



Reg. 1139126

For adults wanting to learn English and
volunteer tutors who want to teach it

Tenth Annual Report

1st August 2018 – 31st July 2019

Constitution

Merton Home Tutoring Service (MHTS) began in 2008. The first formal meeting of trustees was held in January 2009 and registered charity status was achieved in 2010 (1139126). MHTS is governed by a Constitution as amended on 16th February 2011.

The Board of Trustees and the Officers are appointed by the members at the Annual General Meeting. Each trustee stands down every three years but is eligible to stand for re-election by the members. The Board of Trustees meets formally at least 4 times a year, with a further strategy meeting to reflect on the effectiveness of the service and set the operational strategy for the following 3 years.

The trustees give their time voluntarily and receive no benefit from MHTS.

There are three part time members of staff.

The trustees have regard to the Charity Commission's guidance, according to which charities are required to demonstrate that their objectives and activities are for public benefit and we do so in this report.

Objectives and activities

Our objective is to advance the education of adults living in the London Borough of Merton and neighbouring boroughs who do not speak English as their first language and who find it difficult to attend formal classes. To do this, we provide free English language tuition in people's own homes and in community classes.

Our aims

- to give learners the opportunity to learn English for everyday use.
- to build confidence in the use of English.
- to help learners understand more about the UK, its systems, culture, customs and people.
- to encourage all learners to move towards greater integration.

Our activities

- recruit volunteer home tutors and class teachers; recruit and assess learners.
- train volunteers as tutors to teach practical English one-to-one to learners in their own homes. After an appropriate time, (a minimum of 6 months, but often longer) learners are encouraged to progress onto our informal Stepping Stones classes, formal college classes, further training, or to begin the process of applying for work - voluntary or paid - and to take part in community activities.
- provide weekly Stepping Stones classes in English at a number of levels, from beginners up to Entry Level 3, including a specialist class for literacy. These are taught by professionally qualified volunteer teachers.
- hold two weekly conversation groups run by volunteers, to give home learners, class learners or other learners in the community, a further opportunity to practise speaking English, to meet others and learn new skills. Time to Talk is held in Mitcham; a second group started September at a new venue in Morden.

Our base

Our office is based in Drake House at the Wimbledon Guild for Social Welfare at 30/32 Worple Road, Wimbledon, SW19 4EF.

Trustees and Committees

Trustees who served during the period from 1 August 2018 to 31 July 2019 were:

Dr Ruth Dawson (Chair)

Anne Worlledge (Treasurer)

Sheila Stirrat (Secretary)

Sheila Gent

Rozina Kader

Mary Moody

Cathy Newbury

Ian Petherbridge

Pauline Rozario

Ian Petherbridge resigned during the year.

The Events Committee included Ruth Dawson, Libby Asher, Mukhtar Babar, Sheila Gent, Elizabeth Kennedy, Sheila Stirrat and Cate Ware.

The Funding Committee, chaired by Mary Moody, included Ruth Dawson, Anne Worlledge and Claire Bolt.

Staff

All staff are part-time and work during school term time. Sophie Johnstone is the Home Tutor Co-ordinator. Linda Ulrich is the Stepping Stones Co-ordinator. The Administrator is Nicola Kennedy. We now employ six part-time crèche workers previously employed by St. Mark's Family Centre and a further three part-time employees under the LET project.

Learners and Volunteers

56 home learners were helped by 45 volunteer home tutors.

52 class learners attended 6 Stepping Stones classes, taught by 7 class teachers.

19 learners attended our conversation drop-in, Time to Talk, over the year, which was organised by 4 volunteers.

What we achieved

Home Tutoring

One of the great strengths of working one-to-one is the relationship that blossoms between tutor and learner. As a result of the dedication and commitment of their tutors, learners grow in confidence and their on-going weekly sessions lead to new joint adventures - visiting local parks, joining libraries, trips to museums, introductions to a playgroup, to our conversation drop-in and cooking sessions in a tutor's home.

One learner, after sessions with her tutor, passed the Life in the UK Test with 100% and has become an enthusiastic proponent of the test. With her new -found confidence, she has set up and run sessions in local libraries to pass on her knowledge to help another learner pass the test.

