General Information

RCS Haven

Trustees' Annual Report and Accounts for the Tax year ending 31/03/26

Scottish Charity Number - SC035880

Contact Address

11 Duke Street, Glasgow, G4 0UL

Trustees

Roman Moroz, Anton Dupliy and Sergey Ershov

RCS Haven is a charitable, unincorporated association with a constitution setting out its purposes and administration arrangements.

Recruitment and Appointment of Trustees

All of RCS Haven's trustees are appointed or re-appointed by the members at the Annual General Meeting. Trustees meet approximately every four months, with additional meetings arranged when required by the trustees or members. Meetings may be held online or in person.

Charitable Purposes

The purposes of RCS Haven are:

- Help home educated pupils, adult learners, remote learners to sit their exams and receive recognised qualifications.
- Expand support for children and young adults with learning difficulties by offering tailored access arrangements to ensure equal opportunities for success.
- Supporting native language preservation for migrant communities.
- Promote the value of learning additional languages through local schools.
- Help people to improve their mental health and overcome loneliness and isolation.
- Promote and fundraise for educational activities for children and adults.
- Help migrants to integrate into the local community and fight social isolation.
- Provide information about the work of local services.
- Safeguard and promote the welfare of ethnic minorities in Scotland, and provide counselling on how to meet their financial and non-financial needs.
- Conduct community-based participatory research.

Activities

The principal activities of RCS Haven are:

- ***Educational centre:*** RCS Haven is an approved centre for Qualifications Scotland (formerly SQA), Pearson Edexcel and AQA examinations. We provide facilities and administrative support for private candidates, including home-educated children and adults, to sit examinations in Glasgow.
- ***Supporting home-educated children and families:*** We provide information and guidance to parents and students about examination boards, examination choices, registration requirements and progression to further and higher education.
- ***Supporting children and young people with additional needs:*** We assist candidates and their families with access arrangements and provide appropriate examination support, including computer-based examinations and scribing services where required.
- ***Community and family activities:*** RCS Haven provides opportunities for children and families to participate in educational, creative and community activities and organises events that encourage families to engage with the local community.
- ***Supporting newcomers to Scotland:*** We provide access to information and practical guidance for newcomers to Scotland, including information about local services and opportunities to support their integration into the local community.
- ***Promoting healthy lifestyles:*** We promote healthy lifestyles and wellbeing within the community through family activities, practical workshops and the sharing of relevant information.
- ***Training and employability support:*** We provide training and practical support aimed at helping individuals develop skills and improve their opportunities for employment.

I. HELPING FAMILIES AND CHILDREN WITH EDUCATIONAL NEEDS

1.1. Education consultations

RCS Haven continues to provide information and guidance to families who require support in understanding the Scottish education system and available educational pathways.

We regularly communicate with parents and young people by email, telephone and online meetings. This includes families who have recently moved to Scotland and need information about the Scottish education system, examination options and progression to further and higher education.

During the reporting period, RCS Haven provided consultations and guidance on a range of topics, including:

- understanding the Scottish education system and available educational pathways;
- examination options, including GCSE and GCE A-Level qualifications;
- choosing appropriate examination subjects and examination boards;
- registering as a private candidate and preparing for examinations;
- options available to home-educated children and young people;
- progression to colleges and universities in the UK.

We also responded to enquiries from families living in different parts of Scotland, including Glasgow, Edinburgh, Aberdeen and other areas, who were seeking information about examinations and educational opportunities.

RCS Haven continues to support families by providing practical information and helping parents and young people understand the options available to them. The number of enquiries from families outside Glasgow also demonstrates the wider need for accessible information and support relating to examinations and education.

1.2. EDEXCEL and AQA exams in 2025 and registration for summer 2026

During the Summer and November 2025 examination sessions, RCS Haven provided examination facilities and administrative support for private candidates sitting Pearson Edexcel and AQA examinations.

