# ABU HANIFAH FOUNDATION

## TRUSTEES REPORT AND UNAUDITED ACCOUNTS
## FOR THE YEAR ENDED
## 31 AUGUST 2025

CHARITY COMMISSION REFERENCE NO: 1144134

**ABU HANIFAH FOUNDATION**
**CHARITY COMMISSION REFERENCE NO: 1144134**
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**ABU HANIFAH FOUNDATION**
**CHARITY INFORMATION**
**FOR THE YEAR ENDED 31 AUGUST 2025**

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| **Charity Registration No:** | 1144134<br>Regulated by declaration of trust dated 27th September 2011. |
| **Principal Address:** | Wisdom House<br>92 Preston New Road<br>Blackburn<br>Lancashire<br>BB2 6BH |
| **Trustees:** | Dr Khalid Master (Chairman)<br>Mr Shaukat Desai (Secretary) |
| **Accountants** | IAS Associates Ltd<br>Unit 8 Cunningham Court<br>Lions Drive<br>Blackburn<br>Lancashire<br>BB1 2QX |
| **Bankers** | HSBC Bank Plc<br>60 Church Street<br>Blackburn<br>Lancashire<br>BB1 5AS |

**ABU HANIFAH FOUNDATION**
**CHARITY COMMISSION REFERENCE NO: 1144134**

**TRUSTEES' ANNUAL REPORT**
**FOR THE YEAR ENDED 31 AUGUST 2025**

## Structure, governance and management

Type of governing document: Trust Deed

How the charity is constituted: Trust

Trustee selection methods:
Currently the 2 Founding Trustees as stated on page 1 only. However, in the future new trustees shall only be appointed or removed after a majority decision is reached by existing Trustees.

## Additional governance issues

Successfully passed our Ofsted Inspection for the provision of early year's education from birth to age 11 in June 2018. Now officially Ofsted registered and have opened a pre-school nursery called Little Discoverers, which opened its doors in September 2018 with just 7 children, then 56 at the end of the first full year, 72 at the end of its second year, 78 at the end of the third year and now we are stable at 84 (which is our current full capacity), along with a waiting list of keen parents and children building in case of any leavers or in case we expand our services in future.

## Objectives and activities of the Charity

a) The advancement of education, including but not limited to Islamic education and studies, with a view to helping the public and in particular young people develop and meet the needs in society.

b) the promotion of religious harmony for the benefit of the public. To promote knowledge, mutual understanding and respect of the beliefs and practices of different religious faiths.

**ABU HANIFAH FOUNDATION**
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**TRUSTEES' ANNUAL REPORT**
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Summary of the main activities undertaken for the public benefit in relation to these objects**

The Trustees present their annual report for the year end 31st August 2025 and confirm they comply with the Charities Act 1993, as amended by Section 17(5) of the Charities Act 2006 and the Charities (Accounts and Reports) Regulations 2008.

To enable the advancement of education, not limited to Islamic studies, with a view to helping the public and in particular young people develop and meet their needs in society, we started an Evening Supplementary School in September 2011.

It was setup as a crowd funded social enterprise open to all, which teaches Religious Education; Islamic Studies in particular, Languages; Specifically Arabic, General Studies such as Ethics, Values and Good Citizenship. Furthermore, healthy mind-healthy body literacy through football and other sports and Life Skills through Scouting.

Currently our intake comprises of both boys and girls aged 4-17 years of age, predominantly from socio-economically deprived areas from across Blackburn and the surrounding towns, villages and cities.

AHF takes pride in its diverse and multicultural community. Our collection of teaching staff represents a rich tapestry of nationalities, cultures and linguistic backgrounds. This diversity brings multiple perspectives to our pedagogy, enriches classroom discussions and provides students with role models from varied backgrounds. Our staff members are fluent in numerous languages including English, Arabic, Urdu, Gujrati and French, enabling effective communication with our diverse parent community and authentic delivery of our Arabic language curriculum.

Similarly, our student body reflects the multicultural character of contemporary British society. Children and young people from English, South Asian (Pakistani, Bangladeshi, Indian), North African (Moroccan, Algerian, Egyptian), Middle Eastern (Jordanian, Syrian), Southern African (Zimbabwean), Eastern European (Lithuanian) and Western European (French, Swedish) heritage learn together in an environment that celebrates difference whilst building shared values and common purpose. This diversity is one of AHF's greatest strengths, preparing young people to navigate and contribute to an increasingly interconnected world. Students develop cultural competence, challenge stereotypes and build friendships across ethnic and national boundaries.

As in previous years, we took on 36 additional children into our reception year group and as we have grown organically over the last 14 years without advertising or marketing. That said, as in previous years we had some students existing students leave, this year there were a total of 7 leavers, but we have managed to replace them by enrolling other students, predominantly from our Weekend School and the remaining number from our significant and ever growing waiting list.

