



# **Learning & Development Centre Limited (LDC) Annual Reports (August 2024 – July 2025)**

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## **Learning & Development Centre Limited (LDC) Annual Reports (August 2024 – July 2025)**

### **A. Supplementary Curriculum Education:**

#### **1. Activities/Outputs:**

The curriculum education tuition classes had been running throughout the school year (**14<sup>th</sup> September 2024 – 19<sup>th</sup> July 2025**). 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 in the form of:

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

#### **1.1 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 has also increased from **3 hours/w** to **6 hrs/w** and **210 hrs/y** or **35 weeks** throughout the year. This flexible time of expansion has enabled us to maximise the quality of teaching & learning activities and to increase the availability of places for the target beneficiaries.

#### **1.2 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 **46 unique number** of beneficiaries and meeting our maximum expectation in the academic year of 2024/25. As a result, the number of beneficiaries had slightly increased by **7%** from the previous **43 unique number** of beneficiaries, and the rate of performance & attainment of the beneficiaries had been significantly increased, (see the outcome below).



**Curriculum Lessons Students' picture 1**



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### **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. Based on the average termly **progress-test results & class-work performance of 46 students** throughout the three terms (Sep 2024 – July 2025), **58%** of the students had achieved **70% - 100%**, which is recognised as '**significant progress**', while **36%** of the students had achieved **50% - 69%**, which is recognised as '**satisfactory progress**'. Students with **unsatisfactory result (<50%)** were only around **6%**.

### **3. Beneficiaries' backgrounds by age, gender & ethnicity:**

**Age:** **34% (15)** and **66% (31)** of **46** beneficiaries who had regularly attended the curriculum classes throughout the year were aged **5 –11** (Primary school) and **11–16** (Secondary school) respectively.

**Gender:** **46% (21)** and **54% (25)** of **46** beneficiaries who had regularly attended the curriculum classes throughout the year were **girls** and **boys** respectively.

**Ethnicity:** in the academic year of Sep 2024 – July 2025, **46** minority ethnic children and young people had benefited from the curriculum education lessons at our Supplementary school. **57%** of the beneficiaries were from **African Black Minority Ethnic**, **38%** from **Asian Minority Ethnic** and **5%** from other white ME communities.



***Curriculum Lessons Students picture 2***

### **4. Beneficiaries feedbacks:**

As the feedbacks of the beneficiaries has shown, our curriculum educational support has significant impacts on their educational performance, attainment, aspiration & self-confidence. This has been approved by more than **73%** of the beneficiaries' feedback. The sample questionnaires and the average outcomes of the beneficiaries' feedback was as follows. The questionnaires are usually completed at





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the end of each term focussing on their improvements, confidence & satisfactions with the overall learning & teaching performance of the Supplementary School.

**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 supplementary school will have a positive impact on your educational progress in the future?**

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

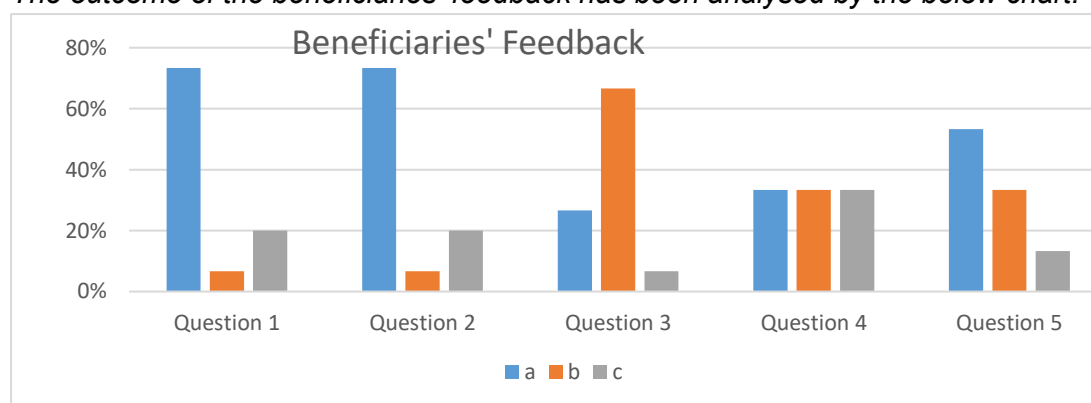
**Q4. Do you need homework from the Saturday Supplementary school?**

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.



