

Registered Charity Number 1093609  
Company number 04286151 (England and Wales)

**ADULT TRAINING NETWORK LTD**  
REPORT OF THE TRUSTEES AND  
FINANCIAL STATEMENTS  
FOR THE PERIOD ENDED 30 NOVEMBER 2025

## LEGAL AND ADMINISTRATIVE INFORMATION

FOR THE PERIOD ENDED 30 November 2025

Trustees	Fawzy Adam Beulah Lyn Felstead Keeranpal Kaur Sonia Khokhar Janette Eve James
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Company number	04286151
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## **TRUSTEES' REPORT (INCLUDING DIRECTOR'S REPORT)**

FOR THE PERIOD ENDED 30 November 2025

The trustees who are also directors of the charity for the purposes of the Companies Act 2006, present their report with the financial statements of the charity for the period ended 30 November 2025. The trustees have adopted the provisions of Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019).

### **Objectives and activities**

The Adult Training Network (known as ATN) strives to provide the best quality education and training to socially excluded members of the community who have little or no access to mainstream education. One of its main purposes is to build the skills and confidence of traditionally disadvantaged members of the community, including refugees and members of ethnic minority communities to support their entry into meaningful employment. In addition, the Adult Training Network strives to integrate learners into the social and cultural fabric of society at large. The organisation was formed to help address the educational disadvantage suffered by certain marginalised sections of the community.

The main objectives of the educational programmes are to:

- Develop clients' employability skills
- Help to improve students' linguistic competence in English.
- Provide students with basic survival English for everyday life in the UK.
- Provide students with basic English for access to other College courses.
- Equip students to progress to the next level of ESOL provision.
- Support students in their chosen progression path.
- Build the self-confidence of students.
- Develop the ICT skills of people in the local community who have little or no access to mainstream education provision and ICT resources.
- Support learners to acquire career management skills such as job search techniques, interview skills, CV writing, confidence building, improving self-esteem and enabling them to successfully compete for and acquire sustainable jobs.
- Support learners with their well-being and mental health by conducting programmes in pain management, yoga, gardening and music.

### **Staffing**

In the period August 2024 – July 2025, ATN employed 16 members of staff. ATN Southall employed a total of eight staff members, who served various programmes funded by Sackler Trust, Step2Skills (Herts County Council), Merton Council, National Lottery Community Fund, Garfield Weston Foundation, Heathrow Community Trust and City Bridge Foundation. It included the Director, Regional Manager, two part time administrators, one senior tutor, 2 ESOL/Functional Skills/Digital Skills tutors and one part-time finance coordinator. In Stevenage there were a total of five members of staff employed to serve learning programmes funded by Step2Skills. Staffing included: three part-time tutors to deliver ESOL/Community Education programmes, one administrator and admin/outreach officer. In Merton, three part-time Digital Skills/English/ESOL/Maths Tutors were employed including an Admin/Outreach Officer.

## **Staff Development & Training**

During the year one member of staff completed a Level 5 Diploma in Education and Training as part of their continuing professional development. There is strong evidence that teachers who continue to develop their skills during their careers contribute more to improved learner attainment and IQA processes. During 2024-25 we continued to provide support to all tutors and members of staff to extend and enrich their skills and to further enhance their professional development. Some of the key CPD activities attended by the staff in this period were as follows:

- Safeguarding
- Prevent
- Standardisation of Marking and Patterns and Trends
- Cyber Essentials
- Organisational Resilience Training
- Safer Recruitment
- Online e safety
- Matrix Preparation
- Introduction to IQA
- SMART - records of clear challenging group and individual objectives
- ILPs' based on initial assessment, learners starting points and goals ,interests & progression routes
- Learners' portfolios and reflections & review dates
- Quality assurance
- End of course paperwork, updating progress, achievements, satisfaction surveys,(exit questionnaires) intended and actual destination routes recorded,
- Diagnostic assessment, class profile, ILP, mid-course review, mock exams and end of course evaluations
- Diversity and Inclusion
- SMART records of clear and challenging group and individual objectives
- Effective Digital Skills delivery
- Level 5 Diploma in Education and Training
- OTLA
- Database Training
- Green Skills Training

## **QUALIFICATION ACCREDITATION**

The Adult Training Network is accredited by the C&G (City and Guilds) for various qualifications including Functional Skills in English and Maths and ESOL at all levels including Entry Level 1, Entry Level 2, Entry Level 3, Level 1 and Level 2, Business Administration, ICT, etc. These include options for both paper-based and on-line testing. ATN is accredited to offer the following portfolio of qualifications:

- ✓ Functional Skills English Entry 1 – Level 2
- ✓ Functional Skills Mathematics
- ✓ Business Administration Advanced Apprenticeship (Level 3) - England
- ✓ Business Administration Intermediate Apprenticeship (Level 2) - England
- ✓ Intermediate Apprenticeship in Customer Service (Level 2) (England)
- ✓ Advanced Apprenticeship in Customer Service (Level 3) (England)
- ✓ Level 2 Diploma in Business Administration
- ✓ Level 3 Diploma in Business Administration
- ✓ Diploma in Business Administration (Unit Route)
- ✓ ITQ Certificate for IT users (Level 2) - UNIT ROUTE
- ✓ ESOL Skills for Life full-mode qualifications
- ✓ ESOL Skills for Life full-mode qualifications (top up)
- ✓ ESOL Skills for Life single-mode qualifications
- ✓ ITQ Certificate for IT users (Level 1) - UNIT ROUTE
- ✓ ITQ Level 3 for IT users
- ✓ ITQ Level 2 for IT users
- ✓ ITQ Level 1 for IT users
- ✓ Functional Skills English
- ✓ Functional Skills Mathematics

## **MERTON ADULT LEARNING**

### **Introduction (Context / Uniqueness)**

- ATN's priority is to prepare learners for their life goals to obtain employment, progress into further learning and to support their children with their education, rather than only gaining qualifications in Merton.
- The Leadership and Management of ATN know the communities they work with well and have a strong vision of aligning the curriculum intent to the needs of those communities.
- ATN has developed good relationships with the local JCPs and local community organisations who place learners with us and they continue to inform us that we listen to their intent.
- The basic skills accredited qualifications in ESOL, Functional skills in English and Maths and non-accredited Digital Skills and Multiply (Numeracy) offered at ATN are a priority for up-skilling, which has been documented by the Mayor of London, Merton Adult Learning and echoed by local employers. The range of provisions offered by ATN was carefully considered and based on a thorough understanding and analysis of a wide range of information including local and national economic and social data and reports.

## **2. Key Areas for Self-assessment**

### **Evaluative Area – Leadership**

Leaders and managers provide a clear strategic direction for ATN with regular updates at SMT and Trustee Meetings which are held quarterly. A number of very experienced trustees including the Chair of trustees monitor all aspects of quality assurance and help raise standards. There is a clear and detailed self-assessment process with a culture of self-criticism and the identification of on-going development. The clarity and openness of communication on the strategic plans and priorities of ATN have had a significantly positive impact on the morale and energy of staff, for the benefit of learners. Staff across ATN understand and support the leadership team's priorities and aspirations for the organisation and its students. They are consulted regularly and their voices are listened to in terms of informing in-year progress against priorities but also helping to shape the future strategic plans for the organisation.

### **Evaluative Area - Inclusion**

ATN strives to integrate learners into the social and cultural fabric of society at large. ATN's vision is to 'strive to help our clients to fulfil their potential and forge a successful future'. This is supported by its mission 'to provide the best quality education and training to socially excluded members of the community who have little or no access to mainstream education'

ATN provides basic skills courses in Digital Skills (non-accredited), Multiply (Numeracy), Functional Skills English/Maths (accredited and non-accredited) and ESOL to disadvantaged learners from Afghanistan, Ukraine, Syria, Sri Lanka, Romania, Pakistan and England, a majority of whom are from deprived wards in Merton. ATN is delivering in deprived wards in Mitcham where Merton Council has focused its priorities on at Mitcham Library and South Mitcham Community Association.

At a practical level senior managers and tutors adopt an inclusive and welcoming culture for all learners from diverse communities at the IAG, initial assessment, teaching and learning, assessment and end of course exit stage. The course content especially reflects the needs and aspirations of learners and celebrates the cultural diversity of the student body.

Additionally, there were end of term parties and awards ceremonies where learners celebrated their success with a range of food from different cultures prepared by them. This was also a good opportunity to come together as a group and to sample the variety of food prepared and to network and bond as a group.

