



**Brighter futures  
through  
better education**



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**ANNUAL REVIEW  
& STATEMENT OF ACCOUNTS  
2019-2020**

## HEADLINES

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- **101 students were resident at Stay At School boarding houses saving 43,000 hours... more learning, less walking.**
- **In 2019-20 we completed Bhakanje boarding house, our most important project, on time and on budget.**
- **In the district capital & beyond we supported 24 ambitious boarding house graduates in higher education through scholarships and mentoring.**
- **Generous individuals, foundations and companies donated over £260,000 to support our work.**
- **We kept UK costs very low to maximise spending on worthwhile projects and programmes in Nepal.**



## LETTER FROM FOUNDER AND CHAIR

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The best moment of the Stay At School year? That's easy. It was a mild and sunny morning in early November 2019. The views out over the Himalaya were breathtaking, as usual, when I crawled out of my tent and joined the others for a hearty breakfast to see us through the long day ahead. Our 15-minute downhill walk did not do justice to the children and parents whom we would soon meet, who had risen before the sun to start their 1½-2 hour uphill climbs to our appointed rendezvous.

The last time I had been there, nine months earlier, the site had been a terraced field of mud and foundation trenches, a clearing in the dense forest devoid of human activity except for a few lonely workers leaning on their spades and pickaxes. But now, as we rounded a bend in the path, the full scale of what had been achieved by our remarkable Stay At School team, supported by our generous donors, became clear. There before us were four beautiful new buildings – accommodation, study and dining facilities for over 50 students, teachers and staff – and all of the infrastructure of kitchens, loos, terraces, staircases and greenhouses to support a thriving community.

And thriving it was... students running and playing, excitedly preparing their dances and songs, teachers looking relaxed and proud of their new home and their enthusiastic charges, monks chanting and praying for the gods to bless the site and its future residents, and

a large number of happy but slightly anxious parents, poor local farmers who looked to this new boarding house with the hope and expectation that it might help their children to live richer and more fulfilling lives in the modern world. Pervading it all was a shared sense of achievement that everyone there, including our intrepid group of trekking donors representing many more, had played a key role in making this happen.

It was a very good day. We all celebrated the opening of Bhakanje Boarding House and by nightfall, 43 young secondary-level students were settling into their new dorm rooms, happy in the knowledge that, in future, they could devote more time to their studies, their friends and having fun. I remember estimating that day that each boarding house student would save on average about 12 hours of walking every week or about 430 hours in the year... 'more learning, less walking' indeed!

In this excellent Annual Review by Stay At School Directors Kathryn Griffith and Gele Rapke Bhote, you will read much more about the remarkable work being done, building and operating boarding houses and supporting graduates into higher education. The accomplishments are enormous and testament to the great work of our teams in both countries and to our donors and other supporters too.

But if that day in Bhakanje taught me one thing, it is that meaningful and sustainable change in education and development can only be achieved through the ambition and energies of local communities, the parents, the teachers and the elected community officials who genuinely and passionately pursue progress for their children. Stay At School does its best work when it facilitates and supports this ambition and energy within the communities where it works.

On behalf of the Board of Trustees of Stay At School, I would like to congratulate and thank Kathryn and Gele, their small but dedicated teams, donors and other supporters for the remarkable accomplishments that are described so well in this Annual Review.

Peter Chittick



## WHAT WE HAVE ACHIEVED

### **It's been a successful year helping remote communities in Eastern Nepal to build and operate safe, secure boarding houses and supporting students with the transition to higher education.**

Stay At School's goal is to help poor mountain children in Nepal to achieve better life outcomes: improved health, greater income and happier lives. We and the communities where we work believe that the route to those outcomes is through better education. We do this by improving school attendance and reducing dropout rates, by promoting higher academic attainment and by enhancing student well-being more generally. This leads to better jobs and happier lives.

Stay At School achieves these goals by helping mountain communities to build and operate safe, secure and comfortable boarding houses. There are many reasons why boarding houses in mountainous Nepal facilitate higher educational achievement but the main one is that in sparsely populated areas with limited transportation, 'daily commuting' to secondary school is just too difficult. Put simply, students drop out because it is too far to walk. Our work to date shows that good boarding houses keep students in school longer and that they achieve better results - less walking means more learning.

In 2019, Stay At School helped the community of Bhakanje in Eastern Nepal to build a fully functioning boarding house for 50 students (aged 12-16). The facility was full to capacity from opening and was thriving until March 2020 when the Covid-19 crisis closed all schools in Nepal. Longer term, Bhakanje's boarding house will provide greater opportunities for around 1,000 students over the minimum 20-year life of the buildings. Stay At School continues to support the local community in nearby Junbesi, our first boarding house, which is thriving with full attendance and excellent results. We were working on our third boarding house project when the Nepal-wide Covid lockdown intervened.

Over the past year, Stay At School has also supported 24 students from Junbesi and Bhakanje in their further studies - upper secondary, university and vocational college - in the district capital, in Kathmandu and beyond. Through a structured process of financial support and mentoring, Stay At School helps these older students to convert early academic successes into career opportunities and better life outcomes.

