



Company Number: 04302657
Charity Number: 1143680

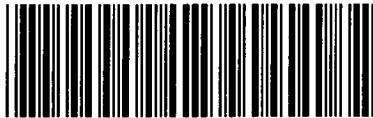
Surrey Lifelong Learning Partnership

Trustees' Report and Unaudited Financial Statements for the Year Ended 31st July 2019

Brewers Chartered Accountants
Bourne House
Queen Street, Gomshall
Surrey, GU5 9LY

SATURDAY

F



A92QCHI

A0711/04/2020#72

COMPANIES HOUSE

A918Y7F5

A0520/03/2020#307

COMPANIES HOUSE

Contents

1. Company Information
2. Mission and Objectives
3. Introduction from Chairman
4. How our Activities Deliver Public Benefit
5. Achievements and Performance
 - Learning through Enterprise
 - Bike Project
 - GLADE Project
 - Learning for Work
 - ETHOS Project
 - Building Better Opportunities
 - Learning In Community
 - Park Barn Community Learning Centre
 - English for Speakers of Other Languages
6. Financial Review
7. Acknowledgements
8. Future Developments
9. Structure, Governance and Management
 - Independent Examiner's Report
10. Statement of Financial Activities

The Board of Trustees presents its directors' report and unaudited financial statements for the year ended 31st July 2019.

Company Information

Name of Charity	Surrey Lifelong Learning Partnership
Registered Company Number	4302657
Registered Charity Number	1143680
Registered Office	Unit 208, Lansbury Estate, 102 Lower Guildford Road, Knaphill, Surrey, GU21 2EP
Independent Examiners	Brewers Chartered Accountants, Bourne House, Queen Street, Gomshall, Surrey, GU5 9LY
Solicitor	HHCS, Little Daux Farm, East Street, Billingshurst, West Sussex, RH14 9DB
Bankers	HSBC, PO Box 160, 12A North Street, Guildford, GU1 4AF
Chair and Trustees	Derek Pollard OBE (Chair) Margaret Davey OBE Susan Hackman (appointed 7.2.19) Maureen Kilminster Alison Gisvold (resigned 12.12.19) Diana Pogson Paul Wilson (appointed 6.2.19)
Company Secretary	Kevin Delf
Chief Executive	Kevin Delf

Mission

We work with partners to ensure that those, in Surrey and beyond, who have missed out on learning in the past, have opportunities to learn and to reach their full potential.

Objectives

We seek to build a bridge linking potential learners from disadvantaged communities with life changing opportunities.

The bridge will be constructed in a variety of ways:

- **Developing the capacity of communities to benefit from learning** through helping them to develop their own community learning projects; training trusted members of the community as Community Champions to provide information and inspire confidence; and working with partners to arrange for courses to take place within local venues.
- **Ensuring ongoing support for learners engaged** to ensure that when they start their learning journey they have opportunities to progress.
- **Developing new provision and approaches** to engage learners more effectively and using this knowledge to provide training partner organisations which provide for these learners.
- **Helping providers of learning to understand what potential learners need and want** and therefore what needs to be done differently to engage these. We act as a 'centre for intelligence' providing information about successful approaches to engage disadvantaged learners in communities.
- **Improving the services offered to learners by influencing** the policies and plans of those responsible for planning and funding learning.

Target Audiences

- Disadvantaged communities living in Surrey and other parts of the South East
- 19+ Adults (and young disadvantaged adults 14-19 where these are not being catered for)
- Families
- Partner organisations providing support for these groups

Introduction from Derek Pollard OBE – Chair of Trustees

As I look back over another successful year for our charity, I can't help but reflect on the fact that across the United Kingdom only "...One in three adults have taken part in learning in the last three years, the lowest figure on record..." (Learning and Work Institute). This is at a time when Lifelong Learning has never been so important to close the skills gap and for equality in our multicultural society. It is not only more important than ever to help individuals keep pace with new technology and to re-train but learning also has tremendous benefits for health and well-being and community engagement. It has relevance and value at all stages of life.

Next year will be the 20th anniversary of the establishment of Surrey Lifelong Learning Partnership.

When the Learning Partnerships were originally created the Government believed they had a pivotal role in helping to promote partnership working between organisations in order to develop "...a 'learning society' in which everyone expects to be engaged in learning through life and everyone has a chance to develop their potential..." (Tessa Blackstone).

Our partnership started life as a planning body, researching people's learning needs and wants, identifying the barriers which prevented them from re-engaging and working with partner organisations to find solutions to contribute to this 'learning society'. In partnership with colleges it set up and oversaw a county-wide unit (the Flagship Project) to address numeracy and literacy needs. It convened local planning meetings and annual conferences to promote joint working.

Across the South-East we alone have survived as a Learning Partnership. We retain our original objective of working with partners to widen participation in learning for the most disadvantaged despite changes in the educational framework.

With funding cuts to adult education – most recently with the loss of Community Learning Funding – we have diversified to survive and adapted the way in which we achieve these same goals.

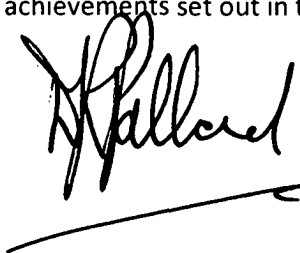
As you will read, this year we have had continued success in promoting learning through setting up social enterprises, supporting individuals into work, and providing learning in the community. But we recognise that we need to grow and to replicate the areas in which we are strong as more community needs are devolved to local level.

There are, at last, positive signs that going forward political parties are again focusing on adult education and lifelong learning. It is our hope that future public funding will support and protect the diversity of subjects to be studied and also enable people to engage in learning for learning's sake and cultural benefit.

I am grateful to our staff, to our partners and also to the many volunteers who give so freely of their time and contribute tirelessly to the achievements set out in this report.

