

The Learning through Landscapes Trust

(A Charitable Company Limited by Guarantee)

Annual Report and Financial Statements

for the year ended

31 March 2009

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Reference and Administrative Information

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Website Address	www.ltl.org.uk
Registered Charity Numbers:	
England and Wales	803270
Scotland	SCO38890
Company Registration Number	02485660

Reference and Administrative Information

Patrons	Lord Remnant CVO FCA Sir David Attenborough CBE FRS Jonathan Porritt
Board of Trustees And Company Directors	Sir Bob Reid (Chairman) Merrick Denton-Thompson OBE (Chairman of the Executive) Gillian Drummond Susan Humphries OBE MA Lady Reid (Resigned December 2008) Deborah Allmey Usha Sahni OBE David Peniket Ruth Grant Professor Angela Anning John Troake Stefan Jakobek Mukund Patel David Coleman (Appointed March 2009)
Chief Executive & Company Secretary	Catherine Andrews
Management Team	Jennie Butterworth (Deputy Chief Executive) Kevin Barton (Business Manager – Resigned July 2008) Julie Mountain (Head of Delivery and Innovation) Barbara Chillman (Head of Learning & Communications – Resigned January 2009) Neal Soleil (Strategic Finance Manager) Dawn Ayling (HR/Office Manager)
Auditors	BDO LLP Arcadia House Maritime Walk Ocean Village SOUTHAMPTON SO14 3TL
Principal Bankers	Bank of Scotland 144-148 High Street SOUTHAMPTON SO14 2JF
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Trustees' Report for year ended 31st March 2009

The Trustees have the pleasure in presenting their report and financial statements of Learning through Landscapes (LTL, or the 'Trust') for the year ended 31st March 2009. This report forms the director's report for the purpose of company law. The reference and administrative information on pages 1 and 2 also form part of this report.

Structure, Governance and Management

Governing Document

LTL is a charity and company limited by guarantee, governed by its memorandum and articles of association. The Trust is a national charity, established in 1990 to work across the UK. In Scotland LTL operates as Grounds for Learning (GfL), in Wales as LTL Cymru.

This is the 19th year of operation of Learning through Landscapes, and the 14th year of operation of Grounds for Learning.

Appointment of Trustees

Trustees are appointed by the Board of Trustees on the basis of their skill and experience in areas of public life and service relevant to the Trust's aims and objects including education, finance management and marketing. The Board comprises of not more than 14 members, of whom up to one third are re-elected at the Annual General Meeting. As at 31st March 2009 there was one vacancy on the Board.

Trustee induction

New Board members are introduced to the organisation through a structured induction process, including an orientation day to familiarise themselves with the charity, and a training day with the professional development team that covers the importance of school grounds and early years settings to children's learning and development.

Organisation

The governing body of Learning through Landscapes is the Board of Trustees whose members are unpaid. The Board makes major strategic decisions as set out in the Three Year Development Plan and Annual Business Plans, and has ultimate responsibility for the conduct and financial stability of the organisation. The full Board meets formally four times a year. The Executive Committee is a sub-committee of the board chaired by one of the Trustees, which meets monthly with the Management Team and has specialised responsibility for management of funds, staff matters and the purchase, leasing or hiring of major items of property. In Scotland, the Grounds for Learning team meets regularly with Scottish Natural Heritage (SNH), key sponsors of the programme in Scotland. In Wales a Monitoring Group has been set up to ensure strong communication between LTL, and LTL Cymru sponsors the Welsh Assembly Government and Countryside Council for Wales. This is Chaired by LTL and attended by the Chief Executive.

LTL benefits from a high profile and expert Board of Trustees with strong connections to the many fields of importance to the Trust.

People

Trustees delegate day to day financial responsibilities and managerial control of the organisation to the Chief Executive. The Chief Executive, together with the Management Team, meets monthly to discuss the operational and financial status of the Trust. A range of ad hoc working groups meet to progress specific projects and developments.

LTL operates out of offices in Winchester, London, Alloa (Clackmannanshire) and Cardiff. The Winchester office functions as the 'Head Office' and approximately half the complement of 31 staff (as at 31st March) is based here. In addition the Trust has followed through on its commitment to flexible working and work/life balance, and support staff who seek flexible working arrangements (such as occasional home working) to accommodate their varied personal and professional commitments. The Trust has made a commitment to seek Investors in People Status and is working with Trustees and staff to develop an Action Plan that addresses identified priorities for implementation.

The Trust has an Equal Opportunities Policy that guides our approach to employing staff and volunteers. The Trust is compliant with the new Disability Discrimination Act requirements.

Internal Control and Risk Management

The Trustees have established a risk management framework for the assessment of major risks to which the charity is exposed, in particular those related to the operations and finances of the Trust. The risk register is reviewed quarterly and the Trust is satisfied that systems are in place to manage exposure to major risks.

Quarterly reports assist the Board of Trustees to monitor income and expenditure and progress towards financial targets. Detailed management accounts are examined monthly by the Executive Committee.

Objects and Activities

Purpose and Vision

Learning through Landscapes helps schools and early years settings make the most of their outdoor spaces for play and learning.

What we do

We believe all children have the right to enjoy and benefit from well designed, managed and used school grounds. LTL undertakes research, gives advice, encourages action and supports all those who care about making the most of these vital spaces.

Where possible we encourage young people to have a say in the way their grounds are used and improved. As a result they learn to create and look after something valuable; their self-esteem grows and their behaviour improves, along with their potential to learn and achieve.

We work with and through central and local government, with other charities and businesses, and run a number of programmes for school communities and early years settings throughout the UK.

Why do we do it?

Young people who do not have access to decent school grounds get a poor start in life. Many children have few opportunities to learn and play outdoors. Good school grounds encourage healthy exercise, creative play, making friends, learning through doing and getting in touch with the natural world. Without the work of LTL, many children could miss out on a chance to be healthy and happy in their formative years and to gather the experiences they need to be healthy and successful adults.

Our surveys of schools which have improved their grounds (National School Grounds Survey 2003, Learning through Landscapes) demonstrate the benefits:

- 65% reported an improved attitude to learning
- 73% said behaviour had improved
- 64% reported reduced bullying
- 84% reported improved social interaction
- 85% said that healthy active play had increased.

Who do we do it for and with?

Our ultimate audience is young people, but more often we work through and with those adults involved in using and developing school grounds. We advise and support schools, councils, government, other charities and businesses on how to help make the best of these special educational spaces.

LTL aims to enable and facilitate a process of beneficial change in school grounds based on three principles;

- ✓ **HOLISTIC** – involving the whole site, the whole school community and the whole curriculum i.e. the formal, informal and hidden elements.
- ✓ **PARTICIPATIVE** – involving children with adults in all aspects;
- ✓ **SUSTAINABLE** – involving on-going consideration of the use, design, management and maintenance of the grounds.

These three principles inform all LTL projects, programmes and initiatives.

Strategic Aims and Objectives

In order to achieve its mission, LTL's long-term strategic aims are:

1. To **promote** widespread understanding of the value and significance of school grounds and early years settings;
2. To **support** all those involved in the use and development of school and preschool grounds;
3. To develop and deliver innovative programmes that **demonstrate best practice**, and **secure additional investment** for local school and pre school communities.
4. To promote and disseminate **research and evaluation** of all aspects of the use and development of school grounds and early years settings in order to **develop policy** and enable best practice across all spheres of interest.
5. To ensure that LTL is **effectively resourced and managed** to achieve its aims and that its staff are trained and experienced to deliver quality programmes.

In order that we can measure progress and achievement, LTL's two long-term strategic objectives are:

1. To enable all UK school and pre school communities to have easy access to up to date knowledge and information about the educational, environmental and social value of their grounds.
2. To enable and empower all UK school and pre school communities to initiate and sustain beneficial improvements to their grounds.

Public Benefit

The Trustees have had due regard to the Charity Commission guidance on 'Charities and Public Benefit' and they are confident that all the aims of the Trust are consistent with the public benefit requirements contained in the guidance and that the Annual Report demonstrates how the Trust meets its public benefit requirements.

The Trust's aims and objectives make specific reference to its work in advancing education and health, community development and environmental improvements, with the ultimate aim of improving the lives of all young people across the UK.

Grant Making Policy

LTL aims to develop programmes and resources to support schools and settings in developing, improving and using their grounds. To this end the Trust generates and distributes resources in partnership with sponsors from the public, private and charitable sectors. These resources may be distributed as small grants in accordance with the sponsors' wishes, and LTL administers the applications on behalf of the partnerships.

The projects that granted money to schools during the year were the Supergrounds and Dream Playgrounds programmes funded by The Royal Bank of Scotland Group, Greener Grounds funded by ExxonMobil, Hearts and Minds funded by the Heritage Lottery Fund and the John Laing Schools Grounds Awards programme. The Schools Applications are assessed against specific criteria and business objectives which are set out by the funders and the terms agreed with LTL.

