



The Aspire Academy & Tuition Centre  
**TRUSTEES' REPORT 2020-2021**

Hamzah Muhammad  
Programme Manager/Trustee



*Ealing OOSS Quality Assurance Mark*

Directors/Trustees: Hamzah Muhammad Cert.Ed. MSET, Michael Sylvester, Aaisha Calliste-St. Louis, Shukri Hanif  
Aspire Academy & Tuition Ltd, company limited by guarantee. No. 10114131, Charity registration No: 1175485. VAT Reg: 244 9935 68  
Professional Member of the Society for Education and Training No. AK006582.  
UK Register of Learning Providers No: (UKPRN): 10058090.

## Introduction

This report describes the challenges and successful outcomes of our supplementary school The Aspire Academy & Tuition Centre's project, with the support and funding of £3000 by the Young Ealing Foundation. The aim was to initially run a 28 [week programme](#) targeting homeschooled learners. But the Covid-19 pandemic significantly altered the course of our programme to cater for a much wider audience of greater need, during the lockdown. Requiring innovative and creative use of the funding to subsidise an extended programme, and our remit to provide a wider homeschool support offering, but still remaining loyal to our original programme, users and delivery.

1. During the period of 2020 to 2021, we delivered supportive teaching and learning in [English](#), [Maths](#), and [Science](#), collaborating with parents and in line with the national curriculum.
2. We are a tuition centre based in the heart of West Ealing providing supplementary supportive education to learners who have a range of learning difficulties. Many are from low income families, a fact emphasized by the Covid-19 pandemic and in the media as being disadvantaged. Learners are of varied backgrounds, heritage and language groups
3. We were fortunate enough to be awarded a £3000 grant from the Young Ealing Foundation, (John Lyon's Charity Fund). The aim of the fund was to enable us to develop a series of teaching and learning platforms aimed at empowering homeschooled children and their parents. We designed a [28 week programme](#) which combined classroom and field work (based on a rented allotment space, in Greenford and Southall). We also aimed to increase our users from 15 to 24, representing a 60% increase in Homeschooled users by the end of the programme, in August.
4. The programme started in December 2019, but participation was interrupted by the Covid-19 pandemic and subsequent lockdown. It took some time to switch our delivery to online platform engagement. The programme lost momentum, as a result of the unprecedented situation; we had to extend the program timeframe. We were and still are unable to re-engage with all of our learners because many did not have the required resources and equipment for online learning. Our numbers went down from 15 to 5.
5. The lockdown meant we had to abandon the field work part of our [programme](#). We therefore focused on building up resources and began researching appropriate platforms to enable us to reach out to a much wider audience. Pandora's box was opened as many more providers each with more and more features became available. We attended a number of online Zoom meetings, some hosted by Ealing Young Foundation on the issues of Safeguarding and potential mental health awareness when teaching online. Once we settled on the appropriate platforms, we began to attract more learners for online learning. Now, all pupils across the nation are looking at homeschooling. From 16th March 2020 to 2nd September 2020, while our centre, like many, remained closed, we had diverted teaching and learning online. Attracting many more learners. In the course of the lockdown, we found ourselves providing more than teaching and learning such as advice on exams, welfare advice due to the closure of advice centres.

6. The sessions are delivered online see; [\(Meet-KS3 Maths 5-6.30pm\)](#), we set up tutorials and programme the sessions according to levels ranging from primary to High School learners and allocated teachers for each group. Sessions have grown from twice weekly to 5 days a week, between 2 and 3 sessions each day of up to 7 hours a day. We have taken on 7 tutors and 5 TutorMentors (Aspire students returning to mentor other learners).

7. Our lessons are streamed with live tutors see [\(Online Zoom GCSE science session\)](#), who plan and deliver exceptional professional sessions according to the system of the 3Rs purported by the Aspire Academy & Tuition Centre and in meeting the learning and supported learning needs of our learners.

8. However, we quickly found out that many of our learners are not geared up for online learning as did many teachers (and many still do). A few learners use their mum's iPhone and other android handsets, the family does not have a laptop at home. During the lockdown they attended school.

9. We had to close our centre for two weeks when one of our learners was suspected of Covid-19. Two weeks later the whole nation went into the first lockdown phase. We were perhaps better prepared than many similar tuition centres, who were not already working with homeschooled learners. We were already consistent in delivering structured and reliable sessions for children who were already not in school. The funding enabled Aspire to provide free open access via Skype, Google Meet, Google Hangouts and Contactal. We also subscribe to Zoom and Teams. We had already set up tutorial groups in WhatsApp, along with other online platforms. Teaching and learning online has different sets of dynamics for learners who have learning difficulty but we have, through monitoring, collected progressive assessment results from continuous work assessment/homework and sharing work reviews and feedback with the parents. In the weeks following the Covid-19 pandemic, because of the funding, we were better prepared and able to respond quickly to the rapidly changing situation.

