

WILLIAM BELMER RUSH FOUNDATION

England & Wales · Charity number 307079

Details

Status Registered

Legal form Other

Registered 1965-03-22

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

Contact

Address Save the Children
1 St. John's Lane
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Activities

Objects: 1. THE ADVANCEMENT OF EDUCATION BY SUCH MEANS AS THE TRUSTEES SHALL THINK FIT AND IN PARTICULAR BUT WITHOUT PREJUDICE TO THE GENERALITY OF THEIR DISCRETION FOR THE ADVANCEMENT OF EDUCATION OF THE PUPILS BOTH PAST AND PRESENT AT MUNTHAM HOUSE SCHOOL, BARNES GREEN, HORSHAM, SUSSEX. 2. THE GIVING OF FINANCIAL OR OTHER ASSISTANCE TO NECESSITOUS PERSONS WHO ARE PUPILS OR FORMER PUPILS OF THE SAID MUNTHAM HOUSE SCHOOL. 3. SUCH OTHER CHARITABLE PURPOSES AS SHALL BE DECLARED IN WRITING (A) BY THE FOUNDER DURING HER LIFETIME AND (B) BY THE TRUSTEES AFTER HER DEATH.

Activities: Promoting the advancement of education

Classification

- **How:** Makes Grants To Organisations
- **What:** Education/training
- **Who:** Children/young People, Other Charities Or Voluntary Bodies

Geography

- **Area of benefit:** NOT DEFINED-IN PRACTICE HORSHAM.
- Islington
- Redbridge
- West Sussex

Finances

Period end	Income	Expenditure	Assets	Employees
2025-03-31	£83,578	£83,578	-	-
2024-03-31	£82,097	£82,097	-	-
2023-03-31	£80,149	£80,149	-	-
2022-03-31	£78,059	£78,059	-	-
2021-03-31	£75,573	£75,573	-	-

Trustees

Name	Role	Appointed
Barret Rush	Chair	2016-06-09
Daniel Jones		2025-05-06
Omar Rashid		2024-06-20
VALERIE HAZEL TABOR		

Accounts

WILLIAM BELMER RUSH FOUNDATION

REPORT AND ACCOUNTS

FOR THE YEAR ENDED 31 MARCH 2025



Rush Family Reunion - 1928

	Edward	Daisy	William B	Winifred	George	Emmie
Frank Fenner (Rush)	May Ethel	Agnes	Harry Tims	May Tims	Ron Tims	
Stanley Tims	Kathleen Winifred		Alice	Dennis Tims		

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES

For the year ended 31 March 2025

The William Belmer Rush Foundation was established on the 5 June 1964 under a Declaration of Trust by Miss W.V. Rush to promote the advancement of education with particular emphasis on assisting past and present pupils of Muntham House School in Horsham, Sussex in whatever way the Trustees think fit. Later Miss Rush requested in writing that the Trustees use income from the Foundation to support the work of Barnardo's and Save the Children.

Objectives & Aims

The Foundation's objectives remain the same as specified by Miss Rush:

- To promote the advancement of education with particular emphasis on assisting past and present pupils of Muntham House School in whatever way the Trustees think fit; and
- To use income from the Foundation to support the work of Barnardo's and Save the Children in whatever way the Trustees think fit.

The Trustees' investment policy to fulfil this objective is by maximising income whilst trying to ensure capital value is not eroded, especially by inflation. The Foundation is an endowed charity that empowers the Trustees to distribute the investment income but not the capital.

Financial Review

The attached accounts show that the Foundation received a total of £83,579 (2023/24: £82,097) and authorised grants totalling £77,184 (2023/24: £75,324). The total current value of the investments has decreased 4% during the year to 31 March 2025. Income from investments has increased by 1.8% (2023/24 increase 2.4%). Analysis of the changes for the individual investment vehicles is given in note 4 to the Accounts. All income is received gross of tax.

The current split of the capital investment as shown against the approved optimum split is shown below:

Optimum split		At 31 March 2025
70%	Investment Fund	84.9%
25%	Property Fund	14.8%
5%	Deposit Account (Capital)	0.2%

The current split of capital investments is not aligned to the optimum split; this will be considered by the Trustees at the forthcoming AGM.

The Trustees distribute the income received as shown below. These amounts are distributed after the close of the financial year and will be applied by the beneficiary charities during the financial year ending 31 March 2025.

		2024/25		2023/24
Save the Children UK	33.3%	£25,728	33.3%	£25,108
Barnardo's	33.3%	£25,728	33.3%	£25,108
Muntham House School	33.3%	£25,728	33.3%	£25,108

The Board of Trustees have agreed an equal split between the three beneficiary charities for the 2024-2025 grant distributions. This will be ratified at their 2025 general meeting on the balance sheet date.

Reserves Policy

Current year expenditure is met out of current year income (mostly from the endowment fund) and, after providing for accrued expenditure, the remaining surplus is disbursed to the beneficiary charities as detailed above. As the charity does not have any employee or property commitments, then it is unnecessary to hold reserves. The balance sheet therefore shows that the net assets comprise only the value of the endowment fund – and thus reserves are nil.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Achievements and Performance

The 2023/24 distributions were used to facilitate the following projects as explained by the beneficiaries.

SAVE THE CHILDREN UK

The William Belmer Rush Foundation's grant was used for two purposes. The grant's first use was towards our Emergency Fund, part of which, entailed supporting children impacted by humanitarian emergencies to continue to receive an education. Second, the grant went to an Early Childhood Care and Development (ECCD) programme in the Bekaa Valley, Lebanon.

12-Month Progress Report 1: Ensuring Educational Opportunities for Children Impacted by Emergencies

The bulk of WBR Foundation's support in 2024 helped to enable Save the Children to reach 12.7 million children in emergencies across 71 countries during 2024. One example of this, was our pilot Educational Route project, in which tens of thousands of refugee families (who had to make the difficult crossing from South to Central America), were able to make use of an innovative system to ensure that their children's education stayed on track.

The project used a tool that assessed each child's educational level and facilitated the transfer of their educational records as they travelled along the route, helping them to access classes at the right level in each country. Over 1,369 children have been assessed by the tool to date, and following the successful pilot, it is now fully operational, helping many more refugee children to access quality learning across Central America.

A further example was our response to the Laki-laki volcano eruptions in 2024-25, from November 2024 to March 2025, which displaced over 15,000 people and had over 70 casualties. These eruptions filled schools with ash and debris.

Falling rocks also caused extensive damage, and some classrooms caught on fire. Almost immediately and continually, the educational pathways for over 5,300 children were disrupted. At once, they had to learn in tents and temporary learning centres, while our emergency school supported children who lived within the immediate vicinity of the volcano. In addition, Save the Children provided psychosocial support and sanitation services for the impacted communities. All of which was enabled by the Trustees' support.

Case Study: Livi* Continuing Her Educational Journey

One such person who benefitted from this support, was Livi*, 11, who lost her family home in the November 2024 eruption. For three months, Livi* and her family moved between different shelters before finally settling in temporary housing.

In the displacement centre, Livi* continued her schooling in emergency tents behind the temporary housing. However, due to the limited number of tents, two to three classes had to share one space, separated only by fabric dividers. To rectify this, Save the Children, along with our partners, built a new temporary learning space that safer, more comfortable, and spacious.

These emergency schools are made of metal frames, zinc, and plywood, designed with good air circulation in mind, built near trees, and equipped with new desks, chairs, and clean water toilets. Livi* and the other children attending the temporary learning space also received school kits, including bags, uniforms, books, shoes, and stationery. Kits for shelter and hygiene, among others, were also provided to the children.

Now, Livi* can continue learning safely and comfortably. With better learning spaces and adequate school supplies, she can pursue her education and work towards her dream of being a teacher, "Without teachers, there would be no police officers or law enforcement because everyone learns from teacher. I also love the idea of becoming a teacher because teachers are usually kind."

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

12-Month Progress Report 2: Enhancing Futures: Early Childhood Care & Development (ECCD) for Children in The Bekaa Valley, Lebanon

The rest of the Foundation's grant (£921.44) also went towards this crucial project in Lebanon, which supported vulnerable children (particularly those from refugee families and with disabilities) to access quality, and tailored, ECCD.

Before 2024, Lebanon had already been experiencing an unprecedented economic crisis that greatly impacted the ability of vulnerable communities to be economically self-sufficient. Over 1.2 million school-aged children had their educations disrupted in 2020 alone, with 400,000 being unable to attend due to poverty, among other factors. To escalate matters even further, Lebanon experienced yet another round of hostilities with neighbouring Israel, which displaced over 1.2 million people and 420,000 children.

The project's activities were undertaken in the Bekaa Valley, which was already one of the most marginalised regions in Lebanon before the conflict. Over 90% of refugees residing in the Valley were struggling to meet the minimum expenditure required for survival, and over the preceding two years, there was a marked reduction of opportunities for livelihoods.

The project aimed to improve the long-term prospects of vulnerable children in the Bekaa Valley by enhancing their skills and ensuring that they can learn at home. In particular, the project had the following objectives:

1. Improving the learning outcomes and access to formal education for vulnerable children aged between 4 and 6 years old.
2. Developing the capacities of parents, caregivers, educators, and teachers to support their children's continuity of learning.
3. Increasing the awareness of the community around the importance of education and child protection risks via initiatives that positively impact and benefit the community.

This was achieved through ongoing training and capacity building for teachers and partner staff, with a focus on inclusive education practices to provide supportive and effective learning environments for all children. We closely engaged with parents, equipping them with the skills and knowledge they needed to support their children's learning and development at home.

Through this holistic approach towards education and care, via the combination of both school-, and home-based activities, we were reinforcing the impact of the ECCD services and promoting the wellbeing and development of children.

In total, 418 children were reached directly, as well as 30 teachers and 217 caregivers. Furthermore, 1,856 people were reached indirectly (1,254 children, 60 teacher family members, and 542 caregivers' family members).

Some key highlights from our activities included the following:

- 22 teachers and 8 teaching assistants (TAs) were recruited, all of whom had previously worked under the holistic ECCD model.
 - Their skills were further refined through an extensive series of professional development sessions, ensuring that they possessed the requisite knowledge in key educational and child protection concepts, and ultimately enhancing the quality of the education provided.
 - Moreover, ongoing support was provided through Teacher Learning Circles (TLCs), which involved peer-to-peer sessions and regular follow-ups.
- 418 children were directly enrolled (223 girls and 195 boys). Of these, 152 were placed in level 2, and 266 in level 3.
 - By the end of the cycle, 414 children had successfully completed at least 70% of the sessions. Four children had to drop out, which were for one of two reasons: 1) due to relocation within Lebanon, or 2) returning to Syria.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

- Due to the challenging socioeconomic and political context of Lebanon, as well as the access issues for some of the children, transport was provided to ensure consistent attendance.
 - This transport was tailored to each child's need and context. Follow-ups were conducted on the instance of any absence, including the sharing of catch-up learning materials.
 - Beyond the standard sessions, extra revision sessions were organised to support those with additional learning needs, and in the process helping these students to further develop their socio-emotional skills.
- 96% of the children who went through the project had made significant improvements in their learning outcomes.
- 418 learning kits (223 for girls, and 195 for boys) were distributed to ensure the participating children had the necessary educational materials.
- Awareness raising sessions on proper hygiene practices and lice prevention were conducted for caregivers and children to improve their understanding and prevent any future health issues.
- An awareness raising session on the Importance of Education was prepared by Save the Children and delivered by the teachers to the caregivers.
 - This was crucial in strengthening the relationship between teachers and caregivers, highlighting the benefits of education for individuals and society, and stressing the importance of enrolling children in schools.
- For all Level 3 students, a school bag and stationery were provided on the last day of the project to ensure that they were able to transition to formal education with the necessary materials.
- At the end of the project, the team organised a special three-day event on August 21st which aimed to foster the mental wellbeing of the children and boost their self-esteem
 - This event was a platform for them to unwind, have fun, and develop social connections with their peers.
 - It was also an opportunity for the children to platform their newly acquired skills, such as self-expression, effective communication, as well as celebrating their accomplishments.
- During the final phase of the project, our education and community support teams installed solar powered lights near the schools to improve the safety of the children, with a key focus on improving visibility and safety during low-light hours.
 - In total, 90 solar lights were installed, benefitting almost 4,000 people, of whom c.2,500 were children

*Names changed to keep people safe

BARNARDO'S

ETS Scotland overview

In 2024-2025 the delivery of a wide range of qualifications has continued to be core component of the work of our Barnardo's Works Services across Scotland. This year we have started to develop more vocational pathways in childcare, hospitality and construction. This work has meant we have seen a big rise in qualifications such as Paediatric First Aid. We have also had over 140 young people achieve their one-day Health and Safety in a construction environment course that is a core component for young people if they wish to move in the construction sector and work towards the CSCS card.

In 2024-25 we worked with over 1300 young people in our front-line services and supported over 750 young people to achieve a qualification that helped them improve their readiness for work and move in to work.

We are still continuing to see young people present with complex barriers: many young people report that their education has been impacted by the pandemic and that they really appreciate being able to learn in a different environment. Barnardo's Works continues to support young people with a

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

wide range of additional barriers. We are yet to fully collate our full EDI impact for the year but at the moment this includes:

- Care leavers: 15% of young people we have supported disclosed having a lived experience of being in care.
- Young people with learning difficulties: 22% of young people we have supported disclosed a form of learning disability, mainly low to moderate.
- Young people with mental health issues: 23% of young people we have supported disclosed mental health issues, mainly low to moderate.

“I’ve learnt a lot about employment and more about practical work. I know how important teamwork is in a practical environment, and I definitely enjoyed this a lot more than I thought I would.”

The ETS Model



Our focus is on developing strong trusted relationships with young people and getting to understand where they are on their journey into employment. We take a holistic approach to this, understanding not just the support they need to obtain employment but also understand the wider pastoral needs and issues the young person may need support with for example, Housing, Money Management and Substance misuse. The support we deliver is tailored to suit each young person’s individual needs.

“They helped wake me up to the reality of the world. I realised I had to do something to keep me busy, which began with just coming in a few days a week for odd things, tasks and events. We volunteered which woke me up to the choice I had to make. That choice was to opt in and work. They encouraged me to apply for all sorts of jobs.”

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Our diverse portfolio

Barnardo's provides a diverse selection of qualifications to ensure each young person has access to the most suitable learning pathway. This enables us to offer tailored support through one-to-one sessions, small group work, and online learning. We support young people in both rural communities and larger urban areas. To meet these varied needs, it is essential that our portfolio remains dynamic and adaptable across different settings.

Barnardo's enables young people to access qualifications that are sector specific and meet specific job role requirements. For example, CSCS certificate for working in Construction, Food Hygiene certificate and Manual Handling. This year, we have had an increase in childcare courses, which has seen our young people receive paediatric first aid training to help support progression into Childcare roles and courses. We have also had 10 young people complete Barista Training Certificate through Scottish Coffee School

Our team also continues to utilise a range of personal development qualifications that allow young people to take control of their learning goal and achieve personal targets. These qualifications include the Dynamic Youth Award, Youth Achievement Awards, Customer Service and Money Management.

We also support young people to get recognised for their volunteering and have supported young people to gain their Saltire Award.

As an approved Scottish Qualifications Authority approved centre, Barnardo's ETS Scotland delivers a wide range of qualifications for young people. Our SQA Co-ordinator leads our services in ensuring the delivery of qualifications for young people meet the required quality standards and this role also helps us to explore and develop new qualification which we can deliver, which are tailored to suit employer and sector entry requirements.

Qualifications achieved by young people

Qualification	Totals for Scotland
SQA Personal Development: Self and Work	66
SQA Principles of Money	34
SQA Employability Award	26
SQA Personal Development Award	9
SQA Steps To Work	29
SQA Certificate of Work Readiness- Units	24
SQA Units – Other	47
First Aid	85
Paediatric First Aid	45
Money Management	58
CSCS Card	47
REHIS Elementary Health and Safety in a Construction Environment	150
Industrial Cadet Association	5
Dynamic Youth Award/Saltire	19
Manual Handling	55
Food Hygiene	58
Total	757

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REPORT OF THE TRUSTEES (continued)

Case Study

AH, an 18-year-old diagnosed with autism, faced challenges transitioning into adulthood. After leaving school without direction, he struggled with social anxiety and rarely ventured outside. With support

from Barnardo's and a dedicated project worker, AH embarked on a journey of self-discovery, independence, and personal growth.

Achieving financial stability was the first step. His project worker assisted him in applying for Universal Credit, giving him a sense of independence. Recognising his love for walking, he was encouraged to join a group, gradually building confidence in social settings. Encouraged by his progress, AH applied for an Open University History course, providing structure and a sense of purpose.

Traveling independently was another challenge. His Young Scot card was activated, allowing free travel across Scotland. Initially hesitant, he practiced bus routes with his project worker and eventually travelled solo. A week later, he surprised everyone by completing a 130-mile solo journey from Inverness to Fort William, documenting this achievement through a Dynamic Youth Award.

With growing self-confidence, AH focused on employability, completing the SQA First Step Award. Due to social anxiety, a busy workplace wasn't ideal, so opportunities aligned with his interests were explored. Given his passion for history, he applied to an archiving centre, which kept his application on file for future roles.

AH's transformation was remarkable. His mother expressed deep gratitude, emphasizing milestones she never thought possible, such as independent travel and social engagement. His willingness to consider employment and further education showcased his evolving mindset.

Reflecting on his journey, AH shared, "Barnardo's has been incredibly helpful. Support with Universal Credit provided stability, and sorting my Young Scot Card gave me the freedom to travel. Completing the Dynamic Youth Award and SQA qualification has improved my employability and independence."

Case Study 2

The participant, a young individual in their early twenties, has faced significant adversity from a young age. After losing a parent and sibling at age four, their other parent struggled to cope, resulting in two years in foster care before moving into kinship care with their grandparent at age six. Their contact with their parent is now minimal. They previously attended college to study Construction Crafts but had to withdraw due to a serious head injury from an accident, requiring hospital treatment, intensive care, and rehabilitation. Following this, they engaged in heavy cannabis use and had minor legal issues, receiving a Diversion from Court order for theft, which they successfully completed. They briefly worked in a meat processing factory but left after two weeks due to discomfort with the work environment.

They were referred by their Diversion from Court worker and initially attended a meeting with the support of a worker. Enrolled in Discover your potential (DYP), they expressed interest in construction but were assessed as not yet ready. They started at Stage 1, engaging in one-on-one support, then progressed to the Fit4Work group before enrolling in a Construction Course. Their engagement and attendance remained strong throughout.

Support was provided across multiple areas, including general wellbeing, drug awareness, and lifestyle changes. Collaborative working with different services ensured gradual progression. They achieved several key qualifications, including the Dynamic Youth Award, CSCS card, Mandatory Elementary Health and Safety certificate, and Moving and Handling certificate. They also received grant funding for a laptop and driving lessons through the Springboard Fund and Barnardo's Young Person's Grant. These interventions supported their transition into stable employment.

They secured full-time employment with their construction course placement provider and were made a permanent employee after three months. Their employer reports highly positive feedback, viewing them as a trusted and valued member of the team. They enjoy their job and are undertaking additional training to further develop their career in the construction industry.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

MUNTHAM HOUSE SCHOOL

The year ending March 2025 has been another incredibly busy but successful one for Muntham House School. Pupils reached record numbers with 125 boys from age 5-19 attending school and all thriving in the environment we offer. The demand on Special Educational Needs (SEN) remains at an extremely high level for all ages but particularly younger ages and the decision we made 6 years ago to open a 5-8 year old classroom has proven invaluable.

The financial environment continues to remain very challenging with higher than inflation pay awards to staff and pressure on the budgets of our Local Authority fee payers. Year on year there is a shortfall in what we recover through fee increases and the increase in our costs. Increasingly grant income is a key resource to the school. We had planned to put the money from Belmer Rush

towards a new school minibus this year but were fortunate enough to be able to secure a minibus from the Variety Golf Sunshine Coach scheme and used the Belmer Rush money in other ways...

Referrals are at a high level still and we are unable to meet the demands placed upon us to offer places for all. The support of Belmer Rush proved vital when, in mid 2024, there was a tribunal decision which placed a boy at Muntham House School with more challenging needs than we typically have in our school. One of the requirements in his Education, Health & Care plan (EHCP) was that he could not be taught with any other boys. As we always try to do in our school, we acted quickly to meet needs and invested the money we received from Belmer Rush towards a bespoke classroom for this pupil.

Despite the challenges the boy is still in school, still engaging in his Education and has even started to spend some nights boarding in the school with his peers.

Across the rest of the school the emphasis continues to be on academic achievement, learning life skills such as banking, cooking, independent travel and even driving lessons for our older boys.

The school continues to invest in training and developing staff to provide the best possible support to our boys and in the last year we achieved Flagship School status with IQM and full accreditation with the National Autistic Society. We achieved Outstanding in the annual Care inspection for the sixth year running.

Extra-curricular activities continue to expand and we have after school clubs for Rugby, Cricket, Football and Basketball. Duke of Edinburgh scheme participations continues to prove popular and we followed up last years Three Peaks challenge with a sailing trip from Southampton to Sark. Drama and Motor Mechanics continues to thrive since being added to the curriculum.

Our long term ambition remains to expand the school numbers but with slower growth than in the last few years as we are approaching full capacity and further expansion will require some financial consolidation to allow the investments to be phased. In the summer of 2025 we will address the changing needs in Post 16 provision with the creation of additional teaching space to bring learning for more courses back into the school where we have relied on external colleges before now.

Following this further expansion of the youngest end of the school would be followed by the addition of spaces for these young boys to grow into further up the school.

The Principal and Governors would once again like to express sincere thanks to the Trustees for their award. For this year we plan to use the funding donation to create a Café for the boys to run themselves. This will not only offer healthy snacks on site but also contribute another opportunity for learning life skills.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Public Benefit Statement

The Trustees confirm that they have complied with the duty in section 4 of the Charities Act 2011 to have due regard to the Charity Commission's general guidance on public benefit, 'Charities and Public Benefit'. As stated elsewhere in this report, the payment of grants to the three charities specified in the Foundation's governing document is clear evidence of both the benefit provided and the relation of this benefit to the aims of the Foundation. The payment of these grants to the specified charities, which in turn have public benefit reporting responsibilities, meets the principle that the beneficiaries must be relevant to the Foundation's aims.

Structure, Governance & Management

Under a scheme approved by the Charity Commissioners in April 1994, the objectives and limitations on capital disbursement specified by Miss Rush were not changed but the Trustee structure was defined as:

Co-opted Trustee

- A descendant of William Belmer Rush resident outside the UK

Ex-Officio Trustee

- The Chair of Governors of the Charity & Private Limited Company called Muntham House School

Nominated Trustee – Barnardo's

- Appointed by the Council of Barnardo's Charity

Nominated Trustee - Save the Children

- Appointed by the Board of Trustees of Save the Children Charity

The 1994 scheme provided for three Trustees to form a quorum. On 3 March 2005 the Charity Commissioners granted a Power of Amendment Order. This allows Trustees to deal with certain administrative matters under advice to the Charity Commissioners. Forty days' notice is required for any resolution proposed under the Order and, appropriate notice being given; the Trustees considered and approved the following resolution at their Annual Meeting on 21 June 2005:

A clause 4(5) be added stating "The Trustees shall not vary Clauses 2, 13 and 14 of the William Belmer Rush Foundation Scheme sealed by the Charity Commissioners for England and Wales on 19 April 1994 without the prior consent of the said Commissioners"

This resolution is a mechanism to ensure that a quorum of Trustees could not use these new powers to change the Foundation's governance principles without the Charity Commissioners' approval.