Kathryn Griffith  
EXECUTIVE DIRECTOR, UK

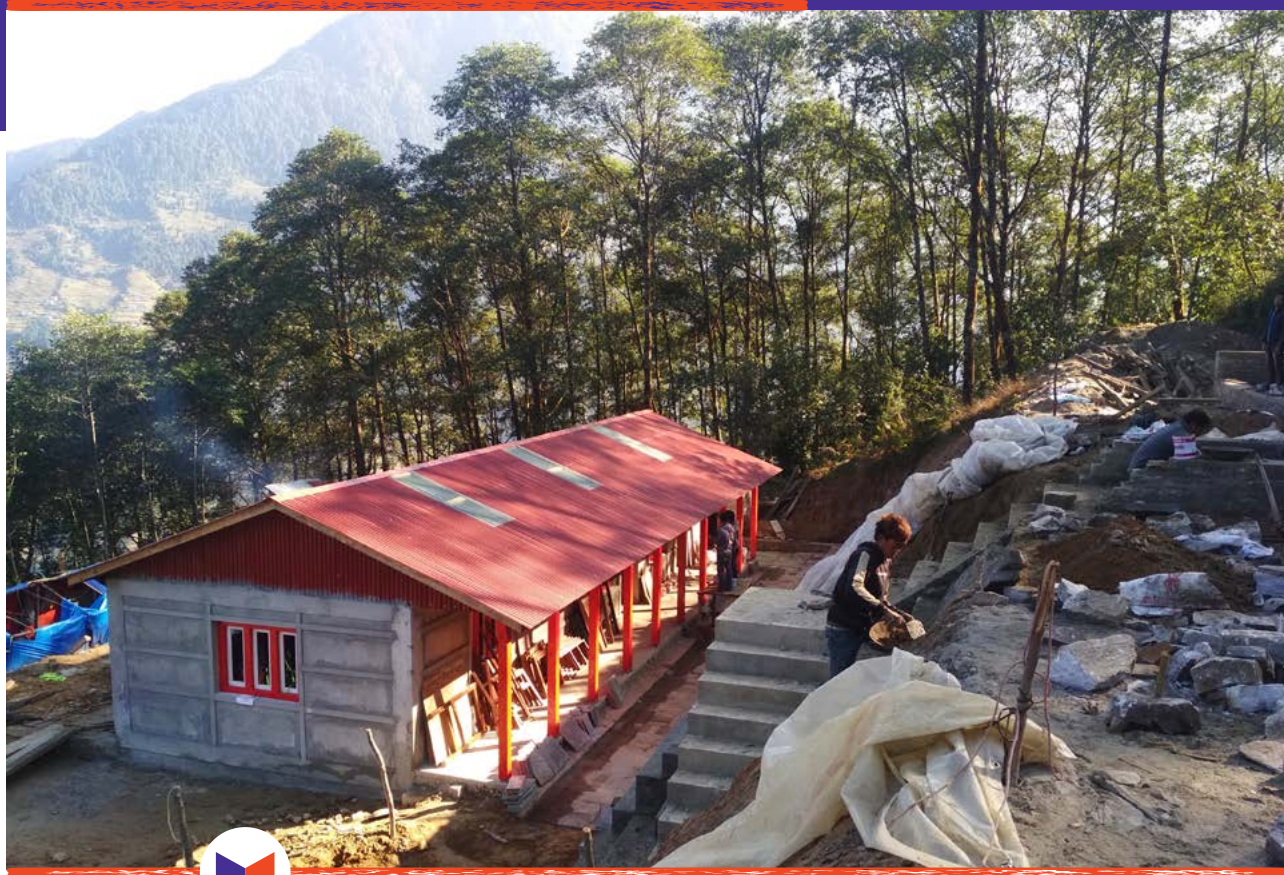


Gele Rapke Bhote  
EXECUTIVE DIRECTOR, NEPAL





## BUILDING BOARDING HOUSES



**We completed our second boarding house, an outstanding facility that provides a 'home away from home' for up to 50 secondary-level students.**

Bhakanje [*bha-KAN-jay*] valley was very badly damaged by the 2015 earthquakes but the local community has rallied around projects to rebuild the school and other community public infrastructure.

Our new boarding house - consisting of girls', boys' and teachers' accommodation plus study/dining hall and toilet/wash blocks - was completed on time in nine months and on budget at £140,000. It will provide an educational hub and home for up to 50 students every year for decades to come.

Initiated and supported by local government and school management, the benefits of this new facility were instantly apparent to Bhakanje families as the boarding house filled to capacity on opening day. Helped by intensive 'winter coaching' in December and January by teachers and Stay At School interns, Bhakanje's 20 top year students (aged 14-16) graduated with their best results ever: 3.10 GPA this year (versus 1.98 average over the past four years). Many of these graduates have now progressed into our Scholarships & Mentoring programme for higher education in the district capital and beyond.

The success of this project flows from the great work of our Stay At School Nepal team, working well with the school and local community officials.

## OPERATING BOARDING HOUSES



### **We have provided valuable operational and financial support to two communities in running sustainable, high-quality boarding houses.**

Our first boarding house in Junbesi enjoyed another busy and successful year, running at full capacity and achieving excellent academic results placing them once again near the top of the regional school league tables.

With the opening of our second boarding house in Bhakanje in 2019, our field team in Nepal has worked hard with the school, resident teachers and boarding house staff to focus on important issues: safeguarding, food and nutrition, academic support and rich pastoral engagement.

We help local communities develop financial self-sufficiency and strongly believe that they should take the lead in delivering successful outcomes for their students. Where distances are great and transportation is poor, boarding houses provide a vital opportunity for secondary school students to spend 'more time learning, less time walking'. By encouraging and facilitating high quality boarding facilities in communities, we reduce drop-out rates and improve academic attainment for current and future generations of children.



## SCHOLARSHIPS & MENTORING



**We have supported twenty-four boarding house graduates in higher education through our scholarships and mentoring programme.**

To enable children from the very poorest communities to complete their education and proceed to higher learning opportunities, Stay At School provides a programme of scholarship and mentoring activities.

We support graduates from Stay At School boarding houses into higher education - upper secondary, university and vocational - in the district capital Salleri and Kathmandu, enabling them to broaden their horizons and improve their career opportunities. The selection process for awarding scholarships takes into account exam performance, financial need and the impact our support can bring. Typically, students pursue medicine, nursing, sciences, business, education and tourism degree courses and we help provide the financial means necessary to succeed.

Scholarship students are also given quarterly mentoring support on both a one-to-one and group basis. For example, in August 2019 a session on Public Speaking was held at our Kathmandu office, with the objective of developing skills and building greater confidence amongst students whose previous experiences in very remote mountain communities had put them at significant disadvantage when pursuing further studies in the much larger institutions of the national capital.



## GREENHOUSES

### **Greenhouses improve nutrition and financial sustainability.**

Promoting a healthy balanced diet for poor, undernourished mountain children is a key focus at our boarding houses. Proper nutrition plays a crucial role in helping young people develop, pursue their learning and achieve their best.

In 2019, we built 200m<sup>2</sup> of greenhouses and gardens in Junbesi, allowing for a greater variety of vegetables to be grown than is typically achievable at this high altitude (2,700m). This development will provide

fresh, organic produce for the school community improving health outcomes, creating more interesting menus and reducing operating costs, thus promoting sustainable food security.



