

Harehills English Language Project

Registered Charity number CIO 1193447

help-esol.org.uk



ANNUAL REPORT 2024-2025



Supported by



**The Hilden
Charitable
Fund**



The Wharfedale Foundation



ST AIDAN'S CHURCH LEEDS

CONTENTS

- **Page 2 – Chair’s report**
- **Page 4 – Trustees’ report**
- **Page 5 - Treasurer's report**
- **Page 6 – Receipts and payment accounts**
- **Page 8 – Independent Examiner’s report**
- **Page 9 – Project Leader’s report**
- **Page 12 – Class reports from tutors**
- **Page 15 – Quotes from learners**
- **Page 16 – Statistics and data**
- **Page 18 – Report of thanks to grant providers and patrons**
- **Page 20 – Staff and volunteer team**
- **Page 21 – Photo gallery**

CHAIR'S REPORT

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

The past academic year 2024-2025 marked the nineteenth year since our charity began and our third year as a CIO charity, having previously been a registered charity since 2010.

During the year 126 learners were registered for the four/five available classes ranging from Pre-Entry to Intermediate Plus, as well as the eight children for the creche. Learners came from 24 different countries with the majority from Hong Kong. The day to day running of the project was managed by our paid Project Leader, assisted by the Creche Manager, Deputy and Assistant. We also employed a Web Consultant. Classes were taught by seven volunteer qualified tutors, and the project was assisted by two administrative volunteers. More detailed statistics can be found on page 15.

Trustee membership comprised Rev Diana Zanker, Mrs Donna Kennedy, Dr Lloyd Davies, Mrs Sue Noble, Mr David Noble, Mr Alasdair Fraser, Ms Gill Gibbons and Rev Edward Sakwe. In January 2024, Rev Sarah Feaster stepped down as a trustee leaving a vacancy yet to be filled. During her time as a trustee, Sarah played an active role, always offering helpful advice particularly concerning policy making. She is greatly missed. 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. Unfortunately, the Rev Edward Sakwe left Leeds for a post in the south of England and therefore left us as a trustee. He will be very much missed for his contribution to the running of our charity and for his hospitality at Trinity United Church. Dr Lloyd Davies also gave notice of his intention to stand down as a trustee following our AGM, although he intends to continue as a volunteer tutor to our ESOL classes. We are greatly indebted to him for all the work and advice he has brought to H.E.L.P throughout the years: steering us through the process of becoming a CIO charity as well as the advice he has given relating to employment issues including contracts. However, in July, interviews to appoint two new trustees took place, and at our Trustees' Meeting in September we welcomed, Ms Anne Philips and Mr John Riley-Smith as our new trustees.

The Trustees met on five occasions: mainly by Zoom and occasionally face-to-face 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. Additionally, 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.

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.

The fundraising sub-group met regularly and were successful in securing funds from the Lottery Main Grant, Brelms Trust, Hilden Charitable Fund, Wharfedale Foundation, Wades Charity and Two Ridings Community Foundation. Additionally, donations from standing orders increased slightly and a very successful fundraising event, an afternoon tea, organised by Sue and David Noble and their team, took place at Oakwood Church. We extend our grateful thanks to all our funders who play an integral part in helping our charity to continue to support our local community.

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 page 9 of the Annual Report.

As a thank you to our volunteers, paid staff and trustees who work so hard for the success and continuation of our charity, we enjoyed a celebration lunch in July paid for by The Wades Charity. Without all the hard work and support given to H.E.L.P by those who work for us, either as volunteers or paid staff, we would be unable to continue to offer free ESOL classes, a free creche for parents and pastoral support to those who are in need: mainly asylum seekers and refugees,

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

Rev'd Diana Zanker, Chair
December 2025

TRUSTEES' REPORT

Trustees During the year we were sorry to lose Rev'd Edward Sakwe, Minister of Trinity United Church, when he relocated to another church. However, we were pleased to welcome two new Trustees, Anne Phillips and John Riley-Smith. They joined the existing Trustees – Rev'd Diana Zanker (Chair), Donna Kennedy, Lloyd Davies, Susan Noble, David Noble, Alasdair Fraser, and Gill Gibbons.