The trustees considered and approved a resolution at their Annual Meeting on 18 July 2013 that added appointment of proxies and use of electronic communication to Clause 12 (about Trustee meetings) of the 1994 Scheme.

The Trustees meet once a year to review all activities undertaken since the last Annual Meeting as well as all systems and controls. At that meeting they confirm the Trustees Annual Report and Accounts and discuss any issues concerning the future of the Foundation. Trustees can hold special meetings in the intervening period if events require formal decisions to be made.

The Trustees appoint an Administrator selected from the staff of and recommended by Save the Children to deal with routine correspondence and matters on their behalf. The Administrator also produces the Trustees Annual Report and Accounts plus papers on Investments and Risks Review for discussion at the Annual Meeting.

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REPORT OF THE TRUSTEES (continued)

Reference and Administrative Details

Charity Number: 00307079

Trustees: Mr B. Rush

Mr J. Knightley – resigned 2024
(Chair of Governors, Muntham House School)

Mr D. Jones – appointed 2024
(Chair of Governors, Muntham House School)

Mrs V.H. Tabor
(Legacy Operations Manager, Barnardo's)

Mr O. Rashid
(Philanthropy Manager, Save the Children UK)

Address: William Belmer Rush Foundation
C/o Save the Children UK – Financial Reporting and Controls Team
Mr D. Cleaver
Foundation Administrator
Central Finance
Save the Children UK
1 St John's Lane
London EC1M 4AR

Independent
Examiner: Amanda Hall – Counterculture Partnership LLP
23 St Leonards Road
Bexhill-on-Sea
East Sussex
TN40 1HH

Banker: National Westminster Bank PLC
250 Bishopsgate
London
EC2M 3UR

Investment
Manager: CCLA Investment Management Ltd
1 Angel Lane
London
EC4R 3AB

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REPORT OF THE TRUSTEES (continued)

Responsibilities of the Trustees

Charity law requires the Trustees to prepare financial statements for each financial year that give a true and fair view of the state of affairs of the Foundation and show the surplus or deficit for the period. In preparing these financial statements the trustees are required to:

- Select suitable accounting policies and then apply them consistently;
- Make judgements and estimates that are reasonable and prudent;
- State whether applicable accounting standards have been followed; and
- Prepare the financial statements on a going concern basis unless it is inappropriate to presume that the Foundation will continue to operate.

The Trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the Foundation. They are also responsible for safeguarding the assets of the Foundation and hence taking reasonable steps for the prevention and detection of fraud and other irregularities.

The financial statements have been prepared in accordance with the accounting policies set out in notes to the accounts and comply with the charity's governing document, the Charities Act 2011 and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland published on 16 July 2014.

Statement as to disclosure to the Independent Examiner

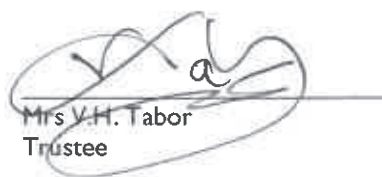
In so far as the Trustees are aware at the time of approving the trustees' annual report:

- There is no relevant information, being information needed by the Independent Examiner in connection with preparing his report, of which the Independent Examiner is unaware.
- The Trustees, having made enquiries of fellow Trustees and the Independent Examiner that they ought to have individually taken, have each taken steps that they are obliged to take as a trustee in order to make themselves aware of any relevant information for the independent examination and to establish that the Independent Examiner is aware of that information.

Signed on behalf of the Board of Trustees



Mr B. Rush
Trustee



Mrs V.H. Tabor
Trustee

Date: June 17/25

WILLIAM BELMER RUSH FOUNDATION

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF THE WILLIAM BELMER RUSH FOUNDATION

I report on the accounts of the William Belmer Rush Foundation for the year ended 31 March 2025, which are set out on pages 14 - 18.

Responsibilities and basis of report

As the trustees of the charity, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act').

I report in respect of my examination of the charity's accounts carried out under section 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

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

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

- Accounting records were not kept in respect of the charity as required by section 130 of the Act.
- The accounts do not accord with those records.
- The accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination.

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



Amanda Hall – Partner
Counterculture Partnership LLP
Unit 115 Ducie House
Ducie Street
Manchester, M1 2JW

WILLIAM BELMER RUSH FOUNDATION

STATEMENT OF FINANCIAL ACTIVITIES for the year ended 31 March 2025

	Notes	2024/25			2023/24		
		£	£	£	£	£	£
		<u>Unrestricted</u>	<u>Endowment</u>	<u>Total</u>	<u>Unrestricted</u>	<u>Endowment</u>	<u>Total</u>
INCOME AND ENDOWMENTS FROM:							
Investments	2	83,578	-	83,578	82,097	-	82,097
Total		83,578	-	83,578	82,097	-	82,097
EXPENDITURE ON:							
Charitable expenditure							
Grants to:							
Save the Children Fund		(25,728)	-	(25,728)	(25,108)	-	(25,108)
Barnardo's		(25,728)	-	(25,728)	(25,108)	-	(25,108)
Muntham House School		(25,728)	-	(25,728)	(25,108)	-	(25,108)
Total Grants		(77,184)	-	(77,184)	(75,324)	-	(75,324)
Support costs	3	(6,394)	-	(6,394)	(6,773)	-	(6,773)
Total Expenditure		(83,578)	-	(83,578)	(82,097)	-	(82,097)
Net income/(expenditure) before investment gains and losses		-	-	-	-	-	-
Net gains/(losses) on investments	4	-	(98,625)	(98,625)	-	164,988	164,988
Net income/(expenditure) equal to net movement in funds		-	(98,625)	(98,625)	-	164,988	164,988
RECONCILIATION OF FUNDS							
Total funds brought forward	7	-	2,599,617	2,599,617	-	2,434,629	2,434,629
Total funds carried forward		-	2,500,992	2,500,992	-	2,599,617	2,599,617

WILLIAM BELMER RUSH FOUNDATION

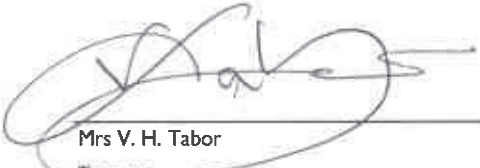
BALANCE SHEET

as at 31 March 2025

	Notes	31 March 2025 £	31 March 2024 £
FIXED ASSETS			
Investments	4	2,500,992	2,599,617
CURRENT ASSETS			
Cash at bank		84,593	82,697
Creditors: Amounts falling due within one year	5	(84,593)	(82,697)
Total net assets		<u>2,500,992</u>	<u>2,599,617</u>
THE FUNDS OF THE CHARITY			
ENDOWMENT FUNDS			
Capital fund	7	211,784	211,784
Investment revaluation reserve	7	2,289,208	2,387,833
Total charity funds	7	<u>2,500,992</u>	<u>2,599,617</u>

Approved on behalf of the Board of Trustees


M B. Rush
Trustee


Mrs V. H. Tabor
Trustee

Date: 17/6/25

WILLIAM BELMER RUSH FOUNDATION

NOTES TO THE ACCOUNTS

I ACCOUNTING POLICIES

The financial statements have been prepared under the historical cost convention, except for investments which are included at market value and the revaluation of certain fixed assets and in accordance with the Charities SORP (FRS102) 'Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019)', Financial Reporting Standard 102 the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102), and the Charities Act 2011.

William Belmer Foundation meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

1.1 Public benefit entity status

The charity meets the definition of a public benefit entity under FRS 102.

1.2 Going concern status

The Trustees consider that there are no material uncertainties about the charity's ability to continue as a going concern.

1.3 Income

All income is included in the Statement of Financial Activities as soon as the following three factors can be met:

- Entitlement – when income is receivable or the charity's right becomes legally enforceable.
- Probable – when it is more likely than not that the income will be received.
- Measurement – when the monetary value of the income can be measured with sufficient reliability.

1.4 Expenditure

All expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party.

a) Charitable activities

Costs of charitable activities comprise all costs incurred in pursuit of the charitable objectives of the charity. After providing for creditors, the remaining income received for the year is disbursed to the beneficiaries as described in the Trustees' Report.

b) Support costs

Support costs are shown under the appropriate SOFA expenditure category and consist solely of governance costs - which comprise all costs attributable to ensuring the public accountability of the charity and its compliance with regulation and good practice. These costs included independent examination fees and trustee expenses.

1.5 Taxation

The William Belmer Rush Foundation is a registered charity and as such is exempt from taxation of its income and gains to the extent that they are applied to its charitable purposes.

1.6 Investments

Investments are shown at market value. Net realised and unrealised gains and losses are reflected in the Statement of Financial Activities.

WILLIAM BELMER RUSH FOUNDATION

NOTES TO THE ACCOUNTS (continued)

2 INVESTMENT INCOME

Incoming resources includes investment income of £83,579 (see breakdown below):

		2024/25	2023/24
	%	£	£
Interest - Deposit Fund	3%	2,800	2,896
Dividend income - Investment Fund	72%	60,583	59,395
Dividend income - Property Fund	24%	20,195	19,806
Total		83,578	82,097

3 GOVERNANCE COSTS

The provision for the 2024/25 travel expenses was £5,500 (2023/24: £5,500). Costs of £4,482 were incurred for the 2023/24 AGM held in June 2024. The number of trustees in receipt of travel expenses was 1 (2023/24: 1).

The basic administration fee is £1,200 per annum payable to Save the Children UK with the cost of any additional work shown separately. There was no additional work during the year to 31 March 2025. Costs also include £708 (2023/24: £672) for independent examination fees.

No trustees were in receipt of remuneration in the year (2023/24: 0).

4 INVESTMENTS

The investments represent the endowed capital of the Foundation and are not available for distribution by the Trustees. The valuation of the Charities Official Investment Fund (COIF) investment fund, property fund and capital fund (held in a deposit account) as at 31 March 2025 are shown below. All income is received gross of tax.

	Deposit Account	Investment Fund	Property Fund	Total	Total
	2024/25	2024/25	2024/25	2024/25	2023/24
	£	£	£	£	£
Market value 1 April	5,932	2,227,590	366,095	2,599,617	2,434,629
Unrealised gains/(losses)	-	(103,789)	5,163	(98,625)	164,988
Market value 31 March	5,932	2,123,801	371,258	2,500,992	2,599,617
% of total investment	0.20%	84.90%	14.80%	100%	100%

This endowment investment portfolio comprises two forms of basic financial instrument:

- The capital fund (deposit account) is cash.
- The investment fund and property fund are listed investments which are initially recognised at their transaction value and subsequently measured at their fair value as at the balance sheet date using the closing quoted market price.

WILLIAM BELMER RUSH FOUNDATION

NOTES TO THE ACCOUNTS (continued)

5 CREDITORS

	2024/25	2023/24
	£	£
Grants payable	77,185	75,325
Trustee travel provision	5,500	5,500
Independent examiner's fee provision	708	672
Administration fee	1,200	1,200
Total	84,593	82,697

6 RELATED PARTIES

The charity trustees disclosed on page 11 include one from each of the benefiting charities. The material transactions with these charities are disclosed in the Trustees' Report on page 2.

7 NET MOVEMENT IN FUNDS

	Balance 1 April 2024	Gains/(losses)	Balance 31 March 2025
	£	£	£
Original capital fund	211,784	-	211,784
Investment revaluation reserve	2,387,833	(98,625)	2,289,208
Total	2,599,617	(98,625)	2,500,992

Accounts

WILLIAM BELMER RUSH FOUNDATION

REPORT AND ACCOUNTS

FOR THE YEAR ENDED 31 MARCH 2024



Rush Family Reunion - 1928

	Edward	Daisy	William B	Winifred	George	Emmie
Frank Fenner (Rush)	May Ethel	Agnes	Harry Tims	May Tims		Ron Tims
Stanley Tims	Kathleen Winifred		Alice	Dennis Tims		

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES
For the year ended 31 March 2024

The William Belmer Rush Foundation was established on the 5 June 1964 under a Declaration of Trust by Miss W.V. Rush to promote the advancement of education with particular emphasis on assisting past and present pupils of Muntham House School in Horsham, Sussex in whatever way the Trustees think fit. Later Miss Rush requested in writing that the Trustees use income from the Foundation to support the work of Barnardo’s and Save the Children.

Objectives & Aims

The Foundation’s objectives remain the same as specified by Miss Rush:

- To promote the advancement of education with particular emphasis on assisting past and present pupils of Muntham House School in whatever way the Trustees think fit; and
- To use income from the Foundation to support the work of Barnardo’s and Save the Children in whatever way the Trustees think fit.

The Trustees’ investment policy to fulfil this objective is by maximising income whilst trying to ensure capital value is not eroded, especially by inflation. The Foundation is an endowed charity that empowers the Trustees to distribute the investment income but not the capital.

Financial Review

The attached accounts show that the Foundation received a total of £82,097 (2022/23: £80,149) and authorised grants totalling £75,324 (2022/23: £73,887). The total current value of the investments has increased 7% during the year to 31 March 2024. Income from investments has increased by 2.4% (2022/23 increase 2.7%). Analysis of the changes for the individual investment vehicles is given in note 4 to the Accounts. All income is received gross of tax.

The current split of the capital investment as shown against the approved optimum split is shown below:

Optimum split		At 31 March 2024
70%	Investment Fund	85.7%
25%	Property Fund	14.1%
5%	Deposit Account (Capital)	0.2%

The current split of capital investments is not aligned to the optimum split; this will be considered by the Trustees at the forthcoming AGM.

The Trustees distribute the income received as shown below. These amounts are distributed after the close of the financial year and will be applied by the beneficiary charities during the financial year ending 31 March 2024.

	2023/24		2022/23	
Save the Children UK	33.3%	£25,108	33.3%	£24,629
Barnardo’s	33.3%	£25,108	33.3%	£24,629
Muntham House School	33.3%	£25,108	33.3%	£24,629

The Board of Trustees have agreed an equal split between the three beneficiary charities for the 2023-2024 grant distributions. This will be ratified at their 2024 general meeting on the balance sheet date.

Reserves Policy

Current year expenditure is met out of current year income (mostly from the endowment fund) and, after providing for accrued expenditure, the remaining surplus is disbursed to the beneficiary charities as detailed above. As the charity does not have any employee or property commitments, then it is unnecessary to hold reserves. The balance sheet therefore shows that the net assets comprise only the value of the endowment fund – and thus reserves are nil.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Achievements and Performance

The 2022/23 distributions were used to facilitate the following projects as explained by the beneficiaries.

SAVE THE CHILDREN UK

12-Month Progress Report: Enhancing Education Access in Oromia and Somali Regions, Ethiopia

Conflict and drought in Ethiopia and neighbouring Somalia have caused large population movements in the Oromia and Somali regions of Ethiopia in recent years. As a result, significant numbers of children are out of school and the existing education providers in the target locations have been overwhelmed with need. This particularly impacts the most marginalised children including girls and children with disabilities, leading to reduced educational attainment.

The first year of the project has seen significant progress in increasing access to education and promoting inclusive learning for children affected by conflict and drought in the Oromia and Somali regions of Ethiopia. By working with local organisations and focusing on the needs of the most marginalised children, the project has laid a strong foundation for continued success in the coming years. We remain committed to ensuring that all children, regardless of their circumstances, have access to quality education and the opportunity to achieve their full potential.

Project Goals:

1. Increase access to education for refugee, internally displaced, and host community children, with a focus on girls and children living with disabilities.
2. Support education providers with training, education materials, and learning aids to ensure they can meet the needs of all children.
3. Promote equitable and inclusive education that considers the specific needs of different groups.
4. Amplify the voices of refugee and internally displaced people and the organisations that represent them.
5. Contribute to the evidence base on the role of refugee-led and internally displaced people-led.

Activities

Goal: we aimed to strengthen the abilities of Civil Society Organisations (CSOs) and Community-Based Organisations (CBOs) to provide high-quality primary and pre-primary education that is responsive to the needs of girls and children with disabilities in refugee and internally displaced person (IDP) communities.

Progress during the reporting period: significant progress was made in enhancing the capabilities of Civil Society Organisations (CSO). We completed the development of a tool designed to improve their organisational capacity and conducted workshops to train project staff from three CSOs on its use. These CSOs then performed self-assessments to identify their strengths and areas needing improvement. Based on these assessments, each organisation developed a capacity development plan focusing on critical areas such as resource mobilisation, donor relations, communication, and external relations. These plans are set to be implemented in the third year of the project, aiming to bolster their ability to provide gender- and disability-responsive education in refugee and IDP communities.

Goal: we aimed to strengthen the programmatic and crisis management abilities of Civil Society Organisations and Community-Based Organisations, to enable them to deliver high-quality, gender- and disability-responsive primary and pre-primary education in refugee and internally displaced person (IDP) communities.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Progress during the reporting period: We provided training on delivering gender- and disability-responsive education to 27 participants (3 women and 24 men) from three CSOs. The training included pre- and post-assessments, which showed that participants' knowledge improved significantly: an 18.7% increase in understanding gender-related issues, 18% in quality primary education, and 20% in pre-primary education. Following this, the CSOs extended the training to 169 members (37 women and 132 men) from 19 CBOs. For many, this was their first training on gender and inclusion, and it helped them understand these important topics and their roles in achieving the project's objectives of inclusive education.

Goal: We aimed to increase access to high-quality, gender- and disability-responsive education for refugee, internally displaced, and host community children, particularly girls, in the Oromia (Bale) and Somali (Dollo Ado and Dollo Bay) regions of Ethiopia.

Progress during the reporting period: The project made notable progress by organising trainings on Social and Behaviour Change Communication (SBCC), diagnosing gender norms, and adapting training resources for Literacy Boost, Numeracy Boost, and Emergent Literacy and Math (ELM) for primary and pre-primary education. These activities indicate progress towards achieving our goals, though a full assessment will be available after the final evaluation.

Project activities were carried out in 19 primary schools (15 in Oromia and 4 in the Somali region), reaching approximately 12,158 students (5,194 girls and 6,954 boys), including 277 children with disabilities (126 girls and 151 boys). Additionally, around 577 intermediaries (138 women and 439 men), including members of CSOs, CBOs, teachers, and education authorities, received training and capacity-building support.

Goal: We aimed to improve the skills of primary teachers and pre-primary facilitators to deliver high-quality, gender- and disability-responsive education in refugee and internally displaced person (IDP) communities.

Progress during the reporting period: We developed training packages for Civil Society Organisations (CSOs) on gender- and disability-responsive education, Social and Behaviour Change Communication (SBCC), diagnosing gender norms, and student support mechanisms. These packages included resources for Literacy Boost, Numeracy Boost, and Emergent Literacy and Math (ELM), which CSOs are using in their educational contexts.

During this period, we began training sessions and workshops for teachers and Community-Based Organisations (CBOs). A total of 80 teachers (13 women and 67 men) were trained in inclusive education, lesson planning, continuous assessment, child protection, and child rights. Additionally, Humanity and Inclusion (HI) trained 97 primary school teachers (35 women and 62 men) from 19 IDP site target schools in Bale and Dollo Bay on understanding disability and identifying and screening children with disabilities.

This training has improved teachers' and facilitators' abilities to deliver inclusive education. HI also conducted a workshop on disability understanding and inclusive education budgeting, with 28 representatives (including one person with a disability) from local education authorities, social affairs, and schools in Dollo Bay and Bale.

To further support these efforts, we adapted the inclusive education training manual into local languages (Afe Somali Afu and Afan Oromo) and printed the Teacher's Practical Manual on Inclusion of Students with Disabilities. These contextualised materials are now available for pre-primary facilitators and primary school teachers in the target regions.

Challenges

During the reporting period, flash flooding caused by El Nino affected six schools in the Dollo Ado district in November 2023. In response, Save the Children activated the Crisis Modifier mechanism to provide Unconditional Multi-purpose Cash Assistance to the affected communities. This emergency response supported over 263 households, totaling 1,690 people (841 males and 849 females), helping them meet their needs, including buying essential school supplies for their children to continue their education.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Reach

We recently started implementing our project at the school level, reaching a total of 12,148 primary school students (5,194 girls and 6,954 boys), including 277 children with disabilities (12 girls and 15 boys). However, due to a delay in finalising our agreement (MoU) with the Refugee and Returnee Services, we haven't yet reached pre-primary/Early Childhood Care (ECC) students directly. Despite this, our partner organisation Women and Pastoralist Youth Development Organisation has been preparing by procuring the necessary materials.

In the past year, our project has made significant progress in addressing educational challenges in conflict-affected regions of Ethiopia. We've reached over 12,000 primary school students, including children with disabilities, and provided crucial training to enhance teaching quality. Despite challenges like delays in agreements and reaching pre-primary levels, our commitment to inclusive education remains strong. We're dedicated to ensuring every child, especially the most marginalised, has access to quality education and the chance to succeed. We extend our heartfelt thanks to the William Belmer Rush Charitable Trust for making this vital work possible.

BARNARDO'S

The grant received from the William Belmer Rush Foundation in 2022 has been used to support our Employment Training and Skills Programme in Scotland.

Scotland ETS Overview

Barnardo's Employment, Training and Skills services in Scotland has worked with 1100 young people in the last year, supporting them to make effective transitions in to work and apprenticeships.

Our services are delivered across 12 Local Authority areas including Glasgow, Edinburgh, Aberdeen, Dundee, Paisley and Inverness.

Barnardo's ETS work with these young people to deliver employability and skills support, access to apprenticeships and 1-1 mentoring and wrap around support. We are specifically working with those who have experienced adverse childhood experiences, and in some cases extreme trauma, some of them require more time and support in order to get into Education, Employment or Training.

In 2023-24 we worked with over 1100 young people in our front-line services and supported over 800 young people to achieve a qualification that helped them improve their readiness for work and move in to work.

At Barnardo's we work with the hardest to reach young people We target those who are furthest away from the job market, young people aged between 16 and 24 who face multiple and complex barriers to finding employment. We work closely with them to help them find and sustain employment. We have focused our provision on young people facing complex barriers, who we know need additional support. This includes:

- Care leavers: 19% of young people we have supported disclosed having a lived experience of being in care.
- Young people with learning difficulties: 34% of young people we have supported disclosed a form of learning disability, mainly low to moderate.
- Young people with mental health issues: 44% of young people we have supported disclosed mental health issues, mainly low to moderate.

"I have also managed to complete the 'First Steps to Employment' qualification. I have learned a lot about how to perform well at job interviews and how to accurately break down job descriptions."

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

The ETS Model



Our focus is on developing strong trusted relationships with young people and getting to understand where they are on their journey into employment. We take a holistic approach to this, understanding not just the support they need to obtain employment but also understand the wider pastoral needs and issues the young person may need support with for example, Housing, Money Management and Substance misuse. The support we deliver is tailored to suit each young person's individual needs.

