



# Stirling

## School of English

*Learning Together!*

### Committee Members' Annual Report and Accounts

for the year to 31 December 2025



## **Committee Members**

Mr David Howes	Chair
Mr William Watson	Treasurer
Mr Mike Hall	Secretary
Ms Lore Kelling	Fundraising
Ms Liz Allan	Policies
Ms Margaret McCann	Quality Assessment
Mr Malcolm Shaw	Ex Officio

## **Advisors**

Mr Houssam Alosh	Assistant to Treasurer
Mrs Sonia Ahmadi	Student Representative
Ms Joanna Mitchell	Volunteer Representative
Mrs Ilona Hunter	Volunteer Manager (ex officio)

## **Contact address**

Level One, 61-63 Murray Place, Stirling, FK8 1AP

## **Scottish Charity Number:**

SC051748 SCIO

## **Recruitment and appointment of committee members**

Every volunteer tutor becomes a member of the charity upon signing the Volunteer Tutor agreement. Out of these members the Board of Trustees is formed. Other members can be elected or appointed as necessary.

The Board of Trustees meets every 6 to 8 weeks to consider ongoing business and all charity members meet at least once each semester for review and feedback. The ultimate aim is to continually improve the service offered to the students and volunteers. The Annual General Meeting is held in June of each year. The Chairperson, Treasurer, Secretary and any other Honorary Officers are elected or confirmed in their office at the Annual General Meeting.

## **Governing document**

The Stirling School of English was a charitable unincorporated association until May 2022 (SC029640) and the purposes and administration arrangements were set out in the Charity's constitution.

Since the Stirling School of English became a SCIO, a new constitution, which was accepted by SCVO on 23<sup>rd</sup> May 2022, governs the activities of the charity.

## **Charitable Status**

The school became a constituted charity in 1999, under the name of the "ESOL Volunteer Tutor Group" (SC029640); it changed its name to "The Stirling School of English" in 2005. The salary of the Volunteer Manager was originally paid by Stirling Council; the remaining expenditure was easily met by student fees. Successive cuts to Council funding reduced the amount the school received from this source. The shortfall has been made up by obtaining grants and donations from various public and private bodies.

The Scottish Parliament introduced the concept of Incorporated Charities in April 2011, which gives protection to Trustees from personal financial jeopardy. The new charity (SC051748) came into being in May 2022, and the old charity ceased to exist in March 2023, when the final account was closed.

## **Charitable purpose**

The purpose of the Stirling School of English is to advance the education of persons whose first language is not English, regardless of ability, age, sexual orientation, ethnic origin or religious beliefs, by providing them with high quality small group or individual tuition.

It also provides support and training for the volunteer tutors in order to enhance the English tuition for Speakers of Other Languages.

Cultural and social events will take place regularly to facilitate the social inclusion and assimilation of persons of other cultures into the local society as well as foster acceptance and respect for cultural and linguistic diversity in order to improve equality and integration.

## Activities and Achievements during the year 2025

In 2025, the Stirling School of English provided regular term-time Social English classes, exam preparation classes (in-person and online), and an in-person summer school in July. 6 children attended our creche during term time while their parents participated in English classes. We also organised regular social events including a Burns Supper. The context in which the school worked was similar to the previous year. We were dealing with the effects of the war in Ukraine and various conflicts in Africa and the Middle East, which had an influence on the number and nationality of our learners.

In January 2025, the Lord-Lieutenant of Stirling and Falkirk, Alan Simpson, accompanied by Deputy Lieutenants Jacqueline Fingland and Gaston Robin James, and the Lord Provost of Stirling, Elaine Watterson, presented a crystal King's Award for Voluntary Service and Certificate to the School's manager, Ilona Hunter, and chairman, David Howes.

The King's Award for Voluntary Service is the highest honour given to volunteer groups across the UK. The award is equivalent to an MBE and is granted for life.



On Friday 28th March, representatives from the school attended the Stirling 900 closing ceremony at Stirling Castle, celebrating the city's longest-serving volunteers. Organised by Stirlingshire Voluntary Enterprise (SVE), the event recognised volunteers with a remarkable combined total of 555 years of service. Two of our



volunteers, Mario and Margaret, were nominated for long-service awards and were featured in a commemorative booklet that highlighted some of the inspiring stories of the 900 nominees.

Another significant achievement was the outstanding response of our volunteers to the immediate needs of refugees arriving in the Stirling area. By adapting their teaching to support beginner learners and partnering with Citizen Literacy, they undertook specialist training and successfully delivered three literacy classes and offered an additional class for beginners.



In addition to our regular classes, we provided work placements for 19 students from Stirling University from the MSc TESOL, MSc TESOL with Management and BA and MSc Psychology programmes.

The Summer School ran again for four weeks in July. The 53 students, including 49 refugees and asylum seekers were supported by 16 volunteer tutors and 4 tutor assistants, a paid Senior Tutor, a Programme Manager, and a volunteer Manager's Assistant.. The summer school creche run alongside classes and had 20 children, aged between 11 months and 13 years from Afghanistan, Ukraine, Sudan, and Spain.

