



Impact Report 2024-25



Welcome!



‘At Jacari, we believe in the power of positive relationships to unlock the potential of children and young people.

Each year, it is a privilege to see how Jacari pupils have gained confidence in English, built meaningful relationships, and discovered new opportunities – all made possible through the dedication of our volunteer tutors.

In the current wider context of misinformation, hostility, and aggression towards refugees and migrants, Jacari’s work is more important than ever. Reading about the impact Jacari has made over the last year offers some hope in a challenging landscape.

2026 will mark Jacari’s 70th anniversary, and we look forward to celebrating a long history of building meaningful connections between diverse communities.

Thank you to all our volunteers, donors, supporters and the many others who together made a positive impact on nearly 200 children and young people through Jacari’s work this year.’

Matthew Lister,
Chair of Board of Trustees



Welcome!

'In the pages that follow, you can read about how children and young people have grown in confidence and developed their language skills, how volunteers' lives have been enriched by their experiences, and how much fun was had along the way!

It was a year in which, despite operational challenges, we continued to create safe, supportive, and joyful spaces where multilingual children and young people have flourished.

We know that tutoring doesn't fix every challenge learners face, but we can see how it can make a profound difference. In the words of one former pupil:

"Without Jacari I would have continued to fall through the cracks."

I look forward to another year of learning, growth, and shared joy across the Jacari community!

***Katy Isaac,
Charity Manager***



Our Work

Why we do what we do

In many areas, multilingual classrooms are now the norm, and knowing more than one language is a valuable asset that we celebrate at Jacari. However, pupils who are at the earlier stages of learning English are at risk of under-achieving at school¹, especially those living in socio-economically disadvantaged communities². For children who arrive late in the education system, the gap widens further³. Compounding this, those who are new to the country must also navigate a new education system, unfamiliar curriculum and school culture, often while coping with challenging life situations. Unfortunately, schools often find they are unable to provide all the support these pupils need⁴.

"Coming to the UK, a new country with a new language and culture was scary as a 9 year old. Especially to then start school that had different rules to follow. I could not understand what people were saying as English sounded so foreign. This was lonely and scary and felt like I had been thrown into another universe."

Former Jacari pupil

Our vision

Jacari's vision is a society where children and young people from all backgrounds have the confidence and language skills to fulfil their potential. Through our tutoring programmes, we are committed to making a positive difference to the life of each pupil we work with.



Our Work

Our activities

Our tutoring programmes provide safe and supportive learning spaces for disadvantaged children and young people in Bristol and Oxford who need support with developing their English language skills and confidence .



We match volunteer tutors with pupils referred by our partner schools. Our Community Tutoring programmes recruit volunteers from universities and the local community, while our Peer Tutoring programmes support sixth-form students to be tutors for younger pupils within their own schools.

This year our Peer Tutoring programme in Bristol expanded to two schools in Oxford. Across Bristol and Oxford, we supported 69 sixth form students to tutor younger pupils, and to gain valuable skills and experience themselves.

Jacari Tutors provide personalised tutoring sessions which respond to their pupil's individual needs and preferences. Through shared learning, language exchange, and positive relationships, pupils and tutors grow together, helping children and young people to thrive in school and their communities.



Our year in numbers

We recruited
and trained

201

volunteer
tutors...



...who delivered

1,946

personalised
tutoring
sessions to...



197

children and
young people!



125 children and their families joined...

11 trips and events –
along with Jacari volunteers.



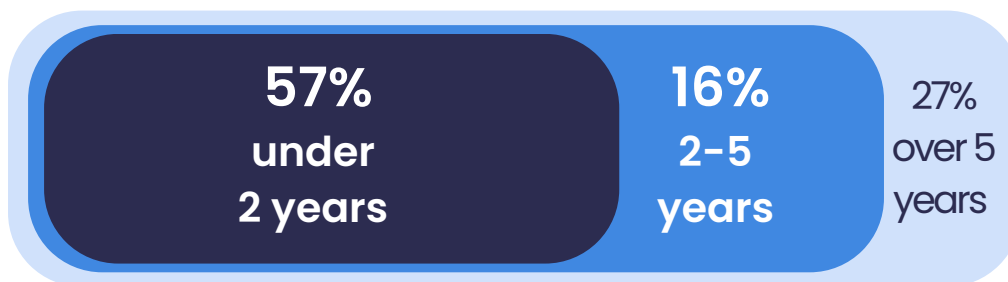
Our year in numbers

Jacari pupils in 2024–25



Time in the UK

73% of pupils arrived in the UK within the last 5 years.