Sophie Johnstone, the Home Tutor Co-ordinator, continues to recruit, assess and support learners and volunteers, with enthusiasm and empathy. She also organises our Tutor Training Courses, Tutor Update Evenings and the Review Group. She works one day in the office, with the rest of her time spent meeting learners in their homes, matching learners with tutors and liaising with other agencies.

Tutor Training and Support

During 2018-2019, we ran one Tutor Training Course in the Spring, training 5 new tutors. This took place over three evenings and three Saturdays. Susie Abel, an experienced ESOL trainer was the chief trainer, supported by sessions from Libby Asher and our chair, Dr. Ruth Dawson. The course included an introduction to Mandarin by Juliana Wong - a powerful example of the challenges in learning a completely different language.

During the year there were several Tutor Update Evenings. These provide opportunities for tutors to share resources and ideas from workshops and conferences they have attended and from their own sessions; to catch up and share their enthusiasm.

Home tutors also benefitted from extra support from experienced tutors and teachers, who form the Review Group. Each home tutor is assigned a leader from the group, who keeps in contact either by phone or in person and is a listening ear for any issues or suggestions. The Review Group this year included Deirdre Gooderson, Barbara Harris, Olivia Ford, Sheila Gent, Cathy Newbury, Lucy Ismail, Sarah Freeman and Sophie Johnstone. They meet once a term to discuss progress and help resolve any issues tutors may have.

At the end of the summer term 2019, the home tutors met up for a Syrian Feast, provided by a local restaurant, where one of our ex-learners now works. Our thanks go to all the home tutors.

Stepping Stones classes

In 2018-19, we ran 6 classes taught by 7 teachers, (two teachers sharing a class) attended by 52 learners. The classes included Pre-entry Level English; Entry Levels 1, 2 and 3; a specialist literacy class for those with no formal education and the Jo Cox class, which addressed the language needs of mothers with young children about to start nursery. All classes were taught by professionally qualified ESOL teachers.

We are very pleased to welcome Linda Ulrich as our new Stepping Stones Co-ordinator, in February, taking over from Juliana Wong, who retired after seven years with the charity. We thank Juliana for all her conscientious and very hard work, for which we are extremely grateful. Many of the learners and tutors showed their appreciation by attending a lively farewell party.

As Stepping Stones Co-ordinator, Linda is responsible for recruiting and supporting teachers, assessing and placing learners in a suitable class, organising class locations and crèches. Her experience includes 12 years as an ESOL tutor in community and college classes and Director of Studies for an ESOL school in Tooting. She is also London Chair of NATECLA (The National Association of Teachers of English and Other Community Languages for Adults). Their local meetings and national conference continue to be sources of inspiration for our tutors and teachers.

The English we teach is based on practical English - the language people need to communicate with neighbours, doctors, their children's teachers, make new friends, to travel and to shop – together with information on the way of life in the UK, local customs and events.

Classes were held at Newminster Children's Centre, St. Mark's Family Centre and St. Mark's Church Hall, in Mitcham. Crèche places were provided for all classes, so that mothers with very young children, were able to attend.

During 2019, St. Mark's Family Centre ceased running as a separate charity and St. Mark's Church took over the running of the building in order for it to continue as a facility for local groups. More space in the building became available for us to use for classes and we were able to relocate all the Church Hall classes to the Centre, which is now known as 28 St. Mark's Road.

The crèche workers had also been employed by the charity running the Centre, so this meant that to continue running the crèches in the building, we took over the employment of the 4 part-time crèche workers.

Our thanks go to all the class teachers - Catherine Abley, Margaret Donaldson, Tanya Fairhurst, Paul Hockley, Clare Miller, Sheila Stirrat and Juliana Wong, who stepped in to teach the Jo Cox class until the end of the summer term.

Deirdre Gooderson, who started up our first Stepping Stones class retired from teaching this year. She was a very popular class teacher, a professional. We are very grateful to her for her valuable contribution, advice and support over the years.

