



Jaccari

Oxford

2019-2020 IMPACT REPORT



Jacari
Oxford

2019-2020

IMPACT REPORT

The data presented herein was taken from a series of termly surveys filled out by Jacari volunteer tutors, pupils, parents and carers of pupils, and partner school teachers, as well as from interviews and written communications between the Jacari Lead Coordinator and author of this report, Madeleine Trivasse, and the aforementioned participants. All Jacari participants were invited to contribute their feedback through surveys equally, but not all chose to participate. All modes of feedback were conducted during the 2019-2020 academic year with the express consent of participants. Names have been eliminated or changed throughout to preserve participants' anonymity. Where relevant, citations of online articles and resources are provided. All photographs presented were taken during the 2019-2020 academic year. Photographs including children were taken and published by Jacari with written consent from the children's parents or legal guardians. Paintings included throughout were created by one of our amazing pupils and have been used with her permission! Jacari is a registered charity, no. 1177211.

WHO WE ARE

Our Vision

Jacari's vision is for a society where children and young people from all backgrounds have the confidence and language skills to achieve their full potential.

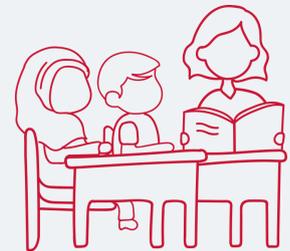
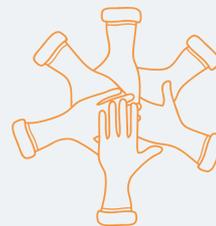
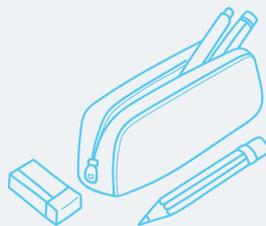
Our Mission

Jacari's mission is to improve the confidence and English language skills of children and young people through our free tuition scheme. We work with those who have English as an additional language and are at risk of not achieving their full potential.

Our Values

Equality

We recognise that people are different and unique, with diverse talents which should be celebrated and shared. We are driven by the belief that everyone should have equality of opportunity to achieve their full potential.



Aspiration

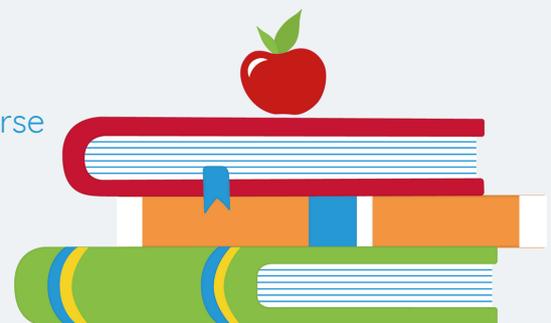
We believe that everyone can achieve highly with the right support. We aim to inspire confidence and encourage an ambitious mindset in every young person we work with.

Love of Learning

We recognise that engaging young people in their learning is best done through showing that learning can be fun, enjoyable, and enriching. All staff and volunteers model this value and are committed to lifelong learning.

Community

We work to create connections and foster solidarity between diverse communities in society through collaboration and volunteering.



Our Activities

The core of our work is our free, 1:1 tuition programme. For this programme, our 13 partner schools across Oxford refer pupils ages 6-16—migrant, asylum-seeking, and/or refugee children who have English as an Additional Language (EAL) and are struggling at school. We then match these pupils with individual tutors for one hour per week of fun, informal tutoring aimed at improving pupils' language skills and boosting their confidence. Our volunteer tutors are primarily students at the University of Oxford and Oxford Brookes University whom we first recruit and train in teaching and safeguarding. In addition to our tutoring programme, we hold free, complementary events for our pupils, their families, and volunteers throughout the academic year. Our Bristol branch works similarly.

WHY WE DO WHAT WE DO

More than 1.5 million children ages 5-18 in the UK have EAL and speak more than 360 languages—in addition to English—between them.[1] Across Oxford and Bristol, where Jacari has branches, there are more than 15,000 school-age children with EAL.[2]

Research by the Bell Foundation and others shows that EAL pupils—particularly those who arrive in the UK after age 5—are more likely to underachieve at school.[3] 16% of Oxford residents have EAL—more than twice the national average of 8%.[4] In many of our partner schools, the percentage of EAL is much higher—for instance, 61% at St. Christopher's Primary School.[5] The educational attainment of EAL children is hindered in part by a lack of EAL resources in many schools, thus contributing to the reality that many EAL children are less likely to achieve top results in school exams than their native-English-speaking peers.[6] Further studies demonstrate a correlation between EAL and socioeconomic deprivation. Many of our Jacari Oxford pupils live in areas—such as Rose Hill—ranked amongst the 20% most deprived nationally[7] and face economic barriers with wide-reaching implications for their lives on the whole and regarding their education as well as access to educational support especially.