Dr Derek Pollard OBE FRSC
Chairman

19 MARCH 2020



Ken Duff
KEVIN DUFF
CHIEF EXECUTIVE

How our Activities Deliver Public Benefit

Indices of multiple deprivation allow us to map those areas within Surrey where people are suffering disadvantage. The indices take into account income, employment, health deprivation and disability, education skills and training, barriers to housing and services, crime and living environment. We have been supporting communities living in the areas with the highest level of multiple deprivation. We have engaged:

- adults who were seeking employment, referred to us by Job Centre Plus, housing associations and local councils - many of these needed to gain work in order to secure accommodation.
- older learners aiming to develop new skills to access local services which are increasingly delivered online.
- younger people aged 16-19 who have found education challenging and require a new environment in which to gain new skills and enthusiasm.

Learning in communities

By offering courses in community venues we have been able to overcome barriers to learning relating to travel and low confidence.

Learning through enterprise

Two social enterprises have been developed – one (the Bike Project) engages volunteers to help refurbish second-hand bicycles and the other (Glade) provides gardening and street cleansing services to the local community. Both enterprises generate income which is reinvested in the enterprise. Both are attractive to volunteers, many of whom, despite being reluctant learners, are then keen to undergo training and gain qualifications which equip them for employment. These initiatives afford the beneficiaries the time and space they need to develop their confidence and set new personal goals.

Learning for work

Through the ETHOS and Building Better Opportunities projects we are supporting those who need to secure employment and to be able to afford accommodation. Our Advisers work with these individuals, who have often been unemployed for a long period, by helping them to prepare for work and gain the necessary skills where needed. We have also been able to support those furthest from the workplace through our engagement on three Building Better Opportunities projects funded by the European Social Fund and the National Lottery Community Fund.

All of our charitable activities focus on improving the opportunities for helping people who are disadvantaged to re-engage in learning so that they develop the confidence and skills needed to reach their full potential.



Achievements and Performance

Learning Through Enterprise



The Bike Project

The Bike Project refurbishes donated bikes, provides free skills, accredited training and work experience for local jobseekers and disengaged young people in both the Guildford and Walton-on-Thames areas. The bikes are sold to the local community at an affordable price and the income “recycled” to sustain the project.

In the past year:

- **890 bikes have been sold or serviced**
- **45 volunteers have supported the project**
- **13 learners have received an accredited City and Guilds cycle mechanics qualification**
- **6 have gone on to paid work or returned to full-time education**

Donated bikes

Over the first seven years of operation, the bike project has been given over 15,000 bikes by members of the local community or local organisations. A unique selling point of the project is our ability to collect donated bikes from anywhere within 15 miles of Guildford thanks to our team of volunteer van drivers.

Skills training

We have very experienced and formally qualified bike mechanics overseeing our workshops who provide cycle mechanics skills training to our volunteers, members of the local community on work experience placements and learners.

Accredited training

The Bike Project is registered with IMI Awards to deliver Level 1, Level 2 and Level 3 Cycle Mechanics qualifications.

Alternative Learning Provision

We provide a formal learning opportunity for young people in Year 10 or 11 who have been excluded from, or are experiencing difficulties at, school. This includes young people with learning difficulties, on the autistic spectrum, with anxiety or having emotional or behavioural difficulties.

Sales of bikes

Donated bikes are refurbished to a very high standard and sold with a three month warranty to members of the local community. Customers include less well-off people who cannot afford a car or even public transport; students from the nearby Surrey University and wealthier families who in buying from us are making a financial contribution to sustain the good work of the project. All the customers enjoy the physical and mental health benefits of cycling at the same time as reducing carbon emissions.

Recycling

The project is an end-to-end recycling initiative. Anything donated to us that can be re-used or upcycled; anything that cannot is recycled by us – we even go to the length of separating aluminium from ferrous materials and recycle these separately.

Volunteering

Other than four paid members of staff, the project is run by volunteers in a wide range of roles including workshop mechanics, office support; retail, recycling and driving. The project could not exist without the fantastic contribution that the volunteers make.

Outcomes

What people experience or achieve at the project is very varied but could include:

- General increase in confidence or well-being
- Becoming more employable
- Achieving a formal qualification for the first time in their life
- Rehabilitation from being excluded from mainstream education

Case study

One young person came to us having been excluded for disruptive and unacceptable behaviour from a special school. He had no prospect of securing any qualifications above Level 1 Maths and English Functional Skills and certainly would not have been able to demonstrate that he had the right attitude to be accepted into FE. After a rocky start we persevered with him and gained his trust. His attitude changed completely and he became an example to the other young people around him; he worked very hard and literally grew up before us. He achieved a Level 2 Cycle Mechanics qualification in June 2018 which, together with a strong character reference, enabled him to start a Motor Mechanics course at Farnborough College of Technology in September 2019. We are very proud of him.



The GLADE Project

- 120 students took part in community learning projects
- 16 parent volunteers also engaged
- 35 local people referred to courses at Park Barn centre
- 4 participants gained employment

GLADE is a social enterprise run in partnership with a local mental health charity, Oakleaf Enterprise, and Guildford Borough Council. It offers work experience, learning and engages the local community in projects to support recycling and the environment.

It's been a busy twelve months for the GLADE social enterprise. The estate management staff (pictured), Aaron Fiddy and his manager, Steve Payne, have been involved in a number of local initiatives working with the local school, Kings College, the University of Surrey and various other partners promoting environmental awareness and highlighting local learning opportunities.

GLADE has been instrumental in establishing a new community learning centre which is open on Thursday mornings at the Park Barn centre. The centre is a 'drop-in' opportunity for people to walk in off the street and get support for anything that is making their life challenging.

This ranges from literacy and numeracy courses and understanding the basics of IT through to debt counselling and advice on how to start a small business. The centre also provides a source of volunteers for GLADE environmental work such as litter picking or spending time tidying an area of woodland within Park Barn and Westborough. (See page 16 for further details of the learning centre.