Time To Talk

Time to Talk is our drop-in conversation group held at 28 St. Mark's Road, Mitcham, run by volunteers - Liz Kennedy, Rozina Kader, Ruth Dawson, Sheila Stirrat and Anne Worlledge. Between 8-14 people attend each week. To date, it is an all-female group from countries such as Bangladesh, Pakistan, Sri Lanka, Poland, Iran, Algeria, Azerbaijan and Kazakhstan. Learners practise speaking English in informal surroundings, with support and encouragement from others in the group. Everyone suggests topics and shares experiences and skills, such as making jewellery, brooches, greetings cards and flower arranging.

During the year the group gave recommendations for a website aimed at people new to the UK and road-tested the results; took part in a lively healthy eating session from the team at OneYouMerton and had guest speakers such as a local GP and a gynaecologist. An ex home learner told of her progress from living in a refuge to becoming independent, living in a flat of her own. This was a real inspiration for others in the group. There were also termly dancercise sessions which have become a popular, regular fixture.

The group ran a second International Afternoon Tea, (included in the Fundraising Events section). Working together is an important step towards integration.

Trips

During the year, apart from individual trips taken by home tutors and their learners, there were group outings, such as a tube trip to Buckingham Palace and St. James' Park; a visit to Garson's Fruit-picking farm in Surrey and outings to Morden Hall Park.

For the first time, we also held a Christmas party with a children's entertainer, which was a great success with the children and their mums.



Get Up and Go

This project, initiated last year, encourages home learners to go out and meet other learners and their children in local libraries or parks, to help them become more confident in an English-speaking environment. Initially set up and run by our Home Tutor Co-ordinator, it continued for several sessions during the year on a trial basis with a home tutor. It is now planned to restart in February 2020 with a small team of volunteers and a programme of events.

Trustees' and Teachers' Meetings

Trustees and teachers held two further teachers' meeting in the Autumn of 2018 and the Spring of 2019, to discuss a range of issues, including design, content and timing of the evaluation and testing procedures. It was agreed that teachers would complete the finalised Online Reports for classes twice yearly, in February and June. Trustees' and Teachers' Meetings are to be continued in the coming year.

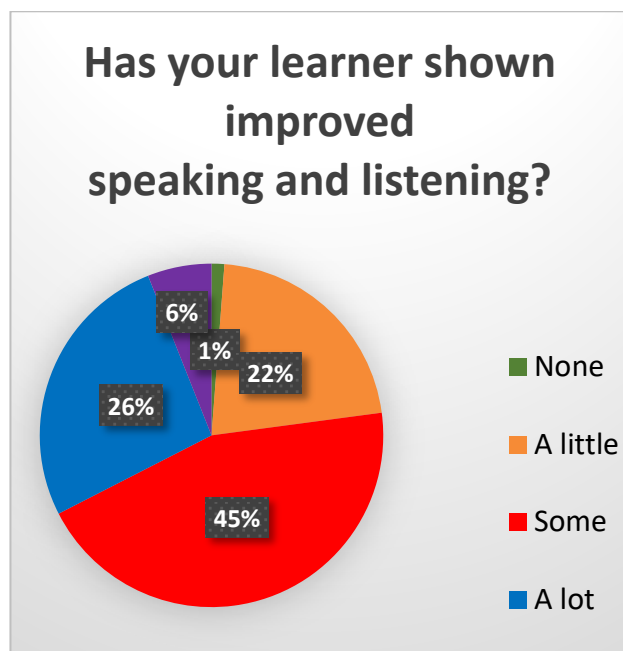
Reporting Process and Outcomes

We continue to collate and evaluate Learner Outcomes in our Online Surveys. This ensures consistency of our work and evidence that learners are reaching targets.

During 2018-2019, we updated our reporting process for home and class learners, with the aim of more accurately capturing the progress made by them during their time with us. In Home Tutoring, tutors now complete Online Reports on their learners' progress three times a year, in February, June and November. Learners are also consulted for their own views on their progress in an annual questionnaire.

In classes, learners' progress is now evaluated by teachers twice yearly, with the new Online Reports being introduced in June. Learners provide a snapshot of what they can do in twice yearly Questionnaires, which are then used as a basis for the teachers' assessment of learners' progress in the Online Reports.

