

Harehills English Language Project

Registered Charity number CIO 1193447

help-esol.org.uk



ANNUAL REPORT 2023-2024



Supported by



TABLE OF CONTENTS

TRUSTEE REPORT	2
TRUSTEES' TRAINING DAY REPORT	4
RECEIPTS AND PAYMENT ACCOUNTS	5
INDEPENDENT EXAMINER'S REPORT	7
PROJECT LEADER'S REPORT	8
CLASS REPORTS FROM TUTORS	11
STATISTICS AND DATA	14
STAFF AND VOLUNTEER TEAM	17
PHOTO GALLERY	18

TRUSTEE REPORT

We offer a safe, welcoming, supportive and caring environment where people can feel valued as they learn English.

The past academic year 2023-2024 was our second year as a CIO charity, having previously been a registered charity since 2010. It was also the seventeenth year since our charity began in 2006.

During the year 137 learners were registered for the five available classes ranging from Pre-Entry to Intermediate Plus, as well as five children for the creche. Learners came from 21 different countries with a greater shift to those from Hong Kong. The day to day running of the project was serviced by four paid staff (Project Leader, Creche Manager, Deputy and Assistant) and a Web Consultant. Classes were taught by eight volunteer qualified tutors, and the project was assisted by two administrative volunteers.

Trustee membership comprised Rev Diana Zanker, Rev Sarah Feaster, Mrs Donna Kennedy, Dr Lloyd Davies, Mrs Sue Noble, Mr David Noble, Mr Alasdair Fraser, Ms Gill Gibbons, Rev Edward Sakwe. In January 2024, Rev Sarah Feaster stepped down as a trustee leaving a vacancy yet to be filled. At the AGM held on 30th November 2023, the following trustees retired by rotation and were re-elected: Dr Lloyd Davies for another 2 years, Ms Gill Gibbons and Mr Alasdair Fraser for another 3 years each.

The Trustees met on five occasions with business mainly focusing on updating existing policies and on discussing, producing and accepting new policies. We are indebted to our Project Leader for his valuable contribution in policy making. Additional, business ranged around the day to day running of the project, including discussions leading to offering the Project Leader a new contract with increased hours and on a PAYE basis with remuneration reflecting local authority pay.

In addition to regular meeting, the Trustees attended a training day organised by Voluntary Action Leeds (VAL). A short appraisal can be found at the end of this report (see appendix).

Our treasurer, Mr David Noble had an extremely busy year implementing changes in the way the accounts are presented and in negotiating with Voluntary Action Leeds (VAL) who agreed to take on the monthly payment of our Project Leader whose contract has now been moved to a PAYE basis and in organising the Trustees' Training Day.

The fundraising sub-group met regularly and were successful in securing funds from the Lottery Main Grant, Hilden Charitable Trust, Wharfedale Foundation, Allen Lane Foundation and Wades Charity. Additionally, donations from standing orders increased slightly and a fundraising event took place. Our bi-annual newsletter reporting on the work of H.E.L.P continued to be sent to individual donors.

The Project Leader prepared reports for each meeting of the trustees outlining the day to day running of the charity. He also attended many of the Trustees' meetings. His full report can be found on p.8 of the Annual Report.

In what has been a positive but challenging year, special thanks go to all our paid staff and volunteers who so willingly give their time and talents to our charity.

Rev'd Diana Zanker, Chair
January 2025

TRUSTEES' TRAINING DAY

The Trustees attended a Training Day organised by Voluntary Action Leeds on 27 June 2024, designed to focus on the main duties and responsibilities of Trustees. Six areas of activity were considered, namely

- Ensuring the charity is carrying out its purposes for the public benefit;
- Complying with the charity's governing document and the law;
- Acting in the charity's best interests;
- Managing the charity's resources responsibly;
- Acting with reasonable care and skill; and
- Ensuring the charity is accountable.