For the Summer 2025 examination session, we registered **234 candidates, including 131 female and 103 male candidates**. Candidates registered for a wide range of subjects and qualifications, including **GCSE/IGCSE and A-Level examinations**. Language subjects included Arabic, Russian, German, Spanish, French, Japanese, Cantonese and for the first time, Polish. Other subjects included English, Mathematics, Combined Science, Chemistry, Biology and Psychology and other popular subjects. A breakdown of candidates by subject is provided in the table below.

Polish Language	A-Level	24	**Arabic**	GCSE	33	**English Language**	IGCSE	26
Mathematics	A-Level	12	**Russian**	GCSE	29	**Mathematics**	IGCSE	25
Arabic	A-Level	10	**Polish**	GCSE	20	**Chemistry**	IGCSE	10
Russian	A-Level	5	**Psychology**	GCSE	6	**Physics**	IGCSE	10
Psychology	A-Level	3	**Mathematics**	GCSE	5	**Biology**	IGCSE	10
Biology	A-Level	4	**English Language**	GCSE	5	**Islamic Studies**	IGCSE	8
Physics	A-Level	3	**Japanese**	GCSE	2	**French**	IGCSE	5
Statistics	A-Level	3	**Greek**	GCSE	4	**Geography**	IGCSE	5
History	A-Level	2	**Sociology**	GCSE	1	**History**	IGCSE	5
English Literature	A-Level	4	**History**	GCSE	1	**English Literature**	IGCSE	5
Further Maths	A-Level	4	**Italian**	GCSE	1	**Spanish**	IGCSE	4
Economics	A-Level	3	**Chinese**	GCSE	1	**Science**	IGCSE	4
Portugese	A-Level	2	**Astronomy**	GCSE	1	**German**	IGCSE	3
Economics	A-Level	2	**History**	GCSE	1	**Business**	IGCSE	3
Chemistry	A-Level	1	**English Literature**	GCSE	1	**Human Biology**	IGCSE	1
Japanese	A-Level	2	**Business**	GCSE	1			
Turkish	A-Level	1	**Biology**	GCSE	1	**Mathematics**	AS Level	2
French	A-Level	1	**Physics**	GCSE	1	**Further Maths**	AS Level	1
Accounting	A-Level	1						

RCS Haven continued to support both **school-age pupils and adult learners**. We are particularly pleased to support mature students who are studying independently or through distance learning and

require access to UK-accredited examinations. During the reporting period, seven of our candidates were adult learners born before 1990, demonstrating our commitment to widening participation and supporting second-chance education.

In Summer 2025, we successfully conducted examinations for AQA for the first time, in addition to our existing Pearson Edexcel and Qualifications Scotland provision. This enabled private candidates following AQA specifications to sit examinations at our centre, including GCSE English Language and Mathematics. As part of our first year of AQA provision, we also conducted **our first Polish GCSE and A-Level examinations**, providing candidates from the Polish community in Scotland with access to recognised qualifications in Polish. Prior to this, candidates in Scotland did not have access to a local examination centre offering Polish GCSE and A-Level examinations.

This represented an important development in our work with **the Polish community** and helped to widen access to qualifications in a heritage and community language which is not currently included within the Scottish Qualifications system. RCS Haven was able to provide a local examination opportunity for candidates who would otherwise have faced significant difficulties in accessing these qualifications.

As part of **our work supporting minority and heritage languages**, we also provided oral examination facilities and worked with teachers to support the delivery and assessment of language qualifications. We have continued to develop our relationships with language teachers and community educators, including providing guidance and training to support them in preparing candidates for examinations.

This work forms part of RCS Haven's wider commitment to widening access to language qualifications and supporting Scotland's diverse communities.

During the reporting period, we also began working with our Polish language teachers to develop provision for Scottish Qualifications at **Levels 6 and 7 in Polish for Life and Work**. This new provision is being developed for delivery in 2026 and will provide learners with an opportunity to gain recognised qualifications in Polish as part of their wider education and progression.

We also continued to develop our examination support for candidates with additional needs. This included computer-based examinations, scribing services and support with applications for access arrangements. Our scribe provision, initially introduced for two candidates, has enabled us to support a greater number of learners who may otherwise have difficulty accessing suitable examination facilities.