Case Studies – Community Engagement Project

By encouraging local residents to take part in community projects GLADE is able to engage with residents and promote local learning:

- In the summer, the GLADE team worked with sixty year 7 pupils from Kings College, and parents, to relay a 'trim-trail' through a local park. This was supported by Guildford Borough Council 'Parks and Leisure' team who supplied the materials. Following discussions with the parents attending, three are now participating in literacy and numeracy courses at the Park Barn learning centre.
- In the same month, another sixty students joined GLADE to clear an overgrown ditchline next to the local primary school. Once this was completed, they went on to hang bird boxes in the bordering trees in anticipation of the nesting season. A volunteer from Surrey Wildlife provided a presentation into the threats to local wildlife and demonstrated how bird boxes helped to provide some protection. The whole event was covered by the Guildford Dragon who publicises the event to their 24,000 online readership

A new volunteer/learning programme is being developed for 2019-20.



Achievements and Performance
Learning for Work

The ETHOS Project



- received 300+ client referrals
- 1100+ client interactions undertaken
- 200+ client action plans drawn up
- 87 training courses enrolled
- 56 employment outcomes achieved

During 2018/19 ETHOS Advisers worked with anyone living in one of the five borough/district councils which fund ETHOS, namely Elmbridge; Guildford; Epsom and Ewell; Tandridge and Mole Valley. Clients are usually unemployed; working fewer than 16 hours a week or in insecure employment; and may also have insecure housing.

Clients may be homeless, or in private rented accommodation faced with eviction; they may be struggling with mortgage repayments or living in a hostel. They might be a dependent adult living at home, but not working - unable to contribute to the household and feeling unfulfilled. They could be a lone parent; a person aged 50 + whose job has been made redundant; or someone with a health condition and/or complex needs. They may have limited English language skills and be isolated from their community for cultural and/or domestic reasons.

A unique aspect of ETHOS provision is the sustained and bespoke nature of the support provided. One-to-one appointments; drop in job and learning hubs; email and telephone contact are all utilised – to meet clients in the best way for them/their lifestyle. ETHOS continues to support clients for as long as clients continue to benefit; they may return, periodically, for ETHOS support - to help them progress up the employment ladder into higher paid work.

Another element of ETHOS work is to advocate for clients and try to initiate new local solutions where there are gaps in provision. E.g. In Epsom and Ewell Borough, funding was sought and obtained for ESOL community learning with a qualified Tutor and childcare support - to enable access for those with childcare responsibilities. Employment Fairs are another ETHOS initiative to facilitate greater/easier access to employment.

Case Study

Jessica was first referred to ETHOS in 2016, by the Income team of a Housing Group. Claiming DLA, Jessica had been volunteering, a few hours per week, for over 10 years. Suffering from anxieties; mood swings and low confidence Jessica had found a niche where she felt comfortable; she was reluctant to meet new people or to move on; but her circumstances now required her to do so.

Since 2016 Jessica has had over 50 face to face encounters with ETHOS; a few one to one appointments but mostly at the weekly group drop in Job Hub. Jessica's presence in the Job Hub has ebbed and flowed but she increasingly found it a new safe space to come to; simultaneously making new friends whom she now also meets elsewhere.

At first digitally inactive, ETHOS and SLLP introduced Jessica to, and supported her through, the Online Basics IT course; beginner MS Office workshops. Providing sustained digital support – ETHOS helped Jessica create and tweak her CV; find, apply and commence different volunteer roles and gradually to start job hunting.

Anxiety peaked again in the face of this new transition so one to one support was increased focussing on confidence boosting; encouraging networking to seek employment "amongst familiar faces" and for interview preparation and practice.

In December 2018, Jessica started working 20 hours per week in M&S. Her initial contract was renewed once but not made permanent after the Christmas period. Jessica now has 3 months recent paid employment on a CV which hitherto had only volunteering. Jessica's life experience and confidence have grown, and Jessica sent ETHOS a text which said " I feel ready good about getting money now..." Support will continue as needed...

Building Better Opportunities Projects



The Building Better Opportunities projects are funded by the European Social Fund and the National Lottery Community Fund. We have been a partner in two of these projects; the Alliance Programme covering West Surrey and the Aspire Sussex Working Together for Work Project. Both projects focus on helping people who have not been in work for many years.

Alliance Project

- 18 engaged in learning & support
- 3 progressed to further learning
- 5 gained employment
- 2 started voluntary work

Aspire Sussex Project

- 11 engaged in learning & support
- 1 gained employment

The Alliance Project focused on providing one-to-one support to help individuals in the West of the county to learn new skills and prepare for work gain work or progress to further learning.

The Aspire Sussex Project we worked with families in the North and East of the county and adopted a different approach. We developed and then delivered a flexible programme of workshops in two community locations to develop skills and resilience. These sessions were:

- Grow in confidence and resilience
- Explore and develop talents and skills
- Explore hopes, dreams and ideas for the future
- Find training & workshops to increase job options
- Find ways to achieve work/life balance

We worked with two children's centres, Riverview Children's Centre and Epsom Surestart Children's Centre, allowing us to work in close proximity with families who might benefit from the project and also to have a presence on the Longmead Estate, an area which scores relatively highly on the Indices of Multiple Deprivation.

Case study – learning points

We have developed new relationships with children's centres in Epsom which are keen to promote the project and have also reached out to other local organisations such as Epsom Jobcentre, Voluntary Action, Epsom Library, and the Stoneleigh Job Club.

The demand for English as a second language is clear. For a number of participants, a lack of communication skills has been a potential barrier to employment.

It is difficult, even with creche support in the room, embracing families in a single setting can be distracting. Families come with the idea that it is a job club and less so about life skills as well as employment skills. They are apprehensive about being able to secure work, they like being able to bring their children but like the focus to be on employment. The workshop sessions have, therefore, to be pitched carefully to address work-related life skills whilst also catering for the whole family. It's a delicate balance to achieve.



Achievements and Performance
Learning In Community



New Park Barn Community Learning Centre

- 35 local residents engaged in learning
- 4 gained employment
- 31 continuing learners

SLLP is piloting a new approach to learning within the heart of communities. The first community learning centre has been established in Park Barn, an area of disadvantage and social inequality. The centre works with vulnerable people referred by our partners for support in any number of ways. People can also walk in off the street and self-refer. Either way, the support we provide is underpinned by learning from the moment a client walks through the doors of our centre.

