

WILLIAM BELMER RUSH FOUNDATION
REPORT AND ACCOUNTS
FOR THE YEAR ENDED 31 MARCH 2021



Rush Family Reunion - 1928

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

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES

For the year ended 31 March 2021

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

Objectives & Aims

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

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

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

Financial Review

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

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

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

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

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

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

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

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REPORT OF THE TRUSTEES (continued)

Reserves Policy

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

Achievements and Performance

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

SAVE THE CHILDREN UK

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

Tuwekeze Pamoja, Tanzania

Programme overview:

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

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

Key highlights

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

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

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REPORT OF THE TRUSTEES (continued)

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

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

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

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

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

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

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

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REPORT OF THE TRUSTEES (continued)

Results

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

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

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

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

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

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

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

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

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REPORT OF THE TRUSTEES (continued)

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

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

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

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

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

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

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REPORT OF THE TRUSTEES (continued)

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

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

Results

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

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

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

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

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

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

Conclusions

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

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REPORT OF THE TRUSTEES (continued)

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

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

BARNARDO'S

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

Midlands ETS Overview

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

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

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

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

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

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

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

Our ETS programmes offer:

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

Our learners follow a timetable of activity which includes;

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

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

The ETS Model



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

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

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

Service Profile

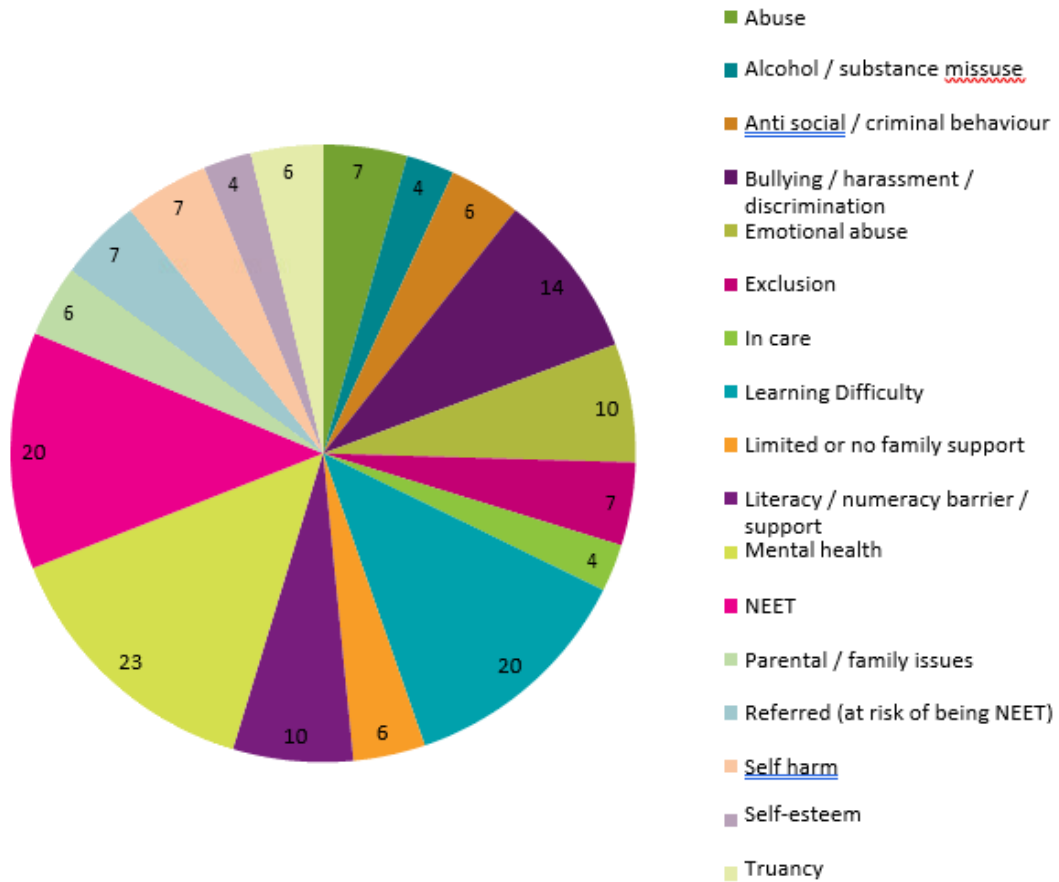
Below are details of the profiles of service users from 2020:

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

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REPORT OF THE TRUSTEES (continued)