10. "The worsening situation with the pandemic has meant we have no choice but to revisit our approach to ensure well being and public confidence in our qualification system" (Education Minister, Kirsty Williams, [bbc.com](#), 20 January 2020). While the government's education was busy trying to think ahead of an unpredictable event. Aspire focused on local educational concerns. Through targeted communications and email marketing that we devised, our users grew from 15 to 50 learners. The ratio of females to males, 19:31. This increase represents just over half of our centre's monthly capacity, where attendance is not dependent on an electronic device such as Notepad, Notebook, Laptop or Computer.

11. Covid-19 and the mental health implications associated with the lockdown, school closures and exam uncertainty are anxious moments and sleepless nights for learners and their parents, which have been by far the most challenging. We have had to consider all aspects of teaching and learning issues thrown up by the lockdown children have had to face. It has been a challenge involving twists and turns as socio political forces and civil rights issues intrinsically connected to the pandemic, took over the headlines throwing more anxiety into the mix, pushing up the stress levels and compressing the depression with added frustration. Yet, it's not just closure of the schools that have caused the break down, but the uncertainty, the confusion and conflicting information that the public have been receiving from the start of the pandemic. Covid-19 has impacted on all aspects of everyone's lives, in every way, as do the changes that run juxtaposition to this global concern affecting teaching and learning decisions. However, the lockdown did affect Aspire generally because the lack of overall regular income created a deficit with overheads, as we struggled to steady our tuition in the confusion.

12. We have a number of learners who are not able to work online because of their learning difficulties. For instance we have a year 11 learner, he has global learning disability. His mum has all but given up with the lack of support he's getting from school. He was provided with a laptop to meet part of his learning needs, so has the hardware, but he needs physical help. During the lockdown he also attends his school. It is difficult for him to focus and adaptive interactive learners with regular breaks are part of his learning plan.

13. Schools remained opened during another lockdown in November. December saw high levels of infection, forcing a second National lockdown. In January the government announced another lockdown with Ealing named as one of twenty boroughs with cases over 700, although cases were down 14.5% (Evening Standard, Nicholas Cecil, 2021).

14. Observing social distancing we made arrangements to open our centre to meet the needs of those learners who are unable to effectively learn online, according to their parents. We reopened in October, then had to close in November we reopened again in December and remained closed. We reopened again on the 11th of January 2021 for online learning as once again the nation's pupils and students are in homeschooling.

15. Our learners are generally not very vocal. But are encouraged to voice their views and make contributions about teaching and learning at Aspire. In consideration of their reserved nature, we invite anonymous checked or simple sentence feedback, built around the learning styles (VAK) of each learner and their parents' comprehension abilities i.e language where English is not the principal language. From feedback of both parents and learners the programme is tailored around their pace of learning and cognitive processing together with engaging activities to stimulate interest. Off-roll-kids generally follow a loosely creative free-following structure that helps them learn and understand the topics in their literal context.

16. Feedback and communication with both parents and learners are key to meeting the local needs. Feedback is an opportunity to look at what we do from different perspectives, so that we can meet the needs of our users.

17. In June 2020 working in partnership with Wavelength we carried out an impact measurement and a destination survey of all current and previous learners. The aim of the survey is designed to help us shape the future delivery of our tuition services.

18. Speaking to our learners and their parents we quickly became aware of the impact that the lockdown was having on the education, social lives and self-esteem on their children as well on the parents themselves. A number of our users needed help beyond our core offering and school provision. Many of the children needed supported 1 to 1.

19. At the end of the session (normally the second session where there are two in the week), learners are asked to complete an [evaluation form](#). Their parents are asked to complete one at the end of the month.

20. The funding has enabled Aspire to recruit and engage enthusiastic, professionally qualified teachers, in both topics as well as personality. Aspire tries to match tutees to teachers with the personality and quality that will encourage and promote learning.

21. Aspire subject teachers carry out monthly target assessment in all three subjects, set by each teacher to assess learning. We use exam style questions and structured topics by different examining boards. We encourage improvements across the board from all cohorts. We statistically record results set targets and share with parents

22. Our highly qualified pedagogical tutors who are also mainstream school teachers, connected with local schools and colleges. Aspire sees this as a kind of representation (or partnership, of a kind). The funding has helped Aspire recruit teachers and engage successful students we have helped, to work with us as mentors/volunteers. We improved tutors awareness of online safeguarding during their teaching delivery and about mental health issues. We carried out observation of sessions and feedback to the teachers about their use of various online platforms. We provided our tutors with laptops to deliver their teaching. During the second lockdown teachers were able to deliver teaching from the centre remotely to learners home. The funding supported subsidised professional teachers fees. We brought additional headphones and cables.