Our classes and social programme provided essential support to newly arrived students, their families, and volunteers by reducing social isolation and facilitating sustained integration for individuals from BAME communities, particularly refugees, many of whom do not speak English within their households and, as a result, may experience significant disconnection from the wider community.

Through structured small-group online classes, we also connected non-native English speakers who were previously isolated at home. This approach helped to alleviate loneliness, foster meaningful relationships, enhance language proficiency, and strengthen participants' engagement with the wider community. The positive impact of these initiatives is clearly evident in the feedback provided by both students and tutors.

## Student feedback

A feedback session in each semester and during the summer school was conducted with the students. The impact of attending the school was notably positive. Students provided very positive feedback overall. They found the school friendly, welcoming, and well-organized, with tutors described as patient and supportive. Most reported improved communication in their daily lives due to attending the classes, including with family members, in local shops, and with healthcare professionals. They also experienced increased confidence in using English in everyday situations. and confirmed that the school played an important role in the community.

*“When I go to shops it is better”*

*“Before this time, I was unable to speak with GP, now I’m more confident to call a GP, make an appointment and explain my problems. It helped me with my jobs and to make friends with locals”*

*“Classes helped me speak to my sponsor at home”*

*“I can now speak to my daughter’s teacher”*

*“I understand and communicate with people more”*

When I arrived to Scotland last year I could speak English a little bit, but it was hard for me to have a long conversation or to have even appointment in job center because I had troubles with understanding also. That's why I decided to visit Stirling School of English. There I could practice speaking and improve my grammar. And after 6 months of learning I could get a job. Now I'm working and still visiting school because it helps me to improve my English and feel confident. Also I met a lot of interesting people all over the world.

вт, 7 нояб. 2025 г., 20:59 користувач Stirling School of English <[admin@stirlingschoolofenglish.com](mailto:admin@stirlingschoolofenglish.com)> пише:

*“My name is Muhammad Hussain, originally I am from Afghanistan. On 21 of October 2024 I settled in Stirling with my family, on that time my English was very basic and I had many problems to communicate with people, especially strong accent and fast English speaking.*

*Immediately I joined English classes in Stirling School of English which is amazing centre for learning . Fortunately, in Stirling School of English I could improve my speaking , listening and writing skills, by the help of best tutors in Stirling School of English. In a short period of time I could communicate better with people, I found start up Stirling for volunteering could found job.*

*Stirling School of English has great and very, very friendly environment, especially tutors are very kind and friendly with learners.*

*I appreciate Ilona and all the tutors who give their gold time for us to learn language.”*

## Volunteer feedback

Volunteer feedback this year has been overwhelmingly positive, with volunteers reporting that they feel well supported, happy, and proud to be making a meaningful difference in our learners' lives, while also feeling humbled by the stories they hear. In recognition of their contribution, all volunteers received a small badge featuring "The King's Award for Voluntary Service" logo and a smart pen with the school's logo.

*" I discovered my leadership and team working skills and my strengths in childcare. Volunteering opened my eyes to different cultures and personalities and given me a better understanding of the world of work. "* (Ellie)

*" It gives a sense of purpose to the way I use my time. I also feel very challenged by the way the students have responded to the hardships and trauma they have experienced. "* (Catherine)

*" Professionally, teaching at the SSE as a volunteer has increased my confidence to teach EFL in an English-speaking country and has revealed to me the diversity of what constitutes 'the local community'. "* (Anna)

*" I'm grateful that I was welcomed, and I feel proud to be part of this organisation and the positive impact it creates. Through this experience, I've become better informed about ESOL in general, and I hope to one day continue this work as part of a long-term career. "* (Louisa)

*"When I began working with my students, communication was so difficult and limited. They all came to the school with some knowledge of the alphabet and numbers up to ten (learned in the UK, I believe). They knew the names of our letters and their order, and had started to learn how to write them, but that was all. (...)*

*Fortunately, we had always been a happy and very close group and their attendance has been as regular as circumstances allowed.*

*Their writing is where the most noticeable progress has been made. They all try very hard not just to write legibly but to form the letters exactly as they see them; they are rightly pleased with the results. (...) Although we still need to review lessons regularly, over many months there has also been real progress this term. Parima, especially, understands much more of what I say and can translate both ways: my English to their Dari and their Dari to my English! She can also write more words without having to copy from the board. Halima, too, is making a little progress here. Reading what I have written is also progressing well, if slowly, and Anisa takes such pleasure when she, too, recognises a few words. We have begun to incorporate brief question and answer "conversations" into almost all our classes. Parima and Halima really enjoy this and seem to recognise that it represents a real step forward.*

*I would like to add that because of their history and current situation (general isolation from the local community) their trust and friendship, which is felt by all of us, is of equal value to them as their learning of English. Other tutors have also remarked on their increasing confidence in the school environment. They are a little less a self-enclosed bubble, avoiding eye contact with anyone they don't know, and will respond to greetings with a smile and even a good morning. Teaching them is a pleasure and a privilege. "* (Catherine)

## **Partnership with other Organisations**

The Stirling School of English plays an active role in local and national ESOL partnerships, strengthening coordinated provision and improving access to education for refugees and asylum seekers across the Forth Valley.