"I have a lot of new skills like public speaking and being able to adapt to new situations along with developing the ones I currently have like time keeping and accountability. I will be able to take these skills with me into the future with ease because I have been using them almost every day and they seem natural to me now."

Our diverse portfolio

Barnardo's offer a wide range of qualifications to provide the best possible learning route for each young person. This also allows us to provide support on a 1-to-1 basis, in small groups and online. We also provide support to young people in rural areas as well as in larger cities so it is vital that we have vibrant and diverse portfolio that is able work in a range of different environments.

Barnardo's enables young people to access qualifications that are sector specific and meet specific job role requirements. For example, CSCS certificate for working in Construction, Food Hygiene certificate and Manual Handling.

Our team also develop a range of personal development qualifications that allow young people to take control of their learning goal and achieve personal targets. These qualifications include the Dynamic Youth Award and Youth Achievement Awards. We also support young people to get recognised for their volunteering and have supported young people to gain their Saltire Award.

As an approved Scottish Qualifications Authority approved centre Barnardo's ETS Scotland delivers a wide range of qualifications for young people. Our SQA Co-ordinator leads our services in ensuring the delivery of qualifications for young people meet the required quality standards and this role also helps us to develop new qualification which we can deliver, which are tailored to suit employer and sector entry requirements.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Qualifications achieved by young people

Qualification	Totals for Scotland
SQA Certificate of Work Readiness- Units	40
SQA Core Skills	7
SQA Employability Award	9
SQA Personal Development Award	6
SQA Steps To Work	29
SQA Skills for Customer Care	5
First Aid	78
Money Management	104
CSCS Card	104
REHIS Elementary Health and Safety in a Construction Environment	125
Working at Height	18
Dynamic Youth Award	17
Manual Handling	40
Child Protection	2
Food Hygiene	9
Independent Living Skills Award	9
John Muir	5
Customer Service-SCQF 6	0
Business and Administration-SCQF 6	1
Retail (Management)-SCQF 6	4
Total	612

“Barnardo’s is a trusted and safe place” and has “Good vibes”. (A young person who was asked about why he visited Barnardo’s.)

Case Study

M has a hearing impairment and was referred to Barnardo’s Works by Skills Development Scotland. The overall aim was to help build confidence and to work on employability skills to help their transition leaving school.

She had a negative experience with a recent job interview and her confidence plummeted. She benefited from one-to-one support to look at her options and explore her next steps. This included looking at College options and exploring job routes.

M is keen to learn and look at different opportunities available to them and after discussions with them and Mum we explored college options. We supported the application process and visited UHI campus before to ease any anxieties.

It was apparent straight away that MR was extremely hard-working and keen to learn. It was identified that she would benefit from working towards a Youth Achievement Award as this would help her to identify her own personal challenges and skills she would like to develop.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

We met regularly and gathered her Youth achievement AA evidence and submitted this earlier this year. M had two different volunteering arrangements in place – assisting the local primary school in a pupil support role, working at a local charity shop She gained over 500 volunteering hours and achieved her Saltire Award as well.

I helped her prepare for a Pupil School Assistant role interview within the local authority and we are delighted to say she got the position. Securing employment and achieving her Youth Achievement Award with Barnardo's support has boosted her confidence and belief in herself.

Case Study 2

KF self-referred to the Barnardo's programme in August 2022. He had disengaged from secondary school after he moved to the area and left with no formal qualifications or focus. KF was keen to learn and progress onto a job however he needed some support to guide him.

As KF was unsure of his future plans and needed some direction this programme suited his needs. Initially he started on a 1-to-1 basis but then progressed into groupwork. He was able to work in a group setting which helped him gain transferrable skills, as well as enabling him to reflect and become more self-aware which helped him gain SQA qualification.

He is also a conscientious young person with a healthy attitude to learning and working and over the weeks he was able to explore his future options. During KF's time on our course and meeting the milestones the project workers noticed natural key skills such as communication and customer care developing in him. To encourage his development further it was suggested that he complete a couple of weeks work experience in a sector of his choice. KF was open minded about where this could be, although he was initially reluctant when we suggested a food and Beveridge role at a local hotel. After discussing it further with the project workers he felt it was worth giving it a try.

KF completed his work experience and received excellent feedback from the manager. This led to him being offered him a full-time position. He was surprised at how much he enjoyed the role and was thankful he pursued this route. KF's journey through Barnardo's has seen him join with no focus, routine or qualifications to him now believing in himself and his abilities, gaining an SQA qualification and enjoying full time work.

THANK YOU!

Most importantly of all, Barnardo's wants to sincerely thank the William Belmer Rush Foundation for all the magnificent support received over 60 years, making such a difference to the lives of so many children and young people during that time. We are truly grateful.

MUNTHAM HOUSE SCHOOL

The 12 months ending March 2024 have been another busy and successful period for the school. Pupil numbers remain healthy and we are continuing to receive high numbers of referrals for children who need the special care and education we are able to provide. The Primary provision, which we opened a few years ago, has been oversubscribed and we have now opened a second building housing two classrooms and a versatile hall/gym/dining room for an additional 16 pupils. This space is already nearly full and has been a huge success. This provision will change the lives of so many young people and their families.

The various local authorities we work with have been highly impressed with the facility when they come to visit and there is great benefit in being able to start the specialist education we offer as soon as possible after a SEN diagnosis for a child is in place.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

We are now able to meet needs from ages 5-18 and have expanded our curriculum across the age ranges to meet the diverse needs of our pupils. Drama and Mechanics have been added as new lessons and our music resources expanded. The school hosted a regional "Battle of the Bands" to encourage music and public performing with other SEN schools and this has proved so popular it will become an annual event. We are the only special school in the country to be running an inter school music competition for Sen Children. The outdoor activities we introduced recently, including the Duke of Edinburgh scheme, also continue to go from strength to strength, our pupils now participate. Our pupils regularly go out on expeditions and overnight camps. This year our KS4 pupils are completing the 3 Peak Challenge climbing the following mountains: Ben Nevis Scafell Pike and Snowdon

Our Therapy offering continues to expand and we have been moving to a model of recruiting in house full and part time therapists. The demand for services is such that we can now operate on this model rather than the expensive but flexible use of third party contractors. As well as supporting our own boys and the local secondary mainstream schools we are now also offering outreach support to local primary schools. This is a truly unique offering of which we are very proud.

Academic results were once again excellent in last years exam grades for our older boys and we were once again rated Outstanding in every area during this year's Care inspection. We continue to get external recognition and awards for the school reflecting the high level of training and development we offer to all our staff. 100% of our pupils who left school last year went into full time employment or further education or training. This is a statistic which we are proud of and proves that school has 0% NEET children who are not in employment, training or further education when they leave school. One pupil has gone on to Brighton University to study Acting Performance at Degree level.

In the last year we have been embedding the Trauma informed school approach we were accredited with in 2022-23 and one of the only Trauma Informed Accredited Schools in the South of England. The school also received Autism Accreditation from the National Autistic Society in recognition of the exceptional autistic practice that takes place across the school.

The school farm continues to be extremely popular with our boys and we have added 4 lambs to the growing range of animals boys can interact, bond with and learn about. The school animals provide pupils with the opportunity to care and look after each of the animals. This is extremely successful to help calm pupils and reduce their anxiety.

Investing continuously in the improvement of the school is a key priority as the number of boys and the diversity of needs continues to expand. Meeting the financial challenges to do this in the current environment has continued to be challenging with the Local Authorities who pay our fees being increasingly stretched in their own financial position and the public sector pay scales we follow for both teaching and non teaching staff increasing markedly in the last two years.

The future plans of the school include continued expansion in numbers to around 140 boys which will require further investment in school infrastructure and an expansion in the number of teachers and support staff.

We continue to strive to balance operating in as financially an efficient way as possible yet investing for the benefit of our boys. To that end the financial support of the Belmer Rush trust is an invaluable source of income for the school for which we remain very grateful.

The Principal and Governors would once again like to express sincere thanks the Trustees for their award. For this year we plan to use the funding donation to put towards a new mini-bus so that we can take pupils out of school for educational visits and sporting trips.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Public Benefit Statement

The Trustees confirm that they have complied with the duty in section 4 of the Charities Act 2011 to have due regard to the Charity Commission's general guidance on public benefit, 'Charities and Public Benefit'. As stated elsewhere in this report, the payment of grants to the three charities specified in the Foundation's governing document is clear evidence of both the benefit provided and the relation of this benefit to the aims of the Foundation. The payment of these grants to the specified charities, which in turn have public benefit reporting responsibilities, meets the principle that the beneficiaries must be relevant to the Foundation's aims.

Structure, Governance & Management

Under a scheme approved by the Charity Commissioners in April 1994, the objectives and limitations on capital disbursement specified by Miss Rush were not changed but the Trustee structure was defined as:

Co-opted Trustee

- A descendant of William Belmer Rush resident outside the UK

Ex-Officio Trustee

- The Chair of Governors of the Charity & Private Limited Company called Muntham House School

Nominated Trustee – Barnardo's

- Appointed by the Council of Barnardo's Charity

Nominated Trustee - Save the Children

- Appointed by the Board of Trustees of Save the Children Charity

The 1994 scheme provided for three Trustees to form a quorum. On 3 March 2005 the Charity Commissioners granted a Power of Amendment Order. This allows Trustees to deal with certain administrative matters under advice to the Charity Commissioners. Forty days' notice is required for any resolution proposed under the Order and, appropriate notice being given; the Trustees considered and approved the following resolution at their Annual Meeting on 21 June 2005:

A clause 4(5) be added stating "The Trustees shall not vary Clauses 2, 13 and 14 of the William Belmer Rush Foundation Scheme sealed by the Charity Commissioners for England and Wales on 19 April 1994 without the prior consent of the said Commissioners"

This resolution is a mechanism to ensure that a quorum of Trustees could not use these new powers to change the Foundation's governance principles without the Charity Commissioners' approval.

The trustees considered and approved a resolution at their Annual Meeting on 18 July 2013 that added appointment of proxies and use of electronic communication to Clause 12 (about Trustee meetings) of the 1994 Scheme.

The Trustees meet once a year to review all activities undertaken since the last Annual Meeting as well as all systems and controls. At that meeting they confirm the Trustees Annual Report and Accounts and discuss any issues concerning the future of the Foundation. Trustees can hold special meetings in the intervening period if events require formal decisions to be made.

The Trustees appoint an Administrator selected from the staff of and recommended by Save the Children to deal with routine correspondence and matters on their behalf. The Administrator also produces the Trustees Annual Report and Accounts plus papers on Investments and Risks Review for discussion at the Annual Meeting.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Reference and Administrative Details

Charity Number: 00307079

Trustees: Mr B. Rush

Mr J. Knightley
(Chair of Governors, Muntham House School)

Mrs V.H. Tabor
(Legacy Operations Manager, Barnardo's)

Mr O. Rashid – appointed 2024
(Philanthropy Manager, Save the Children UK)

Ms L. Calder - appointed 2023, resigned 2024
(Philanthropy Manager, Save the Children UK)

Address: William Belmer Rush Foundation
C/o Save the Children UK – Financial Reporting and Controls Team
Mr D. Cleaver
Foundation Administrator
Central Finance
Save the Children UK
1 St John's Lane
London EC1M 4AR

Independent
Examiner: Amanda Hall – Counterculture Partnership LLP
Unit 115 Ducie House
Ducie Street
Manchester, M1 2JW

Banker: National Westminster Bank PLC
250 Bishopsgate
London EC2M 3UR

Investment
Manager: CCLA Investment Management Ltd
1 Angel Lane
London EC4R 3AB

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Responsibilities of the Trustees

Charity law requires the Trustees to prepare financial statements for each financial year that give a true and fair view of the state of affairs of the Foundation and show the surplus or deficit for the period. In preparing these financial statements the trustees are required to:

- Select suitable accounting policies and then apply them consistently;
- Make judgements and estimates that are reasonable and prudent;
- State whether applicable accounting standards have been followed; and
- Prepare the financial statements on a going concern basis unless it is inappropriate to presume that the Foundation will continue to operate.

The Trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the Foundation. They are also responsible for safeguarding the assets of the Foundation and hence taking reasonable steps for the prevention and detection of fraud and other irregularities.

The financial statements have been prepared in accordance with the accounting policies set out in notes to the accounts and comply with the charity's governing document, the Charities Act 2011 and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland published on 16 July 2014.

Statement as to disclosure to the Independent Examiner

In so far as the Trustees are aware at the time of approving the trustees' annual report:

- There is no relevant information, being information needed by the Independent Examiner in connection with preparing his report, of which the Independent Examiner is unaware.
- The Trustees, having made enquiries of fellow Trustees and the Independent Examiner that they ought to have individually taken, have each taken steps that they are obliged to take as a trustee in order to make themselves aware of any relevant information for the independent examination and to establish that the Independent Examiner is aware of that information.

Signed on behalf of the Board of Trustees

DocuSigned by:

 86DA0399FF714AE
 Mr B. Rush
 Trustee

DocuSigned by:

 2AFC965A4AA042B...
 Mrs V.H. Tabor
 Trustee

Date: 09-Jul-2024 | 14:03 BST

WILLIAM BELMER RUSH FOUNDATION

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF THE WILLIAM BELMER RUSH FOUNDATION

I report on the accounts of the William Belmer Rush Foundation for the year ended 31 March 2024, which are set out on pages 15 - 19.

Responsibilities and basis of report

As the trustees of the charity, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act').

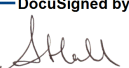
I report in respect of my examination of the charity's accounts carried out under section 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

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

- Accounting records were not kept in respect of the charity as required by section 130 of the Act.
- The accounts do not accord with those records.
- The accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination.

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

DocuSigned by:

4F1CADDDBD4B43F...
Amanda Hall – Partner

Counterculture Partnership LLP
Unit 115 Ducie House
Ducie Street
Manchester, M1 2JW

WILLIAM BELMER RUSH FOUNDATION

STATEMENT OF FINANCIAL ACTIVITIES for the year ended 31 March 2024

	Notes	2023/24			2022/23		
		£	£	£	£	£	£
		<u>Unrestricted</u>	<u>Endowment</u>	<u>Total</u>	<u>Unrestricted</u>	<u>Endowment</u>	<u>Total</u>
INCOME AND ENDOWMENTS							
FROM:							
Investments	2	82,097	-	82,097	80,149	-	80,149
Total		82,097	-	82,097	80,149	-	80,149
EXPENDITURE ON:							
Charitable expenditure							
Grants to:							
Save the Children Fund		(25,108)	-	(25,108)	(24,629)	-	(24,629)
Barnardo's		(25,108)	-	(25,108)	(24,629)	-	(24,629)
Muntham House School		(25,108)	-	(25,108)	(24,629)	-	(24,629)
Total Grants		(75,324)	-	(75,324)	(73,887)	-	(73,887)
Support costs	3	(6,773)	-	(6,773)	(6,262)	-	(6,262)
Total Expenditure		(82,097)	-	(82,097)	(80,149)	-	(80,149)
Net income/(expenditure) before investment gains and losses		-	-	-	-	-	-
Net gains/(losses) on investments	4	-	164,988	164,988		(153,126)	(153,126)
Net income/(expenditure) equal to net movement in funds		-	164,988	164,988	-	(153,126)	(153,126)
RECONCILIATION OF FUNDS							
Total funds brought forward	7	-	2,434,629	2,434,629	-	2,587,755	2,587,755
Total funds carried forward		-	2,599,617	2,599,617	-	2,434,629	2,434,629

WILLIAM BELMER RUSH FOUNDATION

BALANCE SHEET

as at 31 March 2024

	Notes	31 March 2024 £	31 March 2023 £
FIXED ASSETS			
Investments	4	2,599,618	2,434,629
CURRENT ASSETS			
Cash at bank		82,697	80,235
Creditors: Amounts falling due within one year	5	(82,697)	(80,235)
Total net assets		<u>2,599,618</u>	<u>2,434,629</u>
THE FUNDS OF THE CHARITY			
ENDOWMENT FUNDS			
Capital fund	7	211,784	211,784
Investment revaluation reserve	7	2,387,834	2,222,845
Total charity funds	7	<u>2,599,618</u>	<u>2,434,629</u>

Approved on behalf of the Board of Trustees

DocuSigned by:

86DA0399FF714AE...
M B. Rush
Trustee

DocuSigned by:

2AEC965A4AA042B
Mrs V. H. Tabor
Trustee

Date: 09-Jul-2024 | 14:03 BST

WILLIAM BELMER RUSH FOUNDATION

NOTES TO THE ACCOUNTS

I ACCOUNTING POLICIES

The financial statements have been prepared under the historical cost convention, except for investments which are included at market value and the revaluation of certain fixed assets and in accordance with the Charities SORP (FRS102) 'Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019)', Financial Reporting Standard 102 the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102), and the Charities Act 2011.

William Belmer Foundation meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

I.1 Public benefit entity status

The charity meets the definition of a public benefit entity under FRS 102.

I.2 Going concern status

The Trustees consider that there are no material uncertainties about the charity's ability to continue as a going concern.

I.3 Income

All income is included in the Statement of Financial Activities as soon as the following three factors can be met:

- Entitlement – when income is receivable or the charity's right becomes legally enforceable.
- Probable – when it is more likely that not that that the income will be received.
- Measurement – when the monetary value of the income can be measured with sufficient reliability.

I.4 Expenditure

All expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party.

a) Charitable activities

Costs of charitable activities comprise all costs incurred in pursuit of the charitable objectives of the charity. After providing for creditors, the remaining income received for the year is disbursed to the beneficiaries as described in the Trustees' Report.

b) Support costs

Support costs are shown under the appropriate SOFA expenditure category and consist solely of governance costs - which comprise all costs attributable to ensuring the public accountability of the charity and its compliance with regulation and good practice. These costs included independent examination fees and trustee expenses.

I.5 Taxation

The William Belmer Rush Foundation is a registered charity and as such is exempt from taxation of its income and gains to the extent that they are applied to its charitable purposes.

I.6 Investments

Investments are shown at market value. Net realised and unrealised gains and losses are reflected in the Statement of Financial Activities.

WILLIAM BELMER RUSH FOUNDATION

NOTES TO THE ACCOUNTS (continued)

2 INVESTMENT INCOME

Incoming resources includes investment income of £82,097 (see breakdown below):

		2023/24	2022/23
	%	£	£
Interest - Deposit Fund	4%	2,896	948
Dividend income - Investment Fund	72%	59,395	59,395
Dividend income - Property Fund	24%	19,806	19,806
Total		82,097	80,149

3 GOVERNANCE COSTS

The provision for the 2023/24 travel expenses was £5,500 (2022/23: £4,500). Costs of £3,897 were incurred for the 2022/23 AGM held in July 2023. The number of trustees in receipt of travel expenses was 1 (2022/23: 1).

The basic administration fee is £1,200 per annum payable to Save the Children UK with the cost of any additional work shown separately. There was no additional work during the year to 31 March 2024. Costs also include £672 (2022/23: £648) for independent examination fees.

No trustees were in receipt of remuneration in the year (2022/23: 0).

4 INVESTMENTS

The investments represent the endowed capital of the Foundation and are not available for distribution by the Trustees. The valuation of the Charities Official Investment Fund (COIF) investment fund, property fund and capital fund (held in a deposit account) as at 31 March 2024 are shown below. All income is received gross of tax.

	Deposit Account	Investment Fund	Property Fund	Total	Total
	2023/24	2023/24	2023/24	2023/24	2022/23
	£	£	£	£	£
Market value 1 April	5,932	2,042,691	386,007	2,434,630	2,587,755
Unrealised gains/(losses)	0	184,901	(19,913)	164,988	(153,126)
Market value 31 March	5,932	2,227,592	366,094	2,599,618	2,434,629
% of total investment	0.20%	85.70%	14.10%	100%	100%

This endowment investment portfolio comprises two forms of basic financial instrument:

- The capital fund (deposit account) is cash.
- The investment fund and property fund are listed investments which are initially recognised at their transaction value and subsequently measured at their fair value as at the balance sheet date using the closing quoted market price.

WILLIAM BELMER RUSH FOUNDATION

NOTES TO THE ACCOUNTS (continued)

5 CREDITORS

	2023/24	2022/23
	£	£
Grants payable	75,325	73,887
Trustee travel provision	5,500	4,500
Independent examiner's fee provision	672	648
Administration fee	1,200	1,200
Total	82,697	80,235

6 RELATED PARTIES

The charity trustees disclosed on page 11 include one from each of the benefiting charities. The material transactions with these charities are disclosed in the Trustees' Report on page 2.

7 NET MOVEMENT IN FUNDS

	Balance 1 April 2023	Gains/(losses)	Balance 31 March 2024
	£	£	£
Original capital fund	211,784	-	211,784
Investment revaluation reserve	2,222,845	164,988	2,387,833
Total	2,434,629	164,988	2,599,617

Accounts

WILLIAM BELMER RUSH FOUNDATION

REPORT AND ACCOUNTS

FOR THE YEAR ENDED 31 MARCH 2023



Rush Family Reunion - 1928

	Edward	Daisy	William B	Winifred	George	Emmie
Frank Fenner (Rush)	May Ethel	Agnes	Harry Tims	May Tims		Ron Tims
Stanley Tims	Kathleen Winifred		Alice	Dennis Tims		

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES

For the year ended 31 March 2023

The William Belmer Rush Foundation was established on the 5 June 1964 under a Declaration of Trust by Miss W.V. Rush to promote the advancement of education with particular emphasis on assisting past and present pupils of Muntham House School in Horsham, Sussex in whatever way the Trustees think fit. Later Miss Rush requested in writing that the Trustees use income from the Foundation to support the work of Barnardo's and Save the Children.

Objectives & Aims

The Foundation's objectives remain the same as specified by Miss Rush:

- To promote the advancement of education with particular emphasis on assisting past and present pupils of Muntham House School in whatever way the Trustees think fit; and
- To use income from the Foundation to support the work of Barnardo's and Save the Children in whatever way the Trustees think fit.

The Trustees' investment policy to fulfil this objective is by maximising income whilst trying to ensure capital value is not eroded, especially by inflation. The Foundation is an endowed charity that empowers the Trustees to distribute the investment income but not the capital.

Financial Review

The attached accounts show that the Foundation received a total of £80,149 (2021/22: £78,059) and authorised grants totalling £73,887 (2021/22: £73,967). The total current value of the investments has decreased 6% during the year to 31 March 2023. Income from investments has increased by 2.7% (2021/22 increase 3.3%). Analysis of the changes for the individual investment vehicles is given in note 4 to the Accounts. All income is received gross of tax.

The current split of the capital investment as shown against the approved optimum split is shown below:

Optimum split		At 31 March 2023
70%	Investment Fund	83.9%
25%	Property Fund	15.9%
5%	Deposit Account (Capital)	0.2%

The current split of capital investments is not currently aligned to the optimum split; this will be considered by the Trustees at the forthcoming AGM.

The Trustees distribute the income received as shown below. These amounts are distributed after the close of the financial year and will be applied by the beneficiary charities during the financial year ending 31 March 2024.