We met on five occasions for full Trustee meetings during the year, either by Zoom or in live meetings. In addition to the standing items of Finance, Fundraising, and Project Leader's Report, significant other matters discussed included: review of issues raised during the Trustees' Training Day (reported in last year's Report); the need for additional teachers; and the ongoing review of HELP's various policies and procedures, including during this year Bullying and Harassment, Whistle-blowing, and Capability.

Finances During the year, Receipts were slightly lower (£611) than Payments, but Net Assets at the end of the year were £32,364. The full, audited accounts, accepted at the AGM on 8 January, 2026, accompany this Report to the Charity Commission.

Personnel We had 126 learners registered during the year, from 24 countries.

In addition to Trustees, we had seven teachers and two admin assistants working with five classes of differing levels. As before, our paid Project Leader Nick Thomas, and Creche Manager Almaz Woldemichael, together with Hidat her Deputy, and Naghmeh, our IT consultant, provided invaluable support throughout the year.

Thanks and acknowledgements

We must put on record our sincere thanks to all the people listed in the preceding paragraph, without whom none of our aims could be achieved.

Lloyd Davies
January 2026

TREASURER'S REPORT

HAREHILLS ENGLISH LANGUAGE PROJECT (HELP) CIO RCN 1193447
REPORT ON THE FINANCIAL ACCOUNTS FOR THE YEAR ENDING 31/08/25

INTRODUCTION

The Accounts are prepared on Receipts and Payments basis and have been fully audited independently approved.

SUMMARY

Receipts this year were £42,403.90 compared with £56,239.25 the previous year. The main reason for this was that in the previous year we received grants, in addition to the National Lottery Community Fund Grant, from The Brelms Trust (£5k), The Wharfedale Foundation (£5k) and The Allen Lane Foundation (£3k).

Expenditure for the year was £43,015.10 compared with £41,486.58 reflecting an increase in Staff costs, Rents, and Resources offset to some degree by computer purchases (23/24).

At the end of the year, 31/8/25 **our Assets (cash at bank) were £32363.99**

Our Expectation for the forthcoming year 2025/26 is:

That our Receipts will be about £55,500 thanks to the final two National Lottery grant receipts, the final receipt from The Wharfedale Foundation of £5k, the Two Ridings Community Foundation Grant of £8k, and a donation from The Yorkshire Ladies' Council of Education of £1,000.

Whilst our Expenditure is likely to be about £47,500 reflecting increases in Staff Costs, Resources and general inflation.

This will give us a year end 31/8/26 **Asset balance of about £40,000.**

David Noble
Treasurer
January 2026

RECEIPTS AND PAYMENT ACCOUNTS

Harehills English Language Project CIO

Registered Charity Number 1193447

Financial Statements for the year ending 31st August 2025

Receipts & Payments Account

	Note	Restricted £	Unrestricted £	2025 £	2024 £
Receipts					
Gift Aid reclaimed		-	1,106.00	1,106.00	1,019.25
Donations through standing orders		-	3,694.00	3,694.00	3,729.00
Other donations		-	3.00	3.00	300.00
Grants	3	36,542.00	-	36,542.00	50,773.00
Fundraising activities	4	-	1,058.90	1,058.90	418.00
Total receipts		36,542.00	5,861.90	42,403.90	56,239.25
Payments					
Room use - St Aidan's		3,900.00	-	3,900.00	3,250.00
Room use - Trinity United Church		1,625.00	-	1,625.00	1,430.00
Staff costs	5	32,123.28	-	32,123.28	30,333.68
Telephone		81.20	-	81.20	120.00
Insurance		-	96.00	96.00	96.00
Volunteers' expenses		500.00	-	500.00	563.40
Resources and training		2,238.16	-	2,238.16	568.50
Website consultancy		1,209.00	-	1,209.00	1,038.50
Website costs		360.88	-	360.88	418.36
Refreshments		47.53	-	47.53	10.12
Recreational visits		814.66	-	814.66	659.54
Photocopying		-	-	-	377.10
Purchase of computers		-	-	-	2,343.90
Sundries		19.39	-	19.39	277.48
Total payments		42,919.10	96.00	43,015.10	41,486.58
Net (payments) / receipts		(6,377.10)	5,765.90	(611.20)	14,752.67
Opening cash and bank balances		25,628.82	7,346.37	32,975.19	18,222.52
Net assets as at 31st August		19,251.72	13,112.27	32,363.99	32,975.19