We moved our main examination provision to **St John's Renfield Church**, which provides spacious examination rooms and individual desks for candidates. Church volunteers, including **retired members of the local community**, assist with preparing the rooms and welcoming candidates and families. This provides an opportunity for volunteers to contribute to the work of RCS Haven and engage with families using our services.

For the Summer 2026 examination session, RCS Haven continued to receive registrations and enquiries from private candidates from Glasgow and other parts of Scotland. The demand for examination provision has continued to come from families in areas including Edinburgh, Aberdeen, Dundee, several Isles, as well as Glasgow.

Through this work, RCS Haven continues to widen access to UK-accredited qualifications and provide practical examination support to candidates of different ages and educational circumstances.

1.3. Strengthening Inclusivity

RCS Haven continues to develop its examination provision for candidates who require **access arrangements or additional support**. We aim to provide an inclusive examination environment for private candidates, including home-educated students and candidates with disabilities or other additional needs.

During the reporting period, we strengthened our procedures for identifying and supporting candidates who require access arrangements. This included working with candidates and their families to understand their individual needs and supporting applications for appropriate arrangements in accordance with examination board requirements.

We provided **a range of examination support**, including the use of word processors, additional time, rest breaks and scribing where approved and required. We also provided individual invigilation and appropriate examination arrangements for candidates requiring additional support.

Our provision of computer-based examinations has continued to develop, reflecting the needs of candidates whose normal way of working is to use a computer. We have also continued to develop our scribe service, enabling candidates who have difficulty accessing written examinations to sit their exams with appropriate support.

Through these measures, RCS Haven aims to ensure that candidates with additional needs can access examination opportunities and obtain recognised qualifications that support their further education and future progression.

Testimony 1: *RCS Haven has been amazing to help us navigate through the past few exam years with our daughters. Olga is so efficient and deals with any issues immediately and effectively. Nothing is too much trouble! This past year we had to organise a scribe and reader for our dyslexic daughter and Olga helped ensure she had the correct support in place and was very thorough checking all the requirements telling us clearly what we needed to do from our end. The young woman who helped as reader/scribe was so lovely and put our daughter immediately at ease. The scribe service was especially valuable to insure our daughter had the appropriate support provided. She ended up getting A's in both subjects requiring scribe and reader services. We cannot speak highly enough of Olga and this school as an external exam centre and hope to be able to continue working with them for our next 3 children. A 10 minute walk from Queen street station makes the centre extremely handy too and provides entertainment for mums burning time during exams.*

1.4. Language Education and A-Level Preparation

During the reporting period, RCS Haven continued to develop its language education programmes alongside its examination provision. We provided A-Level Russian preparation classes through a combination of online and in-person teaching, supporting our own students as well as students referred through partner schools and community language programmes.

To expand our **in-person provision**, we began working with **Jordanhill School** and hired classroom space there for our Saturday language school. This has provided a suitable venue for regular teaching and allowed us to support students and families in a dedicated educational setting.

Our work also expanded our **provision of A-Level Arabic**. Our experienced Arabic language teacher supported the development of A-Level Arabic teaching provision in accordance with Pearson Edexcel requirements. This has enabled students in Glasgow, Aberdeen and Ayr to access structured A-Level Arabic preparation and work towards a recognised qualification.

We established connection with several Polish community language schools across Scotland, supporting their students with GCSE and A-Level preparation and examination arrangements. We also strengthened our cooperation with Russian language schools in Edinburgh and Aberdeen, providing support with examination preparation and access to recognised qualifications.

Alongside these partnerships, RCS Haven continued to provide language classes directly to its own students. Our programmes support children and young people in maintaining and developing their language skills while providing pathways towards recognised qualifications and further education. Through this work, RCS Haven continues to expand access to accredited language education and examination opportunities and to strengthen collaboration between community language schools, teachers and families across Scotland.

1.5. GCSE Language Classes

During the reporting period, RCS Haven continued to provide GCSE language preparation for children and young people.

We provided weekly online GCSE Russian classes for six students, with regular Saturday sessions supporting their preparation for the examinations.