Since establishing the centre in March 2019 with the support of Project Aspire, there has been a significant uptake in participation. We were given a target of 35 clients in the first 12 months, a figure we reached by November. The structure of the centre reflects the focus on learning – if an individual has issues with literacy and numeracy, they will lack confidence in many areas of adult life. Everything can be linked back to learning in some way. The same argument applies to digital exclusion. The ability to access the internet effectively is a key feature of everyday living.

With this in mind, following an initial assessment, every single person who attends the learning centre is enrolled onto a course of some description. These include classes in literacy and numeracy and the principles of basic IT. Such courses play a huge part in an individual's self-confidence and opens up a world of new opportunity for them.

Community participation has also steadily increased with a number of volunteers now part of the team. These volunteers provide help with interpreting services, small business mentoring, financial awareness and IT instruction. Their help is invaluable and eases the pressure on the centre's two dedicated staff members on Thursday mornings.

The list below summarises our key stakeholders and partners. These organisations either refer to us or vice versa and have played a big part in all our early successes for which we are grateful;

- Guildford Borough Council Family Support Team
- Voluntary Action South West Surrey
- Christians Against Poverty
- Guildford Borough Council Refugee Relocation Team
- The Spinney Children's Centre
- Guildford Wardens
- Guildford Philanthropy (Small Business Advice)
- Catalyst
- Action for Carers

Case Studies from the Park Barn Community Learning Centre

Les is a Polish national who came to the Park Barn learning centre looking for advice on running a small to medium business and where to source diversity training. He is a martial arts teacher and was keen to reach out to hearing/visually impaired groups. Initially, he was provided with support around CV building before he was put in touch with the centre's in-house SME volunteer. Over the course of the next two months and as a result of our guidance and his resilience, premises were secured for his course delivery and he now runs classes three times a week to disabled and learning-challenged people of all ages.



'A is a lady who spent the last 38 years as a family carer for her son, husband and now her mother. Her literacy skills had suffered as she had to give up her early education. After participating in one of our courses, she applied for a position with the NHS. In anticipation, she was given CV building advice, interview techniques training and confidence building. The CV provided a great opportunity to put her new literacy skills to the test. The outcome was her securing a senior rehabilitation nurse position at a local hospital.

A Syrian refugee couple were introduced to us by Guildford Borough Council Family Support Team. They had relocated to the UK with her family and needed many different types of support. Centre staff worked closely with the local authority refugee relocation team and put together a bespoke course for a group of Syrian families who needed significant help with language skills.

After securing the services of a volunteer interpreter, a course in conversational English was run over a number of weeks. This focused on workplace conversations and speaking on the telephone. Two of the group of four have gone on to secure employment in the service sector.

The digital exclusion of elderly people is a social problem nationwide. It creates isolation and loneliness and cuts people off from friends and families. The learning centre secured the services of a Park Barn resident who had recently retired and she provided support and guidance around using a tablet for searching the internet and communication purposes. To date, three elderly residents have benefitted from her advice and guidance. The learning platform 'Learn My Way' is our website of choice for this purpose.

The Park Barn Learning Centre is a valuable community resource and continues to grow. It provides opportunities for the socially isolated and those who have missed out on education. 2020 will be a year we hope to build on our successes.

Community Learning offered in other venues across Surrey

We also delivered courses in communities across Surrey (Epsom, Walton, Dorking and Redhill)

- 15 learners completed Employability Skills courses
- 10 learners achieved L1 Single Subject IT courses
- 21 learners achieved L1 completed Introduction to Business Admin (NCFE) qualifications
- 21 learners achieved L2 Business Admin (NCFE) qualifications
- 33 learners completed L2 IT (NCFE) qualifications
- 8 learners attended pre-entry ESOL courses, 3 achieving Entry L1

Case Study - English for Speakers of Other Languages (ESOL) – learning points

Epsom and Ewell Borough Council provided funding for us to offer two 24-week ESOL courses. Both courses were specifically targeted Pre-Entry to Level 1 ESOL learners following the “English My Way” blended learning programme and the use of other resources. Both courses aimed to improve learners grasp of the English language, focusing on 4 key language skills such as reading, writing, speaking and listening. Each lesson was also designed to embed numeracy and ICT.

The first course (in 2017-18), had a good uptake. Crèche provision wasn’t included as part of the course however there was a crèche facility available at the venue (Epsom Methodist Church). The course demographic profile consisted of all women (with and without dependants) with first languages ranging from within and outside of the EU.

The second ESOL course (in 2018-19), addressed the gender split to some extent, albeit still predominantly attended by women. Crèche provision was also exclusively catered for, making it possible for harder to reach sections of the community to access the course.

On completion of the first course, it became apparent there was a gap between Pre-Entry level and Entry 2 level ESOL which was the entry point at which exiting students could study ESOL at a college of Further Education. This meant there was limited opportunity for people exiting the course to continue studying English as a Second Language within the borough and the two class members that could (due to having a higher acquisition of the language), faced a further barrier related to the high cost of course fees. This was borne from the fact that ESOL as a subject has faced an ongoing reduction in funding from central government since 2014, leaving FE colleges having no alternative but to pass on all or part of the course fee to prospective students.

It is generally understood and recognised that the acquisition of a good standard of literacy amongst first and second English language speakers can have a significant impact on factors such as social cohesion, health and well-being and employment and training amongst local citizens. It is clear there is a demand within the borough for such provision from those who have attended previous workshops and who have participated in back to work programmes.

Financial Review

Challenges Faced

Over the previous two years SLLP had been successful in generating surpluses which allowed it to increase its reserves by £35k. However, the accounts for 2018-19 show a loss of £21k at the year end. Much of the loss was as a result of the removal of the Education and Skills Funding Agency's (ESFA's) Community Learning Funding. This funding allowed SLLP to be flexible in responding to the needs of those returning to learning. We were able to access ESFA learning to deliver qualifications but without charging a fee to the disadvantaged learners we support the costs of delivery were outweighed by the income drawn down.