28
home and
heritage
languages



Partner School Profiles

We partnered with 19 schools in 2024–2025. The following two profiles are a snapshot of just two of these partnerships.

100% of school staff surveyed said that they would recommend Jacari to another school.

St Christopher's Church of England School, Cowley

Community Tutoring – Oxford

St Christopher's is a medium-sized primary school in the Cowley area of Oxford. 55% of St Christopher's pupils use English as an Additional Language (national average: 21%) and 29% of pupils are entitled to Free School Meals (national average: 26%).

St Christopher's has been a Jacari partner school for over six years. Originally all pupils were tutored in their homes, but for the past few years all tutoring sessions take place on the school premises, and have a lively, after-school club feel.



St Christopher's pupils on a Jacari trip to Oxford City Farm

In 2024–25 Jacari volunteer tutors, recruited from the University of Oxford, supported 10 pupils at St Christopher's.

"Jacari has been brilliant for our EAL pupils. The one-to-one support has really helped them feel more confident speaking and understanding English. It's made a big difference in how they settle into school life and the pupils always look forward to their sessions!"

Navak Dehghenpour, EAL Teacher, St Christopher's Cof E School

Partner School Profiles

E-Act Montpelier High School

Peer Tutoring – Bristol

Montpelier High School (MHS) is a medium-sized girls' secondary school based to the north of Bristol city centre. 38% of MHS pupils use English as an Additional Language, (compared to a national average of 21%) and share more than 35 home and heritage languages between them. 31% of pupils are entitled to Free School Meals (compared to a national average of 26%).

In 2022, MHS piloted Jacari's Peer Tutoring programme, initially to support a number of new sanctuary-seeking pupils recently arrived from Afghanistan. The partnership, and Jacari Peer Tutoring, has gone from strength to strength ever since.

"Teachers come and pop in just to see, and soak up the vibe of loving kindness in that room."

Hannah White, teacher, Montpelier High School



MHS Jacari pupils at a cookery workshop at Coexist Community Kitchen

This year we supported 23 sixth-form volunteers to be peer tutors for 13 pupils at the school in sessions full of laughter and community.

MHS has been awarded School of Sanctuary Status to recognise their "good practice in fostering a culture of welcome, belonging and solidarity for those seeking safety".

One MHS sixth-form volunteer explained how she had struggled herself when starting school in England, new to English, and how this had motivated her to become a Jacari volunteer, to "give back". She described the connection she has with her tutee: "I see a reflection of myself in her".

Our impact

How we measure our impact

Jacari is committed to monitoring and evaluating our work and to learning from what we find, so that our programmes are as effective as possible. We regularly seek feedback from all our stakeholders – the pupils, their parents/carers, our volunteers, and our partner schools, and we use the results to inform and improve our programmes.



We survey all Jacari pupils, their parents/carers, our volunteer tutors, and school contacts at the end of the academic year. We also ask schools to assess each pupil's English language skills at the start and end of the year using nationally recognised EAL Bands, which we can use to measure progress. In addition, we gather qualitative feedback throughout the year through focus groups, session visits, and informal chats with all stakeholders.

Learning from this process is valuable both internally—helping us to reflect, adapt, and improve what we offer—and externally, where sharing insights about what has worked can contribute to the wider sector and, where relevant, influence practice beyond Jacari.



Impact on English language skills

Proficiency in English can unlock EAL learners' integration and progression at school.

The Bell Foundation⁵

"Thanks to Jacari's support, L's English has improved significantly, and she has adapted quickly to life in Oxford. We truly appreciate the time and dedication the volunteers have given her."