Harehills English Language Project CIO

Registered Charity Number 1193447

Financial Statements for the year ending 31st August 2025

	Restricted	Unrestricted	2025	2024
Net Assets as at 31st August	£	£	£	£
Cash and Bank				
Cash	-	32.78	32.78	32.78
Bank current account	19,251.72	13,079.49	32,331.21	32,942.41
Net Assets as at 31st August	19,251.72	13,112.27	32,363.99	32,975.19

Notes to the Financial Statements

1. The Financial Statements have been prepared on the Receipts and Payments basis.
2. At 31 August 2025 the charity had no liabilities (2024: nil). In neither year had any assets been pledged as security nor had the trustees given any guarantees.

3. Grants

The National Lottery	31,532.00	-	31,532.00	29,796.00
Wade's Charity	1,100.00	-	1,100.00	1,075.00
The Hilden Charitable Fund	3,910.00	-	3,910.00	6,902.00
The Brelms Trust	-	-	-	5,000.00
The Wharfedale Foundation	-	-	-	5,000.00
The Allen Lane Foundation	-	-	-	3,000.00
	36,542.00	-	36,542.00	50,773.00

4. Fundraising Activities

Coffee & Cake fundraiser	-	1,058.90	1,058.90	-
Breakfast fundraiser	-	-	-	418.00
	-	1,058.90	1,058.90	418.00

5. Staff costs

Project Leader's salary.	23,588.00	-	23,588.00	23,128.00
Crèche staff salaries	6,448.74	-	6,448.74	5,444.80
Employer pension contributions	1,887.04	-	1,887.04	1,210.88
Payroll bureau costs	199.50	-	199.50	550.00
	32,123.28	-	32,123.28	30,333.68

The Financial Statements were approved by the trustees at the Annual General Meeting held on 8 January 2026 and were signed on their behalf by:

D. Lanber

Chair 8th January 2026

**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 2025 which are set out on the previous three 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: 8th January 2026

PROJECT LEADER'S REPORT

Introduction

Throughout the year, the HELP ESOL project aimed to continue the integration of technology into the classroom while offering a blend of online and on-site lessons. This report summarises the activities undertaken, achievements realised, and challenges faced during the academic year.

Activities

Between four and five classes at different levels were delivered over the 39-week academic year, catering to a diverse group of learners. In addition, we continued to provide a free crèche service, enabling learners to attend classes while their children were cared for.

Hong Kong nationals continued to represent the largest group of learners attending classes (see page 15 for academic year statistics). However, the beginning of 2025 saw an increase in learners from south Asia and sub-Saharan Africa, as well as a rise in the number of learners requiring crèche facilities for their children.

Policies and procedures remained a key administrative focus throughout the year. This included the development of improved methods for monitoring grants in order to support effective financial record-keeping and accounting.

Laptops continued to be used with the Pre-Intermediate level group every Thursday throughout the year. This initiative proved to be highly successful, enhancing both lesson planning and delivery for teachers, as well as the learning experience for students. Feedback clearly demonstrated that learners enjoyed this approach, as it provided opportunities to learn English through varied and interactive resources while also developing general computer skills, such as navigating websites and using the internet. New materials were purchased for several classes to ensure that teachers and learners had access to up-to-date coursebooks, supplemented by a wide range of online materials. As a result, the use of laptops can be extended to the majority of classes and learners at different levels in the coming years.

As in previous years, we continued to work closely with a range of charities and organisations based in Leeds that refer learners to us for classes. We are grateful for the support of these organisations and value the

strong partnerships that underpin our work. We hope to continue these positive working relationships in the forthcoming academic year.