As a member of the ESOL Stakeholder Group for Stirlingshire and Clackmannanshire, the manager contributed to strategic discussions on class coordination and responsive provision for refugees and asylum seekers. Representatives from the Stirling Council Adult Learning Team visited the school in April to inform tutors about the support they provide to New Scots and migrants, and to discuss ways of strengthening our collaborative working. Close collaboration with Stirling Council ensured timely support for both newly arrived and established refugees. Through regular communication with the Council's Learning and Employability Officer, learners were signposted to additional services based on tutor observations, while Council referrals helped increase participation in the School's online and in-person ESOL classes.

The School continued to support vulnerable young people through sustained partnership working with Stirling Council's Adoption and Fostering Team and the Learning and Education Team for schools. In 2025, a new partnership was established with the Through Care & After Care Service from Falkirk Council, enabling the School to support unaccompanied asylum-seeking children (UASC) who were unable to access provision at Forth Valley College due to capacity constraints. As a result, 11 UASC learners were able to access ESOL education and targeted pastoral support during the year at the Stirling School of English.

At a national and sector level, the School engaged in policy and practice discussions with the Scottish Refugee Council, the Education Scotland ESOL Network, and coordinators of ESOL Volunteers in Scotland. These discussions were facilitated by ESOL Scotland and the Volunteer Network Group coordinated by SVE. Membership at NATECLA further strengthened professional practice through access to tutor training.

Our partnership with Forth Valley Welcome secured financial assistance for the School's summer programme, reducing barriers to participation during the school holiday period.

The School also strengthened its links with higher education through collaboration with the University of Stirling. In 2025, 19 MSc Psychology and MSc TESOL students completed work placements at the School, gaining employability skills while directly contributing to learner support. Their involvement enabled the provision of crèche facilities for 20 children, ensuring parents, primarily refugee mothers, could attend ESOL classes, who would otherwise have been excluded.

## Classes

In the first semester, the School delivered 8 online and 26 in-person classes, followed by 7 online and 27 in-person classes in the second semester. Class scheduling was informed by learner preferences to maximise attendance, accessibility, and engagement.

The programme continued to offer a broad and inclusive ESOL curriculum, including regular conversation classes, social and vocational English classes across six levels, literacy classes, as well as individualised writing and reading support. This flexible approach ensured learners could progress at an appropriate pace while addressing specific learning needs.



Due to high demand for literacy provision, the School increased its capacity by working in partnership with Citizen Literacy, which provided specialist tutor training and access to dedicated literacy teaching resources. As a result, the School opened two additional literacy classes, significantly increasing access for learners with emerging reading and writing skills. Funding for this development was provided by the Benefact Group through its “Movement for Good” awards programme. In this short [video](#) one of the literacy tutors shares her experience of using the new materials.

In response to learners’ demand for targeted progression pathways, the School also introduced specialist classes, including Professional English for Medicine, English for Healthcare, and B2 First examination preparation, supporting learners aiming to access regulated professions, further study, or formal qualifications. 2 of our students passed their Citizenship Exam and one B1 Visa Speaking exam



## Student Data

### Student Profile and Participation (January–June 2025 semester)

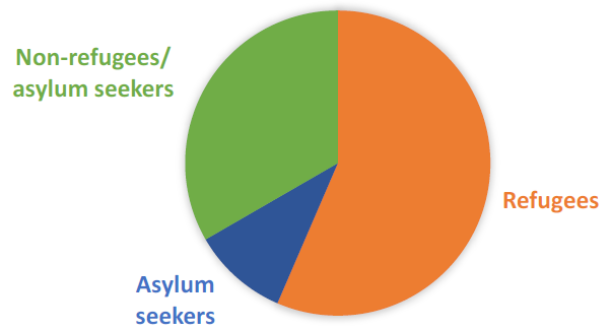
During the January–June 2025 semester, 108 students registered for and attended classes, representing a 3% increase on the previous semester (105 students). Of those attending, 33 learners were new to the School, demonstrating continued demand for ESOL provision.

A further 12 students registered but withdrew during the semester; these learners are not included in the data below.

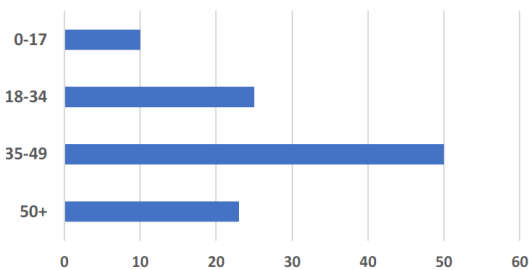
The cohort comprised 72 female and 36 male learners, reflecting strong engagement from women in particular.

The majority of students, 100 learners (93%), were based in the UK. Of these, 72 learners (72%) identified as refugees (61) or asylum seekers (11), highlighting the School’s ongoing role in supporting people from forced-migration backgrounds.

