Learning & Development Centre Limited (LDC)
Annual Reports (August 2025 – July 2026)

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Learning & Development Centre Limited (LDC)
Annual Reports (August 2025 – July 2026)

1. Supplementary Curriculum Education:

1.1 *Outputs/Classes:*

The curriculum education tuition classes had been running throughout the school year **(20th September 2024 – 18th July 2026)**. As the objective of the curriculum education is to improve educational performance & attainment of disadvantaged children & young people, the tuition classes in English, Maths & Science had been delivered throughout the year in the following way.

- follow-up group lessons based on beneficiaries' school year & grade level;
- One-to-one lessons & support with special needs & school homework;
- One-to-one lessons & support with preparation of exams for SAT & GCSE.

a. Time & duration for the delivery of tuition classes:

To make the LDC Supplementary School to be more accessible to the target beneficiaries in this academic year, we have extended the delivery days from **one day** to **two days**/w (**Saturdays & Sundays**) and the delivery hours per week had been increased from **3 hours**/**w** or **108 hrs**/**y** to **6 hrs**/**w** or **216 hrs**/**y** or **36** weeks throughout the year. This flexible time of expansion has enabled us to reach out many more pupils & to maximise the quality of teaching & learning activities, as well as to increase the availability of places for the target beneficiaries.

b. Unique Number of beneficiaries:

The delivery of the curriculum tuition classes with time expansion had been a great opportunity for the target beneficiaries in having more learning time and increasing more available places for the curriculum tuition classes. We had been successful in reaching out **54 unique number** of beneficiaries and meeting our maximum expectation in the academic year of 2025/26. As a result, the number of beneficiaries had increased by more than **17%** from the previous **46-unique number** of students/beneficiaries, and the rate of performance & attainment of the beneficiaries had been significantly increased, (see the outcome below).



Curriculum Lessons Students' picture 1

1.2 Outcomes/achievements:

As the main objective of the curriculum educational support is to improve the performance & attainment of the target beneficiaries, the progress has been assessed & measured by the termly **progress-test results** and **class work performance** that was carried out regularly every weekend and at the end of each term. Although, around **15%** of the students do not usually take **the termly progress tests**, **68%** of the students, who took the termly progress tests throughout the three terms (Sep 2025 – July 2026), had achieved **70% - 100%,** which is recognised as '**significant progress'**, while **20%** of the students had achieved **50% - 69%,** which is recognised as '**satisfactory progress'.** Students with **unsatisfactory result (<50%) were only around 12%.**

1.3 Beneficiaries' backgrounds by age, gender & ethnicity:

Age: **31.5% (17)** and **68.5% (37)** of **54 students** were aged **7–11** (Primary school) and **12–17** (Secondary school) respectively.
Gender: **40.7%** (**22**) and **59.3% (32)** of **54 students** who had regularly attended the curriculum classes throughout the year were **girls** and **boys** respectively.
Ethnicity: in the academic year of Sep 2025 – July 2026, **54** minority ethnic children and young people had benefited from the curriculum education lessons at our Supplementary school. **49%** of the beneficiaries were from **African Black Minority Ethnic**, **40%** from **Asian Minority Ethnic** and **11%** from other white ME communities.



Curriculum Lessons Students' picture 2

1.4 Monitoring & Evaluation (Beneficiaries' feedbacks):

Based on the feedbacks of the beneficiaries, our curriculum educational support has made significant impacts on our target beneficiaries' educational performance, attainment & self-confidence that have been proved by the following ways.

