- policy on grantmaking;
- policy programme related investment;
- contribution made by volunteers.

Policy on programmes run.

Schools/Youth organisations chose which STEM activity, from over 90 on offer, to suit their age group and their young people's needs.

By working in multiple schools and working with complete year groups we ensure that those participating and benefitting, represent a true cross section of the population/public of the area covered. Therefore, there is no bias related to their personal background, circumstances, faith, gender, race.

Contribution made by volunteers.

We have set up informal partnerships with some local volunteer library, guide and scout groups, where we provide STEM activities, equipment, the required materials and training. The volunteers then run the STEM activities with young members of the public within the library on open days and on set STEM days or the scout/guide premises.

We aided a scout group with their scout hut refurbishment by assisting them with fund raising applications and providing advice on the refurbish process and work sequences. This, once complete, will improve the conditions and capacity that these members of the public can be educated in life-long skills

Using volunteers has greatly increased the number of the public who we have been able to engage in STEM practical hands-on activities.

Policy on grant making and investment.

SitC do not make any grants.

SitC do not make investments.

Section D

Achievements and performance

Summary of the main achievements of the charity during the year

Achievements

STEM in the Community in this period has received funding from 20 different organisations to deliver Science, Technology, Engineering and Maths (STEM) hands on practical activities.

Engineering is all about solving real-world problems, using Science, Maths and DT.

Activities

Twelve different STEM activities (three detailed below) were delivered to young people aged from 5 to 15.

Shelters (delivered 29 times)

In this exciting challenge, the participants take on the role of Civil Engineers. In teams of six they are tasked with creating a giant full-sized 3D shelter for the whole team to get into at the same time, using only newspaper and reusable cable ties, in a limited time. They use a hand operated STIXX machine to transform paper into sturdy building rods. They work through every step of a real construction project – from design to build, use to demolition – they'll need strong communication, teamwork, problem-solving and time management skills. For those who finished early, the challenges continued with opportunities to innovate doors that open, additional compartments, and more. A brilliant blend of brains, creativity and collaboration!



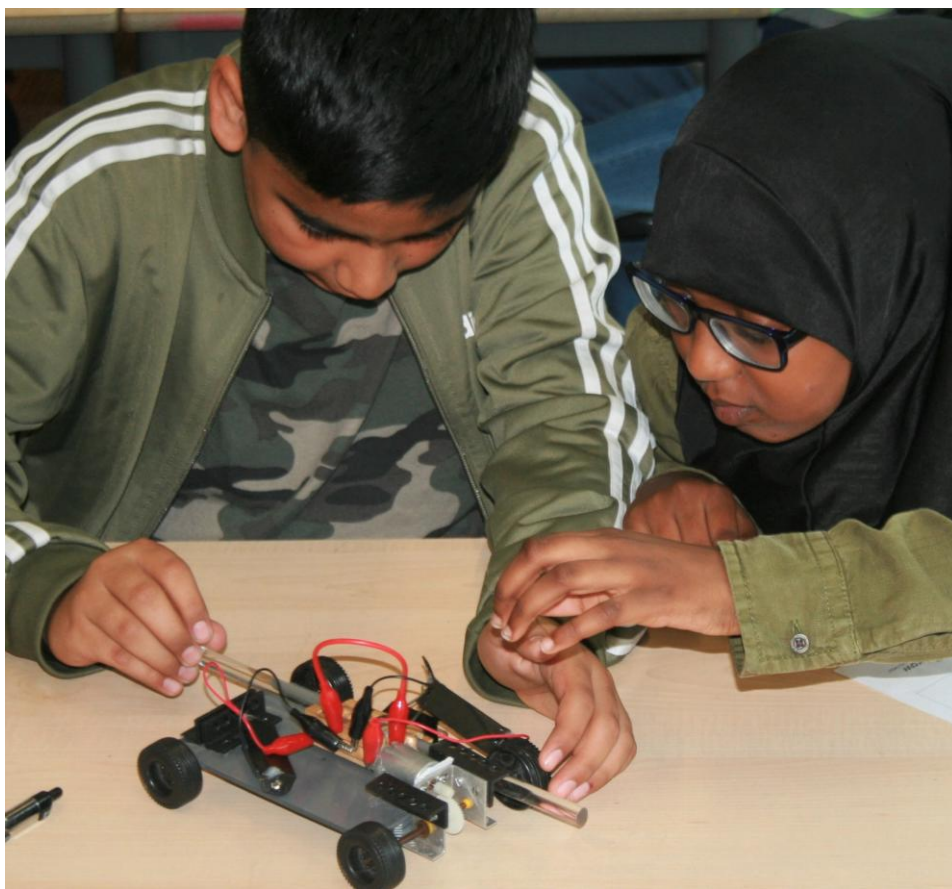
Electronic and Electrical Control (delivered 13 times)