		2022/23		2021/22
Save the Children UK	33.3%	£24,629	33.3%	£24,655
Barnardo's	33.3%	£24,629	33.3%	£24,656
Muntham House School	33.3%	£24,629	33.3%	£24,656

The Board of Trustees have agreed an equal split between the three beneficiary charities for the 2022-2023 grant distributions. This will be ratified at their 2023 general meeting on the balance sheet date.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Reserves Policy

Current year expenditure is met out of current year income (mostly from the endowment fund) and, after providing for accrued expenditure, the remaining surplus is disbursed to the beneficiary charities as detailed above. As the charity does not have any employee or property commitments, then it is unnecessary to hold reserves. The balance sheet therefore shows that the net assets comprise only the value of the endowment fund – and thus reserves are nil.

Achievements and Performance

The 2021/22 distributions were used to facilitate the following projects as explained by the beneficiaries.

SAVE THE CHILDREN UK

In 2022, the generous grant received from the William Belmer Rush Foundation, has been used to support a key programme in Tanzania.

The main aim of this project was to improve early learning, increase enrolment of ECCD learners and ECCD teachers and facilitators' capacity to use play-based teaching and learning approaches to improve children wellbeing and resilience.

At the beginning of the project, we organised consultations with children, parents, caregivers and teachers to discuss on Play means, its benefits to children's learning and development, and suggested next steps for increasing the use of Play in education and protection activities.

Save the Children organised consultations with children, parents, carers, and teachers at the start of the project to discuss what play is, the benefits of play to a child's learning and development and suggested next steps for increasing the use of play in education and protection activities.

The project assists parents and carers in:

- meeting the challenges of parenting,
- developing positive and playful relationships with their children
- and promoting their development through various play strategies

Target communities- The program was implemented in Nyarugusu and Nduta refugee camps where SC has interventions for children in the 11 Child-Friendly Spaces (CFS) where ECCD and children's activities are implemented. The programme targeted 2,000 children age 3-5 year children who are in need of quality education services in the ECCD centers. The project will ensure children's access to play-based learning opportunities that support their age-appropriate holistic development, including literacy, numeracy and socio-emotional skills. The project will enhance the learning process of children by creating a conducive environment in their schools and homes.

Activities include:

- I. Organise awareness events with parents to discuss what play means for child development

During the programme implementation Save the Children carried out training with 856 parents and caregiver (532 female and 324male). These training aimed to equip these individuals with knowledge on how to support early learning and interaction at home environment.

Four awareness meetings were held, which revealed that most parents struggle to balance work, childcare, and self-care. Through these meeting we helped parents to find ways they could manage their time in a way which is manageable for them while also working to support the early learning and development of their children home. Some interventions taught to the parents and caregivers including helping them to establish daily routines, teaching them playful learning activities, and providing them with low cost resources/materials.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

We also procured 6 banners and 12 posters each which displayed messages and advice to parent and caregivers on how to work with their children. These resources were printed in the Kirundi language and displayed at our Save the Children learning centres- including 10 ECCD and 7 schools.

2. Conduct parenting sessions for caregivers/parents through community awareness raising events with particular attention on child safeguarding and building positive playful relationships with their children for effective children development.

Two parent awareness campaigns were conducted to mobilise parents, caregivers and the wider community on children's early learning, social care, and interaction in the home environment. Alongside these meeting we provided learning and information materials, including banners and posters, which focused of sharing information on positive parent-child interaction and how parents can support children's development. To develop these materials, we held events at ECCD learning centres where parents could come and develop their own designs. The parents who develop the best materials were then awarded with in-kind materials such as soap, petroleum jelly, and stationery.

The events aimed to promote parent-child interaction while also strengthening relationships between parents and teachers. Safeguarding materials such as banners and posters were also printed and displayed in all 17 of Save the Children learning centres to strengthen awareness of safeguarding and ensure children access quality and safe learning environment.

3. Design, develop and distribute tool kits and play materials for use at home with messages on positive parenting/parenting without violence, appropriate health and nutrition, hygiene practices including handwashing practices, good health behaviours in times of COVID 19.

During this project we printed age-appropriate teaching and learning materials to assist children in their learning at home. We purchased and circulated 456 curriculum-based textbooks, which support early literacy and numeracy skills and the smooth transition from ECCD to primary schools. The distribution of books addressed was vital in improving the provision of quality learning activities, as prior to the project these communities lacked new curriculum textbooks.

We also purchased age appropriate and gender responsive ECCD play materials to support PSS (Psychosocial Support and Services) and active teaching and learning activities in learning centres, such as balloons, tennis balls, and small balls, as well as hygiene materials to promote hygiene.

4. Organise capacity building for staff, teachers, parents, caregivers on use of Play within a specific theme/ age-group and gender specific context.

25 (11 female and 14 male) Save the Children staff were trained on play-based methodologies- equipped our staff with knowledge on parenting through playful activities. Through this training, staff learnt on how parents and carers can support their young child's physical, cognitive, and social-emotional development, focusing specifically on age-appropriate interventions for children 0 to 6 years of age.

Our staff then cascaded this training down to an additional 89 teachers and carers (38 female and 51 male), who also conducted parenting sessions for parents and primary carers on supporting the early learning and development of children from birth to 6 years. During these trainings and sessions, low- or no-cost playing materials and toys developed.

5. Train teachers (ECCD & Lower grades 1-3) on using interactive digital instruction in teaching and learning in schools to integrate environment, inclusiveness, climate change, child safeguarding and gender aspects

133 ECCD and grade one teachers (45 female and 88 male) were trained on a digital learning platform which aids classroom supervision and management.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

- Teachers were to ensure equal access to learning opportunities by using gender responsive and inclusive teaching and learning methodologies.
- Teachers were educated on the climate crisis, its effects on children and how they can advocate for a climate response that cares for all children and protects their future.
- Finally teachers trained on disaster risk management and how to support children and parents and carers to be aware and respond to climate change.

In addition, training was also given on referral pathways and reporting safeguarding issues. This increase teachers knowledge and ability to report the safeguarding issues through suggestion boxes, a toll-free phone call or to a Save the Children focal person.

6. Creation of video clips on play-based contents focusing on inclusiveness, climate change and gender aspects to children and parents using Ideas box.

Save the Children ensured that children learned about gender, climate, and inclusiveness through the digital platform- Ideas Box program- which uses a play-based approach to learning.

Thank you to the trustees of the William Belmer Rush Foundation. Together we are changing lives of children in Tanzania, helping them to learn through play so they can flourish and be who they want to be.

BARNARDO'S

The grant received from the William Belmer Rush Foundation in 2022 has been used to support our Employment Training and Skills Programme in Scotland.

Scotland ETS Overview

Barnardo's Employment, Training and Skills services in Scotland has worked with 1100 young people in the last year, supporting them to make effective transitions into work, apprenticeships and into further education.

Our services are delivered across 14 Local Authority areas that cover a huge area of Scotland. Aberdeen, Aberdeenshire, Dundee, Highlands, Moray, Angus, Perth and Kinross, Edinburgh, Fife, Midlothian, East Lothian, Glasgow, North Ayrshire and Renfrewshire.

We work with young people to deliver employability and skills support, access to apprenticeships, and they receive 1-1 mentoring and wrap around support. Barnardo's work with those who have experienced adverse childhood experiences, and in some cases extreme trauma, some of them require more time and support in order to get into Education, Employment or Training.

In 2022-23 we provided over 1155 training places in our front-line services and supported 662 young people to achieve a qualification that helped them improve their readiness for work and move in to work.

At Barnardo's we work with the hardest to reach young people, those who are furthest away from the job market, young people aged between 16 and 24 who face multiple and complex barriers to finding employment. We work closely with them to help them find and sustain employment. Barnardo's have focused our provision on young people facing complex barriers who we know need additional support.

This includes:

- Care leavers: 21% of young people we have supported disclosed having a lived experience of being in care
- Young people with learning difficulties: 34% of young people we have supported disclosed a form of learning disability, mainly low to moderate.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

- Young people with mental health issues: 44% of young people we have supported disclosed mental health issues, mainly low to moderate.

The ETS Model



Our focus is on developing strong trusted relationships with young people and getting to understand where they are on their journey into employment. We take a holistic approach to this, understanding not just the support they need to obtain employment but also understand the wider pastoral needs and issues the young person may need support with for example, Housing, Money Management and Substance misuse. The support we deliver is tailored to suit each young person's individual needs.

Helping Young People to gain qualifications

As an approved Scottish Qualifications Authority (SQA) approved centre Barnardo's ETS Scotland delivers a wide range of qualifications for young people. Our SQA Co-ordinator leads our services in ensuring the delivery of qualifications for young people meet the required quality standards and this role also helps us to develop new qualification which we can deliver, which are tailored to suit employer and sector entry requirements.

ETS Scotland also enables young people to access qualifications that are sector specific and meet specific job role requirements. For example, CSCS certificate for working in Construction, Food Hygiene certificate and Manual Handling. One young person was even supported to gain a Tractor Driving qualification which demonstrates the wide flexibility we can bring to help young people move towards securing employment.

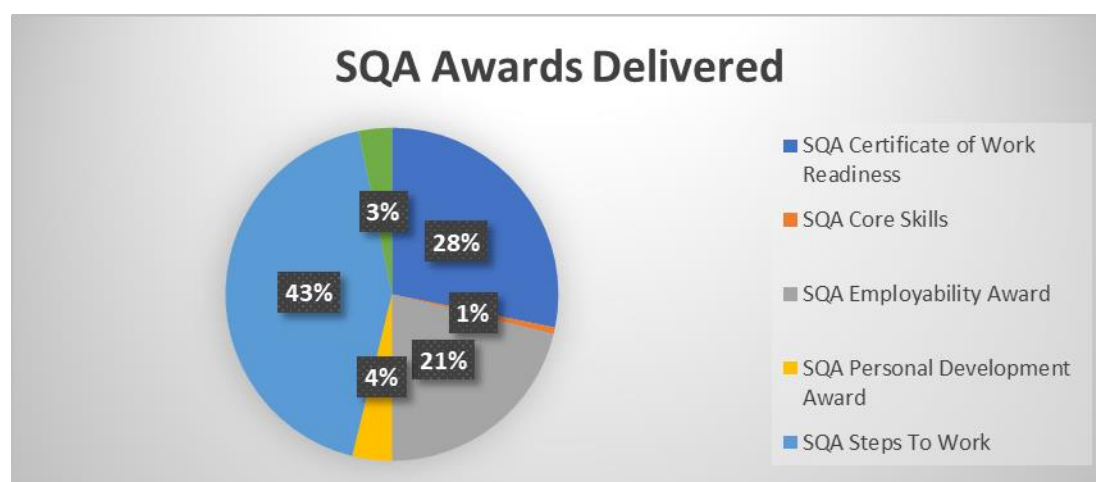
WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Qualifications achieved by young people

Qualification	Totals for Scotland
SQA Certificate of Work Readiness	44
SQA Core Skills	1
SQA Employability Award	33
SQA Personal Development Award	6
SQA Steps To Work	67
SQA Skills for Customer Care	5
First Aid	138
Money Management	99
CSCS Card	34
REHIS Elementary Health and Safety in a Construction Environment	82
Other Employability	90
World Host	5
Dynamic Youth Award	12
Manual Handling	13
IT Related	3
Child Protection	2
Food Hygiene	9
Independent Living Skills Award	9
John Muir	5
Customer Service-SCQF 6	0
Business and Administration-SCQF 6	1
Retail (Management)-SCQF 6	4
Totals	662

In 2022-23 we delivered over 156 SQA related qualifications. These are broken down as follows:

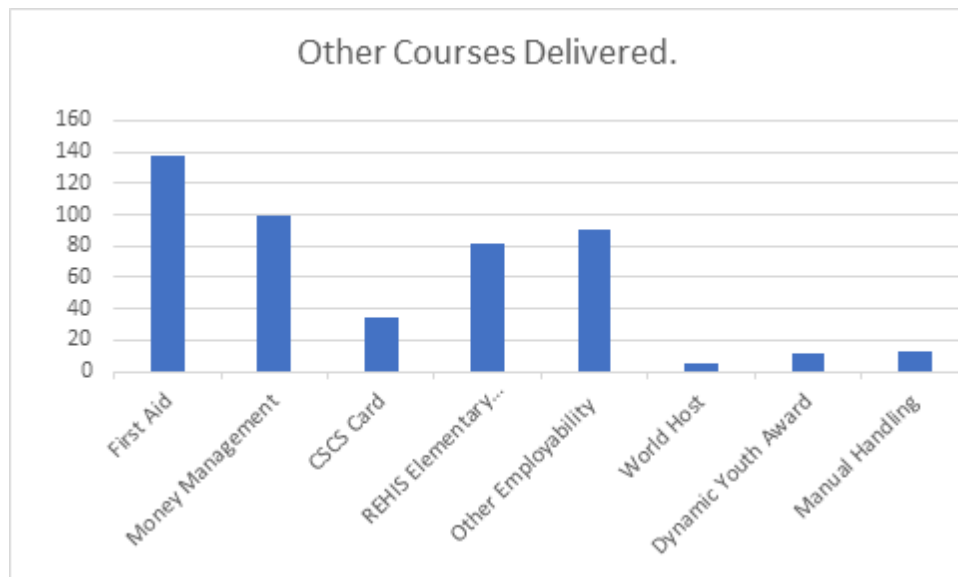


Our services also supported the achievement of a wide range of other vocational and personal development courses that were not SQA approved. These courses add value and help us provide a holistic approach to meeting the needs of both young people and employers.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

This graph demonstrates the volumes of the most popular of these courses



Case Studies

Intro to Construction Course,

Delivered by Barnardo's Works in conjunction with Chap Construction

Our programme was designed in collaboration with Chap Construction, who also jointly delivered key elements of our programme. One common goal for all, was they wanted to find out more about working in Construction Industry. In Aberdeen eleven young people aged 16-20 years old attended this course.

Our 8-week course covered a range of employability skills and gave young people an understanding of the range of roles in the sector.

Key to the delivery was also providing a tutor who would deliver the SQA Accredited REHS Elementary Health and Safety in a Construction Environment course. This course is the first step in allowing young people to apply for a CSCS card to work in Construction.

Employer engagement was key to the success of the programme and talks included Site Managers from key Construction Companies talking about their own journeys. This was really interesting for our Group to hear that they came from a range of backgrounds and had overcome barriers themselves. The Group also completed a full week's work experience on-site at sites run by Chap in Aberdeen. This was invaluable real experience for them to get a taste of labouring and working with a range of trades including joiner, electrician, and plumbers etc.

After learning more about working onsite we started their CSCS Card Training and issued them all with the App to help them study. Before the programme had even ended three young people had secured employment within the Construction Industry. The remaining are currently being supported to complete their CSCS card and are either keen to secure employment within the construction industry or are being supported to apply for a job in a different sector.

• Access To Trades Case Study

CG is a young person that was referred to Barnardo's works Inverness in December 2022, via our partners at Skills Development Scotland for our new 'Access to Trades' program. CG was a recent school leaver with few formal qualifications but wanted to explore structural engineering as a career path.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Upon meeting CG for the first time, it was clear that he was an intelligent, positive and eager young man but unfortunately lacked confidence, self-belief and social skills. Initially I suggested CG to join one of our 'pre-employability' programs to help develop these skills and qualities before joining the 'Access to Trades' group but he was determined to join. CG was very quiet and closed off when he first joined the group however by the end of the week he had started coming out of his shell and engaging in conversation and group work with his peers.

CG's drive to pursue his chosen career path was so evident when completing the Personal Development- Self and Work unit from the Certificate of Work Readiness qualification. He was raising his hand to answer questions, engaging in group conversations and activities, laughing and even making jokes with the others in the group. This carried into the following weeks and CG's initial 'barriers' were being torn down by his willingness to strive. CG then went onto complete MyBnk's – Money Works qualification.

The next big step for CG was to obtain his CSCS card. In order to be booked onto the CSCS card test CG would have to complete the mandatory 1 day 'Health and Safety in a working environment' test. This is a very similar text to the CSCS card test in which you have to achieve a pass rate of 90% out of 50 questions. CG took it upon himself to revise and practice for this test out with his time at Barnardo's. When it came to the day of the test CG was nervous however he was determined to pass. Not only did CG pass this test but he then applied the same amount of effort at home and in his own time as he was during the group and went on to achieve 100% in his CSCS card test.

Upon completion of the course and successfully passing all 4 of these qualifications CG went for a 2 week work experience placement with GA Barnies which are a highland based construction firm. CG was then offered a full time apprenticeship with GA Barnies and is currently thriving.

• Third Case Study

AM was referred to Barnardo's Works by the DWP. AM began her journey on our parental support program. AM had become a first time mum to her daughter and found motherhood to be exciting, wonderful and stressful all mixed into one.

AM struggled with anxiety and the first thing we set out was to build her confidence by listing goals she would like to achieve that year. One of her goals was to start college so as a first step AM began an SQA qualification 'First steps into Employment' that gave her focus and a target to work towards with Barnardo's.

After achieving this qualification AM was ready to prepare for her application to a Barbering course at the University of Highlands and the Islands (UHI) . Barnardo's supported AM with her application and her interview preparation. AM was successful and has accepted the Barbering course that begins in August. AM is excited to start her new career and looking forward to the future.

MUNTHAM HOUSE SCHOOL

The School has had another successful year as we recover from the impact of Covid. We were not forced to close and found that the measures we put in place for on-line learning and the 'Bubble Covid safe system' in the previous year had been successful in that the amount of catch-up required was much less than most other schools. One of our Post 16 pupils who is Looked-after, was accepted by the University of Brighton. This was a remarkable achievement considering his starting point when he joined the school.

In 2013 we had 38 pupils – now we have 119, much of which is because of the influx and continuing demand for places at primary level. This means that we can intervene and provide early help which makes a real difference. We are oversubscribed across primary and currently have minimal space which provides a good degree of security for the future of the school.

We are seeing some large increase in our costs, particularly in staff wages but face considerable resistance from Local Authorities in negotiating fee increases. We are developing plans to increase the number of pupils to 140.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

The School was inspected by Ofsted on the 21st May 2023 and I am pleased to report that we given an outstanding grading in all areas. This is the fourth consecutive year in which the school has achieved an outstanding grading. The report recognises just some of the life changing work which takes place for pupils at the school.

The new Therapy unit, which opened 2 years ago, is being used more and more extensively and we have increased the number of fully qualified and experienced therapists in order to support and meet the needs of our complex pupils.

On Fridays we offer Therapy and Counselling to boys from local secondary schools and the results so far are extremely positive. Muntham House School is the only school in the country providing this service at no cost for the local community.

We have appointed a new Head of Outdoor Activities (in addition to the existing Head of PE) He controls the Duke of Edinburgh's Award Program and is organising a whole range of activities to help our boys develop greater resilience and self-confidence. This year the pupils will be going on an expedition to Snowdonia in Wales.

Before the Covid pandemic, the Principal conceived and organised a National Football Competition for SEN schools. This involves a number of regional events with the winners of each going forward to the final at the National Football Centre at St George's Park near Burton-on-Trent. This year over 40 schools from around the country have entered and it has grown into the largest SEN Football tournament in Europe. The Principal was able to arrange sponsorship so that it is free for all SEN schools to participate.

Given the nature of our pupil's backgrounds it is unsurprising that most of them have experienced severe previous trauma and we have given all staff regular training in how to deal with trauma related behaviour. Four staff members are fully trained Trauma practitioners and the school has now been accredited as a Trauma Informed School, one of very few in the South of England. We are now regarded as a Centre of Excellence and a hub for other schools to work with and learn from.

The School Farm is growing and has been a considerable success in reducing anxiety for our pupils. The animals are used for therapy and support across with pupils of all ages, and our current menagerie is:

8 Chickens	4 Pigmy Goats
2 Donkeys	2 Pigs
2 School Dogs	

We invested a lot of time and effort into Diversity training and were rewarded with Centre of Excellence Status by the Inclusion Quality Mark organisation.

The school also Investors in Careers Award, in recognition for the excellent careers work and work experience programme that we have in place.

Food 4 Life was another accreditation which we achieved in recognition for our healthy and sustainable use of food and harvesting our own vegetables from the school farm. The school has been awarded Gold standard from Food 4 Life.

Arts Mark Gold has been achieved this year in recognition of the excellent work across the arts in school. This award recognises the wide range of arts available to our pupils.

The Principal and Governors would once again thank the Trustees for their award. This year we put the money towards a new adventure installation for the Infants section.

Prospective parents have been bowled over by it and become even more convinced that Muntham House is the right place for their son.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Public Benefit Statement

The Trustees confirm that they have complied with the duty in section 4 of the Charities Act 2011 to have due regard to the Charity Commission's general guidance on public benefit, 'Charities and Public Benefit'. As stated elsewhere in this report, the payment of grants to the three charities specified in the Foundation's governing document is clear evidence of both the benefit provided and the relation of this benefit to the aims of the Foundation. The payment of these grants to the specified charities, which in turn have public benefit reporting responsibilities, meets the principle that the beneficiaries must be relevant to the Foundation's aims.

Structure, Governance & Management

Under a scheme approved by the Charity Commissioners in April 1994, the objectives and limitations on capital disbursement specified by Miss Rush were not changed but the Trustee structure was defined as:

Co-opted Trustee

- A descendant of William Belmer Rush resident outside the UK

Ex-Officio Trustee

- The Chair of Governors of the Charity & Private Limited Company called Muntham House School

Nominated Trustee – Barnardo's

- Appointed by the Council of Barnardo's Charity

Nominated Trustee - Save the Children

- Appointed by the Board of Trustees of Save the Children Charity

The 1994 scheme provided for three Trustees to form a quorum. On 3 March 2005 the Charity Commissioners granted a Power of Amendment Order. This allows Trustees to deal with certain administrative matters under advice to the Charity Commissioners. Forty days' notice is required for any resolution proposed under the Order and, appropriate notice being given; the Trustees considered and approved the following resolution at their Annual Meeting on 21 June 2005:

A clause 4(5) be added stating "The Trustees shall not vary Clauses 2, 13 and 14 of the William Belmer Rush Foundation Scheme sealed by the Charity Commissioners for England and Wales on 19 April 1994 without the prior consent of the said Commissioners"

This resolution is a mechanism to ensure that a quorum of Trustees could not use these new powers to change the Foundation's governance principles without the Charity Commissioners' approval.

The trustees considered and approved a resolution at their Annual Meeting on 18 July 2013 that added appointment of proxies and use of electronic communication to Clause 12 (about Trustee meetings) of the 1994 Scheme.

The Trustees meet once a year to review all activities undertaken since the last Annual Meeting as well as all systems and controls. At that meeting they confirm the Trustees Annual Report and Accounts and discuss any issues concerning the future of the Foundation. Trustees can hold special meetings in the intervening period if events require formal decisions to be made.