This underlines the need for SLLP to continue to seek to diversify its income streams (now derived from a mix of funds generated by social enterprise, grants secured and statutory funding), and it has, therefore, taken a strategic decision to work with local councils and to seek grant funding to promote flexible learning via community learning hubs.

Reserves policy

SLLP needs to hold reserves to:

- Provide an appropriate level of working capital
- Allow for the development of new initiatives
- Provide against any significant drop-in short-term funding.
- If necessary, to close the charity down in a controlled way, meeting all currently known liabilities.

The charity has used its own unrestricted funds to support projects and the nature of some of the projects involves an element of trading which is financially more risky. The trustees may also wish to temporarily fund projects or continue to fund projects where grants have ceased or been substantially reduced, to avoid a stop-start approach. Reserves need to be held to provide for these possibilities.

Management accounts (with year-end forecasts) are monitored and reviewed quarterly at Board meetings to ensure that this level of reserves is maintained, and that if there should be any impact on reserves that appropriate action is taken to address this. The Reserves Policy is similarly reviewed on a regular basis.

The current level of reserves now stands at £70,611. The Board has agreed that this is sufficient to meet obligations given reduced staffing levels.

It is recognised that some projects have required a net investment from SLLP. We are working hard to ensure that costs are covered and additional income to address any funding gaps is secured.

Risk Management

A register of the major risks to which the Charity is exposed is considered by the Trustees at Board meetings to ensure that systems and procedures are in place to manage those risks and that appropriate insurances are in place.

Principal risks and mitigating factors are:

- Financial uncertainty – the charity works hard to keep its costs down and to diversify income.
- Failure of computer systems – we have transferred to new cloud-based computer systems, mitigating the risk of a failure of business interruption due to server failure.
- Loss of key staff – the organisational structure is being reviewed.
- Safeguarding – staff receive training and safeguarding is kept under review by the Trustees.
- Data Protection – data protection is kept under review by Trustees.

The budget for 2019-20 has been agreed and provision made for additional administrative support for the Chief Executive.

The charity continues to operate a money purchase staff pension scheme (the People's Pension) set up in April 2016. The charity does not have any significant pension liabilities.

Acknowledgements

We are grateful to the many partner organisations and funding organisations who have supported our work.

Riverview Children's Centre and Epsom Surestart

Aspire Sussex	Farnham Heath End School	Rosebery Housing
British Transport	Guildford Borough Council	South West Trains
Brooklands College	Guildford College	Surrey Police
Coast to Capital	Guildford Philanthropy	Surrey Supported Employment Fund
Community Foundation Surrey	Jobcentre Plus	Surrey Young Person's Funds
Clarion Futures	Local councillors	Surrey Care Trust
Education & Skills Funding Agency	London Learning Consortium	Community Action Surrey
Elmbridge Borough Council	Military Partnership Board	Surrey County Council
Enterprise M3	Mole Valley District	Tandridge District Council
Epsom & Ewell Borough Council	Oakleaf Enterprise	University of Surrey
Epsom Surestart Children's Centre	P A Housing	Voluntary Action Elmbridge
European Social Fund	Riverview Children's Centre	Walton Charity
Evans Cycles	Romsey Community School Ltd	Weydon School
		Woking Borough Council

With special thanks to:

Walton Charity for providing funding and support to develop the Walton Bike project.



Surrey County Council for providing premises and start up funding for the Walton Bike Project.



Community Foundation Surrey & Guildford Philanthropy for contributions towards the staff costs of the Guildford Bike Project.



Guildford Borough Council for funding to support sales at the Bike shop and helping to establish social enterprises as a route to learning and work.



The London Learning Consortium and the Education and Skills Funding Agency for supporting the delivery of SLLP courses.



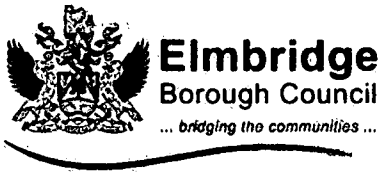


The Building Better Opportunities programme – part-funded by the European Social Fund (ESF) matched by the Lottery Fund, for supporting three projects to help disadvantaged people into employment.



With special thanks to:

To the following partners for supporting the ETHOS project, through funding, facilitating referrals to the project and attending quarterly meetings to review progress and develop plans.



Future Developments

In 2019-20 we will focus on:

- Developing community learning hubs to meet the needs of local communities.
- Growing SLLP to increase the charity's effectiveness and robustness. We will continue to seek to diversify income streams to place the charity on a surer financial footing.
- Refreshing the SLLP Board by recruiting three new Trustees to bring new areas of experience and expertise.
- Replicating the success of the Guildford Bike Project in Walton.
- Developing a programme of learning and work for volunteers on the GLADE project.
- Extending the ETHOS service to new areas and delivering three employment fairs.
- Ensuring that the learner voice is heard more and listened to.

In all that we do we will continue to provide support to those who are disadvantaged by helping them to re-engage in learning so that they are able to enhance their employment opportunities, develop new skills, access local services more easily or improve their sense of wellbeing.