As part of the project, three end-of-year trips were organised. These included visits to the house and grounds at Temple Newsam, Tropical World and Canal Gardens at Roundhay Park, and Mother Shipton's Cave in Knaresborough. The trips were led by volunteer teachers and proved to be highly successful, providing learners with valuable cultural and social experiences.

Achievements

The number of learners attending classes on a regular basis remained similar to that of the previous academic year. This was largely due to increased ESOL provision across the city, with a growing number of providers offering childcare facilities.

Significant achievements included the expansion of the academic year. This involved a reduced Easter holiday and, for the first time, the delivery of weekly classes over a four-week period during the summer holiday. Attendance during the summer sessions was strong and clearly demonstrated the success of this initiative.

The continued use of computers in classes, combined with the high number of learners returning to continue their studies—some now entering their sixth year with the project—demonstrated both continuity and the long-term viability of the project.

We maintained a strong emphasis on adapting provision to meet the needs and requirements of our learners. The addition of an extra six weeks of teaching to the academic year was a direct response to learner feedback. By listening to and acting upon learners' needs, the project continues to provide an essential service and to develop distinctive provision within the local area.

Improvements were undertaken by St Aidan's Church to the toilets and the community hall where several classes take place. The installation of room dividers has significantly improved the suitability of the space for teaching and was warmly welcomed by both teachers and learners.

Certificates were awarded to learners at the end of the summer term in recognition of their achievement, commitment and progress throughout the year.

Challenges

The project continued to face challenges related to the availability of volunteer teachers. Recruitment efforts remained ongoing; however, occasional shortages were experienced, particularly when cover was required due to holidays or absences. Minor timetable adjustments ensured that all learners were still able to attend classes, and the crèche continued to operate with the required number of staff and volunteers.

The crèche experienced very low uptake during the first three months of the academic year. However, at the start of the new year there was a rapid increase in demand, with eight children registering over the course of a few months.

An increase in the number of learners requiring pastoral support was particularly noticeable for the administration team. Learners sought assistance with a wide range of issues, including accommodation, visa and settlement enquiries, obtaining SIM cards, and registering for essential services. Support and guidance continued to be provided, with referrals made to appropriate third-sector organisations and council services as needed.

Conclusion

The dedication of our volunteer teachers and the support received from the wider community have been instrumental in the project's achievements. While challenges remain, we are committed to addressing these in order to continue providing education and support to our ESOL learners.

Looking ahead, we will maintain a blended approach to learning, combining online and on-site lessons, continuing to integrate technology effectively, and exploring opportunities for further development.

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

Denise Melsom concluded her period of volunteering at the end of March, and everyone involved in the project wishes her every success for the future.

Nicholas Thomas
Project Leader
January 2026

CLASS REPORTS FROM TUTORS

Lloyd Davies & Donna Kennedy, Intermediate+ class:

Our Class learners this year were primarily learners from Hong Kong with BNO visas. We taught throughout the academic year using two educational books – *Headway Upper Intermediate* and *English for Everyone Advanced*. These texts provided a structured framework for grammar and some vocabulary, and were supplemented in each lesson with current articles on British cultural, historical, and geographic topics. Some use was made of OneStopEnglish Intermediate level articles as alternatives to the cultural material.

It has been a lively class. The learners have gained confidence in expressing their views across a large range of topics. Attendance has been good so we have been able to make steady progress.

At the end of the year we had a Class visit to Temple Newsam House, a local stately home dating from Elizabethan times owned by Leeds City Council – who kindly allowed refugees free access. The House is equipped with furniture, paintings, and costumes dating from many historical periods, which enabled learners to see how English lives would have been lived in earlier times. They could also visit the estate farm and buildings, and the extensive grounds.

Thomas Waples, Beginner class:

I told my class we'd cover the past, present and future but they thought the lesson would be too tense.

When my learners said English spelling was too difficult I told them they were write.

I asked them to conjugate some nouns but they declined.

When they asked me if they'd written the present perfect, I said, 'No. Not even close.'