Moreover, a significant proportion of our pupils come from refugee or asylum-seeking backgrounds, and the majority are from BAME communities. In addition to educational and socioeconomic barriers, these specific children may face pastoral and welfare disadvantages along with racial discrimination. Cultural dislocation experienced when arriving in a new country coupled with these challenges and injustices are only augmented by communication problems linked to EAL and, all together, lead to significant social isolation—heightened during times of school closures and social distancing due to COVID-19.



We at Jacari Oxford are passionate about helping EAL children with both their language skills and confidence levels. Indeed, providing children with Jacari tutors is not just about improving their English abilities or helping set them up for success in exams—it is also about creating a sense of belonging for them in Oxford while helping them reach their full potential and boosting their overall confidence. We strive to improve the prospects of EAL children in these ways by working against the aforementioned barriers through our free, 1:1 English tutoring programme.

We do what we do because we believe all children and young people should have the opportunity to reach their full potential. By primarily engaging university students as volunteers, we provide our pupils with tutors who are not only academically well equipped but who are also positive role models able to inspire their pupils and show them that learning can be fun! Additionally, by usually conducting our tutoring with children in their family homes, we aim to build positive relationships not just with our pupils but also with whole families and thereby support the broader community of EAL persons in Oxford.

[1] <https://www.bell-foundation.org.uk/news/blog-eal-learners-five-facts-five-things-you-need-to-know-and-five-things-you-can-do-to-support-them/> and <http://www.naldic.org.uk/research-and-information/eal-statistics/eal-pupils/>

[2] <https://www.gov.uk/government/collections/statistics-school-and-pupil-numbers> [3] <https://d1eeq5w9fvrviv.cloudfront.net/app/uploads/2017/05/16105736/EALachievementStrand-1.pdf>

[4] https://www.oxford.gov.uk/info/20131/population/463/first_or_preferred_language [5] <https://www.gov.uk/government/collections/statistics-school-and-pupil-numbers>

[6] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908929/Attainment_of_EAL_pupils.pdf

[7] https://www.oxford.gov.uk/info/20131/population/497/poverty_and_deprivation and https://insight.oxfordshire.gov.uk/cms/system/files/documents/202009_Bitesize_Oxfordshire%27s_10_most_deprived_wards_1.pdf

OUR RESPONSE TO COVID-19

With lockdown looming on the horizon at the beginning of March 2020, Jacari began planning for the months ahead. We knew that the already wide educational attainment gap would grow even wider as the children we work with were disproportionately, negatively affected by school closures. For many of our Jacari Oxford families, this educational disadvantage had to do with the fact that they have little to no access to technology in their homes—for instance, no computer or wifi connection—and therefore were unable to access their schools' online lessons and materials. For other (and sometimes the same) families, difficulties lay in parents' limited English skills, which left them feeling unable to help support their children's learning at home.

In response to these readily apparent needs, Jacari acted swiftly to implement both letter writing and remote tutoring options for our pupils and tutors to continue their contact throughout lockdown. For those pupils who were able to access electronic devices and internet connections, online lessons were able to take place through platforms such as Bramble. Other pupils who didn't have access to a computer were able to keep in touch with their tutors through supportive phone calls and exchanging handwritten letters in the post (complete with delightful illustrations!).

Recent studies on the attainment gap by the Education Endowment Foundation demonstrated that tutoring is one of the best ways to boost disadvantaged children's learning during these challenging times especially.[8] Therefore, Jacari's work is vital now more than ever. As we move into another academic year taking shape during the ongoing pandemic, we will refrain from resuming in-home tuition during the autumn term and reevaluate the situation come January 2021. Beginning in October 2020, we will continue supporting our pupils remotely while also looking for ways to combat digital exclusion through collaborating with our partner schools and other organisations to reach even more children.

"[My pupil] has grown a lot in confidence in this time [of online tutoring] and I've noticed more fluency and accuracy in his language, too. I'm really glad we had the opportunity of online tutoring." -Tutor



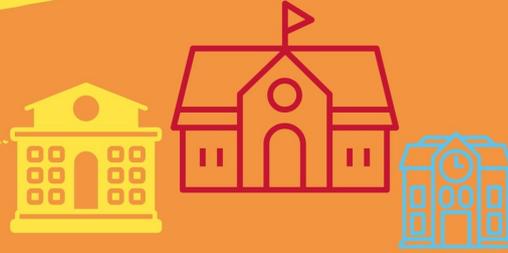
"[W]e made paper airplanes after playing a word game, and it was insane how well he [my pupil] responded to the paper airplane across video call. . . . He spoke more, had a clear objective that was fun for both of us, and he had practice with describing instructions and helping me across the tunnel-vision that video calls are."