When considering these requirements, Trustees felt that the session was very helpful in ensuring that our procedures and work conformed with best practice in the charity sector. Nevertheless, there were several issues which required further attention, and this was given at the next Trustees meeting on 19 September. Matters which were clarified were: the register, and definition, of members of HELP; the fact that the Management Committee no longer sat – being unnecessary, as the Project Leader now attended Trustees' meetings; and risk management, which was regularly considered when day-to-day circumstances required, although it was not flagged up as a specific policy.

Lloyd Davies

January 2025

RECEIPTS AND PAYMENT ACCOUNTS

Harehills English Language Project CIO

Registered Charity Number 1193447

Financial Statements for the year ending 31st August 2024

	Note	Unrestricted	Restricted	Total 2024 £	Total 2023 £
Receipts & Payments Account					
Receipts					
Gift Aid reclaimed		1,019.25	-	1,019.25	1,083.50
Donations through standing orders		3,729.00	-	3,729.00	3,529.00
Other donations		300.00	-	300.00	765.00
Grants		-	50,773.00	50,773.00	19,226.75
Fundraising activities		418.00	-	418.00	541.20
Total receipts		5,466.25	50,773.00	56,239.25	25,145.45
Payments					
Room use - St Aidan's		-	3,250.00	3,250.00	3,240.00
Room use - Trinity United Church		20.00	1,410.00	1,430.00	1,460.00
Project Leader's salary and oncosts		-	24,888.88	24,888.88	19,427.54
Project Leader's expenses		-	120.00	120.00	30.00
Crèche remuneration		-	5,444.80	5,444.80	6,043.43
Insurance		96.00	-	96.00	96.00
Volunteers' expenses		-	563.40	563.40	405.00
Resources and training		-	568.50	568.50	104.29
Website consultancy		-	1,038.50	1,038.50	1,116.00
Website costs		-	418.36	418.36	294.24
Refreshments		10.12	-	10.12	48.95
Recreational visits - (Wade Trust)		-	659.54	659.54	103.28
Photocopying		377.10	-	377.10	492.51
Purchase of computers		-	2,343.90	2,343.90	2,784.73
Sundries		277.48	-	277.48	117.32
Total payments		780.70	40,705.88	41,486.58	35,763.29
Excess of receipts over payments		4,685.55	10,067.12	14,752.67	(10,617.84)
Opening cash and bank balances		2,660.82	15,561.70	18,222.52	28,840.36
Net assets as at 31st August		7,346.37	25,628.82	32,975.19	18,222.52

Statement of Assets and Liabilities as at 31st August 2024

	Note	Unrestricted	Restricted	Total 2024 £	Total 2023 £
Net Assets					
Cash and Bank					
Cash				32.78	42.77
Bank current account				32,942.41	18,179.75
Net assets at 31st August				32,975.19	18,222.52

Notes to the Financial Statements

1. Grants

Lottery Main Grant			29,796.00	29,796.00	-
Wharfedale Foundation			5,000.00	5,000.00	-
Allen Lane Fondation			3,000.00	3,000.00	-
Wades			1,075.00	1,075.00	-
Hilden Charitable Trust			6,902.00	6,902.00	
Brelm's Trust			5,000.00	5,000.00	5,000.00
Leeds City Council			-	-	2,613.20
2 Ridings Community			-	-	4,800.00
LCF Ukraine Fund			-	-	6,813.55
	-		50,773.00	50,773.00	19,226.75

2. Fundraising Activities

Coffee & Cake fundraiser				-	466.20
Coffee & Cake fundraiser				-	75.00
Breakfast fundraiser				418.00	-
				418.00	541.20

APPROVED BY THE TRUSTEES AT THE ANNUAL GENERAL MEETING ON 16 JANUARY 2025 AND SIGNED BY:

D. Kanbar

Chair
16th January 2025

**INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF
THE HAREHILLS ENGLISH LEARNING PROJECT CIO
REGISTERED CHARITY NUMBER 1193447**

I report on the financial statements of the charity for the year ended 31 August 2024 which are set out on the previous two pages.

Respective responsibilities of the Trustees and Independent Examiner

The charity's trustees are responsible for the preparation of the Accounts. The charity's trustees consider that an audit is not required for this year under section 144(2) of the Charities Act 2011 (the 2011 Act) and that an independent examination is needed.