Our Report on the Progress and Achievements of Home and Class Learners at the end of the June 2019, compared results from the previous report in December and commented on progress between the two points in the year. The report demonstrated that over 90% of learners showed progress. High scores were achieved in the English language skills of speaking, listening, reading and writing; study skills, knowledge of British Life and importantly, confidence – allowing people to participate in life and activities outside the home, interact with others, such as doctors, teachers and neighbours and use phones for appointments and emergencies.



83 responses [Home tutors and teachers combined]

Learner Satisfaction

A **Learner Feedback Group** was initiated in July 2019. This consists of two ex-home learners, one of whom is now a trustee, the other has run Life in the UK sessions. They will be working together to assess learners' views on their classes. They are currently setting up a reporting procedure and will be visiting classes during 2019-2020.

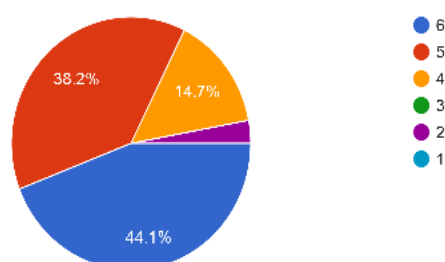
Volunteer Satisfaction

A **Questionnaire on the Experience of Home Tutors and Class Teachers** was introduced at the end of the summer term, 2019. All volunteer tutors and teachers were asked to express their views about the experience and give suggestions. Levels of satisfaction were generally high. Most volunteers reported learning much about the culture, customs or religion of their learners, and a deeper understanding of how these are practised in the UK, with the caveat that where learners had had severe difficulties in their home land, it was not considered sensible to explore topics that might bring back damaging memories.

Volunteers said that the service provided a life changing experience for learners. Suggestions for improvement included increased information for volunteers, more activities to reduce isolation amongst some learners and more communication between volunteers, trustees and other tutors.

20. How satisfied do you feel with your role in MHTS? On a scale of 1-6, where 6 is most satisfied, and 1 least satisfied?

34 responses



Volunteer Awards

MHTS volunteers were invited to the ValueYou Event earlier this year, a partnership between MVSC, ValueYou and the London Borough of Merton, to reward those who had completed 100 hours of volunteering. Several volunteers were able to attend and were each presented with a certificate and a discount card which can be used in local participating businesses.

Funding

This year our funding committee achieved considerable success and we were delighted to be awarded £207,630 in July 2019, over 3 years from the National Lottery Reaching Communities. This adds to the on-going base funding for 3 years from The Henry Smith Charity, of which there are two further yearly donations to come, of £30,000 and £25,000. Other funding during the year came from a one-off grant of £10,000 from Awards for All, £2,500 from Santander Bank, a donation of \$2,500 from Vitol foundation and several awards from private donors, to all of whom we are extremely grateful.

The funding team continues to work extremely hard, researching, meeting and making applications to potential funders.

Fundraising Events

Winter Escape Quiz Evening. Our Events Committee organized a very successful and enjoyable Quiz Evening, in February this year, raising over £1,600. Dinara Abisheva, a professionally trained flautist and her daughter Kamila, from the Time to Talk conversation group, provided the music.

The 10K. Sophie Johnstone ran a 10k in May this year and raised over £400 for books for learners and tutors to read together.

A second International Afternoon Tea was organised by Time to Talk in June. Everyone from the group made a national dish, sweet or savoury, to go with a cup of tea. There was henna painting and a raffle, with live music from Dinara and Kamila. The event was attended by the Deputy Mayor, Cllr. Edward Foley and his wife. It raised approximately £200.



Other initiatives

Story Collection

The Story Collection is now in its 4th year. There were 17 entries. Learners of all abilities wrote stories about their favourite person, holidays and festivals and other topics, including Getting a Driving Licence and fictional stories, such as “Dr. Mark’s Journey”. These have been collated into a booklet which not only illustrates the ability of our learners, but is also a useful teaching resource. At the AGM, several learners will explain what motivated them to write their stories and copies of the collection will be presented by the mayor.