-Tutor

"I've been on furlough since the [remote tutoring] scheme began, and these lessons have really helped me keep some structure in my life—I'm really glad Jacari kept classes going during lockdown. I know it's benefited [my pupil], who's worked really hard and shown such improvement. But it's also been great for my own general sense of purpose, too!" -Tutor



HIGHLIGHTS



We received pupil referrals from our 13 wonderful partner schools across Oxford as well as ...



... worked with 105 amazing volunteers, who delivered 956 hours of tutoring, including ...



... more than 200 hours of remote support logged since lockdown, helping ...



... 116 awesome pupils!



We also held:  4 exciting Kids' Events, 4 Volunteer Socials, 4 Educational Events/ Teaching Workshops, & 4 Fundraisers!

Jacari

Oxford

OUR AIMS & PRIORITIES

Aims

At Jacari Oxford, our overarching aims are to:

1. Improve the confidence of children and young people in Oxford who have English as an Additional Language, and
2. Improve the English language skills of these same children and young people.

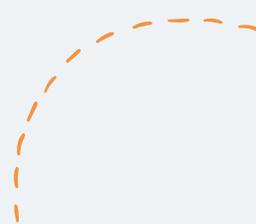
In order to achieve these aims, we developed, worked toward, and will continue working toward the following priorities.

2019-2020 Priorities

- Ensure that tuition is high-quality, regular, and focused on our pupils' specific learning needs
- Host a programme of events that is comprehensive, broad, and has an impact on pupils' confidence and language skills
- Maintain a good reputation with schools, pupils, and parents
- Work with those children most in need
- Ensure our volunteers are committed and well-trained

2020-2021 Priorities

- Adapt to new ways of working resulting from the COVID-19 pandemic
- Improve our financial security
- Develop the quality and consistency of our tuition programme by ensuring it has a significant and clearly evidenced impact on our pupils' language skills and confidence
- Develop the ways that we as an organisation are informed and led by the communities which we serve
- Develop our organisational frameworks with regard to policies, procedures, and staff structure



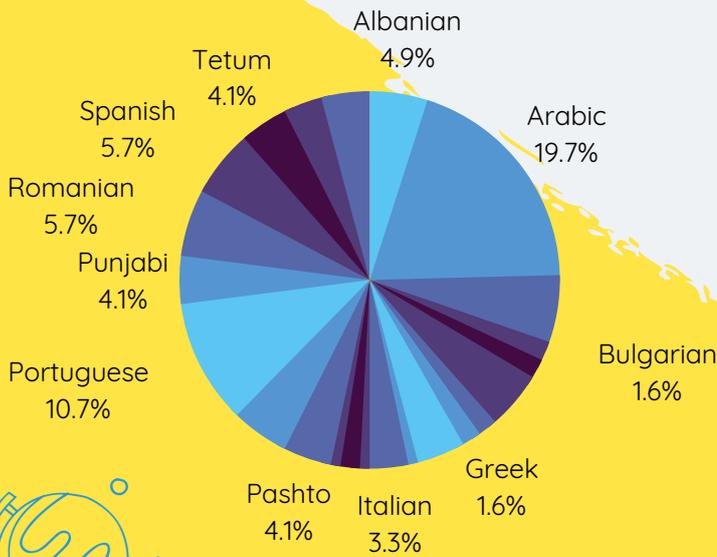
WHOM DID WE SUPPORT?

At our partner schools, an average 41% of pupils have EAL, and 18% are eligible for Free School Meals (FSM)—both proportions which are above the national average in primary and secondary schools. [9] In order to reach those children most in need of Jacari tutoring this year, we prioritised those who recently arrived in the UK and/or who are in EAL Band A or B (meaning they are new to English or in the early stages of its acquisition). Additionally, we sought to work with those children in socioeconomic as well as linguistic need by prioritising pupils who qualify for FSM/Pupil Premium.