Learners who were disadvantaged or found the content to be challenging identified by tutor analysis of completed tasks were supported as follows:

- (i) Homework was given to some learners in some classes to supplement their knowledge and recap on previous learning.
- (ii) Displayed objects on a monitor to supplement learning in some groups, provided easier worksheets and sufficient use of audio-visual resources namely: including projectors, laptops posters, charts, colourful handouts, pictured lexicons to make lessons more adaptable and user-friendly including PowerPoint presentations to support learners with phonics, colours and shapes.
- (iii) There was more one to one support offered to learners who found the content to be challenging.
- (iv) Learners were mentored and supported at every stage of the learning journey to achieve their objectives.
- (v) Effective monitoring and review of learning objectives recorded on ILPs with new target dates set for objectives which had not been achieved.
- (vi) Larger A3 exam scripts for mock and actual exams were provided for learners with sight issues.
- (vii) Learners with special education needs were provided with worksheets with bigger fonts and less verbose content.
- (viii) One tutor contacted the optician to make an appointment for a learner with sight issues. Also, advised the learner of the availability of NHS subsidised spectacles.

## **Safeguarding**

ATN has a strong safeguarding culture and ensures that learners and staff are well versed in safeguarding issues and the mechanisms for raising safeguarding issues which arise both at ATN and outside in a wider context. Ninety seven percent of 143 learners surveyed in July 25 confirmed that they were made aware of safeguarding arrangements and 99% felt safe at ATN.



- Learners are encouraged to raise concerns and are confident in doing so.
- Staff are vigilant about any safeguarding issues that may arise and there is an escalation process should there be a need to do so.
- All tutors have had refresher training in Safeguarding and Prevent.
- Safeguarding and Prevent are embedded in the curriculum for all subject areas.
- Learners are given comprehensive guidance on how to keep safe and the signs to look out for on Safeguarding and Prevent issues.
- A regular review of learners' understanding of Prevent and Safeguarding is undertaken
- There have not been any safeguarding issues or near misses in this academic year.

### **Provision Evaluative Area - Curriculum (Adults)**

#### **Reflective Questions:**

- ATN's ambitious, sequenced and well-planned curriculum relevant to local and national needs is designed to give every student the skills they need to succeed.
- The schemes of work for ESOL and FS English include embedding essential skills in Maths, Green Skills, Employability and Health and Wellbeing.
- Healthy eating, regular exercise and strategies for coping with stress are included in curriculum content.
- All subjects follow City and Guilds awarding body guidelines on the number of GLHs taught.
- Practice and Final assessments are included in the curriculum design at appropriate junctures.

### **Provision Evaluative Area - Teaching & Training (Adults)**

Tutors displayed objects on a monitor to supplement learning in some groups, provided easier worksheets and sufficient use of audio-visual resources including projectors, laptops posters, charts, colourful handouts, pictured lexicons to make lessons more adaptable and user-friendly including PowerPoint presentations to support learners with phonics, colours and shapes.

There was extensive CPD for teachers throughout the academic year. Some of the CPD activities are highlighted below:

- (i) Jan and April 25 – One to one induction/recap for all new/existing tutors prior to the commencement of their courses on Attendance Register, Initial Assessments, SOW, Diagnostics, Class Profile, Individual Learning Plans, Course reviews, Course Evaluation, Case study
- (ii) Jan and April 25 - Relevance of Diagnostic Assessments, setting of assessments and marking scheme.
- (iii) Jan and April 25- Class Profiles, Different learning styles and how to introduce safeguarding into sessions.
- (iv) April 25 -Digital Skills – Induction of learners, Registers, Initial Assessments
- (v) Jan and April 25- ILPs and SMART Targets – How to record progress, achievement and learner reflection.
- (vi) Jan and April '25 -Standardisation Training in marking and assessment of accredited learning
- (vii) MAL CPD on the 6/5/25. One of the teams' discussions centred around the Ofsted inspection in Sept 24 of MAL provision on what we do well and what we need to improve on as a provision. In a few instances, tutors do not check learners' understanding well enough. In these instances, they do not provide helpful and enough feedback, so learners know how to improve their work. In a few instances, tutors do not adequately help learners to fill gaps in their knowledge

Also, discussion centred on outstanding providers and Ofsted feedback on what outstanding looks like. Additionally, discussion centred around resources, where to find them and tips for creating effective resources. Focus group discussions centred on working effectively with stakeholders, support for learners starting their own business, successful attendance strategies and sharing best practice on IAG and signposting learners.

(viii) How to write an Effective SAR in the light of the new Ofsted inspection framework. There were 3 online workshops as follows: Introducing the inspection framework, inclusion and leadership.

### **Impact of staff CPD**

- (i) Greater understanding of recording and tracking processes.
- (ii) More effective completion of document templates
- (iii) Tracking learner progress on ILPs and target setting which is SMART. Revisiting targets which have not been accomplished with new target dates
- (iv) Less errors in the marking and assessment process.
- (v) Areas for improvement
- (vi) Insights into strengths and how we need to improve in the IAG process.
- (vii) Cascade to tutors to concept check for all knowledge imparted and provide feedback to enhance embedding of knowledge.
- (viii) Greater understanding of the requirements of the new Ofsted inspection framework and the steps to improve our practice.

There are regular two weekly tutorial sessions and learner progress against set time bound targets is recorded and reviewed on ILPs. New dates for further review are set if there are still gaps in knowledge. For qualification based courses, there is a mid-course mock exam followed by an end of Term final assessment.

### **Provision Evaluative Area – Achievement**

- **The achievement rate for Tailored Learning (ESOL, Digital Skills) for 48 learners was excellent at 96% whilst the retention was 98%**
- **The achievement rate for ASF (FS Maths, FS English and ESOL) for 221 learners was excellent at 92% whilst the retention was 96%**
- Learners have progressed onto further stepped learning at ATN in ESOL and FS English
- Adult learners take ownership of their learning and have a very positive engagement with the learning process.
- The majority of students tell us in student surveys and personal tutorials that they enjoy coming to ATN, with students informing us that they liked ATN and that they feel safe and welcome

OTLAs are sufficiently robust to identify strengths and areas for improvement and create a roadmap to improve the practice of tutors where appropriate and to maintain strengths.

The comments above are evidenced in management data, OTLAs, IQA and

EQA reports, learning walks and Learner Surveys.

### **Provision Evaluative Area – Participation and Development**

- Learners are actively participating during lessons and are gaining language/digital and Maths skills. The former is evidenced during OTLAs and informal observations by senior managers and the latter in the achievement rates for ESOL (95%), FS Maths/English (89%) which are above national benchmark rates.
- Additionally, the retention rate was 97% which is above the national benchmark rate for Skills for Life provision.
- ATN has a strong focus on personal development, behaviour and welfare, with activities distributed and reinforced across various learning programmes. ATN provides a good adult learning environment that promotes positive, purposeful and respectful relationships between students and tutors and between the students themselves and fosters personal development and academic progression helping them realise their potential and fulfil their ambitions. Students are becoming more confident and self-assured and take pride in their work and many enrol on further learning programmes at ATN. According to course evaluation survey report, 87% of the learners have rated the teaching and learning received throughout the course as outstanding or good.
- English, Maths, ICT and employability skills are effectively embedded in schemes of work as evidenced by course file audits, lesson observation reports and moderation. The Functional Skills in English curriculum embeds not only essential language development in all four skills (reading, writing, listening and speaking) but also includes regular support with the development of digital skills by using the internet to refer to online dictionaries, language development websites, job search engines and translators. OTLAs and reviews of SOWs confirm how effectively various skills including Numeracy in the Multiply programme, employability skills, English and ICT skills are integrated into lessons.
- Students develop employability skills through a good range of opportunities integrated exceptionally well in many programmes. Employability skills, effectively embedded in the learning programmes especially in ESOL, Functional Skills in English and Digital Skills qualifications through CV workshops, interview practices, Skills identification activities, equip students well for volunteering roles as well as to obtain employment. According to the learner survey in July 25 of the 143 learners sampled, 87% will progress into further learning at MAL at the next level and 8% of learners are employed or have gained employment (Learner Survey July 2025).
- According to learner satisfaction survey (July 2025), 86% of the learners have confirmed an improvement in self-confidence. Learners report that they have greater confidence in supporting their children with school work and in their ability to become more involved in their children's education generally. They also report greater use of search engines and finding information from websites including their improved ability to share this with their family, friends and neighbours. One additional advantage to using Mitcham Library for delivery is that almost all learners have taken out Library Membership and now use the resources available at other times.
- Attendance in Term 3 was 80% with a range of 70% - 91% which was similar to Term 2 term and lower than the MAL target of 90%.
- Learner voice is used at the end of each Term to establish the quality of teaching, learning and feedback from the tutor on strengths and areas for improvement, the support received with learning, the tutor's explanation of what was needed to achieve, the enrolment process and the impact the learning has had on lifestyle, family life work or community involvement. Essentially, it is to gauge the temperature of the quality of the provision in real time.