In this activity young people work as Electronic and Electrical Engineers with some Mechanical Engineering aspects. They design and build an increasingly complex electrical and electronic control system. Working in pairs they start by making their own pressure switch and use this to control a pre-made electrical buggy to perform four tasks. Using a slide switch, there are then three more tasks of increasing complexity. After the last task the buggy should be traveling automatically backwards and forwards between two fixed objects.

Using an on-board computer there are a further four tasks where a programme is built up on the computer to control the buggy to start and stop at specific places. For the twelfth challenge three 'stations' are laid out, the buggy needs to be programmed to start at station A, stop at station B briefly, go on to C then return to B & A, all automatically. This activity is modelled on the driverless underground Tracked Transit at Heathrow that transports passengers from Terminal 5A, to 5B to 5C, stopping on its return.

Other switches and tasks are available to those who would like to solve

additional challenges. This immersive experience blends creativity, technology and engineering expertise – all in a day's work for tomorrow's engineers!



Rocket Cars (delivered twice)

An A4 sheet of paper is wrapped round a plastic tube to make the chassis. Axles and wheels are then fixed to the chassis. Cars are customised by adding fins, air spoilers etc. The cars are launched by the students using their hands to push down on a two-litre bottle attached to the plastic tube, the air rushing out pushes the rocket car along the floor for distances of up to 10 metres. The cars are decorated and knockout races organised, the winner being the one that has travelled the furthest in a straight line.



In all activities in addition to reinforcing their knowledge of STEM in a very practical way, the students will also have used a variety of life and social skills including creativity, teamwork, communication, cooperation, problem solving, time management, decision making, resilience, adaptability and enterprise.

Outcomes

Where projected outcomes were required in the funding applications, all outcomes were exceeded. On completion of some of the projects, where requested by the funder, the impact was evaluated, 100% of the teachers said that the activities greatly benefitted their students in an enjoyable context and that they would recommend the activity to other teachers.

Project Reports

Where funding organisations have required reports, these have been completed. On application to the charity, we would be more than happy to email the full report on the activities delivered, the detailed objectives and the evaluated results.

Future Plans

Further grants will be applied for, to continue developing young people's knowledge, understanding, engagement with and enjoyment of STEM.

Section E

Financial review

Brief statement of the charity's policy on reserves

All funding received was for specific STEM activity projects and that is what the funds were spent on. We do not see this changing. It is not intended to build up reserves.

Details of any funds materially in deficit

None. In the same way we do not intend to build up reserves it is not intended to run any funds/projects in deficit.

Further financial review details (Optional information)

You may choose to include additional information, where relevant about:

- the charity's principal sources of funds (including any fundraising);
- how expenditure has supported the key objectives of the charity;
- investment policy and objectives including any ethical investment policy adopted.

Funding this year has come from 20 different organisations. 100% of funding has been spent on running STEM activities.