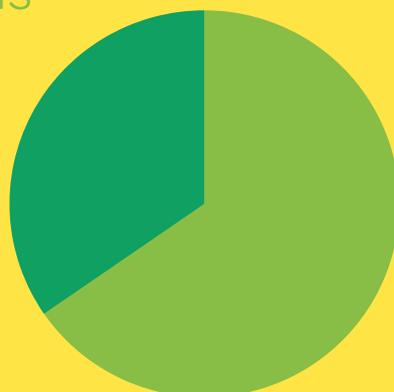
[9] <https://www.gov.uk/government/collections/statistics-school-and-pupil-numbers>

Pupils' Languages Spoken



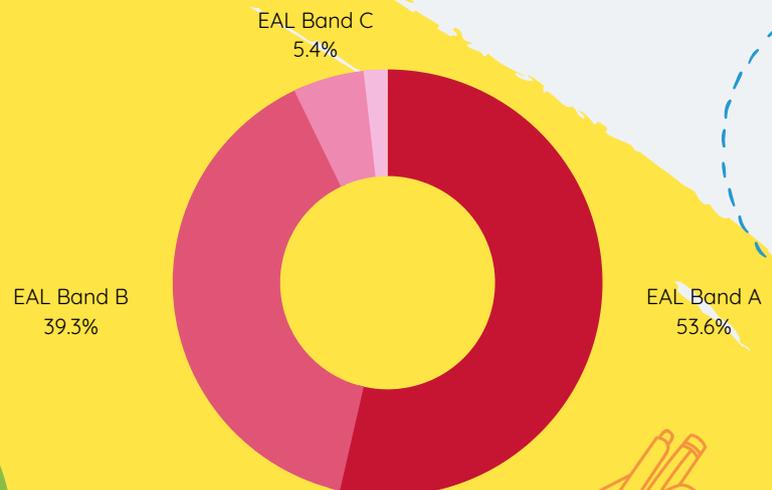
Age of Pupils

Secondary-School Age
34.6%



New Referrals

In 2019-2020, **84%** of our newly referred pupils were considered "high" or "very high" priority. Below is the breakdown of their **overall EAL Bands** when referred to us.



Primary-School Age
65.4%

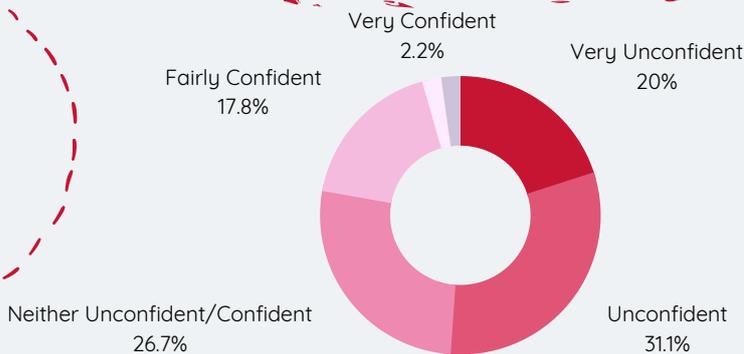


PUPILS' CONFIDENCE

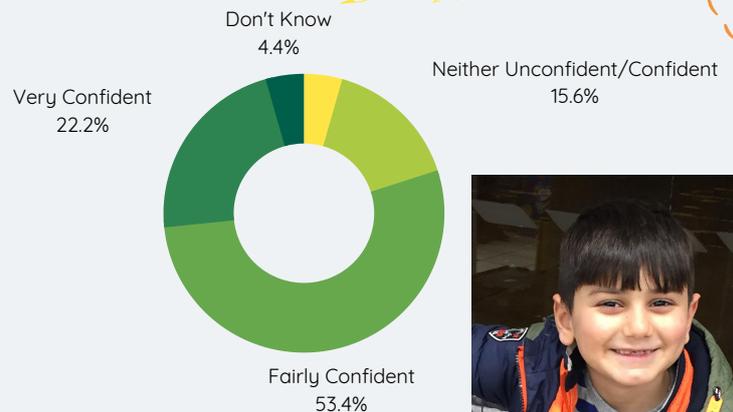
From Start to Finish

In line with one of our primary aims, we strove to improve the confidence of children we worked with in 2019-2020. To see how well we achieved this aim, we asked our volunteer tutors to rate how confident their pupils were at the beginning of their tutoring lessons and at the end on a scale of 1-5, where 1 was "very unconfident" and 5 was "very confident." The result was 89% of tutors reporting a positive impact on their pupils' confidence and 84% of tutors reporting a marked increase in pupils' confidence as related to Jacari tutoring. More specifically, 27% of tutors reported pupils' confidence increased by two levels on our scale, while another 16% reported an increase by three levels. No tutors reported that their pupils remained "very unconfident" by their last lesson. Together, all these results show the real positive impact 1:1 tutoring has on children's self esteem!

