

TRINITYLEARNING

England & Wales · Charity number 1182742

Details

Status Registered

Legal form CIO

Registered 2019-04-02

Register [View on the Charity Commission register](#)

Contact

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Conduit Road
Abingdon
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Activities

Objects: TO ADVANCE EDUCATION WITHIN SCHOOL COMMUNITIES BY PROVIDING AND ASSISTING IN THE PROVISION OF FACILITIES AND ACTIVITIES (NOT REQUIRED TO BE PROVIDED BY THE LOCAL EDUCATION AUTHORITY) WHICH PROMOTE SPIRITUAL, MORAL AND SOCIAL DEVELOPMENT AND ENHANCE SOCIAL, EMOTIONAL AND MENTAL HEALTH EDUCATION.

Activities: We promote awareness of social, emotional and mental health (SEMH) education and spirituality in Oxfordshire school communities, by providing: workshops for students and staff new facilities to enhance SEMH, such as Quiet Gardenspractical advice and resource dissemination for staffvolunteers and links to community groups

Classification

- **How:** Provides Services, Provides Advocacy/advice/information, Acts As An Umbrella Or Resource Body
- **What:** Education/training, Economic/community Development/employment
- **Who:** Children/young People, Other Defined Groups

Geography

- Oxfordshire

Finances

Period end	Income	Expenditure	Assets	Employees
2025-08-31	£27,305	£27,064	-	-
2024-08-31	£22,149	£25,864	-	-
2023-08-31	£21,002	£24,738	-	-
2022-08-31	£21,304	£24,439	-	-
2021-08-31	£27,366	£29,063	-	-
2020-08-31	£60,299	£42,909	-	-

Trustees

Name	Role	Appointed
Rev Pauline Frances Main	Chair	2019-11-18
David Edward Perrow		2024-04-23
KATHLEEN JONES CERT ED		2018-07-06
Katherine Doney		2022-01-17
Margaret Bradshaw		2025-03-12
Petronella Jean Rasmussen		2018-07-06
REBECCA MARIE BRAWN		2018-07-06

TRINITYLEARNING

England & Wales - Charity number 1182742

Accounts

TRINITYLEARNING ANNUAL REPORT 2024-2025



Period covered: 1st September 2024 - 31st August 2025

Our Mission

TrinityLearning believes that every child deserves a calm, positive start in life. We aim to relieve the pressures on busy schools through specially tailored activities, including practical help for school leaders, regular mentoring for children and workshops for pupils and staff.

Chair's Review

This report covers another busy and productive year for TrinityLearning. It has been a year in which we have built on our very solid foundations to further develop our volunteer offer; revisit some of our earliest projects in the form of the sensory gardens; and expand several of our existing projects both in terms of what we provide and how we deliver this. Much of this has been driven by the valuable feedback we receive on a regular basis from our local school communities and our volunteers.

Again it is the outstanding support we receive from our volunteers - their enthusiasm, expertise, and willingness to give their time - that is key to our work. We are deeply grateful for their ongoing dedication, which remains a vital part of everything we do.

This will be my final Chair's Review as I stepped down from this position in the summer of 2025. I have learnt much from this position and had many amazing experiences. I have always been grateful for the support of my fellow trustees, and of course, the staff of TrinityLearning and look forward to staying with the charity as a Trustee. I am also very grateful to Rev Pauline Main for taking over as Chair of Trustees, knowing that we are in good hands! Thank you Pauline.

Katie Doney, former TrinityLearning Chair of Trustees

Our Objectives

Programme

- To adapt and develop workshops and other support to enable accessibility and participation for all children and young people
- To review and improve TrinityLearning's legacy school Sensory Gardens and ensure their continued effectiveness
- To review and develop volunteer opportunities to broaden TrinityLearning's Volunteer base and provide accessible volunteering options for all.

Legal and administrative

- To ensure TrinityLearning's organisational resilience

Review of activities and achievements against our programme objectives

To adapt and develop workshops and other support to enable accessibility and participation for all children and young people.

We want to ensure that every child and young person that we work with feels valued and supported as they take part in our projects and workshops.

Kingfisher Christmas Workshops

In December 2024, we supported the Kingfisher School Christmas Workshops - sensory Christmas services led by Deacon Selina and supported by our wonderful Kingfisher Singing Group.

The workshops took place in Trinity Church as well as at Kingfisher School. The service consisted of a simple retelling of the Christmas Story with songs adapted from nursery rhymes as well as some traditional Christmas favourites such as Little Donkey and Away in a Manger.

Using feedback and observations from 2023, we made several changes to ensure all pupils could engage meaningfully in the Kingfisher Christmas activities.

We continued to use smaller packs for children with the manual dexterity and interest to engage with them, and introduced larger versions of the same materials. The larger resources were very effective with children wrapping themselves up in the fleecy blankets to pretend to

be sheep or the baby Jesus. Splitting the resources in this way allowed us to accommodate different sensory preferences and engagement levels.

Workshops were run more frequently to allow for smaller group sizes, enabling a calmer and more supportive environment. The sessions that ran in Kingfisher took place in familiar classroom spaces rather than the larger, less predictable hall setting, helping pupils feel comfortable and secure.

In total we ran the workshops nine times to pupils from 11 different classes and the fantastic singing - particularly in the church workshops - and the interaction and involvement of all the groups were real highlights.



‘Universally, staff have been incredibly thankful for the fantastic experiences that you have offered our young people. Staff fed back that the services were engaging and child friendly as well as extremely well pitched and with relevant resources. We really appreciate how welcoming you were.’

Experience Easter

Experience Easter was held in Trinity Church in spring 2025 with the event remaining a key part of our outreach to local schools and community groups.

Although the number of children attending in person was lower than in the previous year, the smaller groups attending enabled us to refine workshops and tailor activities more closely to the needs of each group. This year’s format combined interactive storytelling, creative reflection, and discussion-based learning, ensuring that children were able to engage meaningfully with the Easter story.

Once again, this hybrid approach - offering live sessions at Trinity Church and online participation - allowed the project to reach a wider audience and fit in better with school schedules.

Some children visiting the live workshops walked for up to half an hour from their school to reach the venue. As the children entered the church, they paused in the entrance area to listen to an introduction to the story and to receive their individual packs for the journey. The doors were then opened to reveal the church, which had been specially decorated for the event. Many of the children had little prior experience of being inside a church, and it was wonderful to hear the little gasps of surprise as the doors were opened.

This year's visitors included children from two Beaver Packs and four Kingfisher school classes as well as our regular school communities. In total, approximately 360 children took part, either online or in person at Trinity Church.

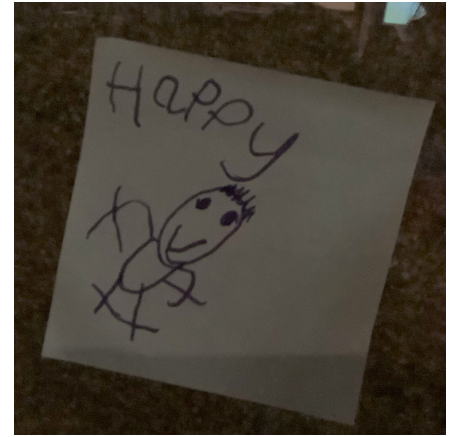
Feedback from teachers and group leaders was positive, noting the thoughtful presentation of TrinityLearning volunteer storytellers and the benefits in terms of interaction and inclusivity that the smaller group sizes had.



"Engaging and interactive.
Inclusive and adapted to
meet children's needs."

"Amazing informative
Easter experience. Lovely
resources and volunteers
were patient and kind."

TEACHER FEEDBACK



Two volunteers also provided new video storytelling segments to update workshops which had un-editable Covid references. Further minor updates are planned for next year to continue to ensure the online version remains in-line with the live version.

Toolkit for Happiness project

Eighteen 6th form students from Larkmead School volunteered for our Toolkit for Happiness project in the summer and gave between two and five days each of their time to deliver wellbeing workshops to around 180 year 7 pupils.

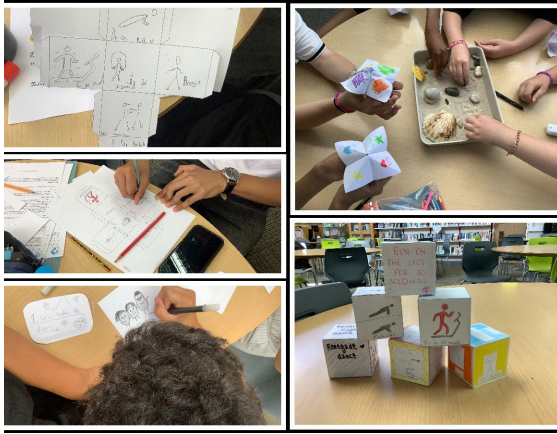
Following training from TrinityLearning's Education Development Officer, and Workshop Leader each morning the students then led wellbeing workshops in two teams, with each team leading workshops for three Year 7 classes over the rest of the day.

This year, we refined our journaling sheets to help students make simple observations about their own feelings and reflect on different aspects of the workshops throughout the week. The revised format reduced the amount of written work required, making the activity more accessible. This adjustment led to a noticeable increase in engagement and enthusiasm for using the sheets, with students showing greater interest in recording and discussing their reflections.

The process for collecting feedback from Year 7 students was also improved. Instead of individual responses, feedback was gathered in groups, with Sixth Form students acting as scribes for table leaders. This enabled the collection of more comprehensive and insightful feedback regarding workshop preferences and overall student experience.

We are already planning a significant update to the Creativity Workshop for the next academic year in response to feedback we captured from Year 7s in order to ensure students feel

engaged and also as part of the more 'co-production' approach we are taking with this project.



"The best bits for me were making friendships and creating a bond with the younger years."

"The best bit for me was seeing that the year 7s trust you and like you for who you are."

"We like the way the 6th formers interact with us."

Feedback from Year 12s and Year 7s

To review and improve TrinityLearning's legacy school Sensory Gardens and ensure their continued effectiveness

Following on from feedback from some of our volunteers, it became apparent during this reporting period that we needed to carry out a review and potential enhancement of TrinityLearning's legacy school Sensory Gardens to ensure their ongoing effectiveness and accessibility.

Carswell Primary School's sensory garden was designed and completed in 2012 with financial and practical support from TrinityLearning. The garden was designed to provide children with hands-on experiences of nature and sensory stimulation, as well as being a space to relax and explore. Whilst initially well used by the school, the garden had become progressively more overgrown and had been completely inaccessible for over a year as some plants had toppled over, completely obscuring the paths.

The school were concerned that the garden was being lost as a resource for both learning and recreation but did not have the capacity or resources to really overhaul the garden and make it suitable for use again.

In May 2025, a dedicated team of five volunteers from 4 Regiment Royal Logistic Corps at Dalton Barracks partnered with TrinityLearning to overhaul the garden. With around 25% of Carswell pupils coming from forces families, the school maintains strong links with Dalton Barracks and the wider military community.

Their week-long project included removing an overgrown Buddleia, an overgrown conifer, 12 large shrubs, and approximately 10 self-seeded tree seedlings, as well as digging and preparing garden beds, removing toxic weeds, clearing tyres from the original herb garden and replanting herbs directly into planters or the soil.

The garden transformation has made previously overgrown paths safe and accessible, allowing children and staff to use the space fully and ensuring that ongoing maintenance will

be minimal.



“Our sensory peace garden is a place that children explore, imagine and reflect. Early years and key stage one use it to observe the changing of the seasons and as a place to inspire writing, specifically poetry and stories. There are small sculptures hidden around that inspire these fantasy stories and when the weather allows there is a story den for groups of children to listen to stories being read aloud.

Our SEN children love the garden too for the same reasons and will often go one-to-one with a staff member to explore, play and have a calm space to reflect.

We are developing our playground offer and part of that is to allow children to free roam in all of our outside areas. The work that Trinity and the volunteer troops did has opened up this area of our school and we are all very grateful to them.” Paul Crandon, Headteacher, Carswell Primary School.

Further Support - At the end of the school year, Trinity Church members responded to an appeal for plants and donations to restock the Kingfisher School Sensory Garden. The appeal raised around £150, which was used to fill planting gaps and prepare the garden for the new school year, ensuring it starts in optimal condition.

To review and develop volunteer opportunities to broaden TrinityLearning's Volunteer base and provide accessible volunteering options for all

TrinityLearning could not carry out its projects without our wide base of volunteers. This includes volunteers for our two key ongoing projects - Thinking Books and Kingfisher Singing - but also includes a much wider base of volunteers who listen to children read in local schools; maintain Sensory gardens; knit and crochet small soft toys for our packs and help make up resources for Experience Easter. During this reporting period we revisited our commitment to enhancing our volunteer offer in order to try and engage a wider volunteer base.

The Volunteer Experience

We began this review by considering the complete volunteer experience—the emotional and practical journey from initial contact with us, through to the decision to join, and continuing into ongoing volunteer involvement. By understanding each stage of this process, we wanted to be able to identify areas we could improve on or offer enhanced support to make sure everyone who volunteers for us has a meaningful and rewarding experience.

“The best bits about volunteering for me was it helped with speaking in front of large groups and increased my confidence.” Year 12 volunteer.

Our first step was to review the volunteer section of our website to produce something which clearly highlighted our offer in terms of easy to see volunteer opportunities, how we work with and support our volunteers and importantly what our volunteers feel about working alongside of us. For existing volunteers this section has up to date training and volunteering news, links to our Volunteer Handbook as well as volunteer opportunities and other ways to get involved in our work.

We had supportive conversations with volunteers to find out what might make volunteering and attending our training sessions easier and more accessible. This feedback gave us valuable insights into the practical and personal barriers some volunteers face, such as travel arrangements, timing of sessions, and access to information or resources and in turn helped us re-evaluate the need for hybrid and flexible approaches.

We also continued to run meet-up and feedback sessions for our projects where volunteers can come together to share thoughts, experiences, what is working well and what TrinityLearning might need to revisit/tweak.

“I find it useful to hear input from other volunteers about their experiences and to see that even in the [training session] we have differences in our perceptions of what going in the [Thinking Books] picture in different situations.” Thinking Books volunteer.

Ongoing support

New volunteers, or those taking on new roles such as working one to one or with small groups in schools are shadowed by experienced staff before working independently. This approach helps them gain confidence and understand how sessions are structured and managed.

Within the Kingfisher Singing Group, new volunteers are paired with experienced team members to observe and assist in sessions before taking a more active role. Similarly, during Experience Easter, new volunteers may begin by observing sessions or helping with resources for one or two visits before trying activities such as storytelling themselves.

This supportive, hands-on approach helps to ensure that all volunteers feel well-prepared and confident in their roles.

Celebrating our volunteers



The 2025 Volunteer Celebration provided a valuable opportunity to express our sincere thanks to the many volunteers who generously contribute their time, skills, and experience to support our work. In addition to our volunteers, the event was attended by staff from local schools, funders, as well as friends and supporters from local church communities.

It was also a chance to create a welcoming environment in which attendees could connect and share experiences. It was particularly encouraging to see volunteers meeting others involved in different aspects of our work and forming new connections.

Looking to the future

As always there is a slow build up from upgrading systems to seeing results but during this reporting period we had two new long-term volunteers (1 garden and 1 in-school) and the Dalton Barracks team who collectively provided around 50 hours volunteer time. We are very much aware that this is an ongoing process and will need to be reviewed regularly to ensure we are meeting the needs of our volunteers however they choose to be part of TrinityLearning's mission.

"I have enjoyed doing something different and taking the time to be outside with nature. A way to take a break from work whilst doing something good for the community." Dalton Barracks volunteer.