Our GCSE Arabic provision also continued to grow, with 33 students participating across four classes in different locations in Scotland. This enabled students from different communities to access structured Arabic language education and prepare for recognised GCSE qualifications closer to home.

In addition to teaching our own students, RCS Haven continued to develop teaching and examination preparation resources for GCSE language subjects. These resources are intended to support both our students and teachers working with learners preparing for Pearson Edexcel language examinations.

Mock Examinations

As part of our examination preparation and quality assurance work, RCS Haven organised mock examinations for Russian and Arabic students ahead of the 2026 examination session. The mock examinations provided students and teachers with an opportunity to assess progress, identify areas requiring further preparation and familiarise students with examination conditions.

II. Complementary education for migrant children

2.1. Supporting Early Learning and Development

Migrant children often encounter challenges in mainstream schools, which can make integration difficult. Since 2004, RCS Haven has addressed this need through our Saturday School, designed to support children's development while also building social networks for parents. Our aim is to ensure that bilingual children within our community receive additional educational support from an early age, enabling them to thrive both academically and socially.



Through our programmes, children gain proficiency in multiple languages, reach their educational potential, and develop the confidence and self-esteem needed to overcome barriers in mainstream education.

This year, we expanded our provision by renting classrooms at the Adelphi Centre until the summer holidays and then started our new school year in the rented classrooms of Jordanhill School where we offered educational activities for 46 preschool-age children. They were divided into four groups according to their age and language skills to ensure tailored support.

Younger children took part in activities that strengthened motor skills and supported their psychological, intellectual, and emotional well-being. Our educators employed a diverse range of methods, including logic-based and fine-motor finger games, to promote holistic early development.

Preschoolers in the older age group concentrated on strengthening their vocabulary and early literacy skills. They worked on improving handwriting by focusing on correct letter formation and maintaining consistent size and spacing.
Building on these foundations, they were introduced to more advanced grammar concepts, including punctuation and capitalisation rules. The children also began to write independently, using phonetic spelling to sound out words, construct sentences, and incorporate descriptive language.These achievements not only support their smooth transition into primary school but also give them greater confidence, enabling them to participate fully in mainstream education and build a strong foundation for future academic success. The transition back to in-person instruction required significant adjustments to our teaching approach, as staff worked to adapt activities and maintain continuity of learning. At the same time, one preschool group continued online to accommodate families facing challenges with long commutes. This class worked every Sunday from 10 to 12. This flexible approach ensured that all children, regardless of circumstance, could continue to benefit from our educational programmes.

2.2. Complementary Education at RCS Haven

Children who began in our preschool classes took their first steps with us into education. Today, many of those same pupils continue to attend our Saturday school, steadily building their skills in mathematics, logic, culture, and the Russian language. This continuity demonstrates both the dedication of our families and the lasting impact of our programmes.

The Saturday School has moved to the prestigious Jordanhill School, Scotland's top-performing state secondary school for exam attainment for the past nine years.

Demand for our work continues to grow. In 2025-2026 we offered 3 offline and 3 online classes allowing children from different locations to take part. Even during the COVID-19 lockdown, families established strong online learning routines, and the success of this model has encouraged many to continue with the format. This shows how our school not only adapts to challenges but also creates opportunities for children to thrive.

Offline Classes in Jordanhill school

First Class
Our youngest group comprises 14 pupils aged 4-7. At this crucial stage, the teaching focus was on developing early reading and comprehension skills, while nurturing imagination and confidence.
Through activities such as **retelling stories, reimagining endings, asking questions, and illustrating narratives**, children learn to:

- understand main ideas and details,
- analyse themes and character motivations,
- express personal reactions and viewpoints, and
- use creativity to show their understanding.

This work has a powerful impact: children are not only learning to read but also learning to think critically, communicate effectively, and develop a love for stories and language.

Second Class
Our second class includes 12 pupils aged 8 to 10, placed according to their level of speaking, reading, writing, and listening skills. This group benefits from a broad programme that strengthens social, emotional, and cognitive development alongside language learning.
The impact is clear: children are developing bilingual proficiency, deepening their understanding of both Russian and English culture, and laying the foundations for advanced skills such as translation, interpretation, and essay writing. They are learning not just language, but how to express their feelings and viewpoints with clarity and creativity.