The children that left parted ways for various reasons; predominantly logistical due to relocation to other parts of the country or indeed, because they have immigrated to other parts of the world. However, a number of older children also left to focus on their school or college work, GCSE or A level exams or even leave to attend university or start an apprenticeship. As in earlier years though, supply was far outweighed by demand in the reception age group, which continues to remain strong due to the strength of our brand, our enviable track record and the outstanding reputation we have gained over the last decade and a half. So rather than struggling to fill spaces, we found ourselves significantly oversubscribed once again. However, as we strictly adhere to small class sizes and advantageous teacher to pupil ratios, coupled with our financial constraints which prevent us from expanding our classroom numbers or investing into a larger or secondary building, means we had to leave many parents and children bitterly disappointed.

Hence, in order to cater for some of those who were unsuccessful in acquiring a weekday place, we enrolled 36 children, boys and girls aged between 4 and 9 into the weekend supplementary school which we initially set up in 2014. Classes run for 3 hours on Sunday morning and the students are taught by 5 members of staff who were experienced and well trained in the AHF vision, pedagogy and methodology.

All 5 members of the Weekend School staff were/are current members of the AHF weekday teaching cohort.

Prior to the Weekday and Weekend School starting, all staff had intensive and ongoing training, covering aspects of: vision, values, mission, management, strategy, structure, policies, pedagogy, as well as behaviour management, school management system, code of conduct, safeguarding, health & safety, risk assessments, information technology, first aid and medical emergencies and many more. In order to maintain high standards and uniformity, all the relevant policies and procedures were revised and covered.

Throughout the year, students progressed in their studies and became more confident in their learning and understanding of moral and ethical principles. 4 students from the Weekend School managed to progress into the full time Weekday School and 16 students continued their studies to the next academic year. The Weekend School also introduced a parent engagement programme with progress meetings each term and home learning support materials weekly.

Many public community engagement events were held throughout the year to advance the Islamic fai

1) AHF Evening Supplementary School/Madressah was visited by many faith and non-faith organisations and individuals throughout the year, some virtual, others face to face. We regularly host dozens of requests to share good practice upon; our up to date curriculum, innovative delivery systems, successful recruitment methodology, relevant staff training etc in order for them to implement in their relevant organisations, usually in part or more substantively. Many of these are regional or national, but some delegations are international and this year notably one delegation came all the way from Sydney, Australia.

2) AHF children went on numerous school trips, usually via scouting throughout the year such as; Dean Clough Mill, National Railway Museum, Brockholes Nature Reserve, Pendle Hill, Yellow Hill Country Park, Thompson, Witton and Corporation Parks, Canalside and Bowley Scouts Centres, Woolridge Fields, as well as the Blackburn Mayor’s Office, Police Station, Museum, Library, Martial Arts Academy, Homeless Shelter, Humanitarian Foundation, Purple Patch Disability Centre, Asda, Ski Rossendale, Zip World, Flip Out, Astronomy Centre, to name but a few.

3) Various Faith, Voluntary, Civic and Public Sector organisations were contacted so that they could deliver specifically themed school assemblies for our children. Thankfully a few institutes and individuals responded positively.

4) In October 2024, our CEO visited an International Conference on Faith-Based Education and Schooling in Kuala Lumpur, Malaysia.

5) Our CEO attended the British Board of Scholars and Imams (BBSI) National Conference in London

We have promoted religious harmony for the benefit of the public in many ways throughout the year.

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**TRUSTEES' ANNUAL REPORT**
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## AHF Scouts

The AHF Scouts programme continued to provide outstanding outdoor education and character development opportunities throughout the 2024/25 academic year. All activities were planned and delivered in accordance with The Scout Association's Programme Framework, with a strong emphasis on the youth-shaped approach that places young people at the centre of their own learning journey. Each activity was designed to contribute towards the relevant Challenge Awards (My Adventure Challenge, My Outdoors Challenge, My Skills Challenge, and My World Challenge) and Activity Badges, while fostering the core Scout values of integrity, respect, care, belief and cooperation.

A particular milestone this year was the formal launch of the second Squirrels section for Reception-aged children in October 2024. The Squirrels Investiture Ceremony saw 36 children make their promise and receive their neckerchiefs in front of proud parents, local Scout delegates and council representatives. This ceremony marked AHF's expansion to serve the youngest members of the Scout family, providing age-appropriate outdoor play, skill development and social interaction for four and five-year-olds. The presence of external Scout dignitaries and council officials underscored the quality of the AHF Scouts provision and its strong standing within the wider Scout movement.

1) AHF has been running a Muslim Scout group since 2012 however; we were the very first madressah in the UK to fully integrate the UK Scouts programme directly into the curriculum in 2017. We invested a record breaking 123 children and leaders in our inaugural year of March 2018.

2) We successfully invested a further 36 Beavers and approximately 8 leaders in each and every subsequent year, even during the COVID lockdowns and restrictions. This year was no different as we invested another 36 Beavers and additional leaders this year too.

What is more we also invested 36 Squirrels for the second time in our history, whereby children as young as 4 can benefit from joining the movement from a younger age in order to maximise their potential to learn and improve life skills by partaking in scouting for longer.

This means that altogether we have a staggering total of more than 300 children and adults doing scouting. This comprises of 36 Squirrels, 72 Beavers, 98 Cubs and 46 Scouts and the rest being leaders, teachers, and volunteers.