### **Learners have confirmed the following in Termly exit surveys:**

- Learners developing better communication/language skills.
- Excellent quality of teaching and learning.
- Learners gaining confidence to achieve their goals such as independence and empowerment.
- Employability skills, confidence to support their children with their schoolwork and to help themselves in daily life situations.
- Both sites are safe places and learners are respected.
- Excellent IAG process pre and post course.

### **Final Self-assessment Executive Summary**

ATN is an SME, BAME led Charity that is long established in the communities we currently serve in Merton. Our main purpose is to build the skills and confidence of traditionally disadvantaged members of the society to support them in gaining qualifications and with their entry into sustainable employment. Additionally, ATN strives to integrate learners into the social and cultural fabric of society at large

The basic skills qualifications in ESOL, (Functional skills in English, Digital Skills

and Multiply (Numeracy) offered in Merton by ATN are a priority for up-skilling,

which has been documented by the Mayor of London, Merton Adult Learning and

echoed by local employers. The range of provision offered by ATN was carefully considered and based on a thorough understanding and analysis of a wide range of information including local and national economic and social data and reports,

ATN's priority is to prepare learners for their life goals to obtain employment, progress into further learning and to support their children with their education, rather than only gaining qualifications in Merton.

The Leadership and Management of ATN know the communities they work with well and have a strong vision of aligning the curriculum intent to the needs of those communities.

ATN has developed good relationships with the local JCPs and local community organisations who place learners with us and they continue to inform us that we listen to their intent of providing basic skills for progression into further learning and employment.

### **Key strengths identified**

- At a practical level, senior managers and tutors adopt an inclusive and welcoming culture for all learners from diverse communities at the IAG, initial assessment, teaching and learning, assessment and end of course exit stage. The course content especially reflects the needs and aspirations of learners and celebrates the cultural diversity of the student body.
- Additionally, there were end of term parties and awards ceremonies where learners celebrated their success with a range of food from different cultures prepared by them. This was also a good opportunity to come together as a group and to sample the variety of food prepared and to network and bond as a diverse group, support social integration and forge ongoing friendships.
- The majority of students tell us in student surveys and personal tutorials that they enjoy coming to ATN, with students informing us that they liked ATN and that they feel safe and welcome whilst developing essential skills and confidence to progress into further learning and employment.
- The achievement rate for ASF (FS Maths, FS English and ESOL) for 221 learners was excellent at 92% and above national benchmark figures whilst the retention was 96%.
- 87% of the learners progressed into further learning at MAL and 8% into employment.

## **Garfield Weston Foundation - End of Programme Grant Report for year end 10/4/25**

### **Introduction**

ATN was granted a sum of £30,000 for core funding by Garfield Weston Foundation and was able to fulfil the objectives set out in the grant bid to develop the skills, confidence, health and wellbeing of the 678 beneficiaries and to support positive progression pathways into further learning and employment, similar to the previous academic year.

### **Activities**

ATN conducted programmes in English, Digital, Health and Wellbeing and Employability skills in the grant year. Each beneficiary was provided with a Matrix accredited information advice and guidance session to explore barriers to learning and employment including additional support needs. This was followed by a BKSB initial and diagnostic assessment of English, maths and IT skills. Mental health/ Wellbeing was also assessed using the Warwick Edinburgh Mental Wellbeing Scale (WEMWB). This was followed by high quality teaching and learning sessions with SMART targets followed by mid-point and final assessments. At the end of each course there was a final progression advice session into further learning or work.

There were also opportunities for social inclusion and integration in the form of coffee mornings, end of course parties and celebration of cultural events where food and drink representing different culinary traditions was prepared and presented by the beneficiaries. Additionally, these events were enhanced by music from a multitude of different cultural heritages which added to inclusivity and mutual respect amongst participants. The above activities helped bring beneficiaries from different communities together to celebrate with food, music and drink. It also helped learners engage and network with each other, including fostering friendships, social bonds and mutual respect. An added benefit was to promote social inclusion at the events. Together with the educational programmes which had taken place previously, the social events added to an important objective in supporting learners to integrate into the social fabric in the UK.

### **Outcomes**

Most of our learners from Afghanistan, Syria, Ukraine, Sri Lanka, Pakistan and India have developed greater confidence, identity and self-worth to move into further education and employment. For example, 10% moved into employment on the Harrow Richmond Uxbridge College programme and 58% continued with ATN to develop their skills set further.

We continue to develop strong relationships with stakeholders such as local Job Centre Plus offices in Ealing and Merton, Merton Council, Herts County Council and local employers.

ATN had a cumulative achievement rate of 90%, pass rate of 94% and retention rate of 96% which is very credible and above national benchmark figures for all grant funded programmes and core funded by Garfield Weston Foundation.

Additionally, given our commitment to existing learners, 53 of the beneficiaries achieved an achievement rate of 93%, pass rate of 100% and retention rate of 93% without any funding from any source.

There was also a tangible improvement in the mental health and wellbeing of learners at the end of the programmes when compared with their condition at the commencement of the courses. Beneficiaries were more confident in taking ownership of their lives and expressed the view that they were able to engage with people a lot better and did not feel so isolated as a result of attending the programme.

The families and communities of the participants benefitted from the improved knowledge and skills gained on the programme. In particular, the improved skills in the use of technology for communication and learning, which were cascaded throughout the participants' families and friends. For many individuals this programme provided the conduit to embark on a journey of life-long learning, and they have encouraged others within their communities to improve their skills and enrol on locally provided courses

## **Challenges and Resolutions**

Many of the learners are refugees who have suffered trauma and displacement from war-torn zones apart from their lack of language skills. Tutors have worked diligently and selflessly to engage with learners and to provide them with the tools to integrate into and navigate a new education, work and social system in the UK. Consequently, motivation levels have improved dramatically. The tutors often experience linguistic obstacles while teaching refugees due to diverse languages in the classroom. These languages cause interference and confusion. To address this, tutors are resorting to GTM (Grammar Translation Method). At ATN several multilingual lexicons are provided to the learners in the classrooms. The tutors need trauma-informed teaching approaches which need to be explored further at standardisation sessions led by senior staff. Learners are encouraged to talk about bereavement and any recent trauma they have experienced in their lives. Practical barriers include poor attendance due to childcare and financial constraints of the learners. Staff at ATN are well-equipped in providing IAG and homework to such learners so that they can catch up with any sessions that they have missed. Institutional challenges include budget constraints for learning materials and resources. To address this issue the senior staff members often discuss and share resources related to ESOL curriculum, mental health and well-being as well as digital skills. ATN intends to continue to support learners in a holistic manner with the strategies mentioned above.

## **Learner Survey Analysis**

Learner surveys were conducted for all funding programmes. Ninety percent or more of the 547 beneficiaries who responded to the learner surveys expressed excellent/good views on Information, Advice and Guidance prior to the start of the course regarding the quality of teaching, achievement of personal learning goals, the quality of the assessment procedure, the quality of support advice and guidance received throughout, the quality of resources, training venue and facilities, safety and respect experienced and overall course rating

## **Sample Learner Comments**

"My teacher is good and I improved my English and job skills."

"I am satisfied with the course because I have gained the skills to find a job."

"I am happy and satisfied with the course. I learnt a lot to do with employability."

"It helped me find a job and I learnt different things about jobs."

"I can read well, improved my vocabulary and pronunciation."

"I have improved my listening."

"I am satisfied because I now can talk with more confidence."

"This course helped me learn how to type. I never typed on the computer before and

"I was able to type a cover letter."

"This course helped me to communicate with other people."

"I would like more lessons on computer or digital skills. I need more hours for me to understand more about how to use a computer."

## **Case Studies**

### **Numan Besmelah**

Numan is originally from Afghanistan, where he was born and raised. Whilst he was there, he attended religious school and had no prior employment history. He left Afghanistan and arrived in the UK in 2021 due to fear of persecution. As Numan did not have any employment history it would be hard for him to apply for and have success when looking for employment. Additionally, due to the language barrier he also faced, it meant that Numan would have to prioritise learning English so that he could begin achieving his dream as a bus driver in the future. Numan was later enrolled at ATN onto an Entry Level Award in ESOL Skills for Life Entry 1 course so he could begin achieving the qualifications he required to begin working. As he progressed within the course, Numan began to improve his written and spoken English, which allowed him to converse fluently with others as well as being able to successfully ask and answer questions. With the progress that

Numan quickly made, he was successful in finding himself employment, working part time as a mechanic at OT Service.