## INTERNSHIPS

### **Interns have supported the academic and extra-curricular lives of students.**

Interns spend four to six weeks working directly with our partner schools to support boarding house students, gaining valuable skills and experience and learning about the challenges of the developing world. The boarders at our schools receive valuable support at an important time in their academic lives and enjoy making new connections and friendships, offering them a broader global outlook.

Over the past year, six interns from the UK, all looking to enrich their own studies and make a difference, have participated in our programme, providing crucial additional support by running revision sessions for the national exams, and ensuring pastoral and safeguarding activities were running effectively. We welcome applicants aged 18 and over, who may be thinking about a gap year before or after university, who want a career break, or are looking for something different after retirement.



## MAKING A DIFFERENCE WITH YOUR SUPPORT

Everything achieved this year was made possible by the generous support of our donors - individuals, funding institutions, companies, schools. Our sincerest thanks to everyone who has provided support whether as a direct donation, by attending an event, making an introduction or volunteering their time and energy. It is the belief and enthusiasm of our supporters that allows us to realise our vision and create brighter futures through better education in Nepal.

2019 saw our first guided donors trek, with a team of 14 heading to Nepal in November to see at first hand the impact of their funding support. It was a fantastic experience, reinforcing the connection between fundraising in the UK and deliverable change in Nepal.



*"I've always believed in the power of education to change the world. When Peter spoke to me about the distances that the Sherpa children were walking to school it amazed me. Over the last few days we've walked to some of those places and seen the importance of the boarding houses and the hostel that we opened today."*

PETER GRIFFITHS

*"I've been involved with Stay At School for some time but it's only since I came on this trip and experienced some of the hardships and some of the difficulties of getting anywhere, you suddenly realise what it means for these children to be able to go to school and stay at school."*

PETER SELLARS



## FUNDING PARTNERS

In 2019-20 the support of funding and corporate institutions enabled us to further our work. Our grateful thanks to:

- Green Hall Foundation
- Home Grown Hotels
- Jephcott Charitable Trust
- St James's Place Charitable Foundation
- The Moondance Foundation
- The Waterloo Foundation
- Trace Charitable Trust
- Twyford School



Jephcott Charitable Trust



thewaterloofoundation\*



## SAFEGUARDING

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### **The safety of the children we work with is integral to the effective operation of our organisation.**

Keeping children safe from all types of harm, while upholding their rights, is at the core of all our operations. Staff and volunteers receive appropriate training and are made aware of their rights and responsibilities through our Safeguarding Code of Conduct. We work closely with our team in Nepal to ensure our work is delivered safely and effectively. The oversight of our Board is integral to ensuring that our Safeguarding aims are understood and adhered to at all levels of the organisation. Details of our full policy can be found on our website at: [www.stayatschool.org](http://www.stayatschool.org)

## SUSTAINABILITY

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### **We recognise the importance of building resilience and sustainability within our partner communities.**

We are committed to sustainable development as a guiding principle within all of our projects and programmes. Positive engagement in the communities where we work allows us to operate collaboratively to develop shared answers to local challenges, while ensuring we deliver the highest possible standards in construction and operational management. Key to our model is the development of local skills and capacity, underpinned by a transparent financial model that ensures each boarding house can operate as an independent community-owned facility within five years of opening.

## WHO WE ARE

**The expertise and experience of our Trustee Board is central to our progress and achievements. Their contribution and commitment is highly valued and gratefully acknowledged.**



**PETER CHITTICK**

Having travelled extensively in Nepal for over 35 years, Peter has also invested and worked in hotels and hospitality throughout his career, making the development and operation of boarding houses ideally suited to his passions and skills.



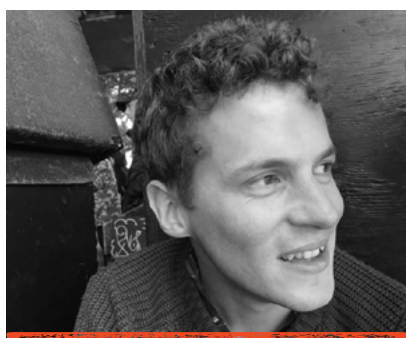
**SUSIE DRYDEN**

Using her experience and expertise as a lawyer at Blake Morgan, Susie has led the development and implementation of a robust governance framework to support Stay At School's organisational and operational development.



**BOB HOUSE**

A director of educational consultancy, DialogueWorks, with a background in Management Consultancy at Adventis and in the charitable sector as former CEO of Sapere, Bob has the expertise and network to support our ongoing development.



**OZ O'NEILL**

A teacher at St Paul's Girls' School in London, Oz is keen to use his expertise and experience in delivering education here in the UK to help guide efforts to provide better educational opportunities for children in Nepal.



**PRAGYA SHAH-SINGHA**

The newest member of the board, as a Nepali citizen who still spends significant time in-country, Pragya brings with her a wealth of insight and close personal understanding of the challenges faced by many in Nepal.



**ANDY SPARKES**

The UK's former ambassador to Nepal and current Chair of the Britain-Nepal Society, Andy's understanding of Nepal and its history, culture and politics, is invaluable as we seek to work collaboratively in remote mountain communities.

In addition, the Board of Trustees would like to thank coaching consultant Liz Cox for her very capable and generous support of our charity's trustee activities. Thanks also to our teams in the UK (Charlotte, Nicky and Elisiv) and Nepal (Tashi and Rinji) who make all of this possible.





# **STAY AT SCHOOL ANNUAL REPORT & UNAUDITED FINANCIAL STATEMENTS**

FOR THE YEAR ENDED 31 MARCH 2020

CHARITY REGISTRATION NO. 1173685  
CIO NO. CE011224





## LEGAL AND ADMINISTRATIVE INFORMATION



<b>TRUSTEES</b>	P Chittick S Dryden R House O O'Neill A Sparkes P Shah-Singha	(Appointed 10 July 2019)
<b>CHAIR</b>	P Chittick	
<b>CHARITY NUMBER</b>	1173685	
<b>CIO NUMBER</b>	CE011224	
<b>PRINCIPAL ADDRESS</b>	24 St Thomas Street Winchester Hampshire SO23 9HJ	
<b>INDEPENDENT EXAMINER</b>	Fiander Tovell Limited Stag Gates House 63/64 The Avenue Southampton Hampshire SO17 1XS	
<b>BANKERS</b>	Lloyds Bank plc 49 High Street Winchester SO23 9BU	



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## TRUSTEES' REPORT FOR THE YEAR ENDED 31 MARCH 2020



The trustees present their report and financial statements for the year ended 31 March 2020.