Hence, we now have one of the largest scouting groups in the country, let alone Muslim Scout groups of which there are few. Albeit the number is growing in recent years.

3) Our numbers would be even higher still had we not moved some older scouts and all explorers on to the AHF youth programme. This was a strategically planned move as we felt this better served the purposes of the young people and fit in with the ethos of the organisation in terms of the young people’s development.

4) We have continued to work closely with the local and regional Scouts Association management and members regarding the different religious beliefs, it increased their awareness of their distinctive features and our common ground in order to promote good relations between people of different faiths working together towards a common goal.

5) The Muslim Scout Fellowship is a national body which seeks to assist the starting up of, and helping maintain and support new Scout colonies catering for a BAME communities and as such AHF Scouts are members of MSF and we try our utmost to encourage and facilitate local groups to start up, expand or share our good practice utilising their wealth of knowledge and experience gained over the last 12 years.

6) Our significant interaction with the Scout hierarchy and general membership including other Beaver and Cub colonies has promoted, knowledge, mutual understanding and respect the beliefs and practices of different religious faiths.

7) We have continued to drive forward with making scouting accessible to more children than ever and also take part in a drive to encourage more volunteers, especially those of an Asian and Muslim background to enlist in what is still widely considered to be a White, Christian organisation.

Following a surge in the number of young people wanting to join scout groups, the need for more adult volunteers is at an all time high. To verify this point locally, there are more than 400 children on the local County waiting list due to a shortage of trained leaders to maintain safe ratios.

8) We have run dozens of scout camps over the years and aim to carry out risk assessments and opportunity permitting we will plan more scout camps next year so that the scouts can obtain many outdoor adventure challenge activity badges and an outdoor camping experience for the older children.

9) We have collaborated with a number of district scout groups over the year, participating in shared sessions in order for both groups to benefit from the diversity and shared experiences.

10) We now have a young leader (aged 14-18) mentor programme, which allows the impressionable teenagers to experience and take benefit from the virtues of volunteering whilst learning important life skills like time management and leadership at the same time.

11) Based on colony, activities have varied from introduction and taster sessions for Beaver groups, onto learning the basic skills for the Cubs and then building on those foundation skills Scouts leading to an upward spiral of improvement and development.

12) We have continued to teach life skills and the Scout section has had a very busy year. As the most senior young people in the AHF Scout provision, they engaged in the most challenging and rewarding activities. Some of their significant monthly highlights are as follows;
September 2024 began with an ambitious Pendle Hill expedition where the Scouts tackled Lancashire's most iconic peak. The hill walk and summit expedition required navigation skills, physical stamina, team support and determination. At 557 metres, Pendle Hill provided genuine hill walking experience whilst working towards the Hiking Badge, (My Adventure Challenge Badge, Outdoor Challenge Badge and Navigator Badge).

October brought advanced skiing at Ski Rossendale where the Scouts refined their winter sports technique (My Skills Challenge Badge and Physical Activity Badge).

December offered a stargazing session at the local observatory with astronomy workshops covering celestial navigation, telescope operation and understanding of the night sky (Astronomer Activity Badge, My World Challenge Badge and Navigator Badge).

February 2025 provided civic engagement with a visit to the Mayor's Office where the Scouts learned about local government, democracy and community leadership (Community Impact Badge and My World Challenge Badge), and a visit to a local place of worship to learn about community heritage and architecture (Faith Activity Badge, Explore Activity Badge and My World Challenge Badge).

March brought a unique educational experience at Corporation Park with astronomical observation activity, where the Scouts learned about calendar systems, astronomical observation techniques and the connection between faith traditions and scientific knowledge (Astronomer Activity Badge, Faith Activity Badge and My World Challenge Badge).

April saw advanced outdoor backwoods cooking at Canalside developed their self-sufficiency (Backwoods Cooking Badge, Chef Activity Badge, My Outdoors Challenge Badge and Campcraft Badge).

May was a particularly intensive month with multiple high-adventure activities at Bowley Scout Centre including archery, climbing and pioneering (My Adventure Challenge Badge, Outdoor Challenge Badge and Team Building Badge), and waterside conservation activities at Canalside (My World Challenge Badge and Nature Activity Badge.

June allowed the scouts to learn about our industrial heritage and exploration at Dean Clough Mill (Explore Activity Badge and Historian Badge), and extended outdoor sessions consolidating all skills learned throughout the year (My Outdoors Challenge Badge, My Adventure Challenge Badge, Campcraft Badge and Nights Away Badge).

July meant a final Bowley Scout Centre session provided a fitting conclusion to their Scout journey, celebrating achievements and preparing them for the next stage of their development (My Adventure Challenge Badge, Team Building Badge and Outdoor Challenge Badge).

13) In their final year before moving to Scouts, the older Cubs took on greater leadership responsibilities. Some of their highlights are as follows;

September 2024 started with an industrial heritage visit to Dean Clough Mill, where the children learned about Lancashire's textile history, explored Victorian working conditions and understood the region's industrial legacy (Explore Activity Badge and Historian Badge).