The Trustees appoint an Administrator selected from the staff of and recommended by Save the Children to deal with routine correspondence and matters on their behalf. The Administrator also produces the Trustees Annual Report and Accounts plus papers on Investments and Risks Review for discussion at the Annual Meeting.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Reference and Administrative Details

Charity Number: 00307079

Trustees: Mr B. Rush

Mr J Knightley
(Chair of Governors, Muntham House School)

Mrs V.H. Tabor
(Legacy Operations Manager, Barnardo's)

Ms Lucie Calder - appointed 2023
(Philanthropy Manager, Save the Children UK)

Ms Asha Chadeesigh - appointed 2022, resigned 2023
(Senior Philanthropy Manager, Save the Children UK)

Ms A O'Boyle -resigned 2022
(Senior Philanthropy Manager, Save the Children UK)

Address: William Belmer Rush Foundation
C/o Save the Children UK – Financial Reporting and Controls Team
Rebecca Eldridge
Foundation Administrator
Central Finance
Save the Children UK
1 St John's Lane
London EC1M 4AR

Independent Examiner: Amanda Hall – Counterculture Partnership LLP
Unit 115 Ducie House
Ducie Street
Manchester, M1 2JW

Banker: National Westminster Bank PLC
PO Box 83
Tavistock House
Tavistock Square
London WC1H 9JA

Investment Manager: CCLA Investment Management Ltd
Senator House
85 Queen Victoria Street
London EC4V 4ET

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Responsibilities of the Trustees

Charity law requires the Trustees to prepare financial statements for each financial year that give a true and fair view of the state of affairs of the Foundation and show the surplus or deficit for the period. In preparing these financial statements the trustees are required to:

- Select suitable accounting policies and then apply them consistently;
- Make judgements and estimates that are reasonable and prudent;
- State whether applicable accounting standards have been followed; and
- Prepare the financial statements on a going concern basis unless it is inappropriate to presume that the Foundation will continue to operate.

The Trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the Foundation. They are also responsible for safeguarding the assets of the Foundation and hence taking reasonable steps for the prevention and detection of fraud and other irregularities.

The financial statements have been prepared in accordance with the accounting policies set out in notes to the accounts and comply with the charity's governing document, the Charities Act 2011 and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland published on 16 July 2014.

Statement as to disclosure to the Independent Examiner

In so far as the Trustees are aware at the time of approving the trustees' annual report:

- There is no relevant information, being information needed by the Independent Examiner in connection with preparing his report, of which the Independent Examiner is unaware.
- The Trustees, having made enquiries of fellow Trustees and the Independent Examiner that they ought to have individually taken, have each taken steps that they are obliged to take as a trustee in order to make themselves aware of any relevant information for the independent examination and to establish that the Independent Examiner is aware of that information.

Signed on behalf of the Board of Trustees

DocuSigned by:

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 Mrs V.H. Tabor
 Trustee

DocuSigned by:

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 Ms L Calder
 Trustee

Date: 25-Jul-2023 | 08:50 BST

WILLIAM BELMER RUSH FOUNDATION

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF THE WILLIAM BELMER RUSH FOUNDATION

I report on the accounts of the William Belmer Rush Foundation for the year ended 31 March 2023, which are set out on pages 15 - 19.

Responsibilities and basis of report

As the trustees of the charity, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act').

I report in respect of my examination of the charity's accounts carried out under section 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

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

- Accounting records were not kept in respect of the charity as required by section 130 of the Act.
- The accounts do not accord with those records.
- The accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination.

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

DocuSigned by:



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Amanda Hall – Partner

Counterculture Partnership LLP
Unit 115 Ducie House
Ducie Street
Manchester, M1 2JW

WILLIAM BELMER RUSH FOUNDATION

STATEMENT OF FINANCIAL ACTIVITIES

for the year ended 31 March 2023

	Notes	2022/23			2021/22		
		£	£	£	£	£	£
		<u>Unrestricted</u>	<u>Endowment</u>	<u>Total</u>	<u>Unrestricted</u>	<u>Endowment</u>	<u>Total</u>
INCOME AND ENDOWMENTS FROM:							
Investments	2	80,149	-	80,149	78,059	-	78,059
Total		80,149	-	80,149	78,059	-	78,059
EXPENDITURE ON:							
Charitable expenditure							
Grants to:							
Save the Children Fund		(24,629)	-	(24,629)	(24,655)	-	(24,655)
Barnardo's		(24,629)	-	(24,629)	(24,656)	-	(24,656)
Muntham House School		(24,629)	-	(24,629)	(24,656)	-	(24,656)
Total Grants		(73,887)	-	(73,887)	(73,967)	-	(73,967)
Support costs	3	(6,262)	-	(6,262)	(4,092)	-	(4,092)
Total Expenditure		(80,149)	-	(80,149)	(78,059)	-	(78,059)
Net income/(expenditure) before investment gains and losses		-	-	-	-	-	-
Net gains/(losses) on investments	4	-	(153,126)	(153,126)		228,263	228,263
Net income/(expenditure) equal to net movement in funds		-	(153,126)	(153,126)	-	228,263	228,263
RECONCILIATION OF FUNDS							
Total funds brought forward	7	-	2,587,755	2,587,755	-	2,359,492	2,359,492
Total funds carried forward		-	2,434,629	2,434,629	-	2,587,755	2,587,755

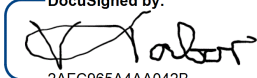
WILLIAM BELMER RUSH FOUNDATION

BALANCE SHEET

as at 31 March 2023

	Notes	31 March 2023 £	31 March 2022 £
FIXED ASSETS			
Investments	4	2,434,629	2,587,755
CURRENT ASSETS			
Cash at bank		80,235	78,057
Creditors: Amounts falling due within one year	5	(80,235)	(78,057)
Total net assets		<u>2,434,629</u>	<u>2,587,755</u>
THE FUNDS OF THE CHARITY			
ENDOWMENT FUNDS			
Capital fund	7	211,784	211,784
Investment revaluation reserve	7	2,222,845	2,375,971
Total charity funds	7	<u>2,434,629</u>	<u>2,587,755</u>

Approved on behalf of the Board of Trustees

DocuSigned by:

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Mrs V. H. Tabor
Trustee

DocuSigned by:

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Ms L Calder
Trustee

25-Jul-2023 | 08:50 BST
Date:

WILLIAM BELMER RUSH FOUNDATION

NOTES TO THE ACCOUNTS

I ACCOUNTING POLICIES

The financial statements have been prepared under the historical cost convention, except for investments which are included at market value and the revaluation of certain fixed assets and in accordance with the Charities SORP (FRS102) 'Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019)', Financial Reporting Standard 102 the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102), and the Charities Act 2011.

William Belmer Foundation meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

I.1 Public benefit entity status

The charity meets the definition of a public benefit entity under FRS 102.

I.2 Going concern status

The Trustees consider that there are no material uncertainties about the charity's ability to continue as a going concern.

I.3 Income

All income is included in the Statement of Financial Activities as soon as the following three factors can be met:

- Entitlement – when income is receivable or the charity's right becomes legally enforceable.
- Probable – when it is more likely than not that the income will be received.
- Measurement – when the monetary value of the income can be measured with sufficient reliability.

I.4 Expenditure

All expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party.

a) Charitable activities

Costs of charitable activities comprise all costs incurred in pursuit of the charitable objectives of the charity. After providing for creditors, the remaining income received for the year is disbursed to the beneficiaries as described in the Trustees' Report.

b) Support costs

Support costs are shown under the appropriate SOFA expenditure category and consist solely of governance costs - which comprise all costs attributable to ensuring the public accountability of the charity and its compliance with regulation and good practice. These costs included independent examination fees and trustee expenses.

I.5 Taxation

The William Belmer Rush Foundation is a registered charity and as such is exempt from taxation of its income and gains to the extent that they are applied to its charitable purposes.

I.6 Investments

Investments are shown at market value. Net realised and unrealised gains and losses are reflected in the Statement of Financial Activities.

WILLIAM BELMER RUSH FOUNDATION

NOTES TO THE ACCOUNTS (continued)

2 INVESTMENT INCOME

Incoming resources includes investment income of £80,149 (see breakdown below):

		2022/23	2021/22
	%	£	£
Interest - Deposit Fund	1%	948	25
Dividend income - Investment Fund	74%	59,395	58,228
Dividend income - Property Fund	25%	19,806	19,806
Total		80,149	78,059

3 GOVERNANCE COSTS

The provision for the 2021/22 travel expenses was £4,500 (2021/22: £2,850). Costs of £2,763 were incurred for the 2021/22 AGM held in July 2022. The number of trustees in receipt of travel expenses was 1 (2021/22: 1).

The basic administration fee is £1,200 per annum payable to Save the Children UK with the cost of any additional work shown separately. There was no additional work during the year to 31 March 2023. Costs also include £648 (2021/22: £590) for independent examination fees.

No trustees were in receipt of remuneration in the year (2021/22: 0).

4 INVESTMENTS

The investments represent the endowed capital of the Foundation and are not available for distribution by the Trustees. The valuation of the Charities Official Investment Fund (COIF) investment fund, property fund and capital fund (held in a deposit account) as at 31 March 2023 are shown below. All income is received gross of tax.

	Deposit Account	Investment Fund	Property Fund	Total	Total
	2022/23	2022/23	2022/23	2022/23	2021/22
	£	£	£	£	£
Market value 1 April	5,932	2,123,029	458,794	2,587,755	2,359,492
Unrealised gains/(losses)	0	(80,338)	(72,788)	(153,126)	228,263
Market value 31 March	5,932	2,042,691	386,006	2,434,629	2,587,755
% of total investment	0.20%	83.90%	15.90%	100%	100%

This endowment investment portfolio comprises two forms of basic financial instrument:

- The capital fund (deposit account) is cash.
- The investment fund and property fund are listed investments which are initially recognised at their transaction value and subsequently measured at their fair value as at the balance sheet date using the closing quoted market price.

WILLIAM BELMER RUSH FOUNDATION

NOTES TO THE ACCOUNTS (continued)

5 CREDITORS

	2022/23	2021/22
	£	£
Grants payable	73,887	73,967
Trustee travel provision	4,500	2,850
Independent examiner's fee provision	648	590
Administration fee	1,200	650
Total	80,235	78,057

6 RELATED PARTIES

The charity trustees disclosed on page 12 include one from each of the benefiting charities. The material transactions with these charities are disclosed in the Trustees' Report on page 2.

7 NET MOVEMENT IN FUNDS

	Balance 1 April 2022	Gains/(losses)	Balance 31 March 2023
	£	£	£
Original capital fund	211,784	-	211,784
Investment revaluation reserve	2,375,971	(153,126)	2,222,845
Total	2,587,755	(153,126)	2,434,629

Accounts

WILLIAM BELMER RUSH FOUNDATION

REPORT AND ACCOUNTS

FOR THE YEAR ENDED 31 MARCH 2022



Rush Family Reunion - 1928

	Edward	Daisy	William B	Winifred	George	Emmie
Frank Fenner (Rush)	May Ethel	Agnes	Harry Tims	May Tims		Ron Tims
Stanley Tims	Kathleen Winifred		Alice	Dennis Tims		

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES

For the year ended 31 March 2022

The William Belmer Rush Foundation was established on the 5 June 1964 under a Declaration of Trust by Miss W.V. Rush to promote the advancement of education with particular emphasis on assisting past and present pupils of Muntham House School in Horsham, Sussex in whatever way the Trustees think fit. Later Miss Rush requested in writing that the Trustees use income from the Foundation to support the work of Barnardo's and Save the Children.

Objectives & Aims

The Foundation's objectives remain the same as specified by Miss Rush:

- To promote the advancement of education with particular emphasis on assisting past and present pupils of Muntham House School in whatever way the Trustees think fit; and
- To use income from the Foundation to support the work of Barnardo's and Save the Children in whatever way the Trustees think fit.

The Trustees' investment policy to fulfil this objective is by maximising income whilst trying to ensure capital value is not eroded, especially by inflation. The Foundation is an endowed charity that empowers the Trustees to distribute the investment income but not the capital.

Financial Review

The attached accounts show that the Foundation received a total of £78,059 (2020/21: £75,573) and authorised grants totalling £73,967 (2020/21: £74,355). The total current value of the investments has increased 10% during the year to 31 March 2022. Income from investments has increased by 3.3% (2020/21 decrease 4.2%). Analysis of the changes for the individual investment vehicles is given in note 4 to the Accounts. All income is received gross of tax.

The current split of the capital investment as shown against the approved optimum split is shown below:

Optimum split		At 31 March 2022	
70%	Investment Fund		82.0%
25%	Property Fund		17.7%
5%	Deposit Account (Capital)		0.3%

The current split of capital investments is not currently aligned to the optimum split; this will be considered by the Trustees at the forthcoming AGM.

The Trustees distribute the income received as shown below. These amounts are distributed after the close of the financial year and will be applied by the beneficiary charities during the financial year ending 31 March 2022.

		2021/22		2020/21
Save the Children UK	33.3%	£24,655	33.3%	£24,779
Barnardo's	33.3%	£24,656	33.3%	£24,778
Muntham House School	33.3%	£24,656	33.3%	£24,778

The Board of Trustees have agreed an equal split between the three beneficiary charities for the 2021-2022 grant distributions. This will be ratified at their 2022 general meeting on the balance sheet date.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Reserves Policy

Current year expenditure is met out of current year income (mostly from the endowment fund) and, after providing for accrued expenditure, the remaining surplus is disbursed to the beneficiary charities as detailed above. As the charity does not have any employee or property commitments, then it is unnecessary to hold reserves. The balance sheet therefore shows that the net assets comprise only the value of the endowment fund – and thus reserves are nil.

Achievements and Performance

The 2020/21 distributions were used to facilitate the following projects as explained by the beneficiaries.

SAVE THE CHILDREN UK

In 2021, the generous grant received from the William Belmer Rush Foundation, has been used to support a key programme in Tanzania.

Tuwekeze Pamoja, Tanzania

Programme overview:

- *Programme goal:* Children are developmentally on track, confident and ready to learn.
- *Outcomes:*
 1. Caregivers adopt behaviours and strategies to support their children's age appropriate growth, healthy development and learning from birth through pre-primary
 2. Improved pre-primary teaching practices and learning environment that support the school readiness skills' development of children
 3. National and local authority stakeholders and communities support cost-effective approaches and formal services to early childhood development
 4. Incidence of violence is reduced in homes, schools and communities

Tuwekeze Pamoja provides support for children from conception to age eight across all developmental domains; reducing violence in homes, communities and schools; and providing quality education services to children, to demonstrate strong returns on investment and lead to improved learning outcomes for children.

The programme supports caregivers to develop the knowledge and practices required to ensure their young children's early care and development. Since January 2021, the programme has also been working with pre-primary schoolteachers and school leaders to ensure age-appropriate, play based, quality teaching and learning environments in pre-primary schools. Alongside these interventions, local community and government leaders' capacity has been strengthened to improve the enabling environment for Early Childhood Development (ECD).

Project updates

The William Belmer Rush Foundation has been generously supporting Tuwekeze Pamoja since 2020, filling crucial gaps in overall project funding provided by Comic Relief. The flexibility of the Foundation's funding means that funds can be spent where needed most and can help us further leverage and more effectively use the larger multi-million pound grant.

The current tranche of William Belmer Rush has not been spent out by the time of writing this report; until May 2022, the project funding needs this year have been met by Comic Relief funding. However as of May, William Belmer Rush funding will be essential in completing planned project activities, due to end in September 2022.

We request that 2021/2022 funds can be spent until September 2022, due to the phasing of project spend and activities.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Over the last year, Tuwekeze Pamoja implemented one round of caregiver sessions for caregivers with children aged 4-6.

1,603 (509M, 1,094F) caregivers attended these parenting sessions out of 1881 (588M, 1293F) who were registered; of those, we interviewed 63.5% for post-testing and saw that 93% recalled at least 60% of key messages, and 84% adopted at least 60% of the key parenting behaviours.

Notably, the average scores for the parenting sessions remain consistent with previous years and cycles of caregivers. Comparing with the last year 4-6 data there is a minor drop of 3% for recalling and 7% for practicing this reporting period. Nevertheless, when compared to the first three years the performance for this cycle is far higher than in those in the first three years. This indicated that the changes made during COVID-19 to the delivery of the sessions has not affected the impact of the sessions on caregivers and may have even increased effectiveness. 76 home visits were conducted to the identified most vulnerable caregivers to extent further support.

We continued to work with pre-primary teachers to build their skills and change attitudes and practices in favour of a more learner-friendly approach to teaching and classroom environments. This was done through workshops, coaching and mentorship and lesson observation. We managed to design and develop the last 3 Cycles out of 6 Cycles of learning and delivered three Pre-primary Teachers' Professional Development trainings thereby completing all 6 planned cycles in 2021 academic year.

As it was the case with the previous three Cycles, Tanzania Institute of Education (TIE) continued to collaborate with us. In addition, 1-2 curriculum experts from TIE, Songwe Region Education Office and Mbozi District Education Office participated in the trainings for quality assurance purpose. Monitoring data shows that 82% (87%M, 80%F) of teachers have improved from one competence level to another and 18% (13%M, 20%) of teachers to have improved within the same level.

We are looking forward to conducting reflection meetings with the trained pre-primary teachers to reflect on the cycles implemented and gather feedback on which competencies they would like to be refreshed on in 2022.

Over the past six month we extensively worked on the end line evaluation, including significant work on designing and planning for the final evaluation. The evaluation will assess the Impact, Effectiveness, Efficiency, Relevance, Coherence and Sustainability of the project's design and interventions. The evaluation results will be used to identify key drivers behind the project outcomes and generate evidence and learnings for use in the wider early childhood development sector. In November and December, the team (with support from a consultant) collected data for researching the impact of a series of low-cost interventions to support children from conception to end of pre-primary school and the impact of parenting support on children's development and school readiness at key measurement points.

Key highlights

One of our biggest successes over the last year was our ability to consistently influence change in caregivers' knowledge, attitude and practice in supporting their children development and school readiness. Our implementation of parenting sessions has continued with rapid response to the COVID-19 pandemic, including being flexible, adaptive, and responsive with our parenting programming.

Across the adapted parenting sessions for children aged 4-6, we have seen that 93% of interviewed caregivers recalled at least 60% of key messages, and 84% adopted at least 60% the key parenting behaviours. It was very interesting to note that during cycle 4 of these sessions, we had a larger number of male caregivers registering and actually participating in the parenting sessions than any cycle before. 588 male caregivers were registered and 509 of them actually participated in the parenting session, which is 86.5%. This increase in male participation is a result of our work on the implementation of the men engagement strategy.

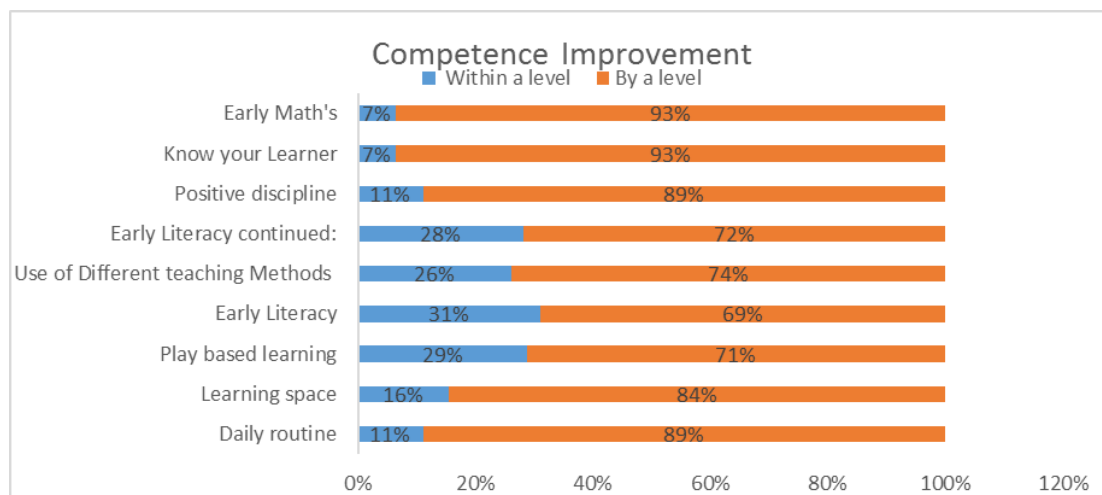
From focus group discussion with caregivers, we found that singing songs, telling stories, clapping hands, daily routine and ballgames were found to be the common activities that both male and female

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

caregivers play with their children. It was also interesting that caregivers understand the games appropriate for the age of their children. Caregivers specifically mentioned singing religious songs, telling stories, counting number and making storybooks with their children 3-5 years old.

Another key success is the increased level of confidence among pre-primary teachers in applying child friendly and age-appropriate teaching and learning techniques. Through our monitoring data, we found that the majority of teachers have reported having improved from one level of competence to the next, and the rest have improved within the same level for competencies covered by cycles, as demonstrated below.



Another success was increased government engagement and visibility of our great work. In December 2021, Tanzania reached a great milestone in early childhood development with the Launch of the National Multi-Sectoral ECD Programme (NMECDP). As Tuwekeze Pamoja we were able to showcase the impact we have made on children development and learning through an exhibition. We also influenced the content of some of key messages, which were delivered by children to the guest of honor (Ministry of Health, Community Development, Gender, Elderly and Children) on behalf of Her Excellency President Samia Suluhu Hassan.

These key messages include:

1. parents/caregivers are their children's first teacher
2. have a dream for your child's future
3. investment in ECD has strong return

The guest of honor's commented on our work: "The program we are launching today is relevant... and there are impacts already from your work. You have the resources that enable the implementation so we can complement each other. I will visit you to learn more about your work and we can take this and discuss more in the working group."

Another key success is completion of quantitative data collection for element I of the program evaluation. Element I of the evaluation is a quantitative endline research study on the Impact of caregiver and community interventions on child outcomes and caregivers' knowledge, attitudes, and practices.

Data was collected using IDELA (the International Development and Early Learning Assessment) to measure children's outcomes, and a Caregiver Survey to measure caregivers knowledge, attitudes, and practices. We have collected data from 1607 children, 1607 primary caregivers and 635 partner caregivers that we will be analysing in the remaining six month of the program.

Save the Children works to ensure that all children have quality opportunities to learn. We support early learning and help to build communities that better support children's education and development. We campaign for children to get the education they deserve and push for governments

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

and donors to invest in education and keep schools safe for everyone. Working in partnership means we can have a greater impact for children.

Together with governments, partners and communities, we're helping ensure every child has the chance to flourish so they can build a brighter future.

Thank you to the trustees of the William Belmer Rush Foundation. Together we helped give children in Tanzania the opportunities they deserve.

BARNARDO'S

The grant received from the William Belmer Rush Foundation in 2021 has been used to support our Employment Training and Skills Programme in Scotland.

Scotland ETS Overview

Barnardo's Employment, Training and Skills services in Scotland has worked with 1100 young people in the last year, supporting them to make effective transitions in to work and apprenticeships.

Our services are delivered across 12 Local Authority areas including Glasgow, Edinburgh, Aberdeen Dundee, Paisley and Inverness.

We work with these young people to deliver employability and skills support, access to apprenticeships and 1-1 mentoring and wrap around support. We are specifically working with those who have experienced adverse childhood experiences, and in some cases extreme trauma, some of them require more time and support in order to get into Education, Employment or Training.