Review of activities and achievements against our legal and administrative objectives

To ensure TrinityLearning's organisational resilience

Recruitment of new Trustees

We have continued to build on our trustee succession planning, ensuring that TrinityLearning has the governance, skills, and stability needed for the future. Over the past year, we have continued to review the make up of the Board, identified areas where additional expertise

would be valuable, and strengthened our processes for recruiting, welcoming, and supporting new trustees.

During this period we have recruited one new Trustee and welcomed a non-Trustee board advisor who provides support and advice alongside the formal decision making carried out by Trustees.

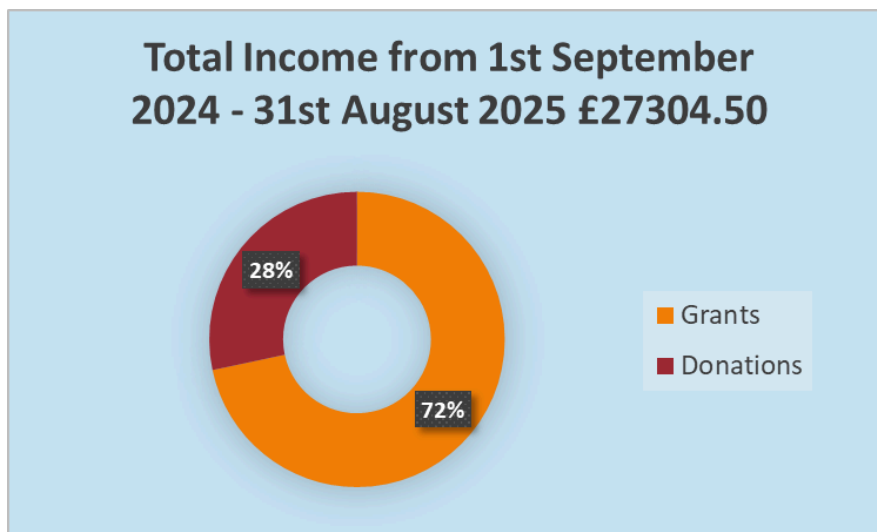
By continuing to invest in succession planning in this way we hope to build on the long-term resilience and effectiveness of the organisation.

Revisiting our reserves policy

In this reporting period, Trustees considered TrinityLearning's current Reserves Policy. Trustees determined that while Charity Commission recommended best practice is for reserve funding to cover more than six months of operating costs, this is not currently achievable for TrinityLearning. However Trustees amended our current Financial Policy to extend our reserves from three months to four months and continue to monitor and review this position carefully.

Finances

Where our money comes from



Our core funding continues to be provided through matched funding grants of £7500 from the URC Wessex Trust and the Wantage and Abingdon Methodist Circuit. A £3,000 grant from the Richard Belcher Trust also supported our core funding.

During this reporting period we have also received funding from:

The Gladiator Trust - to cover the costs of our Experience Easter resources packs for 2025 and 2026.

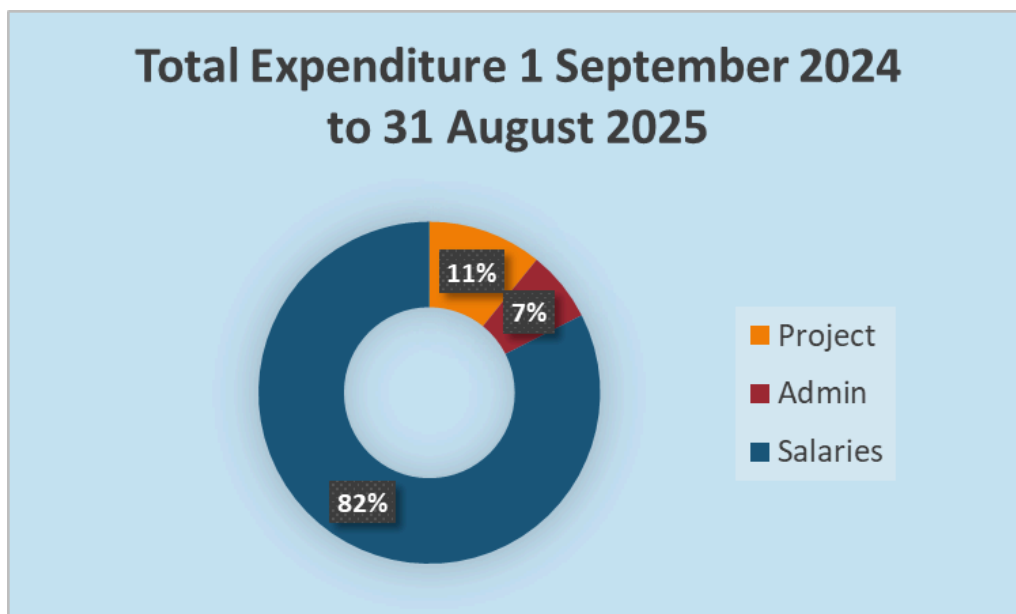
The Doris Field Trust - which enabled us to revitalise the Carswell School Sensory Garden.

Christ's Hospital - to cover the costs of resources for our Thinking Books project for the next two years (2024 - 2026). Thinking Books is our volunteer mentoring project. It involves trained volunteers meeting children for ten weekly in-school sessions to discuss characters' emotions using carefully chosen books. This grant will help us keep the book boxes well stocked and, most importantly, allow us to give each child who takes part in the project a copy of the book they have worked with. The children love choosing their books and are proud to take them home when the project is completed.

Abingdon Town Council - provided £800 to help cover the cost of the resources for our Bereavement Pack and Family Change Pack resources for schools in Abingdon Town over two years (2024-2026).

We also received £300 from Larkmead School towards resource costs for MaD week 2024, as well as funding from St Helen's Church, All Saint's Church and individual donors through Trinity Church. These additional donations are essential in enabling TrinityLearning to develop new projects and provide the same offer to all schools in the Abingdon area. Several of our small grant providers are area specific which means they can only be used to support schools and young people within a certain locality.

Where we spend our money

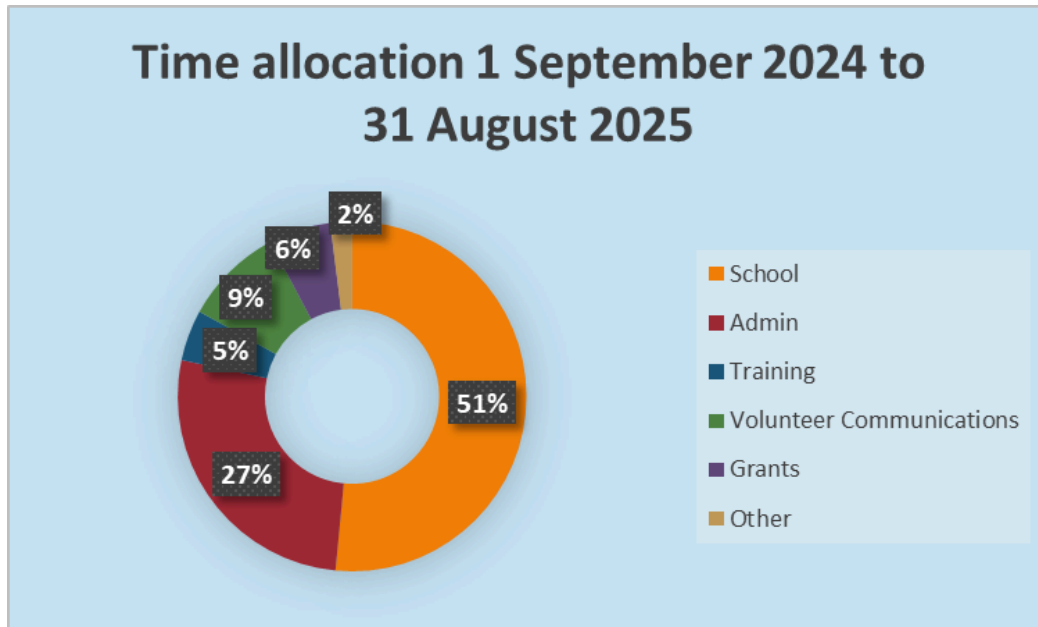


Although the total amount spent on salaries remained roughly the same this year, it decreased as a percentage of our total spend due to higher project-related expenditure. Project costs increased due to higher spending on Bereavement and Family Change packs in response to increased demand. Costs were also higher owing to one-off project spending for the Carswell

Garden refurbishment and additional resource spending to improve accessibility for the Kingfisher Christmas Service and Experience Easter.

Admin costs saw a slight increase due to higher training costs as two staff members completed retraining in paediatric first aid.

Time allocation

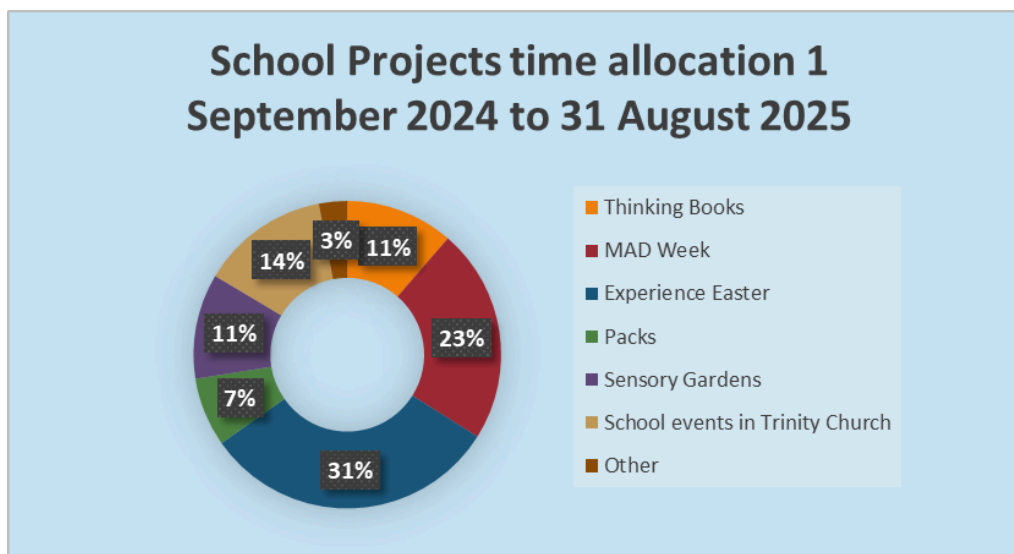


This year saw increased time spent on training as staff repeated their statutory Oxfordshire Designated Safeguarding Lead (DSL) training with the Education Development Officer also completing the Methodist Church Higher Level Safeguarding Training and Paediatric First Aid.

We also spent additional time on preparing grant applications and successfully received several small grants. These grants, along with donations, now mean that currently all project resource costs are covered. The increased time spent on these areas resulted in a slight reduction in the overall amount of time spent on School Projects.

Administration time was also slightly increased, mainly due to increased reporting to funders, such as through the presentation to Wantage and Abingdon Methodist Circuit, and to the school communities we support, through the presentation to the Abingdon Partnership headteachers. This corresponded with a slight decrease in time spent on volunteer communication.

School Projects time allocation 1 September 2024 to 31 August 2025



Larkmead school's 'Make a Difference' week took up less time this year as the major changes made last year were consolidated and improved with only minor tweaks. There was less demand for supported work experience, however, planning, risk assessing and supervising the refurbishment of the Carswell Peace Garden took up a considerable amount of time this year. This reduced the capacity available for other projects, particularly during the summer term.

Thinking Books time allocation remained fairly constant and focused on training and volunteer support. This continues to be an impactful project for children with at least 32 children receiving 10 sessions and a book last year.

Time spent supporting school events in Trinity Church increased again, due in part to the growing number of schools using the church for events, services, and performances—particularly during the Christmas period. Support includes time spent preparing and delivering the Christmas Service for Kingfisher School, including sessions held in the church as well as additional sessions carried out in the school.

The Kingfisher Singing Group continues to use very little staff time whilst delivering significant impact through its dedicated volunteer team. Over the year they have delivered a session a week to three classes of children totalling around 30 sessions and over 420 volunteer hours.

Time spent on Experience Easter increased slightly as we worked on improving accessibility. Part of this work involved running sessions for smaller groups to allow access for younger children and those with significant impairments or health conditions which is more staff-time intensive.

Resource Packs to be used by adults working with children continued to use a significant amount of time (7%) as we launched the Family Change Pack and increased our advertising of these to schools. This increased demand, with 17 Bereavement Packs and 14 Family Change Packs being provided to schools over the reporting period.

Get Involved

Volunteers play a vital role in TrinityLearning, enabling us to work with children, teachers and the wider school community and give them the support they need. From helping to set up workshop spaces to supporting children's emotional literacy, our outreach work would not be possible without the invaluable input of our volunteers. We can offer school-based or remote volunteering options and we provide training and support for all roles.

[Find out more about volunteering with TrinityLearning on our website](#)

[Connect and keep up to date with our work on Facebook](#)

www.trinitylearning.org.uk

**TRINITYLEARNING - ACCOUNTS FOR PERIOD
1st SEPTEMBER 2024 TO 31st AUGUST 2025**

	INCOME			
	2021-22	2022-23	2023-24	2024-25
Grants	£15,900.00	£17,000.00	£15,750.00	£19,540.00
Donations	£5,399.00	£3,975.52	£6,399.04	£7,724.50
Recruitment	£0.00	£0.00	£0.00	£0.00
Miscellaneous	£5.00	£26.70	£0.00	£40.00
Refunds	£0.00	£0.00	£0.00	
	<u>£21,304.00</u>	<u>£21,002.22</u>	<u>£22,149.04</u>	<u>£27,304.50</u>
	£21,304.00	£21,002.22	£22,149.04	£27,304.50

	EXPENDITURE			
	2021-22	2022-23	2023-24	2024-25
Trinity Learning Office	£79.99	£228.92	£188.08	£168.89
Salaries	£20,710.87	£20,711.88	£22,186.98	£22,321.08
Recruitment	£24.00	£0.00	£0.00	£0.00
Training	£595.00	£753.76	£610.69	£930.45
Projects	£2,159.95	£2,241.57	£2,049.04	£2,154.58
Insurance	£448.30	£369.70	£381.58	£396.30
Expenses	£0.00	£143.34	£239.50	£105.70
Stationery & Copying	£188.85	£193.01	£101.58	£874.97
Telecoms	£234.00	£95.40	£106.31	£113.75
	<u>£24,439.06</u>	<u>£24,737.58</u>	<u>£28,063.76</u>	<u>£27,083.52</u>
Surplus/Deficit	-£3,135.06	-£3,735.36	-£3,714.72	£240.98
	£21,304.00	£21,002.22	£22,149.04	£27,304.50

ASSETS AT 31 AUGUST 2025

Current Account:

Opening balance	£18,804.78
plus Surplus/less deficit	£240.98
	<u>£19,045.76</u>

SIGNED Pauline Main DATE 15/1/2026
Pauline Main (Treasurer)

Independent Examiners Report

I have examined the accounts and records for TrinityLearning for 2024/25 and am satisfied that there are no issues that need addressing.

SIGNED Nicola Jones DATE 15.1.26
Nicola Jones (Independent Examiner)

TRINITYLEARNING

England & Wales - Charity number 1182742

Accounts

TRINITYLEARNING ANNUAL REPORT 2023-2024



Period covered: 1st September 2023 - 31st August 2024

Our Mission

TrinityLearning believes that every child deserves a calm, positive start in life. We aim to relieve the pressures on busy schools through specially tailored activities, including practical help for school leaders, regular mentoring for children and workshops for pupils and staff.

Chair's Review

It has been another successful year for TrinityLearning and we are grateful for the commitment of all those involved with the charity, volunteers, trustees and paid staff alike.