Numan is still hoping to achieve his dream of working as a bus driver in the future, but he is currently enjoying his new role and has been grateful for the opportunity given to improve his English which helped aid him in finding his new job.

## **Conclusion**

Adult Training Network is very grateful for the support of Garfield Weston Foundation in supporting the work of ATN. With the combined funding that we have received from all the funders, the impact on the beneficiaries has been transformational.

## **National Lottery Awards for All**

### **Aims of the Programme**

Through this project, ATN are improving the skills and employment prospects for unemployed adults, who have recently arrived in the UK as refugees, asylum seekers or migrants and speak English as a second language.

We are achieving this by providing 45 Guided Learning Hours (GLH) per individual delivered to cohorts of 12 learners over 15 hours per week for 3 weeks. Course content includes:

- ESOL skills (15 GLH).
- IT skills (15 GLH).
- Job searching, applications and interview skills (10 GLH).
- Health and Well-being (5 GLH).

### **Activities**

ATN engaged with 48 learners and delivered four programmes of ESOL, Digital Skills and Maths which were embedded in the program content. A short health and wellbeing course was also included in each of the 3 programmes. Each participant was given an initial assessment to ascertain their level of competence in ESOL and Functional Skills Maths. This was followed by courses which included matrix accredited Information Advice and Guidance and course support from qualified tutors who provided targeted additional support when necessary for learners who found the programmes to be challenging.

Individual Learning Plans were developed which specify short- and long-term goals and milestones were reviewed, updated and recorded on a fortnightly basis between the tutor and the learner.

Additionally, participants were supported with strategies for improving their health and wellbeing.

Health and Wellbeing surveys were conducted at the beginning of programmes, mid-course and at the end to determine the extent to which mental wellbeing had improved.

Participants were also encouraged to use the free facilities and to keep in touch with ATN staff (laptops, desktops and printers) for CVs and job search support. Celebration events were held presenting participants with certificates and linking them to former learners who act as positive role models, sharing their experience and inspiring others.

At the end of each course, each learner was given an exit review which provided guidance and support for progression into further learning and/or jobs.

### **Monitoring and Evaluation**

Learners undergo a comprehensive initial assessment to determine their English, Maths and ICT Skills using the BKSB Initial and Diagnostic Assessments (assessments of employment skills). These provide the basis for our monitoring and evaluation processes, providing the baseline from which we (and the learner) can assess progress alongside the ILPs which detail goals and milestones. OTLAS and Learning Walks were conducted on a termly basis and the quality of teaching and learning was judged to be of a good standard.

## **Profile of learners**

The learners were primarily from BAME and refugee communities who were as follows: Asian, Ukrainian, Afghani, Syrian and African.

## **Impact and Outcomes**

The Achievement rate was a credible 80% with a retention rate of 80% and a pass rate of 100% indicating that learners were engaged and benefitted from the programme. Of the 19 learners who had a disability 95% achieved their learning goals. The percentage of learners who progressed onto higher level accredited ESOL at ATN was 3% with 65% achieving employment or actively seeking employment. Of these, it is estimated that 10% moved into employment

The families and communities of the participants benefitted from the improved knowledge and skills gained on the programme. In particular, the improved skills in Speaking and Listening and Reading and Writing supported learners to gain confidence and communicate more readily with officialdom and informally. For many individuals this programme provided the conduit to embark on a journey of life-long learning, and they have encouraged others within their communities to improve their skills and enrol on locally provided courses

## **Learner Survey**

All learners surveyed expressed excellent/good views on the following:

The course improved general wellbeing,  
initial induction was of a high calibre,  
the quality of information advice and guidance,  
the quality of teaching during the course,  
the quality of support, advice and guidance received throughout,  
the quality of resources including the variety of course notes and handouts,  
the training venue and facilities including teas and coffees at break times,  
  
the improvement of self-confidence during the course,  
the improved digital skills and job searching skills,  
the new updated CV of a high quality,  
the learners surveyed were actively seeking work, and  
the development of wellbeing during the course.

## **Beneficiary comments**

Please find below sample comments made by some of the beneficiaries on the value of the programme.

"I can read well, improved my vocabulary and pronunciation."

"I have improved my listening."

"I have started speaking in English."

## **Case Studies ROHULLAH**

### **NABIZADAH**

Rohullah was born in Afghanistan where he studied and completed his education up until the 12th grade in Farsi. Due to the conflict in the country, he moved to the UK so that he could re-join his family here. Since arriving, Rohullah was not able to find himself any employment as he could not speak English fluently. Rohullah then decided to enrol onto The National Lottery Community Fund where he



could improve his English communication as well as learn transferable skills to help him succeed in pursuing his goal of being an engineer in the future. At the start of the course, he was nervous and did not speak often. As the course went on, there was a huge improvement in Rohullah's confidence when conversing with others as well as his spoken English. Upon the completion of the course, Rohullah wanted to follow onto the next step he needed so that he could become an engineer, so he enrolled in Southall College in September 2024, so that he could study English and Maths. Once he has completed this, Rohullah expressed how he would like to enrol on an engineering programme at a university in the future.

### **FALAH NOORE SALAM**

Falah was born in Iraq. He was in formal education up until the age of 5 before he had to stop due to issues within the country. Once he was able to begin working, Falah was employed as a truck driver for 15 years before having to move countries. He later moved to Sweden with his family where they lived for 5 years. During that time in Sweden, Falah worked as a handyman for 3 of those years before moving to the UK in 2020 with his family. Since arriving, he was unable to find work due to the language barrier he faced. Falah wanted to be able to find employment so that he could support his family, so he decided to enrol onto The National Lottery Foundation so he could improve his written and spoken English to improve his chances at gaining employment. There was an instant improvement in Falah's English once the course began, he could answer and ask questions confidently and he was able to improve his written language. Once he successfully completed the course, Falah began applying for jobs and managed to find employment working part-time as a housing removal driver. He is now looking to start working full-time in the future in the same or another role.

### **Step2 Skills**

#### **Objectives of the programme**

The objectives of the programme are to develop the skills, confidence, employment and educational prospects of adult learners who are migrants, refugees and asylum seekers and local residents. These are being achieved by conducting programmes in ESOL from Entries 1 to Level 1 and non-accredited tailored learning courses in ESOL and Employment for positive progression into further learning at ATN or into employment

### **Activities**

ATN engaged with 211 learners and delivered accredited programmes in ESOL and non-accredited community learning programmes in Digital Skills, Maths, Get that Job and pre-Entry ESOL. Each participant was given an initial assessment to ascertain their level of competence in ESOL. This was followed by courses which included matrix accredited Information, Advice and Guidance and course support from qualified tutors who provided targeted additional support when necessary for learners who found the programmes to be challenging.

Individual Learning Plans were developed which specify short- and long-term goals and milestones were reviewed, updated and recorded on a fortnightly basis between the tutor and the learner.

Participants were also encouraged to use the free facilities and to keep in touch with ATN staff (laptops, desktops and printers) for CVs and job search support. Celebration events were held presenting participants with certificates and linking them to former learners who act as positive role models, sharing their experience and inspiring others.

At the end of each course, each learner was given an exit review which provided guidance and support for progression into further learning and/or jobs.

### **Monitoring and Evaluation**

Learners undergo a comprehensive initial assessment to determine ESOL using the BKSB Initial and Diagnostic Assessments. These provide the basis for our monitoring and evaluation processes, providing the baseline from which we (and the learner) can assess progress alongside the ILPs which detail goals and milestones. OTLAS and Learning Walks were conducted on a termly basis and the quality of teaching and learning was judged to be of a good standard.

## **Profile of learners**

The learners were from a diverse range of ethnicities including Ukrainian, Polish, Afghani African and Asian communities. The % of learners from BAME communities was 95% and above profile.