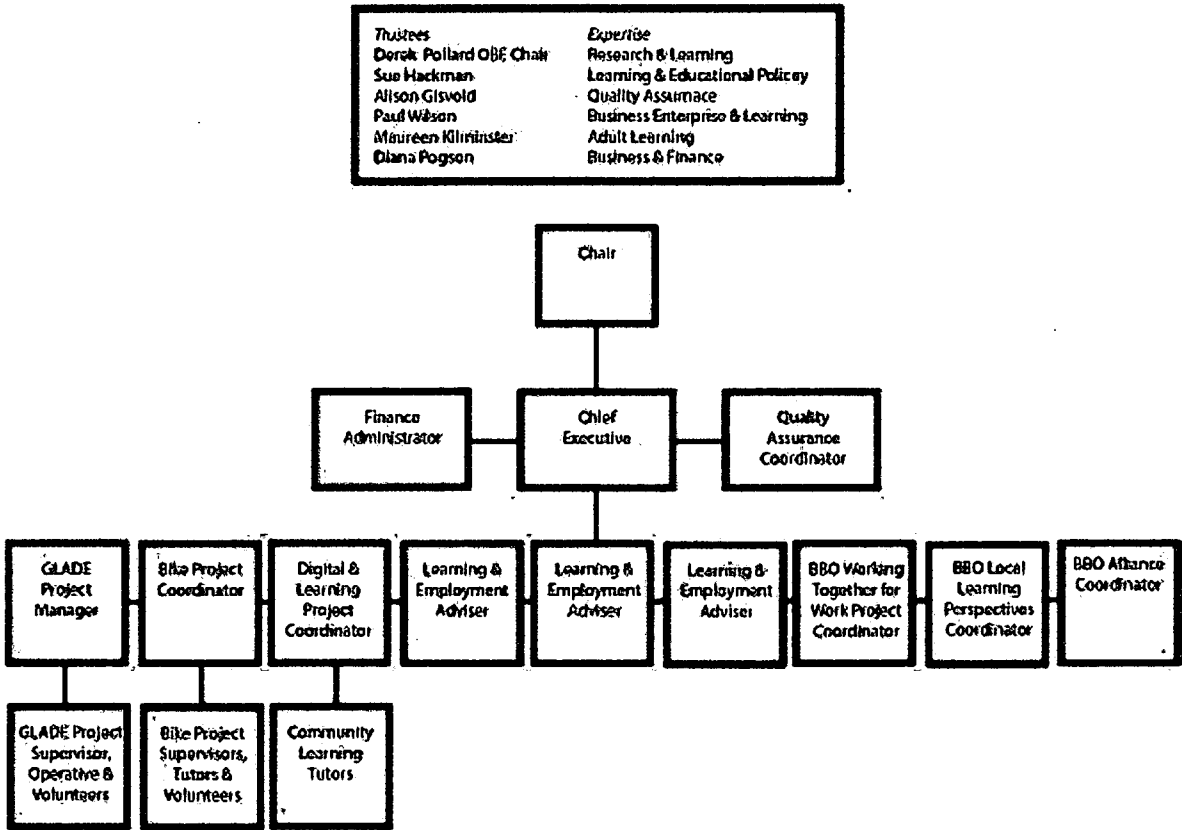
Structure Governance and Management

Surrey Lifelong Learning Partnership was established in 2000 and registered as a charity on 6th September 2011.

It is a company limited by guarantee and has articles of association developed from the Charity Commission’s Model Articles of Association in which the Trustees are responsible for appointing new Trustees.

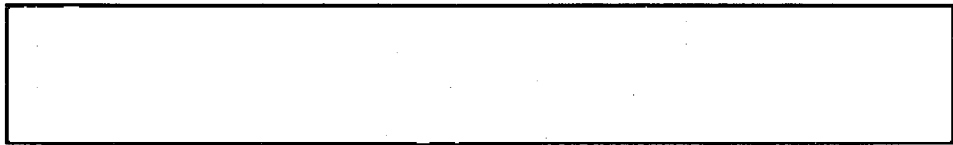
The Trustees are provided with bespoke training to support them in undertaking their role as Trustees.

The Board has delegated day-to-day management of the Charity to the Chief Executive. However, a system of governance is in place and calendar of Board agenda items has been created to ensure that Trustees maintain proper oversight and control of operations and keep under review all matters required in order to comply with Charity Commission rules.



As illustrated above membership of the Trustee Board encompasses areas of expertise relevant to the operation of an educational charity. New Trustees apply for the position advertised and are interviewed by members of the Board.

Staff remuneration is reviewed annually. Staff roles have been benchmarked to ensure that salaries are matched appropriately to roles and responsibilities. No other external bodies are entitled to appoint Trustees.

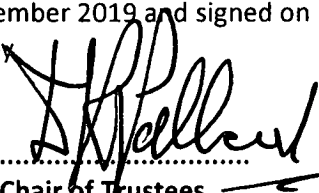


The Trustees have considered the guidance published by the Charity Commission with regard to public benefit and the Charity.

The Trustees have reviewed and confirmed the Charity's objectives.

This report has been prepared in accordance with the special provisions of Part 15 of the Companies Act 2006 relating to small companies.

This report was approved by the Board of Trustees on 10th December 2019 and signed on behalf of the Board by


.....
Derek Pollard OBE – Chair of Trustees

Date: 19.3.20

Independent Examiner's Report to the Trustees of Surrey Lifelong Learning Partnership

I report to the trustees (who are also Directors for the purpose of company law) on my examination of the financial statements of Surrey Lifelong Learning Partnership ('the charitable company') for the year ended 31 July 2019 which comprise the Statement of Financial Activities, the Balance Sheet and related notes.

This report is made solely to the charity's trustees, as a body, in accordance with section 145 of the Charities Act 2011. My work has been undertaken so that I might state to the charity's trustees those matters I am required to state to them in this report and for no other purpose. To the fullest extent permitted by law, I do not accept or assume responsibility to anyone other than the charity and the charity's trustees as a body, for my work, for this report, or for the opinions I have formed.

Responsibilities and basis of report

As the trustees of charitable company you are responsible for the preparation of the financial statements in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the financial statements of the charitable company are not required to be audited under Part 16 of the Act and are eligible for independent examination, I report in respect of my examination of the charitable company's financial statements carried out under section 145 of the Charities Act 2011 ('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 2011 Act.

As permitted by Direction 2, issued by the Charity Commission the firm for which I work has provided the Company with bookkeeping services during the year ended 31 July 2017. As a consequence I have followed the requirement of the FRC's Ethical Standard when undertaking this assignment.

An independent examination does not involve gathering all the evidence that would be required in an audit and consequently does not cover all the matters that an auditor considers in giving their opinion on the financial statements. The planning and conduct of an audit goes beyond the limited assurance that an independent examination can provide. Consequently I express no opinion as to whether the financial statements present a 'true and fair' view and my report is limited to those specific matters set out in the independent examiner's statement.

