

# THE GLADE CENTRE



ANNUAL REPORT &  
FINANCIAL STATEMENTS  
FOR YEAR ENDED  
31 MARCH 2021

powered by Jitsi

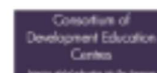
Equitable and sustainable  
partnerships – intermediate level



GTA-1



GTA-2



CHARITY REGISTRATION NUMBER 1104504  
COMPANY REGISTRATION NUMBER 5148165

# **ANNUAL REPORT AND FINANCIAL STATEMENTS FOR THE YEAR ENDED 31<sup>ST</sup> MARCH 2021**

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## Chair's Report

Although we have not yet seen off the pandemic, the world is starting to re-open and the need for global understanding remains as acute as ever. Cut backs in international aid seem to be precisely the opposite of what we should be doing when the World Health Organisation is making clear that we are none of us safe until we are all safe.

For GLADE, it has been another year when most of our activity has been on-line but, thanks to the quality of our offering and our range of collaborative activity with the network of development education centres, we continue to thrive. Our Programme Director, Lynn Cutler, has been professionally responsible for the development and enrichment of our programme, whilst adapting much of our work to on-line delivery. Teachers across the country have been taking up the opportunity to train for the Global Teacher's Award and we have been able to respond with a high-quality product, flexibly delivered.

Early in the year, the Trustees decided to invest some of our accruing surplus into developing a community-based initiative into a major bid to the Heritage Lottery Fund for a two-year project. With the help of Jess Witchell, the detailed bid for 'A Place Called Home' has just been submitted, following supportive feedback from HLF. We are very hopeful that this work, involving close contact with minority ethnic groups across Somerset, will help fulfil one of our current objectives to support the emerging Black Lives Matter movement.

In the build up to COP26 in Glasgow, we have also sought opportunities to be involved in the massive education programme which will be essential if attitudes and actions go through the change process in order to save the planet.

Our Programme Director has been overseeing the development of local initiatives, as well as delivering programmes, nationally and internationally, on behalf of British Council and others. As we approach the next round of bidding for government support for development education, we are confident that the excellent work we have been involved with over the last two years will be recognized and extended.

My thanks to Lynn, Jess and other colleagues who have sustained and expanded GLADE's work over the last year. Fellow Trustees have also been actively involved and we all remain committed to the ideals and objectives which first brought us into the organization.

Jon Gray  
November 2021

# Programme Director's Report

## Introduction

<https://glade.org/about/>

The GLADE Centre's strapline is "*building knowledge, skills and attitudes for change in a global society.*" Here at The GLADE Centre, we all believe global learning and development education is for everyone. We want it to be part of learning that takes place as we move through life, whether formally in an education setting or informally chatting over tea and cake! It is about respecting and recognising people's varied ways of life around the world, understanding the issues that affect people's lives and connect us all to each other. And importantly, it's about identifying what each of us can do for a fairer and more sustainable future for everyone. And then going ahead and doing it.

Through our activities, we support those with whom we work and collaborate to help them with:

- Developing knowledge and understanding of the economic, social, political, environmental and cultural issues that shape all our lives
- Identifying links and connections between the lives of people throughout the world, particularly between people in Somerset and people in developing countries / the Global South.
- Developing and exchanging skills of enquiry and critical thinking, and the ability to engage with different perspectives of the world and its issues.
- Developing attitudes and values that acknowledge rights and responsibilities in local and global communities
- Challenging preconceptions and stereotypes about people's behaviour and lifestyles
- Increasing motivation to make a difference in local communities as well as in our global society
- Creating and seeking opportunities for participation to achieve change for a more just society, now and for the future.

## Consortium of Development Education Centres - CODEC

<https://www.codec.org.uk/about-the-network/>

The GLADE Centre is proud to be part of the Consortium of Development Education Centres (CODEC), which brings together independent, not-for-profit organisations that support and deliver global learning in schools and communities across England. Each Development Education Centre (DEC) is locally based and is a dynamic and innovative centre of global learning. The DECs that are members of CODEC work in nearly 80 local authorities that

together include more than 13,000 schools—more than half the schools in England. Every year the DEC's reach thousands of teachers throughout the country through training, classroom support and project work. This national reach with local relationships, has resulted in opportunities for contracted delivery for British Council (CPD training offers) and Pearson (Local Advisor services and CPD workshops). In turn, this has brought in funding for The GLADE Centre which enables me to provide Global Learning Advisory services to schools across Somerset, North Somerset, Bristol, South Gloucestershire, Gloucestershire, BANES and Wiltshire. CODEC events we have taken part in this year include shared learning events, Conferences and AGM. This past year has seen greater collaboration across CODEC which looks to continue into 2022 and beyond.

