



TVS Annual Report and Financial Statement to December 2025



Tyume Valley Schools Development Association (TVS) Organisational Details for the year ending 31 December 2025

Charity Number	1103909	
Registered Address	2 Old Blackfriars Marley Lane Battle TN33 0DQ	
Website	www.tvschools.org.uk	
Email	office@tvschools.org.uk	
Trustees	Margaret Kiloh Stephanie Gallier Stephen Muggeridge Gaynor Cobb John Hagestadt Denise Heggie Jim Lewis Barbara Hill Rhys Torrington Tatenda Matinde Duduzile Jele	Chair Secretary Treasurer
Bankers	Barclays Bank 355 Station Road Harrow HA1 2AN	
Independent Examiner	Claire Davis Kesma Norman Close Battle TN33 0BD	

Introduction to TVS

This report provides an overview of TVS, highlighting its organizational structure, trustee recruitment and appointment processes, approaches to risk management, and statement on public benefit. The information contained herein aims to offer transparency about the charity's operations and adherence to regulatory guidance.

Organizational Structure

TVS's Board of Trustees is responsible for the strategic oversight and financial management of the charity. The Board meets every three months or less, either in person or remotely. There are currently eleven members, including three Officers who undertake responsibility for day-to-day operations. TVS has no paid staff in the UK, but employs a part-time Project Coordinator based in South Africa.

Recruitment and Appointment of Trustees

Trustees may be appointed at the Annual General Meeting (AGM) to serve for a period of one year, or co-opted by decision of the trustees at any intervening point. All trustees give their time voluntarily and receive no benefit from the charity. Any expenses claimed by trustees are set out in the accounts.

Risk Management

The most significant risk to the charity is ensuring sustainable growth. The political and economic climate in the UK and South Africa has led to decreased income and increased costs, making fundraising extremely challenging. The trustees have attempted to mitigate financial risks by focusing on recruiting trustees and volunteers with the skills to help the organization move forward.

Public Benefit Statement

The Trustees have had regard to the Charity Commission's public benefit guidance when exercising any powers or duties to which the guidance is relevant. We review our aims, objectives, and policies each year, and ensure that our programmes and activities remain in line with our stated charitable objectives.