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 constitution, the Charities Act 2011 and 'Accounting and Reporting by Charities: Statement of Recommended Practice' applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland published in October 2019.

### OBJECTIVES AND ACTIVITIES

The charity's principal objective is:

To advance the education of children and young people in Solukhumbu and the wider Nepal area by providing and developing infrastructure, facilities and other educational services to improve the attendance, attainment and well-being of pupils, enabling them to achieve their fullest potential and create opportunity for themselves and others.

Stay At School helps to build and operate boarding houses at remote mountain schools in Nepal, creating educational hubs for communities. With our help, children stay at school longer, improving their chance to have a happy, fulfilled and prosperous life.

Our approach is simple and effective:

- We identify communities where children face immense challenges in getting to school.
- We help them build safe, secure weekly accommodation at schools.
- We provide ongoing funding and operational support to make it a sustainable success.
- We work to ensure that every child achieves his or her full potential.

If children can spend less time walking and more time learning; if their academic engagement can be improved through greater support from their teachers; and, if they have a safe place to sleep with regular meals, their education will afford them a brighter future.

The trustees have paid due regard to guidance issued by the Charity Commission on public benefit in deciding what activities the charity should undertake.

### ACHIEVEMENTS AND PERFORMANCE

Stay At School creates opportunity and builds ambition through the development and delivery of a range of projects and programmes in communities where the barriers limiting successful educational outcomes are great. Most significantly, we help local communities to build and operate boarding houses so that students who live far from school are able to access a secure learning environment where, along with their teachers and fellow students, they can focus on their studies.

### **JUNBESI BOARDING HOUSE**

Stay At School has worked with the school and local community in Junbesi to develop boarding facilities to meet the needs of students aged 12-16, as well as providing accommodation for teachers, a communal dining and study hall and appropriate sanitation facilities. In the last year, 50 students were enrolled at the boarding house – 26 boys and 24 girls – along with five teaching staff, a cook and a gardener. In addition, the physical infrastructure has provided Stay At School with a base from which to introduce a wider support programme, enabling the enrichment of student lives through a range of extra-curricular activities, workshops and health monitoring actions.

### **BHAKANJE BOARDING HOUSE**

This year saw the completion of a full boarding solution at the secondary school in the community of Bhakanje, situated in a valley to the west of Junbesi. At opening in November 2019, 46 students were resident – 27 girls and 19 boys – cared for by two wardens with the support of two resident teachers and a cook. Staying at the boarding house will save each student as much as 12 hours of walking each week, giving them more time and energy to focus on their studies.

### **FUTURE PROJECTS**

Work continues identifying new project sites in further locations where need has been identified. Funding to deliver a third project has been secured and subject to survey work along with local community negotiations, development work should begin in the next financial year.

### **THE WHOLE ME**

The Whole Me is a multi-faceted programme of ideas and activities designed to broaden and enrich the lives of Stay At School boarders. The programme runs alongside the academic development of the child so that when they leave their Stay At School boarding experience, they are prepared for future life beyond the boundaries of their poor rural life. Throughout the last year, funding provided through the programme has supported the delivery of: health checks for all students with a specific focus for girls on menstrual health and hygiene; a range of extra-curricular activities including music and dance club, book club and multi-sports club; better understanding of nutrition and dietary needs through workshop activity at the Junbesi greenhouse; and an active 'green club' working to improve the local environment.

### **SCHOLARSHIPS AND MENTORING**

To enable children from the very poorest backgrounds to complete their education and proceed to higher learning opportunities, Stay At School provides a programme of scholarship and mentoring support. Awards are made to students where the difficulties posed, both financially and socially, would otherwise prohibit them from extending their learning and achieving their full potential. At year end, 14 students were actively supported in their higher education placements through the Scholarships and Mentoring programme.

### **WOMEN LEADERS**

Central to us undertaking to work in any community, is the agreement of the school to place a Stay At School female teacher on the team. This teacher not only stands as a positive role model to all students but assumes pastoral responsibility for the girls resident in the boarding house. Providing strong women leaders is one way to get more girls into school and to keep them there.

## INTERNSHIPS

Stay At School interns work directly within our partner schools in Nepal and also provide valuable work researching, analysing and monitoring Stay At School projects and programmes thus gaining a better insight into the challenges we are working to meet. Interns are encouraged to work with us to develop a project brief to meet both their own objectives and support the delivery of our project and programme outcomes. By immersing themselves in the local community and building strong links with the school and students, they can offer important feedback to help guide the ongoing development of our charitable activities. Throughout this year, six interns have visited Nepal with Stay At School, each contributing positively and dynamically to our work.

## IMPACT OF COVID-19

The impact of Covid-19 on Stay At School's finances and operations has of course been significant but the organisation continues to work positively and proactively to mitigate the effects of the pandemic on current and future working.

There are meaningful ways that Stay At School has been working throughout the pandemic to ensure that students are supported as much as possible without deviating from our core expertise in helping communities to build and run senior school weekly boarding houses. Funds already committed and dedicated to the development of project three have been ring-fenced; community relief funding has been provided to support students and Stay At School continues to work locally to ensure the risk of school drop-out over the short-mid-term is mitigated as far as possible; and significant planning work has been undertaken to ensure that safety of students is assured as schools re-open, through the provision of appropriate equipment and training. Since year end, Stay At School has provided substantial supplies of PPE and worked with the schools to ensure that Covid-safe protocols are in place. In addition to this, Stay At School has distributed domestic greenhouse kits to 24 Junbesi families in need and in a joint effort with the local government, provided food relief parcels to over 350 households in the Bhakanje valley.