Parent, Oxford

"is so good Jacari is that help you learn more English"

Pupil, Bristol

In their end-of-tutoring self-assessments, all Jacari pupils reported improvements in their English skills, with the **greatest improvements in reading and writing.**



51% of pupils progressed by one or more EAL proficiency band over the course of Jacari tutoring.

Most progressed from 'Band A: New to English' or 'Band B: Early Acquisition' to 'Band C: Developing competence'

What people said about Jacari tutoring in surveys:

85%

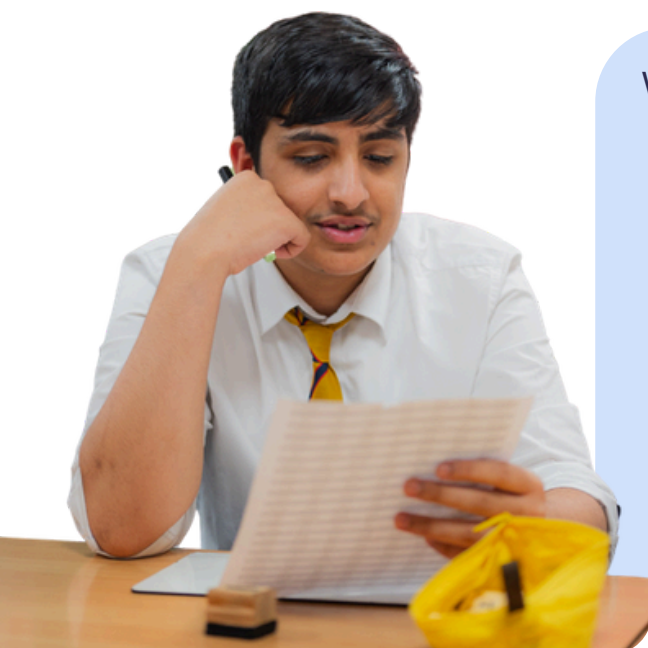
of pupils said it helped them improve their English and schoolwork.

94%

of schools said it had a positive impact on pupils' English language skills.

88%

of parents / carers said it helped their child's English improve.



Impact on confidence

"The most significant advantage the school saw was the increased confidence [Name] went from being a shy pupil who spoke only when she had to, to speaking freely in [Jacari] sessions and having the confidence to approach teachers and peers and instigate conversations and ask for help when she needed it."

Teacher, Bristol partner school



What people said about Jacari tutoring in surveys:

87% of pupils said it had helped them feel more confident.

100% of schools said that it had a positive impact on pupils' confidence.

94% of parents / carers said it helped their child's confidence.

"It make me feel better socialising with others."

Pupil, Bristol

"it really helped him gain confidence in speaking English."

Parent, Oxford



Impact on wellbeing and aspirations

"Knowing that an older student is looking out for them has helped to build the confidence and aspirations of younger students. It provides them with a role model and someone to go to with questions."

**Bathsheba Slater-Wells, Lead Teacher for EAL,
Bristol Cathedral Choir School**

***"I like that it's a safe
space with no judgment"***

Pupil, Oxford



"Alongside the language benefit, the element of being a positive role model was so evident when [pupil] proudly told her mentor that she has not had any detentions this week and got a high five."

Teacher, Bristol partner school

***"my tutor is kind to me and
always it help me feel good."***

Pupil, Oxford

What people said in surveys:

91%

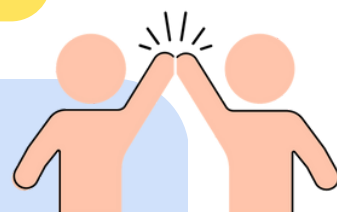
of pupils said their tutor was a good role model.

94%

of schools said Jacari tutoring had a positive impact on pupils' wellbeing.

92%

of parents / carers said their child's Jacari tutor had been a good role model for their child.



Impact on sixth-form peer tutors

Peer support practices are correlated with having an increased sense of school belongingness. Studies have identified benefits for both tutors and tutees.

