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**QUEST FOR LEARNING GB LIMITED**  
**Report and Financial Statements**  
**Period ended: 31 July 2018**  
**Charity no: 1107219**  
**Company no: 5273829**

## REFERENCE AND ADMINISTRATIVE INFORMATION

**Registered Company Name:** Quest for Learning GB Limited

**Charity Number:** 1107219

**Company Number:** 5273829

**Registered Office:** Aureus School Buildings  
Candytuft Way  
Harwell  
Didcot  
Oxfordshire  
OX11 6FF

### Trustees/Directors

C Burton (Appointed 04/07/2012) Chair  
J St Clair Hoare (Resigned 14/06/2017)  
C Plews (Appointed 02/05/2012)  
A Brown (Resigned 20/12/2017)  
J Carter (Appointed 15/06/2011)  
D Wilson (Appointed 13/05/2015)  
K Senior (Appointed 7/12/2016)  
S Broadbent (Appointed 7/12/2016)  
B Wood (Resigned 14/06/2017)  
K Berman (Appointed 7/12/2016)  
B Brice (Appointed 25/4/2018)  
C Williams (Appointed 14/6/18)  
R Copleston (Appointed 14/6/18)  
A Lord (Appointed 14/6/18)  
N Wells (Appointed 14/6/18)

**Company Secretary:** Mr Tony Hobbs (Appointed 05/06/2011)

**Director:** Mrs Jayne Lacny (Appointed 05/01/2011)

**Bankers** CAF Bank Ltd  
25 Kings Hill Avenue  
Kings Hill  
West Malling  
Kent  
ME19 4JQ

**Accountants** Chapman, Robinson & Moore Limited  
Accountants & Registered Auditors  
30 Bankside Court  
Stationfields

Kidlington  
Oxfordshire  
OX5 1JE

**Legal Advisers**

Blake Morgan Solicitors  
Seacourt Tower  
West Way  
Oxford  
OX2 0FB

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## **REPORT OF THE TRUSTEES FOR THE PERIOD ENDED 31 July 2018**

The Trustees/Directors are pleased to present their report together with the financial statements of the company for the period ended 31 July 2018.

Legal and administrative information set out in this document forms part of this Report. The financial statements comply with current statutory requirements, the Trust Deed and applicable law and Statement of Recommended Practice: Accounting and Reporting by Charities 2015.

*Please note: In order to align the charity with its working practices, the end of financial year has been changed from March 31 to July 31 in order to fit the school year.*

### **Objects**

The Charity's objects are to promote the educational potential and achievement of children under the age of 16 experiencing basic difficulties with literacy and numeracy by the provision of an educational support service delivered within schools and supporting learning in the home; and by the provision of training programmes for school teaching and support staff, trainee teachers and corporate volunteers involved in improving the literacy and numeracy skills of pupils.

### **Structure, Governance & Management**

#### ***Governing Document***

Quest for Learning was renamed with the Charity Commission as no. 1107219 in December 2015 (having previously been registered as Reading Quest under the same no since October 2004). It was registered with Companies House as no. 5273829 in July 2012. The Charity was established by a Memorandum of Association and is governed under its Articles of Association.

#### ***Appointment of Trustees/Directors***

The Trustees/Directors of the Charity are appointed according to the rules detailed in the Memorandum and Articles of Association of Quest for Learning GB Limited.

Each Trustee/Director has a specific portfolio of responsibility and new Trustees will be recruited and inducted on the basis of the skills that they contribute to the Charity's work.

Changes to the membership of the Trustee Board were made during the reporting year with the resignations of Barry Wood (14/6/17) and, Julie St Clair Hoare (14/6/17) and Alastair Brown (20/12/2017) and with the recruitment of new Trustee, Ben Brice (25/4/18) as well as Chris Williams, Roger Copleston, Alexandra Lord and Ned Wells (14/06/2018).

#### ***Meetings***

The Trustees/Directors meet at least once every quarter and once in the year for the Annual General Meeting.

#### ***Structure***

Quest for Learning GB Limited is a company limited by guarantee through which it delivers its charitable purposes. All employees of Quest for Learning are employed directly by the Charity.

The Charity was governed by a Board of 12 Trustees. It was led by Chair, Chris Burton, an experienced executive with many years' experience of working for large corporates. The present Board continues to commit considerable time and expertise to overseeing the future structure and strategies of the charity, including through the creation of steering groups to consider financial matters, strategic direction and fundraising.

The Board has experience in general management, education, educational research, educational special needs, financial and professional services, strategic development, IT and website development, school senior management, adult learning, marketing, legal expertise and coaching/mentoring as well as supporting charitable initiatives.

Trustees are appointed by the Board of Trustees. All members of the Board have appropriate experience and skills. On the election of new members to the Board appropriate induction and training is offered.

The day-to-day operations are undertaken by Director, Jayne Lacny, who joined the Charity in January 2011. She is supported by Chair, Chris Burton. In terms of financial guidance, the Charity is supported by Tony Hobbs, Managing Director of Chapman, Robinson and Moore and by book keepers A1 Bookkeepers, both of Kidlington, Oxfordshire. On legal matters, assistance comes from Christine Plews and Ben Brice, of Blake Morgan Solicitors.

The Trustees have referred to Charity Commission guidance on public benefit when delivering the work of the Charity and discharging their duties as Trustees.

Following guidance published by the Information Commissioner Office, the Charity has been taking the required steps to becoming compliant with the Data Protection Act and General Data Protection Regulation (2018).

## **Achievements and Performance**

### **LITERACY:**

#### **Using Reading Quest and BookQuest**

We have two literacy programmes. The charity was founded on Reading Quest which is used to support youngsters aged 6 to 7 years old. Just over three years ago a new programme was added, BookQuest, which helps children approaching the transition to secondary school. Lessons are 30 minutes long, three times a week for 6 weeks, making 9 hours of teaching overall. A major part of the work involves engaging parents and carers through outreach work.

*Reading Quest (Key Stage 1)* helps children to develop early reading, spelling and writing skills. A key part of the work is to empower children to engage with books and stories.

*BookQuest (Key Stage 2)* supports children who can read but get little pleasure from books; struggle in terms of comprehension; find it difficult to speak about books; lack a wide vocabulary and are weak at writing. These children from aged 8 to 11 have become demoralised about themselves as learners and face the prospect of starting secondary school behind their peers.

The main focus of the Charity is to support children from low income families living in areas of disadvantage and, through our teaching, give them a massive learning and confidence boost for the future.

### **Teaching numbers**

Between April to July 2017, we taught up to 40 children through Reading Quest and BookQuest. Between September 2017 and July 2018, we taught around 215 children through Reading Quest and BookQuest. From Easter 2018, a number of pupils were taught Reading Quest with Wild and BookQuest with Wild as the programmes were being trialled. See Quest Wild Project for more details.

### **Teaching**

The impact of Quest for Learning's teaching was clearly on display during the school year 2017-2018 with this life-changing work bringing in huge gains for reading, spelling and reading comprehension as well as - equally importantly - encouraging youngsters to believe in their own learning skills and have fun.