These are some of the lessons we didn't have last year. But we did have some fun, learning how to ask for items on their shopping trips, forming simple and slightly more complex sentences and telling their GP they have a tummy ache, (I didn't tell them how they might actually see a GP. That must be on the advanced course.)

We also had a fun outing to Tropical World last July, walking through the rain forest and taking selfies with the meerkats. As most of the learners came from countries with warm climates, they felt very comfortable in the tropical setting and some even kept their jackets on.

On a serious note, I am always impressed with our learners who often live in difficult and deprived conditions. Some of them may have had little or no experience of education in their countries of birth. They may have

little control over their lives and yet have to cope with the culture and language of a new country. Some have to look after their children to ensure they have an education that will give them a good start in life. Others face the challenges of getting a job so that they can improve their situation and make their contribution to society.

So coming to our English classes is an important and valuable step forward for them and we should never underestimate their courage in coming to us. And the gift we can give to them is the gift of communication, as we teach them how to speak and understand our beautiful language. Our learners reward us with their smiles and gratitude, and there's nothing as heart-warming as hearing a learner who, a few months ago was shy and lacking in confidence, say a little joke in English and make the whole class laugh.

John Riley-Smith, Pre-Intermediate class:

This year I taught a very committed pre-intermediate class.

We had some new books (Headway Pre-Intermediate) which as well as providing an excellent framework for lessons, came with a very useful suite of online materials. These consisted of photocopiable exercises, audio tracks and materials for the learners to use themselves

For a part of each lesson the learners were able to use the online materials on the laptops HELP provides. This was very useful as they were able to catch up or revise depending on where they had got to.

We made very good progress over the year and at the end of the summer term we went on a wonderful trip to Mother Shipton's Cave in Knaresborough. The sun shone, the learners were intrigued by, and enjoyed the centuries-old attraction, and we had a lovely picnic. A great way to end a very productive year.

Awais Mughal, Pre-Entry class:

Over the past year, it was encouraging to note an increase in the number of female learners attending the class. For the first time, we also welcomed learners from Sudan. Most participants possessed basic reading and writing skills; however, three female learners from Afghanistan had not previously had access to formal education in their home country. Learning a new language therefore presented a significant challenge for them. Nevertheless, it was both rewarding and heartening to observe their steady progress throughout the year. By the end of the course, they were able to write simple poems on the theme "*I Like Eating*" alongside their classmates.

The final term concluded with the annual educational visit to Tropical World in Leeds, which was enjoyed by all participants.

Similar to previous years, we created many positive outcomes and lasting memories for our learners in this academic year (September 2024 – July 2025). The impact of the programme is reflected in the feedback received from learners at the end of the year. One learner from Sudan wrote, “It was very helpful to learn many new words. I want to continue my English classes to gain more confidence. Thank you, teacher, for your kindness; I benefited a lot.”

Another learner commented, “Your explanations were clear and helped me improve my reading, writing, and speaking skills.”

A learner from Ethiopia shared, “These English language skills will help me communicate better and find employment. English people have been very kind to me.”

A learner from Afghanistan stated, “I want to improve my English so I can speak with my children and attend parents’ meetings.”

In conclusion, I would like to express my sincere thanks to Nick, Project Leader at HELP, for his consistent administrative support throughout the year. His contribution ensured that the project operated efficiently and effectively.

QUOTES FROM LEARNERS

I am happy at class and I made new friends. My teacher is friendly and helps me to improve my English. He makes the class fun and we all enjoy the time.

Learning about British culture and history makes the classes very interesting for me.

I like using the laptops in class. It helps me to practise what we learn and makes me interested.

The crèche is good for us – the people are kind and care about the children. Without this I would not be able to come to English class.

The teachers and staff will always help me. They give me advice and I can ask them if I have any problem.

*obtained through written and informal feedback

STATISTICS AND DATA

For the academic year 2024/25 we registered 126 adult learners; 57 were male and 69 were female. The majority of our learners were non-EU asylum seekers or refugees, approximately 73%

Countries included:

Afghanistan	Gambia	Sao Tome and Principe
Austria	Germany	Sri Lanka
Bangladesh	Hong Kong	Sudan
Cape Verde	India	Syria
Cameroon	Iran	Taiwan
China	Iraq	Tanzania
Colombia	Pakistan	Türkiye
Eritrea	Romania	Uruguay

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, 7, 8, 9, 11, 12, 14, 17, 19, Wakefield).

