

HPS Trust

The Holland Park School Charity

REPORT and
FINANCIAL STATEMENTS

for the year ended

31 March 2025



Duke of Edinburgh Gold Award students trekking in the Lake District

The Holland Park School Charity

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The Holland Park School Charity

THE CHARITY'S TRUSTEES AND ADVISORS

TRUSTEES	Michael Tory, Chairman Richard Nelson, Vice Chairman Rosemary Nelson
DIRECTOR	Anthony Howie
PRINCIPAL ADDRESS	HPS Trust Director Holland Park School Airlie Gardens Campden Hill Road London W8 7AF tony.howie@hpstrust.co.uk
CHARITY NUMBER	1108984
BANKERS	Lloyds Banking Group 25 Gresham Street London EC2V 7HN
ACCOUNTANT	RSM UK Tax and Accounting Limited Chartered Accountants Davidson House Forbury Square Reading Berkshire RG1 3EU
INSURERS	Gallagher Insurance Services Ltd Unit 3, Magden Park Green Meadow Llantrisant Rhondda Cynon Taff CF72 8XT

The Holland Park School Charity

TRUSTEES' REPORT

Year Ended 31 March 2025

TRUSTEES' REPORT

The trustees of **The Holland Park School Charity**, working name **HPS Trust**, present their **Annual Report and Financial Statements for the year ended 31 March 2025**. The financial statements have been prepared in accordance with the accounting policies set out in Note 1 to the accounts and comply with the charity's governing document, the Charities Act 2011 and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) effective 1 January 2019.

GOVERNING DOCUMENT

HPS Trust is constituted under a Trust Deed signed and dated **17 March 2005**, and is a **Registered Charity, number 1108984**. In **March 2012** trustees agreed and incorporated amendments to the original deed to extend the service of the current trustees. Since its inception, the Charity has complied with all statutory requirements of the **Charity Commission for England and Wales**.

GOVERNANCE

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

Michael Tory, Chairman

Richard Nelson, Vice Chairman

Rosemary Nelson

Trustees usually meet at least twice a year. At these meetings they review and agree the broad strategy and areas of activity for the Trust - including fundraising, grant making, reserves, risk management, policies and performance.

Trustees are appointed in accordance with the Trust Deed and are aware that they are responsible for the overall direction, effectiveness, supervision, and accountability of the charity.

The HPS Trust director (who holds an enhanced DBS certificate) attends trustee meetings, liaises with the school and takes responsibility for administering the Trust.

A nominated member of the Leadership Team at Holland Park School is invited to attend specific trustee meetings to represent the school.

HOLLAND PARK SCHOOL

The Trust Director liaises directly with the Assistant Principal, Holland Park School, the **Duke of Edinburgh Award Scheme** expedition leader, Ian McClelland, and occasionally with those teachers involved in projects. In this way the Trust is kept informed of the school's achievements, progress, and community needs, thus enabling the Trust to play a significant role in providing beneficial opportunities for the school's students.

Establishing close links with the leadership team ensures the school and the Trust can collaborate effectively.

The Holland Park School Charity

TRUSTEES' REPORT

Year Ended 31 March 2025

Trustees are grateful to Olivia Hill, Assistant Principal, for her enthusiastic support of the Trust, her encouragement of student participation, and her guidance to those teachers leading projects.

ADVISORS

The names and addresses of the Charity's advisors are shown on page one.

THE TRUST'S MISSION STATEMENT

"HPS Trust works seamlessly with teachers at the school, financing and running projects for which there is no public money, and which are aimed at raising the aspirations and ambitions of students, giving them the confidence and motivation to succeed and fulfill their potential."

THE AIMS AND OBJECTIVES OF THE TRUST

The principal aim of the Trust is to support Holland Park School in the advancement and education of its students.

The foremost objectives of the Trust are:

- To fund projects that will benefit students *beyond* those financed by government.
- To raise funds to support the on-going activities of the Trust.