Funders

LTL would like to thank all its supporters and funders who have contributed to the successful work that the Trust has carried out in the year. In particular it would like to acknowledge the significant financial support received from the following organisations:

The Royal Bank of Scotland Group (RBSG)
Hampshire County Council
Scottish Natural Heritage (SNH)
Welsh Assembly Government (WAG)
Clackmannanshire Council
Commission for Architecture and the
Built Environment (CABE)
Countryside Council for Wales (CCW)
The Department for Children Schools and
Families (DCSF)
Esmée Fairbairn Foundation
ExxonMobil

The Heritage Lottery Fund
Interserve Investments
The John Laing Charitable Trust
London Borough of Camden
London Borough of Harrow
North Lanarkshire Council
Oxfordshire County Council
Paths for All Partnership
Scottish Government
Skanska Construction UK Limited
Specialist Schools and Academies Trust
The Tree Council

Achievements and Performance

1. To promote widespread understanding of the value and significance of school grounds and early years settings;

LTL's ability to raise awareness of the value of outdoor learning and play in the media increased significantly in 2008-9. We secured coverage in 14 national news and feature stories, including several in the Guardian and Times Educational Supplement (in England, Wales and Scotland) with whom we have earned a reputation as an authoritative voice. Our Supergrounds projects gained strong regional coverage across the UK with over 140 stories in the local press. We successfully targeted specialist educational press and secured an average of five stories a month in publications such as Nursery News, Government News and Matters Arising (school governors' magazine) and specialist Scottish teaching press. Much of this can be attributed to the expansion of our communications and PR capacity, secured through RBSG's generous support.

We continued to exploit new media, for example, SNH funded GfL to produce a short film now available on YouTube, and the Secretary of State for Children, Schools and Families, Ed Balls, hosted a short film on his website following a visit to an LTL project in his constituency. Traffic to our website averaged 12,600 visitors a month, and we also piloted e-newsletters with GfL's termly newsletter going electronic (all 32 Local Authorities agree to send it out to all their schools and early years settings) and LTL Cymru's first e-newsletters were circulated to schools and settings in four Local Authorities.

Celebratory events and lobbying opportunities were successful in ensuring Government Ministers could demonstrate support for school grounds. In Scotland we took pupils and their head teacher to Holyrood to meet with Ministers and Members of the Scottish Parliament (MSPs) to tell the story of how they've transformed their grounds. We also supported a private member's motion in Holyrood that noted the importance of school grounds and the need for higher standards in the design of grounds in new schools. In Wales the Education Minister attended the launch and celebration of the completed Dream Playground transformation project with associated coverage in local media and BBC Cymru website. In addition, we held three very effective national conferences, with high profile speakers and coverage, for example, in Scotland the Chair of the government's Advisory Group on Outdoor Learning gave the keynote address, in Wales we were given full-page coverage of our National Conference in Times Educational Supplement Cymru.

LTL's leadership role was further endorsed by a DCSF commission to develop a shared message about the importance of school grounds in Learning Outside the Classroom. We have convened a partnership of diverse agencies, including: Bridgwater College Forest School; British Association of Landscape Industries; British Ecological Society; CABI; Creative Partnerships; Encams; Garden Organic; Groundwork UK; Herpetological Conservation Trust; Landscape Institute; National Association for Environmental Education (UK); Play England; Royal Horticultural Society; RSPB; Snug and Outdoor; Woodland Trust, etc. In addition to producing a brochure with this network, LTL developed the Love School Grounds website, enabling people to sign up as supporters and forming the basis for a PR campaign during National School Grounds Week. This helped us to engage our members and wider audiences to turn up the volume on the value of learning outdoors.

We also worked to raise our profile with key customers and sponsors. GfL designed and produced a high quality booklet for distribution to schools and settings throughout Scotland. In England we secured generous funding from an anonymous trust to build on this work and produce a brochure to capture a wider audience (to be published in the year ahead). This work has afforded us space to think about the articulation of our cause and brand positioning so as to enable our cause to resonate with a wide range of stakeholders and attract more supporters and funders.

LTL's advocacy work was effective in strengthening the position of school grounds in a number of policy areas. Headlines in 2008-9 include:

- ensuring a comprehensive and practical statement of the role for outdoor play in schools in the England Play Strategy
- contributing to the Rose Review of the Primary Curriculum, and working with the Qualifications and Curriculum Authority (QCA) to facilitate consultation and stakeholder engagement with expert groups to make the case for learning outside the classroom in every aspect of the new curriculum
- ensuring positive requirements for school grounds and external spaces are explicitly mentioned in key Building Schools for the Future guidance documents in England, and in the new minimum design standards for new and refurbished schools. We also provided training and support to the Partnership for Schools Education and Design Teams. In Scotland we advised Scottish Natural Heritage on how to enhance biodiversity in new schools and are helping to link Scottish Government civil servants in the biodiversity and new schools estates team to achieve this, we also contributed to strategy for new and refurbished schools which will include a case study supplied by GfL
- Developing the Welsh Early Years Foundation Phase outdoor learning module, a comprehensive resource covering Risk and Challenge, Auditing Space, Planning and Practice, and Provision. Once developed LTL Cymru worked with partners to train Local Authority Foundation Phase Training Officers so they can cascade this learning to all practitioners within the Foundation Phase. The team also contributed to a series of eight Foundation Phase conferences organised by WAG to provide further training to over 650 practitioners
- Membership of the Learning Outside the Classroom National Advisory Group in England to develop the programme priorities and structure of the new Learning Outside the Classroom Council. Supporting the Real World Learning Campaign in Wales and Scotland, where 41 MSPs have signed up to a statement that 'every child, regardless of their background should have regular access to inspirational and challenging outdoor learning'.

2. To support all those involved in the use and development of school and preschool grounds;

Membership

LTL continues to offer support to schools and settings wishing to make more effective use of their outdoor spaces through its subscription services – *Early Years Outdoors* and *Schoolgrounds-UK*. In addition to a fantastic wealth of downloadable resources and tools, we send bi-monthly mailings of resources that continue to be well received. A growing number of Early Years Advisory Teams within Local Authorities throughout the UK have recognised the value of the continued advice, support and expertise that *Early Years Outdoors* can provide and have actively sought to secure our services for the benefit of practitioners throughout their authority. Such relationships have already allowed us to increase the overall effectiveness of our support in these areas through the delivery of training, site visits and continuing professional development for Local Authority staff. We anticipate the number and scale of such partnerships to grow next year.

Membership resources and services also continue to support our network of professional members, all working to support the development and delivery of projects in schools and settings on the ground.

This year our membership materials were compiled and edited in-house. As a consequence, our *Outlook* newsletter reflects the successes of our sponsored programmes and our increasing influence on policy as well as showcasing the excellent work of member schools and settings throughout the UK. Membership resources covered a wide range of themes, each contributing to the effective use, design and management of outdoor spaces.

The Learning through Landscapes Trust

We also produced resource materials to support wider initiatives such as the Love Schoolgrounds campaign and Growing Schools in England, whilst in Scotland we produced six new curriculum resources linked to A Curriculum for Excellence (ACfE) experiences and outcomes, which are now available online. Our library of membership resources continues to be used to support training events and conferences delivered not only by LTL teams throughout the UK but also by the network of accredited professionals.

Training & Conferences

I'll take the many wonderful ideas, use them with my class and share them with my colleagues.

National Conference participant

We held successful national conferences in England, Scotland and Wales this year. With over 225 people attending they focused on play, outdoor learning and early years respectively. Our conferences are a platform to promote LTL's expertise, inspire and share ideas with teachers, early years practitioners and advisors and school grounds professionals.

Nationally the Trust delivered over 70 training events providing high quality and very well received training to over 1,000 individuals and agencies. As the government's investment in the schools capital programme gathers momentum, LTL is training and supporting an increasing number of teachers and designers. This year, over 100 attended training designed to enable them to secure effective external learning spaces through the capital programmes. In addition to workshops with the National College of School Leadership (NCSL); Building Schools for the Future (BSF) conferences; training and research with the Commission for Architecture and the Built Environment (CABE); and the Building Schools Exhibition and Conference (BSEC), LTL is piloting work with secondary schools to challenge designers to maximise the value of their grounds, and guide teachers in using the grounds to their full potential.

Over 80 teachers received Continuing Professional Development (CPD) in how to work beyond their classroom walls in delivering effective and fun lesson ideas. Through an innovative project in Clackmannanshire teachers were supported through a year long programme to expand the range and quality of lesson ideas for their pupils and integrate teaching outdoors into their regular practice.

'I've changed the way I think'. 'HMIE were really impressed when we told them about the training programme'

Teachers from Clacks programme

Other events included the Specialist Schools and Academies Trust Rural Dimensions annual conference and the University of Winchester's master's module on Learning Outside the Classroom.

Our Open College Network validated training was accessed by 70 participants in 2008-9. This accredited training programme supports school grounds and early years professionals to develop their skills and build links with LTL, thus enabling us to ensure that all schools and settings across the UK can access skilled support.

'The outdoor area has been enhancedrisk assessment supports children's wellbeing without being overly restrictive outdoor resource boxes support children's learningprovision of outdoor clothing promotes an outdoor curriculum all year round'

Quotes from Care Commission report on Tillycoultry nursery, which received the best ever Care Commission report in Scotland – and whose staff all attended our training and are implementing what they've learned.

This was a particularly strong year with programmes in Hampshire, Yorkshire, Clackmannanshire and an event specifically for Oxfordshire Early Years Advisors. With Early Years frameworks in all three nations now supporting outdoor play it's a key time for advisory staff to develop their knowledge and strengthen their practice in this area.

More than 150 Early Years professionals undertook LTL training. We had a strong focus on early years in England and Wales this year with a range of workshops and training days for early years practitioners and advisors. Training resources have been developed for the Foundation Phase Training and Support Officers in Wales whilst in a series of CPD days have been run for settings throughout Surrey – both examples of how LTL expertise are valued by local government stakeholders.