October brought advanced skiing at Ski Rossendale, building winter sports proficiency and physical skills (My Skills Challenge Badge and Physical Activity Badge).

January 2025 offered important community and charitable learning with a visit to a humanitarian foundation, where the Cubs learned about humanitarian work, disaster relief and community service, connecting principles of compassion and charity with practical action (Community Impact Badge, My World Challenge Badge and Faith Activity Badge).

February saw them visit the Purple Patch Centre for an inclusion workshop developing deeper understanding of disability and accessibility (Disability Awareness Badge and Community Impact Badge).

March featured a mixed martial arts training session where the children learned discipline, self-defence and physical conditioning (Martial Arts Activity Badge and My Skills Badge).

April was filled with outdoor adventures: campfire cooking at Canalside learning outdoor skills and meal preparation (Backwoods Cooking Badge, My Outdoors Challenge Badge and Campcraft Badge)

May meant a full adventure day at Bowley Scout Centre including high ropes and team challenges (My Adventure Challenge Badge, Outdoor Challenge Badge and Team Building Badge); and waterside activities at Canalside for environmental learning (My World Challenge Badge and Nature Activity Badge).

June saw their culminating outdoor experience at Bowley Scout Centre with a comprehensive programme building camping and survival skills (My Outdoors Challenge Badge, My Adventure Challenge Badge and Campcraft Badge), perfectly preparing them for the demands of the Scout section.

14) The second year Cubs continued to build on their outdoor education with an ambitious programme. Some of their highlights are as follows;

September 2024 began with a nature walk at Witton Park exploring local green spaces and biodiversity (My Outdoors Challenge Badge and Explore Activity Badge).

November brought winter sports development at Ski Rossendale with skiing lessons that enhanced physical literacy and winter sports skills (My Skills Challenge Badge and Physical Activity Badge).

December was culturally rich, starting with a library reading session and book activity that promoted literacy and love of reading (Book Reader Activity Badge and My Skills Badge), followed by a food tasting event where the children explored diverse cuisines, discussed nutrition and food origins, and learned about cultural food traditions (Chef Activity Badge and My World Challenge Badge).

February 2025 provided two significant community engagement opportunities: a guided museum tour learning about local history and heritage (Explore Activity Badge and Historian Badge), and a visit to a homeless shelter where the Cubs developed empathy, understanding of social issues and discussed how they could help those in need (Community Impact Badge and My World Challenge Badge).

March saw them at a martial arts centre for training in self-defence, discipline and respect (Martial Arts Activity Badge and My Skills Badge).

May brought multiple outdoor activities: backwoods cooking at Canalside developing fire safety and outdoor cooking skills (Backwoods Cooking Badge, Outdoor Challenge Badge and Chef Activity Badge); and Bowley Scout Centre for adventure activities including team challenges and pioneering (My Adventure Challenge Badge, Team Building Badge and Outdoor Challenge Badge).

June was particularly intensive with three visits to Bowley Scout Centre. The first focused on grass sledging, archery and climbing wall activities building physical confidence (My Adventure Challenge Badge and Outdoor Challenge Badge). The second provided a full day of orienteering and campcraft (My Outdoors Challenge Badge, Outdoor Challenge Badge and Campcraft Badge). These experiences consolidated the Cubs' outdoor skills and prepared them well for the transition to Scouts in a year or so.

15) The transition from Beavers to Cubs brought increased challenge and responsibility for the youngest Cubs. Their highlights are as follows;

September 2024 commenced with team building activities at Corporation Park, including cooperative games, trust exercises and problem-solving challenges that developed collaborative skills (Team Building Badge and My Adventure Challenge Badge).

October introduced them to winter sports at Ski Rossendale, with more advanced skiing instruction building physical confidence and ability (My Skills Challenge Badge and Physical Activity Badge).

November provided a fascinating educational visit to the Astronomy Centre, where the children learned about planets, stars, constellations, the solar system and space exploration through interactive exhibits and a planetarium show (Astronomer Activity Badge and My World Challenge Badge).

December brought an important interfaith learning opportunity with a visit to a local place of worship in Preston. The children received a guided tour, learned about religious heritage, discussed architectural features, observed prayer spaces and explored similarities and differences with other faith traditions (Faith Activity Badge and My World Challenge Badge).

January 2025 saw the Pack visit the Purple Patch Centre for disability awareness training. Through interactive sessions and activities, the children learned about inclusivity, accessibility, different types of disabilities and how to be supportive friends and community members (Disability Awareness Badge and Community Impact Badge).

May was action-packed with a visit to Brockholes Nature Reserve for den building and nature exploration, where the Cubs developed bushcraft skills, learned to work with natural materials and practised outdoor survival techniques (My Adventure Challenge Badge, Outdoor Challenge Badge and Campcraft Badge). They also experienced Canalside for campfire skills and backwoods cooking, learning fire safety, cooking on open flames and outdoor food preparation (Backwoods Cooking Badge and My Outdoors Challenge Badge).

June brought a challenging hill walk at Yellow Hill Country Park where the Cubs built stamina, learned about the Lancashire countryside, practised navigation and enjoyed a picnic lunch with spectacular views (Hiking Badge, My Outdoors Challenge Badge and Explore Activity Badge).