Harehills English Language Project delivered over 156 hours of face-to-face classes (at each of the levels provided) over the academic year, and approximately 220 hours of 1:1 online tuition taught by 2 volunteer teachers and the Project Leader working from home. 8 hours of face-to-face classes were delivered to two classes (working at two different levels) during the summer holiday.

Total number of on-site sessions = 82

On-site teaching hours delivered/volunteer teacher hours (4-5 teachers per session) = 796

Online teaching hours delivered = 220

Average number of learners attending each on-site session = 24

Over 1,000 volunteer hours

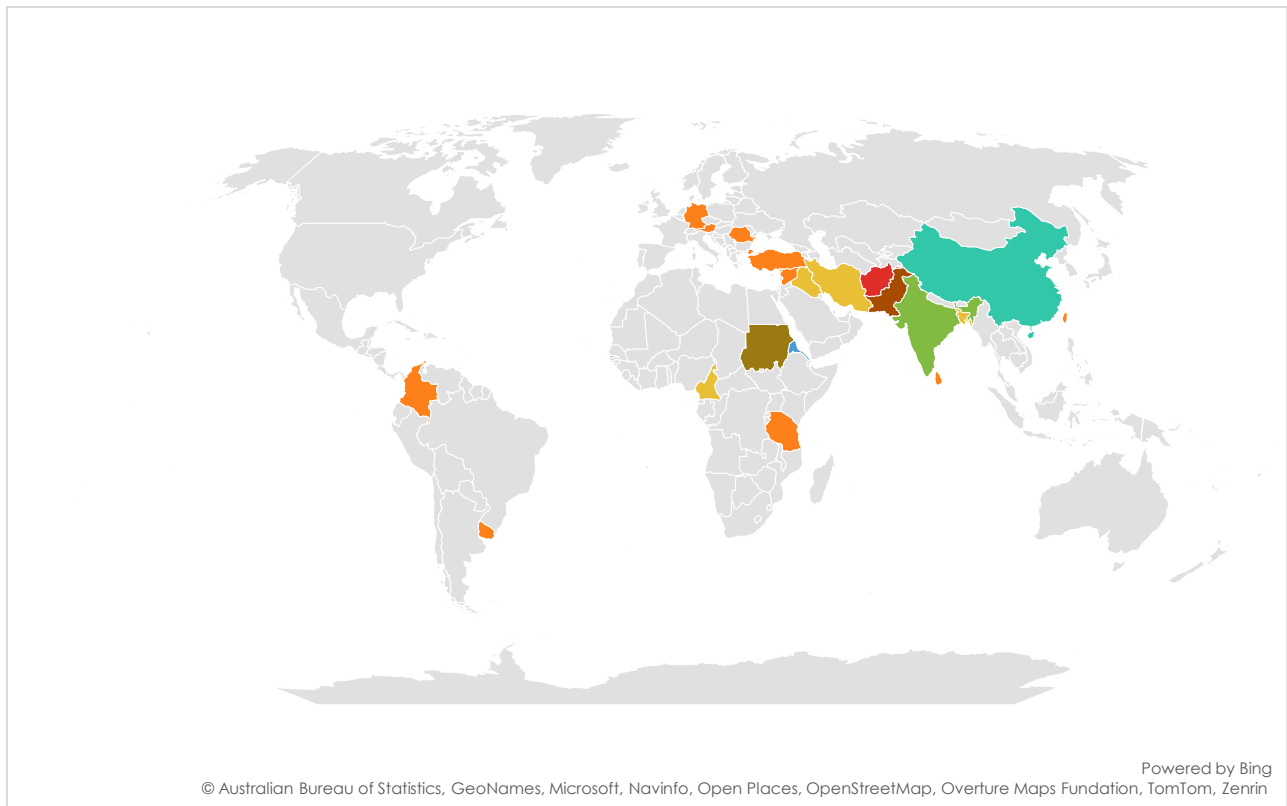
Over 1,000 on-site staff hours (PL & crèche staff x 2)

Number of children registered for crèche = 8

Average number of children per session = 3

Number of hours of childcare provided: 96

Our adult learners are from the shaded countries.