It is my responsibility to

- examine the accounts under section 145 of the 2011 Act;
- follow the procedures laid down in the General Directions given by the Charity Commissioners under section 145(5)(b) of the 2011 Act; and
- state whether particular matters have come to my attention.

Basis of Independent Examiner's report

My examination was carried out in accordance with the General Directions given by the Charity Commission.

An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts and seeking explanations from you as trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently no opinion is given as to whether the accounts present a "true and fair view" and the report is limited to those matters set out in the statement below.

Independent Examiner's Statement

In connection with my examination, no matters have come to my attention;

1. which give me reasonable cause to believe that in any material respect the requirements
 - to keep accounting records in accordance with section 130 of the 2011 Act; and
 - to prepare accounts which accord with the accounting records and comply with the accounting requirements of the 2011 Act have not been met; or
2. to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.



Malcolm Wilson
Chartered Accountant 1979 – 2016 (now retired)
The Granary, Main Street
Great Ouseburn
York, YO26 9RQ

Date 12/12/2024

PROJECT LEADER'S REPORT

Introduction:

Throughout the year the H.E.L.P. ESOL project aimed to continue the introduction and implementation of technology to the classroom, build on reviving the project post COVID, and offer a blend of online and on-site lessons. This report summarizes the activities undertaken, achievements, and challenges faced.

Activities:

5-6 face-to-face classes at different levels, catering to a diverse group of learners, were provided for the 36-week academic year alongside a limited number of 1:1 online lessons. In addition, we continued to provide a free crèche service, enabling learners to attend classes while their children were taken care of.

Hong Kong nationals continued to be the group with most learners attending classes (see page 14 for statistics for the academic year). However, the year saw a decrease in learners from Ukraine and learners requiring crèche facilities for their children. Investigation highlighted the reason for this to be the Leeds Ukrainian Society setting up informal classes focussing on speaking skills, and Leeds City Council increasing provision of free ESOL classes with childcare facilities in several different areas of Leeds which were made available to migrants who have been in the UK for 6 months. This change prompted discussions with Trustees and led to ongoing work aimed at ensuring the project remains relevant by addressing the needs and requirements of the changing demographic of learners that we serve.

Safeguarding and disciplinary policies and procedures were an administrative focus for the year, with existing policies being brought up-to-date and many new policies being written. An in-house training session was prepared for crèche staff the aim of which was to explore the area of safeguarding the children in our care and ensure that staff were aware of procedures and protocols.

Laptops were used with the Elementary level group every Thursday throughout the year. This proved to be very successful and enhanced both the planning and delivery of the lessons for the teacher, as well as the classes for the learners. Feedback clearly demonstrated that the learners had enjoyed the process as it gave them the opportunity to learn English using varied and interactive resources as well as developing their general computer skills, such as navigating websites and the internet.

As in every year, we continued working closely with the many charities and organisations based in Leeds who refer learners to us for classes. These other third sector organisations also assisted with many of the pastoral aspects that our work involves, such as aiding learners to search and apply for jobs, addressing housing issues, benefits claims and other individual concerns. We are grateful for having these organisations to support the work that we do and hope to continue this good working relationship in the coming academic year.

As part of the project, we arranged three end-of-year trips, including visiting the house and grounds at Lotherton Hall, Tropical World and Canal Gardens at Roundhay Park, and Yorkshire Sculpture Park. These were led by various volunteer teachers and proved to be a great success. Special thanks to Clare Devlin and the staff at Yorkshire Sculpture Park for allowing the group to visit free of charge.

All of the trips were greatly appreciated and enjoyed by learners, many of whom commented that it had opened their eyes to some new opportunities and places to visit. The extra-curricular programme is something that we hope to develop to a point where a variety of outings can be offered at different points throughout the year.

Achievements:

Number of learners attending class on a regular basis remained similar to the previous academic year. This is largely due to Leeds City Council receiving new funding to expand their provision of ESOL classes in the city. Significant achievements of the project included the regular implementation of computers in classes, along with the high number of learners who returned to continue studying with us, some of whom are now entering their fifth year with the project. We are still some way off achieving pre-COVID levels, but for various factors this may not be realistic over coming years. The key is that we adapt to suit the learners that we have, addressing their needs and requirements. By doing this the project can continue to provide an essential service and find ways to make the services that we provide unique in the local area.

