

vto

Volunteer Tutors Organisation

ANNUAL REPORT



2025

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1.0 CHAIR'S REPORT



BY

**ANDREW J.
MACDONALD**

CHAIR

2025 was a year of change for VTO, but one in which there have been many achievements and where we all worked together to make Scotland a fairer, more equitable place.

VTO supported 418 children and young people in 2025, 313 in our 1-2-1 provision and 105 in our Learning Hubs. Added to this are the 116 senior pupils through VTO's Senior Pupil Leadership Programme where they gained invaluable experience for further education and future careers.

Our 1-2-1s increased by 66 pupils on the 2024 total. It has been a challenging year for our Learning Hubs, which fell from 27 Hubs in 2024 to 12 in 2025. The board and the operations team are working actively to remedy this and to set the organisation up for growth through 2026 and beyond.

Organisationally Douglas Johnston stepped down as Chair and Barbara Oliver retired as Head of Service, both having been in post for 8 years. We were delighted that Barbara decided to join the Board following her retirement and continues to be invaluable in that capacity. Douglas, VTO's founder, continues to support the organisation in many ways. Not least of these, Douglas has been a constant source of advice and guidance for myself as chair, for which I am ever grateful.

Anne Gillespie took over from Barbara as Head of Service and her contribution, bringing stability in times of change, can't be overstated. Anne's determination has only been amplified by the team she has led, of whom I can't say enough good things. Even through a challenging office move to Chirnsyde Primary School team VTO were pragmatic and laser focussed on the job. So to the staff, thank you for your continued dedication and patience. I would also like to thank the staff at Chirnsyde who have given us our new home and an incredibly warm welcome.

We have also seen significant change at board level with Katie Roberts and Darren Khosrowpour leaving the organisation. Katie helped us build new relationships with funders and Darren chaired the Training & Compliance Subgroup, as well as driving the Corporate Social Responsibility initiative. Lynne Ward has also tendered her resignation as a trustee after 7 years. Lynne's leadership of the Funding and Finance Subgroup, her strategic input and her level-headedness has undoubtedly set VTO up for a brighter future. I'd like to thank all three members for their input and support over their time with VTO. We welcomed Mia Henderson, Liam Macpherson, Alison MacLeod and Jetta Holmes as trustees this year who all bring fresh insight, ideas and expertise to the board.

2025 was a challenging year for many financially, not just the third sector. After rapid growth in 2023 VTO has taken some time to recalibrate, reset and position for future growth. I would like to express my gratitude to everyone for their contributions to the organisation over the year; from our local authority partners, grant makers and to every one of you who has supported VTO in any other way. The work VTO does would not be possible without you.

Finally a word to our volunteer base. Without you there would be no VTO, and I ask that you take stock of the amazing work you are doing each week in changing lives and building a brighter future. Here's to another successful year in 2026.

Andrew J. MacDonald



2.0 HEAD OF SERVICE REPORT



BY

**ANNE
GILLESPIE**
HEAD OF SERVICE

This year looked very different from the one before it, with a smaller team working hard to deliver our services. Despite this, the impact achieved was remarkable. Through our Learning Hubs, 105 children received dedicated tutoring support, while 116 senior pupils proudly achieved the Senior Pupil Leadership Award through this much-valued programme. In addition, 313 children and young people benefited from 1-2-1 tutoring sessions overall. These achievements are a testament to the passion, resilience, and commitment of our team, who continued to create meaningful opportunities for children and young people, even in the face of significant challenges.

This year was a period of regrouping and rebuilding for our charity, set against an increasingly challenging funding landscape. Rising costs, reduced grant availability, and greater competition for funding required us to make careful, considered decisions about how we use our resources.

In response, we focused on strengthening our foundations and building long-term resilience. We invested in upskilling our team, developing new skills, and improving systems and processes to ensure we can work more efficiently and sustainably. While the financial pressures were significant, they also encouraged innovation, collaboration, and adaptability.

Through this work, we have laid important groundwork that positions us to navigate future challenges and continue delivering meaningful support to children and families who need it most.

The year ahead represents an exciting opportunity to build on the foundations we have strengthened. We plan to expand the breadth of our team by welcoming a dedicated fundraising expert who will help us confidently navigate the evolving fundraising landscape. By growing our fundraising capability and diversifying income, we aim to reduce our reliance on grants and unlock new opportunities for impact. This investment will support a more resilient, sustainable future, enabling us to reach more children and families and deepen the difference we can make in their lives.

And finally, to our amazing volunteers: thank you for showing up, giving your all, and making a genuine impact in the lives of the young people we support. We're so grateful for you.

Anne Gillespie



3.0

TEAM STRUCTURE

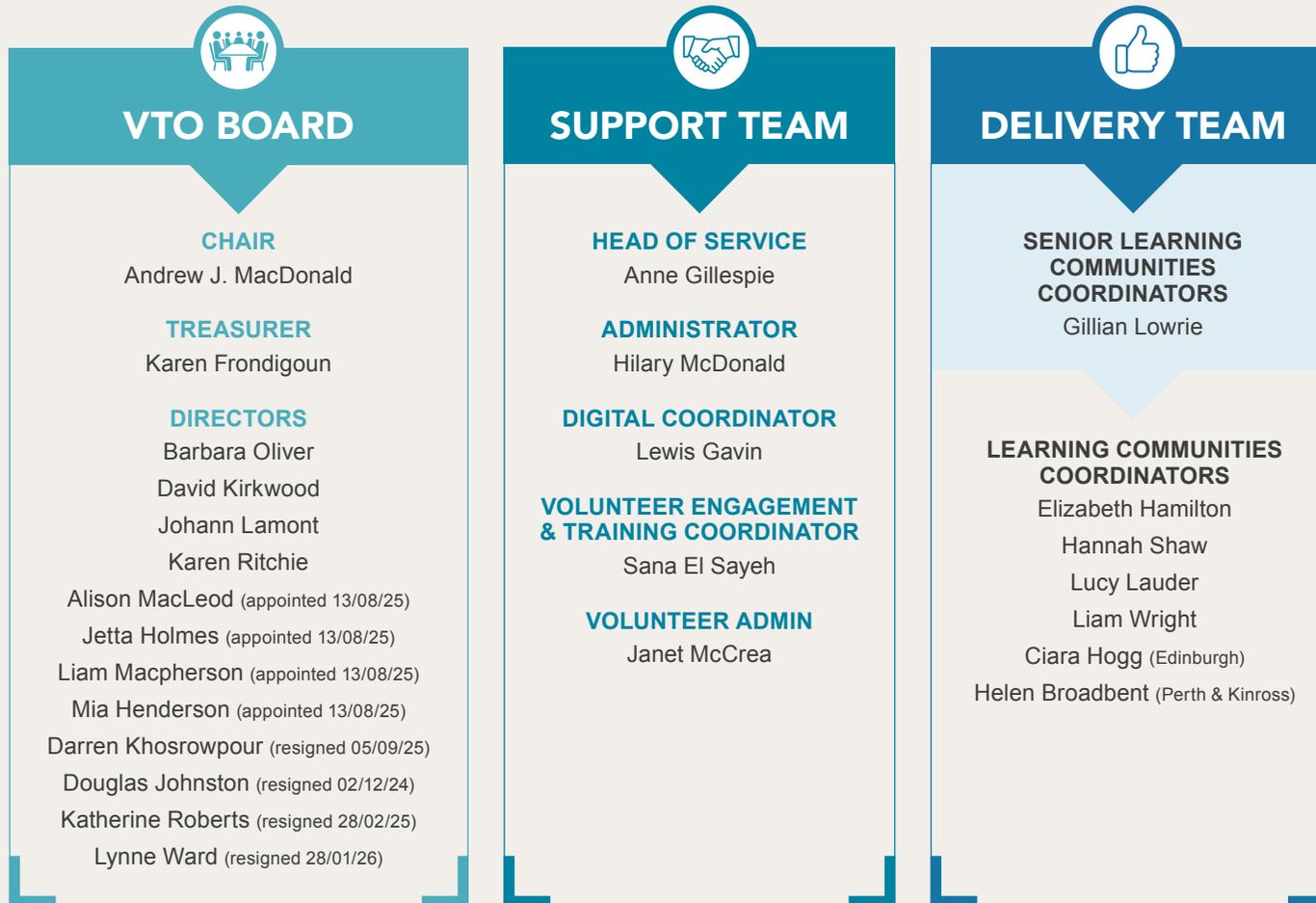
INSIDE...

3.1 Operations

3.2 Board Subgroups

3.0 TEAM STRUCTURE

3.1 Operations



3.2 Board Subgroups



Funding/Finance

Our key objective is to **develop a medium to long term funding strategy**, supported with short term actions, which will reflect current and future ambitions.



I.T.

Our key aim is to **maintain and improve on VTO's I.T. infrastructure** to allow the organisation to deliver the best service to the children it serves.



H.R.

We are working towards **being the best employer we can be**, creating a work environment which enables and empowers our colleagues to support our children and young people.



Strategy

Our aim is to **explore potential strategic developments for VTO and present them to the Board** for discussion and subsequent decisions regarding the organisation's future activities and direction.



Marketing

Our key priority is to **support the operational team with a clear marketing strategy**, including social media, to raise the VTO profile and attract quality volunteers and funding.



Training & Compliance

Our key priority is to **establish a quality-driven, systematic and structured approach to training** for VTO staff and volunteers.





4.0

SERVICES

INSIDE...

- 4.1 QuESTS
- 4.2 Learning Hubs
- 4.3 Residency
- 4.4 Location Of Pupils
- 4.5 Barriers to Learning
- 4.6 In-Person vs Online Tuition

4.0 SERVICES

4.1 QuESTS

Qualifications for Every Student through Tutor Support

The academic session 24-25 has been another year where VTO's QuESTS service has offered invaluable support to young people in Glasgow; particularly to those who were at risk of leaving school with no qualifications.

In total, there were 5 pupils supported through our QuESTS programme; 3 of these were via the GVS-CEL project and carried forward from 23-24. The QuESTS programme focusses on pupils in S3 and S4 to provide intensive curriculum support with the goal of achieving National Qualifications.