Professional Network Development

LTL's professional network continues to be key to ensuring that schools and early years settings throughout the UK can access effective support. LTL is the authority in school grounds and outdoor play in early years and our training and accreditation is highly valued. This year we began to strengthen our relationship with network members, creating a number of opportunities to meet them so as to explore their skills and interests and consult on ways to develop their expertise and increase opportunities for them to work with LTL.

Site visits

These continue to be popular with schools and settings, despite no publicity from LTL. This year we carried out over 30 nationally, some involving workshops and training sessions

Publications

Whilst LTL welcomes the increased emphasis on the use of the outdoors in early years statutory frameworks, we recognise that many settings lack appropriately enabling outdoor environments. In addition to the Outdoor Learning Module in Wales, we developed a high quality tool kit – Playout - to equip the early years sector with the inspiration and information to help them change this, and the advance orders suggest that this will be a popular resource.

3. To develop and deliver innovative programmes that demonstrate best practice, and secure additional investment for local school and pre school communities;

RBSG Supergrounds

The Supergrounds programme is a six-year primary school playground improvement programme run in partnership with the Royal Bank of Scotland Group (RBSG). Each year, 150 schools are nominated by a RBSG employee, who works in partnership with the school, local community and a Supergrounds advisor to transform the school's outside space using a £4,000 cash award.

This year over 137 schools took part in the planning, design and build of Supergrounds projects; extending learning and play opportunities to 35,182 children across the UK. On average, schools and employees raised an additional £3,579 to extend the initial Supergrounds award; demonstrating the significant leverage that even small-scale investment into school grounds can produce. This year, we introduced the first worldwide awards.

Dream Playgrounds

The national RBSG Dream Playground competition supported ten schools across the UK with larger awards of £10,000 to transform their outside spaces and address a range of educational and behavioural challenges. Jessop Primary in Herne Hill, South London, was the national winner of a £100,000 award in recognition of its keenness to incorporate plans for a Dream Playground into efforts to turn around the worst key stage 1 results in the country and a plummeting school role.

All eleven projects completed this year, and in 2009 we plan to evaluate the longer-term impact from these projects and their contribution to children's academic and social development. Jessop Primary work was innovative in that pupils led the creative process at every stage, and the transformation has been accompanied by work to develop the first Outdoor Learning and Play Policy in conjunction with teachers and pupils. The impact of the project has been wide ranging already begun to deliver results for the school who have seen registrations increase from 189 to 255.

Political support for the Dream Playground improvements has been high. Jane Hutt, Welsh Minister for Children, Education, Lifelong Learning and Skills; Tessa Jowell, MP for Dulwich and West Norwood; and Scottish Schools Minister, Keith Brown are amongst those to have supported local schools in celebrating their Dream Playground developments.

Kraft

LTL's involvement with Kraft came to an end during 2008-09 and we received a gracious letter from them thanking us for our key role in developing their Health4Schools programme and advising the steering group. They have indicated that they would be interested in working with us again.

ExxonMobil Greener Grounds

This partnership is now in its 14th year. LTL has continued to be a core part of the company's Link schools initiative, through which ExxonMobil offers a menu of support options to schools in its key areas of operations. Support from LTL was once again the most popular choice for participating schools and we worked with ten schools in Fawley, six in Fife and two in Aberdeenshire. In all cases we were able to help them find the best way to spend a small grant to help enhance outdoor learning and play for their pupils. Link Schools surrounding their Head Office in Surrey became part of our Space to Place Programme (see below) enabling us to develop this into a multi-partner programme with maximum benefit for participating schools.

Heritage Lottery Fund - Space to Place

LTL provided the role of project manager in this heritage project which brought together the expertise of a wide range of artists and school grounds professionals. Pupils from seven secondary schools in Surrey explored their local community to identify what makes it special and distinctive and used this as inspiration to create a unique identity for their own school. We helped them create prominently displayed artworks, utilising a range of materials such as metal work, willow, ceramic mosaics and wood. Learning from the project has been disseminated through events and each project has been written up as a case study to add a heritage dimension to our resources for secondary schools.

John Laing London School Grounds Awards

The Minister for Schools and Learners joined the children of Latham Primary School in Newham to learn all about growing vegetables in their new raised beds, built with funding from year two of this London Awards programme. Applications for year three were up by 50% this year with a broad range of ideas from primary, secondary and special schools across the capital. The winning school, Sherwood Park in South London, celebrated their success in winning the award with the DCSF in January. They are now busy investing the prize in their grounds and will host the launch of the 2009-10 Award programme with the Minister for Schools.

Scottish Initiatives

GfL ran a range of local projects in response to specific requests and funding opportunities. These included:

- Delivering an HLF fund project to work with six schools in Perth & Kinross on Heritage projects. The children led the projects with an amazingly diverse range of ideas including a re-enactment of the role of slavery in history from the slave trade through to fair trade and a project exploring natural play in the local environment. All the schools involved their children in creating lasting works for their grounds.

- Working with Paths to Health to research and produce 10 case studies that demonstrate how secondary schools are promoting walking in and around their schools.
- Developing and piloting an approach to enable Local Authorities to audit the quality of their school grounds and use the data to develop management plans for their outdoor school estate.

Firm Foundations for Outdoor Play in the Early Years

LTL developed an innovative package of support to help local authorities allocate and spend the DCSF Quality and Access funding for early years settings. Promoted to all English local authorities this has resulted in contracts to support settings in Harrow, Oxford and Bolton with others due to come on line early in 2009-10. These projects include on-site advisory visits to settings, written reports, CPD for advisory teachers and other key elements such as Early Years Outdoors bulk memberships and publication sales.

Building Schools for the Future

LTL been approached by both local authorities and bidding teams involved with this massive schools transformation programme. This positive recognition of the value of external learning spaces to the 'transformation of children's experience of education' has been welcomed, and we have been pleased to support these bodies to ensure they secure the best possible outcomes for children.

Examples of projects include:

- Working with an authority to lead consultation with students and teachers and develop a detailed Education Landscape Brief. This sets out the policy context and drivers for school grounds within BSF, and includes a range of inspirational ideas for curriculum delivery in the grounds. This is the first of its kind in the country.
- Training the design and education teams in bidding consortia to develop a shared Education and Landscape Philosophy and support their designers in making the most of the whole campus for learning and play. Advising the team on the educational perspective of the grounds, LTL's role was to train the design teams, support the consultation process and present the team's approach to the outdoors to the local authority teams and schools.
- Worked with individual schools who were seeking advice on their rebuild or refurbishment programmes from Hampshire, the Midlands and Stirlingshire, and West Lothian.
- Support to 19 Public Private Partnership (PPP) schools in Edinburgh to improve their new school grounds through a city wide school grounds forum.

4. To promote and disseminate research and evaluation of all aspects of the use and development of school grounds and early years settings in order to develop policy and enable best practice across all spheres of interest;

This year we made good headway in bring together existing research to ensure our powerful evidence base can be disseminated and shared as widely as possible. We also generated some new data ourselves. Funding from an anonymous trust enabled us to commission questions on MORI's annual teachers' survey. This has added a sound evidence base to support the need for our work, which will be disseminated widely. It has also given us quantifiable data to demonstrate what teachers would find most useful in terms of overcoming the barriers they face to taking learning and play outdoors. This will help influence our development to ensure that we are meeting the needs of schools and settings. This survey has provided us with short, powerful statements to help us campaign for increased investment in school grounds, for example:

- 8 in 10 teachers claim their school is failing to make the best use of their outdoor space
- Secondary teachers are half as likely as their primary counterparts to harness the potential of their school grounds to bring teaching alive

- Over a third of teachers questioned in a MORI poll had not taken learning outdoors in the term surveyed. A further third claimed to have ventured outdoors five times or less
- More than half of teachers believe that the outside space in their school has been inadequately designed to support children's play
- 58% of secondary teachers believe that the grounds in their school have been inadequately designed to enable learning outdoors
- According to a MORI poll, teachers believe that the greatest impact on enhancing outdoor learning and play in their school would be achieved through awarding a grant and site specific advice for better use and design
- 8 in 10 teachers believe that inspirational case studies would make 'a significant difference' to how they use the outdoor space in their own school to support children's learning and development
- 77% of teachers believe that being able to evidence the value of learning outdoors would make a 'significant difference' to practice in their school
- Three quarters of teachers believe that a one-stop website providing information about the effective design and use of school grounds would make a 'significant difference' to on-the-ground practice in their school
- Almost three quarters of teachers believe that more training would make a 'significant difference' to how effectively they would use the outside space in their school to support children's learning and development
- Over two thirds of teachers say that successful behaviour strategies would 'make a significant difference' in giving them the confidence to take learning and play outdoors
- Over two thirds of teachers say that more positive parental attitudes to risk would make 'a significant difference' to how much they harness the potential of the outdoors to support children's learning and development.

Project Evaluation

LTL projects are evaluated annually. In January 2009 a long-lens evaluation of the entire Supergrounds programme was carried out to assess the impact of the first four years and to extract lessons learnt to inform the programme's future. Data from 818 evaluations demonstrated that having a Supergrounds project increases the average time children spend learning and playing outside by one hour per week, per child. Over six years of the Supergrounds Programme this will represent 31,400,000 additional hours.