## **Impact and Outcomes**

The Achievement rate for 217 learners was a credible 94% with a retention rate of 96% and a pass rate of 98%, indicating that learners were engaged and benefitted from the programme. 26% continued being employed on a part-time basis or moved into employment

## **Learner Feedback**

The % of 158 learners surveyed who expressed excellent/good views were as follows:

- (i) Information, Advice and Guidance prior to the start of the course – 94%
- (ii) Develop employability skills – 53%
- (iii) The quality of teaching during the course – 95%
- (iv) The achievement of personal learning goals – 95%
- (v) Safety and respect experienced during the course - 100%
- (vi) Signposted into further learning 23%
- (vii) Referred to a careers adviser 21%
- (viii) Overall course satisfaction, taking into consideration everything – 92%

## **City Bridge Trust**

### **Outcomes and Achievements**

ATN met its outputs for beneficiary starts, 42 learners have completed their programmes. A further 25 beneficiaries completed programmes conducted between April and July 2025

100% of learners who completed their programmes have reported improved hard and soft skills, including interview skills, ESOL and specific course-related knowledge with retention and achievement rates of 81% to April 25 which are consistent with this cohort of learners who are the most marginalised and furthest away from learning. The Achievement rate between April 25 – July 25 was higher being at 88% with retention rates of 96% demonstrating an excellent engagement of learners.

To April 25, 16 (38% of the) beneficiaries have a disability which is very creditable given that this is 14% above the general population with an identified disability. Of these, 75% of the beneficiaries achieved their learning objectives.

To April 25, 96% of the learners had reported increased motivation/confidence to enter further learning or secure new/improved employment as a result of their new skills.

To April 25, 93% of the learners had reported increased confidence towards successfully integrating into their community as a result of improved English skills and confidence due to our support

The percentage of learners who progressed onto higher level accredited ESOL at ATN to April 25 was 33% whilst 7% moved into employment. There was also a tangible improvement in the mental health and wellbeing of learners at the end of programmes when compared to the commencement of the courses. Learners were more confident in taking ownership of their lives and expressed the view that they were able to engage with people a lot better and did not feel so isolated as a result of attending the programme.

For many individuals, this programme provided the conduit to embark on a journey of life-long learning, and they have encouraged others within their communities to improve their skills and enrol on locally provided courses.

## **Dealing with challenges**

The tutors often experienced linguistic obstacles while teaching refugees due to diverse languages in the classroom. These languages cause interference and confusion. To address this, tutors resorted to GTM (Grammar Translation Method). At ATN, several multilingual lexicons are provided to the learners in the classrooms.

The tutors also needed trauma-informed teaching approaches. Such important issues are always dealt with by standardisation sessions led by the Director and Regional Manager. Learners are encouraged to talk about bereavement and any recent trauma they have experienced in their lives.

Practical barriers included poor attendance due to financial constraints of the learners.

Staff at ATN are well-equipped in providing IAG to such learners so that they can attend classes regularly.

Institutional challenges included budget constraints for learning materials and resources. To address this issue, the senior staff members often discuss and share resources related to ESOL curriculum, mental health and well-being as well as digital skills.

## **Heathrow Community Trust**

By the conclusion of the project to support learners with basic skills and employability, ATN had enrolled 36 learners who completed the programme with a 97% achievement rate. 33% of the learners moved into further accredited learning at ATN whilst 65% were either looking for work or gained employment.

52% of the beneficiaries had an identifiable disability which was 20% above expectation with a pass rate of 65% which was a laudable achievement.

All beneficiaries reported increased motivation to secure new or improved employment, most learners had reported hard and soft skills, including communication, interview skills, teamwork, ESOL, IT and specific course-related skills. Furthermore, at least 95% have reported increased confidence in gaining employment or engaging in further education.

Social events and end-of-term awards ceremonies helped learners engage with each other including fostering friendships, social bonds, mutual respect, social inclusion and supporting learners to integrate into the social fabric in the UK.

## **Sackler Trust**

### **Objectives of the Programme**

The objectives of the programme are to develop the skills, confidence, employment and educational prospects including the wellbeing of migrants, refugees and asylum seekers. The programme also seeks to support their integration into wider society. This was achieved by conducting programmes in pre-Entry ESOL, Digital Skills, Employability and strategies for improving health and wellbeing.

### **Activities**

ATN engaged with 30 beneficiaries and delivered programmes of 96 hours in pre-Entry ESOL, Digital Skills and Employability Support which was embedded in the program content. Each participant was given an initial assessment to ascertain their level of competence in ESOL and Digital Skills including career aspirations. This was followed by courses which included matrix accredited Information Advice and Guidance and course support from qualified tutors who provided targeted additional support when necessary for learners who found the programmes to be challenging.

Individual Learning Plans were developed which specify short- and long-term goals and milestones were reviewed, updated and recorded on a fortnightly basis between the tutor and the learner.

Additionally, participants were supported with strategies for improving their health and wellbeing.

Health and Wellbeing surveys were conducted at the beginning of programmes, mid-course and at the end to determine the extent to which mental wellbeing had improved.

Participants were also encouraged to use the free facilities and to keep in touch with ATN staff (laptops, desktops and printers) for CVs and job search support. Celebration events were held presenting participants with certificates and linking them to former learners who act as positive role models, sharing their experience and inspiring others.

At the end of each course, each learner was given an exit review which provided guidance and support for progression into further learning and/or jobs.

### **Monitoring and Evaluation**

Learners undergo a comprehensive Initial assessment to determine English, Maths and ICT Skills using the BKS Initial and Diagnostic Assessments, assessments of employment skills as well as health and wellbeing using the Warwick Edinburgh Mental Well-being Scale (WEMWB). These provide the basis for our monitoring and evaluation processes, providing the baseline from which we (and the learner) can assess progress alongside the ILPs which detail goals and milestones.

### **Profile of learners**

The learners were primarily from BAME communities namely Indian, Afghani, Bangladeshi, Eastern European, Ukrainian, Syrian, African and Ukrainian. The gender breakdown was 77% female and 23% male.

### **Impact and Outcomes**

The Achievement rate was a credible 87%, the pass rate being 93% with a retention rate of 93%, indicating that learners were engaged and benefitted from the programme. The percentage of learners who progressed onto higher level accredited ESOL at ATN was 60%, whilst 37% moved into employment or were actively seeking employment.

There was also a noticeable improvement in the mental health and wellbeing of learners at the end of programmes when compared with their condition at the commencement of the courses. Learners were more confident in taking ownership of their lives and expressed the view that they were able to engage with people a lot better and did not feel so isolated as a result of attending the programme.

The families and communities of the participants benefitted from the improved knowledge and skills gained on the programme. In particular, the improved skills in the use of technology for communication and learning, which were cascaded throughout the participants families, and friends. For many individuals this programme provided the conduit to embark on a journey of life-long learning, and they have encouraged others within their communities to improve their skills and enrol on locally provided courses

### **Learner Survey**

All 25 learners who responded in the cohort of 30 learners expressed excellent/good views in the following:

- (i) Initial Induction and Explanation at the start of the course
- (ii) The standard of training during the course
- (iii) The skills learned during the course helping to improve your job prospects
- (iv) Support from staff at all stages of the programme
- (v) Resources and facilities provided by ATN
- (vi) The variety of content within the course structure
- (vii) The quality of IAG during the course
- (viii) The quality and presentation of a new/updated CV
- (ix) The skills learned during the course helping to improve job prospects

### **External Verification and EQA Report (City and Guilds)**

The Adult Training Network continued to receive good reports from External Verifiers, College, Franchise Managers and Contract Managers from the various funding bodies. There were two External Verifier sampling activities in the academic year by City and Guilds External Quality Assurance Assessor (EQA) in ESOL, Functional Skills English and Maths. The EQA confirmed that the team worked well across all three sites and was impressed with the quality of the sampling activity and commented that a commendable and collective team effort was evident throughout the day and across the years.

## **Matrix Accreditation**

ATN is matrix accredited and gained accreditation in July 2007. The accreditation has been renewed every three years since then. In November 2024, ATN's accreditation was renewed in year two of the three-year assessment cycle after an assessment by the Matrix Assessor.

Significant progress has been made in areas suggested for development at last year's Accreditation Review, including adding learner's comments to the Learner Voice section of the website, along with quantified data results, introduction of team meeting between the 2 centres, and of a staff appraisal system.

The learner induction has been updated, with an additional step in the flow chart. Areas to be reviewed for progress next year include any increase in employer engagement and result from that, a partner survey and impact to date from the Sackler Trust project. ATN continues to work hard to support its learners, including with IAG, around employability aspects that are not funded, and in cost-of-living workshops to advise on ways to economise sufficient evidence to enable a decision of 'Maintaining Accreditation'.

## **Structure, governance and management**

The Adult Training Network is a Registered Charity (number 1093609), established in July 1999, and a Company Limited by Guarantee (number 42866151). The Head Office is at Unit 3, Triangle Centre, 399 Uxbridge Road, Southall, UB1 3EJ.