July: The year concluded with outdoor activities at Bowley Scout Centre including archery and climbing, which developed physical skills, concentration and determination (My Adventure Challenge Badge and Outdoor Challenge Badge).

16) The Year 2 Beavers demonstrated growing independence and capability throughout their programme.

September 2024 began with an autumn nature trail at Corporation Park, where the children learned to identify different types of leaves, studied why trees change colour and collected natural materials for artwork. This seasonal observation activity contributed to their (My Outdoors Challenge Badge and Nature Activity Badge).

October saw them return to Ski Rossendale for skiing instruction, building on any previous experience and developing greater confidence on the slopes whilst working towards their My Skills Challenge Badge and Physical Activity Badge.

December brought a library visit where they participated in a story-time session, received a library tour, learned about the Dewey Decimal System and each borrowed a book. This literacy-focused outing supported their Book Reader Activity Badge and My Skills Badge.

January 2025 provided a valuable community safety lesson with a visit to the local police station. The children received a tour of the facilities, met police officers, learned about 999 emergency calls, discussed stranger danger and road safety, contributing to their Safety Activity Badge and Community Impact Badge.

The spring and summer terms were filled with outdoor adventures: Witton Park in May for countryside code learning and nature observation (My Outdoors Challenge Badge and Explore Activity Badge); Corporation Park for navigation and observation skills development (My Adventure Challenge Badge and Outdoor Challenge Badge); Bowley Scout Centre for grass sledging and outdoor games that promoted teamwork and active play (Team Building Badge and My Adventure Challenge Badge); Canalside in June for waterside activities and canal heritage learning (My World Challenge Badge and Explore Activity Badge); and Thomson Park in June for outdoor activities fostering physical development (My Adventure Challenge Badge and Team Building Badge).

17) Year 1 Beavers enjoyed a rich and varied programme in the year.

September 2024, they began at Canalside with pond dipping activities, using nets and identification charts to discover aquatic insects, newts and water plants. This hands-on environmental education session helped them understand biodiversity and aquatic ecosystems whilst working towards their My World Challenge Badge and Nature Activity Badge.

October brought an exciting winter sports experience at Ski Rossendale, where the children learned basic skiing techniques under professional instruction. The dry ski slope provided a safe environment to develop balance, coordination and winter sports skills, contributing to their My Skills Challenge Badge and Physical Activity Badge.

November, saw the colony visited Asda for a guided shopping activity focused on healthy eating. Staff helped the children select ingredients for a simple recipe, learn about food groups, understand basic budgeting and discuss where food comes from. This practical life skills session worked towards their Chef Activity Badge and My Skills Badge.

April 2025 saw a return to outdoor adventure at Bowley Scout Centre, where the Beavers tried their hand at basic pioneering activities, simple orienteering and nature trails (Outdoor Challenge Badge and My Adventure Challenge Badge).

May was particularly busy with visits to both Woolridge for team games and nature activities promoting environmental stewardship (Team Building Badge and My Outdoors Challenge Badge), and Corporation Park for a spring scavenger hunt where they identified seasonal changes, new growth and returning migratory birds (Explore Activity Badge and My World Challenge Badge).

The year concluded in June with another thrilling visit to Zip World, where the children built on their earlier confidence to tackle higher courses and longer zip lines, further developing their Adventure Challenge Badge and Outdoor Challenge Badge.

18) Following their investiture in October 2024, the Reception Squirrels participated in three carefully planned outdoor experiences designed to introduce them to Scouting in a gentle, age-appropriate manner.

In May 2025, they visited Corporation Park for a nature walk where they learned basic observation skills, identifying common trees, flowers and birds through simple games and activities. This introductory session helped develop their environmental awareness and contributed to foundational outdoor learning.

In June, they travelled to Woolridge for structured play activities including balance beams, obstacle courses and cooperative team games. These activities fostered early teamwork skills, built physical confidence and introduced them to following instructions in outdoor settings.

The culmination of their Squirrels year came in July 2025 with an exciting trip to Zip World, where the children experienced zip-lining for the first time under close supervision. This activity required considerable courage from such young children and provided an excellent opportunity to discuss managing fear, supporting friends and celebrating personal achievements. Throughout all activities, the Squirrels programme emphasised play-based learning, social development and positive experiences of the outdoors.

In summary, the AHF Scouts programme demonstrated its commitment to the holistic development of young people, combining outdoor adventure and physical challenge with spiritual growth, community service and environmental stewardship.

The introduction of the Squirrels section for Reception children represented a significant expansion of provision, ensuring even the youngest students could benefit from Scout values and outdoor learning.

The progression from Squirrels through Beavers and Cubs to Scouts showed clear skill development, with younger children learning foundational outdoor skills and older Scouts taking on genuine expeditions and leadership roles.

All activities maintained the highest standards of safety through comprehensive risk assessments, qualified adult leadership and adherence to The Scout Association's rules and guidance.

The programme successfully integrated values of compassion, service and ethical living throughout, with visits to places of worship, charitable organisations and community service activities complementing the core Scout curriculum.