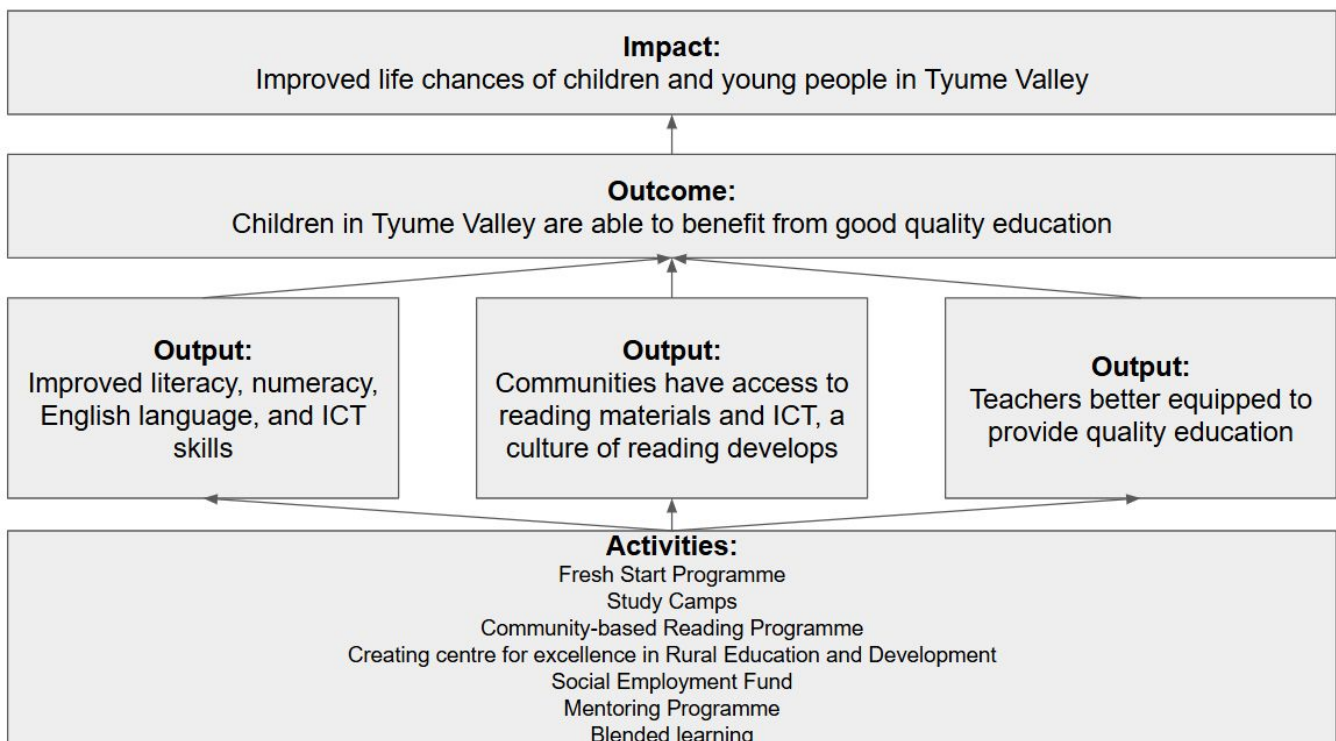
Message from the Chair

2025 has been a year marked by both growth and resilience for Tyume Valley Schools. Thanks to the unwavering support of our partners, donors, and the local community, we have continued to broaden our reach and deepen our impact, delivering quality education and opportunities to the children of Tyume Valley. Our core mission remains steadfast—to ensure that every child is given the chance to succeed, no matter what obstacles they encounter.

Despite ongoing infrastructural and funding challenges, our commitment to fostering literacy, numeracy, and digital skills remains stronger than ever. Looking forward, we aim to build on these successes by deepening our engagement with schools, expanding digital literacy initiatives, and forging new partnerships to sustain and grow our impact in the region.

TVS Theory of Change

Young people in Tyume Valley are being held back from the full benefits of education due to a lack of good quality literacy, numeracy, and ICT teaching, as well as limited community-level services that foster a culture of reading. TVS collaborates with local communities to train and fund teachers and learning support assistants, providing additional support for children in English language, literacy, numeracy, and ICT skills. We also deliver resources and services within the community that encourage reading. These efforts improve children's ability to benefit from mainstream education and help raise the quality of local education provision. As a result, children perform better in school and their life-chances are enhanced.



Overview of TVS Activities in 2025

Key achievements include the development of our Reading Stars Programme, growth of children's reading clubs, and the introduction of a second successful Book Day for the entire community. Four more schools became TVS Fresh Start partners, eight schools benefited from computer equipment and IT training, and eight Reading Ambassadors were trained and deployed to support reading in schools. In addition, 150 children participated in village reading clubs and 2,000 books were distributed.

8 

Schools benefitted from the provision of computer equipment and training

2000 

Books were distributed to reading clubs and schools

8 

Learning Assistants were trained as Reading Ambassadors

150 

Children participating in village reading clubs

TVS Fresh Start Partnership

The TVS Fresh Start Partnership is a cornerstone initiative within our broader efforts to uplift education in Tyume Valley. Established in 2023, Fresh Start offers partner schools essential resources, comprehensive teacher training, and ongoing classroom support to create a foundation for sustainable progress. By integrating both in-school and community-based activities, the partnership leverages programmes such as TVS's Masifunde (Let's Read) and Lights on After School—a national campaign that promotes the value of after-school learning for student development and safety.

Throughout 2025, Fresh Start responded to the evolving needs of partner schools with a suite of targeted interventions. These included Reading Stars, Reading Clubs, and TechLearn IT, Maths, and English sessions delivered at the TVS Learning Centre. The partnership also featured a bridging course for school leavers and organized a Book Day event for families, strengthening community engagement and cultivating a culture of reading.