VTO has in place a robust, secure process to support young people to sit national assessments 'off-campus'; meaning that young people who cannot attend their school for assessment can still have the opportunity to gain vital qualifications. There are many reasons why a young person may not be able to sit their assessments in school; VTO is there to ensure that their educational goals can still be met and continues to work in strong partnership with schools across Glasgow to facilitate this.

This is an invaluable service which supports our children and young people to create better futures for themselves. We will be expanding our QuESTS offering to more pupils in the next academic year 25-26.



Little Case Studies ▼

S has not been able to attend school since 2022.

He worked diligently with his tutor and achieved Nat 3 Maths and English, and Nat 4 History in 23-24.

He then achieved Nat Maths before leaving school in May 2025. Incredible!



M came to VTO looking to gain qualifications in Maths and English.

He then built on this and was able to pass Nat 4 Maths and English before leaving school.

Our tutor and M's school worked well together to prepare M for the assessments – a great partnership!



4.0 SERVICES

4.2 Learning Hubs

At the start of the 2024-25 academic year we were delighted to launch 12 hubs reinstated from 2023-24. We continued with 1 in partnership with West of Scotland Housing Association and 4 in partnership with Glasgow Health and Social Care Partnership.

Two of the Primary School Learning Hubs continued in Edinburgh, and two continued in Perth and Kinross, further strengthening our relationships in those areas. An average of 9 pupils attended each Hub, weekly, supported by Senior Pupils from 8 different Secondary Schools. Our hubs were a huge success and very well received by all who participated in them, providing support to 105 children with the help of 116 Senior Pupils and 24 adult volunteers. Despite the reduction in hubs from last year, we were still able to deliver 254 sessions.

Q. What are the benefits of VTO's Learning Hub sessions?

Being on a journey with a younger person, coaching and watching their patience and desire to learn to improve.

Tutor

That we do some activities and they are caring and they are kind and smart.

Pupil

The tutor helps O to complete his homework in a more structured environment and I have noticed a change in O's confidence.

Parent

B has continued to develop greater focus and stamina for learning since attending the Learning Hub. He is a happy wee boy and the additional learning time has supported him to be more regulated too in school.

Teacher

Learning Hub	High School	Sessions Delivered
Adelphi Centre HSCP	St. Mungo's Academy	23
Barrowfield Community Centre	St. Mungo's Academy	28
Easterhouse Kelvin College Campus HSCP	St. Andrew's Secondary	19
Granton Primary School	Broughton High School	25
Letham Primary School	Perth Academy	11
Pirniehall Primary School	ESMS	28
Possilpoint Community Centre HSCP	High School of Glasgow	22
Riverside Primary School	Perth Grammar	20
Saracen Street Primary School (Possilpark Parish Church)	High School of Glasgow	24
Springburn Parish Church HSCP	Glasgow Academy	8
St. Charles' Primary School	Glasgow Academy	20
St. Teresa's Primary School (Possilpark Parish Church)	High School of Glasgow	26
		254

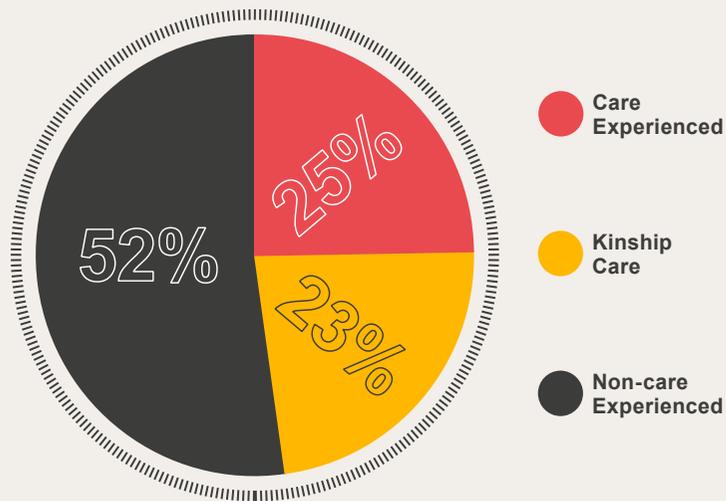


4.0 SERVICES

4.3 Residency

52% of the young people we support are care experienced which is largely due to the partnership projects we have with the Glasgow Virtual School (GVS-CEL), Perth & Kinross Council (Prosper) and City of Edinburgh Council (Thrive).

These are all designed to form part of the wrap around support given to care experienced children. The bespoke tutoring provided through our 1-2-1 service is tailored to the specific needs and learning styles of each child. Care experienced children may have unique educational needs or learning difficulties that require a more individualised approach than what is typically available in a classroom setting.

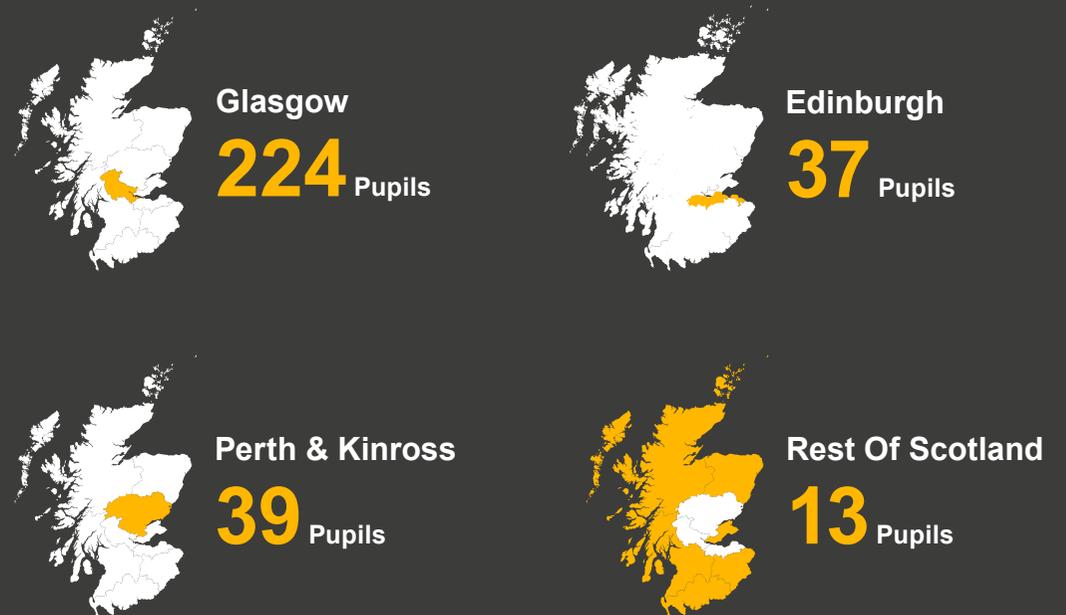


NOTE: data is based on our 1-2-1 Tutoring Programme only.

4.4 Location of Pupils

Similarly to last year, 71.6% of pupils supported through our 1-2-1 programme live in Glasgow. The remainder are split between Edinburgh, Perth & Kinross and a small number supported online across the rest of Scotland.

As a result of the recruitment of a local Learning Communities Coordinator in Edinburgh and a local Outreach Coordinator in Perth & Kinross, we expect these ratios to change significantly over the next academic year. This will not only impact on the number of young people supported but will facilitate in-person tuition where this is the preferred option.

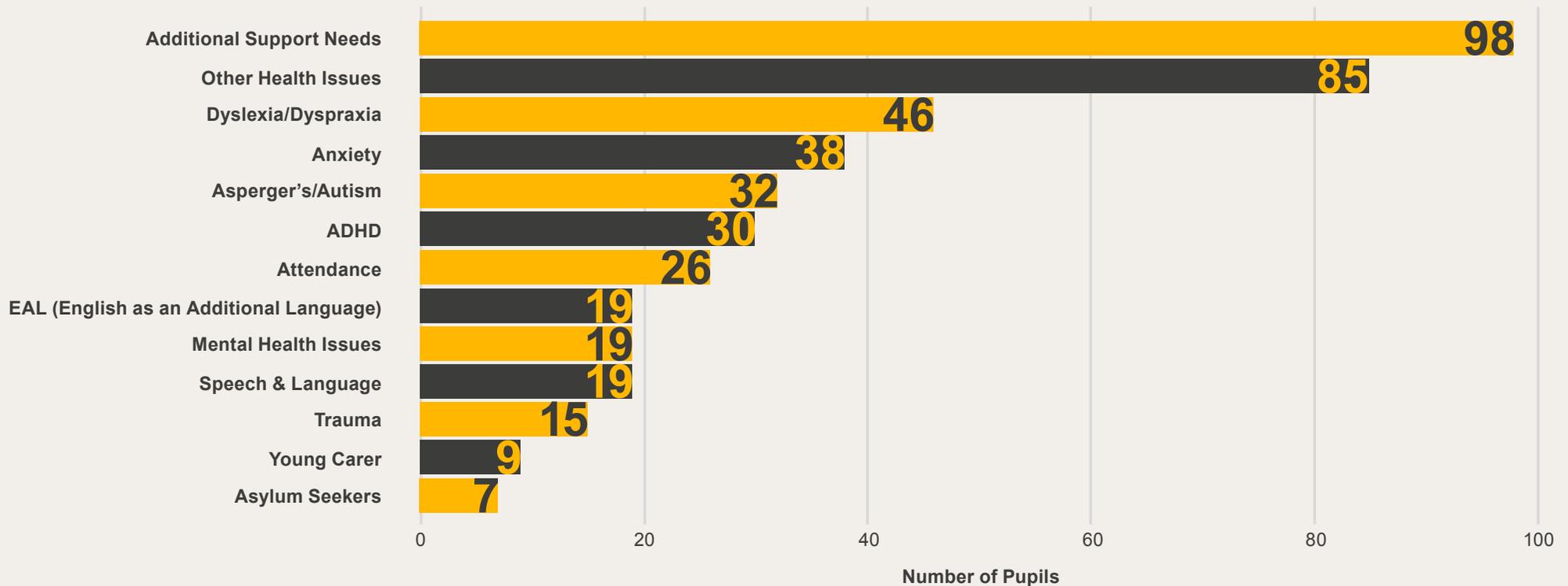


4.0 SERVICES

4.5 Barriers to Learning

The majority of the children we help have multiple barriers to learning which makes it extremely challenging for them to access education in an effective way.