Supergrounds projects have also helped to change teaching and learning across the country. 78% of schools reported improvements in attitudes to learning amongst pupils. 92% of respondents said that these improvements could still be seen up to four years later. 85% of schools said that Supergrounds has introduced new ways of teaching and learning. These successes have also been independently verified: 47% of the schools inspected since the development of their school grounds showed an improvement in their Ofsted report. As one school testified: *"We had a return visit from HMI in February 2009. They were very interested in how the Supergrounds project has developed the pupil voice within the school."*

The evaluation also demonstrates the sustainability of Supergrounds projects with 98% of features still in place four years later. 83% of these are maintained with input from the children themselves, reflecting the strong sense of ownership engendered by the participatory ethos at the heart of all LTL's work with schools.

The Clackmannanshire school grounds management plan project has given some interesting statistics at a local authority level, such as:

- 56% of schools have inadequate seating outdoors
- 91% of schools do not have shelter from rain outside
- 78% don't offer any shelter from sun
- 78% have no outdoor classroom space
- 39% of schools don't have a quiet calm space
- 56% of schools have space for growing food but only 39% make significant use of this space
- 60% of schools have some kind of maintenance or management plan for their grounds

Case Studies

Inspirational and illustrated case studies have proved to be an effective way to disseminate the benefits of great school grounds for every child. This year we refined our case study format and developed new case studies along a range of themes from health, learning and discovery, nature and sustainability, growing schools, wellbeing and so on. We also began to supply schools grounds case studies for partner organisation. These are available online and will be expanded year on year.

5. To ensure that LTL is effectively resourced and managed to achieve its aims and that its staff are trained and experienced to deliver quality programmes;

People

The year started with a team restructure to focus resources on the needs of customers and bring together the right combination of skills and experience. Planned growth brought staff numbers back up to over 30, and the summer was very busy with recruitment and induction. New posts were located with teams in Scotland, London and Winchester, with a deliberate attempt to locate national posts in different locations so as to promote the concept of 'One LTL'. The first Trust wide Training and Development Plan was agreed early in the year, enabling us to implement a proactive and planned approach to staff development. This led to a strong increase in the uptake of training and development, and the focus is now shifting to evaluation to assess effective and impact in the workplace. LTL made steady progress towards Investors in People status, and have secured the support and buy-in of all LTL people including volunteers, staff, managers and Trustees.

Information Systems

At the outset of the year we invested in an externally hosted network, accessible via our intranet. This has proved a huge success, offering improved access to information and file sharing for all staff working from LTL offices, home offices or in temporary work locations. In addition this has provided enhanced IT security and significantly reduced server down time.

This network service has allowed the Trust to focus its internal resources on developing other IT systems. For example: upgrading database and accounting systems software, better planning of IT equipment replacements, investigating new communications technologies and improving the IT literacy of staff.

Income Generation Strategy

Full cost recovery and a focus on strong income streams have underpinned the Trusts approach to viability in 2008-9. This led to another successful year where the unrestricted reserves have been replenished.

We are working towards the strategy endorsed by Trustees in 2008, with a differentiated approach to the three main income sectors (public, private and charitable income). This involves enhancing our offer to each sector to ensure we reflect and meet the needs of donors as well as the schools and settings whom we ultimately serve.

The injection of capital funding for early years, primary and secondary schools means local authorities have increased resources for investing in quality outdoor environments. Combined with many curriculum and policy drivers, this creates conditions that are very favourable to LTL's offer. Our marketing included a mail-shot demonstrating how we are able to help local authorities meet key performance indicators. This was followed up by telephone contacts and has helped stimulate interest in LTL's support and services.

LTL has a strong track record of working with the corporate sector. However this funding environment has become extremely challenging in the economic climate and we recognise the need to enhance our offer to attract more corporate sponsorship.

Plans for Future Periods

The past year has brought considerable change in LTL's external environment with the recession beginning to have an impact on LTL's sponsors and customers. We recognise this climate of change is likely to gather momentum in the next period as a general election in 2010 will herald change in the political, social and economic environment. In 2009-10 we will be undertaking a thorough review of our policies and plans in order to develop our next three year Development Plan 2010-13. This plan must build on LTL's strengths and track record whilst building in capacity to adapt and respond to the external changes that will affect our funders, as well as schools and early years settings and the children who are our ultimate beneficiaries.

The programme opportunities and challenges facing LTL in 2009/10 are summarised below according to LTL's four strategic objectives.

1. To promote widespread understanding of the value and significance of school grounds and early years settings;

Our primary external communications objectives are:

- To influence government policy and delivery frameworks in order to overcome the barriers to the development of school grounds
- To influence practice by promoting the value of grounds and inspirational examples to the school community and early learning environments
- To support corporate income generation, by building LTL's brand profile (so they can associate with a known organisation) and servicing their PR needs
- To support public sector fundraising through raising our profile in local authorities.

Key activities for 2009-10

All staff and trustees will continue to be involved in raising LTL's profile through public speaking opportunities, training, conferences events, written representations, talking to stakeholders and potential supporters. The development of our brand and key messages will help everyone to be more effective as possible. Our website and e-communications will take increasing importance and we will review our website, develop a new structure and seek funds to build the new site and produce content.

Dedicated communications resources are limited within the organisation; in order to be as effective as possible we will focus on a few priorities:

- Targeted media profile to promote LTL's activities and achievements
- One high quality integrated campaign, which will help to raise public profile and strengthen our brand and wider support for outdoor learning and play in schools
- Lobbying on a limited number of key issues where we can have most impact

- Strengthen strategic links with key partners at a national level
- Secure funds to redevelop our website
- National School Grounds week 2009, with an emphasis on engaging parents and Parent Teacher Associations in raising funds for play in the school grounds
- Work with the DCSF, Partnership for Schools and Landscape Institute to raise the profile of learning led design and encourage a higher standard of design and engagement with schools and settings
- Collaborating with other NGO's, reflecting children's' interests, education, environmental and sustainability issues, to develop and shape effective lobbying and advocacy campaigns
- Develop materials to market our professional services, produce fact sheets for promotion to Trusts and corporates, and two brochures on the case for school grounds for, respectively, the English and Scottish audiences.

2. Support all those involved in the use and development of schools and preschool grounds;

Early Years

In 2008 we developed an Early Years Vision and Strategy to determine our direction of travel, marketing and income strategy and the priority areas for development. This anticipates a growing demand for LTL's services in early years as a result of increased interest and investment across the UK. The Firm Foundations packages have stimulated interest with Local Authorities. The package offers flexible provision of review, support and training for high quality outdoor play in early years and has already resulted in a variety of delivery contracts.

Initial demand for training within the Early Years sector looks strong in 2009-10. With events confirmed in Liverpool and Barnet and more proposals in the development stages, the outdoors theme appears to be high on agendas, linking into the Early Years Foundation Stage (Foundation Phase in Wales and the emerging A Curriculum for Excellence for early years in Scotland). The national conference will be an Early Years conference and will focus on health and the benefits of going outside throughout the year.

LTL will develop Training into Practice (TiP) for groups of local authority early years advisory staff – enabling LTL to run events with a lower financial risk whilst ensuring a more skilled and knowledgeable delivery capacity across England. This will not focus on accrediting staff and may be adapted to fit their specific requirements. We will also be investigating whether the programme can be developed to enable accredited professionals to deliver an accredited course to their practitioners – providing a validated qualification for those working directly in settings.

Schools

In 2009-10, we will pilot different ways of delivering membership support, and increase the resources we put into customer research, product review and sales promotion.

Training for schools is not likely to be strong but ongoing projects include:

- Workshops for school's leadership teams and local authorities at the National College of School Leadership conferences
- Potential development of the CPD programme piloted with Everest Community College in Hampshire, to enable lessons learnt from the new build process to be spread to a wider audience
- Build on the current Clackmannanshire project, a year long training programme that includes one to one tutor support in school, helping teachers to deliver outdoor lessons. We also plan to scope opportunities for distance learning in Scotland and Hampshire so as to increase the number and geographical spread of people we can support

- Training for advisors to the Supergrounds programme will continue, adapting to the needs of the advisors and developing their skills
- We will hold at least one event for those new to school grounds – this has not been run for a number of years, but we believe it may help us build demand for our other services. This could be piloted through other NGOs such as Groundwork and the Wildlife Trusts
- The main CPD focus in Scotland will continue to be implementation of A Curriculum for Excellence (ACE) and so we will be focussing our training offer on linking to ACE.

LTL will continue to deliver a Masters module for primary teachers at the University of Winchester but does not expect to expand this to other universities in future years. There may also be a prospect of funding for a School Grounds Diploma linked to Learning Outside the Classroom. This could be in conjunction with a University.

Some activities offer support to those involved in both schools and settings:

We will deliver an event that sets out LTL's findings, skills and approach to improving the design of schools and settings within the big capital programmes. Though this will primarily target the design and construction industry, we will aim to attract Local Authority programme managers.

We will start the first stages of planning for a conference with an international focus – to be held in the Autumn of 2010. Potential sponsorship will be investigated, eg through the British Council – or through the Supergrounds international programme.

LTL will pilot a CPD module for Landscape Architects to ensure they develop the skills to develop decent learning spaces for new build and refurbished schools.

Grounds for Learning will seek to secure a secondary schools project in Scotland to build their track record and confidence with this age group.

We will seek funding for and develop a Primary Toolkit to update and replace the popular but outdated first edition. This will be published to coincide with the introduction of the new Primary Curriculum in England as well as the roll out of the Primary Capital Programme. We will ensure there is a handbook for early years to accompany the WAG sponsored training module in Wales.