23. The funding supported the cost of printing, making up workbooks and worksheets for some of our low income families who don't have computers at home, and posted them.
24. Learners are consistently assessed by our qualified tutors against curriculum targets and in partnership with the schools' predicted grades. We push foundation predicted expectations to higher. Guide learners on our programme with mentorship advice and study skills. We measure outcomes by the level of increased attendance. Students overall show [progression](#) and improved monthly assessment results.
25. Online usage presented an ideal opportunity for learners to gain a range of ICT and technological soft skills including the use of both software and hardware, like never before. It also included an extensive array of online usage, in particular; Google search, google classroom, how to share, post and make homework submission.
26. Our quality teachers produce very engaging lesson presentations and resources that promote inquiry learning that meets the needs of our learners. Our teachers do not race through topics. Teachers/tutors are patient in engaging learners, step by step.
27. The lockdown had learners giving up on studies or parents giving up on their behalf, both parents and learners felt overwhelmed at everything being online. Some parents were in the process of removing their children from tuition because they felt it was too much for them. However, we managed to get them to reduce the subjects, so that their studies were more manageable and provided some learners with a mentor of their peers.
28. We have 5 former learners who achieved excellent grades in their core subjects with our help. They have offered to support other learners as a sign of gratitude for what they have benefited from Aspire. We call them TutorMentors, They are basically volunteers. They help with learners needing one to one help with learning needs. We allocated learners and our management team provides an online supervision setting with them throughout the session. We discuss learners' needs.
29. These volunteers perform extremely well and we noticed that both the volunteers and the learners display positive outlook in both the teaching and the learning. Bearing in mind that both are learners, we feel this activity makes a positive contribution overall to their mental well being, uplifting their self esteem and giving them a sense of worth. As learners regain their confidence, their performance improves, as shown in our progressive assessment results.
30. [Continuous development](#) - Subsidised tuition fees so that the core homeschooled learners remain the core beneficiaries of the funding, as an ongoing niche to focus on.
31. [Database](#) - The funding has enabled Aspire to install a bespoke database designed and built to our specification by CM Software. This will help us to manage enrolments, data collection and attendance. This is an important installation for the long term data management and in compliance with data protection CDPR, as google docs, is subject to having a gmail account. Aspire requires an independent system where data could not be shared by mistake with other 3rd parties.
32. [Laptops](#) - Aspire purchased 6 computers including 2 desktops and 4 laptops. 5 donated short life laptops needing upgrades but workable. Plus 4 TV monitors.
33. [Website](#) - We were able to update our website with email attachment and pay for a year's hosting subscription in advance.
34. [Other](#) - We were able to repair a broken door damaged by a pedestrian and became a health and safety risk.



35. *Safeguarding* - Install classroom windows viewers, this will ensure that we comply with safeguarding and transparency.

36. *A future in online tuition provision* - The funding has had the most impact in helping us to increase our users. After having gone down from 15 to 5. Thereafter our numbers went from 5 to 50 users of wide ranging levels. The formula used to attract our online learners, is one we will continue to use going forward. We aim to build on our current set up and continue on a two tier offering of both online and centre classes, where we can to support learners who are unable to engage in online learning, which we had going just before the second lockdown between November and December 2020. Now we have a management system that will enable us to successfully manage enrollment and monitoring, and to ensure greater safeguarding and child protection issues at kept update.



37. *Quality assurance mark* - Maybe not directly related, but being awarded the Ealing Out of School Settings Quality Mark has been an achievement for us, as well as being connected with a local organisation with a large network of groups in The London Borough of Ealing, of which we are part.

38. *Online and challenging* - We were faced with challenges that are completely new, associated with online teaching and learning and the fact that, most teachers have not been trained to teach online. Learners appeared to prefer to float in the background and not show themselves. Even their names are obscured behind a handle other than their names.

39. We recognise that the kitchen with clanging of pots and pans and other younger family members making faces in the backgrounds or the cat sitting on your phone or laptop can be an embarrassing moment. notwithstanding they are probably in their pajamas. We want to change that culture to one where we are advising parents to consider a study space, somewhere that can encourage learning allowing parents to view learning taking place.

40. *New consent policy* - We were forced to devise a policy of engagement, requiring all learners to show themselves online. It appears to be a culture amongst young learners, we find is not conducive to teaching and learning. It is an opportunity for learners to see and interact with a real person in real time. We are trying to change that culture.

41. So teachers do not have to constantly ask if the learner is there or not, when questions are not responded to. Plus no show presents a safeguarding issue of identification.

42. Learners are taught to engage with each other and make friends i.e. communicate with each other.

43. *Managing the challenge* - With this policy in place, it is at the discretion of the tutors. If learners at all levels are responding and there is interaction taking place as do with our GCSE cohorts. Then policy can be overlooked to a degree. Tutors must be in view at all times. The aim is not to force learners into doing something that will make them feel uncomfortable, as we have a responsibility for their mental health and well being.

44. At Aspire, we assess what works well, and what can be quickly adapted, while still retaining the core focus of our delivery style of teaching for learning; called the 3Rs, or the Recurring R's which are basically pedagogical, i.e. Review, Recall, Repeat, Retain, Recap and Revise.