Third Class
Our third class, with 13 students aged 11 to 12, meets every Saturday for focused on advanced vocabulary, strong grammar, and the ability to communicate ideas thoughtfully and fluently. These achievements not only help them succeed academically but also strengthen their cultural identity and confidence in using Russian in daily life.

2.3. Mental arithmetic for children development

The **Abacus programme** has continued to grow and strengthen its role within our curriculum. This distinctive educational approach supports children in achieving excellent academic results while nurturing both intellectual and creative abilities. Mental arithmetic, at the core of the programme, plays a vital role in stimulating logical and imaginative thinking. It is widely recognised for improving concentration, strengthening memory, enhancing language-learning skills, and boosting self-confidence.

With the support of our organisation, one of our dedicated volunteers became a certified Abacus instructor and now teaches mental arithmetic to 16 students on a regular basis. The impact of this work is evident: our pupils not only demonstrate measurable improvements in their academic performance but also increased confidence in their learning abilities.

This year, our commitment to excellence was once again highlighted when our students participated in regional mental arithmetic competitions and achieved outstanding results, winning two prizes. These successes confirm the value of the Abacus programme as an important element of our educational offering.

III. Developing new skills and knowledge: volunteer teams

3.1. Structure of volunteer teams

Our Duke Street office continues to serve as the main hub for volunteer activities and weekly gatherings. The office operates Monday to Friday, from 8:30 am to 3:30 pm, providing a consistent and welcoming space for volunteers and service users alike.
RCS Haven promoted volunteer opportunities across multiple platforms, including the GCVS Volunteering Zone, university internship hubs (such as the University of Glasgow and the Bridges Programme), and Facebook. During the 2025–2026 period, RCS Haven offered the following volunteer roles:

- **Teachers and Learning Supporters:** 18
- **Language Support Volunteers:** 4
- **Financial Administrators:** 3
- **Translators:** 3
- **Librarians:** 3
- **Content Managers and ICT Support:** 2
- **Receptionists:** 5

In total, **50 volunteers** contributed to **37 distinct roles**, with a mix of long-standing volunteers and new participants joining our community this year.

We also saw a rise in youth engagement, especially in Saturday school activities and early years education support. Our alumnus continue to keep in touch with our centre to help newcomers.

Our volunteer team represented a rich linguistic diversity, collectively speaking **nine languages**: English, Russian, Ukrainian, Belorussian, Arabic, Turkish, Tajik, Chinese, and Dutch. This multilingual capacity was instrumental in supporting migrants seeking guidance or conversation. Volunteers offered twice-weekly 30-minute conversation sessions, covering a variety of safe, neutral topics to help build confidence and foster community connections.

3.2. Training for volunteers

All **50 volunteers** participated in training to ensure they remained informed about the latest policy updates and organisational procedures. In line with our commitment to continuous development, volunteers also took part in regular role-specific training throughout the year, including:

- **Teacher and Assistant Training:**
  Between April 2025 and March 2026, **18 volunteer teachers and class assistants** attended

monthly development meetings focused on enhancing teaching practice and improving learner support.

- **Exam Preparation:**
  A group of **9 volunteers** completed training to serve as exam invigilators, while an additional **6 volunteers** received specialised training to support the administration of summer examinations.
- **EDEXCEL Alignment Sessions:**
  3 volunteer administrators and teachers participated in online sessions organised by EDEXCEL, ensuring our educational provision remains aligned with current standards.
- **SQ preparation session**
  4 volunteers participated in the meeting for preparation to application for Level 6 and Level 7 Polish language for life and work exam provision

3.3. Support for Job Seekers and University Applicants

RCS Haven continues to work closely with potential employers, with a particular emphasis on organisations offering places for supporting ethnic minority and migrant community. Our focus remains on connecting volunteers with opportunities that utilise their IT skills, community communication experience, and teaching assistance abilities.