Pupils' Confidence at the Start of Jacari Tutoring



Pupils' Confidence at the End of Jacari Tutoring



End of Year

Additionally, we asked pupils, their parents, and partner school teachers at the end of the 2019-2020 academic year whether Jacari lessons helped pupils improve in confidence.

100% of partner school teachers said Jacari had a positive impact on pupils' confidence! 75% also said Jacari had a positive impact on pupils' school life/class participation as well as enjoyment of learning.

94% of pupils said Jacari helped them feel more confident and that they enjoyed their tutoring—with the remaining 6% saying Jacari helped improve their confidence maybe a little and that they sometimes enjoyed tutoring.

83% of parents said Jacari helped their child(ren) feel more confident—with the remaining 17% saying it helped do so maybe a little.



PUPILS' CONFIDENCE

Aliya & Eloise

When Aliya, age 9 and a native Italian speaker, was referred to us back in autumn 2018, her teacher noted that she wasn't speaking at all in class and placed her in EAL Band A. After having Jacari lessons with her tutor, Eloise, for almost 2 years, Aliya has progressed by leaps and bounds—all the way to Band C in speaking!

"When I started teaching [Aliya], she was very shy and would not speak English at all; we only communicated in Italian. Already mid-first year, she bloomed open as she was seemingly doing in her environment at school, and speaking in English became easier. By the end of the year, she was already much more confident with me, and English became our only communicative language. By the end of this second year together, she is not only fluent in English but [also] expresses things clearly to me and is completely at ease during our lessons."

-Eloise, Tutor

"I feel more confident. . . . I understand more things. Before, I never put my hand up in class, and now if I know the answer I always put my hand up. . . . Now I have more friends and I can understand them better, so I feel more comfortable." **-Aliya, Pupil**

Mei & Megan

Mei, age 7 and a native Mandarin speaker, & Megan have been having Jacari lessons together since autumn 2018. Comments from those in Mei's life show just how far she has come in growing her confidence!

"I loved watching her confidence grow as her language skills improved and our relationship developed. . . . Her confidence has come on leaps and bounds. She runs to see me arrive at the door and chats enthusiastically about anything and everything. . . . She is not embarrassed about not knowing answers when I ask questions. . . . whereas at the start she would often stay silent until I had modelled it further or given more prompts and encouragement. . . . Her confidence makes tutoring and progress much easier." **-Megan, Tutor**

"Jacari has really helped [Mei] with her level of English skills. I think it had a good impact on her and she often spoke about what she had done at her Jacari lesson and how much she enjoyed it. . . . I noticed an improvement in her confidence especially speaking 1:1. . . . I think it [participating in Jacari] has been wonderful for [Mei] and I would like to thank her tutor." **-Mei's School Teacher**

"[W]hen she [Mei] first came to Oxford, she was very shy, but now she has a lot of friends. And when I pick up her from school, I can see she is communicating." **-Mei's Parent**

PUPILS' LANGUAGE SKILLS

Challenges & Feedback

Usually we compare pupils' starting points across a range of English skills as provided by our partner school teachers with year endpoints reported by the same teachers regarding each pupil's academic improvements. This year, due to the COVID-19 pandemic and associated school closures, such data gathering proved difficult for us and our partner school teachers as processes including EAL Band assessments were impossible to hold during school closures. However, we were able to gather other feedback (a summary of which is presented here) from our pupils, their parents, tutors, and partner school teachers on the impact made by Jacari tutoring on pupils' English skills. The diagrams to the right represent volunteer tutors' starting and ending assessments of pupils' English skills on a 1-5 scale, where 1 was "very limited English skills" and 5 was "good English skills."

"[A pupil referred to Jacari] really struggled at school in terms of joining in and communicating with peers and teachers. . . . Jacari helped him with his speaking in class and also reading. I have also noticed an improvement in his willingness to work at school. He was very reluctant to do his school work especially, writing, but this definitely improved."

-Partner School Teacher

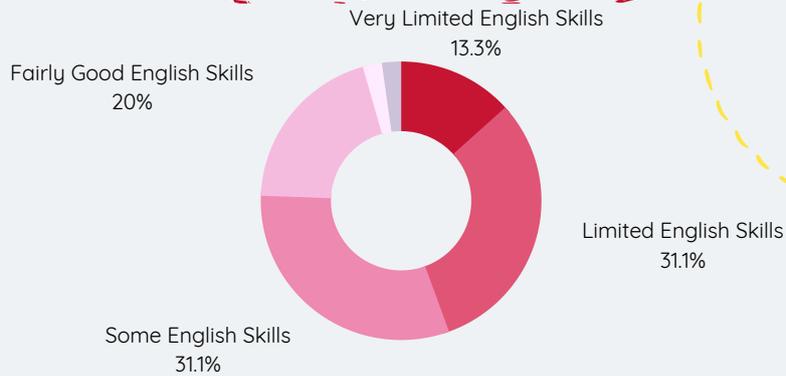
"Every evening she reads one storybook. Two years ago [when she first began with Jacari], she couldn't read much."