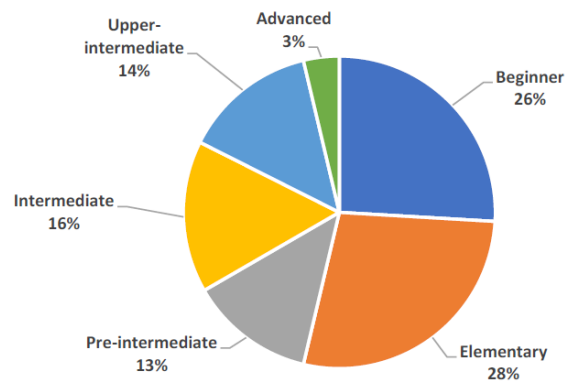
**Composition of the School**



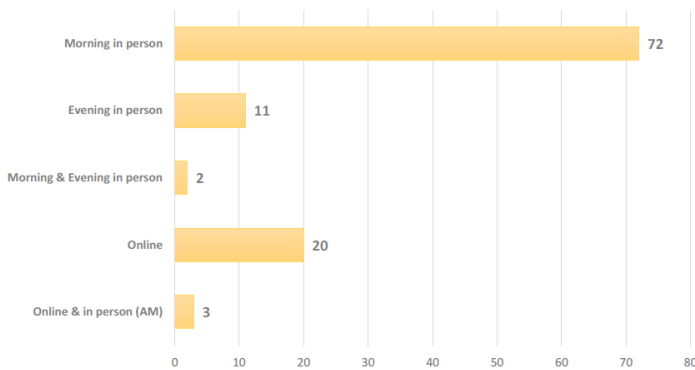
**Age range of students**



**Academic level of students**



**Mode of attendance**



**Student Profile and Participation (August-December 2025 semester)**

A total of 133 students registered with the School during the reporting period. Of these, 99 attended classes regularly in-person and 18 online, representing 30 different countries altogether. 13 students registered but did not attend any classes, while the remaining learners withdrew at various points during the semester for a number of reasons. Similarly to the previous semester, females were the majority (71), while males numbered 37.

The School welcomed 79 refugees and 11 asylum seekers, including nine unaccompanied young people, underscoring its continued commitment to supporting learners with complex educational and pastoral needs.

# Summer School

The Stirling School of English ran its annual Summer School between 7th July and 1st August 2025. The programme provided English language education to learners from a wide variety of backgrounds, with morning classes focusing on grammar, vocabulary, and core language skills, and afternoon sessions designed to improve speaking and pronunciation. The programme also included three excursions to Edinburgh and Culross, as well as Linlithgow Palace and Falkirk Wheel.

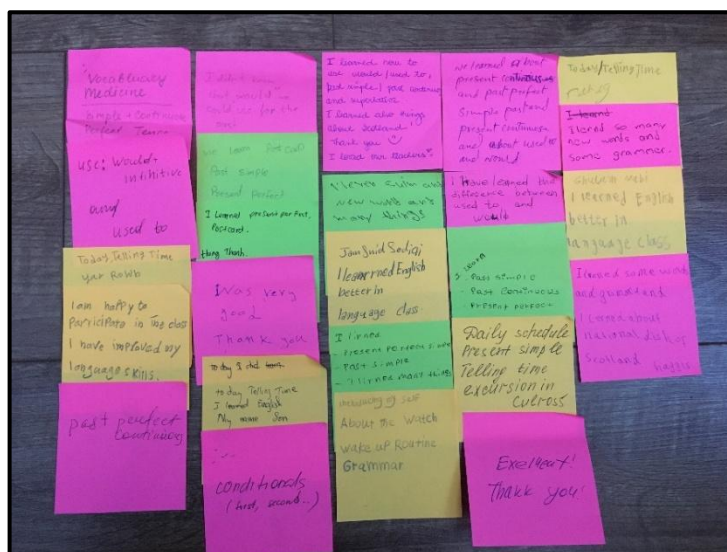
Each week followed a theme:

- **Week 1:** Scotland and me
- **Week 2:** Health and Wellbeing
- **Week 3:** Education and Employment
- **Week 4:** Environment and Climate Change

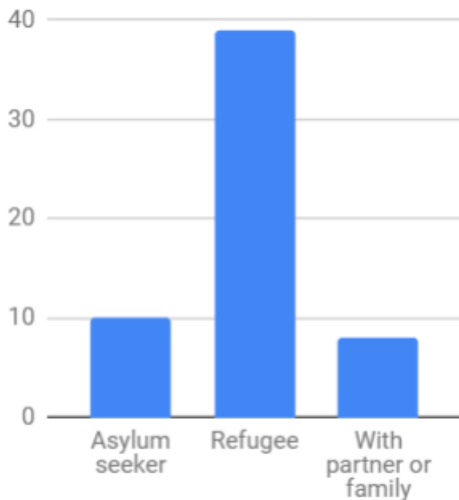
Students attended at one of four levels: Starters, Basic, Medium, and Higher. There was also a small literacy group for students requiring focused support.



At the end of each week, students were asked to reflect on their learning by writing down what they had learned on post-it notes.