We are especially proud of our ongoing partnership with the **Bridges Programmes**, an organisation that circulates job opportunities within the non-profit sector. Their support is aimed at individuals from BME, refugee, and migrant backgrounds, as well as those already engaged in third-sector work. This collaboration has strengthened our ability to help volunteers navigate the job market and access meaningful employment.

Volunteer Support Services

Our commitment to volunteer development extends beyond their time at RCS Haven. We ensure that their skills, engagement, and contributions are formally recognised:

- This year, we issued **18 reference letters** for volunteers pursuing new opportunities.
- Our writing support service assisted **20 individuals** with CV development, cover letter preparation, and interview guidance.
- We also expanded our support to volunteers applying to educational programmes, providing academic references where needed.

To further strengthen employability skills, we organised 2 meeting with jobseekers and those who already found job in the last three years for information exchange.

Success Stories

We are pleased to celebrate several achievements within our volunteer community this year:

- Several volunteers successfully secured positions across hospitality services in Glasgow.
- One volunteer secured a position as a **social worker**.
- Additional volunteers obtained roles in IT services.
- **Seven young volunteers** received offers to study at university.

These milestones reflect the dedication of our volunteers and the supportive environment fostered at RCS Haven.

Testimony: *By volunteering with RCS Haven, I gained valuable admin and office experience, giving me more confidence to take on different challenges. The environment was extremely supportive and*

communicative, with constant help available. I always felt comfortable to reach out if I had any questions.
Most importantly, volunteering with RCS Haven contributed to my self-development by supporting my ability to work independently, improving my social skills, and preparing me for office-based tasks. I currently work in an admin role, and I strongly believe that my experience with RCS Haven helped me to secure my role.

IV. CULTURAL EVENTS AND STRENGTHEN THE LINKS BETWEEN MIGRANT AND LOCAL COMMUNITIES

RCS Haven serves not only as an educational hub but also as a vibrant community centre, bringing together migrant communities and the local population. Throughout the year, we organised a wide range of community events designed to foster social connection, cultural exchange, and mutual support. These activities play a vital role in strengthening community cohesion and creating inclusive spaces where individuals feel welcomed, valued, and empowered. As reflected in our regular annual feedback, **over 91% of our members expressed a strong interest in taking part in community celebrations**. This response highlights the importance of our events in building a sense of belonging and reinforcing positive connections within our diverse community. Among our community activities, the two most popular events continue to be the **Prize-Giving and End-of-Year Celebration in June** and our **Christmas Celebration in December**. Both events attract high participation and serve as meaningful opportunities for families, volunteers, and community members to come together, celebrate achievements, and strengthen social bonds.

4.1. Annual Prize-Giving and Concert at RCS Haven

The annual Prize-Giving Event and Closing of Saturday School took place on 22 June, the final day of the Saturday School calendar. It was attended by 87 participants, including students, their parents, and grandparents. The event brought together a diverse community, with many mixed families represented—local relatives attending alongside migrant parents.



Children proudly showcased their skills through a series of performances featuring poems, storytelling, and short plays. These presentations highlighted the progress they had made throughout the year, particularly in communication and drama, and offered parents a joyful opportunity to see how confidently their children had developed.

Testimony 1: It was really fun event. Thank you for uniting us together. I couldn't feel any barrier between people speaking in different languages. The children performed well and it was clear that teachers took a lot of effort for this showcase.

Testimony 2: Our children are leaving RCS Haven school due to finishing the program but I hope we will continue to see each other by participating in community events. Thank you

4.2. Christmas Performance at RCS Haven

The **Christmas Celebration** remained one of the most popular community events at RCS Haven. This festive gathering brought together children, parents, and volunteers for a shared celebration of the season. The highlight of the event was a performance of Snow Quine presented by children from the youngest to the oldest classes, with parents participating as the main characters. The audience was warm, welcoming, and highly supportive throughout the production.



Following the show, families joined in traditional dancing around the Christmas tree and exchanged Christmas gifts. Every child received a chocolate Santa Claus, adding to the festive spirit of the occasion. After the activities, guests were invited to a small tea party featuring traditional dishes from various countries alongside Scottish biscuits.