While the end of the financial year saw particularly good fundraising returns and left us in a strong position, opportunities to generate income have since been negatively impacted and outlets for raising new funds continue to be affected, particularly by the inability to convene targeted fundraising events. Existing and regular donors have maintained their support and efforts are ongoing to ensure positive stewardship of that support. We are incredibly grateful as ever to our loyal supporters whose enthusiasm sits at the very core of our ability to maintain our input to remote communities, particularly at this difficult time of crisis. Additional research effort is being focused on opportunities for Trust and Grant funding and specifically for alignment with relevant Covid-relief funding programmes. We remain positive that Stay At School is well-positioned to gear up to support existing schools, boarding houses and scholarship students and is ready to relaunch plans for the third project as soon as the situation both nationally and locally in Nepal allows.

## FINANCIAL REVIEW

The income for the year totalled £312,025 (2019 - £152,506), including grants received of £101,133 (2019 - £27,866).

Total expenditure for the year was £246,395 (2019 - £131,180), including donations made to Stay At School Nepal of £156,066 (2019 - £69,594).

An overall surplus of £65,630 (2019 - £21,326) was generated during the year.



## RESERVES POLICY

Stay At School seeks to maintain a minimum level of unrestricted reserves which will be sufficient at all times to discharge fully the charity's liabilities. The financial reserves necessary to satisfy the above criteria are determined by scenario modelling (winding-down, worst-case), which are updated on a yearly basis or as required in the event of a material change in Stay At School's financial situation or outlook. Stay At School intends to add to reserves from annual surpluses in order to build up sufficient financial strength to allow for some security of activity, should the organisation encounter future difficult times. The financial security of Stay At School depends on it being able to fund all activities and to meet ongoing commitments. A sufficient level of financial reserves allows trustees, supporters and beneficiaries to have confidence in the ongoing viability of the organisation.

The Board of Trustees monitors the reserves policy at the end of every financial year.

The level of unrestricted reserves held at 31 March 2020 was £69,672 (2019 - £50,213), which is in accordance with the charity's reserves policy. This year, the trustees have designated funds of £36,000 for the project to deliver a third boarding house.

The trustees have assessed the major risks to which the charity is exposed and are satisfied that systems are in place to mitigate exposure to the major risks.

## STRUCTURE, GOVERNANCE AND MANAGEMENT

The charity is a charitable incorporated organisation (charity number 1173685; CIO number CE011224), established and governed by its constitution, dated 5 July 2017 and subsequently amended on 7 September 2017.

Its name was changed from Solu Khumbu Schools Trust to Stay At School by a special resolution dated 13 July 2017.

The trustees who served during the year and up to the date of signature of the financial statements were:

P Chittick

S Dryden

R House

O O'Neill

A Sparkes

P Shah-Singha (Appointed 10 July 2019)

The charity is required to have at least two trustees under the terms of the Trust Deed. The trustees are responsible for the recruitment and induction of any new trustees. In selecting individuals for appointment as trustees, the trustees must have regard to the skills, knowledge and experience needed for the effective administration of the charity.

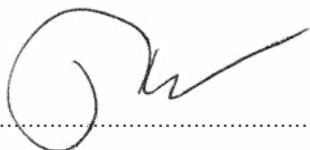
All trustees are made aware of the Charity Commission guidance concerning the responsibilities of trustees.

The Board of Trustees act in an honorary capacity, meeting quarterly to set overall policy and strategy and to scrutinise financial matters relating to the operation of Stay At School. The trustees administer the charity through the UK Executive Director (a non-Board member). In addition, the trustees each sit on specialist Task Forces convened on a rolling basis to analyse and oversee critical areas of the charity's operation and development.

## TRUSTEES' REPORT FOR THE YEAR ENDED 31 MARCH 2020

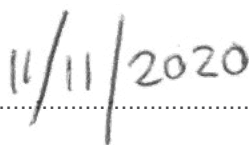
As a charity committed to improving lives through better educational opportunities, Stay At School knows that ensuring the safety of child beneficiaries is integral to the effective operation of the organisation. Led by the Board, keeping children safe from all types of harm, while upholding their rights, is at the core of the charity's operations. As part of the defined Safeguarding framework, the Board of Trustees undertake an annual review of Safeguarding policy. In addition, they receive a quarterly Safeguarding update as part of the regular Board meeting, while any significant issues or allegations with respect to Safeguarding are notified to the Board according to the defined response management procedures.

The trustees' report was approved by the Board of Trustees.



P Chittick

TRUSTEE (CHAIR)



Dated:



## INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF STAY AT SCHOOL

I report to the trustees on my examination of the financial statements of Stay At School (the charity) for the year ended 31 March 2020 which are set out on pages 19 to 32.

### RESPONSIBILITIES AND BASIS OF REPORT

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

I report in respect of my examination of the charity's financial statements carried out under section 145 of the 2011 Act. 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.

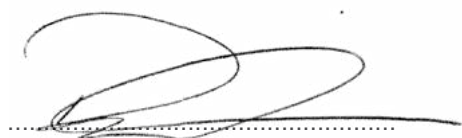
### INDEPENDENT EXAMINER'S STATEMENT

Since the charity'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 the Institute of Chartered Accountants in England and Wales, which is one of the listed bodies.

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

- 1 accounting records were not kept in respect of the charity as required by section 130 of the 2011 Act; or
- 2 the financial statements do not accord with those records; or
- 3 the financial statements 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 financial statements to be reached.