Challenges:

The project continued to face challenges related to volunteer numbers for both teachers and the crèche service. Recruitment efforts have been ongoing, but despite this we experienced occasional shortages of volunteers, especially when classes needed to be covered due to holidays and absences. However, slight

modification to the timetable meant that all learners were able to continue to attend classes, and the crèche was able to operate with the required number of staff and volunteers.

Conclusion:

The dedication of our volunteer teachers and the support received from the community have been instrumental in our achievements. While challenges remain, we are committed to addressing them to provide education and support to our ESOL learners.

Looking ahead, we will continue to provide a blend of online and on-site lessons, integrate technology effectively, and explore opportunities for further development, such as the introduction of exam-focus sessions to prepare BNO visa holders for compulsory exams should they wish to stay in the UK after five years.

We extend our gratitude to all the project participants, trustees, volunteers, staff, funders and supporters who have contributed to the success of the ESOL project.

Special thanks to Malcolm Wilson (Independent Examiner) and David Noble (Treasurer) for the work that has gone into evaluating the accounts and establishing a much-improved method for recording and reporting.

We were fortunate enough to welcome Nigel Bew to our team of volunteer teachers at the start of the academic year. This meant that we were able to continue to provide a full timetable of classes despite several teachers leaving the previous summer.

Nigel ended his period of volunteering at the end of the summer term when he moved to York, and all at the project wish him the very best for the future.

Brother David ended his second spell teaching with us at Christmas. We are incredibly grateful to all he has offered over the years and wish him success with his work with the Franciscans in Birmingham.

Nicholas Thomas

Project Leader

January 2025

CLASS REPORTS FROM TUTORS

Lloyd Davies, Intermediate Plus class:

For grammar and writing we worked through the English for Everyone Intermediate workbook, supplemented by some bespoke lessons on verb tenses. Each lesson comprised about one hour of this, followed by a second hour of reading for vocabulary, pronunciation, and comprehension. The subject matter of readings was intended to provide insights into British life and culture; they included topical events such as Armistice Sunday, and Pancake Tuesday, and more general topics such as a short history of Leeds, or the characteristics of English villages.

At the end of term we had a class visit to Lotherton Hall, a minor stately home north of Leeds owned by Leeds city. This gave an insight into the lives of an affluent family over the last two centuries, including the various artefacts collected during this time. They included a number of Chinese objects which were of particular interest to our learners from Hong Kong.

Thomas Waples, Pre-Entry & Intermediate Plus classes:

There was a lot of fluctuation in our classes last year. Some classes got bigger while other shrank to the point where they were merged with other classes. We saw learners come and go but, right to the end of the year, there were people coming who were new to the area or new to the country who wanted to learn or improve their English. For part of the year I taught the intermediates one day a week and the pre-beginners on the other. So I went from teaching quite complex areas of English grammar on Tuesdays to basic vocabulary building on Thursdays. Luckily I didn't get the lessons mixed up otherwise I might have ended up trying to teach infinitives and gerunds to a perplexed class of learners with little or no English! By the end of the year I just had the pre-beginners class to teach. At the start of the year they were quite a shy, slow group who were reluctant to contribute in class. But newcomers joined them and they brought with them an energy which was contagious. For many of the learners their shyness melted away and they started shouting out the answers to questions, speaking in full sentences and gaining the confidence to express their personalities verbally. This was most noticeable on our end of year trip to Tropical World. After looking at the exhibits, we sat in the outside café, drinking tea and some of the learners were eating ice creams. They chatted informally in English, understood one another and were able to express themselves, make jokes and talk about the

forthcoming academic year. They may still have a long way to go but it was great to see the progress they had made. I hope they will come back this year and continue their work with us.