Readers

In 2018-2019, a new reader on “Tennis” was added to our collection of 22 Readers about British life. The popular “Days Out in Merton” was also updated. 2 more readers, including one on the lives of successful refugees in London, are in the pipeline. Our readers continue to be popular with learners and add to our funds with an increasing number of sales to other organisations.

Wimbledon School of English

Discussion between our chair and Wimbledon School of English resulted in the school bestowing two scholarships for courses at the school, starting early in 2019. Two learners from our conversation group took up the offer. Their English improved greatly as a result and one has succeeded in getting a place at music college. The School has kindly offered a further scholarship this year.

Collaboration with LEAH

We are collaborating with LEAH (Learn English at Home) in Kingston to improve the sharing of expertise, strategies and joint funding applications at trustee level. We are also supporting them with a project to encourage home learners and others to visit local gardens developed by LEAH and a partner organisation. The aim is to encourage learners from ourselves and LEAH to mix in a social environment and improve their spoken language skills.

This initial collaboration led to an introductory meeting with the Chair and Chief Executive of LEAH in the summer of 2019 to discuss how we can work together on future projects. A joint meeting with trustees of both charities is planned for the latter part of 2019.

MHTS Website

The website continues to be a useful showcase for our work and is constantly updated to include recent events, new classes, achievements and general information.

NATECLA (National Association for Teaching English and Community Languages to Adults)

Home and class tutors enjoyed attending the London NATECLA conference as well as the summer National NATECLA conference. One tutor benefitted from Learning Unlimited’s beginner reader/writer course over two days focussing on ESOL literacy. Another 6 home tutors accessed a Webinar on teaching literacy, organised by NATECLA, which introduced new ideas for future sessions. This year we sent 4 representatives to the National Conference.

The LET (Learn English Together) project

In partnership with Merton Council (Adult Education), we were delighted to have been successful in securing a grant from the MHCLG-ESOL Coordination Fund. It is being run as a

separate project under the name of Learn English Together and is gathering data on current demand for and provision of ESOL services in the Borough of Merton. The project started in mid-March 2019 and will run for 15 months while data is being collected. Leaflets have been distributed and a website, www.let.org.uk, has been set up so that anyone interested in going to an ESOL class in Merton can find out about available classes and link to more information about them.

Plans for 2019-2020

We have funding in place to continue to support 35-40 home learners, to deliver all our classes in Mitcham, including one class of 4 hours each week [leading to an English Speaking Board examination] and two classes in Morden. Get Up and Go will restart in February and there is funding from the National Lottery to introduce a customised database to help us demonstrate the excellent progress being made by our learners.

We would like to give particular thanks to

Our funders

- The Big Lottery: Reaching Communities, which has awarded us substantial funding for the next three years, allowing us to continue and develop our work
- The Henry Smith Charity for providing up to 50% of our running costs for the next 3 years, on a sliding scale, ending in June 2021.
- Awards for All, who has given us funding for the year until June 2019, to help with Home Tutoring and Time to Talk.
- Santander Bank, Wimbledon, who donated funds for our training courses and tutor updates for a year until May 2019.
- Wimbledon Guild, which provides us with space and facilities for our weekly office and meeting rooms for our training sessions, updates and trustee meetings. They also apply for DBS checks for us.
- LB Merton which has provided teaching venues and referrals.
- The Vitol Foundation donated \$2,500. We were nominated for this award by an employee of Vitol.
- The Wimbledon Press, for supporting us with discounts on printing costs.
- Private donors and supporters.

Our partners CARAS (Community Action for Refugees and Asylum Seekers), Christian Care, Commonsense Community Development Trust, LEAH (Learn English at Home), St. Mark's Church, Salvation Army, SLRA (South London Refugee Association), and the London Borough of Merton, all of whom refer potential learners to us and support us.

Our excellent staff, volunteer tutors, teachers, trustees, supportera and helpers

We couldn't survive without their goodwill, enthusiasm, commitment and hard work.

Our learners

They inspire us to do our best. Their achievements are our reward.

Merton Home Tutoring Service

Financial Report for the year ended 31 July 2019.