The Adult Training Network has a Board of Trustees and a Managing Director, who is the main contact person for the organisation. Further information on the Adult Training Network can be found on the organisation's website at <https://www.adult-training.org.uk>. The Chair of the Board of Trustees is Mr. Fawzy Adam and the Managing Director is Mr. Sarjeet Singh Gill.

The Trustees, who are also the directors for the purpose of company law, and who served during the year and up to the date of the signature of the financial statements were:

- Fawzy Adam
- Beulah Lyn Felstead
- Keeranpal Kaur
- Sonia Khokhar
- Janette Eve James

## **Recruitment and training of trustees**

Trustees with specialist expertise in education, training, finance and fundraising are recruited through advertising on charity forums, recommendations from Trustees and general members of the charity. There is a shortlisting and appointment process which is overseen by the Trustees.

Appointments are made in accordance with the Articles of Association of the charity. On appointments, Trustees are provided with an induction pack which includes the Essential Trustee Handbook detailing roles and responsibilities. Both internal and external training is provided including refresher training where appropriate for Trustees to be more effective in their roles and responsibilities including financial management.

### **Closure of the Charity**

The Trustees of Adult Training Network confirmed on the 28 July 2025 that the charity will close shortly and cease operating due to issues of financial sustainability.

The Trustees are very sorry that we are unable to continue serving the needs of disadvantaged communities as has been the case over the last 26 years.

Despite our best efforts in making at least 18 grant applications to foundations/ trusts and statutory funders since December 2024, no new grant funding is forthcoming to ensure the financial viability of the charity.

The Trustees would like to thank all funders for the grants/contracts which have been allocated in the period to November 25 including winding down grants by City Bridge Foundation and Garfield Weston.

The Trustees' report was approved by the Board of Trustees.

A handwritten signature in blue ink, appearing to read 'Sarjeet Gill', is written over a horizontal line.

Mr. Sarjeet Singh Gill  
**Managing Director and Secretary**

**Date: 3 March 2026**

# INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF ADULT TRAINING NETWORK LTD

FOR THE PERIOD ENDED 30 November 2025

## Independent examiner's report to the trustees of Adult Training Network Ltd ('the Company')

I report to the charity trustees on my examination of the accounts of the Company for the period ended 30 November 2025.

### Responsibilities and basis of report

As the charity's trustees of the Company (and also its directors for the purposes of company law), you are responsible for the preparation of the accounts in accordance with the requirements of the *Companies Act 2006* ('the 2006 Act').

Having satisfied myself that the accounts of the Company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under Section 145 of the *Charities Act 2011*, s. 145 ('the 2011 Act'). In carrying out my examination, I have followed the Directions given by the Charity Commission under Section 145(5) (b) of the 2011 Act.

### Independent examiner's statement

Since the charity's gross income exceeded £250,000, your examiner must be a member of a listed body. I confirm that I am qualified to undertake the examination because I am a member of Institute of Chartered Accountants of England and Wales (ICAEW), which is one of the listed bodies.

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

- (1) accounting records were not kept in respect of the Company as required by Section 386 of the 2006 Act; or
- (2) the accounts do not accord with those records; or
- (3) the accounts do not comply with the accounting requirements of Section 396 of the 2006 Act other than any requirement that the accounts give a true and fair view which is not a matter considered as part of an independent examination; or
- (4) the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities [applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland ([FRS 102](#))].

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.



A J Bennewith  
FCA, FCPA, FFA, FFTA, FIPA, DChA, FRSA  
Upper Ground Floor  
18 Farnham Road  
Guildford  
Surrey  
GU1 4XA

Date: 11 March 2026

**STATEMENT OF FINANCIAL ACTIVITIES**  
FOR THE PERIOD ENDED 30 November 2025

Recommended categories by activity	Notes	Unrestricted	Restricted	Total Funds	Total Funds
		funds	income funds	01.10.2024 to 30.11.2025	01.10.2023 to 30.09.2024
		£	£	£	£
<b>Income and endowments from:</b>					
Donations and legacies	2	396,801	-	396,801	482,788
Investments	3	22	-	22	103
Others	4	1,078	-	1,078	1,500
<b>Total</b>		<u>397,901</u>	<u>-</u>	<u>397,901</u>	<u>484,391</u>
<b>Expenditure on:</b>					
Charitable activities	5	432,273	-	432,273	609,453
Other	7	5,642	15,652	21,294	6,422
<b>Total</b>		<u>437,915</u>	<u>15,652</u>	<u>453,567</u>	<u>615,875</u>
<b>Net income/(expenditure) before investment gains/(losses)</b>		(40,014)	(15,652)	(55,666)	(131,484)
Net gains/(losses) on investments	9	191	-	191	1,154
<b>Net income/(expenditure) Net movement in funds</b>		(39,823)	(15,652)	(55,475)	(130,330)
		(39,823)	(15,652)	(55,475)	(130,530)
<b>Reconciliation of funds:</b>					
Total funds brought forward		<u>39,837</u>	<u>15,652</u>	<u>55,489</u>	<u>185,820</u>
<b>Total funds carried forward</b>		<u>14</u>	<u>-</u>	<u>14</u>	<u>55,490</u>



## BALANCE SHEET

FOR THE PERIOD ENDED 30 November 2025

		2025		2024
	Notes	£	£	£
<b>Fixed Assets</b>				
Tangible assets	13		-	52,272
<b>Current assets</b>				
Debtors	15	-		37,183
Investments	14	-		3,924
Cash at bank and in hand		<u>9,813</u>		<u>26,729</u>
		9,813		67,836
<b>Creditors: amounts falling due within one year</b>	16	(9,799)		(48,144)
Net current assets			14	19,692
<b>Total assets less current liabilities</b>			14	71,964
<b>Creditors: amounts falling due after more than one year</b>	19		-	(16,474)
<b>Net assets</b>			<u><u>14</u></u>	<u><u>55,490</u></u>
<b>Income funds</b>				
Restricted funds	20		-	15,653
Unrestricted funds	21		14	39,837
			<u><u>14</u></u>	<u><u>55,490</u></u>

The charitable company is entitled to exemption from audit under Section 477 of the Companies Act 2006 for the period ended 30 November 2025.

The members have not required the company to obtain an audit of its financial statements for the period ended 30 November 2025 in accordance with Section 476 of the Companies Act 2006.

The trustees acknowledge their responsibilities for

(a) ensuring that the charitable company keeps accounting records that comply with Sections 386 and 387 of the Companies Act 2006 and

(b) preparing the financial statements which give a true and fair view of the state of affairs of the charitable company as at the end of each financial year and of its surplus or deficit for each financial year in accordance with the requirements of Sections 394 and 395 and which otherwise comply with the requirements of the Companies Act 2006 relating to financial statements, so far as applicable to the charitable company.

These accounts have been prepared and delivered in accordance with the provisions applicable to companies subject to the small companies regime.

The financial statements were approved by the Board of trustees and authorised for issue on 3 March 2026 and were signed on its behalf by:



Fawzy Adam  
Trustee



Keeranpal Kaur  
Trustee

## **NOTES TO THE FINANCIAL STATEMENTS**

FOR THE PERIOD ENDED 30 November 2025

### **1. Accounting Policies**

#### **Charity information**

Adult Training Network Ltd is a private company limited by guarantee incorporated in England and Wales. The registered office address is Unit 3 Triangle Centre, 399 Uxbridge Road, Southall, Middlesex, UB1 3EJ.

The principal accounting policies adopted by the Charity, which is a public benefit entity, in the preparation of the accounts are as follows.

#### **1.1 Basis of preparation**

These accounts have been prepared in accordance with "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)" (effective 1 January 2019) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Charities Act 2011. The charity is a Public Benefit Entity as defined by FRS 102.

The charity has taken advantage of the provisions in the SORP for charities not to prepare a Statement of Cash Flows.

These accounts are presented in pounds sterling and rounded to the nearest pound.

These accounts have been prepared under the historical cost convention, modified where necessary to reflect the non-going concern (cessation) basis of preparation.

#### **1.2 Going concern**

During the year, the Trustees resolved to cease the charity's activities, and the charity has now stopped operating. These financial statements therefore represent the final accounts of the charity.

Accordingly, the Trustees have concluded that it is not appropriate to prepare the accounts on a going concern basis. The financial statements have instead been prepared on a non-going concern (cessation) basis.

Assets have been stated at amounts expected to be realised and liabilities include all known and anticipated costs arising from the cessation of the charity's activities.

#### **1.3 Income from donations or grants**

Income from donations and grants is recognised when the charity is entitled to the funds after any performance conditions have been met, the receipt is probable, and the amount can be measured reliably.