It is good to know that so many children have had the opportunity to engage with us, as we recognise that children and schools currently face many challenges and pressures, so the work of TrinityLearning is more important than ever.

We are grateful to those who generously continue to fund us and believe in our ethos and work. Without them TrinityLearning would not be able to function, and we feel greatly affirmed and encouraged by their commitment and faith in us. TrinityLearning is a cohesive project, and it is a good team to be part of.

We are always looking for new volunteers for our projects as well as on our board of trustees. It is a great opportunity to learn new skills, to grow in confidence and to make a real difference to children's lives. We look forward to all that the New Year will bring.

With grateful thanks to those who support us in so many ways; your input is invaluable to the team that is TrinityLearning.

Katie Doney, TrinityLearning Chair of Trustees.

Our Objectives

Programme

- To adapt and develop workshops and other support to enable accessibility and participation for all children and young people
- To expand our range of packs and resources to support children during times of change
- To celebrate and share the achievements and impact of our volunteers

Legal and administrative

- To ensure TrinityLearning's organisational resilience

Review of activities and achievements against our programme objectives

To adapt and develop workshops and other support to enable accessibility and participation for all children and young people

Experience Easter

In March 2024 we ran one of our largest ever Experience Easter projects with over 500 children from nine different schools taking part online or joining us in Trinity Church.

Experience Easter runs every year in the form of a series of six workshops which share the Easter story and provide opportunities for children to reflect and relate the story to their own experiences. In response to feedback received from our school communities we run the event as both a 'live' one where children visit us in Trinity Church as well as online, delivered via our website to ensure as many schools are able to access the event in the way they prefer. This year we also ran a simpler adapted version for children from Kingfisher School who visited the workshop spaces in Trinity Church and sang simple songs supported by the Kingfisher Singing Group.

During Experience Easter volunteer storytellers supported us as they shared a simple, scripted story with groups of primary school children and helped them take an active part in the stories in lots of different ways, from writing their hopes and dreams onto palm crosses to working their way through their angry and fearful thoughts using plasticine. Teacher feedback from the event was very positive.



"Very good recount of Easter story with lovely props for clear understanding. Children were very engaged."

"Calm, relaxing atmosphere. A great opportunity for the children to reflect on the Easter story."

TEACHER FEEDBACK



Two local church ministry teams also came to observe sessions as they work towards setting up Experience Easter in the Didcot and Wallingford areas: "Thank you so much for accommodating us ... It really was wonderful to observe the tremendous impact the session had on the children. It was very well done indeed."

Kingfisher Christmas Workshops

In December 2023, we welcomed classes from Kingfisher School to Trinity Church for a sensory Christmas Service led by Deacon Selina and supported by our wonderful Kingfisher Singing Group.

The service consisted of a simple retelling of the Christmas Story with songs adapted from nursery rhymes as well as some traditional Christmas favourites such as Little Donkey and Away in a Manger.



We made a sensory pack for each child which included some pictures of a baby and a donkey, a bag of scented chamomile hay, a fleecy square (which felt like a sheep) and a star. Children thoroughly enjoyed finding the things in their pack and holding them up as they sang along.

The commitment of the volunteers was reflected in the enthusiasm and involvement of the staff and children, many of whom had clearly been practising their singing.

In total we ran the service five times to pupils from 11 different classes with some classes coming to Trinity Church and others taking part in a service at the school.

The services were such a popular and welcome addition to our TrinityLearning offer that we are planning to hold them again for Christmas 2024.

Supported work experience

We offered supported work placements to three secondary school students in the summer. The three students worked well together and demonstrated excellent teamwork and initiative during the placement. The students took on lots of different jobs including a stock take of the Toolkit for Happiness resources, and creating PowerPoints and notices

for the Sunday services. They also took down and replaced the large TrinityLearning display in the church.

They wrote about the time spent with TrinityLearning- with some reflections on how they felt - in an amazing '[Farewell TrinityLearning](#)' [blog](#).

Supported Work Experience also took place with a group of students from Kingfisher School at the Trinity Toddler Group. Students were supported by one staff member from school and one staff member from TrinityLearning.

Make a Difference Week

Seventeen 6th form students from Larkmead School volunteered for our Toolkit for Happiness project in the summer and gave between two and five days each of their time to deliver wellbeing workshops to around 180 year 7 pupils. This year we developed the reflection aspect of the workshops through the introduction of a daily journaling sheet which encouraged pupils to notice and record simple observations on the weather and their own feelings, enabling them to reflect on different aspects of the workshops throughout the week.

We also reviewed our Nature workshop and introduced a herbal teabag making activity, which proved to be calming and popular with year 7 and 6th form students.



"I am more confident speaking to the Year 7s than I expected."

"I liked being with friends and doing the activities with them."

"Great experience that has helped my uni decision."

"I liked everything. I wouldn't change anything."

Following training from TrinityLearning's Education Development Officer, and Workshop Leader each morning the students then led wellbeing

workshops in two teams, with each team leading workshops for three year 7 classes over the rest of the day.

The 6th Form Team really went above and beyond to ensure each year 7 pupil felt included and able to access the activities.

To expand our range of packs and resources to support children during times of change

Bereavement support

It was a difficult start to 2024 with three local schools suffering significant bereavements within their communities. In response, TrinityLearning provided six Bereavement Packs and 13 additional Bereavement Journals. For context, we would usually distribute around 10 packs per year.

We were very grateful for the offers from our knitting volunteers to restock our supplies of the tiny bears which go out with each pack - most notably this year from the All Saints Church community.

Family Change Packs

In response to feedback from schools we began work developing a Family Change Pack for adults working with children who are experiencing change in their family due to divorce, separation or new step parents and step siblings.

Similar to the Bereavement Packs, these also contain a journal (produced by AtaLoss, the same team who produce the Bereavement Journals) activity ideas and resources, and a book list. Resources include simple change advice and a slider snake made from beads which the child can make and keep. Our first batch will be available from autumn 2024 and we have already had expressions of interests from local schools.

School Gardens

Whilst no major changes were made to TrinityLearning gardens this year, two regular volunteers did continue with their ongoing maintenance of Kingfisher Garden. Jan and Chris Greenough were involved in the creation of the garden and have continued to provide ongoing support and maintenance for the garden since 2020. They stepped down in September 2024 and TrinityLearning would like to thank them for their significant contribution to the Kingfisher Garden which has benefitted so many children and staff at the school.

To celebrate and share the achievements and impact of our volunteers

Our 2024 Volunteer Celebration was an opportunity for us to say a huge thank you to the many volunteers who support our work by generously donating their time, skills and experience.

As well as volunteers, we were also joined by staff from some of the local schools we work in, Ministers from one of our major funders – the Wantage and Abingdon Methodist Circuit – as well as and friends and supporters from local church communities.

Our Trustees put on a super spread of snacks and cakes and it was great to have everyone together in one place and for volunteers to have a chance to connect with others they hadn't met before.

Presentation boards at the event highlighted just some of the many ways volunteers support our work both in schools – as Thinking Books volunteers or part of our Kingfisher school singing group, as well as from home – knitting toys, and making up resource packs.

Reflecting on what they most enjoyed about volunteering with TrinityLearning volunteers shared they enjoyed feeling as though they were making a difference.

“Working with children makes me feel useful and I get great satisfaction and joy at their growth in confidence.”



Review of activities and achievements against our legal and administrative objectives

To ensure TrinityLearning’s organisational resilience

Trustee succession planning

Trustees play a vital role in driving and supporting TrinityLearning’s aims and objectives. Recruiting trustees and succession planning is a crucial part of ensuring continuity and good governance and is an area we have particularly focused on during this reporting period.

We have done this in several ways including revisiting our trustee skills audit; ensuring we have up to date and accurate trustee role descriptions and making it clear where we might require specialist skills such as finance or safeguarding; continuing to offer trustee training where appropriate/relevant; tracking trustee tenure and encouraging open discussion with trustees about their plans which might involve stepping down earlier or taking on a more ‘specialist’ trustee role.

We were also delighted to announce the appointment of a new trustee to the TrinityLearning Board of Trustees during this reporting period.

Updating Trustees knowledge of Charity Commission principles and procedures

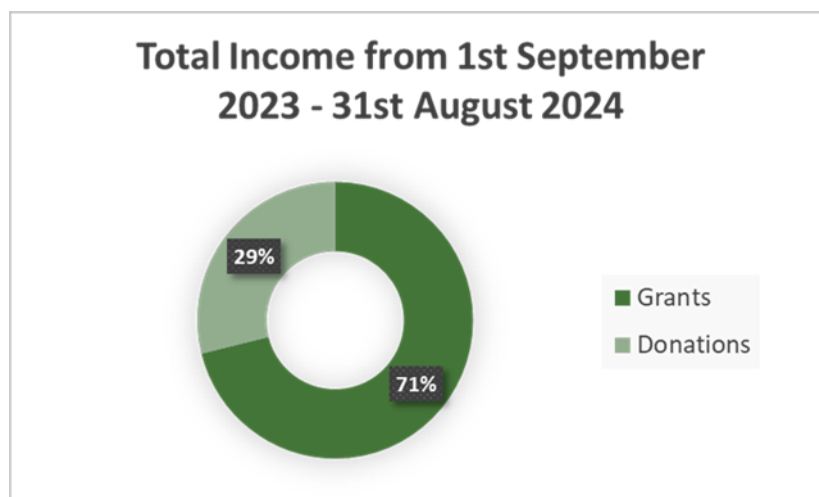
We have begun to ensure trustees' knowledge of Charity Commission principles and procedures is refreshed and kept to date so trustees can school fulfil their roles effectively and with confidence. This has involved watching the Commission's short updated guides during Board meetings giving trustees an opportunity to discuss any issues raised and will continue during the next financial year.

Finances

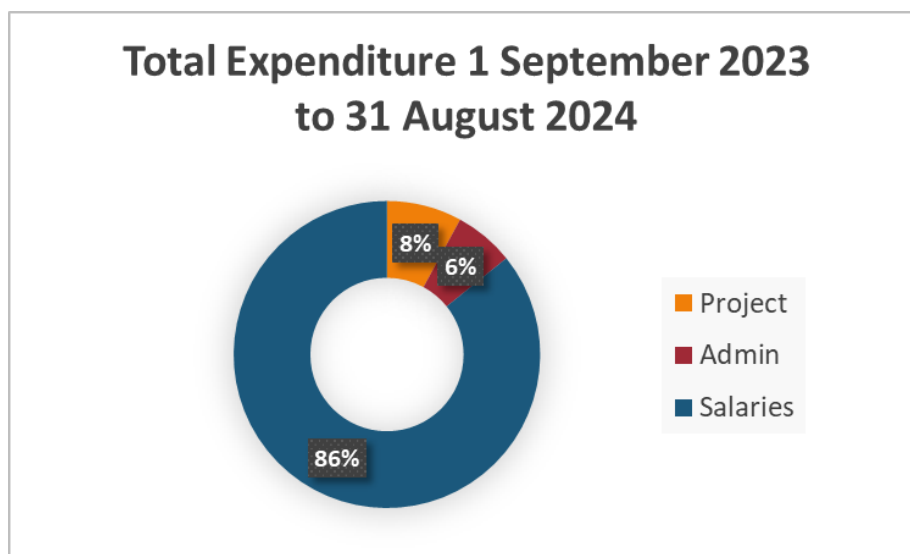
Where our money comes from

Our core funding continues to be provided through grants from the URC Wessex Trust and the Wantage Methodist Church. Both agreed to extend their original funding period by an additional two years in April 2023 and school this reporting period encompasses the first year of the funding extension. A £3,000 grant from the Richard Belcher Trust also supported our core funding.

We also received financial support from St Helen's Church, Churches in Abingdon and All Saints Church and Abingdon Baptist Church. Individual supporters, mainly from Trinity Church, regularly donate money through the church to support our work as well.



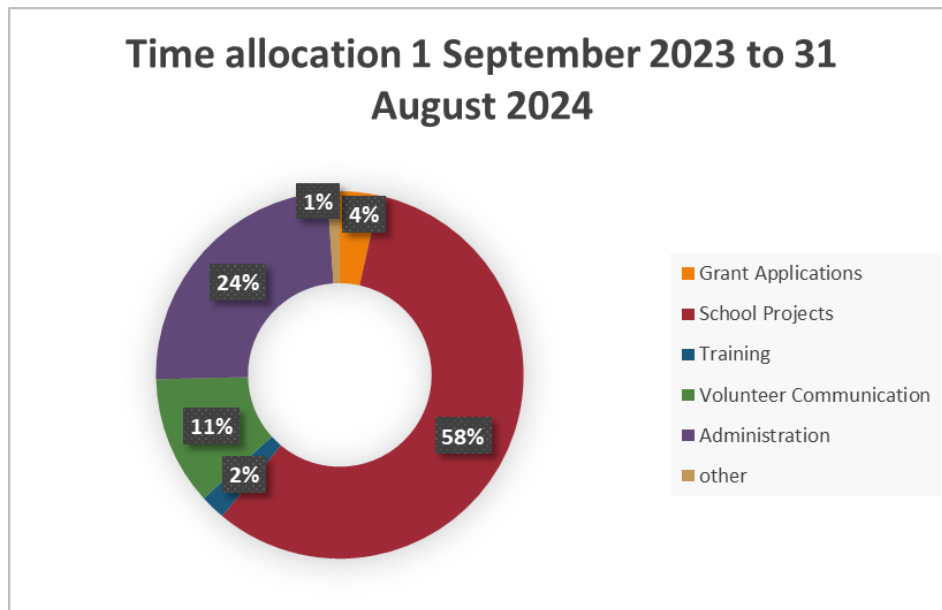
Where we spend our money



As always, TrinityLearning's largest spend during this reporting period was staff wages. Overall expenditure in this reporting period has increased by approximately 5% mainly due to a 7.5% pay rise awarded by Trustees to all staff with effect from September 2023 with the aim of keeping wages broadly in-line with market rates. This was the first review of pay rates since TrinityLearning was set up as a charity in March 2019; initial rates having been set during the 2017 proposal for three-year funding from the URC Wessex Trust and Wantage and Abingdon Methodist Circuit. Details on staff time allocation on different aspects of TrinityLearning's work are included below.

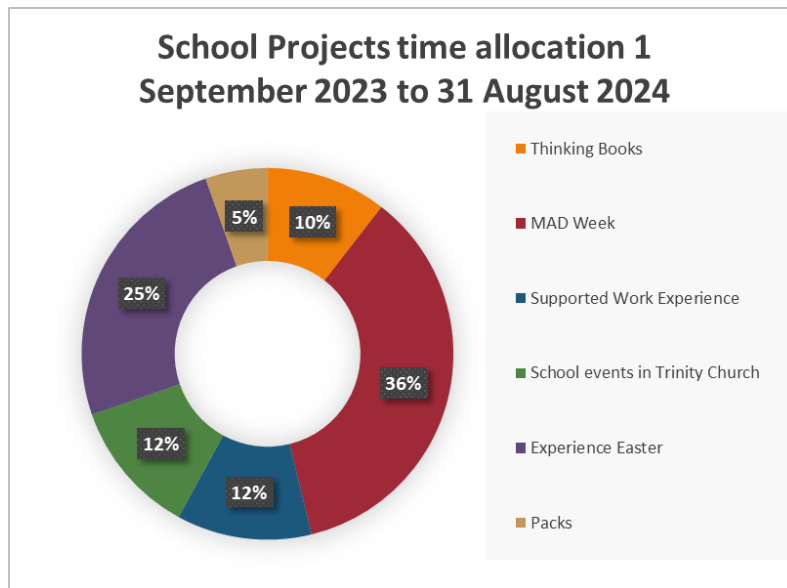
Project spending was slightly reduced this year, partly due to the reduced costs for Experience Easter as only consumables were required. Office costs and photocopying appear a little lower this year, mainly due to bills being presented later so costs will be included in next year's accounting. A full break down of our income and expenditure can be seen in the accompanying accounts.