Parent feedback remained overwhelmingly positive, with particular appreciation for the life skills, confidence building and character development that the Scout programme provided alongside the academic curriculum.

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**Summary of the main achievements of the charity during the year**

As in previous years, we have had a productive, fruitful and busy year.

Regarding the Madressah/Evening Supplementary School:
1) We have made a few representations on behalf of AHF at local, regional and national levels.

2) We were able to make learning fun, enjoyable, engaging and memorable by utilising the latest pedagogies and technologically advanced IT equipment. Quite an achievement when we consider that the school operates on weekday evenings and the children are normally tired after spending over 6 hours at a daytime school beforehand.

3) Due to demand and popularity, we continued to run the successful Weekend School (now in its 11th year) which runs on Sunday mornings between 10am and 1pm.

4) We continued to operate a unique ILP (Individual Learning Plan) schedule to help maximise the full potential of every pupil by adopting a 3 way partnership between the parents, the school and the student. Many Parent Induction, information and student progress evenings were organised throughout the year in a face to face setting.

5) We wanted to treat every student to as many outdoor educational experiences and trips as possible. As such we went on dozens of trips throughout the year and some of the places we visited were;
-Dean Clough Mill
-Zip World
-Flip Out
-Ski Rossendale
-Astronomy Centre
-Homeless Shelter
-Humanitarian Foundation
-Purple Patch
-Martial Arts Centre
-Brockholes Nature Reserve
-Woolridge Fields
-Billinge End Woods
-Bowley Scout Camp site
-Canalside Scout Activity centre
-Corporation Municipal Park
-Yellow Hills Country Park
-Pendle Hill
-Thompson Park
-Witton Park
-Blackburn Mayor’s Office
-Blackburn Museum
-Blackburn Library
-Blackburn Fire Station
-Blackburn Police Station
-Blackburn Asda
And to finish the academic year we held a highly enjoyable and successful outdoor BBQ and Sports Day at Lancashire Cricket Club for students, teachers and some parent volunteers.

Lots and lots of Staff development training throughout the year, such as;

i) Workshops on State of the Art IT and its application in modern day teaching. Specific training on the School Management System, Google Drive use and ILPs was also issued.

ii) Child Safeguarding, Health and Safety, Risk Assessment training was delivered in-house in order to facilitate maximal attendance and participation.

iii) Specific training delivered an internationally renowned educationalist on the latest techniques on Effective Teaching, Classroom Management and 21st century education. Lesson planning and Schemes of Work were also covered, alongside Curriculum development and Behaviour Management. Finally, wisdom was shared regarding effective teaching, how to write a good report and how to conduct a productive parent meeting.

iv) AHF Vision, Values, Mission and Strategy setting meetings, AHF organisational structure and AHF policy meetings were carried with new staff and existing staff got a refresher too.

v) We carried out lesson delivery via classroom observation, carry out individual Staff Appraisals and then develop tailored development plans and suggested CPD for each individual teacher.

vi) We regularly have departmental briefings and full staff meetings to ensure individual and collective sharing of best practice and we also have a number of staff meals/outings to help team bonding and boost morale.

vii) Conducted many meetings with parents throughout the year to train them on how to assist their child's learning journey and informing them of some crucial changes to the curriculum such as the incorporation of Scouting directly into the school curriculum.

viii) Full Scout training (External and Internal) was given to ALL relevant leaders and volunteers to be delivering scouting lessons plus some extras so they can be additional leaders as required to deliver the scouting curriculum or on large scale trips or camps.

ix) Targeted training for Scout Leaders, especially those intending to assist in Scout Camps and specific training for Parent Volunteers was given prior to the first Scouting Session.

x) Full in-house scout training for all existing and new parents as to what scouting is, the benefits of our children actively participating in the movement, how it is integral to the AHF vision, how will it be incorporated into the madressah curriculum, financial implications for parents, expectations on the children, expectations of parents and expectations placed upon the AHF organisation.

xi) Additional curriculum training to incorporate elements of Personal and Social Development, with a particular focus on how to deal with others in society.

Future plans and aspirations are;

- to invite more external guests to run ‘special’ (face to face or virtual) assemblies at the school

- Plan another visit to a local care home and help care for, entertain, cheer up the residents as well as the staff to help with their mental health and wellbeing of staff and patients alike.

- Partner reputable and established local organisations such as Blackburn with Darwen Council, Age Concern, Shelter on like-minded projects
- Have School Open Days for local, national and international guests to be able to observe and imbibe our school environment, ethos, methodology, philosophy, how we teach and how our pupils learn and engage in a 'Lifelong Learning' experience
- Organise classes for the community such as IT literacy for the older population, First Aid, Cake decorating, Sign language, Self defence (esp for women), women's only swimming and gym sessions, more Parenting classes, Bicycle training for the children, a careers fair, a Health Event, an Islamic Exhibition etc.
- Continue to grow all services and introduce new ones, as necessary to meet the growing needs of the young people and the wider local community.
- We hope to run more flexible scout or Duke of Edinburgh sessions for the older age groups so they can continue participating and benefitting from scouting without compromising their school studies. We aim to do this by running longer sessions but less frequently which will also allow them to gain a deeper understanding and greater proficiency with bush craft, hiking, sewing, cooking, and diving.
- To plan as many as 4 scout camps in one year with even more participants; held at venues such as Bowley, Winmarleigh Hall, Anderton Activity Centre and Condover Hall.
- Following on from the huge success of the pre-COVID trip to Southern Spain, we hope to do another international trip, this time to Bosnia and visit the historically significant cities of Sarajevo, Srebrenica, Mostar and Herzegovina.