Since inception, the Trust has gained considerable experience working with the school's leaders and teachers to determine how best to support students' academic, cultural and social needs.

"Just as it is the trustees' strongly held belief that students should be supported in their aspirations to attend the best universities, equally so is their desire to see those less academic students gain the extra help, encouragement, and the confidence they require to put them on the road to success. The drive and passion behind the Trust is due to the fact that we are able to help the school give all its students a chance to lead positive and ambitious adult lives."

A full statement of the revised aims of the Trust appears on the website, www.hpstrust.co.uk

GRANTS POLICY

The Grants Committee, comprising a trustee, a representative of the school and the director, is responsible for assessing and recommending applications for funding, according to the objectives of the Trust.

At their **autumn, spring and summer meetings**, Trustees agree, and confirm with the school, discrete grants for **Annual Projects** [both new and continuing] as well as grants for **Facilities and Resources**.

SUMMARY OF THE YEAR'S ACTIVITIES 2024-25

Happily, the Trust has been able to sustain its commitment to the **Duke of Edinburgh Award Scheme** thanks to its current Patrons and donors who have brought financial stability to the whole **D of E project**. This allows long-term planning and development to take place in the school.

The Holland Park School Charity

TRUSTEES' REPORT

Year Ended 31 March 2025

This year, maintaining its strong and effective links with the school, the Trust funded **four continuing projects, two new projects, a new facility - The Sensory Room - and resources.** [See details in the Reviews below]

One new project, **Music Instrumental Lessons**, was postponed for logistical reasons and will now take place over **2025/26**.

Trustees were also pleased to use the **Student Traveling Grants Fund** which allowed several disadvantaged students to participate in **three school trips** - one to **Spain**, another to the **USA**, and a **Football Weekend Course**.

New resources were also provided for **Pupil Premium** students (students with special needs) - **Exam Reader Pens**, and **Laptops**.

Lastly and significantly, trustees met a range of **students from all backgrounds** at their autumn and summer meetings. These interactions with student provide vital feedback for both trustees and the school. Trustees are grateful to the Assistant Principals and the D of E Team Leader for arranging these encounters.

Trustees are aware of the changing and growing needs of many students in such challenging times. The Trust is fully supportive of the school in responding to its requests.

REVIEWS > PROJECTS, FACILITIES & RESOURCES 2024-25

1. The Duke of Edinburgh Award Scheme

The **Foundation Level** - the 'Expedition Club' - now a fully established part of the D of E scheme, is a rolling programme of activities specifically designed for vulnerable Pupil Premium students. These activities prepare students up to a level which allows them to join the Bronze Award. In fact, several students - showing strong engagement and readiness - have already moved on to the Bronze Award.

The **Bronze Level** programme is now hugely popular. Student numbers have reached the maximum the team can take on. This year's expedition to the South Downs was highly successful with students enjoying the experience much more, having benefitted from the confidence they gained from the navigation and physical fitness training.

The **Silver Level** expeditions to Purbeck and the Brecon Beacons are altogether a more challenging experience than that on the South Downs. Throughout their training students are encouraged to develop valuable attributes such as *perseverance*, *robustness*, and *determination*. These, together with self-awareness and the ability to work as a team are important aspects of learning - and are critical to success on any expedition!

For the first time since the pandemic, this year saw successful **Gold Level** expeditions to Purbeck and the Brecon Beacons - truly demanding and significant achievements. Next year's expedition will be to Snowdonia.

The school also hosted a highly successful **D of E Award Presentation Evening** for parents, students and trustees - the first of many we hope.

The Holland Park School Charity

TRUSTEES' REPORT

Year Ended 31 March 2025

The charts below show the popularity of the expeditions. They reflect the enthusiasm and rewards to be gained from participation in the scheme.