45. "...I am aware that we are currently in difficult times but I would love to volunteer at your tuition centre if possible to help with GCSE math and science sometime soon. I achieved a grade 8 in math and grades 88 in

science, I know that this may not have been possible without your help therefore I would like to volunteer as an act of gratitude and to help others in the same way that this centre has helped me". *A (learner 2020)*

46. "I had my English class, my teacher is the best! His name is Hamzah. So I had my English class, and then I decided to bake some vanilla cupcakes with my own icing..." *By G C- Age 10.*

47. "... The reason I asked whether the tuition is open or not is to ask if I could tutor at the tuition. I got the following results for my GCSE's: Math - 9, Biology - 9, Chemistry - 9, Physics - 9, English Literature - 9, Computer Science - 9, History - 9, Physical Education - 8, English Language - 7.

After these results, I was informed by my Head of Year that top universities don't just look for academically good students they look at the individual as a whole - extracurricular activities etc. Also, it just so happened that I was looking for a weekend/after-school job for personal reasons, so I was wondering if I could get a job as a Math/Science tutor for Year 10s or Year 9s. I believe I have the relevant experience for this as i am currently tutoring the Year 11s at my school every Monday and Wednesday Lunch time for GCSE Math as voluntary work. I don't mind even if the pay is low I just want to get more extracurricular activities for my UCAS application and also some money to help me out a little. Sorry for the long message, please let me know. Thanks a lot". *S (Learner 2018-2020).*

48. The Aspire Academy is great. Kids are motivated and learning is fun. *H (Mentor-Successful Student).*

49. "Genya really loves your classes. We did another one with the common teacher - it was like the children were robots lol". Mrs. K.... C (G's mum).

50. wow, I have never been happier with my daughter's tutor. Mr Hamzah is very engaging, patient and takes a keen interest in his students progress. In addition, he challenges them and encourages them to think and do their own research. Mrs. K (Parent)

51. I highly recommend this place. Teachers are very good ! They know how to teach child doesn't like to learn. Before i come here i try so many teachers and places and my child didn't like, but with Aspire Academy he love to learn! He has ...K (Parent)

52. Amazing place to learn, I have 2 children one in secondary and one in primary, both children have improved tremendously since starting with Aspire!!! Their confidence has been boosted as they were able to take part in the lessons (pre Covid) as they had a better understanding of the lesson being taught at school, thanks to the learning and pre-teaching from Aspire.

53. Whilst the schools have been closed the tuition has continued albeit on a different platform but the consistency from Aspire has helped me to keep my children on track with their learning. So a big THANK YOU to the Hamzah and the guys at Aspire Academy from a very happy parent over here!! *J (Parent)*

54. Highly recommended. Great service if you want your child to receive great tuition and improve overall performance academically then this place is the one. *TheRealCritique*

55. Direct cost related to the delivery of the homeschool programme and supported teaching and learning during the covid-19 pandemic lockdown.

56. Having been forced to re-evaluate our aims and objective of the proposed homeschooling programme, because of Covid-19, users were actually seeking us out. We by far, exceeded our projected target. We have 50 enrolled learners.

57. Learners are arranged into levels and small groups. To ensure a good learner to teacher ratio of 6:1 maximum in our centre. Online, we can cater for slightly more up to 10.

## Enrolled learners/users' levels

Year 11s	=11/50 (22%)	Male = 7 (64%)	Female = 4 (36%)
Year 10s	= 5/50 (10%)	Male = 2 (40%)	Female = 3 (60%)
Year 9s	= 5/50 (10%)	Male =3 (60%)	Female = 2 (40%)
Year 8s	= 6/50 (12%)	Male = 6 (100%)	Female = 0
Year 7s	= 5/50 (10%)	Mals = 2 (40%)	Female = 3 (60%)
Year 6s	= 1/50 (2%)	Male = 1 (100%)	Female = 0
Year 5s	= 3/50 (6%)	Male = 2 (66%)	Female = 1 (34%)
Year 4s	= 1/50 (2%)	Male = 1 (100%)	Female = 0
Year 3s	= 1/50 (2%)	Male = 1 (100%)	Female = 0

### a. Future Plans

58. *Explore different teaching and learning platforms* - We would have liked to have explored ways to increase the depth of our community and local penetration. As our direct mail campaign did not attract any response from local schools.

59. *Promotion* - We would change the way we attract users, focus on increasing our visibility and promote our good work, so that we can target more children needing support. There are still too many school pupils who are NEETS, who are homeschooled, who are failing. We need to expand our online teaching and learning network.

### b. Improve learners' outcome and achievement.

60. The UN charter enshrines education as a 'human right,' Aspire intends to do all it can to promote our tuition centre and our offerings to those in need. Our increased numbers met some of that challenge. We need to focus on obtaining the funding needed to raise attainment and achievement levels across the board "education has no borders". Ensure CPD for teachers and empower parents to be more supportive of their children studying at home and to be more involved with education.

61. We need to change the false culture and myth about teaching and learning online. Teach both parents and learners to be effective online learners.