3. Develop and deliver innovative programmes that demonstrate best practice and secure additional investment for local school and preschool communities;

This key area of activity enables LTL to 'walk the talk' through direct project work that generates real examples and case studies as well as securing the resources that teachers say they seek.

Highlights in 2009-10 include:

RBS Supergrounds and corporate engagement

2009 is year five of our six year partnership with RBSG and we are determined that it will form the successful foundation for a further three year partnership agreement. We will use 2009-10 to maximise the 'added value' of Supergrounds, and work with RBSG to identify ways to support and deliver their ongoing community investment programmes.

The Greener Grounds Programme with Exxon Mobil will enter its 15th year in 2009 and LTL will sustain its working relationships with the link school programmes, some of whom we have been working with for over a decade. The John Laing London School Grounds Awards is in its third year and demand and profile has grown hugely. We will seek to augment the programme with support from

the DCSF to raise the importance of good 'learning led' design for schools and hold our first design competition for Landscape Architects.

Having developed our Corporate Income Generation Strategy, we will promote our offer to potential corporate sponsors including grant related programmes, PR opportunities and cause related marketing. Initial ideas include natural play, health and the expansion of our offer to London. Against a backdrop of the credit crunch and its impact on the financial sector as well as other sectors of the economy, this clearly presents a massive challenge that will test all LTL's creativity and resourcefulness.

Fruit Full Schools

A substantial LTL bid to the Big Lottery Fund in 2008 was successful, securing a total of over £600k for an England wide initiative to promote the growing of heritage apples in English Primary and Secondary Schools. Some match income is still to be secured, but we expect to be in a position to deliver this major new programme from early 2010 to 2014, and to secure resources to extend it into Wales and Scotland.

Project delivery capacity

In addition to LTL's small staff team, the Trust has developed a network of trained and accredited school grounds professionals who assist with the delivery of projects across the country. This network is essential to our ability to offer consistent, good quality support where it is needed in the country. A grant from the DCSF's Children, Young People and Families Programme has given LTL funding to appoint an Operations Manager to refine and develop our offer to these key professionals and expand and enhance our capacity to enable more schools and settings throughout the UK to enjoy the benefits of well-used outdoor spaces. With this post LTL has dedicated resources to develop a closer working relationship with network members so as to involve them in programme development; raise the standards of delivery and engage them in LTL's advocacy role.

Influencing the capital programmes

2008-9 was year one of the Quality and Access Funds for local authorities to spend on independent and voluntary early years settings across England. The fund provides capital to improve the quality of the learning environment to support delivery of the Early Years Foundation Stage, with a particular emphasis on improving play and physical activities. Local Authorities across England approached LTL to seek advice and support and we have begun to deliver the Firm Foundations packages as set out above.

Working on these projects has provided LTL with experience in delivering bespoke support in early years. This complements our pilots with the Primary Capital Programme and BSF, and has enabled us to develop a range of tools and interventions with key stakeholders, including training, consultancy, presentations, audits and new build assessment criteria, CPD for teachers, etc. We have been inputting to the development of a new strategy for new schools in Scotland and are beginning to look at ways to support the capital programme in Wales.

In 2009-10 LTL will consolidate and promote our highly effective tools and techniques for influencing capital programmes across the UK. This requires work on two levels:

1. Refine our tools and techniques so as to maximise impact on the ground. We have developed a package of interventions with different stakeholders across early years, primary and secondary age groups and need to ensure these are properly promoted so as to increase take up amongst local authorities, schools and early years settings.
2. Train and develop our network so as to extend our capacity to deliver nationally. Our approach to date has largely been based on work delivered by LTL's small and geographically limited staff team. In 2008-9 we established a 'virtual' team incorporating some of LTL's accredited schools grounds professionals and ex staff. In 2009-10 we will develop this in conjunction with the DCSF funding to train and equip key people with the skills to respond at their local level.

LTL Cymru

The team have achieved the early milestones for our Welsh sponsors, particularly the development of the 'Outdoor' training module for the Early Years Foundation Phase. 2009-10 is the final full year of the three year funding agreement (which comes to an end in early 2010-11). Our focus will be on:

- coverage of the broader strategic goals of LTL in Cymru, including working with schools
- addressing the environmental education priorities set out by Countryside Council for Wales, our strategic sponsor
- bringing in additional sponsors, particularly other Welsh Assembly Government departments
- sustainable business development to secure income streams that will support the team in the longer term.

4. To promote and disseminate research and evaluation of all aspects of the use and development of school grounds and early years settings in order to develop policy and enable best practice across all spheres of interest;

With all the challenges and opportunities set out above, the need to demonstrate the importance and value of school grounds is, arguably, greater than ever. Our dedicated communications capacity helped strengthen our ability to demonstrate the value of school grounds and early years settings.

Work underway includes:

- ensuring all existing research extracts are available and accessible – both LTL's work as well as research available from around the globe
- expanding and making available our extensive series of case studies
- developing an internal LTL blog to ensure all staff are informed, and can inform each other of new developments both within LTL and externally
- a survey of schools and LA's to generate evidence of the barriers to the improved design and use of school grounds
- the first steps in developing a protocol for evaluation to ensure we can extract robust data from existing programmes and partnerships.

In 2009-10 we will seek resources to carry out two primary tasks:

1. Pull together all the existing research and evaluation materials available nationally and internationally, make it accessible (both internally to LTL and externally to LTL members and key opinion formers):
 - Gathering and cataloguing existing stocks of research so as to establish a searchable database of school grounds research, for general users internally and externally
 - Dissemination through LTL staff contributions to conferences and seminars, articles in key journals, presentations at workshops, etc
 - Dissemination via website development – eg posting summary sheets on the existing website, publically available searchable catalogue of research, etc
 - Carry out a thorough literature review to identify current gaps in the evidence base.
2. To build on relationships with existing research bodies already developed at both senior management and Trustee level, to develop shared proposals (and feed into their existing research programmes)
 - To make existing LTL projects and programmes accessible to external evaluation and review so as to maximise the value of their impact
 - Develop a 3-year strategic and costed research development plan working with partners and integrate into LTL's 3-year development plan
 - School grounds research conference – including contributions from Australia, the US and Europe.

5. To ensure that LTL is effectively resourced and managed to achieve its aims and that its staff are trained and experienced to deliver quality programmes;

People and skills

The next year will see continued planned growth to enable the Trust to respond effectively to the demand for its services. In addition we will deliver an increased focus on business efficiency in order to respond to the anticipated squeeze on both public sector and corporate sector spending. We will continue our work towards Investors in People alongside an emphasis on developing key skills and capacities through a combination of training and recruitment.

Information Systems

Since the hosted server has improved the sharing of information and provided a more robust network service in all four of the Trust offices, the IT team are now reviewing how we can use the network access systems to improve communication links between the four offices with the aim to reduce staff time and costs.

The Trust implemented Sage 200 at the beginning of 2008 and Sage Project Accounting in the last year, in the coming year the IT team will be reviewing how we can integrate the contacts database system with the accounting systems to improve flow of data and output of information from the two systems.

Business Strategy

Whole cost recovery, tapping into diverse income streams and robust financial and project accounting will continue to inform the Trusts approach in 2009-10. In addition we will invest in a more structured, proactive marketing programme to generate earned income from schools and public authorities. We will also build on the review of our market positioning to develop new programmes and increase our appeal to social and corporate sponsors for example by demonstrating that we are a cause which resonates with parents and the wider public. We are starting to develop ways to support employees and the wider community to volunteer their time to raising funds for their schools as well as get involved in making physical changes.

Financial Review

The Trust met expenditure requirements and generated a small surplus – in line with our 2008-9 Business Plan – enabling us to build our reserves towards the target six months operational expenditure. This was achieved through an organisation restructure combined with an emphasis on good business management and commercial awareness. Our approach has allowed teams to respond quickly to new business opportunities whilst maintaining the delivery standards and confidence of funding partners.

The Trust is continuing to develop its business model and has ongoing initiatives to improve our products and services for our beneficiaries and funders, as well as improving our financial management and accountability.

At the start of this financial year the Trust implemented a Project Accounting system, which has been a significant step in developing its Financial Management systems. This has allowed the Trust to manage its increasing number of projects and activities more effectively. As part of this improvement to the accounting system we implemented a time recording system, which has allowed the Trust to plan project budgets with more accuracy and to monitor actual time spent. These systems are being developed further alongside improving financial guidance, training and support to all staff across the Trust.

The improvements to date have been crucial in moving towards achieving full-cost recovery and we are confident that our future plans will further strengthen the Trust's financial position.

Reserves policy

The Trustees have reviewed the requirement to maintain free reserves in the light of the main risks to the Trust and taking into account the guidance of the Charity Commission. They have established a policy whereby the unrestricted funds not committed or invested in tangible fixed assets held by the Trust should be no less than three, and up to six months operational expenditure.

The Board of Trustees have agreed that these reserves are needed:

- to absorb short term setbacks such as loss or delays in funding
- to finance working capital needs and fund time delays between expenditure and receipt of funds
- to set aside funds for appropriate capital assets such as IT equipment and securing and developing suitable premises.

The budgeted operational expenditure for 2009-10 is £1,251,000 and therefore the target is £312,750 to £625,500 in general funds. The Trust's free reserves, before designated funds, at 31st March 2009 were £487,548, representing 4 ²/₃ months of operational expenditure.

To continue to meet the reserves policy the Trustees have agreed a strategy to increase the general funds and underpin the financial stability of the Trust. The aim is to move towards holding six months operational expenditure over the next three years through continued use of full cost recovery and diversifying income sources to form the basis of sustainable income generation.