AWARD LEVEL 2024-25	EXPEDITION LOCATION	STUDENT NUMBERS
Gold	Purbeck/Brecon Beacons	B4 G2
Silver	Purbeck/Brecon Beacons	B21 G15
Bronze	South Downs	B35 G35
Foundation Programme	Dorset	B10 G15 Total 137

AWARD LEVEL 2025-26	EXPEDITION LOCATION	PROJECTED NUMBERS
Gold	Purbeck/Snowdonia	B4 G2
Silver	Purbeck/Brecon Beacons	B12 G12
Bronze	South Downs	B35 G35
Foundation Programme	Dorset	B15 G20 Total 135

A Silver Award student commented to the Team Leader, *"Thank you for bringing me here. It's fantastic – the stars, the silence . . . NO phones – it feels like a real escape!"*

Trustees are grateful to Ian McClelland, for his comprehensive review of the D of E project this year. His commitment, enthusiasm, planning, training programmes and outward-bound skills in the field are exemplary. Without his professionalism, especially under challenging circumstances, the D of E Award Scheme would not be as rewarding for students as it so clearly is today.

2. Spanish Language Trip

A three-day trip to Spain for GCSE/A level students opened up an opportunity for four Pupil Premium students to join the group. Without the support of the Trust these students would not have been able to travel to Malaga to practise and improve their Spanish Language skills.

The authentic Spanish culture and environment provided a unique moment for the group to be immersed in the language and enjoy a taste of Spanish life.

The Team Leader writes, *"It proved to be a wonderful opportunity for students passionate about studying languages to get to know another culture."*

3. USA History Trip

This allowed four Pupil Premium students – one of whom had never left Europe, and another who had never been on a plane – to visit central New York as part of a school group of twenty-four students.

The Team leader writes, *"This was undoubtably a once in a lifetime opportunity for these students. The trip also provided them with an equal opportunity to directly experience America, a country which accounts for half of their GCSE History studies."*

The trip proved to be a huge success, both in terms of history and life experience.

The Holland Park School Charity

TRUSTEES' REPORT

Year Ended 31 March 2025

4. Football Weekend Course

Twenty-one students participated in a residential football skills experience run by FA qualified coaches. The Trust supported those Pupil Premium students attending the course.

As well as being an intensive, physical and challenging course, students also had access to trying out new skills such as bouldering and archery.

The Team Leader writes, *"Students developed their team-work skills, gaining in confidence throughout the course. Some students who weren't in the school football team prior to the trip are now, which is great to see!"*

5. Do the Mike Thing [Continuing Project]

This successful pastoral and safe-guarding project was continued for a further year. It was specifically devised to give a group of twelve vulnerable Pupil Premium students a safe opportunity to discuss the challenges they face in their daily lives.

They share small group sessions with an experienced and trusted community worker who uses modern music therapy techniques to enhance the understanding of 'emotions and feelings' - giving students encouragement, confidence and direction.

The Assistant Principal writes, *"Some of our most vulnerable students have benefitted enormously from the whole experience."*

6. Male Identity [Continuing Project]

This project was initiated two years ago when the Assistant Principal approached the Trust with growing concern amongst teachers due to the ***influence of social media on adolescent boys' attitudes and behaviour towards girls.***

Trustees agreed to fund a project which would address the controversial subject of ***'male identity'*** - what it means, the issues raised, and the consequences of misogynistic behaviour in society.

The project provided the opportunity for young male students to reflect - *in a safe and supportive environment* - on how their male adolescent experience is distinct from female students, on what pressing concerns boys have, and what they can learn from engaging in focussed discussions.

Key outcomes:

- An improvement in individuals' confidence about their own identities and experience of adolescence.
- A heightened understanding as to how certain behaviours can be perceived as misogynistic, and how to avoid this in a school, and in the wider community.
- A significant decrease in behavioural issues associated with acting out when situations felt challenging for individual students.

With the success of the original programme and methodology recognised by the school, trustees were prompted to continue their support this year.

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TRUSTEES' REPORT

Year Ended 31 March 2025

The Project Leader writes, *"A significant number of students have turned around their conduct amongst peers and adults - having reflected on the consequences of their behaviour they've ultimately matured as individuals."*

7. Jamie's Farm [Continuing Project]

The aim of this project is to provide a group of the school's **most vulnerable younger students** with a purposeful residential break from the constant challenges of both school and home life.