The long-tail effect of Covid-19 and the impact it has had on their education continues, with the pandemic taking its toll on the mental health of young people. This has led to increased stress levels, anxiety and feelings of isolation, and for some, an inability to attend school at all. Our 1-2-1 tutoring can offer emotional support as well as academic support. Our tutors can serve as mentors and provide a safe space for children to express their frustrations and concerns, which is very important for children facing learning barriers. Through the additional training we provide, our tutors are able to develop and implement bespoke strategies to address specific learning barriers. Whether it's dyslexia, ADHD, autism, or any other learning challenge, our tutors can employ evidence-based techniques and adapt their methods as needed.

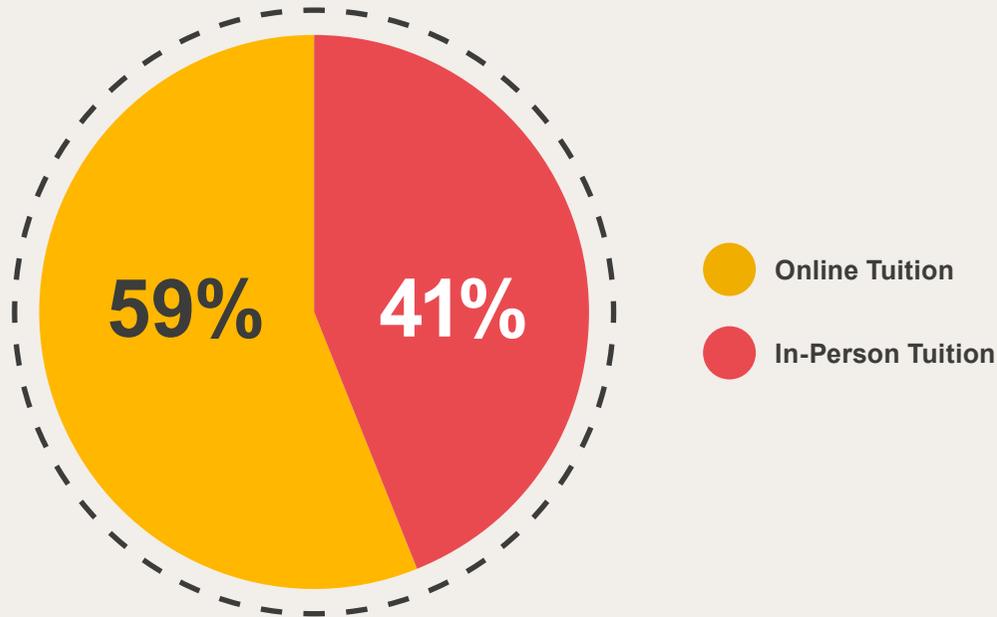


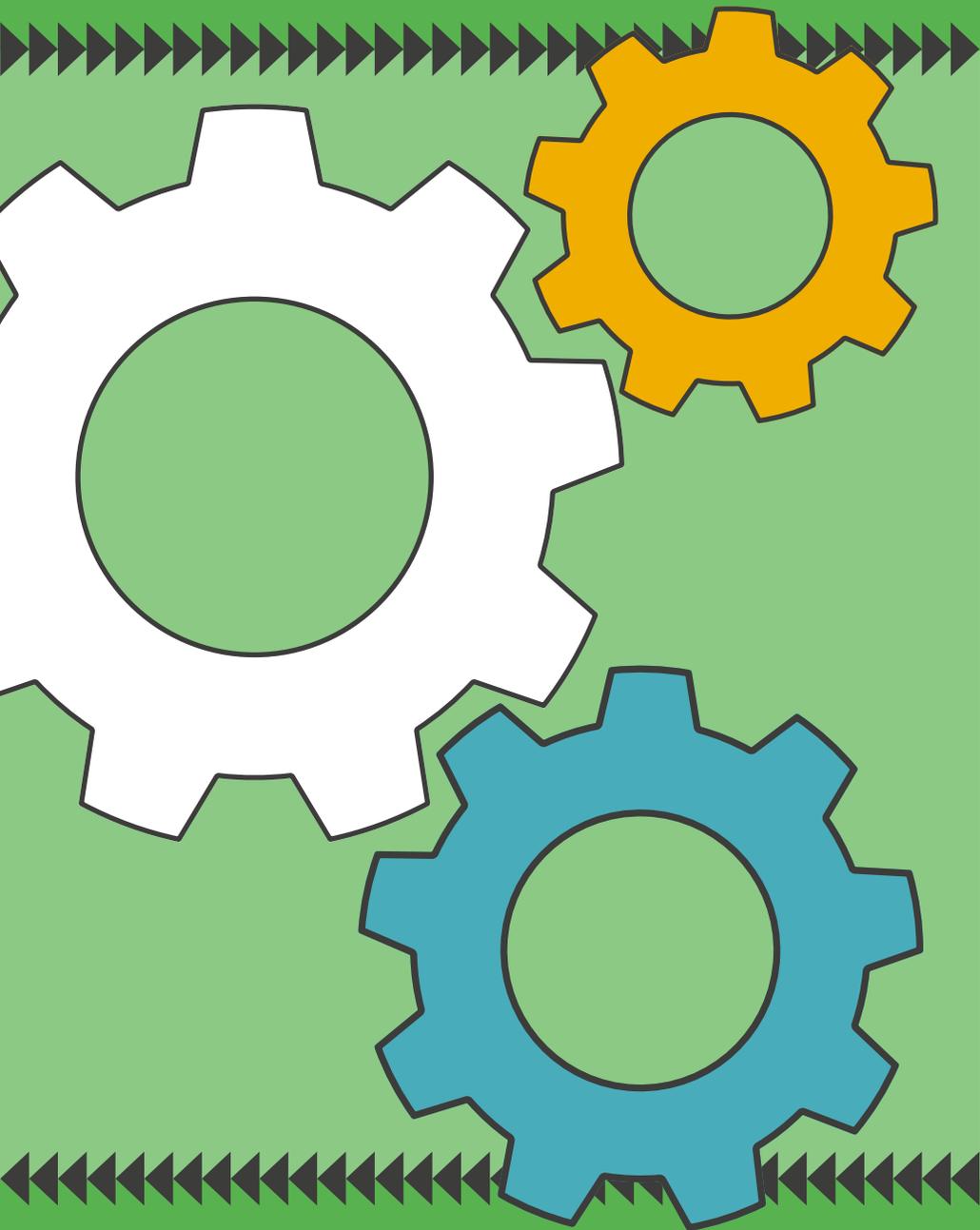
4.0 SERVICES

4.6 In-Person vs Online Tuition

Our online tutoring provision has continued to be extremely popular for both young people and also our volunteers.

We have seen an increased preference for online tuition for the academic year 2024-25 with **186** children supported on our 1-2-1 Programme choosing learning via web-based platforms versus **127** children preferring face-to-face tuition. There are many pros and cons for each mode of service delivery and consideration is given to the age of the young person, their learning style and of course getting that all important perfect match of the right tutor for their pupil.





5.0

PROJECTS

INSIDE...

5.1 Prosper

5.2 Thrive

5.3 GVS-CEL

5.0 PROJECTS

5.1 Prosper

The academic year 2024-25 marks the fifth year of partnership between the Volunteer Tutors Organisation (VTO) and Perth & Kinross Council through the Prosper project, providing 1-2-1 online and face-to-face tuition for care experienced young people.

Building on the introduction of the Perth & Kinross Council Outreach Coordinator role in 2023-24, this year saw the post firmly embedded within the project, strengthening collaboration and support.

1-2-1 Tutoring

Through positive and supportive relationships, our tutors make a meaningful difference in the lives of the children and young people we work with. The impact extends beyond improved academic performance, helping pupils to build confidence, resilience, and motivation for learning that will support them well into the future.

Our central aim remains to raise attainment in education and to improve long-term life outcomes. In 2024-25, 40 pupils received 1-2-1 tutoring support, compared with 25 in 2023-24.

Feedback from families, pupils, tutors, and teachers continues to be highly positive. Most agree that tutoring has strengthened literacy and numeracy skills, while also boosting pupils' confidence, resilience, and enthusiasm for learning.

When asked, “**What are the best things about having a tutor?**”, pupils highlighted a combination of **fun** and **effective support** - reflecting the success of meaningful, 1-2-1 engagement.

Our tutors report feeling well supported in their roles and take great satisfaction in helping pupils learn and build positive relationships. Almost all have observed clear academic progress in the subjects they support, alongside noticeable increases in pupils' confidence and motivation to learn.



5.0 PROJECTS

5.1 Prosper

1-2-1 Tutoring - Testimonials From Prosper Students & Volunteers.

What pupils say about their 1-2-1 tutors and tutoring...

(From 2024 Progress Surveys)

Helps me to get more work done.

Helped a lot and I learned a lot from it.

Helps with learning.

Someone to talk to.

Having a tutor is helpful because I've learned things I didn't know before and stuff I wasn't taught yet.

It helps my confidence.

What are the best things about being a volunteer tutor?

(From 2024 Progress Surveys)

Making my pupil laugh.

It's been wonderful to be able to support my pupil's learning and see them becoming more confident with their maths.

It has given me opportunities to grow in confidence with several skills such as problem solving, planning and time management, and working with people. I have also enjoyed getting to know my tutee and have fun in our sessions.

The best thing is watching a young person's confidence grow. They were quite nervous to begin with, but they are pretty relaxed in the sessions now and progress is very visible. They are also aware of this.

5.0 PROJECTS

5.1 Prosper

Learning Hubs

The first Perth & Kinross Learning Hub was launched at Letham Primary School on 8 November 2023, supported by senior pupils from Perth Academy. More pupils from Perth Academy were recruited this year through VTO's established Senior Pupil Leadership Programme (SPLP). Learning resources were coordinated by the PKC Outreach Coordinator in partnership with the Raising Attainment Teacher.

In June 2024, a second Learning Hub was established at Riverside Primary School, a new school that opened in August 2023 in a locality facing similar challenges to Letham, with higher levels of economic disadvantage.

From November 2024 we have had an after-school Learning Hub at Riverside and Letham Primary Schools. These are supported by senior pupils from Perth Grammar and Perth Academy respectively. The dynamic is fantastic with children excited and ready to learn after the school day.