Within the overall strategy of building up free reserves to six months of operating expenditure, the Trustees have also considered the need for shorter term funding objectives. As a consequence they have designated some of the free reserves to meet specific short term needs, with the understanding that this does not restrict the Trustees from re-designating these funds at a later date should the financial position change. The designated funds at the year end are:

- Operating expenditure commitments £267,600: the fund represents the total staff cost and lease contract commitments at the year end
- Accommodation reserve £36,000: A planned build up of a reserve towards procuring suitable, long term accommodation for the Winchester and Wales offices
- Project expenditure commitments £3,760: income set aside to cover the anticipated expenditure in 2009-10 for four ongoing unrestricted funded projects at the year end
- Marketing and promotion £20,000: funds set aside to underwrite the costs of marketing and promotion of the Trust's membership subscription offer.

The Board reviews the reserves policy on an annual basis to assess the needs of the Trust. The Executive Committee considers the reserves policies requirements as part of their monthly financial accounts update.

The movements in funds are detailed in Note 20 to the Financial Statements.

Investment powers

Under the Memorandum and Articles of Association, the Trust has the power to make any investment which the Trustees see fit. Apart from the share capital held in LTL Ltd, as detailed in note 10 to the Financial Statements, the Trust also held significant cash reserves during the year. The policy of the Trust is to spread the risk and maintain liquidity of the cash reserves whilst earning a commercial rate of interest. In the year the Trust's funds were placed with two high street clearing banks as well as deposits maintained with the Charities Aid Foundation Bank. The interest earned is detailed in note 2 to the Financial Statements.

Trustees' Responsibilities for the Financial Statements

Company law requires the Trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the trust and of the surplus or deficit of the trust for that period. In preparing those financial statements the Trustees' have:

- Selected suitable accounting policies and applied them consistently
- Made judgements and estimates that are reasonable and prudent
- Prepared the financial statements on the going concern basis.

The Trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the trust and enable them to ensure that the financial statements comply with the Companies Act 1985. They are also responsible for safeguarding the assets of the trust and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The Trustees have taken all of the steps that they ought to have taken to make themselves aware of any information needed by the Trust's auditors for the purpose of their audit and to establish that the auditors are aware of that information. The Trustees are not aware of any relevant audit information of which the auditors are not aware.

Auditors

A resolution to re-appoint BDO LLP as auditors will be proposed at the forthcoming Annual General meeting.

Approved by the Board of Trustees and signed on its behalf by:



Merrick Denton-Thompson
Trustee

Date: 20 Oct 09.

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS AND TRUSTEES OF THE LEARNING THROUGH LANDSCAPES TRUST

We have audited the financial statements of The Learning through Landscapes Trust for the year ended 31 March 2009 which comprise the Statement of Financial Activities, the Balance Sheet, the Cashflow Statement and the related notes. These financial statements have been prepared under the accounting policies set out therein.

Respective responsibilities of trustees and auditors

The trustees (who are also the directors of the company for the purposes of company law) responsibilities for preparing the Trustees' Annual Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) are set out in the Statement of Trustees' Responsibilities.

We have been appointed auditors under the Companies Act 1985 and under section 44(1)(c) of the Charities and Trustee Investment (Scotland) Act 2005 and report to you in accordance with regulations made under those Acts. Our responsibility is to audit the financial statements in accordance with relevant legal and regulatory requirements and International Standards on Auditing (UK and Ireland).

We report to you our opinion as to whether the financial statements give a true and fair view and are properly prepared in accordance with the Companies Act 1985, the Charities and Trustee Investment (Scotland) Act 2005 and regulation 8 of the Charities Accounts (Scotland) Regulations 2006. We also report to you whether in our opinion the information given in the Trustees' Annual Report is consistent with the financial statements.

In addition we report to you if, in our opinion, the charity has not kept proper accounting records, if the charity's financial statements are not in agreement with these accounting records, if we have not received all the information and explanations we require for our audit, or if information specified by law regarding trustees' remuneration and transactions with the charity is not disclosed.

We read the other information contained in the Trustees' Annual Report, and consider whether it is consistent with the audited financial statements. We consider the implications for our report if we become aware of any apparent misstatements or material inconsistencies with the financial statements. Our responsibilities do not extend to other information.

Our report has been prepared pursuant to the requirements of the Companies Act 1985 and the Charities and Trustee Investment (Scotland) Act 2005 and for no other purpose. No person is entitled to rely on this report unless such a person is a person entitled to rely upon this report by virtue of and for the purpose of the Companies Act 1985 or the Charities and Trustee Investment (Scotland) Act 2005 or has been expressly authorised to do so by our prior written consent. Save as above, we do not accept responsibility for this report to any other person or for any other purpose and we hereby expressly disclaim any and all such liability.

Basis of audit opinion

We conducted our audit in accordance with International Standards on Auditing (UK and Ireland) issued by the Auditing Practices Board. An audit includes examination, on a test basis, of evidence relevant to the amounts and disclosures in the financial statements. It also includes an assessment of the significant estimates and judgments made by the trustees in the preparation of the financial statements, and of whether the accounting policies are appropriate to the charity's circumstances, consistently applied and adequately disclosed.

The Learning through Landscapes Trust

We planned and performed our audit so as to obtain all the information and explanations which we considered necessary in order to provide us with sufficient evidence to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or other irregularity or error. In forming our opinion we also evaluated the overall adequacy of the presentation of information in the financial statements.

Opinion

In our opinion:

- the financial statements give a true and fair view, in accordance with United Kingdom Generally Accepted Accounting Practice, of the state of affairs of the charity as at 31 March 2009 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- the financial statements have been prepared in accordance with the Companies Act 1985, the Charities and Trustee Investment (Scotland) Act 2005 and regulation 8 of the Charities Accounts (Scotland) Regulations 2006; and
- the information given in the Trustees' Annual Report is consistent with the financial statements.



BDO LLP

Eligible to act as an auditor in terms of section 25 of the Companies Act 1989
*Chartered Accountants &
Registered Auditors*
Southampton

Date: 6/11/9

Statement of Financial Activities for the year ended 31 March 2009

	Note	Unrestricted Funds 2009 £	Restricted Funds 2009 £	Total 2009 £	Total 2008 £
<u>Incoming resources</u>					
Incoming resources from generated funds	2	23,947	36,000	59,947	65,937
Incoming resources from charitable activities	3	539,316	1,846,520	2,385,836	2,531,937
Total incoming resources		563,263	1,882,520	2,445,783	2,597,874
<u>Resources expended</u>					
Cost of charitable activities	4	375,402	1,969,576	2,344,978	2,239,172
Governance costs	5	25,546	-	25,546	23,092
Total resources expended		400,948	1,969,576	2,370,524	2,262,264
Net movement in funds		162,315	(87,056)	75,259	335,610
<u>Reconciliation of funds</u>					
Total funds brought forward		335,360	629,800	965,160	629,550
Total funds carried forward	20	497,675	542,744	1,040,419	965,160

All amounts relate to continuing activities.

The Statement of Financial Activities incorporates an income and expenditure account for the purposes of the Companies Act 1985.

The notes on pages 28 to 37 form part of these financial statements

Balance Sheet as at 31 March 2009

	Note	2009 £	2008 £
Fixed assets			
Tangible assets	9	13,081	19,273
Investments	10	2	2
Total fixed assets		13,083	19,275
Current assets			
Stocks	11	20,095	8,471
Debtors	12	375,427	357,181
Cash at bank		828,235	1,000,297
		<u>1,223,757</u>	<u>1,365,949</u>
Creditors: amounts falling due within one year	13	(196,421)	(420,064)
Net current assets		1,027,336	945,885
Net assets		1,040,419	965,160
Unrestricted funds	20		
Designated funds		327,360	-
General funds		<u>170,315</u>	<u>335,360</u>
		<u>497,675</u>	<u>335,360</u>
Restricted Funds	20	542,744	629,800
Total Funds	19	1,040,419	965,160

The financial statements were approved by the Board and authorised for issue on
and signed on behalf of the Board of Trustees by

20 October 2009

Sir Bob Reid
Trustee



Merrick Denton-Thompson
Trustee



The notes on pages 28 to 37 form part of these financial statements.

Cashflow Statement for the year ended 31 March 2009

	2009 £	2008 £
Net cash inflow/(outflow) from operating activities	(189,834)	478,236
Returns on investments and servicing of finance		
Interest received	21,151	28,506
Capital expenditure and financial investment		
Payments to acquire tangible fixed assets	(3,379)	(9,202)
Increase/(decrease) in cash in the year	(172,062)	497,540
Net cash resources at 1 April 2008	1,000,297	502,757
Net cash resources at 31 March 2009	828,235	1,000,297

Notes to Cashflow Statement

Reconciliation of net incoming/(outgoing) resources to net cash inflow/(outflow) from operating activities	2009 £	2008 £
Net incoming resources	75,259	335,610
(Increase)/decrease in debtors	(18,246)	(121,410)
Increase/(decrease) in creditors	(223,643)	283,485
Depreciation	9,571	14,143
Interest received	(21,151)	(28,506)
(Increase)/decrease in stock	(11,624)	(5,086)
Net cash inflow/(outflow) from operating activities	(189,834)	478,236

Analysis of changes in net cash resources	2008 £	Cashflow £	2009 £
Cash at bank and in hand	1,000,297	(172,062)	828,235

Notes to the Financial Statements for the year ended 31 March 2009

1 Accounting policies

The following accounting policies have been applied consistently in dealing with items which are considered material in relation to the financial statements.

a) Basis of accounting

The financial statements have been prepared under the historical cost convention and prepared in accordance with the Companies Act 1985 and the Statement of Recommended Practice (SORP), "Accounting and Reporting by Charities" (revised 2005).

b) Subsidiary

Learning through Landscapes Limited, a subsidiary of Learning through Landscapes Trust, has not traded during the year ending 31 March 2009. Its results for the year are not material to the group and therefore the subsidiary undertaking has not been consolidated with the financial statements of Learning through Landscapes Trust.

c) Stocks

Stocks are valued at the lower of cost or net realisable value.

d) Incoming resources

All incoming resources are included in the SOFA when the Charity is entitled to the income and the amount can be quantified with reasonable accuracy. The following specific policies are applied to particular categories of income:

Voluntary income is received by way of grants, donations and gifts and is included in full in the SOFA when receivable. Gifts in kind are included at the Trustees' estimate of the equivalent value of services provided.