Education Endowment Foundation⁶

"I have watched them grow in confidence and purpose."

Kate McCabe, Head of Sixth Form, Greyfriars Catholic School

What sixth formers said about being a Jacari peer tutor in surveys:

91%

thought it had improved their communication skills.

74%

thought it had made them more confident.

91%

thought they would use the skills they'd gained in future employment, volunteering, or education.

"it is an amazing way to boost your own confidence, communication skills and interpersonal skills... Jacari helped me to become more confident and not be afraid to make more friends and learn new things."

Peer Tutor

"Jacari [...] creates a community where everyone feels able to build upon their confidence each week."

Peer Tutor



Peer tutors running for Jacari at the Great Bristol Run

Jacari stories

Mariam's* Story – Increasing a sense of belonging.

"So fun"

Pupil Mariam on Jacari tutoring

Mariam is 12 years old and lives in Bristol. She is originally from Eritrea and speaks Tigrinya, Arabic, and English. She arrived in the UK in 2024 to join her father. Before coming to the UK her education was repeatedly disrupted as she and her family had to move seeking safety. Her father describes how hard it often was, waiting to start school again.

Mariam says that when she first arrived at her new school, it was "different", "very big", and "sometimes confusing". Mariam was matched with two peer tutors, Lala and Rhea* who are both bilingual, with Lala speaking Arabic, which she used to help Mariam "understand and engage". Rhea says that she could see the difference that Jacari made for Mariam:

"Over the course of volunteering with Jacari, I watched Mariam grow into a more confident young girl, whether it be her English speaking, confidence to ask a question, or to try something that she found difficult."

Rhea, Mariam's sixth-form peer tutor



Mariam says it was difficult to speak when she first arrived at the school, but that it's a lot different now, and one of the things that has helped her feel more confident is her friends. She says Jacari was helpful for her reading, writing, and schoolwork, and she enjoyed playing games and going on trips. Her favourite subject is English because she likes to learn new words.

"Jacari really increased Mariam's sense of belonging in school as she made friends with pupils in her year group who were also receiving Jacari support. Jacari has definitely helped her settle into her new school more quickly."

EAL teacher at Mariam's school

Jacari stories

Simran's* Story – Rebuilding confidence

"If you asked me if I would do it again, I would say a double yes on that, I would do it again!"

Pupil Simran on the end of her year of Jacari tutoring

Simran is 11 years old and lives in Oxford. She speaks Punjabi and English at home. After the COVID pandemic, Simran's mum, Preet*, became aware that Simran's confidence in speaking English had been impacted and that she had begun to struggle with her schoolwork. Simran told us that after repeated school shutdowns when she was younger, she sometimes found English "difficult to understand". Her school referred her to Jacari to support her with schoolwork and to rebuild her confidence.

Jacari matched Simran with tutor Polly, a university lecturer, and community volunteer. Polly visited Simran's family home each week for an hour. During this time, Simran was diagnosed with dyslexia.

"Simran and Polly had a blast, they really enjoyed each other's company, Polly was a great support with the dyslexia. It was only one Tuesday a week but it made a big difference".

Preet, Simran's mum



Simran says about Polly: "She's funny, she's kind, she's very helpful, she knows how I feel when I come back from school, she knows if I'm sad, tired, or happy – she's a good listener." She said that her favourite memory of Polly is "laughing at stuff together". After a year's tutoring, Polly said that Simran seems "more confident socially, and a bit happier about her imminent transition to secondary school." Simran's school agrees that they can see a remarkable difference:

"All her teachers can see the improvement, Simran is much better at comprehension and fluency, and at fact retrieval. She has been much more involved in lessons."

Teacher, Simran's primary school

Jacari stories

Jasmina's* Story – Supporting a love of learning

"Jacari has helped Jasmina to make great progress in her English as well as in her self-confidence this year. She appears much happier in school. Her teachers have commented that she engages more in lessons as her confidence grows."