Donations are recognised on receipt. For grants, whether 'capital' or 'revenue', this is usually when a formal offer is made in writing. If a donation or grant contains terms and conditions outside of the charity's control which must be met before the charity is entitled to the funds, or if the donor specifies that the funds must be used in future time periods, then the income is deferred. Income tax recoverable in relation to donations received under Gift Aid or deeds of covenant is recognised at the time of the donation.

No material income is expected to arise following the cessation of the charity's activities.

#### **1.4 Legacies**

Legacies are included in the SOFA when the amount is known, receipt is probable, that is, when there has been grant of probate, the executors have established that there are sufficient assets in the estate and any conditions attached to the legacy are either within the control of the charity or have been met. If the amount is not known, the legacy is treated as a contingent asset.

#### **1.5 Tax reclaims on donations and gifts**

Gift Aid receivable is included in income when there is a valid declaration from the donor. Any Gift Aid amount recovered on a donation is considered to be part of that gift and is treated as an addition to the same fund as the initial donation unless the donor or the terms of the appeal have specified otherwise.

## **1.6 Expenditure**

Expenditure is recognised when a present legal or constructive obligation exists at the balance sheet date as a result of a past event, it is probable that a transfer of economic benefits will be required to settle the obligation, and the amount can be estimated reliably. It is inclusive of VAT which cannot be recovered.

Expenditure also includes any costs directly attributable to the cessation of the charity's activities, including professional fees and other wind-down costs.

Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including the support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges are allocated on the portion of the asset's use.

Expenditure is recognised on an accrual basis as a liability is incurred. Costs of generating funds comprise the costs associated with attracting voluntary income and the costs of trading for fundraising purposes including the charity's shop. Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them. Fundraising costs are those incurred in seeking voluntary contributions and do not include the costs of disseminating information in support of charitable activities. Support costs are incurred directly in support of expenditure on the objects of the charity and include project management.

## **1.7 Employee benefits**

The cost of any unused holiday entitlement is recognised in the period in which the employees' services are received.

Termination benefits are recognised immediately as an expense when the charity is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

At the balance sheet date, the charity had no continuing employees and no outstanding employee-related obligations.

## **1.8 Pensions**

The Charity makes contributions to defined contribution pension schemes through auto enrolment. These contributions are charged to the income and expenditure account in the year in which they become payable.

## **1.9 Taxation**

The organisation is a registered charity and has no liability to income tax or corporation tax on its charitable activities during the year.

Value added tax is accounted for on an accruals basis.

## **1.10 Creditors**

The charity has creditors which are measured at settlement amounts less any trade discounts.

## **1.11 Leases**

Leases are classified as finance leases whenever the terms of the lease transfer substantially all the risks and rewards of the ownership to the lessees. All other leases are classified as operating leases.

Assets held under finance leases are recognised as assets at the lower of the assets fair value at the date of inception and the present value of the minimum lease payments. The related liability is included in the balance sheet as a finance lease obligation. Lease payments are treated as consisting of capital and interest elements. The interest is charged to net income/expenditure for the year so as to produce a constant periodic rate of interest on the remaining balance of the liability.

## **1.12 Financial instruments**

The charity has elected to apply the provisions of Section 11 'Basic Financial Instrument' and Section 12 'Other Financial Instruments Issues' of FRS 102 to all of its financial instruments.

Financial instruments are recognised in the charity's balance sheet when the charity becomes party to the contractual provisions of the instrument.

Financial assets and liabilities are offset, with the net amounts presented in the accounts, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

### ***Basic financial assets***

Basic financial assets, which include debtors and cash and bank balances, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at the present value of the future receipts discounted at a market rate of interest. Financial assets classified as receivable within one year are not amortised.

### ***Basic financial liabilities***

Basic financial liabilities, including creditors and bank loans are initially recognised at the transactions price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest. Financial liabilities classified as payable within one year are not amortised.

Debt instruments are subsequently carried at amortised cost, using an effective interest rate method.

Trade creditors are obligations to pay for goods and services that have been acquired in the ordinary course of operations from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade creditors are recognised initially at transaction price and subsequently measured at amortised cost using the effective interest method.

### ***Derecognition of financial liabilities***

Financial liabilities are derecognised when the charity's contractual obligations expire, discharged or cancelled.

## **1.13 Fund accounting**

Unrestricted funds are those funds which are available for use at the discretion of the Trustees in furtherance of the general objectives of the charity and which have not been designated for other purposes.

Restricted funds are funds which are to be used in accordance with specific restrictions imposed by donors, or which have been raised by the charity for particular purposes.

Endowment funds are subject to specific conditions by donors that the capital must be maintained by the charity.

## **1.14 Critical accounting estimates and judgements**

In the application of the charity's accounting policies, the Trustees are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised, if the revision affects only that period, or in the period of the revision and future periods if the revision affects both current and future periods.

There are no estimates and assumptions which have a significant risk of causing a material adjustment to the carrying amount of assets and liabilities.

### 1.15 Tangible fixed assets

Tangible fixed assets are held for use in the charity's activities or for disposal as part of the cessation of operations.

Tangible fixed assets, other than freehold land, are stated at cost or valuation, less depreciation and any provision for impairment, or at estimated realisable value where higher than value in use, reflecting the non-going concern basis of preparation.

Tangible fixed assets, other than freehold land, are stated at cost or valuation, less depreciation and any provision for impairment. Depreciation is provided at rates calculated to write off the cost or valuation of fixed assets, less their estimated residual value, over their expected useful lives on the following basis:

Computer equipment - 25% reducing balance.

Fixtures, fittings and office equipment - 25% reducing balance.

Motor vehicles - 25% reducing balance.

The gain or loss arising on the disposal of an asset is determined as the difference between the sale proceeds and the carrying value of the asset and is recognised in the statement of financial activities.

### 1.16 Impairment of fixed assets

At each reporting end date, the charity reviews the carrying amounts of its tangible assets to determine whether there is any indication that those assets have suffered an impairment loss. If any such indication exists, the recoverable amount of the asset is estimated, based on its expected realisable value in order to determine the extent of the impairment loss, if any.

### 1.17 Cash and cash equivalents

Cash and cash equivalents include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities.

## 2. Income from Donations and Legacies

Recommended categories by activity	Unrestricted funds £	Restricted income funds £	Total Funds 01.10.2024 to 30.11.2025 £	Total Funds 01.10.2023 to 30.09.2024 £
Grants receivable (as below)	343,558	-	343,558	482,788
Gift Aid	53,143	-	53,143	-
Other	100	-	100	-
	<u>396,801</u>	<u>-</u>	<u>396,801</u>	<u>482,788</u>

<b>Grants receivable for core activities funds (as above)</b>	<b>Unrestricted funds £</b>	<b>Restricted income funds £</b>	<b>Total Funds 01.10.2024 to 30.11.2025 £</b>	<b>Total Funds 01.10.2023 to 30.09.2024 £</b>
Richmond/Harrow Upon Thames College	-	-	-	127,500
Merton Adult Training	191,739	-	191,739	124,749
Step2Skills	76,819	-	76,819	124,268
Buckingham County Council	-	-	-	2,909
The Sackler Trust	-	-	-	20,000
National Lottery Community Fund	-	-	-	20,000
Garfield Weston	30,000	-	30,000	30,000
City of London - City Bridge Foundation	40,500	-	40,500	20,000
Heathrow Community	4,500	-	4,500	10,500
Go Fund Me	-	-	-	362
Axis Foundation	-	-	-	2,500
	<b>343,558</b>	<b>-</b>	<b>343,558</b>	<b>482,788</b>

### 3. Income from Investments

<b>Analysis</b>	<b>Unrestricted funds £</b>	<b>Total funds 01.10.2024 to 30.11.2025 £</b>	<b>Total funds 01.10.2023 to 30.09.2024 £</b>
Interest income	22	22	103
	<b>22</b>	<b>22</b>	<b>103</b>

#### 4. Other Income

Analysis	Unrestricted	Restricted	Total Funds 01.10.2024 to 30.11.2025 £	Total Funds 01.10.2023 to 30.09.2024 £
	funds £	funds £		
Gains/(losses) on disposal of a tangible fixed asset held for charity own use	1,078	-	1,078	1,500
	<u>1,078</u>	<u>-</u>	<u>1,078</u>	<u>1,500</u>