The five-day residential course involves **living on a farm** - which means participating, taking responsibility, helping with the daily routines, tasks and duties necessary to run a working farm.

Educationally, it's a hugely valuable learning experience for these particular students. Their teachers report that each student had learned the necessity of approaching their various tasks with a sense responsibility, reliability, and trust.

Due to the many successful outcomes of the first course, Trustees continued the funding for a further year.

At the end of the week students are asked to sum up what they've learned; one wrote: *"When I get back, I want to challenge myself to try new experiences in school."*

8. Football Beyond Borders [Continuing Project]

This project is specifically aimed to give a group of fourteen aspiring female students, **whose progress is largely hampered by attitudinal and behavioural issues**, an intensive three-day residential experience of professional football coaching combined with a range of other sports activities. It is a unique and rewarding experience for all involved.

Key outcomes:

- Improved attendance for the vast majority
- Significant reduction in behavioural issues
- Improved engagement in learning

With this degree of success in mind, trustees agreed to support the project again this year.

In the words of a student, *"Being coached by real football coaches was the best part and it was a really enjoyable weekend."*

9. Sign Language [New Project]

The school has several deaf and partially deaf students on roll. Important discussions have been taking place to support and integrate these students with their peers.

As well as supporting the deaf and partially deaf students, the project is planned to provide supportive students and teachers with new opportunities to learn more about how to communicate with students and parents who have a hearing disability.

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TRUSTEES' REPORT

Year Ended 31 March 2025

The programme also aimed to provide key workers, teachers and hearing students with the tools to communicate better with those who have a hearing impairment.

One student told the Project Leader, *"It's so nice for my Mum and Dad to have someone in the school they can sign with."*

10. Foreign Language Assistants [New Project]

This project affected **some six hundred students** in the school - all of whom are learning **French or Spanish in Years 10, 11, 12 & 13.**

The Trust was approached by the Assistant Principal to discuss the advantages of involving French and Spanish speakers in the delivery of GCSE and A level languages.

With trustee support it was agreed to fund **five native speakers** to work in the languages department over a period of six months.

The project provided students with regular, small-group settings within which they could practise speaking and hearing in French or Spanish.

The whole programme was judged highly successful by those involved in the Languages department.

Key Outcomes:

- Students' confidence in 'hearing' languages improved
- Students' enthusiasm for language increased
- Students' ability to speak language improved
- Students' performance in GCSE and A level outcomes improved

A student writes, *"I now feel I could go to Spain, and actually be able to survive – I am no longer too nervous to speak to Spanish people and know much more about how they communicate."*

11. The Sensory Room [New Facility]

The initiative to establish a special facility came about from discussions with the **Special Educational Needs and Disabilities [SEND]** department.

The idea was to create an attractive and safe place for vulnerable students across the school to use.

The aim was to give SEND students a refuge from the typical stress and sensory overload encountered in school; any student can be affected - regardless of age or academic pressure.

Today, **The Sensory Room** is a place where conversations on well-being, self-care and mental health can be safely approached.

The Holland Park School Charity

TRUSTEES' REPORT

Year Ended 31 March 2025

Key outcomes:

- The Sensory Room is providing a **safe and attractive environment** for vulnerable students
- Its use is affecting and improving student **well-being**
- It is having a positive effect on students' **focus on learning**
- The experience allows students to **maximise subject learning** back in the classroom

The SEND co-ordinator writes, *"This inclusive approach fosters a more compassionate school culture and empowers students to take ownership of their wellbeing in a safe and respectful environment."*

12. Exam Reader Pens [New Resource]

This grant provided twenty commercial electronic pens specifically designed for dyslexic students and students with reading difficulties.

Students can practise using them and go on to fulfil their potential under exam conditions.