Reading Quest and BookQuest were again bought in by partner schools with each school taking part in the trialling of the new Wild teaching. Some of our impact can be seen below.

- Using Reading Quest, our average gains were 15 months in reading and 8 months in spelling from just 9 hours of support.
- Using BookQuest, reading comprehension gains were impressive with 20 months average improvements in just 6 weeks with some pupils making 41 months improvement. The average reading gains were 12 months.

### **Beyond the results**

The statistical gains achieved by our children are impressive but our programmes are about so much more than academic achievement. Our ethos has always been on providing lifelong skills to those children living in areas of deprivation, not just the skills of reading and writing, but also self-belief, resilience and confidence to take the next step forward. We are working with an increasing number of children who have additional needs and where these life skills are all the more important.

We ask pupils, families and teachers to fill out questionnaires after each teaching course. Our impact is clear to see during this period.

### **Reading Quest:**

- 96% of parents felt that Reading Quest had helped their child to feel more confident about school work, while 94% felt the course had helped to improve their child's reading and writing.
- 90% of parents felt that support from the tutor had given them more ideas to support their child's learning at home, with 73% commenting how they were more likely to take their family to the library as a result of Reading Quest.
- Teachers reported an average gain of over 35% in the confidence of pupils after Reading Quest, along with an impressive leap of 28% in being able to work independently.

- Teachers also commented on the children's increased ability to participate in group activities (up by 24%) and their willingness to contribute to discussion (up by 34%).
- They also felt the children who had participated in the programme now read well for their age (up from 36% to 81%) and write well for their age (up from 24% to 68%).

### **BookQuest:**

- 100% of pupils felt their comprehension levels had increased and they were more able to understand what they had read since taking part in the BookQuest programme. 94% felt more confident about reading, with 81% more confident about writing.
- 85% of children said they were more likely to read for enjoyment as a result of the course.
- 100% of parents felt that BookQuest had helped their child improve their reading and writing and that they had been given new ideas to support their child at home.
- Teachers reported substantial gains in reading and writing skills, the percentage of children who they felt read well for their age increased from 68% to 90% and those they felt write well for their age increased from 59% to 90%.
- The percentage of children who were seen to be confident in school increased from 54% to an outstanding 98% following the programme.
- Interestingly, 81% of teachers felt that there had been a positive impact on at least one of the pupils' classmates as a result of the programme.

We also got some lovely comments.

### **Reading Quest:**

#### *Child comments*

'I am proud of myself'. M also said that he can now read books on his own.

'In class, I read better. I like writing stories. At home my mum is proud of my reading.'

'My reading and my writing is better. At home, I write and play word games and I read books. RQ has really helped me.'

#### *Parent/carer comments*

'T's confidence and enjoyment of books, reading and writing has improved dramatically. His teacher and us as parents have noticed a big change in his willingness to have a go. He seems more resilient. His skills have improved markedly.'

'L has really enjoyed doing Reading Quest and I have watched her increasingly enjoy reading more. She has started to work more independently and her confidence in reading has increased.'

'It's great - valuable 1:1 time, positive teaching which really builds confidence, is fun, uses resources the child chooses from a good range which are pitched at their level. It's light touch but gives good results - great for my child whose confidence after Year 1 was low.'

#### *Teacher comments*

'RQ has been fantastic for E. It has given him so much more confidence and the skills to access a wider range of books. Most importantly he no longer feels negative about reading.'

'S has enjoyed RQ sessions immensely. She is beginning to choose a wider range of reading material as part of her increased confidence.'

'E has made some good progress in his reading and writing over this term, his vocabulary has definitely improved.'

## **BookQuest:**

### *Child comments*

'I feel more confident, I can read and write better.'  
'I'm focussed on the words and what they mean. Sometimes even words in other languages, like in the Nelson Mandela Book.'

### *Parent/carer comments*

'My child has become more confident when reading. The sessions have been very positive for her learning.'  
'The sessions have enabled my child to become more confident in the pronunciation of unfamiliar words with her reading. Her writing has improved significantly.'

### *Teacher comments*

'M has really enjoyed the sessions and her attitude towards literacy has definitely become more positive as a result.'  
'I am really pleased with H's reading and attitude towards it - what a difference!'  
'U responded well to the sessions, enjoying her time with her tutor. Overall, a very positive experience that has provided a good foundation for the year ahead.'

## **The Quest Wild Project**

*The background:* It is common knowledge that children today spend less time outside and are less knowledgeable about native wildlife than any preceding generation. Crucially, research shows that those children who are most lacking in contact with the natural world are very often the same children who struggle to learn effectively at school. These are the children that we often support, those on the fringe of society and in deep disadvantage.

Since US author/journalist Richard Louv coined the phrase 'nature deficit disorder' in 2005, there has been a wealth of research to suggest that all of us, especially children, are spending too little time outside. Louv suggested that the result is a deterioration in mental health. Detergent brand Persil recently undertook research across 10 countries, and found British children were among the most housebound in the world, many spending less time outside than high security prisoners. A lack of connection with nature has been linked to a number of health issues, including depression, anxiety and obesity.

*The work:* It was a great pleasure during the year to continue to work on our Quest Wild programme which we hope to officially launch in autumn 2018. We hope that Quest Wild will enable us to build on our twenty years' experience of providing successful interventions in primary schools, helping children who are disengaged with their learning to gain confidence, building self-esteem and keeping pace with their peers.

Quest Wild seeks to provide children with the same guaranteed learning gains, while also opening their eyes to the wonders of the natural world and providing opportunities outside the classroom to experience nature first-hand. Children will be offered an option of exploring Wild books but can opt for non-Wild volumes as well.

The aims of the new programme are:

- Quest Wild will boost attainment levels, providing at least the same levels of gain as our existing programmes, BookQuest and Reading Quest.
- Quest Wild will enthuse children to keep reading and learning after their teaching course is finished. The introduction to the subject of animals and wildlife will provide a springboard to children to become lifelong readers and learners.



- Quest Wild will introduce children to the fascinating world of plants, wildlife and the wider environment through carefully chosen, high quality picture books to share in sessions along with associated activities to complete at home. All the texts have been extensively researched and trialled in the classroom.
- Quest Wild will provide opportunities for groups, schools and families to explore the wonders of nature in a host of exciting and interactive ways. The programme will be supported by a library of Wild Family Packs which include books, games, artefacts, suggested activities and local walks. We are also in the process of developing opportunities for class/family visits to partner organisations and/or outreach visits to the school if desired.

Beyond the vital learning improvements, the anticipated long-term benefit of introducing a Wild theme to our work in schools is to give young people (and their families) a chance to enjoy better mental health and wellbeing through regular contact with nature, as well as to create a generation of responsible, educated citizens who are able to understand the forces which threaten the wider environment, ensuring the wonders of the natural world that they have discovered are still intact for future generations.