Many thanks to Taz and Rob for their help. Also, a big thank you to Nick for always being there with his advice and support, and for enabling the whole project to move along so smoothly and successfully

Awais Mughal, Pre-Entry class:

Over the last year I worked with a great mix of learners from Eritrea, Afghanistan and Brazil. A key achievement for us during this time was to transition from online to face-to-face teaching, allowing us to build better learning opportunities for our students in and out of the classroom. Our main objective has been to improve learners' vocabulary, and to encourage them to attend classes regularly.

One way in which we were able to successfully do this was through a visit to the Tropical World where learners were given an educational tour about tropical plants, animals and ecosystems. All learners really appreciated visiting a new place and shared that it was a great opportunity to learn new vocabulary in a new environment. This was also a unique opportunity for them to socialise with each other over tea, coffee, cakes and chocolates.

The great thing about the HELP project is that it encourages people of all ages to learn in a space where everyone feels safe and comfortable. One of the learners in my class who was from Brazil was in her late 60's and keen to improve her language skills. It was rewarding to receive a moving message from her after the last class. She wrote that, "I appreciate your affection, it was very special to be with you at this stage".

I also want to thank our Project Leader, Nicholas Thomas for his support during the year and my colleague Tom Waples who teaches Pre-entry group on Thursdays for our regular discussions about lesson plans.

Nigel Bew, Elementary class:

This was my first venture into ESOL after 30 years in medical education- so in at the deep end!

After shadowing a class I prepared my first lesson and we were off.

The class proved to be unpredictable with students joining, leaving, coming regularly then disappearing for a while to return later. Some came late and some left early with childcare responsibilities.

Numbers varied between 4 on a very rainy day and fourteen so the teacher has to be prepared to adjust style and material to suit the attendees.

Lessons ran to a formula; discussion- what's happening in the world, theory- grammar, speaking- reading out loud, reading - comprehension, cultural capital- usually a topical recipe, and ending with an educational game.

A dramatic development was the introduction of laptops. These were loved by the learners (and the teacher) and allowed the group to progress through pre-set exercises at their own pace. They allowed us to access a wider range of material than the previous printed handouts and textbook, and once the learners were familiar with the sources they were able to access them at home. Working online students can rerun exercises they struggled with, and move on rapidly from easy ones to harder if they 're progressing well. Some of the learners were not familiar with laptops, so some additional skills were taught to get them going.

Overall the laptops were a great success, and a fun way to learn. The teacher still needs to read and choose all the materials beforehand, so no reduction in lesson preparation.

We finished with a trip to the Yorkshire Sculpture Park – the sun mostly shone, and it was a fitting end to the academic year.

The end of the year coincides with a house move to York for me, so I say farewell and good luck to HELP.

John Riley Smith, Beginner class:

The numbers for the Beginner class fluctuated considerably during the year but there was a core of 3 learners who were very diligent in their attendance.

As a framework we followed the English for Everyone Beginners course book supplemented by other materials. We made good progress during the year.

One of the learners seemed to particularly benefit from the course. At the start he came with a helper for one class a week and by the end of the year he was coming on his own for both classes in the week, and his English was definitely improving.

At the end of the year we visited the Yorkshire Sculpture Park along with the Elementary class. The weather was fine and the class greatly enjoyed looking at all the art in the beautiful countryside setting.

STATISTICS AND DATA

For the academic year 2023/24 we registered 137 adult learners; 62 were male and 75 were female. The majority of our learners were non-EU asylum seekers or refugees, approximately 91%

Countries included:

Afghanistan	El Salvador	Sudan
Albania	Germany	Syria
Austria	Hong Kong	Taiwan
Bangladesh	India	Turkiye
Brazil	Pakistan	Ukraine
China	Peru	
Colombia	Romania	
Eritrea	Spain	

The majority of Adult Learners are from the LS8 and LS9 areas with others coming from across Leeds and the surrounding area (LS 2, 6, 11, 12, 17, 19, Wakefield).

Harehills English Language Project delivered 140 hours of face-to-face classes on-site at St. Aidan's church and Trinity United church over the academic year, with another 95 hours of 1:1 online tuition taught by 1 volunteer teacher and the Project Leader working from home.