62. Funding is always key to making improvements and investing in robust planned, workable systems that are fit for purpose is crucial to supporting successful outcomes, by working with supportive and assistive technology. The Aspire Academy & Tuition Centre aims to invest more into exploration of fully integrated, online diagnostic, continuous assessment and testing systems that contributes to interactive teaching and learning training and platforms. Systems that challenge teaching and inspire better more effective learning, such as 'Century' (<https://www.century.tech/>).

### c. What we hope to achieve?

63. We hope to be one of the best tuition centres in the borough of Ealing and beyond, taking advantage of online teaching and learning. We are not looking to be commercialised but to provide highly professional, high quality, innovative and creative expertly delivered educational support.

64. We will continue to put all our learners first. To enable all those we support to aspire and aim higher. We will champion the successes of our successful learners. We aim to make dreamers, dream about distances



they can go and things they can do and empower young people to believe in their potential and that anything is possible and it all starts with educational opportunities. We will help and support the aspirations and the educational/academic and vocational goals of young people.

65. The Aspire Academy & Tuition aims to grow, by specialising in the core subjects. To do this we aim to partner with schools, colleges and universities. Extending our current partnership with West Thames College and other educational providers as well as universities. We hope to build on recruiting successful learners who we have helped get excellent grades into tuition, as a pathway or gateway to educating the teaching and learning sector to those tutors we will provide a mentorship programme of expertise and support throughout their higher education or apprenticeship aspirations.

66. Promote structures and be recognised by local homeschool children and parents as a local and distant learning Hub (HomeHub) tuition. We aim to increase interests from across different wards in the borough and increase the current number of participants.

67. Enable our tuition centre to thrive and succeed in our work and our mission by embracing technology that amplifies the explorative aspects of teaching and learning for life, work and self-actualisation (Maslow,) across cultures and environments.

68. We hope to grow into a new concept that promotes teaching and learning, based on life experience, personality, freedom to explore, as it is, about knowledge of abstract topics.

## **In conclusion**

69. *The new way for online learning* - There are a lot we will take forward from this pandemic. We can no longer take for granted that the way we were, will return. We have to look at rebuilding new teaching and learning structures, new ideas, new vision and new goals. The pandemic has taught us to be optimistic and we need to solve today's problems now. The funding support has helped us enormously. Without which so many learners would not have benefited educationally, socially and mentally. It has helped us achieve and to reach an unexpected and wide range of users.

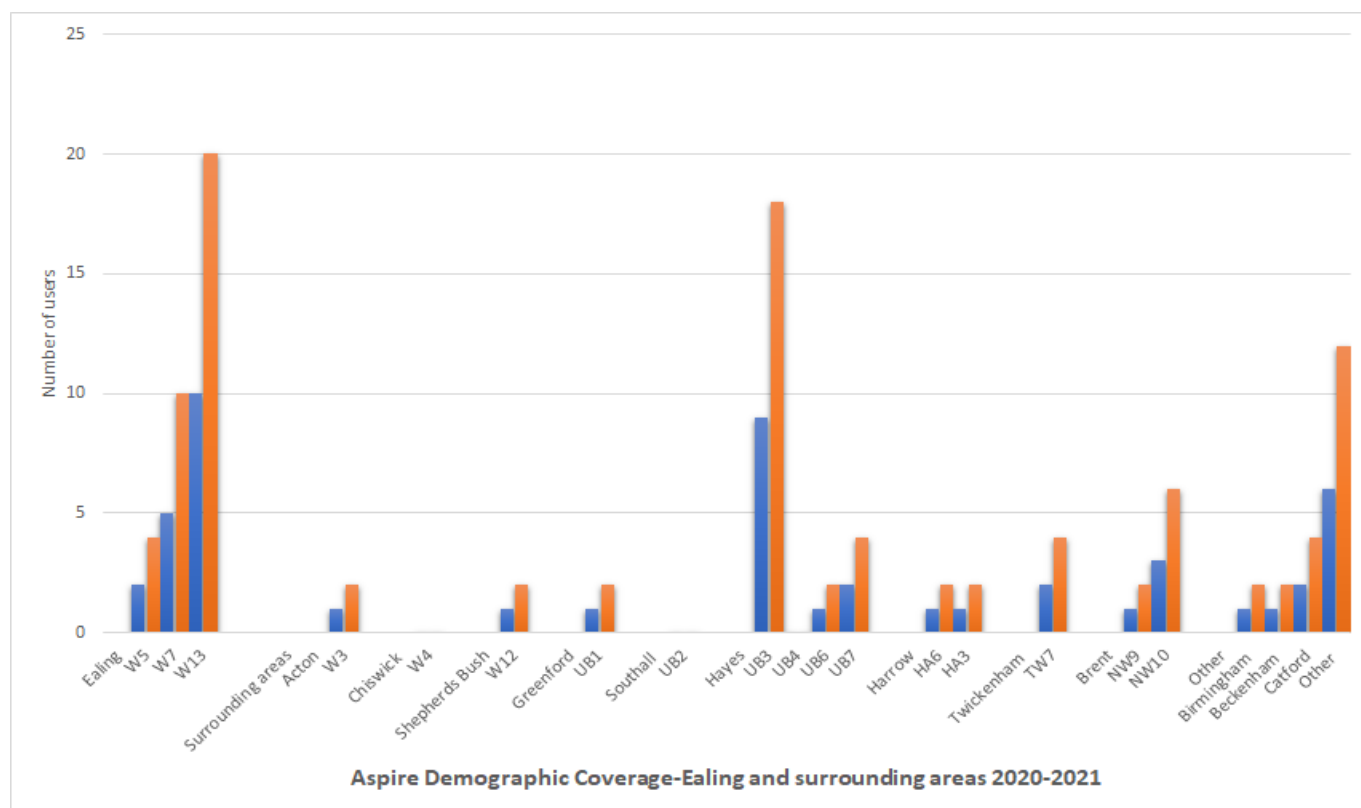
70. There is no evidence to show that it will ever be, like it used to be. We should therefore be prepared to embrace the new way of teaching and learning, online and offline. On the 4th January 2021 following on from the 2020 Covid-19 pandemic and a mutation of covid, evolving into a new strain has changed our social, working and educational landscape.