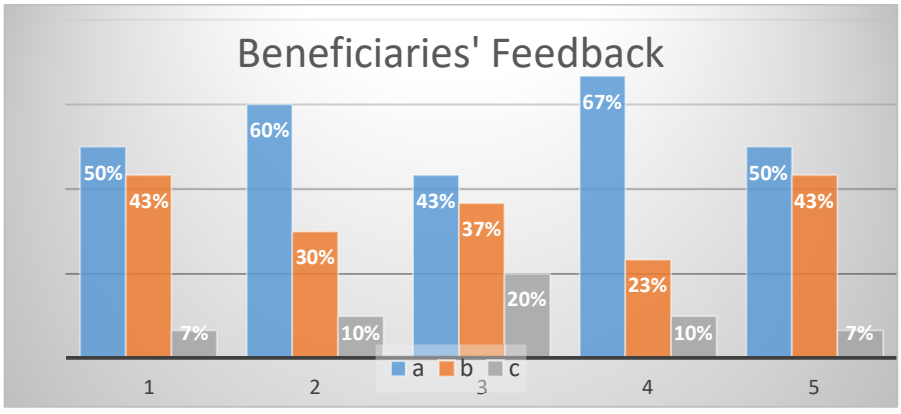
Monitoring & evaluation: the project is checked or measured by the success/improvement of the beneficiaries, which is evaluated through the following

monitoring and evaluation systems by**: a)** keeping track of daily & weekly activities and records (e.g. attendance register, test or exam results, class-work performance and the overall educational achievements) of the beneficiaries; **b)** monitoring and evaluating the data obtained from the beneficiaries' feedback against our target outcomes by focusing on track of output and outcome indicators; **c)** putting effective financial policies and control systems in place (e.g. keeping records of pay-slips, receipts, invoices and other relevant financial control systems); **d)** getting feedback from the beneficiaries through evaluation questionnaires/ surveys to ensure whether the proposed objectives and activities are being achieved in meeting the identified needs.

Beneficiaries feedback: the sample questionnaires and the average outcomes of the beneficiaries' feedback was a witness for the positive impact of the Supplementary School educational support. The questionnaires are usually completed at the end of each term focussing on their improvements, confidence & satisfactions with the overall learning & teaching performance of the Supplementary School. The sample completed questionnaires in the 2025/26 were:

Q1. *Do you think that you have benefited from our Supplementary school lessons?*
a) *Yes, very much b) Yes, but not very much c) not sure*
Q2. *Are you confident that the S School can have a positive impact on your educational attainment?*
a) *yes, very much b) yes, but not too much c) not sure*
Q3. *What is your priority to learn here at the Supplementary school?*
a) *Maths & English b) Maths & Science c) English & Science*
Q4. *Do you need homework from our Supplementary school?*
a) *Yes b) No c) Not Sure*
Q5. *How do you rate the overall teaching and learning performance of the Supplementary school?*
a) excellent b) good c) unsatisfactory

The outcome of the beneficiaries' feedback has been analysed by the below chart.



2. School Holiday Activity (SHA) Project:

2.1 Activities/Outputs:

Due to our financial limitation and child protection policy issues, the age of beneficiaries in the 2025/26 school holiday activities was 7 years & above. In addition, as the main project objective of the school holiday activities is to: **a)** develop physical strength, **b)** promote inclusiveness, and **c)** reduce social

isolation/exclusion, the delivery of the school holiday activities during **Christmas**, **Easter** and **Summer** school holidays in the year of **2025/26** was delivered for children & young people aged **7-16** focussing on outdoor physical activities, such as football, tennis, athletics & multi-sport in Kilburn, Grange Park football pitch, NW6 and Paddington Park, Randolph Avenue, football pitch & athletics field, W9.

a). Time & duration for the delivery of the school holiday activities:
The holiday activities had been delivered in the Autumn, Spring & Summer Terms as follows:

- **Autumn Term:** the Autumn Term holiday activities were delivered during the month of **December 2025** from **29/12/ to 31/12/25** for **1 week**, **3 days/w** and **4 hours/d**;
- **Spring Term:** the Spring Term holiday activities were delivered during the month of **April 2026** from **31/04/** to **02/04/26** for **1 week, 3 days/w** and **4 hours**/day;
- **Summer Term:** the summer holiday activities were delivered during the month of **July & August 2026** from **27/07/ - 05/08/26** for **2 weeks**, **3 days/w** and **4 hours/d.**

b). Unique number of beneficiaries:
While the number of follow up participants was **60,** the unique number of participants was **32.** (In the Christmas holiday activities = **20** children & young people, in the Easter holiday activities = **19** children & young people and in the Summer holiday activities = **21** children & young people**.** All the activities had been delivered with refreshment **(fruits, battle of water, and sandwiches / crisps).**



Beneficiaries for SHA Holiday Activities picture-1

2.2 Beneficiaries by age, gender & ethnicity:
Age: **52.4%** of the beneficiaries were the age of 7–11 (Primary school), while 47.6**%** of the beneficiaries were the age of 12–16 (Secondary school).
Gender: **76%** of the **beneficiaries** who had regularly participated in the SHA holiday programme were **Boys**, while **24%** of the beneficiaries were **Girls**.
Ethnicity: **81%** of the beneficiaries were from Black minority ethnic communities, while **19%** of them were from Asian & White European background.