### **The benefits of this work**

The benefit of this work is that disadvantaged young people from deprived backgrounds will have inspirational materials from which to learn to read. This will improve their life chances and choices and give them a much better chance of an enhanced future as well as giving them a knowledge and appreciation of nature. The specific benefits will be:

#### Children:

- Increased enthusiasm to engage with literacy, through the wild theme.
- Consistent gains in reading, spelling and writing.
- Greater engagement in areas, such as science, geography and art.
- Increased interest in books after the Wild lessons.
- Increased interested in the natural world and the environment.

#### Parents/carers:

- Home literacy will be more fun and inviting to parents and siblings.
- Greater literacy support for pupils at home.
- Enable parents to feel more confident supporting literacy.
- Greater interest by adults in the natural world and the environment.

#### Teachers:

- Pupils show more confidence in reading/writing
- Pupils have increased motivation to take part in literacy work.
- The pupil's experience has had a positive impact on one or more classmates.
- The pupil has a greater interest in other areas of the curriculum, such as science, geography.
- Improved assessment results because of the project.

### **Wild Partners**

As the bulk of our work is carried out in school corridors, there is a limited amount that we can do in terms of outdoor learning and so we knew that creating solid partnerships with Wild organisations was vital. We are delighted to say that we are forming the following links:

### *The Museum of Natural History, Oxford*

We are working with both the education and outreach departments at the museum which is run by Oxford University. This means that:

- Members of the outreach team are able to visit our core schools to carry out Wild sessions with children and their families from September 2018. This might include taking some artefacts from the mammal or insect collections.
- The education department staff are working closely with us to ensure that some of the schools lying in areas of deprivation in Oxford are included in special projects they run regularly. We are pleased to say that due to organisational work from Quest for Learning, some of our core schools are already taking part in a Swifts in the Tower bird project as well as a 2-year insect awareness project.
- We are discussing ways to get low income families to visit the museum during the holidays and exploring money off at the café or shop options. Entrance is free for all.
- The staff are also helping the charity with aspects of its Wild template work.

### *The Botanic Gardens, Oxford*

We have formed links with the outreach department at the gardens which is also run by Oxford University. This means that:

- Family members of children we have taught will be offered free entrance during the summer months (for adults). Children go free.
- The outreach team is setting up a series of visits to schools in the coming year to run workshops for pupils the charity has supported.
- The staff are also helping the charity with aspects of its Wild template work.

### *The Bird Ringing Project at Wytham Woods, near Oxford*

The Zoology Department at Oxford University has run a bird ringing project at Wytham Woods, just outside Oxford, for many years. We have been liaising with one of the key men historically involved in the work, Dr Andy Gosler, about how some of our disadvantaged children might benefit from seeing the bird ringers in actions. As a result:

- We are exploring ways of getting children to the woods in order to see the ringing and for them – in controlled conditions - to be able to release the birds afterwards.
- In particular, we are very interested in seeing how such a project might boost the health and mental wellbeing of our children.
- We also hope that such an experience will mean children become more familiar with our everyday British birds and develop a love of nature.
- This involves working with Oxford University and there are discussions to add other partners, such as the Criminology Department at Loughborough University, the British Trust for Ornithology and Birdlife International.

## **NUMERACY:**

### **Using Numskills**

All of our numeracy teaching support has been carried out through Numskills, a rich bank of resources which Quest for Learning tutors use with small groups of children to help them improve their mental maths and calculation skills while having fun with mathematics.

The resource consists of themed packs based around games and other motivating learning activities. These have been designed to help children rehearse key mathematical skills and improve their mathematical fluency. The games use everyday resources such as playing cards, dice and counters.

We are proud of the impact of this work. After taking part in Numskills, children show an increase in confidence, they begin to use the language of maths, show a willingness to engage far more in classroom maths activities and importantly, make gains in their numeracy skills.

### **Our new Numskills Money**

In the year, we are delighted to say we have commissioned and trialled Numskills Money, our latest addition to the Numskills bank of resources. The trialling initially took place in one of our core schools with groups of children from Year 3 and 4. During the trial, it became apparent that the children needed more support than originally thought, this led to two additional activities being created. These activities focused on coin recognition and the understanding of the value of the coins, both fundamental skills to underpin financial understanding.

The current National Curriculum for Mathematics stresses that mathematics 'is...necessary for financial literacy' and that a 'high-quality mathematics education ... provides a foundation for understanding the world...'

One important area of real-life where children will need to use mathematics is handling money and making decisions around finance. Even young children are likely to have regular opportunities to use money in different contexts. Paying for items in shops or on trips involve children in applying a range of calculation skills and understanding how these skills and strategies apply to money. In addition to using their calculation skills, as children mature, they increasingly need to make good decisions about how to manage money and spending, for example, to make effective choices about how they spend their pocket money or to appreciate the implications of different tariffs on the cost of using a mobile phone.

As finance is such an important area of application for children's emerging mathematical skills, we see the two new booklets as crucial to our work. The packs include:

#### *Pack 1: Handling money*

The activities in this booklet will help children hone some of the key calculation skills that are used when handling money, such as finding totals and counting on to work out change. The activities will also give children practice in applying their number and calculation skills within the context of money, for example, to identify different coins/notes that could be chosen to pay for a particular item.

#### *Pack 2: Making decisions about money*

The activities in this booklet will be based around relevant real-life contexts which involving making financial decisions, such as managing their pocket money or choosing how to spend a set amount to buy a meal in a canteen/café. The activities will be designed to support them in identifying and discussing alternative choices and explaining and justifying their decisions. In this way, this booklet will promote children's decision-making and reasoning skills.

## Teaching numbers

Between April 2017 and July 2017, we taught 16 children through Numskills. Between September 2017 and July 2018, we taught 50 children through Numskills as well as trialling our Numskills Money packs.

## Teaching

We were kept busy teaching in two primary schools, namely Windmill Primary in Headington and Caldecott Primary in Abingdon, the latter being kindly supported by social housing provider, Sovereign.

Feedback from Windmill Primary school included:

### *Pupil comments and feedback:*

94% of children taking part in the programme felt that Numskills had helped them with maths in the classroom and that they were more able to work out calculations following the sessions. 88% felt more confident about maths and that they knew more number facts because of Numskills.

When asked what they do differently as a result of taking part in Numskills, the children said:

*'More maths at home with my mum sometimes at breakfast time.'*

*'I understand what I am doing is right and I sometimes share my answers.'*

*'Doing more mental maths and not using my fingers as much.'*

### *Parent/carer comments and feedback*

100% of parents who responded, felt that Numskills had helped to improve their child's confidence in maths, that their child now knows more number facts and have seen improvements in their calculation skills.

80% also felt that they had gained new ideas to support their child's mathematical learning.

*'F has really enjoyed it and it has given her confidence in her maths skill. She is no longer counting on her fingers.'*

*'He has enjoyed Numskills and his confidence has grown with his mental maths.'*

*'It's a great confidence builder.'*

### *Teacher comments and feedback*

100% of teachers who responded stated that they expected the children to achieve better assessment results due to being part of the Numskills programme. 83% strongly agreed that the children were confident about their mathematics, up from only 17% at the start of the programme. They also commented on the positive effect the programme has had on the children's ability to work independently and to contribute to class discussion about maths.