### **B. Extracurricular Activities/ HAF Holiday Programme:**

#### **1. Activities/Outputs:**

The extracurricular HAF programme had been delivered for children & young people who are aged **5 to 16** during school holidays in the **Summer Term 2024**. The **HAF programme in the summer term** was supported by **LB Camden & YCF**, while the extracurricular activity, which had been delivered in the **Autumn Term /Christmas holidays** was supported by **JLC** existing grant without food programme.

Furthermore, as the main project objective of the extracurricular holiday activities is to: a) develop physical strength, promote inclusiveness & reduce social isolation & exclusion; b) develop knowledge of art, creativity & cognitive ability; c) understand nutritional values of healthy food & raise awareness of unhealthy eating, we had delivered the following **outdoor** and **indoor** activities during the last Summer and Christmas holidays 2024:

- Multi-Sport (football, table tennis & physical exercise) in the Grange Park football pitch;
- Entertaining & artistic activities in the Learning Centre
- Healthy & hot/fresh free meals for lunch;
- Nutritional & healthy eating lessons.

#### **1.1 Time & duration for the delivery of extracurricular holiday activities:**

The holiday activities had been delivered in the Summer & Autumn Terms as follows:

**a) Summer Term:** the holiday activities were mainly delivered during the month of August from **29/07/ to 22/08/24** for **4 hours** per day and **4 days/w** and **4 weeks** or





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**16 days** within the Summer Term; b) **Autumn Term:** the Autumn Term programme was delivered in the month of December from **26/12/** to **30/12/24** for **one week & four hours/day** and four **days/week** during the Christmas holidays.

### ***1.2 Unique number of beneficiaries:***

**34** children & young people participated in the summer holiday activity & food programme, while **25** beneficiaries participated in the Christmas holiday activities without food programme. The **unique number** of beneficiaries in the two terms holiday activities, was **35**. The Christmas holiday activity was delivered for only **25** beneficiaries without **food programme**, as we had been unable to obtain funding from the Camden Council & YCF that would enable us to provide the food programme for our beneficiaries who are eligible for Free School Meal.



***Beneficiaries for HAF Holiday Activities picture-1***

### ***1.3 Beneficiaries by age, gender & ethnicity:***

**Age:** 74% of the beneficiaries were the age of 5 –11 (Primary school), while **26%** of the beneficiaries were the age of 11–16 (Secondary school).

**Gender:** 43% of the **beneficiaries** who had regularly participated in the HAF holiday programme were **girls**, while **57%** of the beneficiaries were **boys**.

**Ethnicity:** **85%** of the beneficiaries were from Black & Asian minority ethnic communities, while **15%** of them were from East European background.



***Picture for Fresh Food Provision with Nutritional Lessons***

## **2. Achievements/Outcomes:**

**1. 34 beneficiaries** in the Summer Term and **25 beneficiaries** in the Winter/ Christmas holidays, had actively participated and benefited from our **outdoor** multi-sport physical activities by developing sporting habits and skills that enable them to **'be more active'** in their future day-to-day lives.





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2. The beneficiaries confirmed that they have significantly benefited from the **entertaining & artistic** activities by **taking part** in a range of **indoor activities**. The **indoor** activities have significant impact on the beneficiaries in promoting inclusiveness, participation in the community activities and tackle possible social exclusion & isolation.
3. The beneficiaries have also benefited from the **healthy eating & nutritional** lessons by developing or **having greater knowledge of health & nutrition**.
4. The **beneficiaries** had enjoyed the provision of nutritious, hot & fresh **food/lunch** throughout the Summer Term programme.



**Beneficiaries for HAF Holiday Activities Picture-2**

### **3. Beneficiaries Feedback:**

The impact of the extracurricular 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?

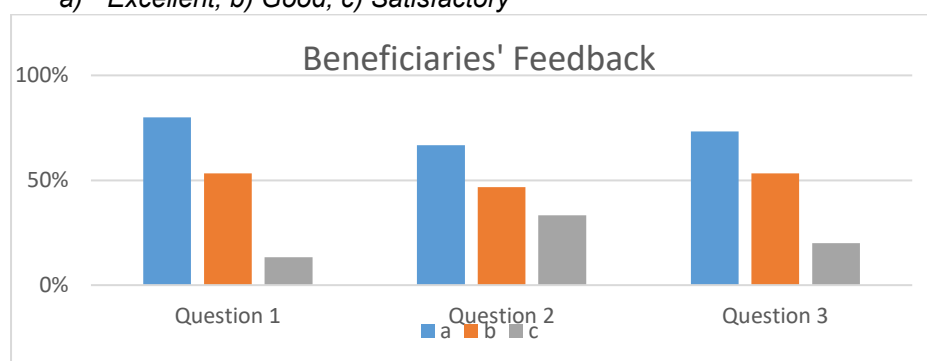
- a) Yes, very much, b) Yes, fairly, c) Yes, very little

Q2. Which are the most favourite & enjoyable activities for you in our holiday programme?