In 2021-22 we worked with over 1100 young people in our front-line services and supported **776 young people** to achieve a qualification that helped them improve their readiness for work and move in to work.

At Barnardo's we work with the hardest to reach young people, those who are furthest away from the job market, young people aged between 16 and 24 who face multiple and complex barriers to finding employment. We work closely with them to help them find and sustain employment. We have focused our provision on young people facing complex barriers, who we know need additional support. This includes:

- **Care leavers:** 15% of young people we have supported disclosed having a lived experience of being in care.
- **Young people with learning difficulties:** 36% of young people we have supported disclosed a form of learning disability, mainly low to moderate.
- **Young people with mental health issues:** 32% of young people we have supported disclosed mental health issues, mainly low to moderate.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

The ETS Model



Our focus is on developing strong trusted relationships with young people and getting to understand where they are on their journey into employment. We take a holistic approach to this, understanding not just the support they need to obtain employment but also understand the wider pastoral needs and issues the young person may need support with for example, Housing, Money Management and Substance misuse. The support we deliver is tailored to suit each young person's individual needs.

Helping Young People to gain qualifications

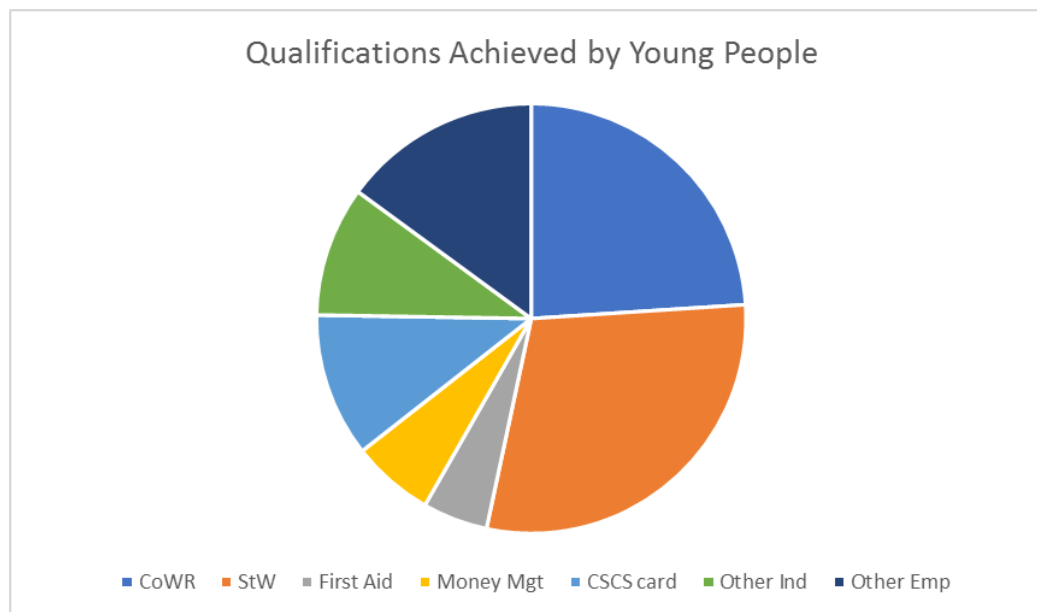
As an approved Scottish Qualifications Authority approved centre Barnardo's ETS Scotland delivers a wide range of qualifications for young people. Our SQA Co-ordinator leads our services in ensuring the delivery of qualifications for young people meet the required quality standards and this role also helps us to develop new qualification which we can deliver, which are tailored to suit employer and sector entry requirements.

ETS Scotland also enables young people to access qualifications that are sector specific and meet specific job role requirements. For example, CSCS certificate for working in Construction, Food Hygiene certificate and Manual Handling.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Qualifications achieved by young people



- Certificate of Work Readiness – 186
- Steps to Work – 228
- First Aid – 38
- Money Management – 48
- CSCS card – 84
- Other Industry Related qualifications - 76
- Other employability qualifications – 116

Case Studies

Stephanie

Stephanie came to Barnardo's Works West with a dream to work with horses. She had ridden from a young age but had no work experience or any qualifications having disengaged early from school.

Our Employer Liaison Officer, Carol managed to secure Stephanie a placement with local stables, Wardhouse Equestrian and with the help of funding Stephanie began studying for her 'British Horse Society Essential Horse Knowledge Certificate'. While on programme with us she also completed her SQA qualification 'Steps To Work' which gave her a much better understanding of how to behave in the workplace and how to look for employment. With the help of these qualifications and funding from Renfrewshire Council's Young Persons' Guarantee Stephanie was offered employment by Wardhouse Equestrian and is happy in her work.

John

John is a care experienced young person who came to Barnardo's Works East on our Barnardo's Work Best programme before progressing onto our Employability Fund stage 3 programme. During these courses, he successfully completed a range of employability units, demonstrating his understanding of how to prepare for entering the workplace.

As his career goal was to work in construction, with a view to subsequently specialising in a trade, he undertook additional study to obtain his REHIS "Elementary Health and Safety" certificate. Being equivalent to the Level One Award "Health and Safety in a Construction Environment", John Ross successfully progressed to paid employment as a site labourer.

Throughout his time with us, John Ross was supported by the team in Edinburgh to develop his skills to help him enter the construction industry. He now has been in work for the past 6 months in

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

general construction jobs. This is allowing him to gain practical experience and understanding of the different roles in the industry so he can then decide in which area to focus on, going forward.

Ronald

Barnardo's Works Aberdeen and Shire support young people to get into employment, further education or training through our Employability Funded Programmes. Ronald joined us on his journey completing Stage 2 and Stage 3 of our Employability programmes. He did his work experience placement with British Heart Foundation Furniture and Electrical Store in Aberdeen who have supported many of our young people throughout Covid and over the last few years. He achieved his Certificate of Work Readiness and Ronald did such a great job that he has managed to secure himself a contract of employment with British Heart Foundation Furniture and Electrical Store and is now a valued member of Staff.

MUNTHAM HOUSE SCHOOL

The COVID restrictions continued to impact the School's running for the first few months of the period under review, but the Online Distance Learning system continued to work well.

The School remained open throughout for pupils of key workers and those considered at risk because of the nature of their home life.

The program's success was demonstrated by our GCSE results, where, once again, there was a 100% pass rate. As always, we paid particular attention to the safety and well-being of our pupils, with staff members making regular contact with the pupils and their families, including several home visits.

The School expanded yet again, and on 31 March 2022, there were 100 boys on the roll. There was a record number of applications for entry, which reflect the increasing need for SEN provision across the country.

Feedback from parents remains exceptional for the great lifechanging work the school does with their children, particularly from the parents of very young children, fully vindicating the decision to cater for pupils aged 5-7.

OFSTED inspected us for both Education and Care, and in both cases were judged as 'Outstanding'. Their reports emphasised the wonderful nature of our provision.

The KSI classroom opened in September 2020 and rapidly became full, with pupils being turned away. The decision was taken to create a second classroom, and work began in April 2022 to be open in September, with six pupils waiting to join us.

The two classrooms are located within a discrete area separated from the main school, and it is proposed to use the Belmer Rush grant to buy more playground equipment for this group.

Perhaps the most important development of the year was the opening of the new Therapy Centre in September. Last year we emphasised the need to expand our therapy provision, because of the increasing number of pupils and their more complex needs.

Despite the demand from our pupils, we are also offering this facility to other schools in the Horsham area. So far, four senior schools have jumped at the opportunity to send their more challenging pupils to us for therapy.

A previous grant from the Trustees was used to build a new Canine Therapy Centre for our school dogs. This has been such a success that we have added a School Farm with donkeys, pigs, goats and chickens, a great attraction for our younger pupils. This provision has helped settle pupils into school full time after the Covid pandemic.

The school has been awarded the Gold award for Food 4 Life, the highest category, for our agriculture program in which we promote the benefits of a healthy diet to our pupils. A number of pupils help in our market garden growing food for our school kitchens.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

The space previously used for therapy has been converted into a Food Technology Centre where pupils can learn about food hygiene and safety and how to cook, helping to ensure they are ready for possible future employment and independent living.

A significant initiative was organising a national football competition for SEN schools. Over 40 schools from across the country participated in regional events in the South, North and Midlands, with the winners qualifying for the finals held at St Georges National Football Centre at Burton on Trent. The pupils stayed in the hotel attached to the centre itself, a new experience for many. The England manager Gareth Southgate met some of the pupils at the hotel.

We have resurfaced the school playgrounds to provide a soft rubber surface for the pupils to play football and basketball. The new surface is used every break time, lunchtime, during lessons and after school. The pupils enjoy playing on the new pitch, and it helps to improve their skills.

The Principal is on the Board of NASS (The National Association of Independent Schools & Non-Maintained Special Schools) and has been involved in work with the Department of Education and Ofsted, which reflects the high esteem in which Muntham House is held in the SEN community. He and the Governors would like to thank the Belmar Rush Trustees for their continued support. Your generous contribution makes a significant difference to the pupils at Muntham House School.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Public Benefit Statement

The Trustees confirm that they have complied with the duty in section 4 of the Charities Act 2011 to have due regard to the Charity Commission's general guidance on public benefit, 'Charities and Public Benefit'. As stated elsewhere in this report, the payment of grants to the three charities specified in the Foundation's governing document is clear evidence of both the benefit provided and the relation of this benefit to the aims of the Foundation. The payment of these grants to the specified charities, which in turn have public benefit reporting responsibilities, meets the principle that the beneficiaries must be relevant to the Foundation's aims.

Structure, Governance & Management

Under a scheme approved by the Charity Commissioners in April 1994, the objectives and limitations on capital disbursement specified by Miss Rush were not changed but the Trustee structure was defined as:

Co-opted Trustee

- A descendant of William Belmer Rush resident outside the UK

Ex-Officio Trustee

- The Chair of Governors of the Charity & Private Limited Company called Muntham House School

Nominated Trustee – Barnardo's

- Appointed by the Council of Barnardo's Charity

Nominated Trustee - Save the Children

- Appointed by the Board of Trustees of Save the Children Charity

The 1994 scheme provided for three Trustees to form a quorum. On 3 March 2005 the Charity Commissioners granted a Power of Amendment Order. This allows Trustees to deal with certain administrative matters under advice to the Charity Commissioners. Forty days' notice is required for any resolution proposed under the Order and, appropriate notice being given; the Trustees considered and approved the following resolution at their Annual Meeting on 21 June 2005:

A clause 4(5) be added stating "The Trustees shall not vary Clauses 2, 13 and 14 of the William Belmer Rush Foundation Scheme sealed by the Charity Commissioners for England and Wales on 19 April 1994 without the prior consent of the said Commissioners"

This resolution is a mechanism to ensure that a quorum of Trustees could not use these new powers to change the Foundation's governance principles without the Charity Commissioners' approval.

The trustees considered and approved a resolution at their Annual Meeting on 18 July 2013 that added appointment of proxies and use of electronic communication to Clause 12 (about Trustee meetings) of the 1994 Scheme.

The Trustees meet once a year to review all activities undertaken since the last Annual Meeting as well as all systems and controls. At that meeting they confirm the Trustees Annual Report and Accounts and discuss any issues concerning the future of the Foundation. Trustees can hold special meetings in the intervening period if events require formal decisions to be made.

The Trustees appoint an Administrator selected from the staff of and recommended by Save the Children to deal with routine correspondence and matters on their behalf. The Administrator also produces the Trustees Annual Report and Accounts plus papers on Investments and Risks Review for discussion at the Annual Meeting.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Reference and Administrative Details

Charity Number: 00307079

Trustees: Mr B. Rush

Mr J Knightley
(Chair of Governors, Muntham House School)

Mrs V.H. Tabor
(Legacy Operations Manager, Barnardo's)

Ms A O'Boyle
(Senior Philanthropy Manager, Save the Children UK)

Address: William Belmer Rush Foundation
C/o Save the Children UK – Financial Reporting and Controls Team
Rebecca Eldridge
Foundation Administrator
Central Finance
Save the Children UK
1 St John's Lane
London EC1M 4AR

Independent
Examiner: Amanda Hall – Counterculture Partnership LLP
Unit 115 Ducie House
Ducie Street
Manchester, M1 2JW

Banker: National Westminster Bank PLC
PO Box 83
Tavistock House
Tavistock Square
London WC1H 9JA

Investment
Manager: CCLA Investment Management Ltd
Senator House
85 Queen Victoria Street
London EC4V 4ET

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Responsibilities of the Trustees

Charity law requires the Trustees to prepare financial statements for each financial year that give a true and fair view of the state of affairs of the Foundation and show the surplus or deficit for the period. In preparing these financial statements the trustees are required to:

- Select suitable accounting policies and then apply them consistently;
- Make judgements and estimates that are reasonable and prudent;
- State whether applicable accounting standards have been followed; and
- Prepare the financial statements on a going concern basis unless it is inappropriate to presume that the Foundation will continue to operate.

The Trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the Foundation. They are also responsible for safeguarding the assets of the Foundation and hence taking reasonable steps for the prevention and detection of fraud and other irregularities.

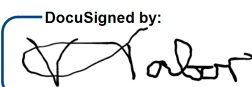
The financial statements have been prepared in accordance with the accounting policies set out in notes to the accounts and comply with the charity's governing document, the Charities Act 2011 and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland published on 16 July 2014.

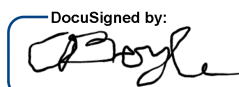
Statement as to disclosure to the Independent Examiner

In so far as the Trustees are aware at the time of approving the trustees' annual report:

- There is no relevant information, being information needed by the Independent Examiner in connection with preparing his report, of which the Independent Examiner is unaware.
- The Trustees, having made enquiries of fellow Trustees and the Independent Examiner that they ought to have individually taken, have each taken steps that they are obliged to take as a trustee in order to make themselves aware of any relevant information for the independent examination and to establish that the Independent Examiner is aware of that information.

Signed on behalf of the Board of Trustees

DocuSigned by:

 24FC96544AA042B...
 Mrs V.H. Tabor
 Trustee

DocuSigned by:

 F2B3D98CAFA347...
 Ms A O Boyle
 Trustee

Date: 20-Jul-2022 | 14:43 BST

WILLIAM BELMER RUSH FOUNDATION

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF THE WILLIAM BELMER RUSH FOUNDATION

I report on the accounts of the William Belmer Rush Foundation for the year ended 31 March 2022, which are set out on pages 15 - 19.

Responsibilities and basis of report

As the trustees of the charity, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act').

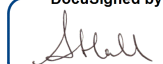
I report in respect of my examination of the charity's accounts carried out under section 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

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

- Accounting records were not kept in respect of the charity as required by section 130 of the Act.
- The accounts do not accord with those records.
- The accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination.

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

DocuSigned by:

62DBECAF685BA4...
Amanda Hall – Partner

Counterculture Partnership LLP
Unit 115 Ducie House
Ducie Street
Manchester, M1 2JW

WILLIAM BELMER RUSH FOUNDATION

STATEMENT OF FINANCIAL ACTIVITIES

for the year ended 31 March 2022

	Notes	2021/22			2020/21		
		£	£	£	£	£	£
		<u>Unrestricted</u>	<u>Endowment</u>	<u>Total</u>	<u>Unrestricted</u>	<u>Endowment</u>	<u>Total</u>
INCOME AND ENDOWMENTS FROM:							
Investments	2	78,059	-	78,059	75,573	-	75,573
Total		78,059	-	78,059	75,573	-	75,573
EXPENDITURE ON:							
Charitable expenditure							
Grants to:							
Save the Children Fund		(24,655)	-	(24,655)	(24,779)	-	(24,779)
Barnardo's		(24,656)	-	(24,656)	(24,778)	-	(24,778)
Muntham House School		(24,656)	-	(24,656)	(24,778)	-	(24,778)
Total Grants		(73,967)	-	(73,967)	(74,335)	-	(74,335)
Support costs	3	(4,092)	-	(4,092)	(1,238)	-	(1,238)
Total Expenditure		(78,059)	-	(78,059)	(75,573)	-	(75,573)
Net income/(expenditure) before investment gains and losses		-	-	-	-	-	-
Net gains/(losses) on investments	4	-	228,263	228,263	-	325,676	325,676
Net income/(expenditure) equal to net movement in funds		-	228,263	228,263	-	325,676	325,676
RECONCILIATION OF FUNDS							
Total funds brought forward	7	-	2,359,492	2,359,492	-	2,033,816	2,033,816
Total funds carried forward		-	2,587,755	2,587,755	-	2,359,492	2,359,492

WILLIAM BELMER RUSH FOUNDATION**BALANCE SHEET**

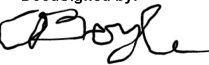
as at 31 March 2022

	Notes	31 March 2022 £	31 March 2021 £
FIXED ASSETS			
Investments	4	2,587,755	2,359,492
CURRENT ASSETS			
Cash at bank		78,057	75,560
Creditors: Amounts falling due within one year	5	(78,057)	(75,560)
Total net assets		2,587,755	2,359,492
THE FUNDS OF THE CHARITY			
ENDOWMENT FUNDS			
Capital fund	7	211,784	211,784
Investment revaluation reserve	7	2,375,971	2,147,708
Total charity funds	7	2,587,755	2,359,492

Approved on behalf of the Board of Trustees

DocuSigned by:

 2AF0965A4AA042B...
 Mrs V. H. Tabor
 Trustee

DocuSigned by:

 F2B3D98CAFA34A7
 Ms A O'Boyle
 Trustee

Date: _____

WILLIAM BELMER RUSH FOUNDATION

NOTES TO THE ACCOUNTS

I ACCOUNTING POLICIES

The financial statements have been prepared under the historical cost convention, except for investments which are included at market value and the revaluation of certain fixed assets and in accordance with the Charities SORP (FRS102) 'Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019)', Financial Reporting Standard 102 the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102), and the Charities Act 2011.

William Belmer Foundation meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

1.1 Public benefit entity status

The charity meets the definition of a public benefit entity under FRS 102.

1.2 Going concern status

The Trustees consider that there are no material uncertainties about the charity's ability to continue as a going concern.

1.3 Income

All income is included in the Statement of Financial Activities as soon as the following three factors can be met:

- Entitlement – when income is receivable or the charity's right becomes legally enforceable.
- Probable – when it is more likely that not that that the income will be received.
- Measurement – when the monetary value of the income can be measured with sufficient reliability.

1.4 Expenditure

All expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party.

a) Charitable activities

Costs of charitable activities comprise all costs incurred in pursuit of the charitable objectives of the charity. After providing for creditors, the remaining income received for the year is disbursed to the beneficiaries as described in the Trustees' Report.

b) Support costs

Support costs are shown under the appropriate SOFA expenditure category and consist solely of governance costs - which comprise all costs attributable to ensuring the public accountability of the charity and its compliance with regulation and good practice. These costs included independent examination fees and trustee expenses.

1.5 Taxation

The William Belmer Rush Foundation is a registered charity and as such is exempt from taxation of its income and gains to the extent that they are applied to its charitable purposes.

1.6 Investments

Investments are shown at market value. Net realised and unrealised gains and losses are reflected in the Statement of Financial Activities.

WILLIAM BELMER RUSH FOUNDATION

NOTES TO THE ACCOUNTS (continued)

2 INVESTMENT INCOME

Incoming resources includes investment income of £78,059 (see breakdown below):

		2021/22	2020/21
	%	£	£
Interest - Deposit Fund	0%	25	98
Dividend income - Investment Fund	75%	58,228	57,084
Dividend income - Property Fund	25%	19,806	18,391
Total		78,059	75,573

3 GOVERNANCE COSTS

The provision for the 2021/22 travel expenses was £2,850. There were no costs incurred for the 2020/21 AGM held in June 2021 as this was held remotely. The number of trustees in receipt of travel expenses was 1 (2020/21: 0).

The basic administration fee is £650 per annum payable to Save the Children UK with the cost of any additional work shown separately. There was no additional work during the year to 31 March 2022. Costs also include £590 (2020/21: £576) for independent examination fees.

No trustees were in receipt of remuneration in the year (2020/21: 0).

4 INVESTMENTS

The investments represent the endowed capital of the Foundation and are not available for distribution by the Trustees. The valuation of the Charities Official Investment Fund (COIF) investment fund, property fund and capital fund (held in a deposit account) as at 31 March 2022 are shown below. All income is received gross of tax.

	Deposit Account	Investment Fund	Property Fund	Total	Total
	2021/22	2021/22	2021/22	2021/22	2020/21
	£	£	£	£	£
Market value 1 April	5,932	1,954,361	399,199	2,359,492	2,033,816
Unrealised gains/(losses)	0	168,668	59,595	228,263	325,676
Market value 31 March	5,932	2,123,029	458,794	2,587,755	2,359,492
% of total investment	0.3%	82.0%	17.7%	100%	100%

This endowment investment portfolio comprises two forms of basic financial instrument:

- The capital fund (deposit account) is cash.
- The investment fund and property fund are listed investments which are initially recognised at their transaction value and subsequently measured at their fair value as at the balance sheet date using the closing quoted market price.

WILLIAM BELMER RUSH FOUNDATION

NOTES TO THE ACCOUNTS (continued)

5 CREDITORS

	2021/22	2020/21
	£	£
Grants payable	73,967	74,334
Trustee travel provision	2,850	0
Independent examiner's fee provision	590	576
Administration fee	650	650
Total	78,057	75,560

6 RELATED PARTIES

The charity trustees disclosed on page 12 include one from each of the benefiting charities. The material transactions with these charities are disclosed in the Trustees' Report on page 2.

7 NET MOVEMENT IN FUNDS

	Balance 1 April 2021	Gains/(losses)	Balance 31 March 2022
	£	£	£
Original capital fund	211,784	-	211,784
Investment revaluation reserve	2,147,708	228,263	2,375,971
Total	2,359,492	228,263	2,587,755

WILLIAM BELMER RUSH FOUNDATION

England & Wales - Charity number 307079

Accounts

WILLIAM BELMER RUSH FOUNDATION

REPORT AND ACCOUNTS

FOR THE YEAR ENDED 31 MARCH 2021



Rush Family Reunion - 1928

	Edward	Daisy	William B	Winifred	George	Emmie
Frank Fenner (Rush)	May Ethel	Agnes	Harry Tims	May Tims	Ron Tims	
Stanley Tims	Kathleen Winifred		Alice	Dennis Tims		

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES

For the year ended 31 March 2021

The William Belmer Rush Foundation was established on the 5 June 1964 under a Declaration of Trust by Miss W.V. Rush to promote the advancement of education with particular emphasis on assisting past and present pupils of Muntham House School in Horsham, Sussex in whatever way the Trustees think fit. Later Miss Rush requested in writing that the Trustees use income from the Foundation to support the work of Barnardo's and Save the Children.

Objectives & Aims

The Foundation's objectives remain the same as specified by Miss Rush:

- To promote the advancement of education with particular emphasis on assisting past and present pupils of Muntham House School in whatever way the Trustees think fit; and
- To use income from the Foundation to support the work of Barnardo's and Save the Children in whatever way the Trustees think fit.