*'Thank you! R has made really good progress in maths and I am sure Numskills has helped.'*

## **PARTNERSHIP WORKING**

### **Our work with social housing providers**

**Sovereign:** For the second year running, we have been fortunate enough to partner with Sovereign. The organisation has supported our teaching in two schools in Abingdon. This has included having 10 pupils at Thameside Primary helped through BookQuest and 24 pupils at Caldecott Primary through Numskills and Numskills Money.

*Caldecott Primary School: (Numskills)*

#### *Pupil comments and feedback*

96% of children felt that they knew more maths facts after taking part in Numskills and 91% felt more confident in their maths ability.

78% of children felt positively about sharing the Numskills games at home.

*'Numskills has helped me understand sums. I now have loads of maths games that I play at home.'*

*'I'm always struggling with maths but Numskills has helped me with my learning.'*

*'I think Numskills has helped me with maths in class.'*

#### *Parent/carer comments and feedback*

100% of parents who responded felt that Numskills had helped their child know more number facts and improve their calculation. They also agreed unanimously that Numskills had helped their child feel more confident about maths, helped other children in the home with their learning and given them ideas to support their child's learning at home.

*'My son enjoyed Numskills and now feels much more confident with his numbers.'*

*'My daughter is quite shy in a big group, but this has helped her confidence grow as well.'*

*'Once L became more able, she began enjoying using numbers more.'*

*'O has enjoyed taking part in the Numskills sessions. I can see he has a more positive attitude towards maths.'*

#### *Teacher comments and feedback*

Following the programme, 89% of teachers felt that pupils were likely to achieve better results as a result of Numskills and 78% commented on how the programme had had a positive effect on at least one of the pupils' classmates.

88% of teachers also strongly agreed that the children were keen to take part in mathematical activities compared to only 25% at the start of the programme.

*'Huge improvement to confidence and number facts.'*

*'Really valuable. Good activities, children engaged and parents came in to find out more. Would be good to use more of activities in class.'*

*Empowering school staff:*

The project at Caldecott incorporated a considerable amount of staff training, including; a staff meeting to introduce the Numskills resources to teaching staff where staff were given the opportunity to play a selection of games, discuss how the games could be used in the classroom and possible adaptations that could be made to ensure the benefit of the resources be as widespread as possible; teaching assistant (TA) training to follow up the work started in the previous academic year, giving TAs the opportunity to play a wide selection of the Numskills games and to discuss how they might use the games in their

teaching areas and further TA training to introduce our new resource, Numskills Money.

Staff were also able to observe the tutor in action and ask questions if needed. The training was positively received and the resources are being more widely used.

#### *Parent/carer outreach:*

Over the year, tutors held a family learning session after school; notes were regularly sent home to update families and parents were also invited to observe a Numskills session with their child. Other contact was made through phone calls or chats at the school gate.

Although it can be a challenge to engage parents in their child's learning, staff are beginning to see their efforts bear fruit, with five of the eight families involved in the last batch of Numskills teaching, attending one of the teaching sessions.

Several pupils commented on how much they liked having their parents take part in one of their Numskills sessions:

*"I enjoyed Numskills, it was nice when my mum came in."*

*"It was good when my mum came in."*

#### *Thameside Primary School: (BookQuest)*

*Average Progress:* Reading accuracy = 10 months/ Reading comprehension = 20 months  
One pupil made a fantastic 19 months progress in accuracy and another 28 months in comprehension.

#### *Pupil comments and feedback*

100% of children felt more confident about reading following the programme, they also all felt that they were able to understand more of what they had read.

*'I listen to the book harder. Sometimes if someone doesn't know, I can help, more than I could before.'*

*'First I was not really that confident and then I realised it got really enjoyable.'*

*'I feel like I can read more. Reading the BookQuest stories at home has made me make my own book about my family.'*

#### *Parent comments and feedback*

100% of parents who responded felt that since taking part in BookQuest their child was more confident about their school work and that the programme had helped to improve both their reading and writing.

*'He is keen to read at home and show off his new skills. He even asked for books for a gift!'*

*'A has enjoyed the BookQuest sessions and is starting to read more now.'*

#### *Teacher comments and feedback*

Teachers felt that 100% of the children taking part in BookQuest were confident compared to only 50% before the programme began. They also strongly agreed that 86% of the children were likely to achieve better assessment results following the sessions.

*'A has enjoyed taking part in BookQuest and has become more involved with other children by being able to share what she has been doing. She has benefited greatly from the experience on more than just an academic level.'*

*'L has been really positive about her experience with BookQuest. She has been very keen to take part and really enjoyed it.'*

**Catalyst Housing:** We were fortunate to link with Catalyst Housing which helped us to run a project at Windale Primary School in Blackbird Leys Oxford, to support Year 5 children with BookQuest. Part of this work involved trialling our Wild work and we are delighted to report some wonderful results.

*Progress:* Reading accuracy = 15 months/Reading comprehension = 20 months  
One pupil made an outstanding 30 months progress in accuracy and 41 months in comprehension.

*Pupil feedback:*

100% of pupils at Windale felt that BookQuest had improved their confidence in reading. 88% felt they were more confident about writing. 100% felt that BookQuest had helped them with their understanding of what they are reading. 88% are more likely to read for enjoyment.

*Pupil comments:*

*'I am happy to be able to read better and I can now read some of the notes from the teacher.'*

*'I can now read and understand chapter books.'*

*'I read much more books at home.'*

*'I feel more confident, I can read and write better.'*

*Parent/carer feedback:*

*'The sessions have enabled my child to become more confident in the pronunciation of unfamiliar words with her reading. Her writing has improved significantly.'*

*'My child's reading has improved.'*

*'It's excellent to help the children with their learning.'*

*'My child has become more confident when reading. The sessions have been very positive for her learning.'*

100% of parents who responded, felt that the programme had helped their child become more confident and to improve their reading and writing. Similarly, they all agreed that the programme had given them more ideas to support their child's learning and made them more likely to take their families to the library.

*Teacher feedback:*

Without exception, all of the pupils' teachers said that they expected the children to achieve better assessment results as a result of taking part in the BookQuest programme. All children were seen to be more confident in the classroom and most are now happier to take part in group activities. The class teachers felt that almost 70% of the children were more likely to contribute more to class discussion.

*Teacher comments:*

*'E has shown more enthusiasm for reading and is more willing to discuss what she has read.'*

*'S's attitude to reading has completely changed for the better!!'*

*'N's growth in confidence with his reading is having a positive effect on his writing.'*

*'B really enjoyed BookQuest and has shown a much more positive attitude towards her reading.'*

**Sanctuary Housing:** Working in partnership with fellow charity, Oxford United in the Community and sponsored by Sanctuary Housing, we trained some of their charity's staff members as well as members of the Oxford United Women's Football Team, to play a variety of the Numskills games. The two members of the women's team, worked at William Morris Primary School in Banbury with youngsters in order to improve mental maths and boost self-esteem. Pupils made an average gain of 8 months in mental maths over a three-month period with three pupils making more than a year's worth of improvement.