- a) The outdoor physical activities, b) the indoor enriching activities, c) the food programme with healthy eating lessons

Q3. How do you rate the overall LDC Holiday Activity Programme?

- a) Excellent, b) Good, c) Satisfactory



### **C. Drop-in Advice & Local Community Network:**

#### **1. Activities/Outputs:**

Along with the Supplementary Curriculum education and the Extracurricular holiday activities, we 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



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running weekdays at least for three 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 to **18 parents/carers** about children's education, social behaviour, and family issues, while the services about housing & benefit support had been provided for **9** young people & vulnerable adults on a face-to-face basis and telephone calls. In total, **27** beneficiaries have been benefited from the drop-in advice & information provision in the last academic year of 2024/25.

### 1.2 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, **15** out of **27** beneficiaries have completed the questionnaires and **96%** of them had been fully satisfied with the drop-in advice, information & support services that were provided by telephone and on a face-to-face basis in the Learning Centre by the LDC staff and professional trainers.

### 1.3 Local Community Network & Partnership:

Alongside our community support activities in the academic year of 2024/2025, 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 expand the extracurricular holiday activities for all and the provision of free & fresh lunch/food for the local children who are living in Camden and eligible for Free School Meal, as well as to share information & good practice that has made great contributions to the positive impact on our beneficiaries.

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

Project Activities	N0 of Users	Gender/Sex		Age Range		Ethnicity		Other
		Girls Female	Boys Male	Primary School 6 - 11	High School 11-18	African Black ME	Asian ME	
Curriculum Education	46	46%	54%	34%	66%	57%	38%	5%
Extracurricular Activities/HAF	34	43%	57%	74%	26%	51%	34%	15%
Advice & Information	27	82%	18%	-	-	90%	8%	2%
<b>Total Beneficiaries</b>	<b>107</b>	<b>57%</b>	<b>43%</b>	<b>54%</b>	<b>47%</b>	<b>66%</b>	<b>27%</b>	<b>7%</b>



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### **E. Particular Achievements and Challenges:**

#### **1. Achievements:**

1. Once again **sustainability** had been a great achievement for LDC in the last academic year by sustaining its financial position and the delivery of project activities & services as proposed. Due to our financial sustainability, we have been able to open extra tuition days & classes. If the financial sustainability will remain the same, the beneficiaries will have great opportunities for having more learning days/times and more available places for those who are in a waiting list will have a better chance to join the Supplementary School at any time.

2. The overall progress results of the beneficiaries in the last academic year have confirmed that the contribution of our supplementary curriculum educational support to the performance & attainment of the target beneficiaries is more significant than we expected. This has been proved by the success of our supplementary school students, as **58%** of the students have achieved **70% - 100%** at our **termly top progress test-results**, and we have celebrated another exceptional top GCSE results in this year, as our two students/girls who took GCSE exams have achieved top results of **A\*\* - A (9-7)**. Particularly, one of the 2 girls who took 11 subjects has achieved **10 A\*\* & 1 A\* (9 - 8)**. This exceptional achievement is not only the achievement of the students, but it is also the achievement of the LDC Supplementary School and the financial supporters of the school. Because of our students' consecutive high success rate, many of disadvantaged children & young people are inspired & motivated to join LDC Supplementary School and pursue their further & higher level of education (university studies). We, all LDC members & funders are therefore proud of our students' success that can inspire other successive children & young people among minority ethnic communities.

#### **3. Expansion of delivery days & times:**

To make the supplementary curriculum education to be more accessible to the target beneficiaries and reach out many more beneficiaries in the last academic year, we have managed to extend 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** to **6 hrs/w** or **216 hrs/y** or **36 weeks** throughout the year. This flexible time of expansion has enabled us to maximise the quality of teaching & learning activities and to increase the availability of places for the target beneficiaries who had been in a waiting list.

#### **4. Unique Number of beneficiaries:**

The delivery of the curriculum tuition classes with day/time expansion had created great opportunities 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 **46 unique number** of beneficiaries and meeting our maximum expectation in the academic year of 2024/25. At the same-time, the number of beneficiaries had slightly increased by **7%** from the previous year and the rate of performance & attainment of the beneficiaries had been significantly increased, (*see the outcome above*).