Incoming resources from charitable activities are accounted for when earned. Subscription income received during the year which relates to a subsequent financial accounting period is carried forward as a creditor in the Balance Sheet.

Investment income is included when receivable.

e) Resources expended

All expenditure is accounted for on an accruals basis and allocated between the expenditure categories of the SOFA on a basis to reflect the use of resource. Where costs cannot be directly attributed they have been allocated to activities on a basis consistent with the use of the resource as shown in note 6.

Charitable expenditure comprises those costs incurred by the Charity in the delivery of its activities. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them.

Governance costs are those incurred in connection with the constitutional and statutory requirements of the Charity. These costs include audit, legal advice and organisational administration.

f) Grants payable

The Trust works in partnership with sponsors from all sectors to generate and distribute resources into schools. These resources include cash grant awards, which the Trust administers on behalf of the funder.

All grant awards paid in the year were made to support schools and settings in developing, improving and using their grounds. The total award payments made in the year are detailed in note 4.

1 Accounting policies continued

g) Fixed assets

Fixed assets are stated at cost less accumulated depreciation. Tangible fixed assets costing less than £500 are not capitalised and are written off in the year of purchase. Depreciation is provided to write-off the cost or valuation, less estimated residual values, of all fixed assets over their expected useful lives. It is calculated at 25% on a straight line basis.

h) Pension costs

Employees of the charity are entitled to join the Trust pension scheme which is in compliance with stakeholder pension requirements. Contributions to employees' pension schemes are charged to the Statement of Financial Activities in the year in which they become payable.

i) Fund accounting

Unrestricted funds are available for use at the discretion of the Trustees in furtherance of the objectives of the charity.

Designated funds are unrestricted funds earmarked at the discretion of the Trustees for specific purposes.

Restricted Funds are subject to specific restrictions on their expenditure specified by the donor.

j) Operating leases

Annual rentals are accounted for on a straight-line basis in the period in which the lease charge arises.

k) Valuation of investments

Investments held as fixed assets are stated at costs less any provision for impairment

2 Analysis of incoming resources from generated funds

	Unrestricted Funds £	Restricted Funds £	Total 2009 £	Total 2008 £
Voluntary income				
Private Sector Donations	2,796	-	2,796	2,431
Public Sector - Rent in kind	-	36,000	36,000	35,000
Total voluntary income	2,796	36,000	38,796	37,431
Investment income- bank interest	21,151	-	21,151	28,506
Total incoming resources from generated funds	23,947	36,000	59,947	65,937

3 Analysis of incoming resources from charitable activities

	Unrestricted Funds £	Restricted Funds £	Total 2009 £	Total 2008 £
Income from consultancy and other fees	44,947	63,078	108,025	97,935
Membership and Publications income	317,731	-	317,731	242,692
Training and conference income	115,616	-	115,616	88,632
Programme funding	61,022	1,783,442	1,844,464	2,102,678
Total charitable activity income	539,316	1,846,520	2,385,836	2,531,937

4 Analysis of costs of charitable activities

	Project Awards £	Other Direct Costs £	Allocation of Support Costs £	Total 2009 £	Total 2008 £
Consultancy and other fees	-	86,103	29,283	115,386	119,968
Membership and Publications	-	198,285	64,799	263,084	228,600
Training and Conferences	-	90,334	33,025	123,359	191,568
Programmes	797,396	833,528	212,225	1,843,149	1,699,036
Cost of charitable activities	797,396	1,208,250	339,332	2,344,978	2,239,172

All costs of charitable expenditure related to restricted funds apart from £375,402 of expenditure which related to unrestricted funds.

Project Award costs were paid to 180 schools and settings throughout the UK.

5 Analysis of governance costs

	2009 £	2008 £
Legal and Professional fees	-	15
Audit fees	9,887	7,045
Cost of trustee meetings	3,324	3,092
Allocation of support costs	12,335	12,940
Total governance costs	25,546	23,092

6 Apportionment of Support Costs

	Consultancy and other Fee Costs £	Membership and Publications Costs £	Training and Conferences Costs £	Project Costs £	Governance Costs £	Total 2009 £	Total 2008 £
Premises	3,688	8,000	4,173	24,549	1,524	41,934	36,565
Travel	613	1,329	693	4,077	253	6,965	6,616
Central Services	19,563	42,434	22,132	130,208	8,083	222,420	237,565
Marketing and Communications	1,241	3,649	1,328	21,185	689	28,092	36,506
Information Technology	3,755	8,144	4,247	24,988	1,551	42,685	20,331
Depreciation	423	1,243	452	7,218	235	9,571	14,143
Total Support Costs	29,283	64,799	33,025	212,225	12,335	351,667	351,726

Direct expenditure is allocated to the activity it represents. Where expenditure cannot be directly allocated it represents support costs and is apportioned on a basis consistent with the use of the resource as follows: Premises, Travel, Central Services and Information Technology by number of staff and Marketing and Communications and Depreciation costs by income activity.

7 Employee emoluments

	2009 £	2008 £
Wages and salaries	700,445	596,948
Social security costs	66,128	59,063
Pension costs	37,819	32,268
Total Staff Costs	804,392	688,279

	2009 £	2008 £
Average number of employees	30	26
Average full time equivalent	23	21

One employee received emoluments of between £60,000 and £69,999 in both the current and comparative years. Pension contributions amounting to £8,707 (2008: £8,032) were made on that person's behalf.

8 Pensions

Certain of the Trust's employees belong to the Teachers' Superannuation Scheme (TSS), which is of the defined benefit type. Neither the Trust nor its employees are liable to pay any additional sums towards a funding shortfall or the cost of pension increases, which are met directly by the Exchequer. For other employees, the Trust makes contributions to the employees' personal defined contribution pension schemes. The total pension cost for the year was £37,819 (2008: £32,268).

9 Tangible Fixed Assets

	Office Equipment £
<i>Cost</i>	
At 1 April 2008	154,358
Additions	3,379
Disposals	(84,127)
At 31 March 2009	73,610
<i>Accumulated depreciation</i>	
At 1 April 2008	135,085
Charge for the year	9,571
Depreciation on disposals	(84,127)
At 31 March 2009	60,529
Net book value at 31 March 2009	13,081
Net book value at 31 March 2008	19,273

10 Investments

Investments held as fixed assets represent the whole of the issued share capital of Learning through Landscapes Limited, a company which is incorporated in England and Wales.

During the year this company did not undertake any activities and so has not been consolidated in these accounts.

11 Stock

	2009 £	2008 £
Stocks of videos and literature for resale	20,095	8,471

12 Debtors

	2009 £	2008 £
Trade debtors	164,125	153,415
Amounts due from subsidiary undertaking	5,714	5,724
Other debtors	-	1,375
Prepayments & accrued income	205,588	196,667
Total	375,427	357,181

All amounts are due within one year.

13 Creditors: amounts falling due within one year

	2009 £	2008 £
Trade Creditors	65,311	56,287
Taxation and social security	47,340	16,439
Other creditors	30,138	225,565
Accruals	53,632	121,773
Total	196,421	420,064

Other creditors in 2008 included an amount of £218,000 relating to grant award payments issued but not released to the recipients by the year end.

14 Transactions with trustees and connected persons

No trustee, or person related to or connected by business to them, has received any remuneration from the Trust, with the exception of the wife of M Denton-Thompson, Dr J Wood, who received £3,424 (2008: £3,247) remuneration in connection with her work for the Trust on the School Playing Fields Advisory Panel.

15 Trustee expenses

During the year four trustees received travelling expenses of £1,549 (2008: four trustees received £1,229).

16 Capital commitments

There were no capital commitments at either 31 March 2009 or 31 March 2008.

17 Operating leases

As at 31 March 2009, the group had annual commitments under non-cancellable operating leases as set out below:

	Land & Buildings		Other	
	2009	2008	2009	2008
	£	£	£	£
Operating leases which expire				
In one year	3,558	2,532	-	1,672
In two to five years	10,300	-	1,229	793
More than five years	-	9,100	-	-

18 Related party transactions

The amounts shown in note 12 as due from a subsidiary undertaking relate to Learning through Landscapes Limited.

19 Net assets by fund

	Unrestricted Funds	Restricted Funds	Total 2009	Total 2008
	£	£	£	£
Fixed assets	10,127	2,956	13,083	19,275
Net current assets	487,548	539,788	1,027,336	945,885
Net assets by Fund	497,675	542,744	1,040,419	965,160

20 Movements in funds

The charity's restricted funds comprise of the following unexpended balances held on trust to be applied for specific purposes in future periods.