Paul Meacher, FCA  
Fiander Tovell Limited  
Stag Gates House  
63/64 The Avenue  
Southampton  
Hampshire SO17 1XS

Dated: *16 November 2020*



**STATEMENT OF FINANCIAL ACTIVITIES INCLUDING INCOME AND EXPENDITURE ACCOUNT  
FOR THE YEAR ENDED 31 MARCH 2020**

		Unrestricted funds	Restricted funds	Total	Total
		2020	2020	2020	2019
	Notes	£	£	£	£
<b><u>INCOME FROM:</u></b>					
Donations and legacies	3	170,606	133,383	303,989	152,506
Other trading activities	4	8,036	-	8,036	-
<b>Total income</b>		<b>178,642</b>	<b>133,383</b>	<b>312,025</b>	<b>152,506</b>
<b><u>EXPENDITURE ON:</u></b>					
Raising funds	5	17,645	-	17,645	11,290
Charitable activities	6	134,719	94,031	228,750	119,890
<b>Total resources expended</b>		<b>152,364</b>	<b>94,031</b>	<b>246,395</b>	<b>131,180</b>
<b>Net incoming resources before transfers</b>		<b>26,278</b>	<b>39,352</b>	<b>65,630</b>	<b>21,326</b>
Gross transfers between funds		(6,819)	6,819	-	-
<b>Net income for the year/ Net movement in funds</b>		<b>19,459</b>	<b>46,171</b>	<b>65,630</b>	<b>21,326</b>
Fund balances at 1 April 2019		50,213	47,379	97,592	76,266
<b>Fund balances at 31 March 2020</b>		<b>69,672</b>	<b>93,550</b>	<b>163,222</b>	<b>97,592</b>

The statement of financial activities includes all gains and losses recognised in the year.

All income and expenditure derive from continuing activities.

**BALANCE SHEET AS AT 31 MARCH 2020**

			2020	2019
	Notes	£	£	£
<b>CURRENT ASSETS</b>				
Debtors	10	14,541		4,936
Cash at bank and in hand		151,451		98,082
		<u>165,992</u>		<u>103,018</u>
<b>CREDITORS: amounts falling due within one year</b>	11	(2,770)		(5,426)
Net current assets			<u>163,222</u>	<u>97,592</u>
<b>INCOME FUNDS</b>				
Restricted funds	13		93,550	47,379
<u>Unrestricted funds</u>				
Designated funds	14	36,000		-
General unrestricted funds		<u>33,672</u>		<u>50,213</u>
			69,672	50,213
			<u>163,222</u>	<u>97,592</u>

The financial statements were approved by the Trustees on 10/11/2020

  
 P Chittick  
 TRUSTEE (CHAIR)



## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2020

### 1. ACCOUNTING POLICIES

#### CHARITY INFORMATION

Stay At School is a charitable incorporated organisation (CIO) registered with the Charity Commission in England & Wales. The office address is 24 St Thomas Street, Winchester, Hampshire, SO23 9HJ.

#### 1.1 Accounting convention

The financial statements have been prepared in accordance with the charity's Constitution, the Charities Act 2011, the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102), Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland issued in October 2019, UK Generally Accepted Accounting Practice and applicable charity law. The charity is a Public Benefit Entity as defined by FRS 102.

The charity has taken advantage of the provisions in the SORP for charities applying FRS 102 Update Bulletin 1 not to prepare a Statement of Cash Flows.

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 the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland issued in October 2019 rather than the Accounting and Reporting by Charities: Statement of Recommended Practice effective from 1 April 2005 which has since been withdrawn.

The financial statements are prepared in sterling, which is the functional currency of the charity. Monetary amounts in these financial statements are rounded to the nearest £.

The financial statements have been prepared under the historical cost convention. The principal accounting policies adopted are set out below.

These financial statements for the year ended 31 March 2020 are the first financial statements of Stay At School prepared in accordance with FRS 102, The Financial Reporting Standard applicable in the UK and Republic of Ireland. The date of transition to FRS 102 was 1 April 2018. An explanation of how transition to FRS 102 has affected the reported financial position and financial performance is given in note 18.

#### 1.2 Going concern

At the time of approving the financial statements, the trustees have a reasonable expectation that the charity has adequate resources to continue in operational existence for the foreseeable future. The trustees have assessed the impact of Covid-19, as detailed in the trustees' report. Although the financial impact may be significant, the trustees consider that the charity will have sufficient funding resources and reserves to mitigate the impact. Thus the trustees consider it appropriate to adopt the going concern basis of accounting in preparing the financial statements.

### **1.3 Charitable funds**

Unrestricted funds are available for use at the discretion of the trustees in furtherance of their charitable objectives unless the funds have been designated for other purposes.

Restricted funds are subject to specific conditions by donors as to how they may be used. The purposes and uses of the restricted funds are set out in the notes to the financial statements.

Transfers are made between funds when adequate justification and supporting evidence is provided.

### **1.4 Incoming resources**

Income is recognised when the charity is legally entitled to it after any performance conditions have been met, the amounts can be measured reliably and it is probable that income will be received. This represents a change in the accounting policy, as the accounts were previously prepared on a receipts and payments basis.

Cash donations are recognised on receipt. Other donations are recognised once the charity has been notified of the donation, unless performance conditions require deferral of the amount. Income tax recoverable in relation to donations received under Gift Aid or deeds of covenant is recognised at the time of the donation.

Grants are recognised when the charity has entitlement after any performance conditions have been met, it is probable that the income will be received and the amount can be measured reliably. If entitlement is not met then these amounts are deferred.

Legacies are recognised on receipt or otherwise if the charity has been notified of an impending distribution, the amount is known and receipt is expected. If the amount is not known, the legacy is treated as a contingent asset.

### **1.5 Resources expended**

All expenditure is included on an accruals basis and is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably. This represents a change in accounting policy, as the accounts were previously prepared on a receipts and payments basis.

Support costs are allocated to activities in proportion to the staff time spent on each activity. Where support costs are allocated to restricted funds, these are allocated in accordance with the terms of the funding agreements.

Irrecoverable VAT is charged as a cost against the category of expenditure to which it relates.

### **1.6 Cash and cash equivalents**

Cash and cash equivalents include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities.

### **1.7 Financial instruments**

The charity has elected to apply the provisions of Section 11 'Basic Financial Instruments' and Section 12 'Other Financial Instruments Issues' of FRS 102 to all of its financial instruments.

Financial instruments are recognised in the charity's balance sheet when the charity becomes party to the contractual provisions of the instrument.

Financial assets and liabilities are offset, with the net amounts presented in the financial statements, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

#### **Basic financial assets**

Basic financial assets, which include debtors and cash and bank balances, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at the present value of the future receipts discounted at a market rate of interest. Financial assets classified as receivable within one year are not amortised.

#### **Basic financial liabilities**

Basic financial liabilities, including creditors and bank loans are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest. Financial liabilities classified as payable within one year are not amortised.