Time allocation



This year we continued to see a reduction in the time spent on administration and an increase in the time spent on school projects. We are pleased with this trend as we believe it highlights how vital laying a solid administrative foundation has been in terms of developing policies, procedures and ways of working for long-term resilience and ensuring we are better equipped to support our school communities.

Now that policies and procedures are embedded, we would expect admin time to remain consistent going forward as it includes time for Volunteer DBS rechecking and ensuring our Safer Recruitment procedures are rigorously followed. Slightly more time was spent this year on grant applications which reflects the fact that almost all our school projects successfully received partial or full funding from external funders.



This year, more time was focused on Larkmead School’s Make a Difference week as several workshops from the Toolkit for Happiness Project that we deliver during the week were redesigned. As predicted last year however, Experience Easter used considerably less staff time this year as the changes made to allow it to run live in Trinity Church consolidated.

Thinking Books also shows reduced time allocation due to consolidated systems, with the current time allocation being entirely focused on training and volunteer support. However, Thinking Books continues to deliver significantly more one to one time to children as each volunteer delivers between 10 and 30 hours per year. In this reporting period six volunteers supported 41 children through the Thinking Books programme, a total of 410 volunteer hours.

Our Bereavement Packs and Family Change Packs used significant amounts of time (5% of our total staff time) as the new Family Change Pack was developed and there was increased need for bereavement packs and additional related resources.

We also saw an increase in time allocation for Supported Work Experience this year as we supported three local secondary school students who did their work experience with TrinityLearning and five students from Kingfisher School who visited Trinity Toddler Group. Time spent supporting school events in Trinity Church increased as

TrinityLearning supported Trinity Church in developing and delivering a Sensory Christmas Service for Kingfisher School.

Some of our projects such as the Kingfisher Singing Group, continue to use very little staff time and provide considerable on-going support to children.

Get Involved

Volunteers play a vital role in TrinityLearning, enabling us to work with children, teachers and the wider school community and give them the support they need. From helping to set up workshop spaces to supporting children's emotional literacy, our outreach work would not be possible without the invaluable input of our volunteers. We can offer school-based or remote volunteering options and we provide training and support for all roles.

[Find out more about volunteering with TrinityLearning on our website](#)

[Connect and keep up to date with our work on Facebook](#)

www.trinitylearning.org.uk

**TRINITYLEARNING - ACCOUNTS FOR PERIOD
1st SEPTEMBER 2023 TO 31st AUGUST 2024**

	INCOME		
	2021-22	2022-23	2023-24
Grants	£15,900.00	£17,000.00	£15,750.00
Donations	£5,399.00	£3,975.52	£6,399.04
Recruitment	£0.00	£0.00	£0.00
Miscellaneous	£5.00	£26.70	£0.00
Refunds	£0.00	£0.00	£0.00
	<u>£21,304.00</u>	<u>£21,002.22</u>	<u>£22,149.04</u>
	<u>£21,304.00</u>	<u>£21,002.22</u>	<u>£22,149.04</u>

	EXPENDITURE		
	2021-22	2022-23	2023-24
Trinity Learning Office	£79.99	£228.92	£188.08
Salaries	£20,710.97	£20,711.88	£22,186.98
Recruitment	£24.00	£0.00	£0.00
Training	£595.00	£753.76	£610.69
Projects	£2,159.95	£2,241.57	£2,049.04
Insurance	£446.30	£369.70	£381.58
Expenses	£0.00	£143.34	£239.50
Stationery & Copying	£188.85	£193.01	£101.58
Telecoms	£234.00	£95.40	£106.31
	<u>£24,439.06</u>	<u>£24,737.58</u>	<u>£25,863.76</u>
Surplus/Deficit	<u>-£3,135.06</u>	<u>-£3,735.36</u>	<u>-£3,714.72</u>
	<u>£21,304.00</u>	<u>£21,002.22</u>	<u>£22,149.04</u>

ASSETS AT 31 AUGUST 2024

Current Account:

Opening balance	£22,519.50
plus Surplus/less deficit	<u>-£3,714.72</u>
	£18,804.78

SIGNED Pauline Main DATE 30/1/2025
Pauline Main (Treasurer)

Independent Examiners Report

I have examined the accounts and records for TrinityLearning for 2023/24 and am satisfied that there are no issues that need addressing.

SIGNED Tom Kyffin DATE 30/1/2025
Tom Kyffin (Independent Examiner)

TRINITYLEARNING

England & Wales - Charity number 1182742

Accounts



TrinityLearning's Annual Report
for the reporting period
1st September 2022 - 31 August 2023

Registered Charity Number 118272

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Our Mission

TrinityLearning believes that every child deserves a calm, positive start in life. We aim to relieve the pressures on busy schools through specially tailored activities, including practical help for school leaders, regular mentoring for children and workshops for pupils and staff.

Chair's Review

We have had another busy and exciting year at TrinityLearning. We were delighted to be back in church for Experience Easter this year, the first time since the pandemic, and were able to make use of some of the videos made during lock down to provide a hybrid approach which worked well. For the first time this year all the children were able to experience the Easter Story in order, which was helpful.

I was very grateful to be welcomed alongside Nicola Williams and Taz for the Make a Difference Week at Larkmead School in July. I enjoyed getting involved in this worthwhile "Toolkit for Happiness" project and seeing the ripple effect it had on the Year 7 children, as well as the 6th formers who delivered the project to them.

We were also able to support some students from Kingfisher School again this year with their work experience at Trinity Toddler Group, which benefited students and toddlers alike. We welcomed two new volunteers for Thinking Books this year, which has helped to ease the increasing demand from schools. Our singing group continue to enjoy weekly visits to Kingfisher, where we feel appreciated and valued.

We also had our first "Volunteer Tea Party" in the summer which was a lovely celebration of our dedicated volunteers and a chance to meet those who we might not normally encounter. Excitingly we also discovered that we had been nominated for The King's Award for Voluntary Service, and subsequently had a visit from a deputy Lord Lieutenant who was most interested and encouraged by our work.

I must finish by saying a heartfelt thank you to Eve Newton, who is standing down as a trustee at our 2024 AGM. We are all most grateful to Eve for her dedication to TrinityLearning over the years, acting as a very wise and competent Chair of Trustees since the start of our Charity Status, and then throughout the uncertainty of the COVID-19 pandemic. Her calm, positive and 'can do' attitude will be missed. We are glad that Eve will continue to be a volunteer. We are, as always most grateful to all our volunteers as none of this important work could happen without you.

Katie Doney, TrinityLearning Chair of Trustees.

Our Objectives

Programme

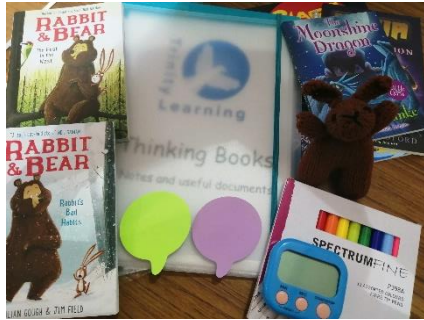
- To fully return to in-school volunteer led TrinityLearning Projects (post Covid).
- To ensure greater access to our workshops by offering live workshops in addition to online versions
- To continue delivering ongoing and one-off TrinityLearning projects
- To celebrate and share the achievements and impact of our volunteers

Legal and administrative

- To review TrinityLearning's mission
- To complete website renewal
- To ensure policies and procedures meet current best practice advice

Review of activities and achievements against our programme objectives

To fully return to in-school volunteer led TrinityLearning Projects (post Covid).



Thinking Books – this is our mentoring scheme for primary schools. Volunteer mentors go into schools regularly to meet children one-to-one or in small groups. They share reading of carefully selected books which start conversations about feelings and relationships.

2022 – 2023 was our first full year of Thinking Books and was very successful with nine volunteers delivering ten sessions each to over 40 children. Generous grants from Abingdon Town Council and Christ's Hospital enabled us to give each child a copy of the book they had worked with over the 10 sessions.

All in-school volunteers receive relevant project training (for example in-depth Thinking Books training) as well as Safeguarding Training before starting their work in schools. TrinityLearning staff are qualified to deliver this Safeguarding Training in-house to the same standard as schools, enabling us to fully prepare volunteers for their varied in-school roles. In addition to the training all new Thinking Books volunteers are mentored by TrinityLearning staff for a minimum of three sessions, allowing volunteers to build confidence and access the range of Thinking Books guidance and resources.

“Thinking Books has been very useful for a boy in my class who struggles to access a wide range of books. He does not have much confidence with reading but he is always smiling when I see him outside with his adult from Thinking Books. He enjoys the quality 1-1 time and being able to read for a long stretch of time without being interrupted... He often comes back into the classroom telling us how much he enjoyed the story that day. Throughout the week he sometimes asks how many days until he can read with his Thinking Books adult again and reminds me of the details of the story. It has definitely been a worthwhile and useful tool for him.” Feedback from class teacher at an Abingdon Primary School

To ensure greater access to our workshops by offering live workshops in addition to online versions

Experience Easter – we were delighted that we were able to return 'live' to Trinity Church in March 2023. After two years of being fully online, we were finally able to bring schools back to Trinity Church for Experience Easter. Due to changes in volunteer availability and circumstances we decided to completely re-



evaluate Experience Easter and consider new ways to present and share the workshops. This resulted in simpler staging, working with Trinity Church's regular layout and offering the experience to one class at a time. This approach allowed all the children to experience the workshops in the correct order. It also enabled children who were struggling with large group activities to work away from the main group while still being involved and able to take part in all the activities. Adults supporting school groups expressed their appreciation for the peaceful atmosphere and all the children who attended engaged with the activities.

We used a mixture of live storytelling with volunteers and videos from the online Experience Easter to ensure that, even with a lower number of volunteers, children still benefited from hearing the story from a range of voices.

Some schools still opted to use the online Experience Easter to reduce travel costs and we were able to support one new school in learning to use this effectively.

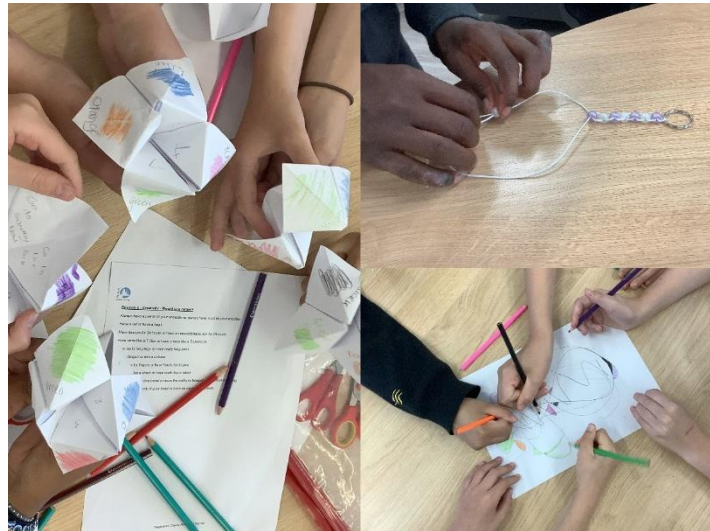
Overall, 445 children from approximately 15 classes and eight different schools took part in Experience Easter either live or online. The change in layout enabled us to leave the Experience Easter staging in place for longer enabling Trinity Church congregation and Trinity Toddlers to use the spaces for services.

Contemplating the tomb and thinking about how the disciples could have felt on that first Easter morning produced some thoughtful responses with children suggesting that Jesus's friends could have felt "happy, confused, joyful, shocked, perplexed and hopeful".

To continue delivering ongoing and one-off TrinityLearning projects

Kingfisher Singing Group -The Kingfisher Singing Group continued to go from strength to strength this year. The Group meets weekly to sing nursery rhymes and action songs with children with a range of impairments and health conditions. Kingfisher School really appreciates the connections built with the singing group and this year these were expanded to include visits to school open days and events as well as inclusion in other TrinityLearning projects such as the specially adapted Experience Easter workshop supported by the Kingfisher Singing Group.

Toolkit for Happiness – in July 2023 we welcomed 6th Form volunteers from Larkmead School as part of their Make a Difference event. A total of twelve 6th form students volunteered for our Toolkit for Happiness project - a series of five workshops designed to enable children to learn about different strategies they can use to boost their own happiness, such as getting out into nature, doing exercise, helping others or feeling thankful.



Each student gave between two and five days of their time to deliver wellbeing workshops to around 180 year 7 pupils.

Following training each morning from TrinityLearning's Education Development Manager, and Workshop Coordinator the students then led workshops in two teams, with each team leading workshops for three year 7 classes over the rest of the day.

We especially enjoyed their music and dance suggestions and all enjoyed learning the Macarena and the Cha Cha Slide as well as playing singing games to finish our Physical Activity and Creativity workshops. The students' enthusiasm and commitment to the project was extremely impressive.

We would like to say a massive thank you to TrinityLearning for giving us a great experience that we can take the skills we learnt with us and apply it to other aspects of our lives. [Year 12 volunteer](#)

Extract from our Chair of Trustees' MAD week blog

TrinityLearning Chair, Katie Doney writes about her time spent working with 6th form volunteers on a TrinityLearning project. See the full blog on our website at [My Experience at Larkmead School's 'Make a Difference Week'](#)

Earlier in July I helped with Make a Difference Week (MaD) at Larkmead School. There are child friendly activities for each topic, such as making bracelets to give to someone else, writing a card to thank someone, noticing nature around you, trying some guided relaxation and making a fidget keyring to reduce stress.



It was lovely to see the confidence of the 6th formers grow throughout the week, and how much the younger children valued their input. I was encouraged by the way the year 7 children, who had varied abilities and skills, were supportive of each other.



It was good to experience this week for myself after hearing about it in Trustee Meetings.

Gardening projects - Our regular team of volunteers has continued to maintain the beautiful garden at Kingfisher School which was originally designed by Rosemary Perrow. A small team of volunteers also gave up a morning to tidy the Carswell School Peace Garden.



Supporting Christmas Events - This year saw the full return of Christmas events to Trinity Church. TrinityLearning worked with Trinity Church to support schools in rehearsals and welcome around 1200 children, staff and family members to four performances in just over a week.

To celebrate and share the achievements and impact of our volunteers

We worked out that TrinityLearning volunteers provide an amazing 3276 volunteer hours a year and if it wasn't for them, we simply wouldn't be able to support our local school communities in the way we do.

Volunteer Celebration - around 20 TrinityLearning volunteers joined us on Thursday 15th June as we hosted a special Volunteer Celebration to say thank you for the fantastic work our volunteers do to support our TrinityLearning projects and events.



Trustees provided a lovely buffet, and display boards highlighted all the many ways volunteers support us – from working one to one with children in school, to a regular in-school singing group, to preparing Experience Easter resources and making soft toys for some of our packs.

It was great to be able to recognise and celebrate our volunteers as well as hear how much enjoyment they find in volunteering with us and working together in a strong, friendly volunteer community.

“The highlight of volunteering for me is shared purpose and camaraderie; being part of something valuable and valued”

What do you enjoy most about volunteering with TrinityLearning?

“[The best thing about volunteering is...] the welcome given by the school and the feeling of being useful again.”

Shared All Saints and Trinity events - TrinityLearning has been hugely supported by the Trinity and All Saints Church volunteer communities this year, and our Education Development Officer, Nicola, was delighted to be invited to All Saints Church for their joint autumn partnership supper. It was fantastic to see the strong links between the two churches, many of which have been built and strengthened through shared volunteering for TrinityLearning.