#### 5. Expenditure on Charitable Activities

Analysis	Total funds 01.10.2024 to 30.11.2025 £	Total funds 01.10.2023 to 30.09.2024 £
Printing and stationery	5,736	6,026
Staff costs	276,714	359,362
Exam fees, courses and licences	13,162	15,514
Hospitality and subsistence	316	538
Consultancy and work placements	5,960	26,453
Motor and travel expenses	3,260	3,199
IT costs	1,814	2,279
Training and other costs	24	156
Support costs (Note 6)	125,287	195,926
	<u>432,273</u>	<u>609,453</u>

#### 6. Support Costs

Analysis	Total funds 01.10.2024 to 30.11.2025 £	Total funds 01.10.2023 to 30.09.2024 £
Repairs and maintenance	3,569	5,833
Bookkeeping	-	8,142
Depreciation and impairment - Fixtures, fittings and equipment	979	1,306
Depreciation and impairment - Motor vehicles	934	9,697
Insurance	3,282	3,782
Interest on HP	758	570
Professional fees	9,000	21,758
Rent, rates and service charges	87,353	134,683
Telephone & Internet	4,986	4,614
Bank charges	806	741
<b>Governance Costs</b>		
Accountant's fees	13,620	4,800
	<u>125,287</u>	<u>195,926</u>

## 7. Other Expenditure

Analysis	Unrestricted	Restricted	Total Funds	Total Funds
	funds	funds	01.10.2024 to 30.11.2025	01.10.2023 to 30.09.2024
	£	£	£	£
Depreciation Charge for the Year - Computer equipment	5,642	-	5,642	6,422
Gains/(losses) on disposal of a tangible fixed asset held for charity own use	-	15,652	15,652	-
	<b>5,642</b>	<b>15,652</b>	<b>21,294</b>	<b>6,422</b>

## 8. Details of certain Items of Expenditure

	01.10.2024 to 30.11.2025	01.10.2023 to 30.09.2024
	£	£
Independent examiner's fees	2,400	2,400

## 9. Gains and Losses on Investments

	Unrestricted funds	Unrestricted funds
	01.10.2024 to 30.11.2025	01.10.2023 to 30.09.2024
	£	£
Gains/(losses) arising on:		
Valuations of investments	191	1,154

## 10. Trustees

There were no trustees' remuneration or other benefits for the period ended 30 November 2025 nor for the year ended 31 October 2024.

There were no trustees' expenses for the period ended 30 November 2025 nor for the year ended 31 October 2024.

## 11. Employees' Emoluments

Staff costs	01.10.2024 to 30.11.2025	01.10.2023 to 30.09.2024
	£	£
Salaries and wages	246,342	311,934
Social security costs	5,486	18,228
Pension costs (defined contribution scheme)	24,885	29,200
	<b>276,713</b>	<b>359,362</b>



The average monthly number of employees during the year was:

	01.10.2024 to 30.11.2025 Number	01.10.2023 to 30.09.2024 Number
Administrative staff	4	4
Other staff	12	16
<b>Total employees</b>	<b>16</b>	<b>20</b>

The number of employees whose annual remuneration was more than £60,000 is as follows:

Band	01.10.2024 to 30.11.2025 Number	01.10.2023 to 30.09.2024 Number
£60,000 to £69,999	-	1
Remuneration of key management personnel (including senior management) was as follows:		
	£	£
Remuneration including social security costs and pension costs	112,565	156,575

## 12. Defined contribution Pension Scheme

	01.10.2024 to 30.11.2025 £	01.10.2023 to 30.09.2024 £
Amount of contributions recognised in the SOFA as an expense	24,885	29,200

The charity operates a defined contribution pension scheme for all qualifying employees. The assets of the scheme are held separately from those of the charity in an independently administered fund.

### 13. Tangible Fixed Assets

	Motor Vehicles £	Fixtures, Fittings & Equipment £	Computer Equipment £	Total £
<b>Cost</b>				
At 1 October 2024	53,367	13,107	108,318	174,791
Additions	-	-	168	168
Disposals	<u>(53,367)</u>	<u>(13,107)</u>	<u>(108,486)</u>	<u>174,959</u>
At 30 November 2025	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Depreciation &amp; Impairment</b>				
At 1 October 2024	24,277	9,189	89,052	122,519
Charge for the year	934	979	5,642	7,555
Elimination on disposal	<u>(25,211)</u>	<u>(10,169)</u>	<u>(94,694)</u>	<u>(130,074)</u>
At 30 November 2025	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Carrying amount</b>				
At 30 November 2025	-	-	-	-
At 30 September 2024	29,090	3,917	19,266	52,272

### 14. Current Asset Investments

	2025 £	2024 £
Listed Investments	-	3,924

The investments are presented at market value as of 30 November 2025.

### 15. Debtors

Amounts falling due within one year:

	2025 £	2024 £
Prepayments & accrued income	<u>-</u>	<u>3,736</u>
	<u>-</u>	<u>37,183</u>

**16. Creditors: Amounts falling due within one year**

	<b>2025</b>	<b>2024</b>
	<b>£</b>	<b>£</b>
Bank loans and overdrafts (Note 18)	29	790
Trade creditors	685	6,828
Obligations under hire purchase	-	4,523
Accruals and deferred income	6,885	13,618
Taxation and social security	-	1,905
Other creditors	2,200	20,480
	<b>9,799</b>	<b>48,144</b>

**17. Finance Lease Obligations**

Future minimum lease payments due under finance leases:

	<b>2025</b>	<b>2024</b>
	<b>£</b>	<b>£</b>
Within one year	-	4,523
Within two and five years	-	16,474
	<b>-</b>	<b>20,997</b>

**18. Loans and Overdrafts**

	<b>2025</b>	<b>2024</b>
	<b>£</b>	<b>£</b>
Bank overdrafts payable within one year	29	790

**19. Creditors: Amounts falling due after more than one year**

	<b>2025</b>	<b>2024</b>
	<b>£</b>	<b>£</b>
Obligations under hire purchase	-	16,474
	<b>-</b>	<b>16,474</b>

## 20. Restricted Funds

The restricted funds of the charity comprised the unexpended balances of donations and grants held on trust subject to specific conditions by donors as to how they may be used.

	<b>At 1 October 2024 £</b>	<b>Incoming resources £</b>	<b>Resources expended £</b>	<b>Gains and losses £</b>	<b>At 30 November 2025 £</b>
Restricted funds	15,652	-	(15,652)	-	-

### Previous year:

	<b>At 1 October 2023 £</b>	<b>Incoming resources £</b>	<b>Resources expended £</b>	<b>Gains and losses £</b>	<b>At 30 September 2024 £</b>
Restricted funds	18,441	2,500	(5,289)	-	15,652

## 21. Unrestricted Funds

The unrestricted funds of the charity comprise the unexpended balances of donations and grants which are not subject to specific conditions by donor and grantors as to how they may be used. These include designated funds which have been set aside out of unrestricted funds by the trustees for specific purposes.

	<b>At 1 October 2024 £</b>	<b>Incoming resources £</b>	<b>Resources expended £</b>	<b>Gains and losses £</b>	<b>At 30 November 2025 £</b>
General funds	39,837	397,901	(437,915)	191	14

### Previous year:

	<b>At 1 October 2023 £</b>	<b>Incoming resources £</b>	<b>Resources expended £</b>	<b>Gains and losses £</b>	<b>At 30 September 2024 £</b>
General funds	167,379	481,891	(610,587)	1,154	39,837

## 22. Analysis of Net Assets Between Funds

	Unrestricted funds 2025 £	Restricted funds 2025 £	Total 2025 £
<b>At November 2025:</b>			
Tangible assets	-	-	-
Current assets/(liabilities)	14	-	14
Long term liabilities	-	-	-
	<b>14</b>	<b>-</b>	<b>14</b>
	Unrestricted funds 2024 £	Restricted funds 2024 £	Total 2024 £
<b>At September 2024:</b>			
Tangible assets	36,620	15,653	52,273
Current assets/(liabilities)	20,591	-	20,591
Long term liabilities	(16,474)	-	(16,474)
	<b>40,737</b>	<b>15,653</b>	<b>56,390</b>

## 23. Related Party Transactions

During the period, salary of £43,978 (2024 - £69,961) has been paid to the Secretary Mr. Sarjeet Singh Gill and £45,631 (2024 – £50,414) has been paid to his spouse, Mrs. Kamaljit Gill.

Included in the other creditors is a sum of £2,200 (2024 – £8,000) owed to the Secretary Mr. Sarjeet Singh Gill.

Following the decision to close the charity, Mr. Sarjeet Singh Gill bought the 2 cars from the charity for a total of £30,311, resulting in total profits on sale of £2,155. This was an arm's length transaction.