Debt instruments are subsequently carried at amortised cost, using the effective interest rate method.

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of operations from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade creditors are recognised initially at transaction price and subsequently measured at amortised cost using the effective interest method.

#### **Derecognition of financial liabilities**

Financial liabilities are derecognised when the charity's contractual obligations expire or are discharged or cancelled.

### **1.8 Employee benefits**

The cost of any unused holiday entitlement is recognised in the period in which the employee's services are received.

Termination benefits are recognised immediately as an expense when the charity is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

### **1.9 Retirement benefits**

The charity operates a defined contribution scheme under auto-enrolment. Contributions payable are charged as an expense as they fall due.

## **2. CRITICAL ACCOUNTING ESTIMATES AND JUDGEMENTS**

In the application of the charity's accounting policies, the trustees are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.



## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2020

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or in the period of the revision and future periods where the revision affects both current and future periods.

### 3. DONATIONS AND LEGACIES

	Unrestricted funds	Restricted funds	Total	Total
			2020	2019
	£	£	£	£
Donations and gifts	170,606	32,250	202,856	124,640
Grants	-	101,133	101,133	27,866
	<u>170,606</u>	<u>133,383</u>	<u>303,989</u>	<u>152,506</u>
For the year ended 31 March 2019	<u>124,640</u>	<u>27,866</u>		<u>152,506</u>

### 4. OTHER TRADING ACTIVITIES

	Unrestricted funds	Total	Total
		2020	2019
	£	£	£
Fundraising	<u>8,036</u>	<u>8,036</u>	<u>-</u>

### 5. RAISING FUNDS

	Unrestricted funds	Total	Total
		2020	2019
	£	£	£
Fundraising costs	5,795	5,795	11,290
Support costs (see note 7)	<u>11,850</u>	<u>11,850</u>	<u>-</u>
Total fundraising costs	<u>17,645</u>	<u>17,645</u>	<u>11,290</u>
For the year ended 31 March 2019	<u>11,290</u>		<u>11,290</u>

## **6. CHARITABLE ACTIVITIES**

	2020	2019
	£	£
Donations to Stay At School Nepal	156,066	69,594
Programme costs	-	917
Travel expenses	587	9,027
Nepal donor trip expenses	34,869	-
	<u>191,522</u>	<u>79,538</u>
Share of support costs (see note 7)	35,548	39,152
Share of governance costs (see note 7)	1,680	1,200
	<u>228,750</u>	<u>119,890</u>
<b>Analysis by fund</b>		
Unrestricted funds	134,719	
Restricted funds	94,031	
	<u>228,750</u>	
<b>For the year ended 31 March 2019</b>		
Unrestricted funds		90,567
Restricted funds		29,323
		<u>119,890</u>

## 7. SUPPORT COSTS

	Support costs	Governance costs	2020	2019
	£	£	£	£
Staff costs	27,503	-	27,503	18,932
Rent, rates and other premises costs	9,806	-	9,806	9,871
Office costs	3,610	-	3,610	6,541
Travel and subsistence	279	-	279	1,199
Website and online costs	2,000	-	2,000	(200)
Professional fees and subscriptions	1,337	-	1,337	203
Bookkeeping	2,052	-	2,052	2,068
Bank charges and interest	426	-	426	365
Sundry expenses	385	-	385	173
Independent examination	-	1,680	1,680	1,200
	<u>47,398</u>	<u>1,680</u>	<u>49,078</u>	<u>40,352</u>
Analysed between				
Fundraising	11,850	-	11,850	-
Charitable activities	35,548	1,680	37,228	40,352
	<u>47,398</u>	<u>1,680</u>	<u>49,078</u>	<u>40,352</u>

Support costs are allocated to activities in proportion to the staff time spent on each activity. Support costs are allocated to restricted funds in accordance with the terms of the funding agreements. Governance costs include costs of the independent examination of £1,680 (2019- £1,200).

## 8. TRUSTEES

None of the trustees (or any persons connected with them) received any remuneration or benefits from the charity during the year.

Expense payments of £4,800 (2019 - £7,886) were made to two trustees (2019 - three) during the year for travel and meeting costs.

## 9. EMPLOYEES

### Number of employees

The average monthly number of employees during the year was:

	2020	2019
	Number	Number
Employees	<u>2</u>	<u>1</u>

### Employment costs

	2020	2019
	£	£
Wages and salaries	27,113	18,693
Other pension costs	<u>390</u>	<u>239</u>
	<u>27,503</u>	<u>18,932</u>

There were no employees whose annual remuneration was £60,000 or more.

## 10. DEBTORS

	2020	2019
	£	£
Amounts falling due within one year:		
Prepayments and accrued income	<u>14,541</u>	<u>4,936</u>

## 11. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

		2020	2019
	Notes	£	£
Other taxation and social security		780	594
Deferred income	12	-	2,400
Trade creditors		310	1,188
Other creditors		-	44
Accruals and deferred income		<u>1,680</u>	<u>1,200</u>
		<u>2,770</u>	<u>5,426</u>

## 12. DEFERRED INCOME

	2020	2019
	£	£
Other deferred income	-	2,400

All brought forward deferred income was released to income during the year.

## 13. RESTRICTED FUNDS

The income funds of the charity include restricted funds comprising the following unexpended balances of donations and grants held on trust for specific purposes:

	Movement in funds				
	Balance at 1 April 2019	Incoming resources	Resources expended	Transfers	Balance at 31 March 2020
	£	£	£	£	£
Solu Khumbu Schools Trust	32,013	-	(32,013)	-	-
Whole Me Programme	4,500	8,000	(12,500)	-	-
Limewood Greenhouse	-	3,000	-	-	3,000
Bhakanje Boarding House	10,866	15,133	(14,649)	-	11,350
Project 3	-	75,000	-	-	75,000
Nepal donor trip	-	32,250	(34,869)	6,819	4,200
	<u>47,379</u>	<u>133,383</u>	<u>(94,031)</u>	<u>6,819</u>	<u>93,550</u>

	Movement in funds				
	Balance at 1 April 2018	Incoming resources	Resources expended	Transfers	Balance at 31 March 2019
	£	£	£	£	£
Solu Khumbu Schools Trust	48,836	-	(16,823)	-	32,013
Whole Me Programme	-	9,000	(4,500)	-	4,500
Solar Water Heater Systems	-	5,000	(5,000)	-	-
Limewood Greenhouse	-	3,000	(3,000)	-	-
Bhakanje Boarding House	-	10,866	-	-	10,866
Project 3	-	-	-	-	-
Nepal donor trip	-	-	-	-	-
	<u>48,836</u>	<u>27,866</u>	<u>(29,323)</u>	<u>-</u>	<u>47,379</u>



## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2020

Solu Khumbu Schools Trust - This fund relates to the former unincorporated charity, Solu Khumbu Schools Trust. Its assets were transferred to Stay At School on 2 February 2018 and the funds used for the education of children in the Solukhumbu area of Nepal.