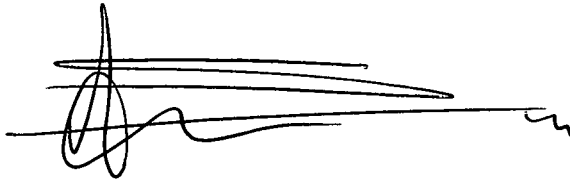
Independent examiner's statement

Since the charitable company's gross income exceeded £250,000 your examiner must be a member of a body listed in section 145 of the 2011 Act. I confirm that I am qualified to undertake the examination because I am a member of ICAEW, which is one of the listed bodies.

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 charitable company as required by section 386 of the 2006 Act; or
- the financial statements do not accord with those records; or
- the financial statements do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the financial statements give a 'true and fair view which is not a matter considered as part of an independent examination; or
- the financial statements 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 financial statements to be reached.



A M Skilton ACA
Brewers Chartered Accountants
Bourne House
Queen Street
Gomshall, Surrey GU5 9LY

Date: 19 May 2020

Surrey Lifelong Learning Partnership

STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR TO 31st July 2019
Including the income and expenditure Account

	Note	Unrestricted Funds General	Restricted Funds	Total Funds	
				2019	2018
		£	£	£	£
INCOME					
Income from Charitable Activities:					
ESFA funding	1	35,309	-	35,309	79,087
Project income		323,924	102,896	426,820	404,121
Investment income - bank interest		35	-	35	13
Other income		-	-	-	-
TOTAL INCOME		<u>359,268</u>	<u>102,896</u>	<u>462,164</u>	<u>483,221</u>
EXPENDITURE					
Charitable Activities					
Project costs		343,255	102,896	446,151	427,075
Support costs including governance allocated to Charitable Activities	3	37,182	-	37,182	43,495
TOTAL EXPENDITURE		<u>380,437</u>	<u>102,896</u>	<u>483,333</u>	<u>470,570</u>
NET INCOME / (EXPENDITURE)		(21,169)	-	(21,169)	12,651
Net Income/(Expenditure) for the year		<u>(21,169)</u>	<u>-</u>	<u>(21,169)</u>	<u>12,651</u>
Net movement in funds					
Balances b/fwd at 1 st August 2018		91,780		91,780	79,129
Balances c/fwd at 31st July 2019		<u><u>70,611</u></u>	<u><u>-</u></u>	<u><u>70,611</u></u>	<u><u>91,780</u></u>

Surrey Lifelong Learning Partnership
BALANCE SHEET AS AT 31st July 2019

		2019	2018
	Notes	£	£
FIXED ASSETS			
Tangible fixed assets	5	3,243	2,000
CURRENT ASSETS			
Debtors and prepayments	6	24,900	66,616
Cash at bank and in hand		<u>103,236</u>	<u>143,390</u>
		<u>128,136</u>	<u>210,006</u>
CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR			
Creditors and accruals	7	<u>60,768</u>	<u>120,226</u>
NET CURRENT ASSETS		<u>67,368</u>	<u>89,780</u>
Charitable Activities		<u>70,611</u>	<u>91,780</u>
FUNDS			
Unrestricted funds:			
General funds		70,611	91,780
TOTAL FUNDS		<u>70,611</u>	<u>91,780</u>

For the year ending 31/07/2018 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies. The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006.

The trustees, who are also directors, acknowledge their responsibility for complying with the requirements of the Act with respect to accounting records and for the preparation of accounts.

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies regime.

The notes on pages 17 to 21 form part of these financial statements.

Approved by the Board on 19 March 2020 and signed on their behalf by


 DEREK POLLARD
 CHAIRMAN OF BOARD
 + DIRECTOR

Surrey Lifelong Learning Partnership

**NOTES TO THE FINANCIAL STATEMENTS
YEAR TO 31st July 2019**

1. Accounting Policies

The financial statements have been prepared in accordance with the Statement of Recommended Practice: 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 and the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102) and the Charities Act 2011 and UK Generally Accepted Practice as it applies from 1 January 2015.

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 April 2005 which has since been withdrawn.

Surrey Lifelong Learning Partnership 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.

Funds

General funds represent the funds that are not subject to any restrictions regarding their use and are available for application on the general purposes of the charity. The purpose of any restricted funds is noted in the accounts.

Income

All incoming resources are included on the Statement of Financial Activities when the charity is entitled to the income and the amount can be quantified with reasonable accuracy.

Expenditure

Direct costs have been included in respect of the activity to which they relate. Staff costs have been allocated to the activity and to support costs to which they relate in proportion to the time spent where applicable.

Support costs

Support costs include the costs of running the charity including general management, accounting, information technology and governance. Support costs have been allocated to projects in proportion to total expenditure.

Fixed assets

Depreciation of fixed assets is calculated to write off their cost over their estimated useful lives as follows:

Computer equipment - 33% on cost

Fixtures & fittings - 25% on cost

Motor Vehicles - 25% on cost

Assets are capitalised if their value exceeds £2,000

Debtors

Debtors are amounts owing to the charity or paid in advance by the charity at 31st July.

Creditors

Creditors are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or

Surrey Lifelong Learning Partnership

NOTES TO THE FINANCIAL STATEMENTS
YEAR TO 31st July 2019

1. ESFA Funding

	2019	2018
	£	£
Community learning	7,929	38,592
Adult Skills	27,380	40,495
	<u>35,309</u>	<u>79,087</u>

2. Charitable expenditure

	2019	2018
	£	£
Charitable Activities		
Salaries and N.I.	250,006	233,898
Rent and rates	6,373	6,359
Telephone	3,801	2,322
Stationery & computer costs	1,113	1,639
Light & heat	854	32
Project costs	196,145	200,908
Travel & subsistence	3,495	2,458
Insurances	2,710	2,384
Bank charges	255	284
Legal & Professional Fees	4,555	9,353
Sundries	1,912	2,764
Website	2,384	3,269
Clearly Creative HQ Staff costs	3,828	-
Depreciation	2,122	1,000
Governance - Independent Examination fee	2,150	2,000
Governance - Professional Fees	1,630	1,900
Total	<u>483,333</u>	<u>470,570</u>

Apportioned on the following basis:

	£	£
Direct costs of running the projects	446,151	427,075
Support costs allocated	37,182	43,495
Total charitable costs	<u>483,333</u>	<u>470,570</u>

Surrey Lifelong Learning Partnership

NOTES TO THE FINANCIAL STATEMENTS
YEAR TO 31st July 2019

3. Support costs	2019	2018
	£	£
Premises and insurances	9,938	8,775
Administration	23,644	26,989
Salary costs	3,600	7,731
Total support costs are allocated to projects pro rata to total expenditure.	<u>37,182</u>	<u>43,495</u>
Governance costs, included in Administration costs above include:		
	2019	2018
	£	£
Independent examiners fee and other accounting services	3,780	3,900
	<u>3,780</u>	<u>3,900</u>
4. Staff costs		
	£	£
Salaries and wages	233,684	220,705
Social security and pension costs	16,322	13,193
	<u>250,006</u>	<u>233,898</u>

The average monthly number of employees during the year was 13 (2018: 13).