2.3 Outcomes/Achievements:
As the main objective of the School Holiday Activity programme for children & young people is to develop sporting habits and have basic skills & knowledge of physical exercise, **60** follow-up and **32** unique number of children & young people in the year

of **2025/26** had actively participated and benefited from our **outdoor** multi-sport physical activities **(football, Athletics & Tennis)** by developing sporting habits and skills that enable them to '**be more active**' in their future day-to-day lives.

The **beneficiaries** had also enjoyed the provision of healthy refreshments **(fruits, battle of water, and sandwiches** / **crisps)** throughout the holiday activity programme.

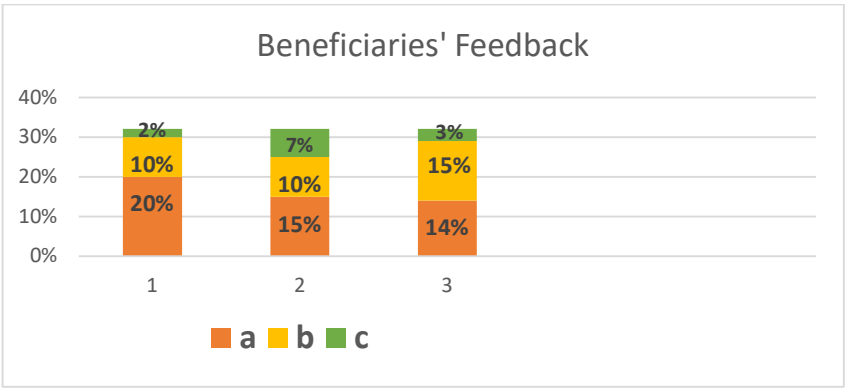


Participants for School Holiday Activities Picture-2

2.4 Beneficiaries Feedback:

The impact of the holiday activities has been reflected by the beneficiaries' feedback. The outcome of the beneficiaries' feedback has been analysed by the below chart.

Q1. Have you enjoyed the LDC holiday activities?
a) Yes, very much, b) Yes, fairly, c) Yes, very little (a = 20, b = 10, c = 2)
Q2. Which are the most favourite & enjoyable activities for you in our holiday programme?
a) Football activities, b) Athletic activities, c) Tennis activities (a = 15, b = 10, c = 7)
Q3. How do you rate the overall LDC Holiday Activity Programme of the 2025/26?
a) Excellent, b) Good, c) Satisfactory (a = 14, b = 15, c = 3)



3. Drop-in Advice & Local Community Network:

3.1 Activities/Outputs:

Along with the Supplementary Curriculum education and our School Holiday activities, we have regularly provide drop-in advice, information, and Community support services throughout the year. The drop-in advice & information provision is accessible to parents/carers, young/vulnerable & elderly people. The services are running weekdays at least for **3 days** a week in the form of **advice**, **consultation meeting**, **raising awareness** & **information provision** via online & face to face in our community centre. The face-to-face drop-in advice & information provision had been provided for **24 beneficiaries** (**16** parents/carers for children's education, social behaviour, and family issues, while the services for housing & benefit support had been provided for **8** elderly people on a face-to-face basis and telephone calls). So, **24** beneficiaries have been benefited from the drop-in advice & information provision in the last academic year of 2025/26.

3.2 Outcome/achievement:

The positive outcome of the drop-in advice & support services has been monitored & evaluated by the feedbacks of the beneficiaries. Based on the beneficiaries feedbacks, **16** out of **24** beneficiaries have completed the questionnaires and **92%** of them were fully satisfied with the drop-in advice, information & support services that were provided via telephone and on a face-to-face basis in our Learning Centre.