The feedback from all parties is excellent with improvements noted in literacy, numeracy, confidence, and resilience.

The Letham Learning Hub ran during the 2023-24 school year also.

Enrolment and attendance rely heavily on family engagement during the referral process and the Head Teachers review attendance and new referral opportunities regularly.

We continue to review options to increase attendance.

Letham Primary School Learning Hub Stats



Children Enrolled



Children Are Care Experienced



Average Weekly Attendance

Riverside Primary School Learning Hub Stats



Children Enrolled
Reduced from 10 due to school and home moves.



Children Are Care Experienced



Average Attendance Since Christmas
Prior to Christmas average weekly attendance was 8 pupils.

5.0 PROJECTS

5.1 Prosper

Senior Pupils

Recruitment from Perth Academy led to four committed Senior Pupils attending and signing up for our Senior Pupil Leadership Programme.

Recruitment from Perth Grammar led to a team of nine senior pupils. They volunteered an hour a week to come and support the pupils. They were all encouraged to sign up for the Saltire Award and one used the opportunity for their Duke of Edinburgh volunteering module.

PKC 2025-26



Looking ahead to year 2025-2026...

The estimate is that at least 15 of the currently tutored pupils will plan to continue with tutoring next year.

This may be with their current tutors or a new tutor depending on tutor availability for the next year. Tutor meetings are taking place during May and June to review progress and future plans for tutors. Families and referrers are also being contacted for feedback and to see if they would like tutoring to continue.

Assuming the current funding is continued we will be able to continue this academic support combined with a tailored and nurturing approach. Relationships across social services and education continue to grow with many now familiar with the service and referral process.

The Learning Hubs would also be able to continue with PKC input as to the best locations.



5.0 PROJECTS

5.2 Thrive

1-2-1 Tutoring

This is the 4th year VTO has partnered with [City of Edinburgh Council](#) to support Care Experienced young people through 1-2-1 tutoring.

40 allocated places on the Thrive project

53 pupil referrals received this year

37 pupils engaged with a tutor

3 are currently awaiting a match

13 young people were archived as

- 11** had either achieved their goals or were getting more support at school
- 2** due to non-responsive referrers/ carers

Parent Feedback >>>>

Interaction she has with her tutor has been very good. She looks forward to this every week and we have noticed an improvement in her ability with maths.

The tutor has helped massively to build S's confidence with her schoolwork, especially considering this is a subject that does not come easily to her.

I think it's positive to have a weekly appointment separate from school which encourages independence and a sense of responsibility towards how the tutoring goes. It's helpful that they can do this at the library as a neutral space which has encouraged E to consider studying there on her own.

It's a really helpful service. Thank you!

5.0 PROJECTS

5.2 Thrive

1-2-1 Tutoring

Tutor Feedback >>>>

I have loved doing this tutoring as I have formed such a close relationship with one of the young people and it has been such an enjoyable experience.

It was initially challenging finding maths materials that really suited the practice and support she needed that also fit in with their curriculum, but her maths teacher and her parents helped find a maths workbook that we could all use to support her.

Pupil Feedback >>>>

I just like my Monday slot and I like learning from my tutor.

She helps me with my learning. She's funny. I get to choose what we learn about and what order we do it in. E chooses things that I'm interested in.

Learning Hubs

Learning Hub Highlights (covered in partnership with Walter Scott):



2 Learning Hubs ran this year at Granton and Pirniehall Primary Schools.



A total of 21 pupils attended regularly over the academic year.



The hubs supported children with literacy and numeracy, alongside activities linked to sustainability.



6 adult volunteers provided regular support across the hubs.



Senior pupils were trained through VTO's procedures and supported the hubs.



8 Senior pupils from ESMS High School supported pupils at Pirniehall.



8 Senior pupils from Broughton High School supported pupils at Granton.

5.0 PROJECTS

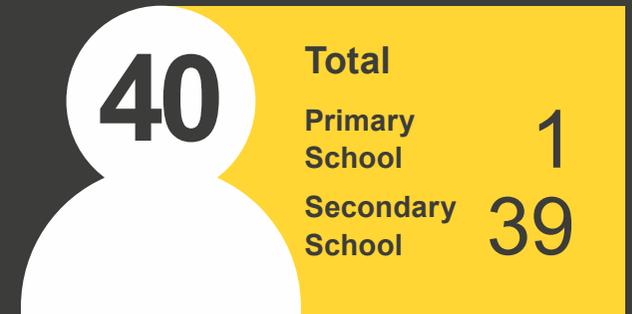
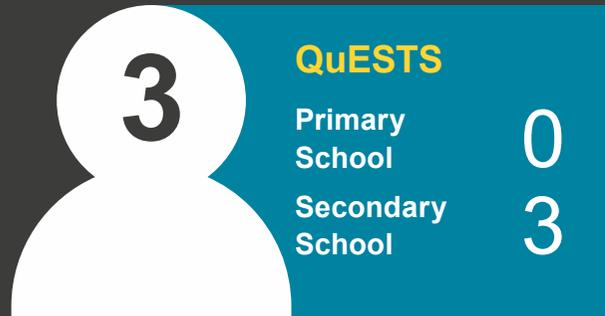
5.3 GVS-CEL

The 2024-25 academic year marks the fifth successive year that the Volunteer Tutors Organisation (VTO) has partnered with [Glasgow Virtual School \(GVS\)](#) via the GVS-CEL Project, previously known as Inspire, to provide 1-2-1 tutoring to up to 40 care experienced young people.

The Project Lead at VTO is Anne Gillespie, who maintains regular, highly positive and productive monthly meetings with the GVS.



Programme Number of Pupils Primary & Secondary



5.0 PROJECTS

5.3 GVS-CEL

Impact of Tutoring in 2024-25

1. Academic Achievement & Qualification Readiness

63% of pupils are seniors, preparing for qualifications ranging from National 3s to Highers.

Tutors primarily focus on core subjects like Maths and English, building both subject-specific skills and confidence among participants.

One such success story:

“ Delighted to share that T has passed N3 Maths and English due to the support of a VTO tutor! He should be very proud of himself! ”



These achievements underscore VTO's impact in helping care experienced young people progress academically and cultivate self-belief.

2. Attendance & Tailored Support

Most young people involved in tutoring maintain strong school attendance, reinforcing the complementary role the academic support has in school engagement.

A smaller group faces more complex attendance challenges. For these individuals, tutoring is integrated into bespoke education plans, offering tailored, responsive support to help overcome personal barriers and re-engage them with learning.

3. Engagement & Continuity

Feedback from tutors emphasizes the positive, supportive relationships they build with learners. These connections foster genuine commitment and enthusiasm for tutoring sessions.

Impressively, **25%** of learners continued from the 2023–24 academic year into the current one - demonstrating both satisfaction and value.

Nonetheless, not all referrals convert to engagement. In the 2024-25 academic year, 17 learners referred by schools did not engage with tutoring. Contributing factors included tutor availability constraints, shifting personal circumstances, and challenges in maintaining consistent contact with learners and families. This highlights continued opportunities for strengthening outreach and session flexibility.

5.0 PROJECTS

5.3 GVS-CEL

Impact of Tutoring in 2024-25

Pupil Comments >>>>

I think my tutor is good and helped me a lot.

I liked getting help for my business exam.

School Comments >>>>

He has developed a really positive relationship with his tutor and looks forward to each session. He has enjoyed learning again after being away from education for a long time. He has been proud to show people his work and how well he is doing.

J enjoyed the 1-2-1 support and is more confident in his literacy and numeracy.

Parent/Carer Comments >>>>

The tutoring improved K's confidence in Maths along with levels of attainment. K required Maths as an entrance qualification to university so having a tutor greatly improved her chance of this.

It's a great opportunity for my daughter to get the help she needs 1-2-1 - this way she learns more.

He has really enjoyed working with his tutor as they really clicked. It was a good match and he really enjoyed working on sections he was struggling with as he always had a better understanding after his sessions.

VTO Tutor Comments >>>>

Z is a great and engaged individual. The sessions have been gradually building her confidence with working with me as her tutor and with interacting with the materials I provide. I can see in the tutoring sessions that we have had, Z is responsive to trying new things, is engaged, and grows her language skills.

I was previously an engineer and now work with S on Maths and Physics. He seems to enjoy talking about wider engineering issues and how his studies relate to real world issues.



6.0

DIGITAL REPORT

INSIDE...

- 6.1 NetSuite
- 6.2 Online Tutoring Platforms
- 6.3 Technical Equipment



6.0 DIGITAL REPORT



6.1 NetSuite

We are continuing to improve our new Management Information System (MIS), NetSuite.

This year, we have used NetSuite to streamline our working processes and develop a new reporting suite. Saving our staff time on day-to-day admin frees up our LCCs to spend more time directly supporting our pupils and volunteers. Our increased reporting capabilities allow us to use powerful new insights to target and improve our services, and provide valuable data on our successes to our supporters.

6.2 Online Tutoring Platforms

We would like to thank the **TRADES HOUSE OF GLASGOW** for supporting us in purchasing 120 Scottish Online Lessons accounts (SOL).

SOL hosts high quality online lessons, video content and exam resources, all created by current Scottish teachers in line with the Curriculum for Excellence. These accounts have been invaluable to our care experienced children and young people, who are given access to an account as soon as they are referred to us.



6.3 Technical Equipment

Our Technical Equipment Loan Library continues to be a success. By loaning devices to children and young people across Scotland, we are increasing access to online learning, improving tech-literacy and providing support to pupils who may not be able to access face-to-face support.