Deputy Headteacher Louise Price, said, 'I have been incredibly impressed with the Numskills programme. The games are engaging and the children love them. We have seen huge progress made in the children's number ages during the time that they have been taking part. More importantly the children are enjoying maths and are so positive about the games.

'We have been extremely lucky to have members of Oxford United Women's Football Team leading the sessions - so important for our girls to see positive female role models. Our learning assistants have benefitted hugely from taking part in sessions too and have carried out the games back in class with other children thereby increasing the impact.'

*Pupil comments and feedback:*

Following the programme, 80% of children reported feeling more confident about maths and said they felt more able to work out calculations. 70% said they felt they know more mathematics facts and 90% of children felt that Numskills had helped them with maths in the classroom

80% of the children also commented on how they enjoyed sharing the games they had learned with someone at home.

*'I will help my sister with her maths homework using the skills that they showed me.'*  
*'I make up games with my mum and dad.'*

*Teacher questionnaire feedback:*

**The child is confident about their mathematics:**

67% of teachers strongly agreed before Numskills, rising to 92% after Numskills

**The child is keen to take part in mathematical group activity:**

75% of teachers strongly agreed before Numskills, rising to 92% after

**The child is able to work independently in mathematics:**

Increased from 75% to 83%

**The child can recall appropriate number facts for his/her age:**

Increased from 67% to 92%

**The child can calculate well for his/her age:**

Up from 58% to 83%

92% of teachers feel that the pupils' Numskills experience has had a positive impact on at least one classmate

Teachers expect 75% of the children participating in the project to achieve better assessment results as a result of doing Numskills



## **Training**

It was a challenging year for our training department and partner literacy and numeracy consultants with squeezed school budgets and a growing trend towards in-house training meaning delegate numbers were low. After running a number of courses in Hampshire, Surrey, Berkshire and Manchester, we decided to focus our training efforts on our home county, Oxfordshire, to maximise our time and resources. As a result, we were able to run a series of well-attended literacy and numeracy courses through the school year.

As schools nationally are able to attend free or subsidised training within their own school partnership groups, for the foreseeable future, the tough marketing background is unlikely to change. However, Quest for Learning will still run courses in Oxfordshire and is able to provide courses for schools that buy-in our courses elsewhere.

**Literacy:** We ran a series of courses for teachers including those wanting to specialise in supporting Years 2 and 6. We focussed on Reading Comprehension, Greater Depth in Writing as well as Assessment and Moderation. We finished the year off with a Foundation for Reading: Getting it Right from the Start.

**Numeracy:** We ran courses for teachers wanting to specialise in teaching in Years 2 and 6 as well as running a successful Promoting Mathematical Learning course for Teaching Assistants. We also offered for the very first time our new Numskills Money course which was much enjoyed by delegates.

**Looking ahead:** We have a busy training schedule already planned for 2018-2019 and full details are on our website – [www.questforlearning.org.uk](http://www.questforlearning.org.uk).

## **Moving Office**

After more than 20 years based in Oxford, we moved offices. It has been increasingly difficult for charities to cope with the cost of rising rents in Oxford city in recent years. We were delighted to accept when we were offered space in the newly-built Aureus School on Great Western Park in Didcot.

The school mission is 'we will strive to educate the whole student so that each individual in our community may grow, learn and flourish'. That is something that we can support. The state-of-the-art secondary school is part of the GLF Schools group and its Headteacher Hannah Wilson is a leading light in education in the county and beyond.

We very much hope that we can not only consolidate our teaching in Oxford but expand our work into south Oxfordshire and areas beyond our new office.

## **The value of our work**

Quest for Learning believes in providing maximum impact for the children it supports and in giving maximum benefit for those who support us. We do this by:

- Selection of children for lessons is a priority. We carefully liaise with our core partner schools to teach the right children at the right time for them.
- All our experienced teaching staff are high quality and receive professional development.

- Our programmes are the most cost effective products to achieve solid results within a short space of time, ensuring children do not become reliant on us.
- Some schools face such challenges that we have proudly supported them for many years but in terms of sustainability, in other schools, we work hard to train in-house school staff to deliver our programmes.
- In terms of scalability, we focus on supporting the most disadvantaged youngsters to get the most impact.
- Above all, we proudly measure and show our impact through data collection and analysis.

## **Plans for the future**

In the coming year, we want to continue to reach out to those children who need our teaching support most.

We want to –

- Support more than 150 children aged from 6 to 11 years old through our Reading Quest and BookQuest programmes.
- Officially launch the 'Wild' versions of both these literacy programmes. Plus, build strong relationships with our outside Wild partners.
- Expand the use Numskills and Numskills Money teaching to reach around 100 pupils throughout primary school.
- Consolidate our teaching work in Oxford itself and grow our work elsewhere in Oxfordshire.
- Expand our partnership working with corporate organisations to increase our teaching provision. This allows companies to contribute and see immediate positive change.
- Continue to proudly show the impact and effect Quest for Learning is having on children and their families as well as in schools.

## **Financial Review**

Quest for Learning is funded by contributions from schools, grants from charitable trusts and foundations, monies from its training courses, individuals and corporate partnerships. Its expenditure comes mostly from staff costs, including tutors and employees running the training arm as well as premises overheads; enabling us to run our teaching and training activities.

The sum of the contributions through the year was £175,499 with the total costs at £178,700 leaving us with a deficit of £3,201. We had reserves of £113,288 at the beginning of the year which decreased to £110,087 at the end of the year. This gives us sufficient reserves to satisfy our reserves policy.

## **Reserves**

Our reserves policy is to hold sufficient reserves to allow the charity to continue to operate for a period of 6 months in order to provide stability of employment and continuity of provision to schools. This level has been approved by trustees taking into consideration economic factors and the funding climate and is reviewed regularly.

## **Risk**

The Trustees examine the major risks that the charity faces on a quarterly basis and each financial year when preparing and updating the strategic plan. The Charity has developed systems to monitor and control these risks to mitigate any impact that they might have on the Charity in the future, through rigorously forecasting, cost control as well as regular assessment of the teaching and training market.

## **Statement of trustees' responsibilities**

The Trustees are responsible for preparing the Trustees' report and the financial statements in line with applicable law and regulations. Company law requires the Trustees prepare financial statements each financial year and under that law the Trustees must prepare the financial statements in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law).

Under company law, the Trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the Charity and of the incoming resources and application of resources of the Charity for that period. In preparing those financial statements, the Trustees are required to select suitable accounting policies and apply them consistently, i.e. making judgements and estimates that are reasonable and prudent; and prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business.

The Trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy the financial position of the Charity at any time and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the Charity and taking reasonable steps for the prevention and detection of fraud and other irregularities.