The Trustees' investment policy to fulfil this objective is by maximising income whilst trying to ensure capital value is not eroded, especially by inflation. The Foundation is an endowed charity that empowers the Trustees to distribute the investment income but not the capital.

Financial Review

The attached accounts show that the Foundation received a total of £75,573 (2019/20: £78,913) and authorised grants totalling £74,335 (2019/20: £78,157). The total current value of the investments has increased 16% during the year to 31 March 2021. Income from investments has decreased by 4.2% (2019/20 increase 1.5%). Analysis of the changes for the individual investment vehicles is given in note 4 to the Accounts. All income is received gross of tax.

The current split of the capital investment as shown against the approved optimum split is shown below:

Optimum split		At 31 March 2021	
70%	Investment Fund	82.8%	
25%	Property Fund	16.9%	
5%	Deposit Account (Capital)	0.3%	

The current split of capital investments is not currently aligned to the optimum split; this will be considered by the Trustees at the forthcoming AGM.

The Trustees distribute the income received as shown below. These amounts are distributed after the close of the financial year and will be applied by the beneficiary charities during the financial year ending 31 March 2021.

		2020/21		2019/20
Save the Children UK	33.3%	£24,779	33.3%	£26,053
Barnardo's	33.3%	£24,778	33.3%	£26,052
Muntham House School	33.3%	£24,778	33.3%	£26,052

The Board of Trustees have agreed an equal split between the three beneficiary charities for the 2020-2021 grant distributions. This will be ratified at their 2021 general meeting on the balance sheet date.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Reserves Policy

Current year expenditure is met out of current year income (mostly from the endowment fund) and, after providing for accrued expenditure, the remaining surplus is disbursed to the beneficiary charities as detailed above. As the charity does not have any employee or property commitments, then it is unnecessary to hold reserves. The balance sheet therefore shows that the net assets comprise only the value of the endowment fund – and thus reserves are nil.

Achievements and Performance

The 2019/20 distributions were used to facilitate the following projects as explained by the beneficiaries.

SAVE THE CHILDREN UK

In 2020, the generous grant received from the William Belmer Rush Foundation, has been used to support a key programme in Tanzania.

Tuwekeze Pamoja, Tanzania

Programme overview:

- *Programme goal:* Children are developmentally on track, confident and ready to learn.
- *Outcomes:*
 1. Caregivers adopt behaviours and strategies to support their children's age appropriate growth, healthy development and learning from birth through pre-primary
 2. Improved pre-primary teaching practices and learning environment that support the school readiness skills' development of children
 3. National and local authority stakeholders and communities support cost-effective approaches and formal services to early childhood development
 4. Incidence of violence is reduced in homes, schools and communities

From July 2020, over 3,177 (522M, 2,655F) caregivers attended sessions; of those, we interviewed 70% for post-testing and saw that 91% (87% from 0-3 sessions, and 96% from 4-6 sessions) recalled at least 60% of key messages, and 84% (78% from 0-3 sessions, and 91% from 4-6 sessions) adopted at least 60% the key parenting behaviours. We have also drafted and reviewed our teacher's professional development intervention together with the Tanzania Institute of Education (TIE). We started its implementation in January 2021 by training Ward Education Officers and Pre-primary Teachers using our pilot module, which is endorsed by TIE. During COVID-19 we repositioned our work in order to continue reaching the communities while guided by the principle of DO NO HARM. Parenting has become even more critical as schools closed and children remain at home. Therefore, we had a responsibility to support parenting and home schooling while at the same time delivering government approved messages to prevent the spread of Coronavirus in communities.

Key highlights

Tuwekeze Pamoja provides a continuum of support for girls and boys from conception to age eight across all developmental domains; reducing violence in homes, communities, and schools; and providing quality education services to children, to demonstrate strong returns on investment and lead to improved learning outcomes for children.

The programme supports caregivers through caregiver group sessions to develop the knowledge and practices required to ensure their young children's early care and development. Since January 2021, the programme has been working with pre-primary school teachers and school leaders to ensure age-appropriate, play based, quality teaching and learning environments in pre-primary schools. Alongside these interventions, local community and government leaders' capacity has been strengthened to improve the enabling environment for Early Childhood Development (ECD).

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

The programme has a strong emphasis on conducting research to show the impact of its core ECD interventions and the impact of additional interventions, which focus on improving the broader wellbeing of children, through the reduction of violence in homes, schools and communities. Having previously produced the baseline report, Political Economic Analysis (PEA) study, Social Behaviour Change and Communication (SBCC) study, and LGA Professional Development in ECD package, we have now finalized the midline report. This report has shown that children in households where caregivers participated in the project were 18.5% more likely to score above the average child development score compared to the control areas. Through high quality programming and research, Save the Children together with ADP Mbozi (our implementing partner), seeks to influence government and development partners to improve policy, planning and resource allocation for the effective provision of ECD services for young children.

Outcome 1: Caregivers adopt behaviours and strategies to support their children's age appropriate growth, healthy development and learning from birth through pre-primary

'Tuwekeze Pamoja' works with caregivers of children from conception to six years old, to improve supportive parenting practices across all areas of children's development, including support for their nutrition, health and development and cognition-including language and communication. The programme seeks to change their attitudes, behaviours, skills and capacities by providing caregiver education aligned with key development stages in a child's life and supporting them to establish opportunities for children to develop and learn through play in their communities. We also aim to demonstrate that working with families specifically to reduce violence in the home, both violence against children and inter-partner violence does positively impact on children's confidence and their development and learning outcomes.

From July - November 2020, Tuwekeze Pamoja implemented two rounds of caregiver sessions on early childhood care and development; one for caregivers with children aged 0-3 and one for caregivers with children aged 4-6. The parenting sessions have continued throughout the pandemic, and we have continued working together with ADP Mbozi and the local government to adapt the sessions into a safer approach. We redesigned our parenting sessions to smaller groups that use audio parenting and COVID-19 prevention messages. We focused on a weekly audio drama that could easily express key parenting messages, as well as guidance on activities that parents could try at home with their children, alongside government approved COVID-19 messaging.

3,177 (522M, 2,655F) caregivers attended either 0-3 or 4-6 parenting sessions. We interviewed 70% of attendees for post-testing and saw that 91% (87% from 0-3 sessions, and 96% from 4-6 sessions) recalled at least 60% of key messages, and 84% (78% from 0-3 sessions, and 91% from 4-6 sessions) adopted at least 60% the key parenting behaviours. Notably, the average scores for the parenting sessions remain consistent with previous years for 0-3 and have improved during the 4-6 parenting sessions. This indicates that the changes made during COVID-19 to the delivery of the sessions has not affected the impact of the sessions on caregivers and may have even increased effectiveness.

Within the parenting groups, vulnerable households are provided with additional support through home visits. Priority for the home visits was given to teenage parents, caregivers with disabilities, households that have a child with disability and elderly caregivers. The purpose of conducting the home visits is to help parents practice skills and knowledge that they are learning in the parenting group sessions and to help clarify any questions the family members may have. Over this reporting period, we conducted 220 home visits to vulnerable families.

At the time of the midline assessment which collected data from 1,722 caregivers and their children in treatment and control groups, results show that Tuwekeze Pamoja program interventions demonstrated a measurable and significant impact on children learning outcomes across all 4 development domains, the most significant gains being in language and cognitive development. The study shows that 69% of children in households whose caregivers reported participating in the sessions scored at or above the reference population- compared with just 50.6% of children in control areas.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Results

- Child outcomes: Children in households where caregivers participated in the project (ToT) were 18.5% more likely to score above the average score compared to the control.

The impact on children's development outcomes was most significant for language 22% and cognition 16.6%.

- Caregiver knowledge, attitudes and practices: There was a significant positive impact on the number of caregivers adopting targeted behaviours and practices, on the number of behaviours and, the frequency with which they were practiced. The percentage of caregivers adopting more than 60% of targeted behaviours increased from just 1% at baseline and is significantly higher than for the control group.

Outcome 2: Improved pre-primary teaching practices and learning environment that support the school readiness skills' development of children

'Tuwekeze Pamoja' works with pre-primary teachers to build their knowledge and skills; and change attitudes and practices in favour of a more learner-friendly approach to teaching and classroom environments through workshops, coaching and mentorship. We help them to adopt strategies to enhance age-appropriate learning in the classroom, including training on play-based learning, teaching techniques, key strategies and creating an improved teaching practices and learning environment. The programme also works with school leadership, including head teachers and school management committees to promote better teaching and learning environments including preventing all forms of violence in schools, and increasing community engagement. The pre-primary school intervention represents an opportunity to use all our programme findings from the past three years of implementation as well as catalyse on the work happening at the national level in ECD, to develop a programme that is tailored both to the needs of teachers and school leadership, but also national decision makers.

Through our pre-primary work, we have invested in working more closely with national level officials in the Ministry of Education including the Tanzania Institute of Education (TIE) which is in charge of the curriculum. We have also worked with the President's Office Regional Administration and Local Government, which is responsible for the implementation and operations. We hosted meetings to familiarize national level officials with our pre-primary intervention design, garner their support for roll out, and pilot testing of this design in Mbozi District through this project. The TIE reviewed and endorsed our first three pre-primary school teacher professional development cycles (for piloting), which focuses on play-based learning, using different teaching methodologies, proactive classroom management, and building early reading and communication skills. They approved the first two cycles, and we are waiting for approval of the third cycle.

We have successfully implemented the Continuous Professional Development (CPD) model/cycle for pre-primary teachers that is based on 'professional development' and not just 'training' but blended approaches for the first two approved cycles. From January 2021 to March 2021 all 47 (11M, 36F), pre-primary teachers in the intervention schools have been exposed to those blended approaches that includes coaching and mentorship, peer-to-peer learning, and self-directed activities in addition to trainings. The program has been working with 8 Ward Education Officers from January 2021 to March 2021 through workshops and coaching to strengthen their coaching capacity and has continued to provide additional support to pre-primary teachers through coaching visits which also include lesson observation and feedback conversation after the lesson observation.

We have received positive feedback from the pre-primary school teachers on how our Continuous Professional Development (CPD) module/Cycle has created impact on helping their work and facilitate learning. "After the workshop, I dedicated my time to make various learning and teaching resources and organize resources in learning corners, and my classroom encourages and motivates children in learning" – Judith Mwasifiga, Pre-primary teacher at Namlonga Primary School says. Another teacher says, "My pre-primary children enjoy a lot the morning circle as it gives them a chance to sing and lead their favourite songs" – Joyce Chaula, Pre-primary teacher at Masangula Primary School.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

We plan to continue and consolidate our engagement with the central and local level government engagements in this year and over the next year so that they can best understand, continue providing supports, and can sustainably continue the work started by this program.

In addition, throughout the COVID-19 pandemic, Tuwekeze Pamoja program donated WASH and learning materials to primary schools and the community in Mbozi to ensure caregivers and children were/are protected from COVID 19 and children continue learning:

- 3,099 liquid soap: For community facilitators and 143 pre-primary schools
- 9,276 bars of soap, and 23,364 stickers with parenting messages: shared to caregivers including vulnerable caregivers (Elderly caregivers who are 60 years and above, teen mothers below 19 years, disabled caregivers, caregivers who takes care of children with disabilities). Every caregiver who had participated in the parenting education sessions received one bar of soap and three different stickers with key parenting messages while vulnerable caregivers received 3 bar of soaps and 3 different stickers with key parenting messages.
- 534 buckets with taps: to support regular hand washing during parenting sessions for caregivers. The remaining were distributed to 143 pre-primary schools.
- 50 (2,000 litres each) water tanks: One tank per school to support 50 primary schools with an extreme shortage of water source to increase water storage capacity especially during COVID-19 where the demand of water is higher due to frequent hand washing practice.
- 44 suggestion boxes: used by both teachers and students as a feedback mechanism to Save the Children. In collaboration with school management, Save the Children will monitor and respond to the feedbacks.
- 44 Mats: for 44 primary schools in pre-primary grades. The pre-primary curriculum is based on role-play, play based learning and a lot of physical activities which can easily be done when learners are comfortably seated on the mats.
- 1,530 children's books with 17 different titles, including 90 copies for pre-primary classes, were distributed to 44 primary schools. Pre-primary curriculum requires use story telling/reading as a learning and reading process.
- 148 radio and flash disks: teachers use materials in audio format like songs, pronunciation, learning different letter sounds, and listening skills as per the pre-primary curriculum. Teachers and students also use radio and flash disk to raise awareness of COVID-19 among pre-primary and primary school learners as they listen different child friendly COVID-19 messages and songs, including child-friendly handwashing songs.

Outcome 3: National and local authority stakeholders and communities support cost-effective approaches and formal services to early childhood development

Active engagement with local and central government authorities and development partners is critical for achieving change at the intervention level and influencing the allocation of resources and the adoption of strategies in early childhood and basic education that will improve the learning outcomes of all children in Tanzania. We work at both the local and national level to build capacity of government officials and promote policies that support young children.

As a part of this work, in February, we conducted Early Childhood Development (ECD) days for the third time during the project. Due to COVID-19 we adapted the way we could conduct the ECD days focusing more on celebrating and awarding certificates to caregivers 2,459 (385M 2074F) who had attended at least half of the total number of sessions for both 0-3 and 4-6 parenting sessions. These events were also used to demonstrate how to make playing and learning toys using local available resources so that caregivers can make these with their children at home. We also worked with the community leaders to identify role models/champions at practicing the program promoted approaches and we awarded gifts to recognize and appreciate their efforts as well as to motivate others to keep engaging in these practices with their children. In order to continue sensitizing community members and encourage them to register for cycle 4 of the parenting sessions, the program team recorded a jingle with messages mobilizing caregivers for registration. This was aired on a local radio, so the message was able to reach the community.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

We also conducted one-on-one meeting with hamlet level leaders to train them on issues related to ECD and ask them to support us with registration and attendance of caregivers. Since doing so, we have faced significantly less issues in registration and greater community support.

Another success over this reporting period was increased government engagement. A renewed interest in early childhood at the national level has given rise to new opportunities to invest in this sector in Tanzania. Through our partnership with the Tanzania ECD Network (TECDEN), we were able to support the development of the National Multi-Sectoral ECD Programme (NM-ECDP). By partnering with TECDEN and other NGOs, we contributed to stakeholders' workshops to develop the NMECDP as well as meetings from top level government officials to ensure the plan was validated and moved forward. We have also been able to provide technical input and expertise into the revised Standards and Guidelines for Pre-Primary, which are still in development.

Results

- Perceptions and support for ECD: Our midline study shows that understanding of the importance of ECD has increased and there is increased support for the allocation of resources and budget for parenting programmes at the district, ward and lower administrative levels.

Outcome 4: Incidence of violence is reduced in homes, schools and communities

We aim to demonstrate that working with families specifically to reduce violence in the home, i.e. both violence against children and inter-partner violence; positively impacts on children's confidence and their development and learning outcomes.

In order to assess the impact of our work, half of our villages only receive the 'Core' package of parenting sessions. The other half receives 'Core Plus'- all the parenting package from Core, plus an additional set of violence reduction activities. These include 5 additional parenting sessions, community theatre events modelling violence reduction techniques, and increased engagement with local government. The school intervention will also include a whole-school violence reduction training for teachers later in this year.

Our midline findings reveal that there were positive differences between the Core Plus and Core interventions. This difference was small but significant. Caregivers who participated in the programmes were 10% more likely to use strategies to ensure their wellbeing and manage their emotions than in control areas. For caregivers who participated in the project activities, 18% fewer caregivers used severe forms of physical punishment. 95% of male caregivers and 92% of female caregivers in the treatment areas reported using violence free parenting strategies in the past month.

However, while perceptions and knowledge of what constitutes violence and its effect on children's development has improved, caregivers are less willing to acknowledge violence in their own communities as compared to baseline, and the use of physical punishment for children remains high. There is limited evidence of a reduction of the prevalence, frequency of inter-partner violence, or justification of husbands using violence against their spouse.

Conclusions

Overall, the Tuwekeze Pamoja project has continued to be successful in bringing together caregivers, schools, and local and national officials to create a better start for young children. COVID-19 had a significant impact on the community, as schools were closed, making parenting even more critical to children's education. We adapted our programme activities well, including but not limited to parenting curriculums and Continuous Professional Development module/cycles for teachers. During parenting sessions, we shared accurate, and government approved messages on COVID-19 to the communities and promoted safe WASH practices whenever possible to prevent the spread. Our guiding principle has been DO NO HARM to the communities where we work, meaning we were keen to continue our work while ensuring families remained safe from the virus. We have continued to use data to inform our decision-making, most recently using our midline findings and our programme monitoring and research data to develop a strong intervention for both caregivers and pre-primary teachers.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Tuwekeze Pamoja project will continue working in collaboration with the government, ADP Mbozi, and community in Mbozi district to lay a foundation for life-long learning which enable the child to grow cognitively, physically and socio-emotionally. We will continue improving the learning outcomes of children through improved pre-primary teaching practices and a learning environment that supports the school readiness skills' development of children. We will continue to implement strong, child-centered interventions, and use the evidence that we generate to feed back into program design, as well as national discussions on ECD and with the wider Save the Children movement.

Thank you to the trustees of the William Belmer Rush Foundation. Together we helped give children in Tanzania the opportunities they deserve.

BARNARDO'S

The grant received from the William Belmer Rush Foundation in 2020 has been used to support our Employment Training and Skills Programme in the Midlands.

Midlands ETS Overview

Midlands ETS works with young people aged 16-24 across Birmingham and Black Country to provide critical and additional support to vulnerable young people. We work with these young people to deliver study programmes, apprenticeships, employability support and 1-1 mentoring and wrap around support. We are specifically working with those who have experienced adverse childhood experiences, and in some cases extreme trauma, some of them require more time and support in order to get into Education, Employment or Training.

In 2020 we worked with 51 young people in our front-line services and supported 40 apprentices in the workplace.

At Barnardo's we work with the hardest to reach young people, those who are furthest away from the job market, young people aged between 16 and 24 who face multiple and complex barriers to finding employment. We work closely with them to help them find and sustain employment. We have focused our provision on young people facing complex barriers, who we know need additional support. This includes:

Care leavers: 40% of 19–21 year-old care leavers in the UK are not in education, training or employment compared to 13% of peers.

Young people with learning difficulties: The average employment rate for young people aged 18-24 with a learning disability in the UK is just 7%.

Young people with mental health issues: Three quarters of people in the UK with long-term mental health issues are unemployed.

Our highly skilled and talented Project Workers build trust with the young people, in many cases where numerous others have failed. They help our learners to build confidence and uncover their aspirations by focusing on the young person's strengths and their attainment.

Our ETS programmes offer:

- Employability Skills (covering attendance, attitude, motivation, language & behaviour management)
- Functional Skills English & Maths and ICT
- Business Administration & Health & Social care

Our learners follow a timetable of activity which includes;

- Careers Advice & Guidance
- One-to-one meetings looking at the learner's Outcome Star
- One-to-one therapeutic care and referrals for counselling/mental health support
- Taster sessions for areas of work interests

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

- Time with Employer Engagement Officer
- Job applications & CV Workshops
- Interview preparation
- Tailored support as part of their progression post course

The ETS Model



We've also offered Pick n Mix sessions delivered by external organisations on themes chosen by our learners:

- Knife Crime
- Sexual health
- Building self-esteem
- Leadership
- Problem solving team tasks
- Anxiety Awareness, Dealing with Anxiety -
- Low Mood/Depression awareness, Dealing with Depression
- Anger Management
- Values and Identity Awareness

Project Workers also provide in-work support once the learner has progressed to ensure that they sustain the positive destination.

Service Profile

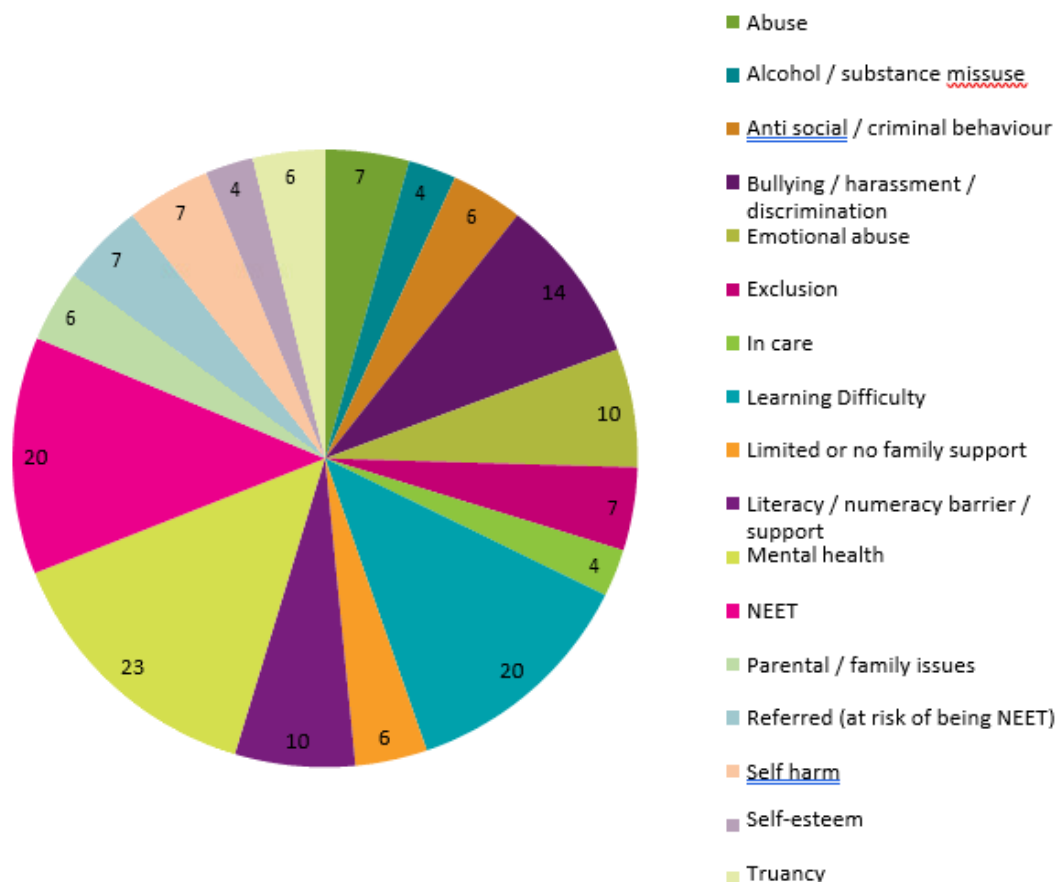
Below are details of the profiles of service users from 2020:

- 52% of the young people are female
- 16% of young people are from BME backgrounds
- 57% of the young people starting the programme have a learning difficulty or disability
- 46% of young people have disclosed a mental health condition

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Support Needs of young people in Midlands ETS



Jane* has been out of mainstream education for four years, having to be home schooled due to her mental health. She has low self-esteem and is severely depressed. At the meet and greet before the course started, she came with her mum, and mum did all the talking. Jane hardly spoke. Her tutor agreed that starting on-line learning would be a better option. Jane has been supported to build up her confidence and trust. All the hard work she has put in and the dedication she has shown has all paid off as she now attends the class one day a week.