-Pupil's Parent

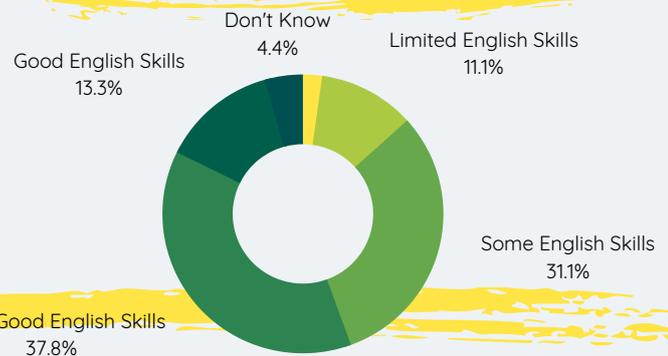
"[My pupil's] language skills improved dramatically over the course of the past two years. . . . Her grasp of tenses is now much stronger, and she now uses many regular and irregular past tense forms effortlessly. Her prepositions, pronouns, and gendered possessives are now much more coherent and consistent. She has an ever-widening vocabulary and understands everything I convey . . . Her reading is fluent and her understanding of speech, punctuation and tone means she enjoys doing the voices when reading stories aloud—much to my (and her) amusement!"

-Tutor

Pupils' English Skills at the Start of Jacari Tutoring



Pupils' English Skills at the End of Jacari Tutoring



- 89% of pupils said Jacari helped their English skills improve—with the remaining 11% saying Jacari maybe helped their English skills improve a little.
- 83% of pupils' parents also reported that Jacari helped their child(ren)'s English skills improve—with the remaining 17% saying Jacari maybe helped their child's English skills improve a little.
- Notably, 82% of tutors reported tutoring had a positive impact on their pupils' reading skills and 78% on their pupils' speaking skills.
- Additionally, 75% of partner school teachers reported Jacari tutoring had a positive impact on pupils' speaking and listening skills.
- 100% of teachers would recommend Jacari tutoring to a parent or another school!

PUPILS' LANGUAGE SKILLS

Emmanuel & Sophie

This past autumn, we matched Emmanuel, an 8-year-old Malayalam speaker newly referred to us by one of our partner primary schools, with Sophie, a master's student in Education Studies at Oxford Brookes University.

"My English improved a lot after Jacari lesson[s]. I began to talk confidently and fluently. Reading lessons with my tutor improved my reading skills. . . . Jacari lessons made me more confident in my English."

-Emmanuel, Pupil

"Jacari lessons and my son's interactions with his tutor improved his English to a very great extent. He couldn't talk in English in the beginning of the school and now I am happy to tell that he is getting ready to start a YouTube Channel in English . . . [Emmanuel] had a poor understanding of his school lessons in [the] beginning which improved a lot after Jacari classes. School teachers also told me the same result." **-Emmanuel's Mum**

As you can read, Emmanuel, Sophie, and Emmanuel's mum have already seen real improvements in Emmanuel's English since beginning Jacari lessons (which have continued during lockdown!).

"[Emmanuel's] English has improved a lot since we began working together. When we first started working together, he struggled to say a lot. Now he can talk about a wide variety of topics . . . He also understands a lot more of what we read, and he is able to sound out most words. . . . Now he is more open and talks more confidently."

-Sophie, Tutor



CASE STUDY

Maria & Lauren

Maria, a 16-year-old Jacari pupil who has Portuguese as her first language and attends one of our local partner secondary schools, was first placed in EAL Band A by her school teachers when they referred her to us back in autumn 2018. However, over these past two years, Maria has made significant progress in both her English skills and overall confidence levels with Jacari's help! Most recently, she and her tutor, Lauren, have been continuing their lessons remotely during the COVID-19 lockdown. Read on for what Maria and Lauren—as well as Maria's mum and school teacher—have to say about Jacari's impact and Maria's progress!