EAL Support Teacher, Jasmina's school

Jasmina is a 15-year-old student at a secondary school in Bristol. She moved to the UK from Romania in 2021 to join her mother, and started school mid-term in 2024, having been out of education for two years. Her school referred her to Jacari as she was new to English, low in confidence, and new to the English education system.

Jasmina had enjoyed learning English at school in Romania but found her new school *"hard at the beginning when I didn't know anyone, I was upset in the first week and I didn't know where the classes were."*

In January 2025 Jasmina was matched with peer-tutors Ava and Zahra, sixth form students in her school. They met each week in school for 45 minutes to support Jasmina with her English language skills. Ava told us that she noticed Jasmina becoming more confident speaking in English over the time of their tutoring. Jasmina now speaks positively about school: *"I love it and I love learning new things"*.



"My tutors helped me, asked me questions about what I do in my free time, who I go out with, what lessons I had, and this helped me a lot because I didn't speak at all and I was shy, but now I can speak English a little better even if I make mistakes sometimes."

Pupil Jasmina

Jacari stories

Samia, Amina, Sanam and Arezo's Story * – Helping a family new to the UK to settle and thrive

"Having a Jacari tutor was a really important part of the support they received this year. They were able to get one-to-one language support and specifically asked their tutors for the help they needed".

EAL Support Teacher, Samia, Amina, and Sanam's school

Samia(16), Amina(14), Sanam(12), and Arezo(9) live in Bristol with their parents and siblings. Originally from Afghanistan, they speak Pashto at home but between them they also speak Dari, Farsi, Urdu, Hindi, and English! The sisters started school in the UK in Autumn 2024. Before this, they had been out of school for four years after their education in Afghanistan was interrupted. Arezo had only ever briefly attended nursery before entering Year 4 in the UK.

The sisters say that at first, it was hard. Their new schools were big with a lot of different classes and rooms, and unfamiliar things. The girls' parents saw that they were struggling and unhappy the first few weeks, but over time, they began to adjust and that starting Jacari was a big help with this adjustment.

At her primary school, Arezo was matched with a university volunteer, Sara. Sara says that working with Arezo was a wonderful experience as she *"was always so energetic and eager to learn."*

"Arezo's confidence has really grown since she started Jacari, she is speaking a lot more English and she has made friends in her class... Jacari sessions were a chance for her to build her vocabulary quickly through language games at her level, in a really supportive environment."

EAL Lead, Arezo's school



Some of the girls preparing food on a Jacari trip to Coexist Community Kitchen

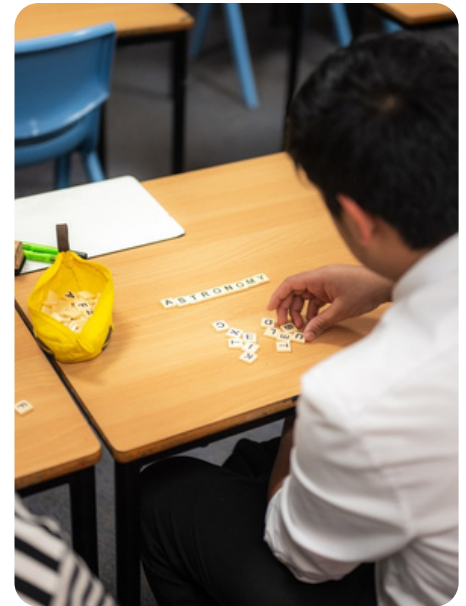
Arezo's three older sisters were matched with Jacari peer tutors from their secondary school's sixth form. Amina's peer tutor, Beth*, was able to draw from her own experiences migrating to the UK and starting school in Year 4. Beth says it was great to see Amina's skills and confidence develop as their sessions progressed.

The four sisters say that they enjoyed playing games, learning new things, and reading books with their Jacari tutors. They also liked the trips! They say that they found their tutors to be *"kind", "helpful", and "fun"*.

Our future

In response to rising hostility towards many of the communities we work with, we hold firm in our commitment to make a meaningful, positive difference within the scope of our activities. This will include working alongside partners to ensure that we are **centring equity, diversity, and inclusion through ongoing learning and development**.