33
Laptops &
Chromebooks



15
Tablets



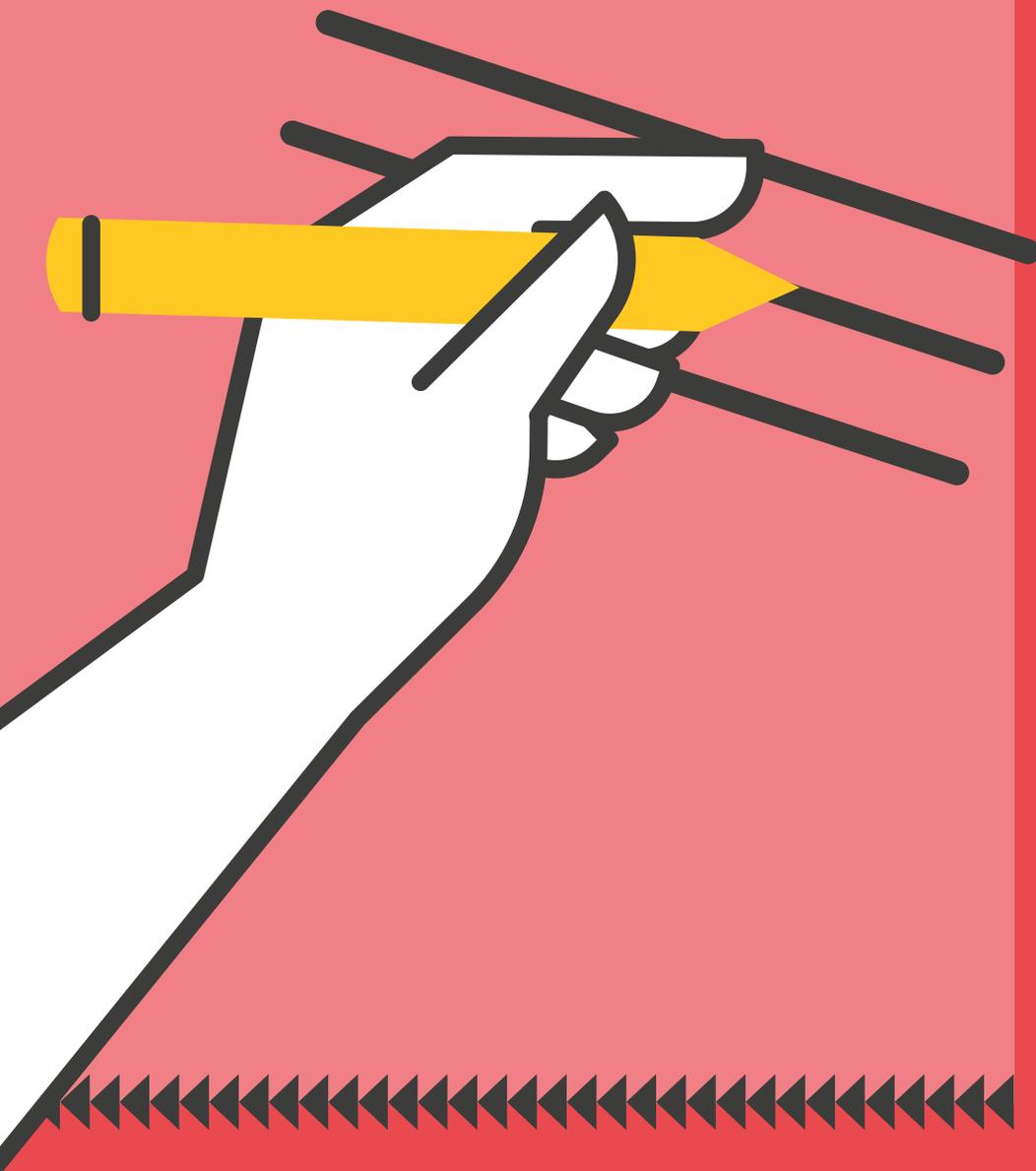
3
Drawing
Pads



1
Mobile
Hotspot

We would like to thank **CONNECTING SCOTLAND** for their continued support with this project, and the many charities who shared their knowledge and expertise from their own device-lending projects.

A special thank you goes to the **NOTRE DAME CENTRE**, who donated 14 laptops for use in our Learning Hubs after they closed this year.

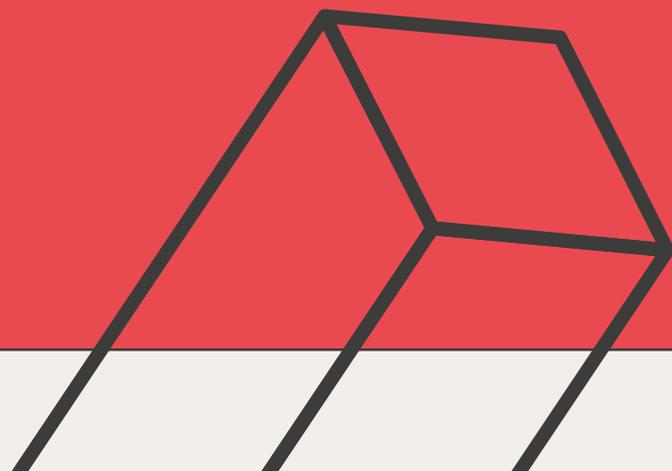


7.0

OUR IMPACT

INSIDE...

- 7.1 1-2-1 Tutoring
- 7.2 Learning Hubs



7.0 OUR IMPACT



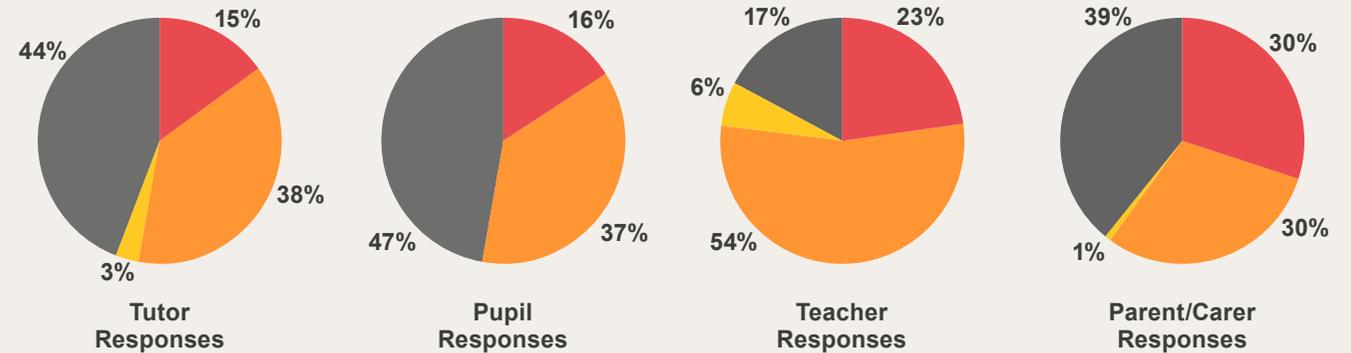
7.1 1-2-1 Tutoring

To determine the difference our 1-2-1 and Learning Hub tutoring sessions make to the pupils, we solicit the opinions of the pupils, their tutors, their parents/guardians and their school teachers.

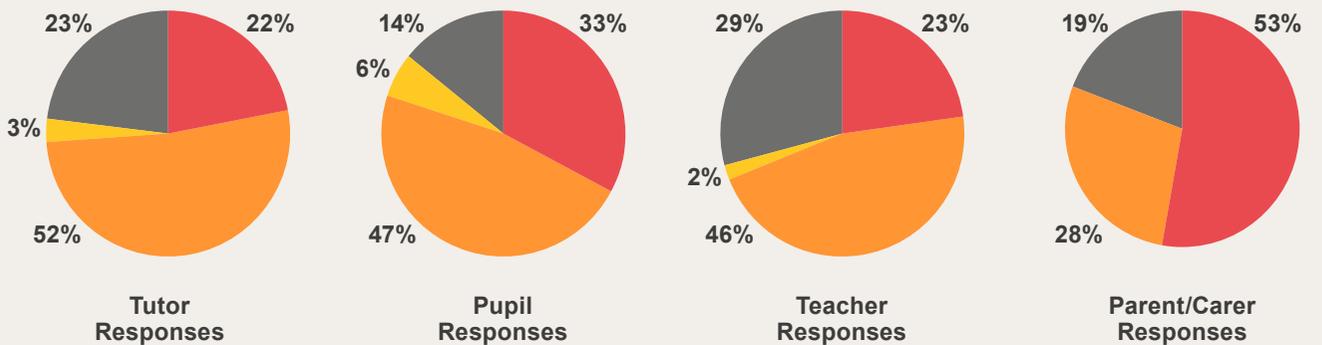
We ask whether they strongly agree, agree or disagree that improvement has been made in literacy, numeracy and occasionally other subjects, e.g. biology, physics, etc. As well as more general aspects including increases in confidence, motivation to learn and personal resilience. We provide 1-2-1 tutoring to pupils attending schools mainly in Glasgow, Edinburgh and Perth & Kinross where we also run projects part-funded by the City Councils to support care experienced children. We also run 1-2-1 tutoring outside of these areas often using online tools to facilitate remote tutoring sessions. We can see clearly from this feedback that all four groups agree or strongly agree that the pupils have improved their academic skills as well as their confidence, resilience and motivation to learn.