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## Reserves Policy

At present the current net assets exceed the liabilities, so we will have a small net surplus.

However, efforts are still ongoing to increase financial reserves in order to improve the quality services we provide already, or expand our current provisions to a wider audience, or to run new services that cannot be run currently due to lack of funding.

We currently have been running unrestricted activities in a surpus this year. In the current financial year the income exceeded expenditure by £7565 (£1692 deficit in the previous year 2024).

## Statement of Trustees responsibilities

The Trustees are responsible for preparing the Trustees Report and the accounts in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

The law applicable to charities in England and Wales requires the Trustees to prepare accounts for each financial year which give a true and fair view of the state of affairs of the Charity and of the incoming resources and application of resources of the Charity for that period.

In preparing these accounts, the Trustees are required to:
- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgements and estimates that are reasonable and prudent;
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the accounts; and
- prepare the accounts on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

The Trustees are responsible for keeping sufficient accounting records that disclose with reasonable accuracy at any time the financial position of the Charity and enable them to ensure that the accounts comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The trustees declared that they have approved the trustees report above

On behalf of the board of Trustees

Dr Khalid Master (Chairman)
Trustee
28 August 2026

**ABU HANIFAH FOUNDATION**
**CHARITY COMMISSION REFERENCE NO: 1144134**
**INDEPENDENT EXAMINER'S REPORT**

I report on the accounts of the charity for the year ended 31 August 2025.

**Respective responsibilities of Trustees and examiner**

The charity's Trustees are responsible for the preparation of the accounts. The charity's Trustees consider that an audit is not required for this period under section 144(2) of the Charities Act 2011 (the 2011 Act) and that an independent examination is needed.

It is my responsibility to:

(i) examine the accounts under section 145 of the 2011 Act;
(ii) to follow the procedures laid down in the general Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act; and
(iii) to state whether particular matters have come to my attention.

**Basis of independent examiner's report**

My examination was carried out in accordance with the general Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from you as trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit and consequently no opinion is given as to whether the accounts present a 'true and fair view' and the report is limited to those matters set out in the statement below.

**Independent examiner's statement**

In connection with my examination, no matter has come to my attention:

(a) which gives me reasonable cause to believe that in any material respect the requirements:
(i) to keep accounting records in accordance with section 130 of the 2011 Act; and
(ii) to prepare accounts which accord with the accounting records and comply with the accounting requirements of the 2011 Act;
have not been met; or
(b) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

IAS Associates Ltd
Accountants and Business Advisors

Unit 8 Cunningham Court
Blackburn
Lancashire
BB1 2QX

28 August 2026

**ABU HANIFAH FOUNDATION**
**CHARITY COMMISSION REFERENCE NO: 1144134**
**STATEMENT OF FINANCIAL ACTIVITIES**
**FOR THE YEAR ENDED 31 AUGUST 2025**

| | Unrestricted funds | Restricted funds | Total 2025 | Total 2024 |
|---|---|---|---|---|
| | £ | £ | £ | £ |
| **Income and endowments from** | | | | |
| Fees | 304,340 | | 304,340 | 292,595 |
| Donations and legacies | 135,278 | 5 | 135,283 | 127,808 |
| Bank Interest Received | | 45 | 45 | 49 |
| Sundry Income | 2,550 | | 2,550 | 4,250 |
| Gift Aid | | | - | - |
| | 442,168 | 50 | 442,218 | 424,702 |
| **Resources expended** | | | | |
| **Charitable expenditure** | | | | |
| Teaching, wages and NI | 236,960 | | 236,960 | 244,938 |
| Teaching subcontractor costs | 50,606 | | 50,606 | 38,659 |
| Student welfare cost | 51,131 | | 51,131 | 56,607 |
| Telephone and internet | 8,705 | | 8,705 | 10,449 |
| School books, stationery and printing | 1,950 | | 1,950 | 5,551 |
| Heat and light | 23,904 | | 23,904 | 11,599 |
| Rent | | | - | 200 |
| Rates and water | 6,248 | | 6,248 | 6,542 |
| Cleaning | | | - | - |
| Repairs and maintenance | 23,129 | | 23,129 | 22,732 |
| Equipment expensed | 6,590 | | 6,590 | 5,408 |
| Insurance | 6,809 | | 6,809 | 5,892 |
| Donations | 15,576 | | 15,576 | 13,190 |
| Accountancy fees | 2,298 | | 2,298 | 3,983 |
| Professional/event fees | 593 | | 593 | 456 |
| Consultancy fees | | | - | - |
| Bank charges | 104 | 6 | 110 | 189 |
| Nursery Expenses | | | - | - |
| Sundry expenses | | | - | - |
| Event Costs | | | - | - |
| Depreciation | - | | - | - |
| (Profit)/Loss on disposal of fixed assets | | | - | - |
| | 434,603 | 6 | 434,609 | 426,395 |
| **Resources expended on charitable activities** | 434,603 | 6 | 434,609 | 426,395 |
| **Net incoming/(outgoing) resources** | 7,565 | 44 | 7,609 | (1,693) |