"Now it's easier to talk to anyone in English, when I talk with [Lauren, she] help[s] me with long phrases and to say words correctly. . . . everyone says 'Wow your English is so good!' My friends have noticed that my English is a lot better. . . . When I didn't have lessons I couldn't speak English at school because I was too scared and no one would understand me. I knew I wanted to talk in English but couldn't because I was too scared. Now after lessons I can have conversations with people at school. . . . I am learning a lot with my teacher, she helps me with what I need . . . I got a lot better after I started taking classes with [Lauren] . . . I like the classes very much."

-Maria, Pupil

"[H]er sentences are getting longer and her vocabulary has expanded too. . . . Her confidence in her academics has improved a lot . . . when we first started she was unsure about what her future career could be and would say things like 'I want to be a nurse but I am not good enough.' Now she is much more comfortable with the idea that she will be a nurse one day! She has kept me very up to date with her academics, and she has a place at college next year, which is amazing."

-Lauren, Tutor

"[Maria's] English has definitely improved and she has been able to hold conversations better than she previously was able to. She has been actively participating in all work set in lockdown and her live lessons. Tutoring with Jacari has definitely helped her to improve her language skills and has given her the confidence in both speaking and written work."

-Maria's School Teacher

"[Lauren] is such a great teacher! When she comes she takes her time being here and teaching . . . she gives [Maria] a lot of attention."

-Maria's Mum

VOLUNTEERS

Community

This year's 105 volunteers included members of a stellar Student Committee made up of students from University of Oxford and Oxford Brookes University who helped recruit fellow volunteers and coordinate our events calendar (including volunteer inductions, kids' events, teaching workshops, and volunteer socials throughout the academic year). Additionally, we were proud to feature 18 exceptional tutors as our Volunteers of the Week (pictured below!) and celebrate their contributions to their pupils' learning and growth as well as to Jacari as an organisation.



"I have always been very concerned with social justice, and specifically educational equality. . . . I will always remember and be thankful for Jacari. . . . [Jacari has] given me invaluable experience in both a professional and personal setting, and it has broadened my understanding of education in the UK." **-Tutor**

To her tutor: "I know you are my teacher but I also know that you want to be my friend and I love that." **-Pupil**

"[Our child's Jacari tutor] is definitely a friend of the family. We will miss her a lot. When [our child] talks to her, I see a big change."

-Pupil's Parent

"Jacari has been one of my only connections outside of the university world in Oxford. And now, during coronavirus, it has been one of the few constants (despite moving online). I have really appreciated getting to know people in Oxford outside of my small campus." **-Tutor**

VOLUNTEERS

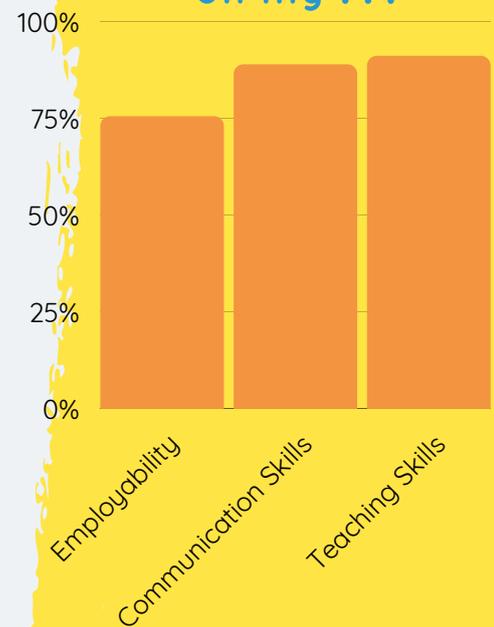
"I loved the chance to connect to the community . . . and see how families lived alongside and within the university city. Volunteering gave me a sense of perspective on my studies, a new purpose and belief in the value of language-learning, and a greater understanding of the process of teaching and language acquisition. . . . volunteering with Jacari has confirmed my love of teaching early years and therefore helped with my career plans. Tutoring has also contributed to my time management skills and priorities, showing me that there is always time to be made for things you believe and know are worthwhile! Aside from all that, arriving at the house to see someone who was unfailingly pleased to see me was quite the boost to many a stressed, sad, or bad day. Leaving the 'Oxford bubble' was undoubtedly good for my mental health." -**Tutor**

"Jacari has honed my communication skills . . . [and] encouraged me to value the privileges I have in getting an education at Oxford and thus how I should put it to good use. . . . Moreover, through Jacari I have had the chance to meet some amazing and inspiring individuals whom I otherwise would not have had the opportunity to. I have some wonderful memories from the volunteer socials too!"