● Strongly Agree ● Agree ● Disagree ● Not Applicable

Improved Literacy



Improved Numeracy



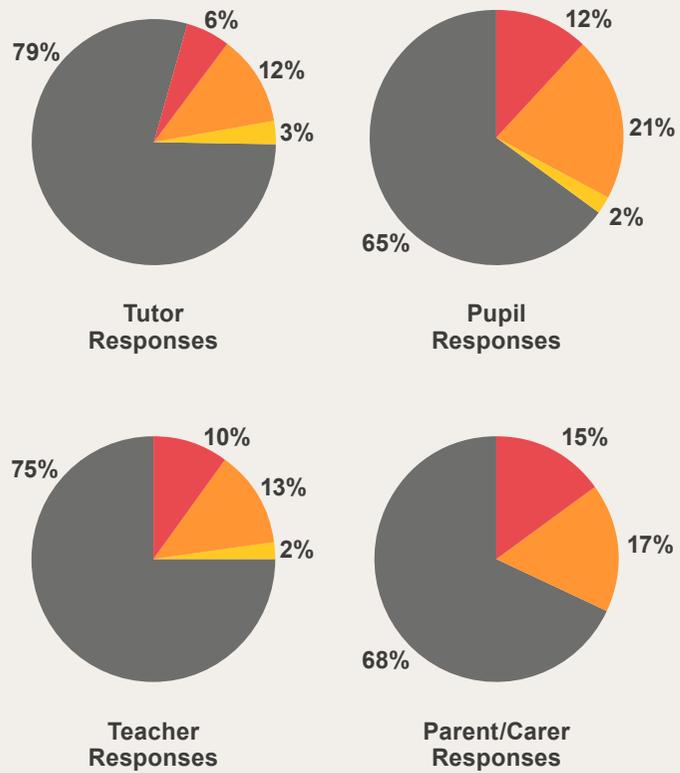
7.0 OUR IMPACT



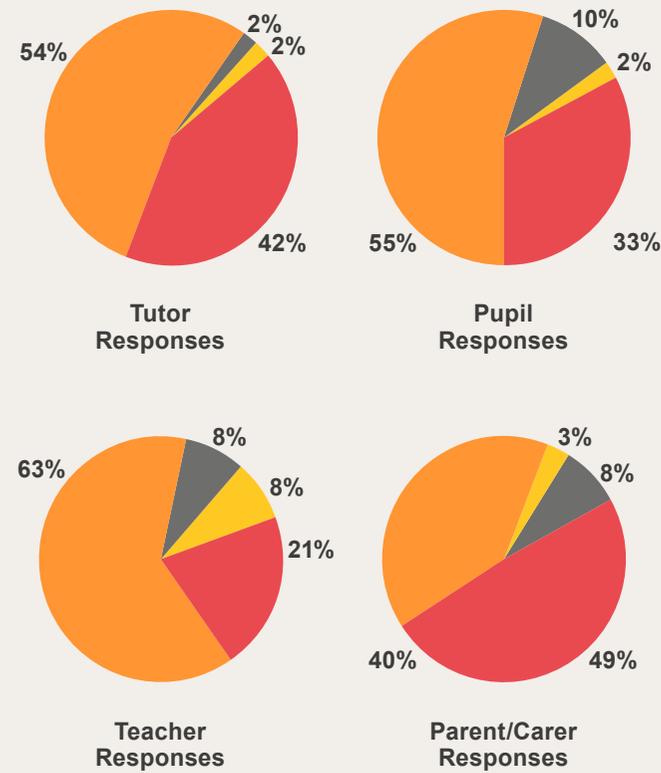
7.1 1-2-1 Tutoring

● Strongly Agree ● Agree ● Disagree ● Not Applicable

Improved Other Subjects



Increased Confidence



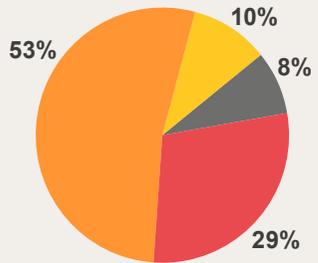
7.0 OUR IMPACT



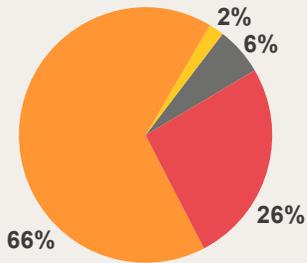
7.1 1-2-1 Tutoring

● Strongly Agree ● Agree ● Disagree ● Not Applicable

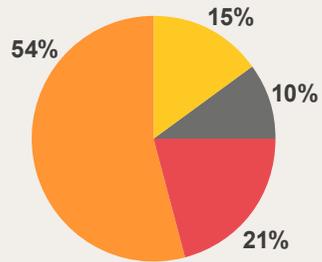
More Motivated



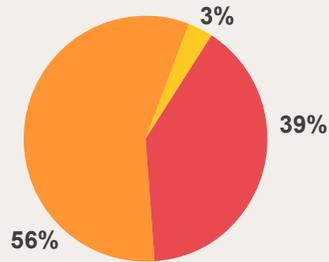
Tutor Responses



Pupil Responses

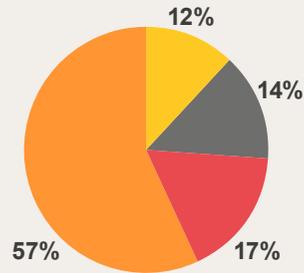


Teacher Responses



Parent/Carer Responses

Shows Resilience



Teacher Responses



7.0 OUR IMPACT



7.2 Learning Hubs

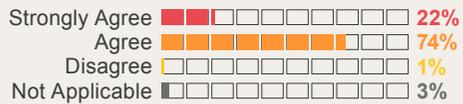
Our Learning Hubs are run in schools or community locations and are focussed on supporting primary school children.

Support is provided by a combination of senior school pupils and adult volunteers trained by us and with our staff providing oversight and guidance.

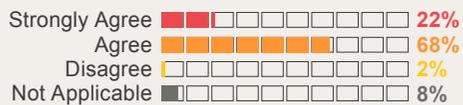
Considering the combined feedback from all Learning Hubs: again, we see that the pupils are more reserved than their tutors or teachers, with **91%** agreeing or strongly agreeing that they have made academic progress as well as increased motivation and resilience. Their tutors and schoolteachers were more enthusiastic with **95%** of tutors and **96%** of teachers stating that they agreed or strongly agreed the pupils had made improvement across the board.

Improved Literacy

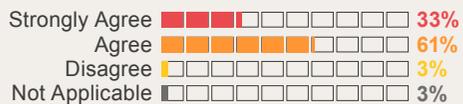
Tutor Responses



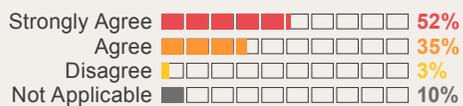
Pupil Responses



Teacher Responses

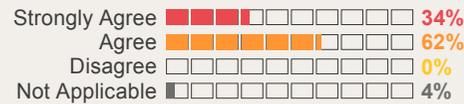


Parent/Carer Responses

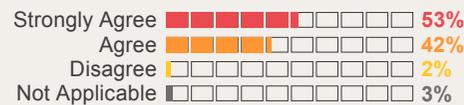


Improved Numeracy

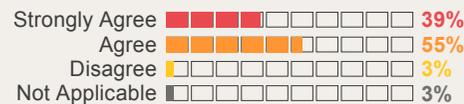
Tutor Responses



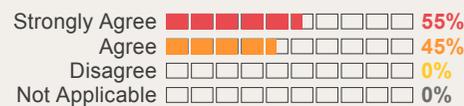
Pupil Responses



Teacher Responses

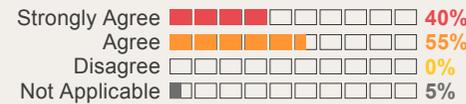


Parent/Carer Responses

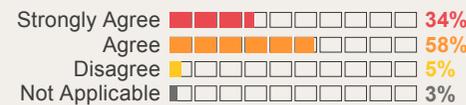


Improved Confidence

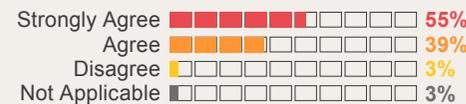
Tutor Responses



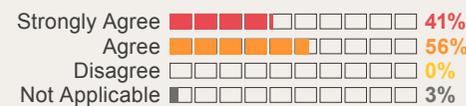
Pupil Responses



Teacher Responses

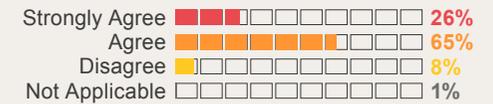


Parent/Carer Responses

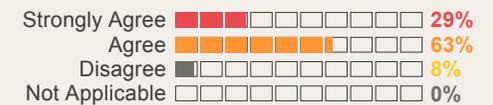


More Motivated

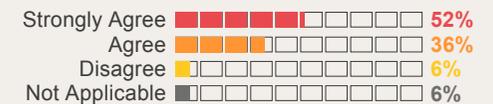
Tutor Responses



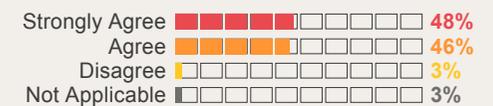
Pupil Responses



Teacher Responses



Parent/Carer Responses



7.0 OUR IMPACT



7.2 Learning Hubs

The Learning Hubs provide a different learning environment to the traditional 1-2-1 sessions.

They are delivered to groups of primary school pupils with group sizes ranging from 4 to 21 pupils. These pupils are tutored by a combination of adult volunteer tutors, and also by senior school pupils (S5 and S6). We train both groups of tutors and provide guidance and support to the senior pupils who enroll on our Senior Pupil Leadership Programme and obtain a certificate and reference for their own job or university applications in the future. The group setting and the relationships formed between the junior and senior pupils in the Hubs makes for a positive and mutually beneficial environment for learning.

Hub	Children Attended	Care Experienced	Number Of Sessions in 2024-25
Mondays			
Saracen	10	0	24
Tuesdays			
Pirniehall	10	0	28
Riverside	10	10	20
Springburn	2	0	8
St Teresa's	2	0	26
Wednesdays			
Barrowfield	7	0	28
Easterhouse	8	5	19
Letham	10	5	11
Possilpoint	13	0	22
St Charles'	10	0	20
Thursdays			
Adelphi	12	0	23
Granton	11	0	25
St Charles'	10	0	20
Total	115	20	254



7.0 OUR IMPACT

Quotes on the benefits of Learning Hubs...

7.2 Learning Hubs

Gives R an opportunity to have focussed 1-2-1 support and engage in conversations.

Teacher

I loved being able to help my young person grow and improve and gain confidence. It's helped my confidence too and I really enjoyed the experience. I think this has been really beneficial to both me and my young person, and the whole thing has gone well.

Tutor

You are challenged with different ways to tackle an issue, it's all about trial and error when working with a young person, but when it finally clicks, it's definitely a good feeling!

Tutor

They're nice. I like meeting new people. I learn new strategies for maths.

Pupil

It helps improve her confidence and knowledge. She works hard at school and I can see the benefit of extra time at homework club to give her a little bit more of a push.

Parent/Carer

L was extremely well supported by the Learning Hub. His needs were understood well and L was given the time and space to find his own way and approach to learning to be supported. As a result L was settled and calm. L has moved to another school but his time in Riverside... he was given support to close a few learning gaps.

Teacher

She helps me with my learning. She's funny. I get to choose what we learn about and what order we do it in. E chooses things that I'm interested in.