71. Online learning - as a result of Covid-19. Children need to learn and need to be in an organised learning environment. The danger is thinking that everything will soon be back to normal, because of that, not much depth was applied to the new way of teaching and learning, albeit forced upon us.

72. Everyone, including teachers, learners and parents were suddenly dropped in the deep end and most didn't know what to do. Not enough training or understanding of the different platforms. A systemic approach to training and preparation would have been the ideal approach. Action is required to treat online teaching and learning as a structured preparation that can allow individuals to approach and use the different platforms that could best fit their teaching style and learning styles.

## Learners backgrounds

73. Our users are able to access our tuition services online. In the London Borough of Ealing and surrounding areas.



LBE		USERS FROM SURROUNDING AREAS								OTHER		
<b>Ealing</b>		<b>Acton</b>		<b>Greenford</b>		<b>Harrow</b>		<b>Brent</b>		<b>Birmingham</b>	1	
W5	2	W3		UB1	1	HA6	1	NW9	1	<b>Beckenham</b>	1	
W7	5	<b>Shepherds Bush</b>		<b>Hayes</b>		HA3	1	NW10		<b>Catford</b>		
W13	10	W12		UB3	9	<b>Twickenham</b>				<b>Other</b>		
				UB6	1	TW7	2					
				UB7	2					<b>TOTAL</b>		<b>50</b>

*Number of users currently accessing Aspire online tuition-2020 to 2021*

Background of users	Numbers	%
Black African/Caribbean	10	20%
Black African/ Somali	22	44%
Black African/ Ethiopian	1	2%
Asian (other)	1	2%
White - Italian	1	2%
White - Polish	1	2%
White - Lituanian	2	4%
Mixed Heritage	3	6%
Other (Mixed Heritage)	2	4%
Black African (Ghanaian)	2	4%
Other ( Undisclosed)	5	10%
<b>TOTAL</b>	<b>50</b>	<b>100%</b>

Trustees' Activities Report Authorship



Hamzah Muhammad  
Trustee

# THE ASPIRE ACADEMY & TUITION FINANCIAL INFORMATION Annual Accounts

Report of the Trustee/Director and Unaudited Financial Statements

## **Period of accounts**

**Start date:** 01 May 2020

**End date:** 30 April 2021

THE ASPIRE ACADEMY & TUITION  
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THE ASPIRE ACADEMY & TUITION.

Company Information

For the year ended 30 April 2021

**Directors/Trustees**

Michael Sylvester  
Hamzah Muhammad  
Shukri Hanif  
Aaisha Calliste-St. Louis

**Registered Number**

**1175485**

**Registered Office**

13 DRAYTON GREEN ROAD  
WEST EALING  
LONDON  
W13 9BP

**Accountants**

CJ and Company Ltd  
Suite 206 Boston House  
9-75 Boston Manor Road  
Brentford  
TW8 9JJ

**Bankers**

Barclays Bank Plc  
Leicester  
LE87 2BB  
Sort Code 20-45-45  
Account: 93617041



# THE ASPIRE ACADEMY & TUITION.

## Director's Report

For the year ended 30 April 2021

The directors present their annual report and the financial statements for the year ended [30th \_April\_2021].

### Principal activities

Principal activity of the company during the financial year was of..

General Secondary Education

Post-Graduate Level Higher Education

Other Education not Elsewhere Classified

Educational Support Services

### Directors/Trustee

The directors/Trustees who served the company throughout the year were as follows:

Michael Sylvester, Hamzah Muhammad, Shukri Hanif and Aisha Calliste-St. Louis.

### Statement of director's responsibilities

The directors are responsible for preparing the directors' report and the financial statements in accordance with applicable law and regulations and in accordance with United Kingdom Generally Accepted Accounting Practice.

Company law requires the directors to prepare financial statements for each financial year.

Under that law the directors have elected to prepare the financial statements in accordance with United Kingdom Generally Accepted Accounting Practice (Financial Reporting Standard 102).