During the celebration parent could buy different Christmas suvenious and painting produced by the teachers and pupils

Many parents contributed homemade dishes and generously shared them with others. Overall, it was a friendly, joyful, and culturally rich community event that strengthened connections across the RCS Haven community.

Testimony 1: Thank you very much for party it lightened our spirits and gave us feeling of real celebration and festive mood.

Testimonies 2. Thank you. My girl was so happy to perform her first role on the stage and seemed to overcome her shyness.

4.3. Russian as a Foreign Language for Younger Group

The Russian as a Foreign Language course has now been delivered for **seven consecutive years** in a fully online format. Students aged **8 to 13** continued to demonstrate strong motivation, curiosity, and enthusiasm for learning throughout the year.

The curriculum focused on the following core areas:

- Gaining confidence in speaking on familiar topics using learned language models
- Building a foundational understanding of spoken Russian
- Developing reading and writing skills in Russian
- Studying selected themes in preparation for the **QUALIFICATIONS SCOTLAND (FORMER SQA) Russian for Life and Work (Level 4)** examination

4.4. Language class for adults

RCS Haven continues to provide online language classes for adults wishing to study Russian, Arabic, and Polish. All classes were delivered fully online throughout the academic year. The Russian class took place on Mondays, while the scheduling of the Polish and Arabic classes varied according to teacher availability.

This year, the programme focused primarily on beginner-level instruction. Adult learners were introduced to the basic structure of each language, key rules, and simple conversational phrases. These foundational skills helped participants develop confidence in making friendly contact with relatives and community members who are migrants by background.

Testimony: *The class gave me an opportunity to learn a new language which related to culture and history I'm interested in. Lena was so kind, helpful, patient, and a great teacher. I thoroughly enjoyed my group classes.* ***Andrew B.***

4.5. Library Services and Reading Book Groups

RCS Haven continues to offer library services featuring a wide range of Russian–English books generously donated by organisations and individuals. Since the reopening of our office, the library has been accessible to the public Monday to Friday, from 10 am to 3 pm.

Over the past year, we have also developed valuable partnerships with several online libraries, significantly expanding our access to digital resources. We were pleased to support more than 75 families through our combined physical and online collections, ensuring that our community has diverse and meaningful opportunities for reading and learning.

This year, our library services were used not only by families with young children—who traditionally borrow books for shared reading—but also by individuals in hospital. We were pleased to support patients by providing access to books in their native languages, helping them cope during challenging times

V. ADMINISTRATIVE INFORMATION

Throughout the year, RCS Haven has been dedicated to meticulously adhering to the guidelines and mandates set forth by the Pearson Edexcel and AQA exam boards and the Joint Council of Qualifications. Ensuring compliance with all regulations has been of utmost importance to us. We provided support and access arrangements to help candidates with disabilities take their examinations.

5.1. Policies and Annual Assessment

In line with QUALIFICATIONS SCOTLAND (FORMER SQA), Edexcel, and AQA guidelines, we undertook a comprehensive review of our key organisational policies. This included revisiting and updating our cornerstone documents such as **Health and Safety**, **Equal Opportunities & Diversity**, and **Child Protection** policies to ensure full alignment with current regulatory expectations and best practice.

To meet Edexcel's specific requirements, we introduced a new policy framework:
"Centre Policy RCS Haven for A/AS Levels and GCSEs for Summer 2026."
This document provides clear guidance on assessment procedures, exam integrity, staff responsibilities, and learner support, ensuring that our centre meets the standards expected of an accredited examination provider.

In addition, new educational policies were developed and implemented to reflect updated **AQA regulations**, reinforcing our commitment to transparency, fairness, and consistency across all stages of assessment.

As part of our compliance work, our office also underwent a detailed assessment and subsequent restructuring to satisfy Edexcel's physical environment requirements. Particular attention was given to preparing classrooms specifically designated for exam procedures. These rooms were reorganised to meet standards relating to space, equipment, invigilation arrangements, and secure handling of exam materials. This work ensures that all candidates are provided with an appropriate, safe, and fully compliant exam environment.