Fundraising

This year to 31 July 2019 has been one of highs and lows so far as the finances of MHTS are concerned. The year started on a low. Our three-year grant from the National Lottery finished in July last year and we were not successful in our application for a further 3 year- grant to start in August 2018. However, as reported last year we were successful in June/July 2018 with The Henry Smith Charity who stepped in with funding of £90,000 for three years starting in June 2018, a grant from the National Lottery – Awards for All of £9,937 for the year starting in August 2018, and a grant from Santander Bank of £2,420 to help with tutor training and staff cost. Unexpectedly, and thankfully, the National Lottery allowed us to keep £8,144 of funds that we had underspent from the previous grant. This was a tremendous help to us.

As a buffer, we also had our own reserves of £32,247 at the start of the year and the trustees agreed to use some of these funds, if needed, to keep the service going at the same level.

We trimmed our budgets accordingly and set about with renewed vigour to bring in funds to secure the future of MHTS. A great deal of effort was put in to applying for funds from a range of foundations and other funders, both large and small. These applications take time in the preparation, and also it can be some months before you are aware whether you are successful or not.

Learn English Together project

Our first success was in March 2019 with an opportunity for Merton Council to apply to the Ministry of Housing, Communities and Local Government for funding to establish a project to determine the level of need for ESOL support in Merton and to establish a service for matching prospective learners with available classes and other tuition. Merton Council asked us to apply for this funding on their behalf, and we were successful in obtaining a grant of £142,818 to cover the project from April 2019 to June/July 2020. We are delighted to be the partner of Merton Council and be engaged by them to establish this service in Merton. Our hope is that it will be possible to keep the Learn English Together service alive after the official project is completed in July 2020. MHTS will earn a fee for managing and directing this project.

Our second success was with the National Lottery. We have secured funding of £207,630 for 3 years, starting on 1 August 2019. As well as making a significant contribution to our running costs, this grant also includes funds to allow us to develop a database to maintain better records of the progress the learners are making, and how the improvement in English has impacted on their lives, and some additional funds to obtain independent advice on fundraising. We were also successful with an application to the Garfield Weston Foundation and received £15,000 towards our costs for this year.

We are still waiting to hear from two other funders and, as ever, remain hopeful. Plans are in place to continue to make applications in the coming months to meet the growing needs of MHTS.

Finances

We were fortunate in starting this financial year with funds of £62,248; £30,001 of funds from our major funders to be used against our costs in the year to 31 July 2019, and £32,247 of our own funds held in reserves. In the year to 31 July 2019 we had grant income of £78,450:

	£	£	£
National Lottery- Awards for All	9,937		9,937
National Lottery- Reaching Communities	8,145		8,145
The Henry Smith Charity	9,576	32,500	42,076
Santander Bank	2,344		2,344
Merton Council- LET project		45,950	45,950
	<u>30,001</u>	<u>78,450</u>	<u>108,451</u>

In the year to 31 July 2019 we were able to add £4,192 to our general reserves, taking our reserves to £36,439. We are able to use these funds to meet any unexpected costs or to meet fluctuations in our income.

We were supported by donations of £5,720 from supporters and learners and raised £3,142 from our fundraising events and the sponsored run by Sophie Johnstone, the Home Tutoring Coordinator. The sale of our booklets brought in £580.

Financial Results

The total income received in the year was £87,893. In addition, we brought forward £62,247, giving us a total of £150,140 to meet our costs both in this year to 31 July 2019 and the following financial year. We spent £83,269 in the year and had £66,872 available to bring forward into this current year. Our reserves at 31 July 2019 were £36,439.

MHTS services

We were able to manage our costs within our reduced budget for the year, without reducing the number of classes. Significant cost savings were made in the cost of Stepping Stones classes, due in part to a fewer children in the creche than budgeted, and to the support of St Mark's Family Centre in providing a flexible creche arrangement up to April 2019, when it ceased operations. From 1 May 2019 we have taken over the employment contracts for the creche workers.

Our thanks also to our staff, who worked very hard on reduced hours to keep the service running at its previous level.