Learning Support Assistants

Central to Fresh Start is our committed team of Learning Support Assistants. These individuals serve as Reading Ambassadors in schools, lead Reading Clubs, and tutor Maths and English at the Learning Centre. Their efforts ensure that students receive personalized support, enhancing literacy and numeracy outcomes and helping lay the groundwork for lasting educational success in Tyume Valley



Reading Stars

During the year, the Reading Stars Programme continued to grow in both reach and depth, with four additional primary schools brought on board and equipped with projectors and adapted whiteboard screens to enhance interactive learning. The year began with learner assessments, which indicated that approximately 30–40% of Grade 4 learners were not yet reading fluently in their home language, while also highlighting the positive impact of sustained support among returning learners.

Although programme delivery in the first term was affected by school athletics, Department of Education workshops, and logistical challenges—including vehicle repairs and staff shortages within schools—the programme regained strong momentum in Term 2, with a structured focus on phonics, blending, and high-frequency words. By Term 3, Reading Stars was firmly established within partner schools, providing consistent morning sessions and reinforcing reading habits across multiple grades, particularly among Grade 4 and 5 learners. The programme was further strengthened through external input and observation, with practical feedback supporting ongoing improvements in delivery, and concluded the academic year with a solid foundation for continued impact.

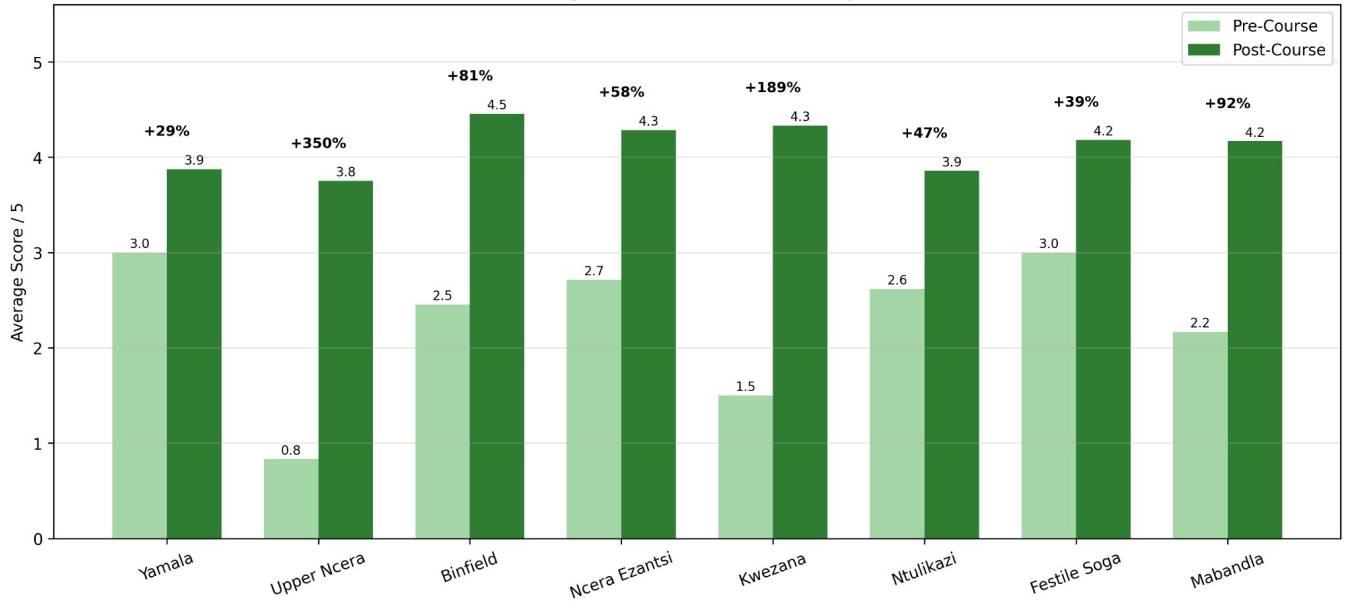
Reading Clubs

Throughout the year, our community Reading Clubs continued to grow as safe, consistent spaces where children could engage with books in an enjoyable and supportive environment. Beginning with five active clubs, the programme expanded to six with the revival of the Yamala Reading Club, increasing our reach across the Tyhume Valley. Weekly sessions were facilitated by dedicated Reading Club Leaders, offering a combination of reading, storytelling, games, and interactive learning activities. The return of Vuvu brought renewed energy and valuable experience to the programme, strengthening existing clubs while supporting the development of new ones in additional communities. Highlights of the year included an excursion for the Ntulikazi Reading Club to the Alice Library, hosted by the Nal'ibali campaign, as well as engagement with visiting TVS Trustees, which further enriched the experience for both learners and facilitators. The Reading Clubs continue to play a vital role in building confidence, fostering a love of reading, and extending learning beyond the classroom and into the community.