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### **2. Challenges:**

1. The last & current main challenge for LDC is a risk of **maintaining** financial sustainability in the next year, as our existing financial **sustainability** is mainly based on the financial support of **John Lyon's Charity** that would end in September 2025. Unless we will be successful in obtaining the required funding before the end of the year, our current & the last 6 years' uninterrupted financial **sustainability** will be interrupted.

2. The second direct & indirect challenge for LDC is the current high cost of living. a) LDC is directly affected by the lower parental contributions to the Supplementary tuition classes, as they cannot afford to pay their tuition costs because of the current high cost of living; b) LDC is indirectly affected by the current high cost of living, as we are unable to increase parental contributions, as well as to retain qualified/senior tutors at the same pay rate because of the current high cost of living.

### **Solutions for Challenges:**

1. To address & manage our financial challenges, effective fundraising plan has been in place. Based on our long-term fundraising plan, we will primarily make funding applications to our existing long-term funders, as they well know the LDC successful track records in delivering a range of activities & services in the last 15 years.

2. In order to reduce the cost of staff/tutors, we need to use more volunteers and our former students who are currently studying at universities 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 further & higher education.

3. We are in process to get registered with Ofsted for two reasons: a) to support low-income families/parents in claiming their childcare/tuition costs from HMRC; and b) to open after school tuition classes & childcare programme, Monday to Friday for children aged 4/5 & above that can create incoming sources and generate incomes.

4. We have also a plan to get extra funding for **skills development ICT training** project for parents & carers, who have technological, technical & online communication difficulties for using online activities/services via smart devices/phones. The training will enable parents & carers to have basic knowledge, skills & confidence to use online activities, social media and the online systems that can help them make their life easy and manage /minimise problems caused by high cost of living and related issues.



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### **F. State of Financial Information & Acknowledgement:**

#### **1. Incomes & Incoming Sources:**

The financial situation of LDC in the last financial year of 2024/25 has been sustainable in obtaining annual turnover of **£56,097**. The main financial sources of the last financial year were: **1) John Lyons Charity: 44.74%, 2) Young Camden Foundation: 28.9% and 3) The Clothworkers Foundation: 9.52%, & LDC Income-generating sources: 16.84%.**

#### **2. Proposed Budget & Actual Expenditure:**

The proposed budget for the financial year of 2024/25 was **£50,090.00**, while the actual expenditure is **£51,800.00**

*A copy of our annual financial accounts is available separately.*

#### **3. Acknowledgement to Funders:**

LDC financial sources in the last 12 months are:

**John Lyons Charty, Young Camden Foundation and The Clothworkers Foundation** that have played significant role in our sustainable delivery of activities & services and to meet our maximum expectations.

We would therefore 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:

- **John Lyon's Charity (JLC) for the long term continuous financial support towards the curriculum education and extracurricular project activities.**
- **Young Camden Foundation (YCF) for the continuous financial support towards our extracurricular Holiday activities.**

We would also like to thank our staff/volunteers, local partners, particularly the National Resource Centre for Supplementary Education, the Camden Supplementary Schools Forum and the local community partners that have supported our organisation and made valuable contributions to our great achievements of the year.

### **G. Legal and Administrative Information:**

The Board of Directors/Trustees of LDC presents its 15<sup>th</sup> annual reports and financial accounts for the year ended 31 March 2025.

#### **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.



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### **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 4 Freelance/Sessional Tutors and 3 voluntary assistant tutors. The staff meeting and decision is accountable to the **Senior Management Team (SMT)**. The Freelance/sessional staff/Tutors had delivered the proposed activities on a face-to-face basis.

**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  
Ms Elizabeth Mulatu

**Principal Staff:** Mr Merhatsidk Kennaw (Coordinator)

**Registered Office & Operational Address:** 71 Kingsgate Road  
London, NW6 4JY

Telephone number: 02076240652 / 07782607658

Website: [www.ldcentre.org.uk](http://www.ldcentre.org.uk)

Email: [Ldcentre2010@gmail.com](mailto:Ldcentre2010@gmail.com) / [Admin@ldcentre.org.uk](mailto:Admin@ldcentre.org.uk)

**Bankers:** Barclays Bank  
St Johns Wood Branch  
40 Wellington Rd  
London, NW8 9TJ