	1 April 2008 £	Incoming Resources £	Outgoing Resources £	Transfers £	31 March 2009 £
Restricted funds:					
Supergrounds	325,900	978,336	(987,176)	-	317,060
LTL Cymru	-	165,728	(165,728)	-	-
Firm Foundations for Outdoor Play	-	122,209	(12,365)	-	109,844
RBS Sponsored Posts	-	99,204	(99,204)	-	-
Hearts & Minds	-	88,574	(88,574)	-	-
Grounds for Learning	-	88,498	(85,773)	-	2,725
Greener Grounds	43,600	52,734	(82,834)	-	13,500
Oxfordshire CC Partnership	-	41,448	(5,673)	-	35,775
Dream Playgrounds	200,600	39,375	(215,798)	-	24,177
Rent in Kind	-	36,000	(36,000)	-	-
John Laing School Grounds Awards	-	25,000	(23,000)	-	2,000
Swiss Cottage Place Shaping	-	22,675	(2,410)	-	20,265
Building Schools for the Future	-	22,314	(22,314)	-	-
DCSF Growing Schools Programme	-	21,675	(21,675)	-	-
Scotland HLF	8,100	20,754	(28,854)	-	-
Esmee Fairbairn	5,000	16,000	(17,000)	-	4,000
Camden Environmental Education Network	6,400	10,000	(13,123)	-	3,277
LOTG Quality Badge Training Programme	-	10,000	(10,000)	-	-
Training Into Practice	900	8,000	(8,900)	-	-
Clacks Film Project	-	7,996	(2,375)	-	5,621
Outdoor Resource Pack	-	4,500	-	-	4,500
Gardens for Good	-	1,500	(1,500)	-	-
Health4Schools	31,300	-	(31,300)	-	-
Learning Outside the Classroom	8,000	-	(8,000)	-	-
Total restricted funds	629,800	1,882,520	(1,969,576)	-	542,744
Unrestricted funds:					
Designated operating expenditure commitments fund	-	-	-	267,600	267,600
Designated accommodation reserve	-	-	-	36,000	36,000
Designated project expenditure commitments fund	-	31,749	(27,989)	-	3,760
Designated marketing and promotion fund	-	-	-	20,000	20,000
General funds	335,360	531,514	(372,959)	(323,600)	170,315
Total unrestricted funds	335,360	563,263	(400,948)	-	497,675
Total funds	965,160	2,445,783	(2,370,524)	-	1,040,419

Purpose of Restricted funds:

Supergrounds

This highly successful programme, sponsored by the Royal Bank of Scotland Group, provides awards to primary schools undertaking innovative grounds projects across the UK. In 2006 the programme was extended for a further three years, to 2010. The success of the programme has inspired the RBS Group to expand their investment in learning through play in the UK and internationally. LTL is providing expertise and practical assistance to ensure this expansion maximises opportunities for children's learning and development.

Participating schools have been nominated by RBSG employees and submit applications to be part of the programme that includes cash awards, on site support, resources and membership of LTL.

LTL Cymru

Grant funded by the Welsh Assembly Government and the Countryside Council for Wales, the LTL Welsh office was established in autumn 2007 as part of a three year all Wales initiative.

Firm Foundations for Outdoor Play

Programmes to provide support to Councils Early Years Teams to assist them meet their statutory duties to provide information advice and training to childcare providers. In 2008/09 the programme started with funding from Harrow Council and Bolton Council. The programme is due to expand in 2009/10 to other councils and childcare providers.

RBS Sponsored Posts

Funding provided by The Royal Bank of Scotland Group to recruit a Supergrounds Programme coordinator and dedicated RBS relationship management and communications capacity.

Hearts & Minds

This is a three year Heritage Lottery Funded Project that supports schools in linking teaching to aspects of local heritage ranging from the flora and fauna of the area to architecture and local history. It is a three year programme working in four of the nine regions (London, The South West, North East and Yorkshire & Humberside).

Grounds for Learning

Grounds for Learning is the Scottish Programme of LTL. GfL helps Scottish schools and early years settings to develop high quality grounds and the skills to use them as an effective educational resource that can deliver across all aspects of the Scottish *Curriculum for Excellence*. GfL supports a network of trained and accredited professional grounds advisers, delivers CPD training for teachers, organises Scottish national school grounds events, delivers innovative grounds projects across Scotland and promotes good practice to policy and decision makers throughout Scotland. GfL is funded by Scottish Natural Heritage, project sponsors and Scottish Local Authorities.

Greener Grounds

Sponsored by ExxonMobil, the 'Greener Grounds' initiative supports the development of school grounds for curriculum use. The programme includes the provision of consultancy, grants and membership of LTL for schools within ExxonMobil areas of operation in Fife, Aberdeen, Leatherhead and Fawley. In addition seven schools in Leatherhead benefit from HLF 'Space to Place' funding to sponsor local artists working with the schools.

Oxfordshire County Council Partnership

A partnership arrangement between Oxfordshire County Council and the Trust which aims to improve outdoor learning environments in early years, children's centres and schools across Oxfordshire.

Dream Playgrounds

A new national school playground competition implemented in 2007/08 providing £200,000 capital support for schools, sponsored by the Royal Bank of Scotland. This project aimed to get resources to schools in the most deprived neighborhoods across the UK.

Rent in kind

The Trust's offices are based in Hampshire County Council's offices in Winchester and are provided free of charge. The amount shown represents the Trustees estimate of the value of this office space.

John Laing School Grounds Awards

For the third consecutive year the John Laing Charitable Trust has sponsored a competition for all schools in London with a top prize of £3,000 from a total prize pot of £9,000. The Trust ran the competition, including a celebration event at the winning school and have provided membership packs to 53 schools. The total project grant was £25,000; the restricted fund represents just the proportion of the grant relating to the schools awards.

Swiss Cottage Place Shaping

LTL was commissioned by Camden Borough Council to develop a support package to help the BSF procurement process to deliver creative solutions for the use of shared outdoor space and to look at the relationship of the development to the wider public realm and the Place Shaping process.

Building Schools for the Future

LTL was commissioned by DCSF to work with CABE (Commission for Architecture and the Built Environment) the government's advisor on architecture and the built environment on the role of school grounds in the massive Building Schools for the Future capital programme.

DCSF Growing Schools Programme

The Department for Children, Schools and Families Growing Schools Programme managed by Farming & Countryside Education, to develop and pilot training for Landscape Architects, Garden designers and other professionals focusing on planting and growing in school grounds and on school capital programmes.

Scotland HLF

Heritage Lottery Funded project to deliver a Heritage project with six primary schools in Perth and Kinross, looking at their local heritage and replicating this in some way in their school grounds.

Esmee Fairbairn

Grant funded by the Esmee Fairbairn Foundation for establishing local networks of early years professionals throughout the UK.

Camden Environmental Education Network

The Camden project supports the Camden Environmental Education Forum to improve school grounds in Camden supported by the London Borough of Camden.

Learning Outside the Classroom Quality Badge Training Programme

A programme funded by the Department for Children, Schools and Families to produce high quality portable display panels to be used at events by members of the Schools Grounds Sector Partnership and to host two school grounds sector meetings to promote and disseminate the LOTC school grounds messages.

Training Into Practice

Training and accrediting early years and school grounds professionals to form a national network throughout the UK. Grant funded by the Esmee Fairbairn Foundation.

Clacks Film Project

A film project to capture some of the learning and outcomes of the Clackmannanshire training project on a short DVD, funded by Scottish Natural Heritage.

Outdoor Resources Pack

The Trust was contracted by the British Association for Early Childhood Education to produce an Early Education Resources pack.

Gardens for Good – One Million Green Fingers

Gardens for Good has been a partnership between Yorkshire Water and the trust to work with schools in Yorkshire and nominated by Yorkshire water employees to encourage children to be involved in growing vegetables in the school gardens. As well as designing and writing a series of information packs for use by schools LTL was involved in training local facilitators who will work on behalf of Yorkshire Water with the schools. We are also providing membership for those involved in the programme.

Health4Schools

2007/08 saw the Trust supporting KraftEurope in the fourth year of the Health4Schools programme. This has seen Gloucestershire schools well placed to meet the government's healthy schools' agenda. The Trust also carried out an evaluation of the Health4Schools programme that demonstrated the value of involving local communities in supporting schools with their growing clubs as a way of harnessing extra resources and expertise.

Learning Outside the Classroom

In the previous year the DCSF launched the Manifesto for Learning Outside the Classroom and commissioned LTL to pilot a training module for Initial Teacher Trainees on PGCE courses. The module covers Learning Outside the Classroom and is being piloted with five different student groups in four different Universities. The pilot will finish and be evaluated in 2007/8.

Purpose of Designated funds:

Operating expenditure commitments fund

The fund represents the Trust's total staff cost and lease commitments as at the year end.

Accommodation reserve

The Winchester and Wales office accommodation is becoming increasingly inadequate for the Trust's needs. The Trust is therefore planning to build up a reserve of funds towards procuring suitable, long term accommodation.

Project expenditure commitments fund

At the year end the Trust has four ongoing unrestricted funded projects. A proportion of the income earned in the year for each of these projects has been set aside to match the anticipated costs in 2009/10.

Marketing and promotion fund

The Trustees have designated a fund to underwrite the costs of marketing and promotion of the Trust's membership subscription offer.