Under company law the directors must not approve the financial statements unless they are satisfied that they give a true and


fair view of the state of affairs of the company and the profit or loss of the company for that period. In preparing these financial statements, the directors are required to :

- ✓ select suitable accounting policies and then apply them consistently
- ✓ make judgements and accounting estimates that are reasonable and prudent
- ✓ state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements and
- ✓ prepare the financial statements on the going concern basis unless it is inappropriate to presume that the company will continue in business.

The directors are responsible for keeping adequate accounting records that are sufficient to show and explain the company's transactions and disclose with reasonable accuracy at any time the financial position of the company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities. The directors are responsible for the maintenance and integrity of the corporate and financial information included on the company's website. Legislation in the United Kingdom, governing the preparation and dissemination of financial statements, may differ from legislation in other jurisdictions

THE ASPIRE ACADEMY & TUITION  
Director's Report  
For the year ended 30 April 2021

On behalf of the board.



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Michael Sylvester  
Director/Trustee

Date approved: 20 May 2022

*6/1/2022*


THE ASPIRE ACADEMY & TUITION  
Accountants' Report  
For the year ended 30 April 2021

Accountants report

You consider that the company is exempt from an audit for the year ended [30th\_April\_2021] . You have acknowledged, on the balance sheet, your responsibilities for complying with the requirements of the Companies Act 2006 with respect to accounting records and the preparation of accounts. These responsibilities include preparing accounts that give a true and fair view of the state of affairs of the company at the end of the financial year and of its profit or loss for the financial year. In accordance with your instructions, we have prepared the accounts which comprise the Profit and Loss Account, the Statement of Comprehensive Income, the Balance Sheet, the Statement of Changes in Equity and the related notes from the accounting records of the company and on the basis of information and explanations you have given to us.

We have not carried out an audit or any other review, and consequently we do not express any opinion on these accounts.

[CJ and Company Ltd]  
[30th\_April\_2021]

  
.....  
P CJ and Company Ltd  
Suite 206 Boston House  
69-75 Boston Manor Road  
Brentford  
TW8 9JJ  
20 May 2022

# THE ASPIRE ACADEMY & TUITION

## Income Statement

For the year ended 30 April 2021

	Notes	2021 £
<b>Turnover</b>		13,390
Cost of sales		(7,552)
<b>Gross profit</b>		<b>5,838</b>
Administrative expenses		(13,820)
Other operating income	2	32,200
<b>Operating profit</b>	3	<b>24,218</b>
<b>Profit/(Loss) on ordinary activities before taxation</b>		<b>24,218</b>
Tax on profit on ordinary activities		0
<b>Profit/(Loss) for the financial year</b>		<b>24,218</b>

THE ASPIRE ACADEMY & TUITION  
Statement of Financial Position  
As at 30 April 2021

	Notes	2021 £
<b>Fixed assets</b>		
Tangible fixed assets	5	1,624
		<b>1,624</b>
<b>Current assets</b>		
Cash at bank and in hand		25,599
<b>Creditors: amount falling due within one year</b>	6	(2,398)
<b>Net current assets</b>		<b>23,201</b>
<b>Total assets less current liabilities</b>		24,825
<b>Creditors: amount falling due after more than one year</b>	7	(25,992)
<b>Net liabilities</b>		<b>(1,167)</b>
<b>Capital and reserves</b>		
Profit and loss account	8	(1,167)
<b>Shareholder's funds</b>		<b>(1,167)</b>

For the year ended 30 April 2021 the company was entitled to exemption from audit under section 477 of the companies act 2006 relating to small companies.

Director's/Trustee's responsibilities:

1. The members have not required the company to obtain an audit of its accounts for the year in question in accordance with section 476.

2. The directors acknowledge their responsibilities for complying with the requirements of the companies act 2006 with respect to accounting records and the preparation of accounts.

These financial statements have been prepared in accordance with the provisions applicable to companies subject to the small companies regime of Part 15 of the Companies Act 2006.

The financial statements were approved by the director on 20 May 2022 and were signed by:



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Michael Sylvester  
Director /Trustee

6/1/2022

**THE ASPIRE ACADEMY & TUITION**  
**Notes to the Financial Statements**  
**For the year ended 30 April 2021**

**General Information**

THE ASPIRE ACADEMY & TUITION LTD. is a private company, limited by Guarantee, registered in, registration number 10114131, registration address 95 THE BROADWAY, UXBRIDGE ROAD, WEST EALING, , W13 9BP and a THE ASPIRE ACADEMY & TUITION a registered charity Number 1175485, registered in England and Wales at operating address; 13 Drayton Green Road, West Ealing, London W13 0QD.

The presentation currency is £ sterling.

**1. Accounting policies**

**Significant accounting policies**

**Statement of compliance**

These financial statements have been prepared in compliance with FRS 102 – The Financial Reporting Standard applicable in the UK and Republic of Ireland and the Companies Act 2006.