## **Information disclosure to auditors**

As far as the Trustees are aware at the time this report is approved, there is no relevant audit information of which the company's auditors are unaware. The Trustees have taken all relevant steps to make themselves aware of any relevant audit information and to establish that the company's auditors are aware of that information.

This report has been prepared in accordance with the small companies' regime under the Companies Act 2006.

**This report was approved by the Trustees on 10<sup>th</sup> October, 2018 and signed on their behalf by**



Chris Burton  
Chair of Trustees

Independent Examiner's Report to the Trustees of  
Quest For Learning GB Limited

**Independent examiner's report to the trustees of Quest For Learning GB Limited  
(‘the Company’)**

I report to the charity trustees on my examination of the accounts of the Company for the period ended 1 April 2017 to 31 July 2018.

**Responsibilities and basis of report**

As the charity's trustees of the Company (and also its directors for the purposes of company law) you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

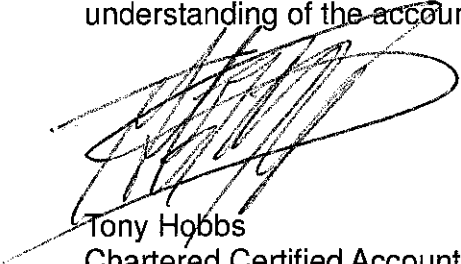
Having satisfied myself that the accounts of the Company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commission under section 145(5) (b) of the 2011 Act.

**Independent examiner's statement**

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

1. accounting records were not kept in respect of the Company as required by section 386 of the 2006 Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the accounting requirements of section 396 of the 2006 Act 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; or
4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities [applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)].

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



Tony Hobbs  
Chartered Certified Accountant  
Chapman Robinson and Moore Limited  
30 Bankside Court  
Stationfields  
Kidlington  
Oxford  
OX5 1JE

Date: 10<sup>th</sup> October 2018

Quest For Learning GB Limited

Statement of Financial Activities  
for the Period 1 April 2017 to 31 July 2018

		Unrestricted fund £	Restricted funds £	Period 1/4/17 to 31/7/18 Total funds £	Year Ended 31/3/17 Total funds £
	N o t e s				
<b>INCOME AND ENDOWMENTS FROM</b>					
Donations and legacies		19,216	54,486	73,702	45,917
<b>Charitable activities</b>					
Trading		12,418	-	12,418	-
Income from charitable activities -					
Trading activities	2	89,373	-	89,373	117,812
Investment income	3	<u>6</u>	<u>-</u>	<u>6</u>	<u>12</u>
<b>Total</b>		121,013	54,486	175,499	163,741
<b>EXPENDITURE ON</b>					
Raising funds		1,008	5,408	6,416	25,324
<b>Charitable activities</b>					
Trading		<u>114,720</u>	<u>57,564</u>	<u>172,284</u>	<u>130,695</u>
<b>Total</b>		115,728	62,972	178,700	156,019
<b>NET INCOME/(EXPENDITURE)</b>		5,285	(8,486)	(3,201)	7,722
<b>RECONCILIATION OF FUNDS</b>					
<b>Total funds brought forward</b>		89,392	23,896	113,288	105,566
<b>TOTAL FUNDS CARRIED FORWARD</b>		<u>94,677</u>	<u>15,410</u>	<u>110,087</u>	<u>113,288</u>

The notes form part of these financial statements

Quest For Learning GB Limited

Balance Sheet  
At 31 July 2018

	Notes	Unrestricted fund £	Restricted funds £	31/7/18 Total funds £	31/3/17 Total funds £
<b>FIXED ASSETS</b>					
Tangible assets	8	325	-	325	433
<b>CURRENT ASSETS</b>					
Debtors	9	2,110	-	2,110	14,205
Cash at bank and in hand		<u>97,105</u>	<u>15,410</u>	<u>112,515</u>	<u>113,737</u>
		99,215	15,410	114,625	127,942
<b>CREDITORS</b>					
Amounts falling due within one year	10	(4,863)	-	(4,863)	(15,087)
<b>NET CURRENT ASSETS</b>					
		<u>94,352</u>	<u>15,410</u>	<u>109,762</u>	<u>112,855</u>
<b>TOTAL ASSETS LESS CURRENT LIABILITIES</b>					
		<u>94,677</u>	<u>15,410</u>	<u>110,087</u>	<u>113,288</u>
<b>NET ASSETS</b>					
		<u>94,677</u>	<u>15,410</u>	<u>110,087</u>	<u>113,288</u>
<b>FUNDS</b>					
Unrestricted funds	11			94,677	89,392
Restricted funds				<u>15,410</u>	<u>23,896</u>
<b>TOTAL FUNDS</b>					
				<u>110,087</u>	<u>113,288</u>

The notes form part of these financial statements

continued...

Quest For Learning GB Limited

Balance Sheet - continued

At 31 July 2018

The charitable company is entitled to exemption from audit under Section 477 of the Companies Act 2006 for the period ended 31 July 2018.

The members have not required the company to obtain an audit of its financial statements for the period ended 31 July 2018 in accordance with Section 476 of the Companies Act 2006.

The trustees acknowledge their responsibilities for

- (a) ensuring that the charitable company keeps accounting records that comply with Sections 386 and 387 of the Companies Act 2006 and
- (b) preparing financial statements which give a true and fair view of the state of affairs of the charitable company as at the end of each financial year and of its surplus or deficit for each financial year in accordance with the requirements of Sections 394 and 395 and which otherwise comply with the requirements of the Companies Act 2006 relating to financial statements, so far as applicable to the charitable company.

These financial statements have been prepared in accordance with the special provisions of Part 15 of the Companies Act 2006 relating to charitable small companies.

The financial statements were approved by the Board of Trustees on the 10<sup>th</sup> October 2018 and were signed on its behalf by:

*Kevin Senior*

.....  
Trustee

## **1. ACCOUNTING POLICIES**

### **Basis of preparing the financial statements**

The financial statements of the charitable company, which is a public benefit entity under FRS 102, have been prepared in accordance with the Charities SORP (FRS 102) '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 2015)', Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and the Companies Act 2006. The financial statements have been prepared under the historical cost convention.

### **Income**

All income is recognised in the Statement of Financial Activities once the charity has entitlement to the funds, it is probable that the income will be received and the amount can be measured reliably.

### **Expenditure**

Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all cost related to the category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with the use of resources.

### **Tangible fixed assets**

Depreciation is provided at the following annual rates in order to write off each asset over its estimated useful life.

Fixtures and fittings	-	25% on reducing balance
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### **Taxation**

The charity is exempt from corporation tax on its charitable activities.

### **Fund accounting**

Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.

Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

Further explanation of the nature and purpose of each fund is included in the notes to the financial statements.



**Pension costs and other post-retirement benefits**

The charitable company operates a defined contribution pension scheme. Contributions payable to the charitable company's pension scheme are charged to the Statement of Financial Activities in the period to which they relate.