Emma* has anxiety and suffers with her eyesight and other health conditions. She came to Banardo's to ask if she could join with us as she cannot cope with the noise and the amount of students in the class. Everything was going well until she had to have another operation on her eye. This left her in such pain and she is now partially sighted. This has knocked her confidence, and with Covid she has to shield due to her medication. We continue to support Emma with paper-based work and zoom calls to allow her to join in as her eyesight is that poor she cannot read the laptop screen. Since we have done this Emma has joined in all the sessions.

**not their real names*

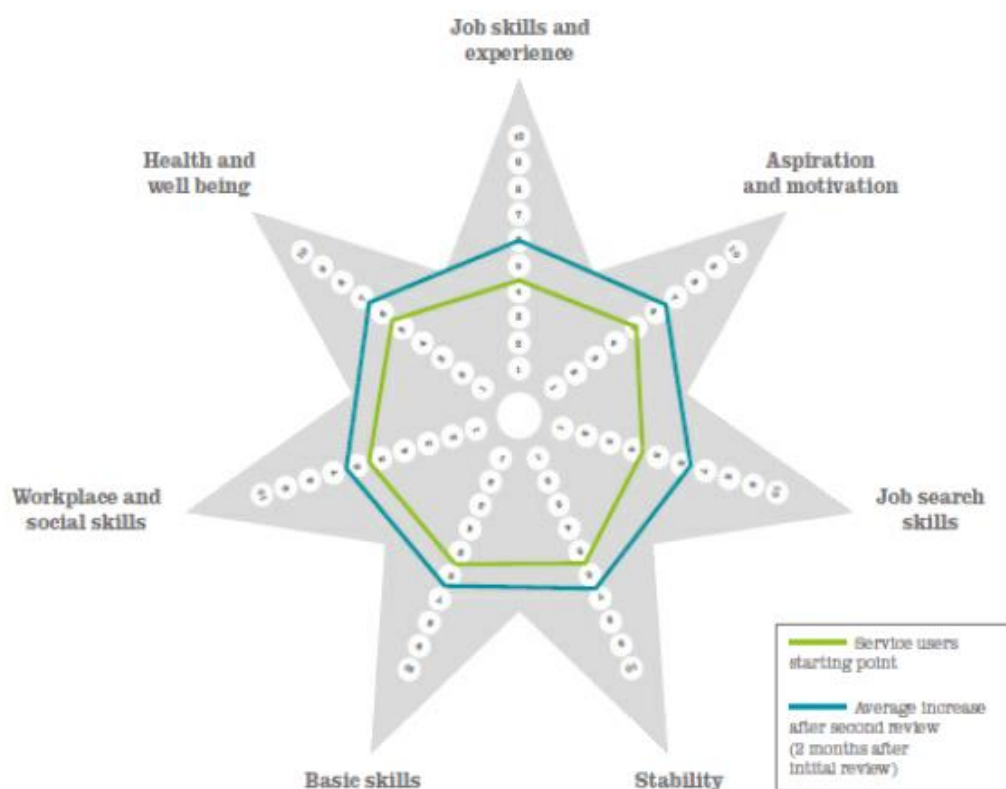
Outcomes for young people

To support with measuring impact and outcome for our young people in the Midlands, each young person completes an outcome star assessment at the beginning and end of the programme.

This allows young people and project workers to discuss and reflect upon their progress in relation to agreed goals. The data collected shows a significant increase and positive progression against all outcomes. Young people on average made an 80% change across all areas. The initial average score for a young person was 5.1 with the final scores increasing to 7.2. We saw the biggest change in job search skills.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)



“The learning setting is excellent and ideal for those candidates who normally struggle in large colleges. The space is contained and not overwhelming, with lots of break out areas and informal places to chill/relax, which really help relationship building”. Feedback from one of our partners.

Positive Outcomes in Employment, Education and Training:

Based on the current study programme performance 52% of learners progressed into a positive destination. This includes apprenticeships, traineeships, employment and further learning.

Covid 19 has impacted upon the progression outcomes for our young people and finding employment and apprenticeships is now harder than ever.

Success Story

Claire* came to the programme with low confidence and self-esteem issues; this was due to her medical condition severe eczema. She had missed school from year 8 and spent most of her secondary school time in and out of hospital. This resulted in her getting worried and anxious about returning to an education setting. Claire's anxiety was so bad it affected her eczema more and she then was in a vicious circle. She came to Barnardo's in September for an introduction session with her mum and was very shy and anxious; mum did most of the talking.

On the very first day of the programme she came with mum, and was crying and had extreme anxiety, so much so that she was hyper-ventilating. She then noticed another student she knew; her mum called this student over and Claire decided she could come into class with her. During the induction and start of the class, Claire would not leave the other student's side, she would not speak in class and was very nervous overall.

During October half term the other student feel sick, and Claire was faced with coming in on her own, which she felt she could not do. Her tutor worked with mum and Claire to agree to coming into the centre to talk about her anxieties. The tutor was able to use coaching skills to encourage Claire to attend the programme alone. Over the course of the next few weeks and lots of 1-1 sessions Claire is now able to hold her head up high in class and is confident in attending. She is a totally different person.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

The group are learning basic British Sign Language for Enrichment and Claire has engaged with this and enjoys sending videos of her practicing, and recently has unmuted herself and shown the video to other students. This is a huge step for Claire.

*not their real names.

Looking to the Future, responding to Covid 19

We are incredibly proud of our work transforming the lives of some of the most vulnerable young people in our communities through the Midlands ETS services and are looking forward to building on our achievements.

COVID-19 has had a big impact on our delivery, and we are taking steps to ensure we continue to support young people during this challenging time:

We have already:

- Moved to online delivery with sessions through Zoom/Google Meet interacting with young people and rolled out a VLE (Virtual Learning Environment) providing online resources.
- Secured funding to provide young people with IT devices and Wi-Fi to enable them to keep connected with the team and complete some of the weekly learning sessions.
- Continue to make regular contact with young people over the phone to support with wellbeing and mental health and to share information on what support is available from food banks.

Due to Covid-19 we need to adapt and be flexible with our delivery structure overall and have rolled out a blended learning programme through the VLE to ensure that we can be Covid-19 secure and maintain social distancing measures.

Thank you for your support. We are excited for what the future holds for our young people and to develop upcoming initiatives to support and inspire the leaders of tomorrow.

MUNTHAM HOUSE SCHOOL

The year has obviously been dominated by the pandemic of COVID-19. Muntham House School has nevertheless thrived and grown during the year, so we now have nearly 100 pupils.

The Principal foresaw the restrictions and possible closure of schools very early on and devised a safe system with a maximum of 6 pupils in each bubble with teachers assigned to one bubble. This worked very effectively until we were ordered to close when we were ready with daily on-line lessons.

The School never actually closed as we always had a number of boys attending, those 'at risk' as well as sons of essential workers.

The distance learning program which was reported last year was highly effective with formal lessons taking place from 9 until 12.30 with the afternoons being spent on other practical subjects and physical activities.

Reconnecting with school

Our pupils were desperate to return to school and the vast majority did so on 8th March. We will now be focussing on reconnecting with each one and assessing how much needs to be done to catch up on their learning.

All our staff have responded magnificently to the challenges, and morale remains extremely high. Because of the increased numbers are finances are sound and we are in the process of building a new Therapy Centre which will enable us to meet the evermore complex needs of our boys.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Government policy is that special needs children should be educated in mainstream schools. The problem is that those who are particularly demanding are frequently excluded because they are just too disruptive. This often happens at Year 6 when they are transferring to Secondary education because Heads are fearful of their impact on the exam results of their schools.

An indication of the size of the problem is that Muntham has had over 400 referrals from Local Authorities since September 2019. The Ofsted inspection award of 'Outstanding' was confirmed, in fact we were rated Outstanding in every area of the report.

'This school has had a massive and life changing impact on the residential pupils' lives.' Ofsted 2020

The Belmer Rush grant last year was spent on a new Canine Therapy Unit which has been a success and is in constant use throughout the school day. We currently have 3 dogs and pupils enjoy working 1-1 with our Canine Therapy Specialist.

We also established a 'School Farm' to grow vegetables for use in the kitchens.

Boys have the opportunity to 'get their hands dirty', which helps them to understand the value of fresh produce and the importance of a healthy diet.

The decor in the Dining Room now has wall displays emphasising the importance of healthy eating.

The Key Stage 1 classroom opened last year and is now full of 12 pupils and we are building another one to be open by September 2021.

The new classroom provides a purposeful learning environment for our youngest pupils to engage, enjoy and succeed in their education.

Sadly, we have a number of 5 and 6 year-olds whose home life is so traumatic that we have opened a boarding facility for pupils of this age.

This new Primary residential floor is having a significant impact on the pupils. This provision provides a clear and much needed structure and routine in our pupils' lives.

We have created a home away from home where pupils can feel safe, happy and are well cared for.

Our next project is to create a Food Technology Centre with the aim of teaching boys how to cater for themselves, and plan diets and menus. We expect that some will go on to obtain formal qualifications in catering and we are liaising with the Worshipful Company of Cooks Company. This is where we propose to use the grant from Belmer Rush if the Trustees agree to award a grant this year.

The increasing numbers of young pupils creates another problem. Many of them will remain at Muntham throughout their school careers which means they will fill up spaces in each year group, thereby reducing the number of places for older boys.

We are currently considering how far we can go in increasing our numbers without destroying the ethos of the school and losing its homely atmosphere.

The first step has been to divide the school into separate entities. Infants, Juniors, Secondary and Post-16. Each with its own mini-campus. The numbers in each section are such that boys, particularly the young ones can cope more easily.

We have recruited a number of extra teachers and classroom assistants in order to maintain the staffing ratios. We consider this is essential and is one of the reasons that Muntham is regarded as one of the best Special Needs Schools in the country.

Finally, may I offer the thanks of the Governors and Principal and for the very generous support from the Trustees of the Belmer Rush Trust.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Public Benefit Statement

The Trustees confirm that they have complied with the duty in section 4 of the Charities Act 2011 to have due regard to the Charity Commission's general guidance on public benefit, 'Charities and Public Benefit'. As stated elsewhere in this report, the payment of grants to the three charities specified in the Foundation's governing document is clear evidence of both the benefit provided and the relation of this benefit to the aims of the Foundation. The payment of these grants to the specified charities, which in turn have public benefit reporting responsibilities, meets the principle that the beneficiaries must be relevant to the Foundation's aims.

Structure, Governance & Management

Under a scheme approved by the Charity Commissioners in April 1994, the objectives and limitations on capital disbursement specified by Miss Rush were not changed but the Trustee structure was defined as:

Co-opted Trustee

- A descendant of William Belmer Rush resident outside the UK

Ex-Officio Trustee

- The Chair of Governors of the Charity & Private Limited Company called Muntham House School

Nominated Trustee – Barnardo's

- Appointed by the Council of Barnardo's Charity

Nominated Trustee - Save the Children

- Appointed by the Board of Trustees of Save the Children Charity

The 1994 scheme provided for three Trustees to form a quorum. On 3 March 2005 the Charity Commissioners granted a Power of Amendment Order. This allows Trustees to deal with certain administrative matters under advice to the Charity Commissioners. Forty days' notice is required for any resolution proposed under the Order and, appropriate notice being given; the Trustees considered and approved the following resolution at their Annual Meeting on 21 June 2005:

A clause 4(5) be added stating "The Trustees shall not vary Clauses 2, 13 and 14 of the William Belmer Rush Foundation Scheme sealed by the Charity Commissioners for England and Wales on 19 April 1994 without the prior consent of the said Commissioners"

This resolution is a mechanism to ensure that a quorum of Trustees could not use these new powers to change the Foundation's governance principles without the Charity Commissioners' approval.

The trustees considered and approved a resolution at their Annual Meeting on 18 July 2013 that added appointment of proxies and use of electronic communication to Clause 12 (about Trustee meetings) of the 1994 Scheme.

The Trustees meet once a year to review all activities undertaken since the last Annual Meeting as well as all systems and controls. At that meeting they confirm the Trustees Annual Report and Accounts and discuss any issues concerning the future of the Foundation. Trustees can hold special meetings in the intervening period if events require formal decisions to be made.

The Trustees appoint an Administrator selected from the staff of and recommended by Save the Children to deal with routine correspondence and matters on their behalf. The Administrator also produces the Trustees Annual Report and Accounts plus papers on Investments and Risks Review for discussion at the Annual Meeting.

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Reference and Administrative Details

Charity Number: 00307079

Trustees: Mr B. Rush

Mr J Knightley
(Chair of Governors, Muntham House School)

Mrs V.H. Tabor
(Legacy Operations Manager, Barnardo's)

Ms A O'Boyle (appointed 04 June 2019)
(Senior Philanthropy Manager, Save the Children UK)

Address: William Belmer Rush Foundation
C/o Save the Children UK – Financial Reporting and Controls Team
Rebecca Eldridge
Foundation Administrator
Central Finance
Save the Children UK
1 St John's Lane
London EC1M 4AR

Independent Examiner: Amanda Hall – Counterculture Partnership LLP
Unit 115 Ducie House
Ducie Street
Manchester M1 2JW

Banker: National Westminster Bank PLC
PO Box 83
Tavistock House
Tavistock Square
London WC1H 9JA

Investment Manager: CCLA Investment Management Ltd
Senator House
85 Queen Victoria Street
London EC4V 4ET

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Responsibilities of the Trustees

Charity law requires the Trustees to prepare financial statements for each financial year that give a true and fair view of the state of affairs of the Foundation and show the surplus or deficit for the period. In preparing these financial statements the trustees are required to:

- Select suitable accounting policies and then apply them consistently;
- Make judgements and estimates that are reasonable and prudent;
- State whether applicable accounting standards have been followed; and
- Prepare the financial statements on a going concern basis unless it is inappropriate to presume that the Foundation will continue to operate.

The Trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the Foundation. They are also responsible for safeguarding the assets of the Foundation and hence taking reasonable steps for the prevention and detection of fraud and other irregularities.

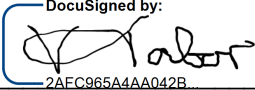
The financial statements have been prepared in accordance with the accounting policies set out in note I to the financial statements and comply with the charity's governing document, the Charities Act 2011 and "Accounting and Reporting by Charities: Statement of Recommended Practice – Accounting and Reporting by Charities (SORP (FRS102), issued in October 2019)".

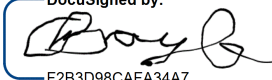
Statement as to disclosure to the Independent Examiner

In so far as the Trustees are aware at the time of approving the trustees' annual report:

- There is no relevant information, being information needed by the Independent Examiner in connection with preparing his report, of which the Independent Examiner is unaware.
- The Trustees, having made enquiries of fellow Trustees and the Independent Examiner that they ought to have individually taken, have each taken steps that they are obliged to take as a trustee in order to make themselves aware of any relevant information for the independent examination and to establish that the Independent Examiner is aware of that information.

Signed on behalf of the Board of Trustees

DocuSigned by:

 2AFC965A4AA042B
 Mrs V.H. Tabor
 Trustee

DocuSigned by:

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 Ms A O'Boyle
 Trustee

Date: 21-Jun-2021 | 17:15 BST

WILLIAM BELMER RUSH FOUNDATION

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF THE WILLIAM BELMER RUSH FOUNDATION

I report on the accounts of the William Belmer Rush Foundation for the year ended 31 March 2021, which are set out on pages 18 - 22.

Responsibilities and basis of report

As the trustees of the charity, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act').

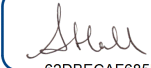
I report in respect of my examination of the charity's accounts carried out under section 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

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

- Accounting records were not kept in respect of the charity as required by section 130 of the Act.
- The accounts do not accord with those records.
- The accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination.

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

DocuSigned by:

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Amanda Hall – Partner

Counterculture Partnership LLP
Unit NH2.04, EI Business Studios
7 Whitechapel Road
London, E1 1DU

WILLIAM BELMER RUSH FOUNDATION

STATEMENT OF FINANCIAL ACTIVITIES

for the year ended 31 March 2021

	Notes	2020/21			2019/20		
		£	£	£	£	£	£
		<u>Unrestricted</u>	<u>Endowment</u>	<u>Total</u>	<u>Unrestricted</u>	<u>Endowment</u>	<u>Total</u>
INCOME AND ENDOWMENTS FROM:							
Investments	2	75,573	-	75,573	78,913	-	78,913
Other: bank compensation		-	-	-	-	-	-
Total		75,573	-	75,573	78,913	-	78,913
EXPENDITURE ON:							
Charitable expenditure							
Grants to:							
Save the Children Fund		(24,779)	-	(24,779)	(26,053)	-	(26,053)
Barnardo's		(24,778)	-	(24,778)	(26,052)	-	(26,052)
Muntham House School		(24,778)	-	(24,778)	(26,052)	-	(26,052)
Total Grants		(74,335)	-	(74,335)	(78,157)	-	(78,157)
Support costs	3	(1,238)	-	(1,238)	(756)	-	(756)
Total Expenditure		(75,573)	-	(75,573)	(78,913)	-	(78,913)
Net income/(expenditure) before investment gains and losses		-	-	-	-	-	-
Net gains/(losses) on investments	4	-	325,676	325,676		(63,962)	127,497
Net income/(expenditure) equal to net movement in funds		-	325,676	325,676	-	(63,962)	(63,962)
RECONCILIATION OF FUNDS							
Total funds brought forward	7	-	2,033,816	2,033,816	-	2,097,778	2,097,778
Total funds carried forward		-	2,359,492	2,359,492	-	2,033,816	2,033,816

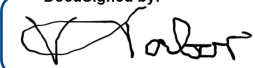
WILLIAM BELMER RUSH FOUNDATION

BALANCE SHEET

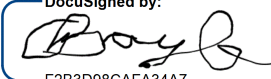
as at 31 March 2021

	Notes	31 March 2021 £	31 March 2020 £
FIXED ASSETS			
Investments	4	2,359,492	2,033,816
CURRENT ASSETS			
Cash at bank		75,560	79,383
Creditors: Amounts falling due within one year	5	(75,560)	(79,383)
Total net assets		2,359,492	2,033,816
THE FUNDS OF THE CHARITY			
ENDOWMENT FUNDS			
Capital fund	7	211,784	211,784
Investment revaluation reserve	7	2,147,708	1,822,032
Total charity funds	7	2,359,492	2,033,816

Approved on behalf of the Board of Trustees

DocuSigned by:

 2AFC965A4AA042B...

Mrs V. H. Tabor
Trustee

DocuSigned by:

 F2B3D98CAFA34A7...

Ms A O'Boyle
Trustee

Date: 21-Jun-2021 | 17:15 BST

WILLIAM BELMER RUSH FOUNDATION

NOTES TO THE ACCOUNTS

I ACCOUNTING POLICIES

The accounts (financial statements) have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant note(s) to these accounts. The financial statements have also been prepared in accordance with the Charities Act 2011 and "Accounting and Reporting by Charities: Statement of Recommended Practice – Accounting and Reporting by Charities (SORP (FRS102), issued in October 2019)", the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

The financial statements have been prepared to give a 'true and fair' view and have departed from the Charities (Accounts and Reports) Regulations 2008 only to the extent required to provide a 'true and fair view'. This departure has involved following Accounting and Reporting by Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) issued on 16 July 2014 rather than the Accounting and Reporting by Charities: Statement of Recommended Practice effective from 1 April 2005 which has since been withdrawn.

I.1 Public benefit entity status

The charity meets the definition of a public benefit entity under FRS 102.

I.2 Going concern status

The Trustees consider that there are no material uncertainties about the charity's ability to continue as a going concern.

I.3 Income

All income is included in the Statement of Financial Activities as soon as the following three factors can be met:

- Entitlement – when income is receivable or the charity's right becomes legally enforceable.
- Probable – when it is more likely than not that the income will be received.
- Measurement – when the monetary value of the income can be measured with sufficient reliability.

I.4 Expenditure

All expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party.

a) Charitable activities

Costs of charitable activities comprise all costs incurred in pursuit of the charitable objectives of the charity. After providing for creditors, the remaining income received for the year is disbursed to the beneficiaries as described in the Trustees' Report.

b) Support costs

Support costs are shown under the appropriate SOFA expenditure category and consist solely of governance costs - which comprise all costs attributable to ensuring the public accountability of the charity and its compliance with regulation and good practice. These costs included independent examination fees and trustee expenses.

c) Taxation

The William Belmer Rush Foundation is a registered charity and as such is exempt from taxation of its income and gains to the extent that they are applied to its charitable purposes.

WILLIAM BELMER RUSH FOUNDATION

NOTES TO THE ACCOUNTS (continued)

2 INVESTMENT INCOME

Incoming resources includes investment income of £75,573 (see breakdown below):

		2020/21	2019/20
	%	£	£
Interest - Deposit Fund	0%	98	317
Dividend income - Investment Fund	76%	57,084	55,961
Dividend income - Property Fund	24%	18,391	22,636
Total		75,573	78,913

3 GOVERNANCE COSTS

There were no costs incurred for the 2020/21 AGM held in June 2021 (2019/2020: £0). The number of trustees in receipt of travel expenses was 0 (2019/20: 0).

The basic administration fee is £650 per annum payable to Save the Children UK with the cost of any additional work shown separately. There was no additional work during the year to 31 March 2021. Costs also include £576 (2019/20: £576) for independent examination fees.

No trustees were in receipt of remuneration in the year (2019/20: 0).

4 INVESTMENTS

The investments represent the endowed capital of the Foundation and are not available for distribution by the Trustees. The valuation of the Charities Official Investment Fund (COIF) investment fund, property fund and capital fund (held in a deposit account) as at 31 March 2021 are shown below. All income is received gross of tax.

	Deposit Account	Investment Fund	Property Fund	Total	Total
	2020/21	2020/21	2020/21	2020/21	2019/20
	£	£	£	£	£
Market value 1 April	5,932	1,619,665	408,218	2,033,816	2,097,778
Unrealised gains/(losses)	0	334,696	(9,019)	325,676	(63,962)
Market value 31 March	5,932	1,954,361	399,199	2,359,492	2,033,816
% of total investment	0.3%	82.8%	16.9%	100%	100%

This endowment investment portfolio comprises two forms of basic financial instrument:

- The capital fund (deposit account) is cash.
- The investment fund and property fund are listed investments which are initially recognised at their transaction value and subsequently measured at their fair value as at the balance sheet date using the closing quoted market price.

WILLIAM BELMER RUSH FOUNDATION

NOTES TO THE ACCOUNTS (continued)

5 CREDITORS

	2020/21	2019/20
	£	£
Grants payable	74,334	78,157
Independent examiner's fee provision	576	576
Administration fee	650	650
Total	75,560	79,383

6 RELATED PARTIES

The charity trustees disclosed on page 15 include one from each of the benefiting charities. The material transactions with these charities are disclosed in the Trustees' Report on page 2.

7 NET MOVEMENT IN FUNDS

	Balance 1 April 2020	Gains/(losses)	Balance 31 March 2021
	£	£	£
Original capital fund	211,784	-	211,784
Investment revaluation reserve	1,822,032	325,676	2,147,708
Total	2,033,816	325,676	2,359,492