Support Needs of young people in Midlands ETS



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

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

*not their real names

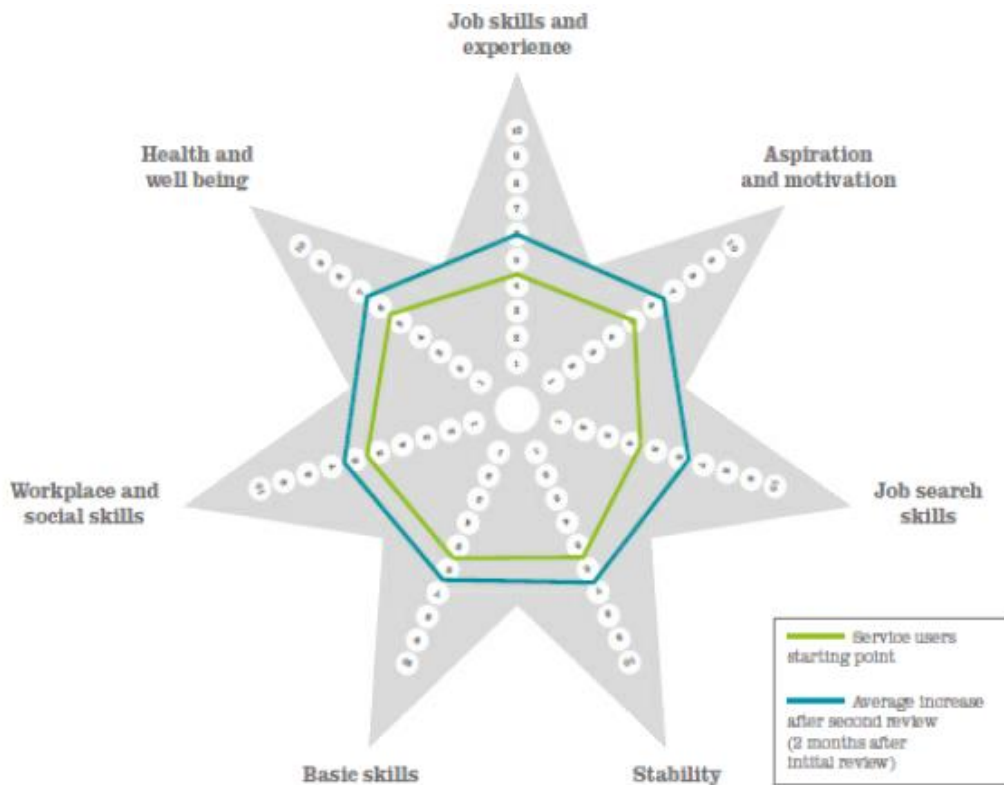
Outcomes for young people

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

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

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REPORT OF THE TRUSTEES (continued)



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

Positive Outcomes in Employment, Education and Training:

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

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

Success Story

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

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

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

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

*not their real names.

Looking to the Future, responding to Covid 19

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

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

We have already:

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

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

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

MUNTHAM HOUSE SCHOOL

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

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

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

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

Reconnecting with school

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Public Benefit Statement

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

Structure, Governance & Management

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

Co-opted Trustee

- A descendant of William Belmer Rush resident outside the UK

Ex-Officio Trustee

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

Nominated Trustee – Barnardo's

- Appointed by the Council of Barnardo's Charity

Nominated Trustee - Save the Children

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

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

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

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

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

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

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

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Reference and Administrative Details

Charity Number: 00307079

Trustees: Mr B. Rush

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

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

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

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

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

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

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

WILLIAM BELMER RUSH FOUNDATION

REPORT OF THE TRUSTEES (continued)

Responsibilities of the Trustees

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

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

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

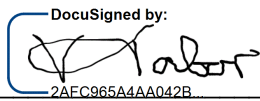
The financial statements have been prepared in accordance with the accounting policies set out in note 1 to the financial statements and comply with the charity's governing document, the Charities Act 2011 and "Accounting and Reporting by Charities: Statement of Recommended Practice – Accounting and Reporting by Charities (SORP (FRS102), issued in October 2019)".

Statement as to disclosure to the Independent Examiner

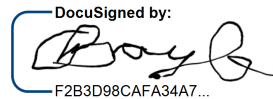
In so far as the Trustees are aware at the time of approving the trustees' annual report:

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

Signed on behalf of the Board of Trustees

DocuSigned by:

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Mrs V.H. Tabor
Trustee

DocuSigned by:

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Ms A O'Boyle
Trustee

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

WILLIAM BELMER RUSH FOUNDATION

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

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

Responsibilities and basis of report

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

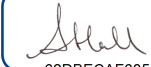
I report in respect of my examination of the charity's accounts carried out under section 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

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

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

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

DocuSigned by:

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Amanda Hall – Partner

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

WILLIAM BELMER RUSH FOUNDATION

STATEMENT OF FINANCIAL ACTIVITIES
for the year ended 31 March 2021

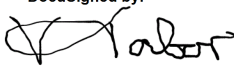
	Notes	2020/21			2019/20		
		£	£	£	£	£	£
		<u>Unrestricted</u>	<u>Endowment</u>	<u>Total</u>	<u>Unrestricted</u>	<u>Endowment</u>	<u>Total</u>
INCOME AND ENDOWMENTS FROM:							
Investments	2	75,573	-	75,573	78,913	-	78,913
Other: bank compensation		-	-	-	-	-	-
Total		75,573	-	75,573	78,913	-	78,913
EXPENDITURE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

WILLIAM BELMER RUSH FOUNDATION**BALANCE SHEET**

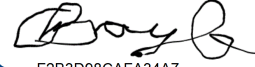
as at 31 March 2021

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

Approved on behalf of the Board of Trustees

DocuSigned by:

 2AFC965A4AA042B...

Mrs V. H. Tabor
Trustee

DocuSigned by:

 F2B3D98CAFA34A7...

Ms A O'Boyle
Trustee

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

WILLIAM BELMER RUSH FOUNDATION

NOTES TO THE ACCOUNTS

I ACCOUNTING POLICIES

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

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

I.1 Public benefit entity status

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

I.2 Going concern status

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

I.3 Income

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

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

I.4 Expenditure

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

a) Charitable activities

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

b) Support costs

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

c) Taxation

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

WILLIAM BELMER RUSH FOUNDATION

NOTES TO THE ACCOUNTS (continued)

2 INVESTMENT INCOME

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

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

3 GOVERNANCE COSTS

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

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

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

4 INVESTMENTS

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

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

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

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

WILLIAM BELMER RUSH FOUNDATION

NOTES TO THE ACCOUNTS (continued)

5 CREDITORS

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

6 RELATED PARTIES

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

7 NET MOVEMENT IN FUNDS

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