**2. INCOME FROM CHARITABLE  
ACTIVITIES - TRADING  
ACTIVITIES**

	Period 1/4/17 to 31/7/18 £	Year Ended 31/3/17 £
1-1 teaching	56,621	59,690
Group teaching	1,160	3,250
Refresher courses	2,045	21,530
BookQuest training	-	700
Numeracy courses	-	23,615
Miscellaneous fundraising	3,577	1,162
Numskills teaching	6,920	7,865
Literacy teaching	19,050	-
	<u>89,373</u>	<u>117,812</u>

**3. INVESTMENT INCOME**

	Period 1/4/17 to 31/7/18 £	Year Ended 31/3/17 £
Bank interest receivable	<u>6</u>	<u>12</u>

Quest For Learning GB Limited

Notes to the Financial Statements - continued  
for the Period 1 April 2017 to 31 July 2018

**4. NET INCOME/(EXPENDITURE)**

Net income/(expenditure) is stated after charging/(crediting):

	Period 1/4/17 to 31/7/18	Year Ended 31/3/17
	£	£
Depreciation - owned assets	<u>108</u>	<u>144</u>

**5. TRUSTEES' REMUNERATION AND BENEFITS**

There were no trustees' remuneration or other benefits for the period ended 31 July 2018 nor for the year ended 31 March 2017.

**Trustees' expenses**

There were no trustees' expenses paid for the period ended 31 July 2018 nor for the year ended 31 March 2017.

Notes to the Financial Statements - continued  
for the Period 1 April 2017 to 31 July 2018

**6. STAFF COSTS**

The average monthly number of employees during the period was as follows:

	Period 1/4/17 to 31/7/18	Year Ended 31/3/17
Full time staff	12	12
Part time staff	<u>5</u>	<u>5</u>
	<u>17</u>	<u>17</u>

No employees received emoluments in excess of £60,000.

**7. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES**

	Unrestricted fund	Restricted funds	Total funds
	£	£	£
<b>INCOME AND ENDOWMENTS FROM</b>			
Donations and legacies	15,021	30,896	45,917
Income from charitable activities - Trading activities	117,812	-	117,812
Investment income	<u>12</u>	<u>-</u>	<u>12</u>
<b>Total</b>	132,845	30,896	163,741
<b>EXPENDITURE ON</b>			
Raising funds	15,324	10,000	44,319
<b>Charitable activities</b>			
Trading	<u>109,271</u>	<u>21,424</u>	<u>111,700</u>
<b>Total</b>	124,595	31,424	156,019
<b>NET INCOME/(EXPENDITURE)</b>	8,250	(528)	7,722
<b>RECONCILIATION OF FUNDS</b>			
<b>Total funds brought forward</b>	<u>81,142</u>	<u>24,424</u>	<u>105,566</u>
<b>TOTAL FUNDS CARRIED FORWARD</b>	<u>89,392</u>	<u>23,896</u>	<u>113,288</u>

Quest For Learning GB Limited

Notes to the Financial Statements - continued  
for the Period 1 April 2017 to 31 July 2018

**8. TANGIBLE FIXED ASSETS**

	Fixtures and fittings £
<b>COST</b>	
At 1 April 2017 and 31 July 2018	<u>1,858</u>
<b>DEPRECIATION</b>	
At 1 April 2017	1,425
Charge for year	<u>108</u>
At 31 July 2018	<u>1,533</u>
<b>NET BOOK VALUE</b>	
At 31 July 2018	<u>325</u>
At 31 March 2017	<u>433</u>

**9. DEBTORS: AMOUNTS FALLING DUE WITHIN ONE YEAR**

	31/7/18	31/3/17
	£	£
Trade debtors	1,590	13,685
Other debtors	<u>520</u>	<u>520</u>
	<u>2,110</u>	<u>14,205</u>

**10. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR**

	31/7/18	31/3/17
	£	£
Trade creditors	102	86
Social security and other taxes	1,522	1,212
Accrued income	-	2,570
Deferred income	2,214	10,365
Pension fund	210	59
Accrued expenses	<u>815</u>	<u>795</u>
	<u>4,863</u>	<u>15,087</u>

Quest For Learning GB Limited

Notes to the Financial Statements - continued  
for the Period 1 April 2017 to 31 July 2018

**11. MOVEMENT IN FUNDS**

	At 1/4/17 £	Net movement in funds £	At 31/7/18 £
<b>Unrestricted funds</b>			
General fund	89,392	5,285	94,677
<b>Restricted funds</b>			
St Michael's and All Saints Charities	4,896	(4,896)	-
St James's Place Foundation	2,500	(2,500)	-
The Monica Rabagliati Charitable Trust	1,500	(1,500)	-
The Ashworth Charitable Trust	2,500	(2,500)	-
29th May 1961 Charitable Trust	4,000	(4,000)	-
The Rowse Family Trust	3,000	(3,000)	-
The Ernest Kleinwort Charitable Trust	2,500	(2,500)	-
The Garfield Weston Foundation	3,000	(3,000)	-
Elizabeth Jane Foundation	-	1,500	1,500
The Bouttell Bequest	-	1,500	1,500
Doris Field Charitable Trust	-	2,000	2,000
Robert and Margaret Moss Charitable Trust	-	1,000	1,000
The Liontrust	-	9,410	9,410
	<u>23,896</u>	<u>(8,486)</u>	<u>15,410</u>
<b>TOTAL FUNDS</b>	<u>113,288</u>	<u>(3,201)</u>	<u>110,087</u>

Quest For Learning GB Limited

Notes to the Financial Statements - continued  
for the Period 1 April 2017 to 31 July 2018

**11. MOVEMENT IN FUNDS - continued**

Net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Movement in funds £
<b>Unrestricted funds</b>			
General fund	121,013	(115,728)	5,285
<b>Restricted funds</b>			
St Michael's and All Saints Charities	4,896	(9,792)	(4,896)
The Wates Foundation	10,000	(10,000)	-
St James's Place Foundation	1,000	(3,500)	(2,500)
The Monica Rabagliati Charitable Trust	-	(1,500)	(1,500)
The Ashworth Charitable Trust	-	(2,500)	(2,500)
29th May 1961 Charitable Trust	-	(4,000)	(4,000)
The Rowse Family Trust	-	(3,000)	(3,000)
The Ernest Kleinwort Charitable Trust	2000	(4,500)	(2,500)
The Garfield Weston Foundation	-	(3,000)	(3,000)
Elizabeth Jane Foundation	2,000	(500)	1,500
The Bouttell Bequest	2,000	(500)	1,500
Doris Field Charitable Trust	4,000	(2,000)	2,000
Robert and Margaret Moss Charitable Trust	1,000	-	1,000
The Liontrust	10,440	(1,030)	9,410
Ernest Cook Trust	8,000	(8,000)	-
Mr & Mrs J A Pye's Charitable Settlement	1,500	(1,500)	-
Siobhan Dowd Trust	3,000	(3,000)	-
HDH Wills 1965 Charitable Trust	500	(500)	-
Sarah Nowell Educational Foundation	700	(700)	-
Roger Vere Foundation	600	(600)	-
Reuben Foundation	250	(250)	-
The Hobson Charity	1,000	(1,000)	-
Stanton Ballard Charitable Trust	500	(500)	-
University of Oxford Community Fund	500	(500)	-
Oxford City Council	400	(400)	-
RS Brownless Charitable Trust	200	(200)	-
	<u>54,486</u>	<u>(62,972)</u>	<u>(8,486)</u>
<b>TOTAL FUNDS</b>	<u>175,499</u>	<u>(178,700)</u>	<u>(3,201)</u>