Pupil

The tutor club helps O to complete his homework in a more structured environment and I have noticed a change in O's confidence.

Parent/Carer



8.0

VOLUNTEERS

INSIDE...

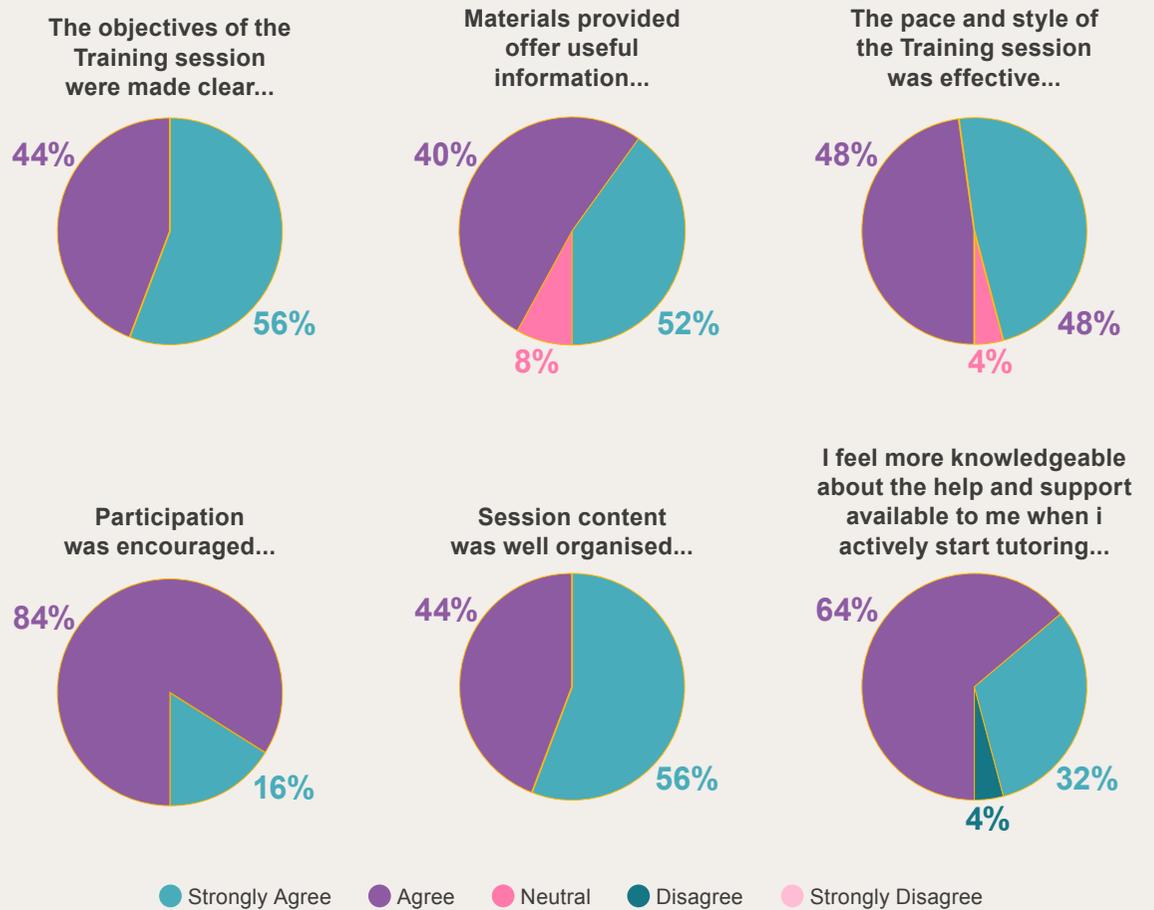
- 8.1 Volunteer Training Dates
- 8.2 Post-Training Survey Feedback
- 8.3 Volunteer Enquiries

8.0 VOLUNTEERS

8.1 Volunteer Training Dates



8.2 Post-Training Survey Feedback (April – May 2025)



8.0 VOLUNTEERS

8.2 Post-Training Survey Feedback (April – May 2025)

Quotes from Volunteers on Training...

I thought the use of break out rooms and the general encouragement for everyone to have a chance feeding back to the main group was useful and enjoyable.

Good mix of interactive activities and reading!

Thank you so much!

The discussion scenarios were both useful and enjoyable.

Thank you for the opportunity to be part of the community, I look forward to working with you.

Meeting some of the current VTO team was the best part of the training as their enthusiasm and knowledge was evident.

8.0 VOLUNTEERS

8.3 Volunteer Enquiries

ENQUIRIES	2024							2025					TOTAL	
	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY		
New Enquiries	40	38	68	60	79	75	38	82	50	46	31	82	689	
Applications Received	23	18	23	37	40	35	13	27	31	26	17	35	325	
Interviews Arranged	20	13	26	35	43	35	13	25	31	25	15	32	313	
Interviews Completed	16	13	22	30	35	42	17	20	27	20	19	25	286	
SOURCE OF ENQUIRIES														
VTO Website	13	13	19	24	31	20	8	35	24	28	13	28	256	37%
Volunteer Glasgow	9	14	22	17	20	27	11	13	15	3	4	17	172	25%
Volunteer Edinburgh	4	5	7	10	9	3	10	4	4	6	6	11	79	11%
Volunteer Scotland	3	3	6	1	3	10	2	4	2	2	1	7	44	6%
Emails	4	0	7	3	9	2	2	8	0	2	2	9	48	7%
Universities	3	2	1	3	6	11	4	15	4	2	4	6	61	9%
Volunteer Stirling	0	0	2	1	0	0	0	0	0	1	1	0	5	2%
Volunteer Action East Renfrewshire	1	1	3	0	1	2	1	2	0	0	0	1	12	2%
Volunteer Renfrew	2	0	0	1	0	0	0	0	0	0	0	1	4	1%
Third Sector Dumfries & Galloway	0	0	1	0	0	0	0	0	1	0	0	1	3	0%
West Dumbarton CVS	0	0	0	0	0	0	0	1	0	2	0	1	4	1%
Perth & Kinross	1	0	0	0	0	0	0	0	0	0	0	0	1	0%
TOTAL	40	38	68	60	79	75	38	82	50	46	31	82	689	-





9.0

MARKETING

INSIDE...

9.1 Social Media Presence

9.2 Fundraising & Marketing Subgroup

9.0 MARKETING

This year, our marketing has focused on strengthening VTO's profile to attract new volunteers, boost fundraising efforts, and develop new partnerships. We have been committed to highlighting the positive impact of our work with young people and increasing awareness of our mission. Over the past year, this has been achieved through active involvement in a range of networking opportunities and campaigns.

9.1 Social Media Presence

We launched a targeted campaign to strengthen VTO's social media presence, recognising its importance in attracting volunteers and expanding funding opportunities.

Over the past 12 months, these efforts delivered strong results;



20,703
accounts reached



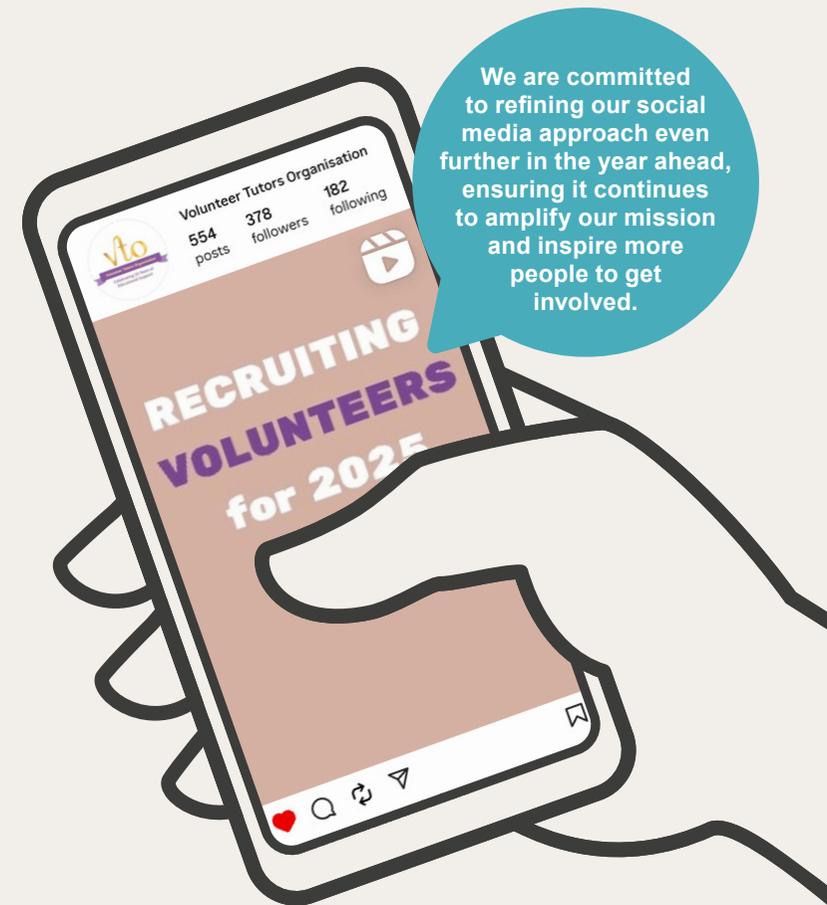
218
new followers



325
volunteer applications directly linked to social media activity received

9.2 Fundraising & Marketing Subgroup

Beyond recruitment, our channels have become an essential tool for engaging stakeholders and sharing key updates about our work. To build on this success, we established a Fundraising and Marketing Subgroup and recruited a University of Glasgow intern, whose role focused on enhancing our communication strategies and supporting fundraising initiatives.





10.0

SUPPORT

INSIDE...

- 10.1 Easyfundraising
- 10.2 Charities Aid Foundation
- 10.3 Glasgow Kiltwalk
- 10.4 Fundraising & Marketing Working Group
- 10.5 Corporate Social Responsibility (CSR) Engagement
- 10.6 High School of Glasgow Christmas Event
- 10.7 Funding
- 10.8 Partnerships

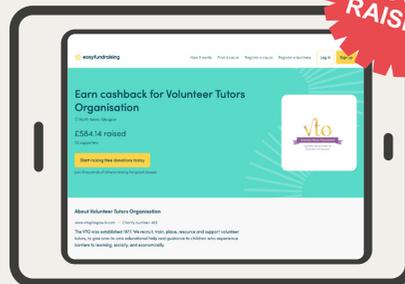
10.0 SUPPORT

Strengthening Our Fundraising & Diversifying Income

Over the past year, we have focused on increasing our fundraising efforts and broadening our income streams to ensure the long-term sustainability of VTO. These initiatives have combined creativity, collaboration, and community engagement, resulting in meaningful contributions to our work.