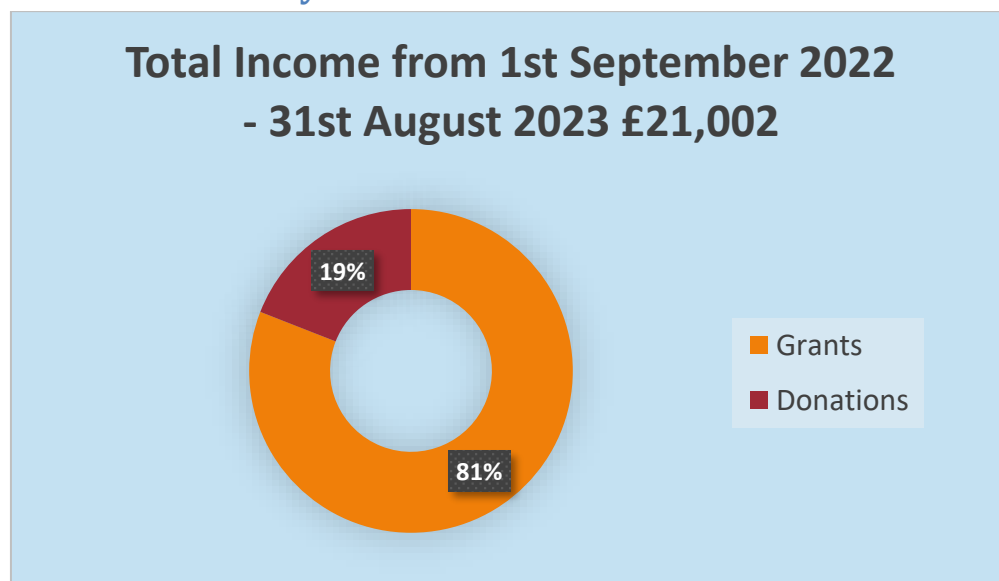


King's Award for Voluntary Service – we were delighted to be able to announce this year that TrinityLearning had been nominated for the King's Award for Voluntary Service. It was around Christmas 2021 that we first received the exciting news that TrinityLearning had been nominated for the then Queen's Voluntary Service Award. As a result of the nomination, we were asked to detail all the work our many volunteers do, and a description of the value they add to children's lives. This was followed up by a visit from a deputy Lord-Lieutenant who interviewed a selection of our volunteers to find out more about their experiences of volunteering with TrinityLearning.

Sadly, due to the death of Queen Elizabeth II, the application was paused until we finally received word in summer 2023 that TrinityLearning's nomination had been passed to the new King's Voluntary Service Award. We are now looking forward to the awardees being announced on King Charles III birthday on the 14th November.

Finances

Where our money comes from

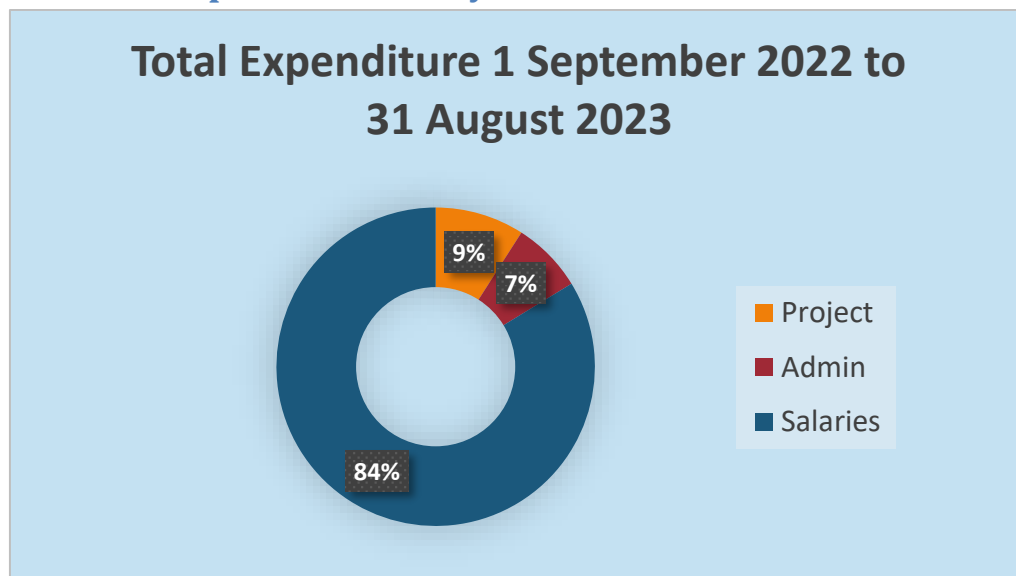


Our core funding is provided through grants from the URC Wessex Trust and the Wantage Methodist Circuit. The original three-year funding plan was extended by two years in 2021 and this funding period encompasses the second year of the funding extension. The URC Wessex Trust agreed to further extend the funding period by an additional two years in April 2023 and the Wantage and Abingdon Methodist Circuit have recently agreed to match this.

This financial period we received a £1250 grant from Christ's Hospital which has enabled us to continue to gift books to children taking part in the Thinking Books project during the 2022-23 school year and will do so for the 2023-2024 school year.

During this financial year we have also received financial support from St Helen's Church, Churches in Abingdon and All Saints Church - both in the form of regular funding as well as the proceeds from special events such as the shared All Saints and Trinity Church Harvest Supper. Individual supporters, mainly from Trinity Church, regularly donate money through the church to support our work as well.

Where we spend our money

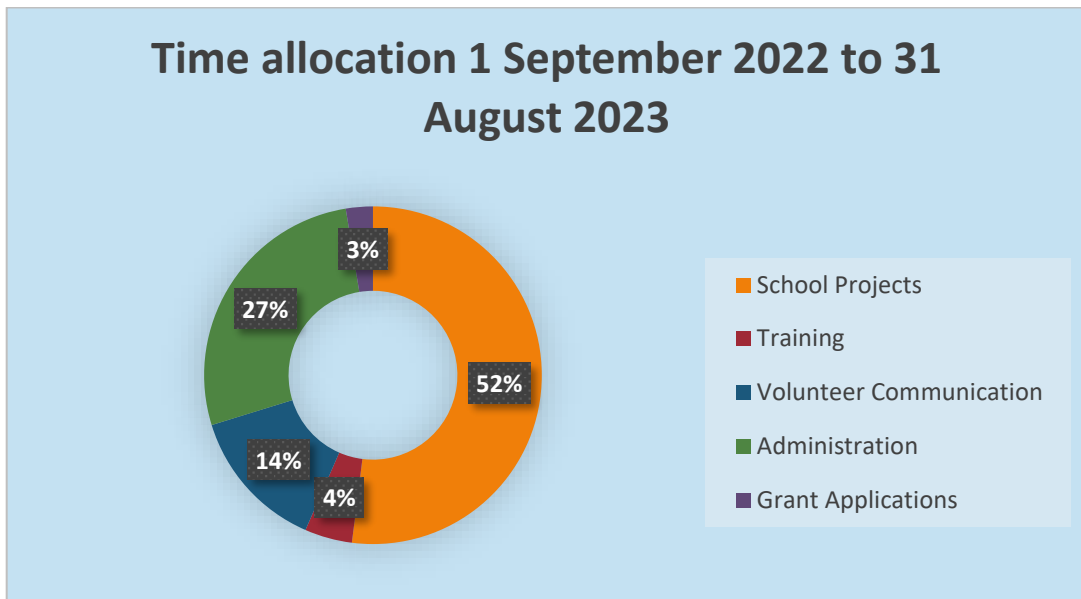


Our expenditure in this reporting period was generally consistent with last year. Project spending was slightly increased due to the continuation of the book gifting for Thinking Books, made possible by the Christ's Hospital grant, as well as the provision of new resources for Experience Easter as this returned to its live version in Trinity Church for the first time since 2019.

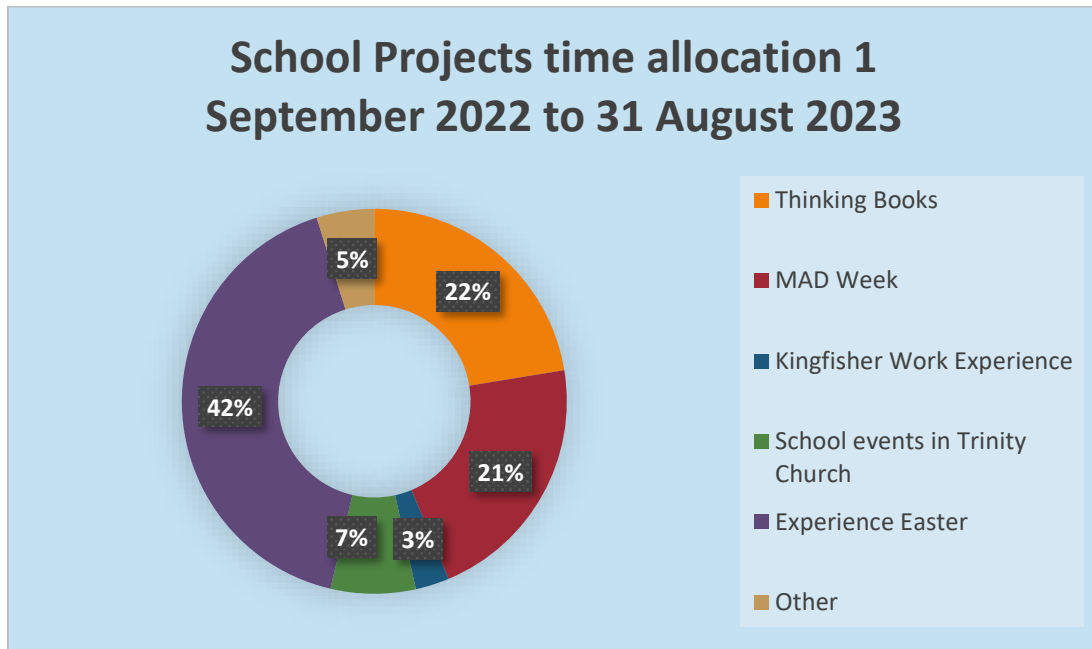
There was also an increase in training spending as our Education Development Officer repeated the Safeguarding Designated Lead Training, including Safer Recruitment Training and our Workshop Leader also undertook the same training providing better resilience within TrinityLearning as a result. As always, the largest spend was staff wages and details on staff time are included below.

A full break down of our income and expenditure can be seen in the accompanying accounts.

Time allocation



This year saw a slight reduction in the time spent on administration with slightly more time spent on grant applications, helping to secure the additional two-year extension to our core funding grants. More time was also spent on volunteer communication as we celebrated our volunteers' commitments and achievements by holding our first volunteer celebration event in June.



Experience Easter took more time than usual this year due to the redesign to allow it to run live in Trinity Church. Whilst many volunteers still support this project, the majority now opt to do so in non-child facing roles, such as craft preparation, which required more time from the Education Development Officer and Workshop Leader to lead workshop

sessions. We anticipate that time allocation will be a little lower for Experience Easter next year now that the redesign is complete.

Thinking Books takes significant amounts of time in training and volunteer support however, it delivers significantly more 1:1 time to children as each volunteer delivers between 10 and 30 hours per year. Make a Difference week is our final core project, and, as with Experience Easter and Thinking Books, impacts a significant number of children. Some of our projects such as the Kingfisher Singing Group, or the crocheted toys for packs, use very limited staff time and positively impact many children and young people.

Review of activities and achievements against our legal and administrative objectives

To review TrinityLearning's mission and complete website renewal

Although the main focus of our work - supporting school communities - has not changed since we first began working in 2009, TrinityLearning has adapted and evolved since then both as an organisation and in terms of the ways in which it supports school communities. As a result, Trustees and staff felt it was timely to review the original mission statement to ensure it reflected those changes.

Our revised mission statement - TrinityLearning believes that every child deserves a calm, positive start in life. We aim to relieve the pressures on busy schools through specially tailored activities, including practical help for school leaders, regular mentoring for children and workshops for pupils and staff. Our goal is to provide support for school communities in order to reduce stress and make space for the spirit.



Website revision – following on from the revised mission statement, a revised 'About' TrinityLearning section was also created. This section clearly lays out our mission statement and what we do, as well as providing a short overview of our history. It brings this section into line with the 'tone' and look of the rest of the website, making for a more consistent site overall.


To ensure policies and procedures meet current best practice advice

Each TrinityLearning policy has a review date of between one and two years and TrinityLearning Trustees proactively review relevant policies and procedures during each Trustee meeting in line with these timelines or when needed due to changes in legislation or working practices.


Safeguarding policies and procedures – over this reporting period, we have reviewed and amended our recruitment procedures to ensure they continue to remain in line with safer recruitment policies and best practice guidelines. This is key for ensuring safe environments for the children, and young people both our staff and volunteers work with.

Our Workshop Leader has also completed Deputy Safeguarding Lead training, ensuring they have the knowledge and skills to carry out this role and allowing them to support the Education Development Officer in carrying out their role as well as providing cover and resilience to TrinityLearning as an organisation.

In addition, our Education Development Officer and our Safeguarding Trustee continue to meet regularly to review and audit TrinityLearning policies and procedures against the NSPCC's Safeguarding and child protection self-assessment tool. This tool provides a step-by-step guide to help schools and organisations meet best safeguarding and child protection practices.



"It's vital that we work in a safe and trusted environment at TrinityLearning, where safeguarding is prioritised and everyone is aware of their responsibilities. Reviewing the policies and procedures through NSPCC and Oxfordshire Safeguarding Children Board (OSCB) Audits helps Trustees to ensure that TrinityLearning follows best practice guidelines to ensure a safe environment for the children and young people we support." TrinityLearning Safeguarding Trustee



Get Involved

Volunteers play a vital role in TrinityLearning, enabling us to work with children, teachers and the wider school community and give them the support they need. From helping to set up workshop spaces to supporting children's emotional literacy, our outreach work would not be possible without the invaluable input of our volunteers.

We can offer school-based or remote volunteering options and we provide training and support for all roles.

Find out more about volunteering with TrinityLearning on our website:
<https://trinitylearning.org.uk/volunteer/>

Connect and keep up to date with our work

Facebook: <https://www.facebook.com/TrinityLearning-108933674177652/>

Website: www.trinitylearning.org.uk

**TRINITYLEARNING - ACCOUNTS FOR PERIOD
1st SEPTEMBER 2021 TO 31st AUGUST 2022**

	INCOME				EXPENDITURE		
	2020-21	2021-22	2022-23		2020-21	2021-22	2022-23
Grants	£21,269.00	£15,900.00	£17,000.00	Trinity Learning Office	£36.24	£79.99	£228.92
Donations	£6,052.05	£5,399.00	£3,975.52	Salaries	£20,715.15	£20,710.97	£20,711.88
Recruitment	£0.00	£0.00	£0.00	Recruitment		£24.00	£0.00
Miscellaneous	£45.00	£5.00	£26.70	Training		£595.00	£753.76
Refunds	£0.00	£0.00	£0.00	Projects	£7,201.65	£2,159.95	£2,241.57
				Insurance	£444.11	£446.30	£369.70
				Expenses	£234.88	£0.00	£143.34
				Stationery & Copying	£196.59	£188.85	£193.01
				Telecoms	£234.00	£234.00	£95.40
	<u>£27,366.05</u>	<u>£21,304.00</u>	<u>£21,002.22</u>		<u>£29,062.62</u>	<u>£24,439.06</u>	<u>£24,737.58</u>
	<u>£27,366.05</u>	<u>£21,304.00</u>	<u>£21,002.22</u>	Surplus/Deficit	-£1,696.57	-£3,135.06	-£3,735.36
					<u>£27,366.05</u>	<u>£21,304.00</u>	<u>£21,002.22</u>

ASSETS AT 31 AUGUST 2022

Current Account:

Opening balance	£26,254.86
<i>plus Surplus/less deficit</i>	-£3,735.36
	<u>£22,519.50</u>

SIGNED DATE
Pauline Main (Treasurer)

Independent Examiners Report

I have examined the accounts and records for TrinityLearning for 202/23 and am satisfied that there are no issues that need addressing.