A key area of this work will be **expanding the opportunities for youth engagement** that we have put in place, and **amplifying the voices of the children and young people** we work with, so that more young people shape our work. Plans include co-production and feedback opportunities for children and young people, increased family involvement, and youth leadership roles.



Alongside this, we aim to **expand the number of children and young people who receive Jacari tutoring** across Bristol and Oxford, and we are particularly excited about the continued growth of our Peer Tutoring programme in Oxford. Building on the foundations we have established in 2024-2025, we aim to extend our reach with at least two new partner schools in Oxford so that more young people can benefit from Jacari peer tutoring.



To support our development, we are fortunate to have a depth and breadth of expertise within our staff team, and we will continue to draw on this, and the expertise of partners, to **ensure the quality and effectiveness of all our activities**. This will include improvements to initial and ongoing volunteer support and training so that it is up-to-date, relevant, and impactful, and strengthening the integration of reading skills across our programmes.

Finally, as we approach our 70th anniversary, we look forward to **celebrating our history, our achievements, and the people who have shaped our organisation over seven decades**. We hope this milestone will be an opportunity to grow and strengthen our network of supporters to help sustain and grow our impact in the years ahead.

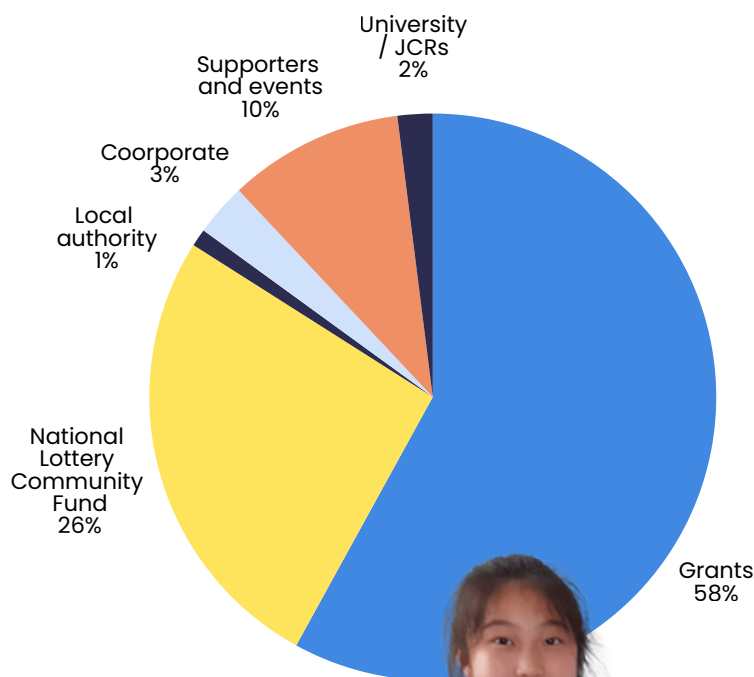
We look forward to sharing our progress with you!

Our funding

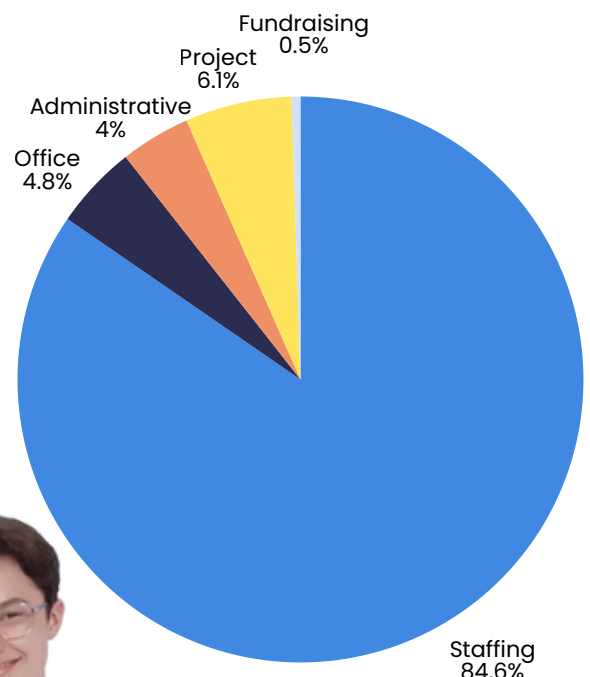
The majority of Jacari's funding comes from national grant-making organisations, alongside Bristol and Oxford based trusts and foundations, university-based organisations and local authorities. Our work in Bristol continues to be supported by a significant multi-year grant from the National Lottery Community Fund. This year, we also continued to receive support through our long-standing relationship with Oxford Scholastica Academy.