**There were no other realised or unrealised gains or losses.**

| | | | | |
|---|---|---|---|---|
| **Funds** | | | | |
| Total funds brought forward | 18,741 | 32,087 | 50,828 | 52,521 |
| Transfers between funds | (506) | 506 | - | - |
| Net incoming/(outgoing) resources for the year | 7,565 | 44 | 7,609 | (1,693) |
| Total funds carried forward | **25,800** | **32,637** | **58,437** | **50,828** |

**ABU HANIFAH FOUNDATION**
**CHARITY COMMISSION REFERENCE NO: 1144134**
**BALANCE SHEET**
**AS AT 31 AUGUST 2025**

| | Notes | | 2025 | | 2024 |
|---|---|---|---|---|---|
| | | | £ | | £ |
| **Tangible fixed assets** | 3 | | - | | - |
| **Current assets** | | | | | |
| Debtors | | 36,936 | | 36,480 | |
| Cash at bank and in hand | | 19,611 | | 12,501 | |
| Cash at bank designated | | 2,953 | | 2,910 | |
| | | 59,500 | | 51,891 | |
| **Current liabilities** | | | | | |
| Trade creditors and accruals | | (1,063) | | (1,063) | |
| | | (1,063) | | (1,063) | |
| **Net current assets** | | | 58,437 | | 50,828 |
| **Net assets** | | | 58,437 | | 50,828 |
| **Funded by** | 4 | | | | |
| Restricted funds | | | - | | - |
| Designated funds | | | 32,637 | | 32,087 |
| Unrestricted funds | | | 25,800 | | 18,741 |
| **Accumulated fund carried forward** | | | 58,437 | | 50,828 |
| | | | - | | - |

The accounts were approved by the Board of Trustees and signed on its behalf by

Dr Khalid Master (Chairman)
Trustee
28 August 2026

**ABU HANIFAH FOUNDATION**
**CHARITY COMMISSION REFERENCE NO: 1144134**
**Notes to the Accounts**
**FOR THE YEAR ENDED 31 AUGUST 2025**

**1 Basis of preparation**

The accounts have been prepared under the historical cost convention.

The Charity has taken advantage of the exemption in Financial Reporting Standard No 1 from the requirement to produce a cash flow statement on the grounds that it is a small charity.

The accounts have been prepared in accordance with applicable accounting standards, the Statement of Recommended Practice, "Accounting and Reporting by Charities", issued in March 2005 and the Charities Act 2011.

**2**

**Income**

Income from charitable activities and voluntary donations are included in full in the Statement of Financial Activities when received. The value of services provided by volunteers has not been included.

**Expenditure**

Liabilities are recognised as resources expended as soon as there is a legal or constructive obligation committing the charity to the expenditure. All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs relating to that category.

**Depreciation**

| | |
|---|---|
| Equipment and fittings | 15% straight line |

Buildings are maintained to ensure that their value does not diminish over time. In the opinion of the trustees any depreciation charge would therefore be immaterial and has not been made. Maintenance cost are charged to the income and expenditure account in the year incurred.

**Unrestricted funds**

Unrestricted funds are donations and other incoming resources receivable or generated for the charity without further specified purpose and are available as general funds.

**Designated funds**

Designated funds are funds earmarked by the management committee for particular purposes.

## 3 Land, buildings, equipment and fittings

| | Land and Buildings | Motor Van | Equipment and fittings | Total |
|---|---|---|---|---|
| | £ | £ | £ | £ |
| **Cost** | | | | |
| At 1 September 2024 | - | - | 42,351 | 42,351 |
| Additions | - | - | - | - |
| Disposals | - | - | | - |
| At 31 August 2025 | - | - | 42,351 | 42,351 |
| **Depreciation** | | | | |
| At 1 September 2024 | - | - | 42,351 | 42,351 |
| Charge for the year | - | - | - | - |
| Depreciation on disposal | - | - | - | - |
| At 31 August 2025 | - | - | 42,351 | 42,351 |
| **Net book value** | | | | |
| At 31 August 2025 | - | - | - | - |
| At 31 August 2024 | - | - | - | - |

## 4 Analysis of fund assets and liabilities

| | Restricted funds | Unrestricted funds | Total |
|---|---|---|---|
| | £ | £ | £ |
| Tangible fixed assets | - | - | - |
| Current assets | 2,953 | 56,547 | 59,500 |
| Current liabilities | | (1,063) | (1,063) |
| | 2,953 | 55,484 | 58,437 |

## 5 Transactions with related parties

No remuneration or expenses were paid to trustees or persons connected to them.