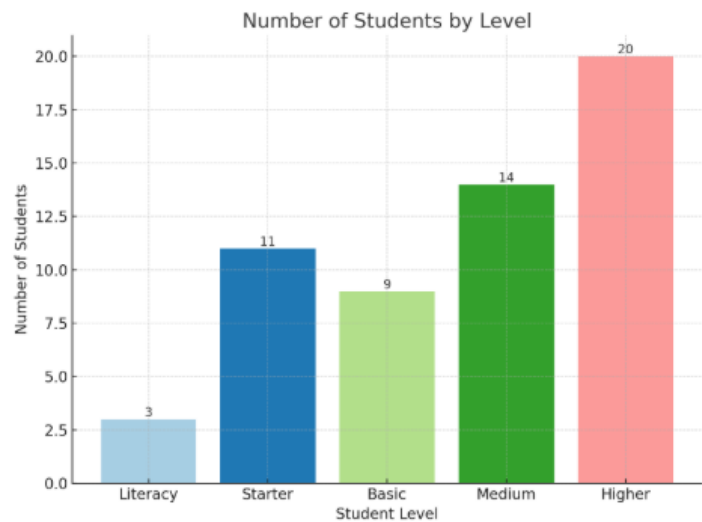
## Student Demographics and Attendance



- **Total enrolled:** 56 students
  - 4 attended for two weeks
  - 4 attended for one week
  - 5 were fee-paying students (1 for four weeks, 2 for two weeks, 3 for one week), generating a total of **£450**
- **Refugees:** 39 students
- **Unaccompanied Asylum-Seeking Children (UASC):** 10 students
  - 2 supported by Stirling Council
  - 8 supported by Falkirk Council
- **Other migrants:** 10 students residing with family/friends
- **Withdrawals:** 2 students withdrew due to personal reasons after attending one or 2 days; their fees were waived.

## Teaching Staff and Support

16 volunteer tutors delivered lessons supported by 4 classroom assistants, a Senior Tutor (paid), a Programme Manager, and a volunteer Manager's Assistant.



## Children's Programme

The programme ran concurrently with adult classes under the supervision of a qualified coordinator, who was supported by six volunteers. They catered for 20 children aged 1–13, with a daily average attendance of 10, and received overwhelmingly positive feedback, with parents praising the quality of care while requesting more outdoor and playground activities.



## **Student Feedback Summary**

All learners reported enjoying the Summer School and felt that it helped improve their English, citing increased confidence, expanded vocabulary, and stronger speaking ability:

*“ There was a lot of communication activities and grammar which allowed me to talk more freely than in my normal life.”*

*“ I had a lot of opportunities to practise speaking in class and I am more confident now.”*

Highlights of the programme included dynamic morning classes and engaging afternoon sessions, exposure to a variety of teachers and different accents, and a high level of appreciation for the excursions and social opportunities.

*“ The teachers’ attitude towards students is beyond praise! The entire staff is very attentive, friendly and professional!”*

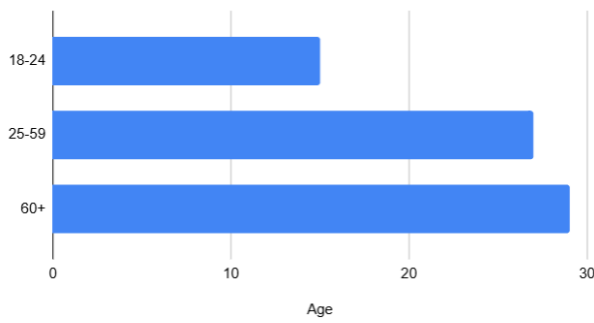
We extend our deepest thanks to the following funders for their support of this year’s Summer School. The Bank of Scotland Foundation contributed toward the Programme Manager’s salary. The Souter Charitable Trust funded the crèche coordinator’s salary and materials and supported the weekly excursions. The Stirlingshire Educational Trust contributed toward the Senior Tutor’s salary. In addition, Forth Valley Welcome contributed towards the excursions and the Stirling Council Resettlement Budget provided £3,000 towards rent, excursions, and the lead tutor’s salary.

## **Volunteering**

We require a minimum of 35 tutors at any given time to ensure all classes are adequately covered. Volunteers join us for a variety of reasons: some are looking to gain meaningful work experience, others hope to observe and support teachers to see whether a teaching career suits them, and some are retired or currently employed individuals, who simply want to support newcomers and contribute to their community.

At the summer school, new volunteers and students received guidance and mentoring from the manager, experienced tutors, and the lead tutor. The volunteer manager also provided one-on-one support as needed through in-person or Zoom meetings, as well as professional development sessions to help volunteers grow in their roles.

Age of Volunteers

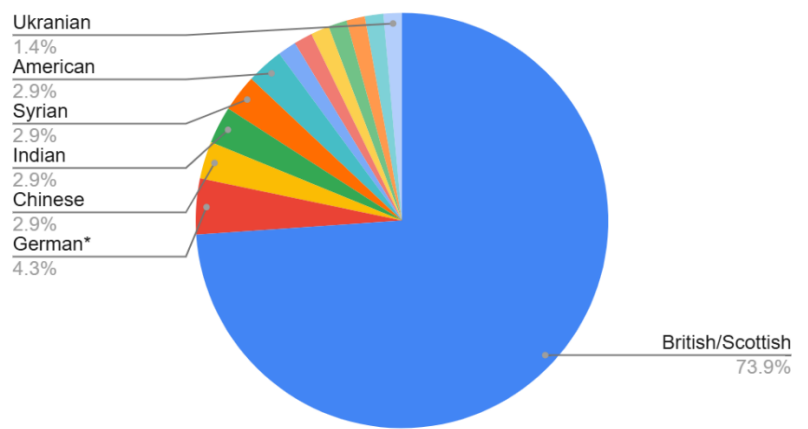


The School concluded 2025 with a total of 71 volunteers. Of these, 38 served as tutors and 7 as tutor assistants. Within this group of 45 tutors and assistants, 10 acted as supply volunteers, stepping in to cover classes as required.