3.3 Local Community Network & Partnership:

Alongside our community support activities in the academic year of 2025/2026, LDC has been working in partnership with the local communities, voluntary & statutory organisations such as **Supplementary Schools in Camden**, **Camden supplementary schools Forum**, **Yang Camden Foundation** (YCF), **National Resource Centre for Supplementary Education** (NRCSE) and **Voluntary Action Camden (**VAC). Working in partnership with the local partner organisations is more beneficial for small community organisations, like LDC to increase the network and sustainability of their activities & services and have access to free trainings, fundraising information, and management training for Quality Marks.
Working in partnership is also important to reach out the target groups/individuals who are in need of supplementary curriculum education and to expand the school holiday activities for the local children & young people to have better chances for performing different physical exercises; promoting inclusiveness; reducing social isolation/exclusion by actively participating in the school holiday activities.

4. Summary of Outputs by Gender, Age, School Year & Ethnicity:

		Gender/Sex		Age Range		Ethnicity		Other
Project Activities	**N0 of Users**	**Girls Female**	**Boys Male**	**Primary School 6 - 11**	**High School 11-18**	**African Black ME**	**Asian ME**	**ME**
Supplementary Education/Tuition	54	40.7%	59.3%	31.5%	68.5%	49%	40%	11%

School Holiday Activities (SHA)	32	24%	76%	52.4%	47.6%	81%	4%	15%
Advice & Information	24	72%	28%	-	-	95%	5%	0%
Total Beneficiaries	**110**							

5. Particular Achievements, Challenges & Solutions:

5.1 Achievements:

a). Financial Sustainability: once again **financial sustainability** was a great achievement for LDC in the last financial/academic year by sustaining its financial position and the delivery of project activities & services as planned/proposed. Due to our financial sustainability, we have been delivering our tuition classes on **Saturdays** & **Sundays**. Thanks to the **Joh Lyon's Charity financial support**, we will continue to deliver successfully our tuition classes for the next 2 years without financial interruption. Our target beneficiaries will also have great opportunities for having more learning time and more available places.

b). Progress Results: the overall progress result for our students in the academic year of 2025/26 was successful. **68%** of **54** students, who took the termly **progress tests** throughout the three terms (Sep 2025 – July 2026), had achieved **70% - 100%,** which is recognised as '**significant progress**', while **20%** of the students achieved **50% - 69%,** which is recognised as '**satisfactory progress'.** Furthermore, LDC Supplementary School students, who took GCSE exam in the academic year of 2025/26 celebrated receiving their GCSE results on 20th August 2026. **12** out of **54** students, who had attended the 2025/26 LDC Supplementary School tuition classes in Maths, Science & English were generally successful by obtaining grade 4 and above. Particularly, **4** out of the **12** students have obtained top grade **7 - 9 (A** - A)**. This is once again amazing and excellent achievement for our hard worker students.

c). The Impact of LDC Supplementary School: the overall achievements of our students in their significant school progress and top grade of GCSE results have been impacted by the LDC Supplementary educational support. This has been proved by the consecutive success of our supplementary school students at the GCSE and termly progress test-results from year to year. Furthermore, because of our students' consecutive success rate, many of disadvantaged children & young people are inspired & motivated to join LDC Supplementary School and pursue their further & higher level of education.

d). Particular achievement of school holiday activity project: the particular achievement of our SHA project for the 2025/26 was that obtaining **higher achievements** with **lower costs**, as our school holiday activity project was successfully delivered at the cost of £7,700 with a minor change of activities (focussing on the delivery of outdoor physical activities & reducing indoor activities, which are expected to be delivered mainly for children under 7 years old).

We, LDC Trustees, Staff/Tutors, funders & parents are therefore proud of our students' achievements that can inspire other successive children & young people

among minority ethnic communities. We would also like to congratulate all students receiving their GCSE results, and thank you, the LDC tutors, Staff members, funders and parents, who have encouraged and supported them throughout their educational journey.