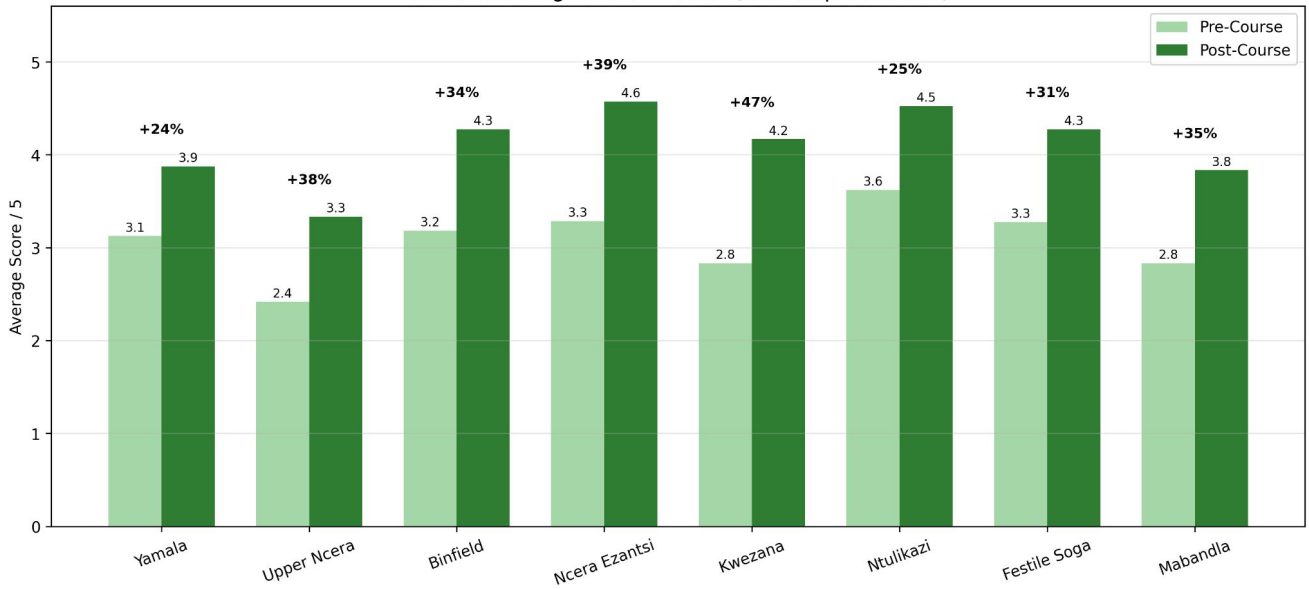
Techlearn

During the year, the TVS TechLearn English and Maths Programme continued to provide focused, small-group academic support through structured after-school sessions at the TVS Learning Centre. Delivered in two five-week cycles for Grade 4 and Grade 5 learners, the programme reached a total of **170 learners** from eight partner schools, with sessions held twice weekly. Learners were grouped according to ability and rotated through English, Maths, and ICT lessons, allowing for a balanced and integrated approach to learning, supported by a low learner-to-tutor ratio. Consistent transport and the provision of a daily meal contributed to strong attendance and high levels of participation, with learners engaging enthusiastically across all sessions. Assessment data showed measurable improvements in reading comprehension, while increased confidence was evident in learners' willingness to read, write, and solve problems independently. The programme also created opportunities for creativity and expression, with learners presenting their work digitally and celebrating their progress through shared activities. TechLearn continues to demonstrate the value of structured, supportive learning environments in strengthening both academic skills and learner confidence.

Grade 5 English Assessment Results by School
Overall Average: 2.29 → 4.11 (80% improvement)



Grade 5 Mathematics Assessment Results by School
Overall Average: 3.07 → 4.11 (34% improvement)



Future Plans

Looking ahead, TVS plans to expand the reach of the teaching programmes, increasing our focus on reading skills and reading for meaning. We will continue to increase after school learning clubs, launch digital literacy and teacher mentorship and support groups.