In addition, the School was supported by 2 office volunteers, 10 board members, 1 café volunteer, 1 website editor and 9 crèche workers. During 2025, including the summer school project, 24 new volunteers joined the School and 33 volunteers concluded their service.

Our volunteer team reflects the School’s strong multicultural identity. While 73.9% of volunteers are British/Scottish, the remainder come from a wide range of countries including Germany, China, India, Syria, the United States and Ukraine.

Nationality of Volunteers



This diversity enriches the learning environment by encouraging mutual

understanding, cultural exchange and a strong sense of global community within the School.

Due to the provision of training sessions, volunteers could develop their teaching skills and owing to the experience gained in our school over the year, 9 volunteers moved into paid employment.

Others concluded their service for the following reasons:

- 1 left to travel.
- 4 departed to pursue education opportunities.
- 4 moved away from the area.
- 9 completed the end of their placement.
- 3 left due to poor health.
- 3 left for other reasons.

Volunteers described their experiences as highly rewarding, particularly in supporting students from diverse backgrounds to improve their English and settle into life in Scotland. They valued the cultural exchange, strong sense of community, and the opportunity to see students grow in confidence and progress over time.

The School’s welcoming atmosphere, positive reputation, and ongoing training and support also contributed to a meaningful and professionally enriching volunteering experience.

*“ I discovered a love of creating materials & planning a syllabus ”(Marie)*

*“ The positive feedback from my students has been the most rewarding ” (Anne)*

*“I feel I have a purpose in my life, I feel happy to make a difference in my students’ lives; using the coursebook has helped me a lot with my teaching career .” (Naima)*

*“ With references from the school manager, I was granted a few of interviews, both in the UK and Hong Kong. ” (Kenice)*

*“I’m grateful that I was welcomed, and I feel proud to be part of this organisation and the positive impact it creates. Through this experience, I’ve become better informed about ESOL in general, and I hope to one day continue this work as part of a long-term career” (Louisa)*

## Social Activities

The manager coordinated three large social events: Burns Night, an International Summer Ceilidh, and St Andrew’s Night—giving learners and volunteers opportunities to engage with Scottish cultural traditions, enhance their wellbeing, build connections across different communities, and support integration.

**Burns Night:** January, 81 attendees

programme: address to the haggis, supper of haggis, neeps and tatties, trifle, Immortal Memory, ceilidh dancing, singing with the band, reciting of Burns poems (social media video [post](#))

**International Ceilidh:** June, 83 attendees

programme: international food (everyone brought a plate of finger food from their country),

ceilidh dancing and international performances:

Indian Association dance group, the Royal Scottish Country Dance Society, Stirling Branch (please see photos in the social media [post](#))



**St Andrews Day:** November, 72 attendees

programme: a supper of stovies, St Andrew’s life and connection to Scotland, ceilidh dancing, The Royal Scottish Country Dance Society performance (please see photos on our [website](#)).

In the Level One morning classes, we marked a range of special occasions, including an International Day of Languages, pancake making on Shrove Tuesday, dookin’ for apples at Halloween, and an end-of-term [Christmas Party](#) featuring games, singing, poetry, and short pantomimes performed by both students and tutors.

## Continuous professional development (CPD)

The school offers one CPD session per semester and signposts volunteers to a range of external training opportunities. This year, two CPD sessions were delivered. In April, we invited three local organisations providing English language support to present their work. Forth Valley College was represented by Lucy Hawkins, Curriculum Manager for Supported Programmes and ESOL, whose presentation on college courses was also open to our learners. We were joined by Elizabeth Druburgh from Forth Valley Welcome and Ruth Martin from the Stirling Council Adult Learning Team, for discussions focusing on collaboration and strengthening joint working. In November, a webinar on AI in teaching was delivered by Hongting Cheng, a PhD student from Stirling University.

Several tutors participated in additional professional development, including SATEFL online training, free webinars offered by Cambridge University Press, Future Learn, and NATECLA.

Popular sessions included

- *Be More Neurodiverse Aware*
- *How Dyspraxia Can Affect Language Learning,*
- *How to Embed Work Skills into ESOL Classes,* and
- *AI Escape Activities for Engaged Learners.*

The Manager, crèche coordinator, and one tutor completed an Emergency First Aid course, and in September the school hosted St Andrew's First Aid for an uncertified first aid awareness session.

In addition, the Manager took part in Volunteer Scotland webinars on changes in the PVG system, ESOL Leads and ESOL Practitioner webinars organised by Education Scotland, as well as coordinator meetings organised by ESOL Scotland.



Some of our Board members attended a webinar on changes in charity law organised by SVE in November.