SIGNED DATE
xxxxxxx (Independent Examiner)

TRINITYLEARNING

England & Wales - Charity number 1182742

Accounts



TrinityLearning's Annual Report
for the reporting period
1st September 2021 - 31 August 2022

Registered Charity Number 118272

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Our Mission

TrinityLearning believes that every child deserves a calm, positive start in life. We aim to relieve the pressures on busy schools through specially tailored activities, including practical help for school leaders, regular mentoring for children and workshops for pupils and staff.

Chair's Review

Welcome to TrinityLearning's 2021 – 2022 Annual Report and Accounts. This has been another busy year which saw us move back into more regular volunteer and in-school activities as classroom-based learning returned. However, the impact of the pandemic on children and young people's mental wellbeing was still being felt and so we found ourselves increasingly working on activities that benefit large groups of children from a wide range of age groups alongside our more targeted projects.

On a personal note, this will be my final Annual Report as Chair, as I stepped down from the role in September 2022. My motivation for three years as Chair of Trustees has been the appreciation voiced by children, staff, and carers who so clearly value TrinityLearning's input – whether through developing students' emotional understanding, offering calm spaces such as quiet gardens, or increasing student confidence by providing work experience for those who might have difficulty in finding suitable placements, as well as providing both online and classroom-based creative projects.

Being alongside our staff and our committed group of trustees and volunteers has been an enriching experience for me, with the opportunity to learn from them in many ways. I am pleased that this learning will continue as I will still remain on the Board of Trustees and help to support the new Chair, Katie Doney, as she comes into the role.

As always, none of the projects mentioned in our Annual Report would run without our wonderful team of hardworking and skilled volunteers who share their time so generously with us. We are so very grateful for their input, ideas and dedication to TrinityLearning.

Eve Newton, TrinityLearning Chair of Trustees.

Our Objectives

Programme

- To adapt and develop established TrinityLearning Projects to enable in-school, online or hybrid access as required by changing COVID-19 regulations and recommendations
- To adapt and develop Secondary School projects to respond to changing needs
- To increase the diversity of potential volunteers

Legal and administrative

- To review volunteer policies and disseminate them via our website.
- To ensure all volunteers in child-facing or school roles have received Oxfordshire Safeguarding training
- To increase the diversity of potential trustees

Review of activities and achievements against our programme objectives

To adapt and develop established TrinityLearning Projects to enable in-school, online or hybrid access as required by changing COVID-19 regulations and recommendations

In-school projects



Thinking Books: Thinking Books is TrinityLearning's mentoring scheme for primary schools. It is designed to develop and improve children's ability to think and talk about emotions. Our volunteer mentors go into schools regularly to meet children one-to-one or in small groups. They share

reading of carefully selected books which start conversations about feelings and relationships.

In September 2021, Thinking Books was redesigned to limit sharing of resources thanks to Abingdon Town Council who kindly provided a grant of £900 from their Covid Support fund to allow us to do this

Our Thinking Books training took place in October 2021. Nine volunteers took part and feedback from the training was very positive. Due to changing conditions and Covid restrictions it was extremely difficult for volunteers to work in school over this year. Seven volunteers managed at least some time working in four Abingdon schools over the 2021-2022 school year and ran the full programme to 15 students. In order to help potential volunteers understand why and how we run our Thinking Books programme we put together a short blog with more details which can be found on our website at [More than just reading?](#)

"It was a very wide-ranging introduction to the programme. It was very intense and the time flew by but it didn't feel rushed. It was good to get an insight into why children might display particular behaviours, both through the explanation of how the brain works and exploring a case study." [Training feedback from Thinking Books volunteer.](#)

Kingfisher Singing Group: The Kingfisher Singing Group volunteers restarted regular sessions in October 2021, initially with just two volunteers and the TrinityLearning Workshop Leader. The group was able to provide regular sessions over most of the school year and the group size expanded as restrictions lifted and more vulnerable volunteers felt able to restart their volunteering.

The Group has continued to grow and meet once a week to sing nursery rhymes and action songs with children with a range of impairments and health conditions. We were also delighted to accept a kind invitation from Kingfisher School to join them for their St George's Day event where TrinityLearning volunteers enjoyed a fun and happy morning of singing, dancing and merriment with the children and staff.

Hybrid projects

Mindful Christmas Pauses – using your

senses: Although we had originally intended to return to supporting in-Church Christmas Activities, rapidly changing Covid restrictions meant that only one school was able to access Trinity Church to provide a limited audience nativity and a filmed (no audience) Carol Concert. In order to support schools dealing with



Pause - what can we hear?

frequent, and often unpredictable changes, to their Advent activities we produced

“Some people enjoy the hustle and bustle of Christmas but for others it can be overwhelming, so it’s important to take a break and pause at this special time.” [Mindful Christmas Pauses welcome video](#)

some additional video-based resources to add to the Christmas Storytelling Resources created last year. Our Workshop Leader created some short mindfulness videos focussed on the sensory aspects of Christmas to help with calmness and wellbeing. The videos demonstrated

short, easily prepared activities that could be used in the classroom or at home to provide a calming break.

On-line projects



Experience Easter 2022: Experience Easter is a series of reflective workshops, specially developed by TrinityLearning to allow children to access the Easter Story in a meaningful way. In spring 2022, many schools were still avoiding large in-person get togethers, so we made the decision to keep Experience Easter as an online event.

During lockdown in 2021, our intrepid volunteers had to film their Experience Easter workshops from home, with very little support. This time we were able to offer more technical support to volunteers and the purchase of a new clip-on microphone ensured better sound quality! Many volunteers re-filmed their workshops in and around Trinity Church, to give a flavour of the ‘live’ Experience Easter event which we hope will take place in 2023.

“As a teacher with a Christian faith, I find the way you present the gospel uplifting and the reflection activities are accessible and spiritually valuable to children of no faith, or a non-Christian faith or who do have a Christian faith.” [Teacher feedback, Experience Easter 2022](#)

To adapt and develop Secondary School projects to respond to changing needs

The Toolkit for Happiness project - encouraging peer mentoring and child-led volunteering



Larkmead school's 'Make A Difference' (MAD) week runs every July and offers Year 12s (6th formers) a chance to work on a project with a local charity, group or not for profit organisation. It is preceded by a Larkmead MAD marketplace event which takes place in April, giving students a chance to meet local organisations and hear more about the projects they have on offer.

TrinityLearning's project offer was our Toolkit for Happiness Workshops designed to promote and support children's wellbeing and happiness by offering a range of ideas and resources that teachers can use with children or that children can use independently.

During MAD week in July, our Education Development Officer and our Workshop Leader worked with a team of eighteen Larkmead 6th formers who then led Toolkit for Happiness workshops to five year-7 classes over their 'Make A Difference' week - around 150 pupils in all. The 6th formers received training for two hours each morning and then delivered the workshops to year 7 classes, supported by our staff. They were involved in all aspects of the project including leading whole class sessions, leading small groups, teaching specific skills and organising resources. The 6th formers were amazing and the feedback from the year 7s was extremely positive.



Due to the impact of Covid this was the first time most of the 6th formers and year 7s had worked extensively with another year group. The older students showed impressive diligence, resilience and perseverance throughout the week to ensure that the year 7s enjoyed and benefited from the project. We were extremely impressed by their hard work and attitude.

We hope to expand the project out to Larkmead's Abingdon feeder schools from September 2022 using the same team of trained 6th formers.

"[Volunteering] taught me new skills and made me feel more confident."

Larkmead 6th former

"Talking about life while doing something else could help [some-one] out, even if it's 5 mins!" Larkmead 6th former

Extract from our Workshop Co-ordinator’s MAD week blog

Our Workshop Co-ordinator wrote about the full week of workshops for our TrinityLearning blog. The extract below highlights two workshops held during the week. For the full post visit our website at [MAD Week blog](#).

Nature workshop – our first workshop saw us outside, exploring nature and



“Being outside in nature and not stuck inside can make you feel better.” Year 12 pupil.

focusing on the small but wonderful things in our environment. Students made seed bombs and started to grow runner beans. Once the year 12s had experienced the workshop they then ran it with the year 7s in the afternoon with each member of the group taking on a different role – some presenting, some preparing resources and others helping pupils with the activities in small groups.



Creativity Workshop – this workshop involved creative games and some wonderful making. We used natural materials such as shells, fresh herbs, feathers and gems to make some fun and fantastic art pieces. We also made a fortune teller to help give us ideas for things we could do to help our wellbeing and boost our mood.

Feedback from Year 7s and Year 12s was that this workshop was fun, mindful, calming and satisfying.

“I have something to make me happy when I am sad” Year 7 pupil



The TrinityLearning display in Trinity Church looking terrific thanks to the hard work of two work experience students.

Welcoming back work experience students: In summer 2022 we provided supported work experience to students from local secondary schools. From one or two days with us to more regular part-time placements, students took part in a range of work-related activities including spending time with the Trinity toddler group, checking our mental health and wellbeing advice leaflet for education staff, and redesigning our large TrinityLearning display in Trinity Church.

We provide work experience with the aim of giving students valuable opportunities to communicate with others and experience new environments, as well as building confidence and communication skills. We also learn a lot from the students who often bring their own ideas and ways of doing things! Supported work experience will continue throughout

the next academic year and we're delighted to be able to support young people from across our school communities in this way.

To increase the diversity of potential volunteers

TrinityLearning could not run without a base of committed volunteers who support our projects, giving their time and skills in a myriad of ways. However, whilst we support diverse school communities this diversity has not necessarily been reflected in our volunteer base.

To try and overcome this we have reflected on how to provide more and varied volunteer roles, how to make it clearer that we are an inclusive organisation and welcome people from all backgrounds, and how we can use our volunteer recruitment practices to support inclusion.

Using our website - our first step was to redesign and revamp the Volunteer section of our website. This is now a 'one-stop shop' for anyone interested in volunteering with us to see the projects we are currently running, the opportunities currently on offer, read a volunteer case study, and see the type of training we offer volunteers.

Volunteer roles - we have increased our emphasis on the different roles we can offer and tried to make the idea of volunteering less daunting and less of an undertaking. While the nature of some of our projects, such as Thinking Books, does require volunteers to undergo training and make a time commitment, we have ensured we include and advertise much more flexible opportunities where no regular time commitment is needed – such as making knitted or crochet toys for some of our packs or one-off helping to maintain a local school sensory garden.



Volunteer recruitment - volunteer opportunities are advertised through a wide range of channels. Whilst we make use of our Facebook page to advertise all opportunities, we also advertise in a range of printed publications such as church newsletters and updates as well as non-church-based channels such as Oxfordshire Community & Voluntary Action online hub and school newsletters.

We have tried to remove some of the barriers that might affect potential volunteers and have started to offer support to help complete volunteer applications, as well as offering large print documents if needed. We ensure that if training is needed the venues we use are accessible and we work with schools to ensure they are aware of any health conditions or impairments that might require reasonable adjustments to be made to ensure volunteers can work in-school.

We have a robust and adhered to Equal Opportunities policy which is shared with potential/new volunteers and we also have a volunteer expenses policy to cover any costs incurred in volunteering with us.

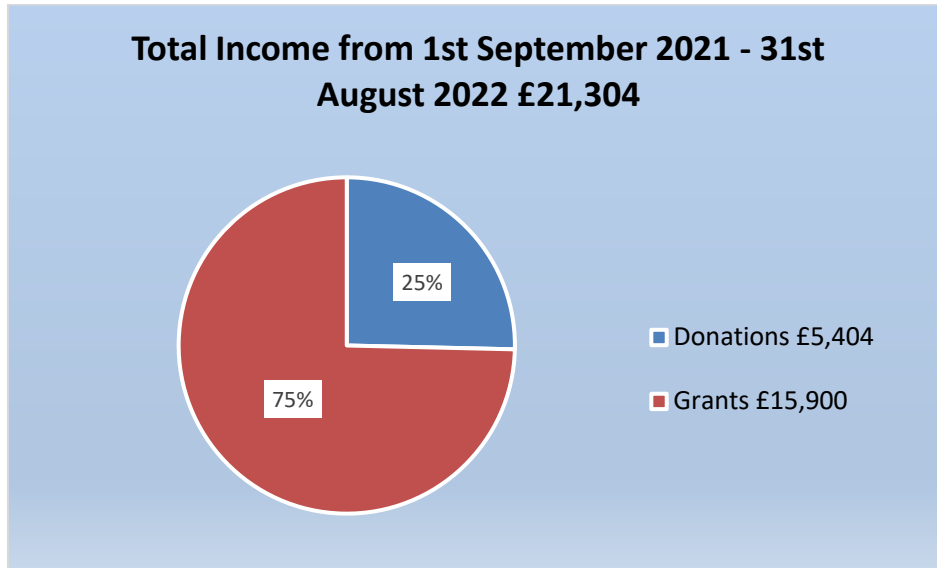
Volunteer mentoring - we have trialled early volunteer mentoring with our Workshop Leader who has worked with and mentored the Kingfisher Singing Group. This regular mentoring support has enabled the group to run consistently throughout the year even though initially it only had a few volunteers. By the end of the school year, the group was firmly re-established with a mixture of returning and new volunteers and several enquiries from potential new members.

We are planning to expand early volunteer mentoring to all Thinking Books volunteers and in preparation for this our Workshop Leader has mentored a new volunteer for Thinking Books, recruited through the Oxfordshire Community & Voluntary Action online hub. The volunteer reported a very positive experience of volunteering and felt supported through what was a very challenging period to volunteer in schools. We are hoping to offer this additional support to all Thinking Books volunteers from September 2022.

Positive outcomes - these policies are beginning to result in applications from volunteers from a wider range of backgrounds. We have welcomed 29 new volunteers over the period of this report. These include the 18 6th formers from Larkmead who took part in Make a Difference Week and 11 adult volunteers. The majority of volunteer requests this year have been for non-contact volunteering such as toy knitting or gardening. However, the end of the school year has seen a rise in the number of requests for information about child-facing volunteer roles so we anticipate that these will also increase as we move out of Covid restrictions.

Finances

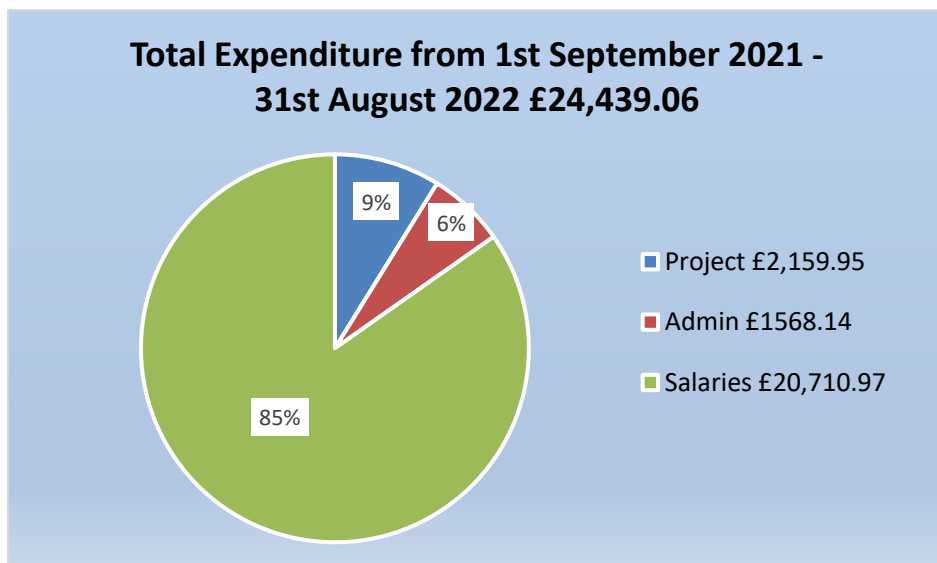
Where our money comes from



Our core funding is provided through grants from the URC Wessex Trust and the Wantage Methodist Circuit. The original three-year funding plan was extended by two years in 2021 and this funding period encompasses the first year of the funding extension. We have also received financial support from St Helen's Church, All Saints Church and Churches in Abingdon. Individual supporters, mainly from Trinity Church, regularly donate money through the church to support our work which enables us to support local schools.