**Basis of preparation**

The financial statements have been prepared on the going concern basis and under the historical cost convention as modified by the revaluation of land and buildings and certain financial instruments measured at fair value in accordance with the accounting policies.

The financial statements are prepared in sterling which is the functional currency of the company.

**Turnover**

Turnover comprises the invoiced value of goods and services supplied by the company, net of Value Added Tax and trade discounts.

**Tangible fixed assets**

Tangible fixed assets, other than freehold land, are stated at cost or valuation less depreciation and any provision for impairment. Depreciation is provided at rates calculated to write off the cost or valuation of fixed assets, less their estimated residual value, over their expected useful lives on the following basis:

Computer Equipment	25% Reducing Balance
Fixtures and Fittings	25% Reducing Balance
Motor Vehicles	25% Reducing Balance

**Stocks**

Stocks are valued at the lower of cost and net realisable value after making due allowance for obsolete and slow moving items. Cost includes all direct costs and an appropriate proportion of fixed and variable overheads.



THE ASPIRE ACADEMY & TUITION  
Notes to the Financial Statements  
For the year ended 30 April 2021

**2. Other operating income**

	<b>2021</b>
	<b>£</b>
Government Grants	7,000
Ealing Emergency Fund Grant	25,000
Donations	200
	<b>32,200</b>

**3. Operating profit/(loss)**

	<b>2021</b>
	<b>£</b>
The operating profit is stated after charging:	
Depreciation of tangible fixed assets	483

**4. Average number of employees**

Average number of employees during the year was 5.

THE ASPIRE ACADEMY & TUITION  
Notes to the Financial Statements  
For the year ended 30 April 2021

**5. Tangible fixed assets**

<b>Cost or valuation</b>	Computer Equipment	Plant and Machinery	Fixtures and Fittings	Motor Vehicles	<b>Total</b>
	£	£	£	£	£
At 01 May 2020	926	56	200	45	1,227
Additions	1,094	-	95	-	1,189
Disposals	-	-	-	-	-
At 30 April 2021	<b>2,020</b>	<b>56</b>	<b>295</b>	<b>45</b>	<b>2,416</b>
<b>Depreciation</b>				11	307
At 01 May 2020	232	14	50		
Charge for year	408	11	57	9	485
On disposals	-	-	-	-	-
At 30 April 2021	<b>640</b>	<b>25</b>	<b>107</b>	<b>20</b>	<b>792</b>
<b>Net book values</b>					
Closing balance as at 30 April 2021	<b>1,380</b>	<b>31</b>	<b>188</b>	<b>25</b>	<b>1,624</b>
Opening balance as at 01 May 2020	<b>694</b>	<b>42</b>	<b>150</b>	<b>34</b>	<b>920</b>

**6. Creditors: amount falling due within one year**

	<b>2021</b>
	£
Accrued Expenses	1,254
Other Creditors	932
VAT	212
	<b>2,398</b>

**7. Creditors: amount falling due after more than one year**

	<b>2021</b>
	£
Other Creditors	25,992
	<b>25,992</b>

THE ASPIRE ACADEMY & TUITION LTD.  
Notes to the Financial Statements  
For the year ended 30 April 2021

**8. Profit and loss account**

	<b>2021</b>
	<b>£</b>
Balance at 01 May 2020	(25,385)
Profit for the year	24,218
Balance at 30 April 2021	<b>(1,167)</b>

**THE ASPIRE ACADEMY & TUITION**  
**Detailed Income Statement**  
**For the year ended 30 April 2021**

**2021**  
**£**

**Turnover**

Fee Income	13,388	
Bank Interest	2	
	<hr/>	
		13,390

**Cost of sales**

Direct Costs	7,352	
Other Direct Costs	200	
	<hr/>	
		(7,552)

Gross profit		<b>5,838</b>
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**Administrative expenses**

Accountancy Fees	1,420	
Light, Heat & Power	3,363	
Cleaning of Premises	3,153	
Other Premises Costs	150	
General Rates	1,200	
General Travel Expenses	175	
Bank Charges	234	
Depreciation Charge: Plant & Machinery	10	
Depreciation Charge: Motor Vehicles	8	
Depreciation Charge: Fixtures & Fittings	57	
Depreciation Charge: Computer Equipment	408	
Advertising	783	
General Insurance	287	
Repairs & Renewals	98	
Stationery & Postage	366	
Telephone, Fax & Internet	734	
Subsistence	40	
Subscriptions	45	
Software Costs	792	
Administration	341	
General Office Expenses	156	
	<hr/>	
		(13,820)

**Other operating income**

Government Grants	7,000
Ealing Emergency Fund Grant	25,000

THE ASPIRE ACADEMY & TUITION  
Detailed Income Statement  
For the year ended 30 April 2021

Donations	200	
		32,200
Operating profit		<b>24,218</b>
<b>Profit/(Loss) on ordinary activities before taxation</b>		<b>24,218</b>
<b>Profit/(Loss) for the financial year</b>		<b>24,218</b>