## **Funding**

The Board and Finance Committee met on a regular basis to support strategic planning, with a strong focus on ensuring the school's long-term financial sustainability.

- In January, the Hilden Charitable Fund awarded £7,000 as a contribution towards the Manager's salary.
- In March, the school received £7,647 from the Scottish Government.
- In June, Stirlingshire Educational Trust awarded £2,000 to support the Summer School Lead Tutor, with a £100 balance carried forward from the previous year.
- In July, Souter Charitable Trust donated £2,700 to fund Summer School excursions and crèche staffing.
- In August, we received the fourth instalment (4 of 5) of £10,400 from the Bank of Scotland Investment Fund towards the Manager's salary, along with an uplift payment of £1,560.
- In August and September, the Benefact Group – "Movement for Good" contributed a total of £2,000 towards literacy resources and training.
- In October, Forth Valley Welcome provided a late donation of £500 to help cover the costs of Summer School excursions.
- In November, the National Lottery Community Fund provided £38,580 to cover staffing costs and first aid training.
- In December, the Video Gaming Society at Stirling University raised £330 for the purchase of literacy books.
- Throughout the year, the school received £2,002 in donations via JustGiving, the Stirling Community Lottery, and Easy Fundraising.

## **Duty of Candour**

The Duty of Candour is a legal requirement for health, care service and social work organisations to inform people (and their families) when they have been harmed (either physically or psychologically) as a result of the care or treatment they have received. The Duty of Candour (Scotland) Regulations 2018 came into force on 1 April 2018. We have included Duty of Candour in our Child Protection Policy as it promotes accountability for safer systems, better engages volunteers in improvement efforts, and engenders greater trust in our service users. In 2025, no incidents fell under the regulations.

## Key tasks for 2026

- Deliver ongoing English classes, both online and in-person, tailored to learners' needs.
- Provide catch-up lessons in response to feedback from students and tutors.
- Carry out an internal review of volunteering practices using the *Good Practice in Working with Volunteers in ESOL* framework.
- Offer vocational English courses to support migrant workers and refugees in sustaining and advancing their employment.
- Introduce learners to local organisations in Stirling, fostering engagement and volunteering opportunities.
- Strengthen partnerships with Stirling Council Adult Learning Team, Forth Valley College, the Library, Volunteer Scotland, Forth Valley Welcome, Stirling University, SATEFL, and NATECLA.
- Offer teaching and childcare placements to students and newly qualified graduates, providing practical experience and employment opportunities.
- Maintain crèche facilities for learners, thus reducing isolation and enhancing learning participation.
- Support non-native English-speaking high school students, with particular focus on exam preparation and schoolwork.
- Sustain an active online presence on Facebook and Instagram to boost enrolment and promote the organisation's reputation.
- Continue social events to foster community, reduce isolation, and encourage cultural understanding.

## **Independent Examiner's Report**

### **For year ending 31/12/2025**

I report on the accounts of Stirling School of English for the year ended 31 December 2025, which are set out on the pages below.

### **Respective responsibilities of committee and examiner**

The committee is responsible for the preparation of the accounts in accordance with the terms of the Charities and Trustee Investment (Scotland) Act 2005 and the Charities Accounts (Scotland) Regulations 2006. The committee considers that the audit requirement of Regulation 10(1) (d) of the Accounts Regulations does not apply. It is my responsibility to examine the accounts as required under section 44(1) (c) of the Act and to state whether particular matters have come to my attention.

### **Basis of independent examiner's statement**

My examination is carried out in accordance with Regulation 11 of the Charities Accounts (Scotland) Regulations 2006. 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 seeks explanations from the committee concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently I do not express an audit opinion on the view given by the accounts.

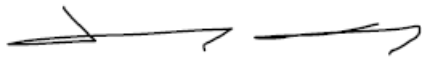
### **Independent examiner's statement**

In the course of my examination, no matter has come to my attention

- which gives me reasonable cause to believe that in any material respect the requirements:
- to keep accounting records in accordance with Section 44(1) (a) of the 2005 Act and Regulation 4 of the 2006 accounts Regulations, and
- to prepare accounts which accord with the accounting records and comply with Regulation 9 of the 2006 Accounts Regulations have not been met, or
- to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

I have examined the Financial Statements of SSE for the year ended 31 December 2025.  
From the Work carried out I can conclude that the Accounts of Stirling School of English  
give a true and fair view of the charity`s affairs.

This opinion is based on the evidence provided by the management of the SSE, and I  
believe it is sufficient and appropriate for the above opinion.



Laszlo Vartus BA Acc.