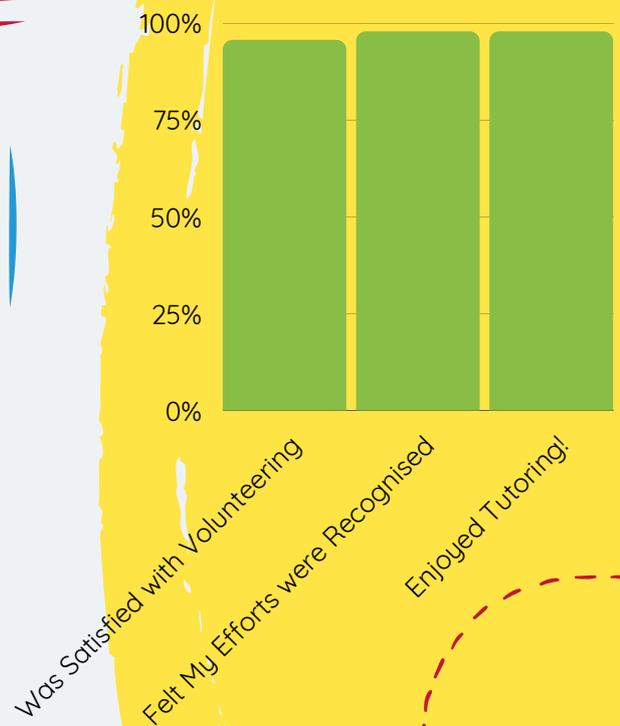
-**Tutor**

When asked, volunteers said:

Volunteering with Jacari had a positive impact on my . . .



As a volunteer, I . . .



ROOM TO GROW

Drawing from the feedback of our pupils, their parents, volunteer tutors, and partner school teachers alongside the learning we've done throughout the evolving COVID-19 pandemic, we identified the following areas in which we will focus our efforts for improvement in the coming academic year:



- Working alongside our partner schools and other organisations to help combat digital exclusion in Oxford and reach more children;
- Continuing to test and implement new online platforms and ways for delivering online lessons;
- Developing more EAL-band-specific teaching materials for use in Jacari lessons to ensure high quality tuition is delivered and pupils' English skills are improved;
- Incorporating more of our pupils' and parents' voices into our day-to-day processes and long-term strategies by creating focus groups and other accessible feedback loops;
- Translating more of our written materials so they are accessible to broader audiences within the Oxford EAL community, especially to parents of our pupils;
- Building greater connections between partner school teachers and volunteer tutors to ensure all tuition is effectively focused on meeting each pupil's particular needs; and
- Exploring and honing new methods for measuring the impact of our work.



THANK YOU!

We would like to extend our thanks and gratitude to all the individuals and organisations that participated in and/or supported Jacari Oxford throughout 2019-2020!

Particular thanks goes to . . .

- Our **pupils** and their **families**, who inspire us every day with their resilience, perseverance, and positivity
- Our **volunteer tutors**, **Student Committee members**, and **partner school teachers**, without whom we would not be able to reach those children most in need across Oxford
- Our **alumni** and other **supporters**, who continue to facilitate and contribute to Jacari's work in a variety of ways
- Our generous **funders**, a full list of which can be found on the Charity Commission website
- **Oxford Scholastica Academy**, for its sponsorship of Jacari Oxford through funding our inaugural year (2020-2021) of the Alumni Engagement Officer role*
- **Oxford Playhouse**, for donating tickets to its annual pantomime show so our pupils, their families, and tutors could attend
- **Blackwell's Bookshop**, for helping raise funds for Jacari Oxford through hosting a Quiz Night as well as choosing us as their sponsored charity on World Book Day 2020
- All those **businesses and organisations** which donated prizes to our annual Ball Ticket Raffle

*If you or someone you know is a Jacari alum (former pupil or volunteer), we'd love to reconnect with you! Please feel free to get in touch with our Alumni Engagement Officer, Natasha Wooldridge, at alumni@jacari.org or 07843 801167.



Jacari Oxford needs your help!

Like many small charities, we are facing funding challenges as a result of the COVID-19 pandemic, which has led to the redirection or reduction of many of our normal funding sources. We are looking for the help of friends and supporters to ensure we are able to keep providing much-needed—now more than ever—educational and social support to EAL children in Oxford. To make a one-time gift or set up a monthly donation, please go to: <https://www.givey.com/jacarioxford>.

Thank you in advance!

Jacari

Oxford

Note our new address!

And check out our redesigned website!

www.jacari.org

oxford@jacari.org | 07376 293596

Old Music Hall, 106-108 Cowley Road

Oxford, OX4 1JE



Registered Charity No. 1177211