A Year Eleven GCSE student writes, *"I've really liked having a reader pen as it's made me feel less embarrassed about my access arrangement as I can use it discretely. It also means I don't need a separate room for my exams."*

13. Laptops for Student Use [New Resource]

This grant allowed the school to purchase six new laptops to be used **for examination purposes** for students who have Access Arrangements to use a Word processor.

A Year Seven student writes, *"I feel much more focused in my exams knowing that the laptop device is realisable – thank you!"*

HPS Trust is grateful to Olivia Hill, Assistant Principal and the Project Leaders for the extensive reviews they carried out this year.

FUNDRAISING

The Trust continues to fund its activities through annual donations from Trustees, Patrons, supporters, Gift Aid and bank interest.

Significantly, renewed annual donations have allowed the Trust to fund the planning, training and leading of the expedition element of the **Duke of Edinburgh Award Scheme**, over the last three years.

Trustees are aware of the need to raise funds specifically to support an increasing number of requests for grants to meet the needs of disadvantaged and underprivileged students.

Over the years, parents and local residents have made helpful donations to the Trust. Trustees hope this will become an increasing benefit.

The Holland Park School Charity

TRUSTEES' REPORT

Year Ended 31 March 2025

HPS Trust greatly appreciates the loyal and enthusiastic support given by Christopher Holdsworth-Hunt who funds the expedition element of the D of E Award Scheme.

FINANCIAL REVIEW

During this financial year charitable donations to the Trust totalled **£72,395** (2024: £39,379) of which **£10,000** is restricted (2024: £nil restricted) and gift aid on this restricted donation totalled **£2,500** (2024: £nil).

Lloyds Bank current account interest amounted to **£2,697** (2024: £3,078).

The charity has **£110,950** (2024: £121,555) total funds at the balance sheet date, with **£47,422** (2024: £51,689) held as restricted funds and unrestricted general funds of **£63,528** (2024: £69,866).

Trustees have considered the appropriateness of the going concern assumption for the preparation of the financial statements, as set out in **Note 1**.

FUTURE PLANS

Since its foundation in **2005**, the trustees of HPS Trust have aimed to disburse grants to Holland Park School enabling it to fund projects, purchase resources and provide opportunities to benefit students **beyond** the statutory obligations of government.

The philanthropic ambition of the founding Patrons is to help the school provide students with opportunities to develop positive and ambitious lives through experiencing the varied challenges involved in a wide range of educational projects and activities.

Our specific aims for next year are:

- To continue developing **The Duke of Edinburgh Award Scheme**
- To continue funding agreed **School Projects** – including the new **Discovering Science** project
- To seek out **new initiatives** to support **underprivileged, disadvantaged and students with special needs**

The significant increase in students taking part in **D of E Expeditions** has raised the need for extra teacher supervisors in the field. After discussions with the school, the Trust agreed to provide training and certification for those teachers willing to act as Health & Safety supervisors on expeditions.

RESERVES POLICY

The Trust had total funds of **£110,950** (2024: £121,555) at the date of the balance sheet, with unrestricted funds totalling **£63,528** (2024: £69,866).

The Charity also has restricted funds at 31 March 2025 of **£47,422** (2024: £51,689) with **£12,500** including gift aid, (2024: £nil) received in the year from Patrons for specific grants.

The trustees consider that the level of reserves is sufficient to enable it to continue to support Holland Park School.

The Holland Park School Charity

TRUSTEES' REPORT

Year Ended 31 March 2025

STATEMENT OF TRUSTEES' RESPONSIBILITIES

The trustees are responsible for preparing the Trustees Annual Report and the Financial Statements in accordance with applicable law and United Kingdom Accounting Standards (UK Generally Accepted Accounting Practice).

The Law applicable to charities in England and Wales requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Trust and of its financial position at the end of the year. In preparing those financial statements, the trustees are required to:

- a select suitable accounting policies and then apply them consistently.
- b observes the methods and principles in the Charity SORP.
- c makes judgements and estimates that are reasonable and prudent; and
- d prepare the financial statements on the going concern basis unless it is inappropriate to presume that the Charity will continue in business.

The trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the Charity and to enable them to ensure that the financial statements comply with the requirement of the Charities Act 2011. They are also responsible for safeguarding the assets of the Charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charity's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

KEY MANAGEMENT PERSONNEL

The trustees consider the Board of Trustees and the Director as comprising the key management personnel of the Charity in charge of directing and controlling the charity and running and operating the charity on a day-to-day basis. Details of trustees' expenses are disclosed in Note 5 to the accounts.

Trustees are required to disclose all relevant interests and register them with the Director and in accordance with the Charity's policy withdraw from decisions where a conflict of interest arises. Neither the Charity nor any of the trustees presently have such interests but any such interests would be disclosed should they arise.

INTERNAL CONTROLS AND THE MITIGATION OF MAJOR RISKS

An annual risk assessment is carried out in line with the Charity's Financial Risk Policy. The trustees confirm that controls implemented to date, and the levels of risk, are appropriate to the size of the Charity and the nature of its operation.

The Trust has also developed and revised the following policies during the course of the year:

Financial Risk Policy
Data Protection Policy
Complaints Handling Policy

The Holland Park School Charity

TRUSTEES' REPORT

Year Ended 31 March 2025

The Charity carries public liability insurance through its insurance brokers **Gallagher**.

Approved by the Trustees on

02 July 2025


Michael Tory, Chair of Trustees

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF THE HOLLAND PARK SCHOOL CHARITY

I report to the trustees on my examination of the financial statements of The Holland Park School Charity ('the charity') for the year ended 31 March 2025, which are set out on pages 14 to 20.

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

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

Independent examiner's statement

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me reasonable 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 accounts to be reached.

Kerry Gallagher

Signed:

Name: Kerry Gallagher FCA DChA

The Institute of Chartered Accountants in England and Wales

ON BEHALF OF RSM UK TAX AND ACCOUNTING LIMITED
Chartered Accountants
Davidson House
Forbury Square
Reading
Berkshire
RG1 3EU

Date: 07/07/25

The Holland Park School Charity

STATEMENT OF FINANCIAL ACTIVITIES

for the year ended 31 March 2025

	Notes	Unrestricted funds 2025 £	Restricted Funds 2025 £	Total 2025 £	Total 2024 £
INCOME from					
Donations	2	59,895	12,500	72,395	39,379
Investment income	3	2,697	-	2,697	3,078
TOTAL INCOME		62,592	12,500	75,092	42,457
EXPENDITURE on					
Expenditure on charitable activities	4	(68,930)	(16,767)	(85,697)	(49,588)
TOTAL EXPENDITURE		(68,930)	(16,767)	(85,697)	(49,588)
NET EXPENDITURE movement in funds before transfers		(6,338)	(4,267)	(10,605)	(7,131)
NET MOVEMENT IN FUNDS AFTER TRANSFERS		(6,338)	(4,267)	(10,605)	(7,131)
RECONCILIATION OF FUNDS					
TOTAL FUNDS BROUGHT FORWARD		69,866	51,689	121,555	128,686
TOTAL FUNDS CARRIED FORWARD		63,528	47,422	110,950	121,555

The notes on pages 16 to 20 form an integral part of these accounts.

The Holland Park School Charity

BALANCE SHEET

as at 31 March 2025

	Notes	2025 £	2024 £
CURRENT ASSETS			
Cash at bank		119,408	132,876
Debtors	6	542	529
		<u>119,950</u>	<u>133,405</u>
CREDITORS: Amounts falling due within one year	7	(9,000)	(11,850)
		<u>110,950</u>	<u>121,555</u>
NET CURRENT ASSETS			
		<u>110,950</u>	<u>121,555</u>
NET ASSETS		<u>110,950</u>	<u>121,555</u>
FUNDS			
Unrestricted funds	8	63,528	69,866
Restricted funds	8	47,422	51,689
		<u>110,950</u>	<u>121,555</u>

Approved by the Trustees on

and signed on their behalf by:



Michael Tory
Chair of Trustees



The notes on pages 16 to 20 form an integral part of these accounts

The Holland Park School Charity

NOTES TO THE FINANCIAL STATEMENTS

for the year ended 31 March 2025

1 ACCOUNTING POLICIES

Accounting convention

The Holland Park School Charity is a registered charity in the United Kingdom. The address of the registered office is given in the charity information on page 1 of these financial statements. The nature of the charity's operations and principal activities are detailed on page 2. These accounts have been prepared under the historical cost convention with items recognised at cost or transaction value, modified to include certain items at fair value. The accounts have been prepared in accordance with the Statement of Recommended Practice: Accounting and Reporting by Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) issued in October 2019, the Charities Act 2011 and UK Generally Accepted Practice as it applies from 1 January 2019.

The accounts 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) effective January 2019.

The Charity constitutes a public benefit entity as defined by FRS 102.

Going concern

The charity has had an overall deficit for the year of £10,605 (2024: deficit of £7,131) and has net assets of £110,950 (2024: £121,555) at the balance sheet date which is split between restricted funds of £47,422 (2024: £51,689) and a surplus on unrestricted general funds of £63,528 (2024: £69,866).

The charity has been funded by way of donations from the trustees to the grant making activity who have indicated their willingness to continue to provide support for a period of at least twelve months from approval of the financial statements.

On this basis, the trustees consider it appropriate to prepare the financial statements on a going concern basis. There are no material uncertainties in making this assessment.

Income recognition

Donations and bank interest are credited to the statement of financial activities in the year in which they are receivable.

Expenditure recognition

Direct charitable expenditure comprises direct expenses incurred on the defined charitable purposes of the charity.

Governance costs include expenditure on compliance with constitutional and statutory requirements.

Grant policy

Grants payable are charged in the year when the offer is conveyed to the recipient. Unconditional grants agreed upon by the trustees but not yet paid at the year end are accrued.

The Holland Park School Charity

NOTES TO THE FINANCIAL STATEMENTS

for the year ended 31 March 2025

1 ACCOUNTING POLICIES (continued)

Fund accounting

The unrestricted funds comprise those monies which may be used towards meeting the charitable objects of the charity at the discretion of the trustees.

Designated funds have been allocated by trustees towards certain future projects.

Restricted funds comprise funds that have been received for a particular purpose, specified by the patron.

Taxation

The charity is a registered charity and therefore is not liable for income tax or corporation tax on income derived from its charitable activities, as it falls within the various exemptions available to registered charities.

Irrecoverable VAT

Irrecoverable VAT is charged against the expenditure heading for which it was incurred.

Financial instruments

The charity only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments receivable are initially recognised at transaction value and subsequently measured at their settlement value.

Debtors

Prepayments are valued at the amount prepaid.

Creditors

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

2	DONATIONS	2025 £	2024 £
	<i>Unrestricted funds</i>		
	Donations	40,000	39,379
	Gift aid	19,895	-
		<hr/>	<hr/>
		59,895	39,379
	<i>Restricted funds</i>		
	Donations	10,000	-
	Gift aid	2,500	-
		<hr/>	<hr/>
		12,500	-
		<hr/>	<hr/>
		72,395	39,379
		<hr/>	<hr/>

The Holland Park School Charity

NOTES TO THE FINANCIAL STATEMENTS

for the year ended 31 March 2025

3	INVESTMENT INCOME	2025 £	2024 £
	<i>Unrestricted funds</i>		
	Bank interest	2,697	3,078
		<hr/>	<hr/>
4	EXPENDITURE ON CHARITABLE ACTIVITIES	2025 £	2024 £
	<i>Unrestricted funds</i>		
	Grants	54,865	23,180
	Support costs (includes Consultancy expenses of £7,200 (2024: £5,700) for Key Management Personnel)	7,729	6,513
	<i>Governance costs</i>		
	Fees payable to the independent examiner for:		
	- Accountancy fees	3,720	3,600
	- Independent examination fees	2,400	2,100
	Administration	216	216
		<hr/>	<hr/>
		68,930	35,609
	<i>Restricted funds</i>		
	Grants	16,767	13,979
		<hr/>	<hr/>
		85,697	49,588
		<hr/>	<hr/>

All grants relate to Holland Park School activities in both years (note 8).