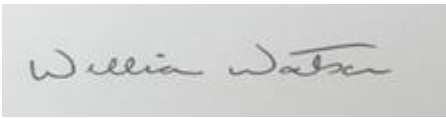
Address: 5 Grampian Road, Rosyth, KY11 2HF

Date: **29/04/2025**

<b>Stirling School of English – SC051748</b>				
<b>Committee Members' Annual Report and Accounts</b>				
<b>Receipts and Payments Account for the year ended 31 December 2025</b>				
	<b>Unrestricted</b>	<b>Restricted</b>		
	<b>Funds</b>	<b>Funds</b>	<b>Total</b>	<b>Total</b>
	<b>2025</b>	<b>2025</b>	<b>2025</b>	<b>2024</b>
	£	£	£	£
<b>Receipts</b>				
Grants	9,206.62	63,510.00	72,716.62	23,547.00
Registration fees	13,064.99		13,064.99	16,332.75
Books	2,895.00		2,895.00	2,901.40
Donations	2,002.22		2,002.22	5,607.24
Creche fees	28.50		28.50	225.00
Café	291.80		291.80	284.80
Parties/Events	609.00		609.00	538.00
<b>Total receipts</b>	<b>28,098.13</b>	<b>63,510.00</b>	<b>91,608.13</b>	<b>49,436.19</b>
<b>PAYMENTS</b>				
<b>Fundraising expenses:</b>				
Gifts	0.00		0.00	0.00
Room hire	0.00		0.00	0.00
Food & drink	0.00		0.00	0.00
<b>Total payments for fundraising:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Charitable activities:</b>				
Salary costs	5,541.08	27,174.72	32,715.80	28,759.29
Rent	9,648.00		9,648.00	10,848.50
Projects	2,455.94	965.00	3,420.94	3,486.64
Tutor recruitment & training	190.00	210.00	400.00	300.00
Insurance	489.93		489.93	454.93
Books & CDs	1,726.22	2,000.00	3,726.22	3,079.98
Creche costs	136.77		136.77	64.35
Volunteer expenses	467.19		467.19	322.75

Subscriptions	0.00		0.00	220.00
Cafe	212.45		212.45	198.63
Office costs	195.61		195.61	277.99
Payroll preparation costs	516.57		516.57	485.36
Teaching Support	901.77		901.77	583.16
Bank charge	72.00		72.00	71.40
Fees waived	500.00		500.00	6750.00
reduced fees	1,125.00		1,125.00	0.00
IT running expenses	382.90		382.90	784.56
Advertising	0.00		0.00	0.00
Depreciation	259.58		259.58	251.03
<b>Total payments for charitable activities:</b>	<b>24,821.01</b>	<b>30,349.72</b>	<b>55170.73</b>	<b>56,938.57</b>
<b>Governance costs:</b>				
Legal & Professional	0.00		0.00	0.00
Independent Examiner	250.00		250.00	250.00
<b>Total payments for governance:</b>	<b>250.00</b>	<b>0.00</b>	<b>250.00</b>	<b>250.00</b>
Purchase of Fixed Assets	0.00		0.00	-
<b>Total Payment for Assets</b>	<b>0.00</b>		<b>0.00</b>	
<b>Total Payments</b>	<b>25,071.01</b>	<b>30,349.72</b>	<b>55,420.73</b>	<b>57,188.57</b>
<b>Surplus / (deficit) for year</b>	<b>3,027.12</b>	<b>33,160.28</b>	<b>36,187.40</b>	<b>(7,752.38)</b>

<b>Stirling School of English – SC051748</b>				
<b>Committee Members' Annual Report and Accounts</b>				
<b>Statement of Balances as at 31 December 2025</b>				
	<b>Unrestricted</b>	<b>Restricted</b>		
	<b>Funds</b>	<b>Funds</b>	<b>Total</b>	<b>Total</b>
	<b>2025</b>	<b>2025</b>	<b>2025</b>	<b>2024</b>
	£	£	£	£
<b>Fixed Assets</b>				
Computer Equipment	-	4339.89	4339.89	4735.89
accumulated depreciation of assets	-	-4339.90	-4,339.90	-4,476.32
<b>net value of Fixed Assets</b>		<b>-0.01</b>	<b>-0.01</b>	<b>259.57</b>
<b>Current Assets</b>				
Bank - Current	21,122.17	-	21,122.17	14,644.26
Cash	383.69	-	383.69	285.63
Bank - Deposit	50,207.60	-	50,207.60	20,656.98
<b>Total Current Assets</b>	<b>71,713.46</b>		<b>71,713.46</b>	<b>35,586.87</b>
Less: Current Liabilities		-		
Credit Card				-320.39
<b>Net Current Asset</b>	<b>71,713.46</b>		<b>71,713.46</b>	<b>35,266.48</b>
<b>Total Assets</b>	<b>71,713.46</b>	<b>(0.01)</b>	<b>71,713.45</b>	<b>35,526.05</b>
<b>Funded by:</b>				
<b>Reserves</b>				
Opening balances	35,526.05	-	35,526.05	43,278.43

Surplus/(deficit) for the year	36,187.41	-	36,187.41	(7,752.38)
Transfer from general reserve			0.00	0.00
<b>Total Funds</b>	<b>71,713.46</b>		<b>71,713.46</b>	<b>35,526.05</b>
Movement in Current Assets	36,126.59			(7,694.93)
Movement in Current Liabilities	320.39			(152.52)
Movement in Fixed Assets	-259.58			95.08
Surplus/(Deficit) 2025	(36,187.41)			7,752.38
<b>Delta</b>	0.0			0
Approved by the Committee Members and signed on their behalf by:				
Name (print)	William Watson			
Name (signed)				
Role	Treasurer			
	FCCA			
Date	30.04.2026			