Total number of on-site sessions = 70

On-site teaching hours delivered/volunteer teacher hours (5-6 teachers per session) = 738

Online teaching hours delivered = 95

Average number of learners attending each on-site session = 26

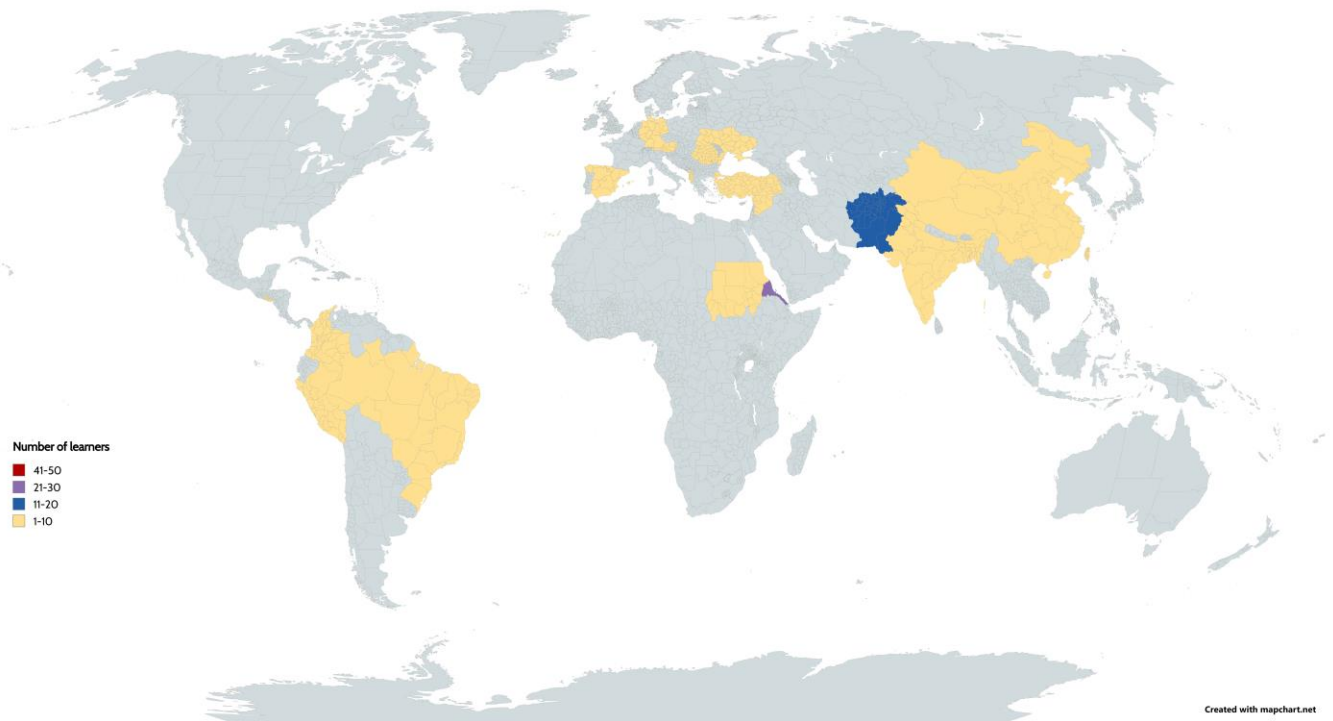
Over 1,000 volunteer hours

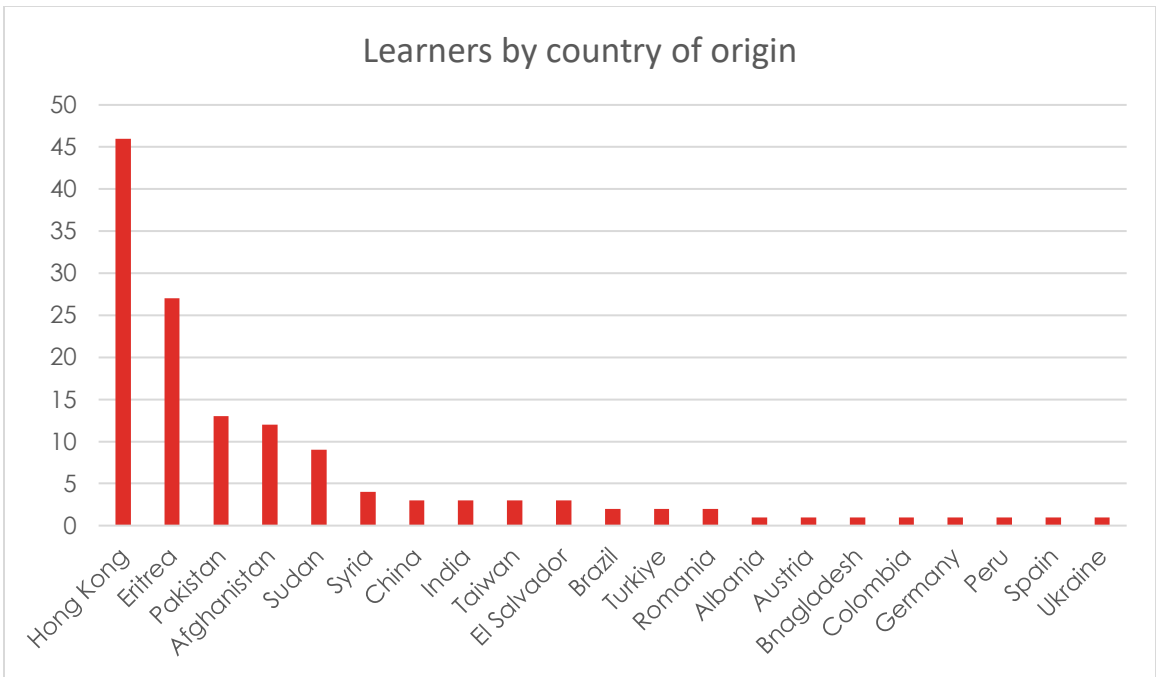
Number of children registered for crèche = 5

Average number of children per session = 3

Number of hours of childcare provided: 140

Our adult learners are from the shaded countries.





STAFF AND VOLUNTEER TEAM

Project Leader:	Nicholas Thomas
Crèche Manager:	Almaz Woldemichael
Deputy Crèche Manager:	Hidat Gebremedhin
Charity Trustees:	Rev'd. Diana Zanker (Chair), David Noble (Treasurer), Donna Kennedy (Secretary), Lloyd Davies, Rev'd. Sarah Feaster, Alasdair Fraser, Gill Gibbons, Susan Noble, Rev'd. Edward Sakwe
Fundraising Team:	Rev'd. Diana Zanker, Alasdair Fraser, Gill Gibbons, David Noble, Susan Noble
Learner Reps:	Athan Wu, Yvonne Hung
Admin Volunteers:	Tahir Aziz Rob Garlick
Safeguarding:	Nicholas Thomas (Lead), Susan Noble (Deputy)
ESOL Tutors:	Nigel Bew, Brother David, Lloyd Davies, Donna Kennedy, Denise Melsom, Awais Mughal, John Riley-Smith, Tom Waples
IT Consultant:	Naghmeh Effat
Independent Examiner:	Malcolm Wilson

PHOTO GALLERY

Learners enjoy some refreshments at Yorkshire Sculpture Park



Learners at Lotherton Hall with Lloyd Davies



Awais Mughal with learners at Tropical World



Tom Waples with learners at Canal Gardens



A learner takes in the surroundings at Tropical World



Learners enjoy the grounds at Yorkshire Sculpture Park



John Riley Smith and learners at Yorkshire Sculpture Park



Tom Waples and the Pre-Entry group (end of term certificate presentation)



Lloyd Davies and the Intermediate Plus group (end of term certificate presentation)



Donna Kennedy and the Elementary group (end of term certificate presentation)



Nigel Bew and the Elementary group (end of term certificate presentation)



Denise Melsom and the Intermediate Plus group (end of term certificate presentation)



Crèche staff: Hidat Gebremedhin (Deputy Manager) and Almaz Woldemichael (Manager)



Volunteers, staff and trustees enjoy a meal out