5.2 Challenges:

The continuous high cost of living is still a direct & indirect challenge for LDC. The current outstanding challenges are: **a)** LDC is directly affected by the lower parental contributions to the Supplementary tuition classes, as they cannot afford to pay even their concessionary tuition costs because of the current high cost of living; **b)** LDC is indirectly affected by the current high cost of living by not being able to increase the pay rate that enables us to retain qualified/senior tutors at the same pay rate.

5.3 Solution for the Challenge:

a) In order to keep the cost of staff / tutors lower, we have been using University students, particularly our former students, who are able to teach pupils at a lower & affordable pay rate. It is also a privilege for the students to come back to their early age supplementary school for teaching & sharing their knowledge & experience with our primary & secondary school pupils who are struggling to improve their performance & attainment leading them to higher education.

6. Statement of Financial Information & Acknowledgement:

6.1 Incomes & Incoming Sources:

The financial situation of LDC in the last financial year of 2025/26 was successful in obtaining annual turnover of **£60,840**. The main financial sources of the last financial year were: **1)** John Lyons Charity: **57.53%, 2)** Foyle Foundation: **6.58%**, 3) Young Camden Foundation: 5**.77%** and **4)** Hedley Foundation: **4.12% &** LDC Income-generating sources: **26%**.

6.2 Acknowledgement to Funders:

LDC financial supporters in the last 12 months are:
John Lyons Charty, Foyle Foundation, Young Camden Foundation and **Hedley Foundation** that have played significant role to meet our maximum expectations by keeping our sustainable delivery of activities & services.

We would like to acknowledge all our funders for choosing to invest in our target disadvantaged children & young people's educational performance, attainment and promotion of self-esteem/confidence through our LDC Supplementary School.
Special thanks go to:
1. John Lyon's Charity (JLC) for the long term continuous financial support towards the curriculum education and extracurricular /school holiday project activities.
2. Young Camden Foundation (YCF) for the continuous financial support towards our Supplementary School curriculum educational support.

We would also like to thank our staff/volunteers, local partners, particularly the National Resource Centre for Supplementary Education, the Camden

Supplementary Schools Forum, Voluntary Action Camden and the local community partners for their continuous support our Supplementary School educational provision and making valuable contributions to our great achievements of the year.

7. Legal and Administrative Information:

The Board of Directors/Trustees of LDC presents its 16th annual reports and financial accounts for the year ended 31 March 2026.

1. Governance:

Learning & Development Centre Ltd is a registered charity and company limited by guarantee. The governance framework for the organisation is set out in the Memorandum and Articles of Association lodged with the Companies House and the Charity Commission of England and Wales.

2. Management:

The Board of Directors/trustees is the highest decision-making body of the organisation. The Board of Directors delegates a senior management team that consists of two Trustees/Signatories and the Coordinator of the organisation. The Senior Management Team (SMT) is accountable to the Board of Directors. SMT shall communicate and hold meetings on a regular basis to prepare policies & procedures; coordinate the general management and administrative activities; implement the day-to-day operational activities, including staffing matters, fundraising and accounting activities. The Coordinator, who plays a vital role in the SMT is authorized by the Board of Directors to communicate with regulators, funders, and government agencies; design and develop policies & projects in consulting with individual Trustees & service users, and to monitor & evaluate the delivery of activities & services of the organisation.

3. Staffing & Volunteering:

Operational activities & services are delivered by 1 full-time & 1 part-time permanent staff and 2 Freelance/Sessional /senior Tutors, 2 SHA Coaches and 4 junior tutors/volunteers. The staff/tutors' meeting and decision is accountable to the **Senior Management Team (SMT).**

Status of the organisation:	Registered Charity Number: 1138756 Company Number: 07303004
Governing Document:	Articles & Memorandum of Association
	Mrs Sara Tesfu
Honorary Officers:	Ms Azeb M Geta
Principal Staff:	Mr Merhatsidk Kennaw (Coordinator)
Registered Office & Operational Address:	71 Kingsgate Road London, NW6 4JY

Learning & Development Centre Limited (LDC)
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London, NW8 9TJ

Foile Foundation

YOUNG CAMDEN FOUNDATION

JOHN LYON'S CHARITY