We will continue to support staff and teachers with appropriate training and resources for teaching.

Our aim is to strengthen partnerships in South Africa, to empower local teachers and thus ensure long term sustainability.



Book Dash Day October 2025

Tyume Valley Schools Development Association

Receipts and payments accounts for 12 months to 31st December 2025

Account approved by the Trustees on 12th January 2026

	12 months to 31.12.25			12 months to 31.12.24		
	Unrestricted Funds	Restricted Funds	Total Funds	Unrestricted Funds	Restricted Funds	Total Funds
	£	£	£	£	£	£
Receipts						
Donations	24,576		24,576	22,242		22,242
Grants	4,000	10,209	14,209		9,130	9,130
Bank Int	243		243	52		52
Gift Aid Repayment	4,448		4,448	6,070		6,070
Misc	542		542	5,107		5,107
Total	32,725	10,209	42,934	33,471	9,130	42,601
Payments						
SA programme costs:						
Staff costs	5,775		5,775	6,161		6,161
Stipends and teaching activities	16,587	6,500	23,087	5,487	5,250	10,737
Classroom equipment	130	4,167	4,296	240	3,402	3,642
School fees	-		-	4,378		4,378
Learning centre costs	1,955		1,955	152		152
Vehicle expenses	2,695		2,695	1,851		1,851
	27,142	10,667	37,809	18,269	8,652	26,921
SA administration costs	1,188		1,188	426		426
UK fundraising costs	5,473		5,473	1,230		1,230
UK communications costs	2,803		2,803	-		-
Trustee expenses	5,089		5,089	788		788
UK administration costs	344		344	169		169
Bank charges	185		185	137		137
Total payments	42,224	10,667	52,891	21,019	8,652	29,671
Net payments/receipts	- 9,499	- 458	- 9,957	12,452	478	12,930
Analysis of cash funds						
	as at 31.12.25			as at 31.12.24		
UK bank account	16,776	20	16,796	28,179	478	28,657
SA bank account & petty cash	4,459		4,459	2,665		2,665
	21,234	20	21,254	30,844	478	31,322

Notes

- 1 These accounts are prepared on a cash receipts and payments basis.
- 2 Classifications of the 2024 comparative figures have been amended in some cases, in order to provide a more detailed analysis of key types of expenditure.

Signed on behalf of all the Trustees

M.G.Kiloh
Chair

S.J.Muggeridge
Treasurer

Registered charity number 1103909



CHARITY COMMISSION
FOR ENGLAND AND WALES

Independent examiner's report on the accounts

Section A

Independent Examiner's Report

Report to the
trustees/directors/
members of

Charity Name

Tyume Valley Schoole Developement Association

On accounts for the year
ended

31st December

2025

Charity no.:

1103909

Company no.:

Set out on pages

(remember to include the page numbers of additional sheets)

Responsibilities and
basis of report

I report to the charity trustees on my examination of the accounts of the Company for the year ended 31 / 12 / 2025

As the charity's trustees of the Company (who are also the directors of the company 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 for this year 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 ("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

[The company's gross income exceeded £250,000 and I am qualified to undertake the examination by being a qualified member of [insert name of applicable listed body]]. Delete [] if not applicable.

I have completed my examination. I confirm that no material matters have come to my attention (other than that disclosed below *) which gives me cause to believe that:

- accounting records were not kept in accordance with section 386 of the Companies Act 2006; or
- the accounts do not accord with such records; or
- the accounts do not comply with relevant accounting requirements under section 396 of the Companies Act 2006 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
- the accounts have not been prepared in accordance with the Charities SORP (FRS102).

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.

* Please delete the words in the brackets if they do not apply.

Signed: Claire Davies

Date: 22.2.26.

Name: Claire Davies

Relevant professional qualification(s) or body (if any): /

Address: Kesma, Norman Close, Battle, TN33 0BD

Section B Disclosure

Only complete if the examiner needs to highlight material matters of concern (see CC32, Independent examination of charity accounts: directions and guidance for examiners).

Give here brief details of any items that the examiner wishes to disclose.