**11. MOVEMENT IN FUNDS - continued**

**Comparatives for movement in funds**

	At 1/4/16 £	Net movement in funds £	At 31/3/17 £
<b>Unrestricted Funds</b>			
General fund	81,142	8,250	89,392
<b>Restricted Funds</b>			
Larkrise Primary School	3,720	(3,720)	-
St Christopher's Primary School	930	(930)	-
St Michael's and All Saints Charities	4,896	-	4896
The Toy Trust	1,500	(1,500)	-
University of Oxford Community Fund	1,000	(1,000)	-
The Wates Foundation	848	(848)	-
CHK Charities Ltd	4,550	(4,550)	-
St James's Place Foundation	2,500	-	2,500
The Lovering Trust	2,000	(2,000)	-
Grove CE Primary School	1,240	(1,240)	-
The Oxford Academy	1,240	(1,240)	-
The Monica Rabagliati Charitable Trust	-	1,500	1,500
The Ashworth Charitable Trust	-	2,500	2,500
29th May 1961 Charitable Trust	-	4,000	4,000
The Rowse Family Trust	-	3,000	3,000
The Ernest Kleinwort Charitable Trust	-	2,500	2,500
The Garfield Weston Foundation	-	3,000	3,000
	<u>24,424</u>	<u>(528)</u>	<u>23,896</u>
<b>TOTAL FUNDS</b>	<u>105,566</u>	<u>7,722</u>	<u>113,288</u>

Quest For Learning GB Limited

Notes to the Financial Statements - continued  
for the Period 1 April 2017 to 31 July 2018

**11. MOVEMENT IN FUNDS - continued**

Comparative net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Movement in funds £
<b>Unrestricted funds</b>			
General fund	132,845	(124,595)	8,250
<b>Restricted funds</b>			
St Michael's and All Saints Charities	4,896	(4,896)	-
St James's Place Foundation	2,500	(2,500)	-
The Monica Rabagliati Charitable Trust	2,500	(1,000)	1,500
The Ashworth Charitable Trust	3,000	(500)	2,500
29th May 1961 Charitable Trust	5,000	(1,000)	4,000
The Rowse Family Trust	5,000	(2,000)	3,000
The Ernest Kleinwort Charitable Trust	3,000	(500)	2,500
The Garfield Weston Foundation	5,000	(2,000)	3,000
Grove CE Primary School	-	(1,240)	(1,240)
Larkrise Primary School	-	(3,720)	(3,720)
St Christopher's Primary School	-	(930)	(930)
The Toy Trust	-	(1,500)	(1,500)
University of Oxford Community Fund	-	(1,000)	(1,000)
The Wates Foundation	-	(848)	(848)
CHK Charities Ltd	-	(4,550)	(4,550)
The Lovering Trust	-	(2,000)	(2,000)
The Oxford Academy	-	(1,240)	(1,240)
	<hr/>	<hr/>	<hr/>
	30,896	(31,424)	(528)
	<hr/>	<hr/>	<hr/>
<b>TOTAL FUNDS</b>	<u>163,741</u>	<u>(156,019)</u>	<u>7,722</u>

**12. RELATED PARTY DISCLOSURES**

There were no related party transactions for the period ended 31 July 2018.



Quest For Learning GB Limited

Detailed Statement of Financial Activities  
for the Period 1 April 2017 to 31 July 2018

	Period 1/4/17 to 31/7/18 £	Year Ended 31/3/17 £
<b>INCOME AND ENDOWMENTS</b>		
<b>Donations and legacies</b>		
Small donations individually less than £1000	19,216	14,021
Small grants individually less than £1000	<u>54,486</u>	<u>31,896</u>
	73,702	45,917
<b>Income from charitable activities - Trading activities</b>		
1-1 teaching	56,621	59,690
Group teaching	1,160	3,250
Refresher courses	2,045	21,530
BookQuest training	-	700
Numeracy courses	-	23,615
Miscellaneous fundraising	3,577	1,162
Numskills teaching	6,920	7,865
Literacy teaching	19,050	-
Projects	<u>12,418</u>	<u>-</u>
	101,791	117,812
<b>Investment income</b>		
Bank interest receivable	<u>6</u>	<u>12</u>
<b>Total incoming resources</b>	175,499	163,741
<b>EXPENDITURE</b>		
<b>Expenditure on raising funds and costs of investment management</b>		
Fundraising costs	96	90
Numskills resources	702	341
Numskills teaching	-	14,125
Books & learning materials	-	768
Wild project consultancy	4,000	5,500
Literacy resources	1,618	2,500
Numeracy resources	<u>-</u>	<u>2,000</u>
	6,416	25,324

This page does not form part of the statutory financial statements

Quest For Learning GB Limited

Detailed Statement of Financial Activities  
for the Period 1 April 2017 to 31 July 2018

	Period 1/4/17 to 31/7/18 £	Year Ended 31/3/17 £
<b>SUPPORT COSTS</b>		
<b>Finance</b>		
Bank charges	80	25
Depreciation of tangible fixed assets	<u>108</u>	<u>144</u>
	188	169
<b>Administrative overheads</b>		
Liability and contents insurance	1,317	813
Computer costs	335	469
Training costs	5,571	3,555
Sundries	420	47
Telephone	1,586	946
Postage and stationery	945	881
Numskills teaching	7,697	6,929
Equipment, repairs expenses and Numbugs app	126	42
Subscriptions to periodicals	<u>90</u>	<u>43</u>
	18,087	13,725
<b>Employee costs not included in direct costs</b>		
Salaries - Admin staff	85,347	57,632
Employers NI - Admin staff	2,191	3,100
Pensions - admin staff	850	289
Salaries - teaching staff	43,857	37,209
Employers NI - teaching	122	-
Entertainment	181	354
Recruitment expenses	<u>851</u>	<u>714</u>
	133,399	99,298
<b>Premises expenses</b>		
Rates and water	535	387
Service charges payable	6,678	4,759
Rent payable	<u>9,299</u>	<u>7,083</u>
	16,512	12,229
<b>Volunteer costs</b>		
Travel & subsistence – volunteers	524	1,423
<b>Professional fees paid to advisors other than the auditor or examiner</b>		
Accountancy fees	3,574	3,274
Legal fees	-	577

	<u>3,574</u>	<u>3,851</u>
<b>Total resources expended</b>	178,700	156,019
	<u>(3,201)</u>	<u>7,722</u>
<b>Net (expenditure)/income</b>		