This financial period, we received a £900 grant from Abingdon Town Council's Covid Support Fund to facilitate the redesign of the Thinking Books project to make it more Covid safe. Larkmead Secondary School and Europa School also made voluntary donations towards the cost of resources for projects they took part in.

Where we spend our money



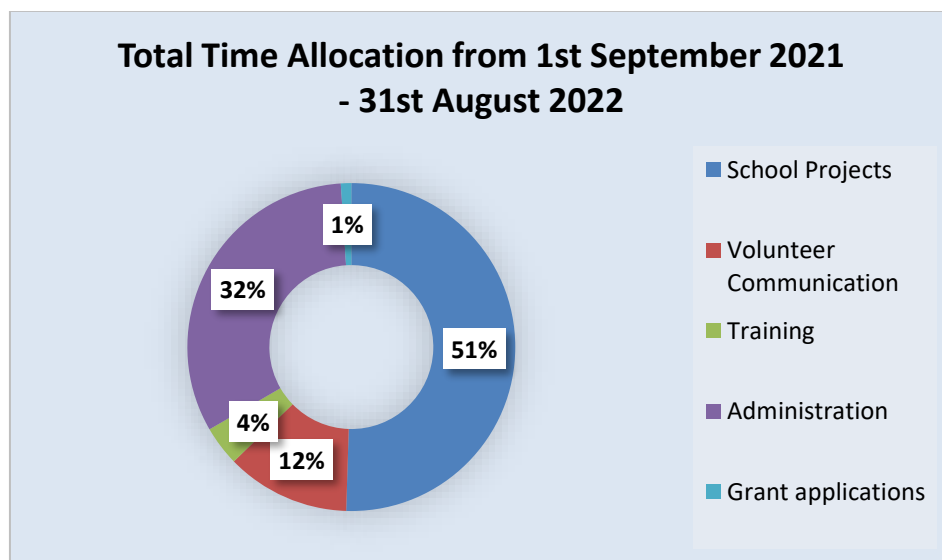
Our expenditure in this reporting period shows a return to lower project costs as anticipated. Our project work was not as resource heavy as previous years and was comprised of a mix of in-person and online work, as opposed to having to rely on activity packs which was the case during lockdowns.

Volunteering in school was significantly reduced by ongoing covid disruptions which resulted in a lower-than-expected return to in-school volunteering. The projects we did manage to run in schools often required additional staff time to provide continuity, resulting in a lower than anticipated resource spend so the vast majority of our funding during the period was spent on wages.

However, our efforts to provide continuity and in-school workshops were greatly appreciated by schools. We have developed and retained these school relationships and anticipate that this will result in a rapid return to volunteer activities from September 2022.

A full break down of our income and expenditure can be seen in the accompanying accounts.

Time allocation

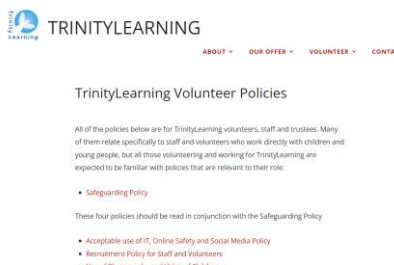


This year the redesign of the Volunteer section of the website and the audit of TrinityLearning's safeguarding procedures and the accompanying policy additions have resulted in a higher percentage of time spent on administration, however this is helping to ensure TrinityLearning is following best practice as we move back towards increased volunteer activities next year.

The time spent on volunteer communication was lower than anticipated as Covid infection rates continued to be high, reducing volunteer activities and the need for volunteer mentoring. We anticipate that this aspect of our work will significantly increase next year as volunteer projects fully restart in schools from September 2022.

Review of activities and achievements against our legal and administrative objectives

To review volunteer policies and disseminate them via our website



Volunteers play a key role in TrinityLearning, enabling us to provide a variety of outreach work, therefore it's vital that volunteers can easily access relevant, up-to-date and approved TrinityLearning policies and procedures.

Once a volunteer policy has been drafted it is circulated for discussion with our Board of Trustees and once agreed it is adopted. Any

related policies or procedures are also revisited if necessary to ensure coherence. Our Education Development Manager is responsible for monitoring the implementation of all volunteer policies and recording any issues that arise.

Volunteer policies, like all TrinityLearning policies, are reviewed regularly, on a cycle. Some policies, such as the Safeguarding Policy require annual reviewing, others are reviewed every 2-3 years. We keep a record of all policies and their review dates. Policies may also be updated more often if any relevant organisational or legal changes need to be reflected or volunteer feedback indicates that changes might be needed. Again, revised policies are discussed with trustees to be agreed and adopted.

All TrinityLearning policies that relate to volunteering are then listed in full on our website in our Volunteer section.

We have also begun to audit our Safeguarding policies and procedures using the NSPCC Safeguarding Self-Assessment Tool for Safeguarding in voluntary and community groups. A named Trustee and the Education Development Officer review a section of the audit before each trustee meeting and ensure that the relevant policies and procedures are up-to-date and follow best practice guidelines. This is planned to continue as a rolling review to ensure all safeguarding related policies and procedures remain up-to-date.

To continue to ensure all volunteers in child facing or school roles have received Oxfordshire County Council Safeguarding training

As the school year got underway in September 2021, we were finalising plans to restart our volunteer projects in schools. This included continuing to run our own in-house safeguarding training sessions across the school year, using Oxfordshire County Council's Safeguarding training and led by our Education Development Officer. Safeguarding training is a vital part of helping to protect children and young people from



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1. Introduction and Statement
2. Legal Framework

neglect and harm, therefore all TrinityLearning volunteers who work directly with children must take part in this training.

Our annual training allows volunteers to develop or refresh their knowledge of safeguarding issues and clearly sets out how volunteers should report any concerns or incidents, and who they should report them to.

During the period covered by this Annual Report, 10 volunteers took part in three TrinityLearning Safeguarding sessions. Each of them received a Safeguarding certificate and will repeat the training annually while they continue to volunteer with children.

As part of TrinityLearning's transition from a Trinity Church project to a standalone charity, we began providing volunteer DBS checks independently this year rather than checks being instigated as a subsidiary of Trinity Church.

This change allows us to deal more directly with DDT, the company who process the checks, but does incur additional charges of £12 per applicant. Between 1st September 2021 and 31st August 2022, three volunteer DBS checks were submitted at a total cost of £36. We anticipate that these costs will be higher next financial year as we have experienced a rise in child-facing volunteer applications.

To increase the diversity of potential trustees

Our trustees work with us to collectively decide how TrinityLearning is run and their guidance ensures that we are on track to meet our aims. However, in a similar vein to our volunteer base, we are aware that the diversity we encounter within our school communities has not necessarily been reflected in our Board of Trustees.

We have started to take some initial practical steps over the period covered by this report with the aim of working towards a more diverse Trustee Board.

These include, creating clear written trustee role descriptions (from 'specialist' trustees such as Secretary to non-specialist trustee roles), and creating inclusive adverts making it clear we welcome people from a wide-range of backgrounds.

Inclusion - Board papers are provided well in advance of meetings and can be provided in a variety of formats; Trustee expenses are covered, and our current Board of Trustees have worked to make sure Board meetings are convenient for all (moving to meeting in person during the summer and online during the winter).

The Board has a strong inclusive culture with all trustee voices and opinions equal and welcome. Trustees regularly work alongside other volunteers and staff ensuring they see and hear first-hand the issues faced by the school communities we work with.

Future work: We feel we have made some important first steps in this area and intend to build on this work further by actively looking at how to engage a wider range of potential trustees as well as more targeted advertising.

Get Involved

Volunteers play a vital role in TrinityLearning, enabling us to work with children, teachers and the wider school community and give them the support they need. From helping to set up workshop spaces to supporting children's emotional literacy, our outreach work would not be possible without the invaluable input of our volunteers.

We can offer school-based or remote volunteering options and we provide training and support for all roles.

Find out more about volunteering with TrinityLearning on our website:

<https://trinitylearning.org.uk/volunteer/>

Connect and keep up to date with our work

Facebook: <https://www.facebook.com/TrinityLearning-108933674177652/>

Website: www.trinitylearning.org.uk

**TRINITYLEARNING - ACCOUNTS FOR PERIOD
1st SEPTEMBER 2021 TO 31st AUGUST 2022**

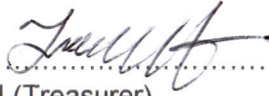
	INCOME		
	2019-20	2020-21	2021-22
Grants	£24,600.00	£21,269.00	£15,900.00
Donations	£28,787.63	£6,052.05	£5,399.00
Office Equipment Refund	£912.01	£0.00	£0.00
Miscellaneous	£0.00	£45.00	£5.00
Payments Intended for Trinity Church	£6,000.00	£0.00	
	<u>£60,299.64</u>	<u>£27,366.05</u>	<u>£21,304.00</u>
	<u>£60,299.64</u>	<u>£27,366.05</u>	<u>£21,304.00</u>

	EXPENDITURE		
	2019-20	2020-21	2021-22
Trinity Learning Office	£942.76	£36.24	£79.99
Salaries	£27,607.56	£20,715.15	£20,710.97
Recruitment	£474.40		£24.00
Training	£1,026.00		£595.00
Projects	£4,702.98	£7,201.65	£2,159.95
Insurance	£818.84	£444.11	£446.30
Expenses	£383.86	£234.88	£0.00
Stationery & Copying	£454.79	£196.59	£188.85
Telecoms	£399.90	£234.00	£234.00
Bank Charges	£98.17		
Refund of Payments for Trinity Church	£6,000.00		
	<u>£42,909.26</u>	<u>£29,062.62</u>	<u>£24,439.06</u>
Surplus/Deficit	<u>£17,390.38</u>	<u>-£1,696.57</u>	<u>-£3,135.06</u>
	<u>£60,299.64</u>	<u>£27,366.05</u>	<u>£21,304.00</u>

ASSETS AT 31 AUGUST 2022

Current Account:

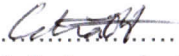
Opening balance	£29,389.92
plus Surplus/less deficit	<u>-£3,135.06</u>
	<u>£26,254.86</u>

SIGNED 
T W KYFFIN (Treasurer)

DATE 27th September 2022

Independent Examiners Report

I have examined the accounts and records for TrinityLearning for 2021/22 and am satisfied that there are no issues that need addressing.

SIGNED 
CELIA O'HARA (Independent Examiner)

DATE 27th September 2022

TRINITYLEARNING

England & Wales - Charity number 1182742

Accounts



TrinityLearning's Annual Report
for the reporting period
1st September 2020 - 31 August 2021

Registered Charity Number 118272

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Our Mission

TrinityLearning believes that every child deserves a calm, positive start in life. We aim to relieve the pressures on busy schools through specially tailored activities, including practical help for school leaders, regular mentoring for children and workshops for pupils and staff.

Chair's Review

Welcome to TrinityLearning's 2020 – 2021 Annual Report and Accounts. This has been another year where we have continued to build on and develop initiatives to support schools through COVID-19. In line with Covid guidance, we have continued to adapt our wellbeing projects to provide remote video-based workshops and Peaceful Activity Packs, as well as nature walks for children and their families, and regular advice and support leaflets (including mental health) for teaching staff. We have also developed new classroom-based projects to roll out as restrictions are lifted.

Sadly, Rosemary Perrow - our founding Education Development Officer - died on 19th February 2021, following a six-month struggle with cancer. Rosemary shaped and developed TrinityLearning, providing inspirational leadership and working with head teachers, staff and children to provide much needed support.

Rosemary was also key to bringing a number of reflective primary school gardens into being; working with and overseeing volunteers from many local groups and businesses in order to achieve this. We were very happy to be invited to Kingfisher School in the summer to finally be able to celebrate the opening of the Kingfisher Garden and to see their new plaque dedicated to Rosemary. We were also pleased to learn that other local schools are planning their own remembrance garden plaques.

We feel it is a wonderful tribute to Rosemary that she is remembered through the peace and joy enjoyed by children and staff in the reflective gardens she worked so hard to bring into being.

This year also saw continued and welcome support for our projects from TrinityLearning volunteers. All our activities are supported by qualified staff, but our outreach work would not be possible without our wide-range of skilled and dedicated volunteers. We are proud to work together with them to support our local schools and the wider community.

Eve Newton, TrinityLearning Chair of Trustees.

Our Objectives

Programme

- To continue to develop existing TrinityLearning projects such as Peaceful Activity Packs, as well as new ones such as Bereavement Packs.
- To identify areas of need resulting from COVID-19 and develop new ways to support wellbeing in school communities.
- To develop new ways to deliver ongoing TrinityLearning workshops such as Experience Easter.
- To maximise our reach and impact through redesign of our website.

Legal and administrative

- To review volunteer policies and disseminate them via our website.
- To ensure all volunteers in child facing or school roles have received Oxfordshire Safeguarding training

Review of activities and achievements against our programme objectives

To continue to develop existing TrinityLearning projects such as Peaceful Activity Packs, as well as new ones such as Bereavement Packs.



Our caring, sharing and dragons Activity Pack.

Peaceful Activity Packs: Following the successful trial of the packs in June and July 2020, TrinityLearning successfully applied for a grant from the Coronavirus Support Fund distributed by the National Lottery. This enabled us to provide packs for children from local primary schools as well as children from Kingfisher school. Following further

requests from other schools additional funding, provided by regular giving from St. Helens Church, Abingdon, allowed us to increase the number of packs provided so that in total 31 children from local primary schools and 27 children from Kingfisher school received three packs each.

“Parents said the packs were terrific to keep children busy and away from screens whilst supporting teaching and reading and creative skills. The carefully planned activities also fit well with our school ethos of Be Kind”. Paul Crandon, Head Teacher, Carswell School.

The packs provided peaceful, calming and sensory activities for children to do independently or with their families to help reduce anxiety and stress when many parents were working from home and children were off school. We received good feedback from all the schools involved, with one head teacher describing the packs as *‘transformative’* for the group of young carers who had received them.

“I enjoyed that there was a book to keep me calm because I get angry and stressed easily.” Year 5 pupil



Lots to spot on our walks

Wildlife Safari Walks: After a successful trial last school year we continued to develop our Wildlife Safari Walks, with a total of three new walks added over the year, one of which was prepared by a volunteer. Details of the walks were distributed through school and church newsletters across Abingdon. We received positive feedback from both school and church communities about all the walks, but especially our final walk which we also checked for wheelchair accessibility.



Moving and singing with scarves

Kingfisher Singing Group – online! Volunteer projects are at the heart of TrinityLearning’s ethos so we were thrilled to be able to support volunteers in producing videos of nursery rhymes for Kingfisher School which could be accessed through our password-protected online Kingfisher Singing Hub. At a time when volunteers could not go into schools, the online songs were used by the school for both in class

teaching and home learning throughout the year and the Kingfisher School Peaceful Activity Packs were themed to fit in with the songs and rhymes.