REPORT OF THANKS TO GRANT PROVIDERS AND PATRONS

ACADEMIC YEAR 2024–2025

HELP would like to express its sincere and heartfelt thanks to all grant providers and individual patrons who generously supported our work during the 2024–2025 academic year. Your financial contributions have been vital in enabling us to continue delivering high-quality, free English language provision to adult learners within our community.

Throughout the year, your support has directly sustained the core aims of the project: the provision of free ESOL classes alongside a free crèche service for learners’ children. These two elements are inseparable from our mission. For many learners, the availability of childcare is the deciding factor in whether they are able to access education at all. By removing both financial and practical barriers, your generosity has ensured that learners can attend classes consistently, build confidence, and make meaningful progress in their language development.

The impact of your funding extends far beyond the classroom. Access to ESOL education supports learners in navigating everyday life, engaging more fully with local services, supporting their children’s education, and increasing their opportunities for employment and social inclusion. For many, participation in the project represents an important first step towards independence, belonging, and long-term integration within the wider community.

This work would simply not be possible without the continued commitment and generosity of those who choose to invest in it. In an increasingly challenging funding landscape, your support has provided stability, reassurance, and the ability to plan and deliver services with confidence and care.

In addition to the contributions from individual patrons, during the academic year, HELP was in receipt of grants and donations from the following organisations:

- The National Lottery Community Fund – used for the Project Leader’s salary and training and resources
- The Allen Lane Foundation – contributed to rents at our split site
- The Hilden Charitable Fund – contributed to training and resources, Crèche Assistant pay, IT Consultant and website costs
- The Brelms Trust – contributed to Crèche Manager and Deputy pay
- The Wharefedale Foundation - contributed to rents at our split site
- Wade’s Charity – used for end of term outings for learners and a meal out for staff and volunteers
- Oakwood Church – contributed to strengthening our reserve

On behalf of all learners, volunteers, and staff involved in the H.E.L.P. ESOL project, we offer our deepest thanks. Your belief in the value of accessible education and practical support has made a tangible and lasting difference throughout the 2024–2025 academic year.

STAFF AND VOLUNTEER TEAM

Project Leader:	Nicholas Thomas
Crèche Manager:	Almaz Woldemichael
Deputy Crèche Manager:	Hidat Gebremedhin
Crèche Assistants:	Ogbit Tesfamical
Charity Trustees:	Rev'd. Diana Zanker (Chair), David Noble (Treasurer), Donna Kennedy (Secretary), Lloyd Davies, Alasdair Fraser, Gill Gibbons, Susan Noble, Anne Phillips, John Riley-Smith, Rev'd. Edward Sakwe
Fundraising Team:	Rev'd. Diana Zanker, Alasdair Fraser, Gill Gibbons, David Noble, Susan Noble, Nicholas Thomas
Learner Rep:	Athan Wu
Admin Volunteers:	Tahir Aziz Rob Garlick
Safeguarding:	Nicholas Thomas (Lead), Susan Noble (Deputy)
ESOL Tutors:	Helga Adams, Lloyd Davies, Donna Kennedy, Denise Melsom, Awais Mughal, John Riley-Smith, Tom Waples
IT Consultant:	Naghmeh Effat

PHOTO GALLERY



Lloyd Davies with the Intermediate+ group at the end of term



John Riley-Smith with the Pre-Intermediate group



Tom Waples with the Beginner group



New flooring and room dividers at St Aidan's Community Hall



Learners visit Mother Shipton's Cave at the end of term



The petrifying well at Mother Shipton's Cave – the oldest tourist attraction to charge a fee in England



Learners visit Temple Newsam with their teachers, Lloyd Davies & Donna Kennedy



Pre-Entry learners in the undercroft at St. Aidan's Church