There were no employees with emoluments above £60,000 per annum.

The key management personnel of the Charity comprise the trustees, the Chief Executive Officer and the Senior Management team. The total remuneration and benefits received by key management personnel was £108,553 (2018: £99,509)

No trustees received any remuneration or any other benefits during the year. No trustees were reimbursed for out of pocket expenses during the year.

Surrey Lifelong Learning Partnership
NOTES TO THE FINANCIAL STATEMENTS
YEAR TO 31st July 2019

5. Fixed assets

	Computer Equipment £	Office Equipment £	Motor Vehicle £	Total £
Cost				
1st August 2018	33,545	3,434	5,500	42,479
Additions	3,365	-	-	3,365
Disposals	-	-	-	-
31st July 2019	<u>36,910</u>	<u>3,434</u>	<u>5,500</u>	<u>45,844</u>
Depreciation				
1st August 2018	33,545	3,434	3,500	40,479
Charge for year	1,122	-	1,000	2,122
Disposals	-	-	-	-
31st July 2019	<u>34,667</u>	<u>3,434</u>	<u>4,500</u>	<u>42,601</u>
Net book value				
31st July 2019	<u>2,243</u>	<u>-</u>	<u>1,000</u>	<u>3,243</u>
31st July 2018	<u>-</u>	<u>-</u>	<u>2,000</u>	<u>2,000</u>

6. Debtors

	2019 £	2018 £
Amounts falling due within one year:		
Trade debtors	11,015	15,645
Prepayments	2,791	4,520
Accrued income & sundry debtors	11,094	46,452
	<u>24,900</u>	<u>66,617</u>

7. Creditors

	2019 £	2018 £
Amounts falling due within one year:		
Trade creditors	3,958	22,220
Taxation and social security	12,023	12,968
Deferred Income	41,007	79,965
Accruals	3,780	4,175
Other creditors	-	898
	<u>60,768</u>	<u>120,226</u>

8. Deferred Income

Balance brought forward at 1st August 2018	79,965	92,766
Used in year	(79,965)	(92,766)
Deferred in 2019	41,007	79,965
Balance carried forward at 31st July 2019	<u>41,007</u>	<u>79,965</u>

Income is deferred which relate to projects for whom funding is provided beyond the end of the year.

Surrey Lifelong Learning Partnership

NOTES TO THE FINANCIAL STATEMENTS YEAR TO 31st July 2019

9. Restricted funds

Movement in Funds:

	Balance 01/08/2018 £	Income £	Expenditure £	Transfers £
Bike Project	-	34,184	34,184	-
Alliance Project (BBO)	-	25,839	25,839	-
Aspire WTFW Project (BBO3)	-	33,530	33,530	-
Aspire LLP Project (BBO8)	-	9,343	9,343	-
	-	102,896	102,896	-

Transfers represent the subsidy provided to the projects out of general funds.

The Southway Shop, previously treated as a restricted fund, has on further consideration has been treated as unrestricted. The ETHOS and GLADE projects were previously treated as restricted funds but on consideration during the year were re-allocated as unrestricted in nature in 2018.

The Bike Project restricted funds relate to a Community Foundation Grant.

10. Analysis of net assets by fund

	Unrestricted Funds £	Restricted Funds £
Fixed assets	3,243	-
Current assets	128,136	-
Current liabilities	(60,767)	-
Fund Balance	70,611	-

11. Financial Commitments

2019
£

The charity has the following annual commitments due under non-cancellable operating leases

Less than one year	3,215
	<u>3,215</u>

The Southway Shop long-term lease ended in 2018; the property continues to be occupied on a monthly licence. The offices at Lansbury Estate are occupied under lease terms which expired in June 2019. Currently on a 6 month Rolling Contract to be reviewed on request.

12. Transactions with Directors

No directors' remuneration or other benefits were provided in the year.

No expenses were either reimbursed to, or paid on behalf of, the directors.

Surrey Lifelong Learning Partnership

15. Comparative for the statement of Financial Activities

STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR TO 31st July 2018
Including the income and expenditure Account

		Unrestricted Funds General £	Restricted Funds £	Total Funds 2018 £
INCOME				
Income from Charitable Activities:				
ESFA funding	1	79,087	-	79,087
Project income		310,001	94,120	404,121
Investment income - bank interest		14	-	13
TOTAL INCOME		<u>389,101</u>	<u>94,120</u>	<u>483,221</u>
Charitable Activities				
EXPENDITURE				
Charitable Activities				
Project costs		339,273	87,802	427,075
Support costs including governance allocated to Charitable Activities	2	<u>36,537</u>	<u>6,958</u>	<u>43,495</u>
TOTAL EXPENDITURE		<u>375,810</u>	<u>94,760</u>	<u>470,570</u>
 NET INCOME / (EXPENDITURE)				
before transfers		13,291	(640)	12,651
Transfers between funds		4,365	(4,365)	0
Net Income/(Expenditure) for the year		17,656	(5,005)	12,651
 Net movement in funds				
Balances b/fwd at 1 st August 2017		74,124	5,005	79,129
Balances c/fwd at 31st July 2018		<u><u>91,780</u></u>	<u><u>0</u></u>	<u><u>91,780</u></u>