5 STAFF COSTS AND TRUSTEES' REMUNERATION

The Charity had no employees during the year (2024: None). No Trustee received remuneration for services to the charity or had reimbursement of expenses during the year.

There are no related party transactions in the accounting period that require disclosure, other than the payment made to key management personnel as disclosed in note 4.

6	DEBTORS	2025 £	2024 £
	Prepayments	542	529
		<hr/>	<hr/>

The Holland Park School Charity

NOTES TO THE FINANCIAL STATEMENTS

for the year ended 31 March 2025

7	CREDITORS: Amounts falling due within one year	2025 £	2024 £
	Grants	-	2,650
	Accruals	9,000	9,200
		<u>9,000</u>	<u>11,850</u>

8	FUNDS	Balance at 1 April 2024 £	Income £	Expenditure £	Transfer £	Balance at 31 March 2025 £
	<i>Unrestricted Fund</i>					
	General fund	59,866	62,592	(68,930)	-	53,528
	Designated fund	10,000	-	-	-	10,000
	<i>Restricted Fund</i>					
	Supporting Science	39,373	-	-	-	39,373
	Duke of Edinburgh Scheme	5,994	12,500	(16,767)	-	1,727
	Residential courses	1,902	-	-	-	1,902
	Student Bursary Fund	4,420	-	-	-	4,420
		<u>121,555</u>	<u>75,092</u>	<u>(85,697)</u>	<u>-</u>	<u>110,950</u>

FUNDS – PREVIOUS YEAR	Balance at 1 April 2023 £	Income £	Expenditure £	Transfer £	Balance at 31 March 2024 £
<i>Unrestricted Fund</i>					
General fund	53,018	42,457	(35,609)	-	59,866
Designated fund	10,000	-	-	-	10,000
<i>Restricted Fund</i>					
Supporting Science	39,373	-	-	-	39,373
Duke of Edinburgh Scheme	19,973	-	(13,979)	-	5,994
Residential courses	1,902	-	-	-	1,902
Student Bursary Fund	4,420	-	-	-	4,420
	<u>128,686</u>	<u>42,457</u>	<u>(49,588)</u>	<u>-</u>	<u>121,555</u>

Designated funds comprise a Student Bursary fund to fund a student or students to participate in an excursion or expedition at the school.

The Holland Park School Charity

NOTES TO THE FINANCIAL STATEMENTS

for the year ended 31 March 2025

Restricted funds comprise funds that have been received for a particular purpose, specified by the patron as described in the Trustees' Report. Supporting Science is a long term project, "Supporting Science" funded by The Mohn Westalke Foundation.

The Duke of Edinburgh Award Scheme is funded by one patron to support the funding of the scheme expeditions and training.

Residential courses are restricted funds received specifically to fund residential courses for pupils.

The Student Bursary funds are restricted to student bursaries at the school.

9 ANALYSIS OF NET ASSETS BETWEEN FUNDS

	Unrestricted Fund £	Restricted Fund £	2025 Total £	2024 Total £
Current assets	72,528	47,422	119,950	133,405
Current liabilities	(9,000)	-	(9,000)	(11,850)
Balance at 31 March 2025	<u>63,528</u>	<u>47,422</u>	<u>110,950</u>	<u>121,555</u>

ANALYSIS OF NET ASSETS BETWEEN FUNDS – PREVIOUS YEAR

	Unrestricted Fund £	Restricted Fund £	2024 Total £	2023 Total £
Current assets	81,716	51,689	133,405	136,026
Current liabilities	(11,850)	-	(11,850)	(7,340)
Balance at 31 March 2024	<u>69,866</u>	<u>51,689</u>	<u>121,555</u>	<u>128,686</u>