“My daughter and I wanted to thank you so, so much for our beautiful singing/instruments activity bag. We will have lots of fun singing along. My daughter often hums the ‘Falling, falling down’ tune.” Parent of Kingfisher pupil.



Tiny teddies - a welcome addition to the Packs

Bereavement Packs: TrinityLearning volunteers and staff worked together ‘virtually’ to develop Bereavement Packs for adults working with bereaved children in schools. These packs include an excellent bereavement journal produced by AtaLoss.org, another Church based charity. The packs also include activities devised by TrinityLearning volunteers and a list of useful books which TrinityLearning can provide to schools if needed. Ten packs were distributed to local schools and families over the year and each contained a hand-crocheted teddy

produced by one of our key and long-term supporters. We plan to retain the Bereavement packs as a regular part of our service to schools going forward.

To identify areas of need resulting from COVID-19 and develop new ways to support wellbeing in school communities.

Laptop appeal: As home-schooling returned in January, it quickly became apparent that many local families were struggling to access online resources because they did not have access to appropriate devices. A TrinityLearning volunteer offered to donate a spare laptop and this quickly developed into a laptop appeal, which we advertised through church newsletters and Facebook. Many TrinityLearning supporters and local church members donated laptops which were wiped and refurbished before being passed on to local schools. We also received cash donations totalling £1000 which we used to buy new laptops and tablets. In total, TrinityLearning provided 7 new devices and 10 reused devices to four local primary schools.

The children are so pleased with the new devices and it has really made a difference.”
Head Teacher, Abingdon

Supporting wellbeing - Recognising the increased stress experienced by school staff over this year, we redesigned our Help and Advice for school staff leaflet which provides links to both school specific and general mental help support services as

well as sharing links to local online Pilates and yoga classes. This leaflet was updated and redistributed regularly over the year to ensure advice remained current.

Regular conversations with local school leaders during this reporting period, as well as school feedback surveys for our Peaceful Activity Pack project, indicated schools were continuing to notice higher levels of emotional distress across more children than was usual prior to COVID-19 – with many indicating a real need for simple projects to support children's mental health.



*Natural art portrait designed by
Larkmead students*

Toolkit for Happiness: Whereas previously TrinityLearning has targeted workshops towards small groups of children with specific needs, our Toolkit for Happiness is designed to be used with whole classes or small groups, reflecting the widespread and long-term impact of Covid on school communities.

The project consists of a series of five workshops designed to enable children to learn about different strategies they can use to boost their own happiness, such as getting out into nature,

doing exercise, helping others or feeling thankful. The workshops provide an opportunity for children to have fun as they learn these simple strategies and are a positive way for TrinityLearning to continue to support the wellbeing of individual primary school children, many of whom have found the last two years extremely challenging.

In July 2021, TrinityLearning worked with 6th form pupils from Larkmead School in Abingdon to train them as volunteers to lead and support the project going forward. Each group of around 30 Year 12 students took part in a day's training on all the workshop activities culminating in them creating photograph or video instructions for one activity. All the students entered into the activities with enthusiasm, with many of them commenting on how the individual workshops had improved their sense of wellbeing or happiness, and 26 of them expressing an interest in volunteering with the project going forward.

"I enjoyed the creativity and acts of kindness workshops the most as they were the most fun and cheered me up."

"The acts of kindness helped me connect with my emotions."

Larkmead Year 12 students

To develop new ways to deliver ongoing TrinityLearning workshops such as Experience Easter.



Christmas Activities: Although not strictly project work, given that Covid restrictions meant local school children were unable to hold their Nativities and Christmas services in Trinity Church we produced a set of storytelling videos based on the Christmas story which we were able to host on our website to enable schools to access them. The videos were

designed to be used for either school-based or home-based learning. As well as providing a useful resource for schools, the videos enabled us to trial methods of delivering workshops virtually which really helped with our preparation for Experience Easter.

Experience Easter: This year, Covid restrictions meant we moved the Experience Easter online and supported TrinityLearning volunteers in making short videos of the Easter story and Experience Easter workshop activities. These were then hosted on our website.



Resource packs to support the workshop activities were provided free of charge to schools and were funded mainly through our regular donation from Churches in Abingdon. In response to requests from schools we provided a total of 512 pupil packs for 7 schools. One school, from the outskirts of the Abingdon Schools Partnership, accessed Experience Easter for the first time and so enjoyed it that the children made us a book sharing their thoughts and feelings about Experience Easter.

Palm crosses, garden animals and flowers and thank you notes all made by children taking part in Experience Easter 2021.

“The children loved the Gethsemane (workshop) because they could relate as well as they could create.”

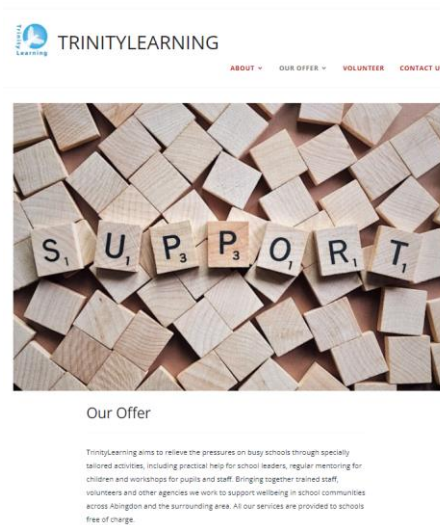
“In general, the workshops were well suited to the needs of the children. They were a good length and the resources were great too.”

Experience Easter feedback from Class Teachers, Abingdon Primary Schools

To maximise our reach and impact through redesign of our website.

TrinityLearning's work has developed and grown significantly over the past two years and we felt it was vital that our website reflected this with clear messaging about our ethos and what we can offer local school communities. We also wanted a central place where schools, supporters, volunteers and those interested in our work could find what they needed quickly and easily on a simple to navigate website.

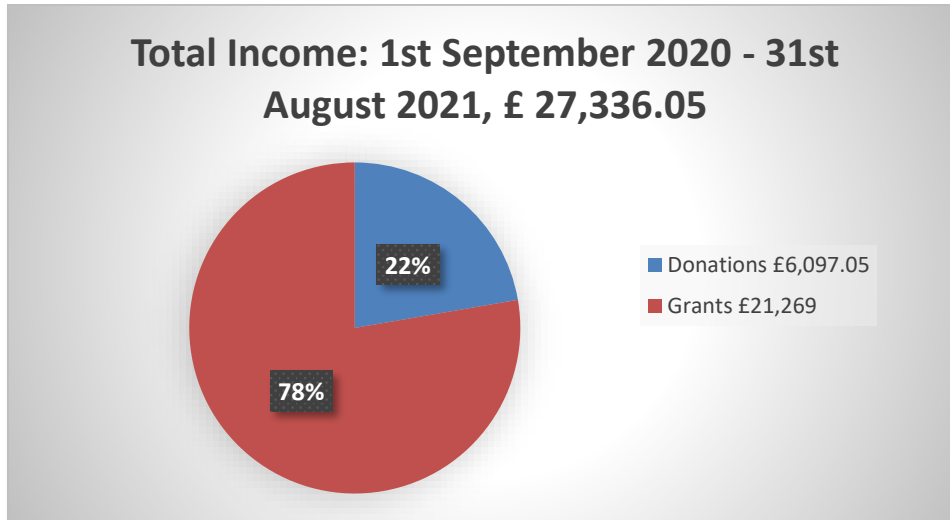
We achieved this by simplifying the website structure and adding new features for volunteers and schools. These include our Volunteer section where potential, new and existing volunteers can find information relating to volunteering with us as well as the latest volunteer news. For schools we added new sections for the online activities we have recently developed as well as updating our general information.



Finances

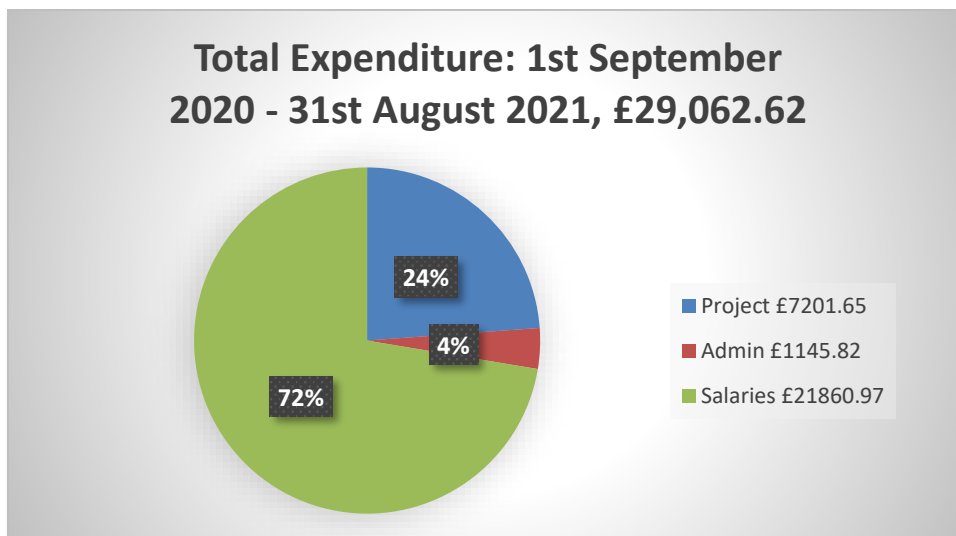
This financial period encompasses the final year of TrinityLearning's original three-year funding plan.

Where our money comes from



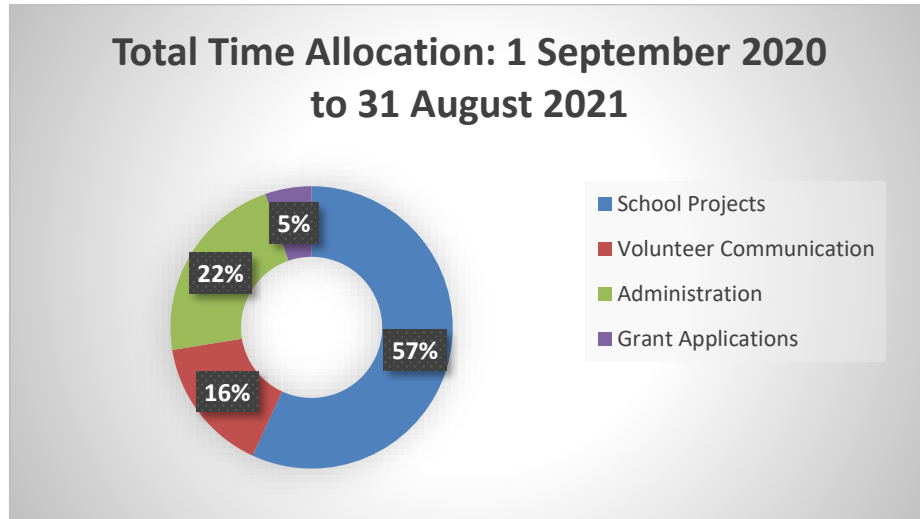
Our core funding is provided through grants from the URC Wessex Trust and the Wantage Methodist Circuit. We have also received financial support from Trinity Church and St Helen's Church as well as Churches in Abingdon. Individual supporters, mainly from Trinity Church, support our work and we have received donations from All Saints Church as well as donations made in remembrance of Rosemary Perrow. This financial period we received a grant from the Coronavirus Community Support Fund Project, distributed by the National Lottery, for our peaceful activity packs projects. Funds were to be spent within six months of receiving the grant in September 2020 and this deadline was met.

Where we spend our money



Our expenditure in this reporting period shows a greater than usual amount spent on project costs. This was due to a move to pack-based projects during lockdown and was largely covered by the Coronavirus Community Support Fund Grant of £6019.

Time Allocation



As anticipated, our time allocation for this reporting period shows a much greater percentage of employee time spent on school projects and volunteer communication. Now that the core structure of the organisation is more secure, we expect these percentages to remain stable going forward.

Funding going forward

In this financial period, we were delighted to learn that both the URC Wessex Trust and Wantage Methodist Circuit had agreed to extend our funding until 2023. This means a payment of £14500 per year for a further 2 years from the end of this financial period - a total of £29,000. This covers around two thirds of core costs for this period, with the rest being covered by current assets. We will however also continue to explore other funding and grant opportunities.

Review of activities and achievements against our legal and administrative objectives

To review volunteer policies and disseminate them via our website.

Volunteer policies apply to all TrinityLearning volunteers, staff and trustees. Many of them relate specifically to staff and volunteers who work directly with children and young people, but all those volunteering and working for TrinityLearning are expected to be familiar with policies that are relevant to their role.

Using a Policy Checklist over this financial year has ensured all policies are reviewed regularly by staff and trustees at Trustee meetings and amendments made in line with new legislation when needed. Discussing the policies with volunteers during inductions means we can identify policy areas or procedures that may need further clarification.

During this financial period, we have moved all of these policies online and they are now easily available in the Volunteer section of our website. Policies are written in plain English and are easy to read and understand. We can also provide large print/hard copy versions of the documents if volunteers request these formats.

To ensure all volunteers in child facing or school roles have received Oxfordshire Safeguarding training.

We are committed to the safety and wellbeing of all those we work with and all volunteers who work with children are subject to DBS clearance and given relevant safeguarding training. During July 2021, we ran Oxfordshire Safeguarding training for 12 volunteers and 2 staff members. Training was provided in-house by our Education Development Officer who is also TrinityLearning's Designated Safeguarding Lead. We will continue to run this training when needed to ensure all volunteers have completed it before they go into schools.

Get Involved

Volunteers play a vital role in TrinityLearning, enabling us to work with children, teachers and the wider school community and give them the support they need. From helping to set up workshop spaces to supporting children's emotional literacy, our outreach work would not be possible without the invaluable input of our volunteers.

We can offer school-based (Covid regulations permitting) or remote volunteering options and we provide training and support for all roles.

Find out more about volunteering with TrinityLearning on our website:
<https://trinitylearning.org.uk/volunteer/>

Connect and keep up to date with our work

Facebook: <https://www.facebook.com/TrinityLearning-108933674177652/>

Website: www.trinitylearning.org.uk


**TRINITY LEARNING - ACCOUNTS FOR PERIOD
1st SEPTEMBER 2020 TO 31st AUGUST 2021**

INCOME		
2019-20	2020-21	
Grants	£24,600.00	£21,269.00
Donations	£28,787.63	£6,052.05
Office Equipment Refund	£912.01	£0.00
Miscellaneous	£0.00	£45.00
Payments Intended for Trinity Church	£6,000.00	

EXPENDITURE		
2019-20	2020-21	
Trinity Learning Office	£942.76	£36.24
Salaries	£27,607.56	£20,715.15
Recruitment	£474.40	£0.00
Training	£1,026.00	£0.00
Projects	£4,702.98	£7,201.65
Insurance	£818.84	£444.11
Expenses	£383.86	£234.88
Stationery & Copying	£454.79	£196.59
Telecoms	£399.90	£234.00
Bank Charges	£98.17	
Refund of Payments for Trinity Church	£6,000.00	
	<u>£42,909.26</u>	<u>£29,062.62</u>
	<u>£17,390.38</u>	<u>-£1,696.57</u>
	<u>£60,299.64</u>	<u>£27,366.05</u>


ASSETS AT 31 AUGUST 2021

Current Account:	£31,086.49
Opening balance	-£1,696.57
plus Surplus/less deficit	<u>£29,389.92</u>

SIGNED  DATE 25 October 2021
T W KYFFIN (Treasurer)

Independent Examiners Report

I have examined the accounts and records for Trinity Learning for 2020/21 and am satisfied that there are no issues that need addressing.

SIGNED  DATE 25 October 2021
C OHARA (Independent Examiner)