Section F

Other optional information

Section G

Declaration

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

Signed on behalf of the charity's trustees

Signature(s)	<i>A Rutkowski</i>	<i>Thomas McGiff</i>
Full name(s)	Amanda Rutkowski	Tom McGiff
Position (eg Secretary, Chair, etc)	Trustee	Trustee

Date

10/01/26

Dated

09/01/26

Jeremy King Chair
Dated 29/12/25

Jeremy King



CHARITY COMMISSION
FOR ENGLAND AND WALES

Charity Name

STEM in the Community (1175003)

No (if any)

1175003

Receipts and payments accounts

CC16a

For the period from	Period start date	To	Period end date
	01/12/2024		30/11/2025

Unrestricted funds	Restricted funds	Endowment funds	Total funds	Last year
to the nearest £	to the nearest £	to the nearest £	to the nearest £	to the nearest £

A1 Receipts

20 payees	16,675		-	16,675	16,004
			-	-	-
			-	-	-
		-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-

A2 Asset and investment sales, (see table).

None	-	-	-	-	
	-	-	-	-	-

A3 Payments

Staff costs	13,980		-	13,980	11,780
Travel costs	922		-	922	1996
Materials and Equipment	573		-	573	893
Repairs and Maintenance	900		-	900	300
Administartion and postage	300		-	300	1,035
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-

A4 Asset and investment purchases, (see table)

	-	-	-	-	
	-	-	-	-	

A5 Transfers between funds



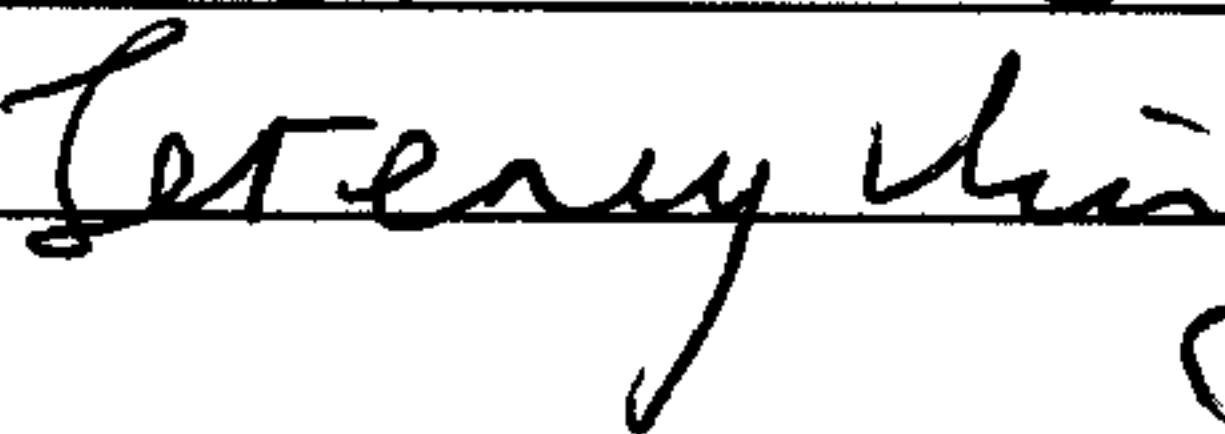
	-	-	-	-	-
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A6 Cash funds last year end

	-	-	-	-	-
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Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B1 Cash funds	None			-
			-	-
		-	-	-
B2 Other monetary assets	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
	None		-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
B3 Investment assets	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
	None		-	-
			-	-
			-	-
			-	-
B4 Assets retained for the charity's own use	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
	None		-	-
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
B5 Liabilities	Details	Fund to which liability relates	Amount due (optional)	When due (optional)
	None		-	
			-	
			-	
			-	

Signed by trustees on behalf of all the trustees

Signature	Print Name	Date of approval
	Tom McGiff	09/01/2026
	Amanda Rutkowski	10/01/2026
	Jeremy King	29/12/2025