We have continued to grow our network of supporters and alumni, who have not only generously donated money, games, and learning resources to Jacari, but also offered pro bono support to our staff team. We've also seen an increase in the number of volunteers and supporters taking part in fundraising events for Jacari and were delighted to have supporters participating in the The Great Bristol Run, the Blenheim 7k Fun Run, and The Lloyd's of London Foundation Abseil this year. We look forward to growing our wonderful network of supporters as we celebrate our 70th anniversary in 2026.

Our funding sources



Our expenditure



Thank you

Firstly, a huge thank you to our funders who have supported our work this year:

Bartlett Taylor Charitable Trust
Beard Charitable Foundation
Burgess Salmon Charitable Trust
Brian Murtagh Charitable Trust
Charity of Thomas Dawson
Denman Charitable Trust
Doris Field Charitable Trust
Lloyds Charity Market Award



Lovington Foundation
MacFarlane Family Foundation
Magdalen College Trust
Maggie Black Trust
National Lottery Community Fund
Nisbet Charitable Trust
Oxford City Council
Oxford University RAG
Pye Charitable Settlement
Robert and Margaret Moss Charitable Trust
Sarah Nowell's Educational Foundation
Stanton Ballard Charitable Trust
Student Hubs, Bristol
St Hugh's JCR, Oxford
The 29th May 1961 Charitable Trust
The Swire Charitable Trust
Turners Court Youth Trust
Wadham College Student Union, Oxford

A big thank you to all our wonderful donors and supporters, our Jacari Champions - regular donors who are providing us with long-term support - and all those who have fundraised for Jacari this year. We really appreciate your support for our work.

We would also like to thank all those who have worked with us, and enabled our activities during the last year. In particular, thank you to our trustees and the amazing staff at our partner schools.



Oxford volunteers run for Jacari

The biggest thanks go out to our pupils and their families, who inspire us every day, and to our team of wonderful volunteer tutors for giving up their time and energy to make a difference.

Support us!

As a small charity, we rely on the generosity of all of our supporters and funders to ensure we can keep providing free language learning opportunities for children and young people in Bristol and Oxford, helping them to fulfil their potential.

There are lots of ways you can get involved in and support our work – visit our website to find out more, or get in touch with us at fundraising@jacari.org
We would love to hear from you!



We are very excited to be celebrating 70 years of Jacari in 2026. To keep up-to-date with how we will be marking this significant anniversary and how you can get involved, sign up for our newsletter on our website and follow us on social media:



www.jacari.org



[jacaricharity](https://www.linkedin.com/company/jacaricharity)



[@jacaricharity](https://www.instagram.com/jacaricharity)



References

1. Lindorff, A., Strand, S. and Au, I. (2025). *English as an Additional Language (EAL) and Educational Achievement in England: An Analysis of Publicly Available Data*
2. Scott, R. (2021). *Language and learning loss: The evidence on children who use English as an Additional Language*.
3. Education Policy Institute (2024). *Annual Report 2024: EAL*. Education Policy Institute.
4. Latham, K. (2025). *Cuts to staffing, equipment and tutoring budgets will hit lower income students the hardest* – The Sutton Trust. The Sutton Trust.
5. The Bell Foundation. (2025). *EAL story* – The Bell Foundation.
<https://www.bell-foundation.org.uk/our-work/eal-story/>
6. Education Endowment Foundation (2021). *Peer Tutoring*.
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring>

www.jacari.org
Charity number: 1177211