5.2. Cooperation with Other Organisations

RCS Haven remains committed to strengthening our partnerships with charities and organisations that support migrant communities. This year, we continued active collaboration with:

- BEMIS
- Bridges Programmes
- Glasgow Council for Voluntary Services (GCVS)
- GRAMNET
- Migrant Voice
- WSREC

These partnerships play an important role in enhancing our outreach, sharing best practices, and ensuring cohesive support for the communities we serve.

In line with sector standards, our team also carried out regular reviews of our financial records throughout the year. These checks ensure that our procedures remain compliant with charity legislation and reflect best practice in financial governance.

Approved by the trustee and signed on their behalf

Roman Moroz Chairperson

Date 17.09.2026

RCS Haven

Statement of Receipts and Payment for the year ended 31 March 2026

	2025-2026	2025-2026	2025-2026	2024-2025
	Unrestricted	Restricted	Total	Total
Receipts				
Donations	2,721	0	2,721	3,419
Charges for services	115,903	0	115,903	91,473
Other income	2,761	0	2,761	0
Total receipts	**121,385**	**0**	**121,385**	**94,892**
Travel expenses	732	0	732	850
Rent and rates	16,449	0	16,449	14,181
Utilities	544	0	544	1,058
Repairs and maintenance	0	0	0	137
Groceries, postage and cleaning supplies	142	0	142	83
Stationery and post office	989	0	989	513
Educational costs (EDEXCEL fees, charges and supplies)	42,033	0	42,033	33,046
IT costs	817	0	817	376
Volunteer expenses	20,660	0	20,660	14,398
Salary + professional fee	16,418	0	16,418	9,048
Bank charges	20	0	20	122
Governance costs (including insurance)	175	0	175	151
Other charges (refunds for cancellations)	5,785	0	5,785	6,917
Total Payments in the year	**104,764**	**0**	**104,764**	**80,879**
Net of receipts / (payments)	16,621	0	16,621	14,012
Cash funds from previous period	51990	0	51990	37,978
Cash funds for period	68,611	0	68,611	51,990
	Notes			
	2025-2026	2025-2026	2025-2026	2024-2025
Cash funds	Unrestricted	Restricted	Total	Total
Cash at current account bank	68,605	0	68,605	51,984
Cash in hand	5.4	0	5.4	5.4
Total cash funds	68,611	0	68,611	51,990

Approved by the trustee and signed on their behalf
Roman Moroz Trustee

Date 17.09.2026

RCS Haven Notes to the Accounts for the year ended 31 March 2026

We did not apply for any grants due to changes in the name of our organisation and associated services. The trustee received no remuneration or expenses.

Independent Examiner's Report to the Trustees of RCS Haven

I report on the accounts of the charity for the year ended 31 March 2026 which are set out on pages 1 to 15

Respective responsibilities of trustees and examiner

The charity's trustees are responsible for the preparation of the accounts in accordance with the terms of the Charities and Trustee Investment (Scotland) Act 2005 and the Charities Accounts (Scotland) Regulations 2006. The charity trustees consider that the audit requirement of Regulation 10(1) (d) of the 2006 Accounts Regulations does not apply. It is my responsibility to examine the accounts as required under section 44(1) (c) of the Act and to state whether particular matters have come to my attention.

Basis of independent examiner's statement

My examination is carried out in accordance with Regulation 11 of the 2006 Accounts Regulations. 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 seeks explanations from the trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently I do not express an audit opinion on the view given by the accounts.

Independent examiner's qualified statement

In the course of my examination, no matter has come to my attention other than that disclosed below.

1. which gives me reasonable cause to believe that in any material respect the requirements:

- to keep accounting records in accordance with Section 44(1) (a) of the 2005 Act and Regulation 4 of the 2006 Accounts Regulations
- to prepare accounts which accord with the accounting records and comply with Regulation 9 of the 2006 Accounts Regulations have not been met

Name: MARC KEATING Signature

Relevant Professional qualification/professional body: ACCOUNTANT
Address: SUITE 2.05 SWANS CENTRE FOR INNOVATION, STATION ROAD, WALLSEND, NE26 6EQ

Date 23/09/2026