Whole Me Programme - The Whole Me is a multi-faceted programme of ideas and activities designed to broaden and enrich the lives of Stay At School students.

Limewood Greenhouse - Home Grown Hotels have provided a 3-year funding package to build and manage greenhouses at Junbesi Boarding House enabling the delivery of better health outcomes through improved nutrition and sustainable food security.

Bhakanje Boarding House - Bhakanje Boarding House is Stay At School's second project site providing accommodation and support to students from across the Bhakanje valley.

Project 3 - This is a project to deliver a third boarding house in the region.

Solar Water Heater Programme - Funds were provided in 2018/19 for the purchase of a solar water heating system for installation at Stay At School boarding houses to provide warm water to resident students and staff.

Nepal donor trip fund - Funds provided by donors for the annual support trek in Nepal to view the charity's activities.

### 14. DESIGNATED FUNDS

The income funds of the charity include the following designated funds which have been set aside out of unrestricted funds by the trustees for specific purposes:

	Movement in funds			Balance at 31 March 2020
	Balance at 1 April 2019	Incoming resources	Resources expended	
	£	£	£	£
Project 3	-	36,000	-	36,000
	-	36,000	-	36,000

Project 3 - This is a project to deliver a third boarding house in the region.

There were no designated funds in the prior year.

## 15. ANALYSIS OF NET ASSETS BETWEEN FUNDS

	Unrestricted funds £	Restricted funds £	Total £
Fund balances at 31 March 2020 are represented by:			
Current assets/(liabilities)	69,672	93,550	163,222
	<u>69,672</u>	<u>93,550</u>	<u>163,222</u>
Fund balances at 31 March 2019 are represented by:			
Current assets/(liabilities)	50,213	47,379	97,592
	<u>50,213</u>	<u>47,379</u>	<u>97,592</u>

## 16. OPERATING LEASE COMMITMENTS

At the reporting end date the charity had outstanding commitments for future minimum lease payments under non-cancellable operating leases, which fall due as follows:

	2020 £	2019 £
Within one year	5,600	8,400
Between two and five years	-	5,600
	<u>5,600</u>	<u>14,000</u>

## 17. RELATED PARTY TRANSACTIONS

### Remuneration of key management personnel

The remuneration of key management personnel is as follows:

	2020 £	2019 £
Aggregate remuneration	<u>18,510</u>	<u>18,239</u>

### Transactions with related parties

Donations totalling £47,695 were received from trustees and other related parties during the year (2019 - £42,220).

## 18. RECONCILIATIONS ON ADOPTION OF FRS 102

### Reconciliation of fund balances

		At 1 April 2018			At 31 March 2019		
		Previous UK GAAP	Effect of transition	FRS 102	Previous UK GAAP	Effect of transition	FRS 102
	Notes	£	£	£	£	£	£
<b>Current assets</b>							
Debtors	1	-	-	-		4,936	4,936
Bank & cash		81,082	-	81,082	98,082	-	98,082
		81,082	-	81,082	98,082	4,936	103,018
<b>Creditors due within one year</b>							
Taxation	1	-	98	98	-	594	594
Other creditors	1	-	4,718	4,718	-	2,432	2,432
Deferred income		-	-	-	-	2,400	2,400
			4,816	4,816		5,426	5,426
Net current assets		81,082	(4,816)	76,266	98,082	(490)	97,592
Total assets less current liabilities		81,082	(4,816)	76,266	98,082	(490)	97,592
Net assets		81,082	(4,816)	76,266	98,082	(490)	97,592
<b>Income funds</b>							
Restricted funds	1	49,436	(600)	48,836	47,379	-	47,379
Unrestricted funds	1	31,646	(4,216)	27,430	50,703	(490)	50,213
Total funds		81,082	(4,816)	76,266	98,082	(490)	97,592

**Reconciliation of net movements in funds**

		Period ended 31 March 2019		
	Notes	Previous UK GAAP £	Effect of transition £	FRS 102 £
<b>Income from:</b>				
Donations and legacies	1	152,068	438	152,506
Operating profit		<u>152,068</u>	<u>438</u>	<u>152,506</u>
<b>Expenditure on:</b>				
Raising funds	1	(11,097)	(193)	(11,290)
Charitable activities	1	(123,971)	4,081	(119,890)
		<u>(135,068)</u>	<u>3,888</u>	<u>(131,180)</u>
Net movement in funds		<u>17,000</u>	<u>4,326</u>	<u>21,326</u>

**NOTES TO RECONCILIATIONS ON ADOPTION OF FRS 102**

**1. Transition adjustments**

Prior to the year ended 31 March 2020, the charity prepared its accounts under the receipts and payments basis. On transition to FRS102, adjustments have been made to include debtor and creditor balances under the accruals basis.



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"All the students here are really fun and we have lots of allocated time to read and study. I also have really enjoyed the opportunity to be Girls' Captain this year, as I get to make an impact at the boarding house. My favourite subject is science because I love to learn about the human body. Education is very important to me and my family because I want to get a good job when I'm older."

— SONJA, GIRLS' CAPTAIN —

SONJA, front centre



”

"I love being in the boarding house as it provides homely environment to students who stay here. We all stay here in friendly brotherhood/sisterhood. By staying here I have improved my education level and I also changed my behaviour and spend time by watching movies and playing sport."

— BINOD —

BINOD





Stay At School  
5a Jewry Street  
Winchester SO23 8RZ  
UK Registered Charity 1173685