10.1 Easyfundraising

In July, we launched our Easyfundraising campaign, growing our supporter base to 111 individuals. Through everyday shopping, our supporters have helped raise over £550 to date via this platform.



**£584
RAISED!**

10.2 Charities Aid Foundation (CAF)

We received £3,600 in donations through the CAF platform, further supporting our programmes.

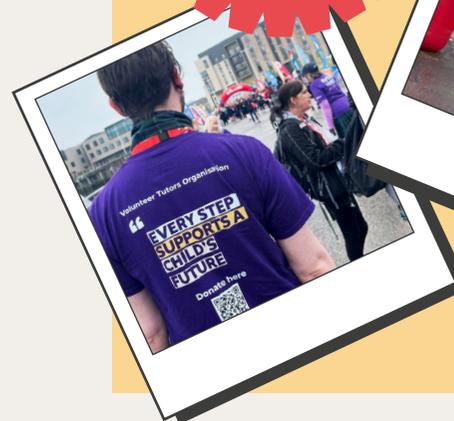


**£3600
RAISED!**

10.3 Glasgow Kiltwalk

In April 2025, VTO staff and volunteers took part in the Glasgow Kiltwalk, completing the 23 mile route in support of our mission. Their dedication raised an impressive £3,200, which will directly contribute to delivering our programmes for young people.

**£3200
RAISED!**



10.0 SUPPORT

10.4 Fundraising & Marketing Working Group

We established a short-term working group to explore alternative funding sources, bringing together four volunteers from diverse professional backgrounds. This collaboration led to new approaches, including supermarket and corporate engagement.

One volunteer successfully secured a donation from Waitrose, marking an encouraging step in building partnerships.

10.5 Corporate Social Responsibility (CSR) Engagement

Board member Darren Khosrowpour hosted an informative webinar for over 40 volunteers, focusing on how CSR initiatives - such as employee giving, matched funding, and corporate partnerships - can support VTO's mission.

By tapping into these opportunities within their own workplaces, our volunteers can help us reach more learners and communities in need.

10.6 High School of Glasgow Christmas Event

We were honoured to be chosen as the school's charity partner, receiving a £1,000 donation from funds raised during their Christmas event.

**£1000
DONATED!**



Together, these efforts reflect our commitment to building a more resilient and sustainable organisation - one that can continue delivering vital educational support to children and young people across Scotland.

10.0 SUPPORT

10.7 Funding

Thanks as always to our funders and partners, we couldn't do this important work without your continued support.



KENNYHILL BEQUEST FUND

THE HUGH FRASER FOUNDATION



THANK YOU FOR YOUR SUPPORT!



10.0 SUPPORT

10.8 Partnerships



UNIVERSITY OF GLASGOW THE ARC

VTO will be hosting their 2025 Annual General Meeting in the Advanced Research Centre on the University of Glasgow campus. All at VTO extend our thanks for their support.



PERTH & KINROSS COUNCIL

This year has been an another exciting time for VTO's partnership with Perth & Kinross Council in respect of the Prosper project.



UNIVERSITY OF GLASGOW SCHOOL OF HEALTH & WELLBEING

The Byres Community Hub at the School of Health & Wellbeing at the University of Glasgow has been an invaluable partnership again this year.



CITY OF EDINBURGH COUNCIL

VTO continues to work in collaboration with City of Edinburgh Council with the Thrive project supporting care experienced young people in Edinburgh.



GLASGOW VIRTUAL SCHOOL

VTO enjoys a strong partnership with the Glasgow Virtual School with the GVS-CEL project. Through this, VTO supports care experienced young people in Glasgow with 1-2-1 and QuESTS tutor support.



GLASGOW CITY COUNCIL

VTO continues to work in collaboration with Glasgow City Council through the Glasgow Communities fund, supporting us in delivering Glasgow our Learning Hubs and 1-2-1 tutoring programme.



An illustration of a white calculator with red buttons and a yellow equals sign, positioned on a pink base. Below the calculator are three coins: two yellow and one pink. The background is a solid orange color with a black zigzag line at the top and bottom.

11.0 ACCOUNTS

The following pages are an extract of the audited accounts of:
Volunteer Tutors Organisation Year ending May 2024.

A complete set of accounts are available upon request.

INSIDE...

- 11.1 Treasurer's Report
- 11.2 Annual Accounts
- 11.3 Statement of Financial Activities
- 11.4 Statement of Financial Position

11.0 ACCOUNTS



11.1 Treasurer's Report

by

**Karen
Frondigoun**

ACCA

Treasurer

The charity has coped well with a lot of changes over the past 18 months.

The board has evolved with a healthy mixture of new talent and experienced trustees to provide stable guidance and oversight.

The staff team have been busy keeping up the good standard of work that our partners have come to expect with supervision, oversight and strategic direction from the board.

Our volunteer numbers have remained stable with training sessions being well attended and feedback given being generally positive and complimentary.

We have attracted funding from new sources but also retained good strong relationships with existing partners and funders to secure continued financial and administrative support. We have also seen our internal fundraising efforts show steady, if still relatively small, returns.

Our social media profile is growing and VTO continues to be a strong presence in the 3rd sector for education in central Scotland.

Overall, the charity's financial performance has been encouraging after the backdrop of the looming uncertainty from the organisational changes which occurred towards the end of calendar year 2024 and the difficult global financial uncertainties that affect commercial, government and 3rd sector economies alike which are ongoing in the current climate.

VTO has a reputation for delivering high quality tutors to deliver high quality educational support for young people in Scotland and this is a great place to be as we look to the future. Progressing our funding and development strategy to continue to allow us to navigate the waters ahead with a steady hand, will be a core concern for the board as we go forward – as it has always been.

I am excited and enthused to see what the coming year will bring for the VTO but I am confident that with the continued commitment of our Volunteers, our staff and our Board of Trustees we will continue to attract good quality funding to reflect the high-quality service which we provide.

I look forward to seeing the charity go from strength to strength in 2026.

Karen Frondigoun

11.0 ACCOUNTS



11.2 Annual Accounts

Independent Examiner's Report To The Trustees Of Volunteer Tutors Organisation Ltd (Year ended 31 May 2024).

I report on the accounts for the year ended 31 May 2024.

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 (as amended). The charity's trustees consider that the audit requirement of Regulation 10(l)(a) to (c) of the Accounts Regulations does not apply. It is my responsibility to examine the accounts as required under Section 44(l)(c) of the Act and to state whether particular matters have come to my attention.

Basis Of The Independent Examiner's Report

My examination was carried out in accordance with Regulation 11 of the Charities Accounts (Scotland) Regulations 2006. 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 I do not express an audit opinion on the view given by the accounts.

Independent Examiner's Statement

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

1. which gives me reasonable cause to believe that, in any material respect, the requirements
 - to keep accounting records in accordance with Section 44(l)(a) of the 2005 Act and Regulation 4 of the 2006 Accounts Regulations; and
 - to prepare accounts which accord with the accounting records and to comply with Regulation 8 of the 2006 Accounts Regulations.

have not been met; or

2. to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Gavin Curr FCCA

The Association of Chartered Certified Accountants

Martin Aitken & Co Ltd

Chartered Accountants

Caledonia House
89 Seaward Street
Glasgow
G411HJ

7 February 2025



11.0 ACCOUNTS



11.3 Statement of Financial Activities

Year ended 31 May 2024

		Unrestricted funds £	Restricted funds £	2024 Total funds £	2023 Total funds £
Income from					
Donations & Legacies	2	11,963	–	11,963	7,967
Charitable Activities	3	232,390	151,229	383,619	448,021
Total		<u>244,353</u>	<u>151,229</u>	<u>395,582</u>	<u>455,988</u>
Expenditure on Direct Charitable Costs	4				
Charitable Activities		262,965	178,365	441,330	392,128
Governance Costs		5,382	–	5,382	5,295
Total		<u>268,347</u>	<u>178,365</u>	<u>446,712</u>	<u>397,423</u>
Net Income/(Expenditure)		<u>(23,994)</u>	<u>(27,136)</u>	<u>(51,130)</u>	<u>(58,565)</u>
Reconciliation of Funds					
Total Funds Brought Forward		44,251	111,778	156,029	97,464
Total Funds Carried Forward		<u>20,257</u>	<u>84,642</u>	<u>104,899</u>	<u>156,029</u>

Continuing Operations

The Statement of Financial Activities includes all gains and losses recognised in the year.
All income and expenditure has arisen from continuing activities



11.0 ACCOUNTS



11.4 Statement of Financial Position

Year ended 31 May 2024

	Note	2024 £	2023 £
Fixed Assets			
Tangible Assets	9	2,303	4,380
Current Assets			
Debtors	10	12,414	28,296
Cash at bank and in hand		<u>114,353</u>	<u>138,078</u>
		126,767	166,374
Creditors: amounts falling due within one year	11	(24,171)	(14,725)
Net Current Assets		<u>102,596</u>	<u>151,649</u>
Total Assets Less Current Liabilities		<u>104,899</u>	<u>156,029</u>
Net Assets		<u>104,899</u>	<u>156,029</u>
Funds	13		
Unrestricted Funds		20,257	44,251
Restricted Funds		<u>84,642</u>	<u>111,778</u>
Total Funds		<u>104,899</u>	<u>156,029</u>

The financial statements were approved by the Board of Trustees and authorised for issue on 7 February 2025 and were signed on its behalf by:

K I Frondigoun
Trustee

A J Macdonald
Trustee





vto

Volunteer Tutors Organisation

Contact us

☎ 0141 946 6498

✉ admin@vtoscotland.org

📍 www.vtoscotland.org

📍 Volunteer Tutors Organisation
Chirnsyde Primary School
288 Ashgill Road
Glasgow G22 7SB

Connect with us