Learn English Together Project

The costs for this project were also in line with the budget. A project manager was appointed in April 2019 to establish the project. The costs to 31 July 2019 are mainly to provide the infrastructure for the project, including the website, database, and promotional materials. The project is on target to fully meet all of the requirements set by the Ministry of Housing, Communities and Local Government and has been warmly welcomed by Merton Council Adult Educations. We are hopeful that through the network that has been created with other ESOL providers we will be able to support each other in delivering quality ESOL tuition to learners in Merton.

Reserves Policy

The trustees of MHTS have agreed that we should aim to have general reserves equivalent to 25% of the annual running costs. These reserves are to allow the charity to continue as smoothly as possible when funding is uncertain. General reserves are funds held by a charity that are not restricted for a specific purpose, and can be used to meet any of its costs.

At 31 July 2019, a reserves policy of 25% of our expected costs for the MHTS service for the year to 31 July 2020 would represent general reserves of around £25,000. The trustees will continue to review the level of reserves needed in the light of the increased level of activities.

Anne Worlledge C.A.

Hon. Treasurer

INDEPENDENT EXAMINERS REPORT TO THE TRUSTEES OF MERTON HOME TUTORING SERVICE

I report to the trustees on my examination of the accounts of the Merton Home Tutoring Service for the year ended 31 July 2019.

Responsibilities and basis of report

As the charity trustees of the Charity you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act').

I report in respect of my examination of the Charity's accounts carried out under section 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of Merton Home Tutoring Service as required by section 130 of the Act; or
2. the accounts do not accord with those records.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.



Linda Clemett (MSc Charity Finance)
Sandown, Isle of Wight
October 2019

**Merton Home Tutoring
Service**

Receipts and payments account for the year ended 31 July 2019.

	Unrestricted funds £	Restricted funds £	Year to 31 July 2019 £	14 months to 31/07/2018 £
Receipts				
Donations	5,721	-	5,721	2,927
Grants received	-	78,450	78,450	101,512
Fundraising Income	3,142	-	3,142	5,296
Sale of booklets	580	-	580	537
Total income	9,443	78,450	87,893	110,272
Payments				
Fundraising Costs	911	-	911	772
External evaluation	-	-	-	3,000
Volunteer expenses	-	570	570	1,539
Training of tutors	-	965	965	1,112
Cost of Stepping Stones classes	-	11,524	11,524	25,432
Books, stationery and teaching aids	-	864	864	518
Staff costs	-	30,864	30,864	48,009
Attendance at conferences and subscriptions to other organisations	-	-	-	671
Insurance	-	530	530	826
Events with learners	-	1,012	1,012	727
Telephone and postage	-	257	257	1,311
Sundry expenses	100	169	269	150
Finance commission	8	-	8	94
IT and Website costs	2,643	77	2,720	2,295
Commissioning booklets	1,589	-	1,589	1,322
Equipment	-	-	-	127
Cost of AGM and Annual Report	-	250	250	350
	5,251	47,083	52,333	88,255
Total payments – MHTS Services	5,251	47,083	52,333	88,255

**Merton Home Tutoring
Service**

Receipts and payments account for the year ended 31 July 2019 continued.

	Unrestricted funds £	Restricted funds £	Year to 31 July 2019 £	14 months to 31/07/2018 £
Learn English Together project				
Staff costs	-	17,324	17,324	-
Branding and promotional materials	-	6,296	6,296	-
Website development	-	1,800	1,800	-
IT and Database development	-	4,620	4,620	-
Equipment	-	895	895	-
Total payment – LET project	-	30,935	30,935	-
 TOTAL PAYMENTS	 5,251	 78,018	 83,269	 88,255
 Net receipts	 4,193	 432	 4,624	 22,017
Cash funds brought forward	32,247	30,001	62,248	40,231
 Cash funds at the year end.	 36,439	 30,433	 68,872	 62,248

Statement of assets and liabilities as at 31 July 2019.

	Unrestricted funds £	Restricted funds £	Total £	14 months to 31/07/2018 £
Cash balances held at HSBC, Wimbledon	36,439	30,433	68,872	62,248
	36,439	30,433	68,872	62,248
Liabilities	-	-	-	-
	36,439	30,433	68,872	62,248