#### *Delegates at CODEC Conference*



**During 2020 – 2021  
our activities were  
funded by:-**



#### **A few words about moving to online.**

<https://jitsi.org/about/>

Since late 2019 and early 2020, I've been running live online workshops, interactive webinars and meetings on Jitsi. I'd like to give recognition for the fantastic video conferencing solution available with Jitsi. It's encrypted, open source, and you don't need an account. Now I'm not what you'd call a tech person, I'm doing the best I can with what I feel is the best thing out there in the virtual world. Why? It's reliable, easy to use across country borders as well as within education and home settings.

Success for me is bringing people together around global citizenship themes and sustainable development, whether that's bringing teachers in UK schools together online with their partner teachers overseas, in countries where internet connection is through mobile phone technology often on palm-held devices. Sometimes on low bandwidth/ slow connection speeds yet sometimes at connection speeds I can only dream of. It might be working with

Trustees for a 'have a go' activity online, or having meetings with funders to pursue contracts and projects or running train-the-trainer courses with competent colleagues. When the focus of my sessions is on the interaction not on trouble-shooting the platform, or struggling with App. downloads, when people join with an easy weblink that means something to them, that for me is success!



## Projects and Contracts

### World Class Teachers – Global Issues, Global Subjects

<https://leedsdec.org.uk/climate-action-resources/>



This year saw the culmination of this Leeds DEC-led and EC-funded project. The GLADE Centre, along with Craven DEC were delivery partners, and for this final year, helped Leeds DEC to widen reach of the curriculum materials. The UN's Sustainable Development Goal for Climate Action was a starting point to develop a set of Big Ideas, providing a summary of the most important things young people need to know about climate change by the time they leave school. There is a complete set of learning outcomes and activities for Maths, Modern Foreign Languages, Science, RE & Citizenship, available for free download. In Somerset and the South West, we offered secondary teachers subsidised training with follow up mentoring support to help teachers build learning for climate action into their taught curriculum.

In response to requests for online activity, The GLADE Centre has pulled together a Climate Change Challenge to encourage people to Speak Out about the climate crises. We help CONNECT, CHALLENGE & CHANGE with a series of resources and activities for use with teenagers, families and community groups. The initial idea came to fruition after being a partner in this funded project, and thanks go to colleagues at Leeds DEC (CODEC) for permission to use the project materials. The activities can be found at;

<https://glade.org/resources/>

### **Local Advisor with Connecting Classrooms through Global Learning (CCGL)**

<https://connecting-classrooms.britishcouncil.org/about-1>

*“Young people in the UK and the Global South are better equipped to live and work in a global economy and to take action to tackle global poverty and achieve the Global Goals for Sustainable Development” (impact statement CCGL 2018)*

Earlier this year British Council confirmed they had agreed an extension with FCDO (Foreign, Commonwealth and Development Office) for Connecting Classrooms through Global Learning until March 2022, with Local Advisor roles ending on 17 December 2021. Due to global impacts of covid, CCGL postponed all face-to-face components of the programme including partnership visits for teachers and face-to-face professional development courses. The offers available to schools have been streamlined for online delivery: download resources, take a training course, find an international partner school, speak to an Advisor. This has brought with it challenges and opportunities for schools in partnership, my role as Advisor has been important in helping teachers refocus and restart their partnership activity, taking relationship-building and learning to virtual platforms.

What has been a challenge for some Advisors - the move to virtual platforms for support and training - has presented opportunities for me. I have built up a range of effective and enjoyable ways to support teachers, and for them to interact live, online. And I have built a reputation for this among colleagues in CODEC and within the CCGL Team at British Council. The live, online delivery enables me to support teachers

- in 13 schools, each with individual funding for one to one partnership activity (SW region)
- in 11 groups of schools with cluster-funding for partnership activity (SW region)
- in 6 clusters each of 10 partnered schools, moving through the early stage of new partnerships (internationally)

I have convened online meetings, liaison, workshops and interactive webinars on the Jitsi platform,

The rewarding part of moving online is that I get to help partner teachers meet live online, talk and learn together, and plan for partnership activity and teaching with their pupils. Partnership countries of the schools I support this way, include

- Middle East and North Africa – Egypt, Morocco
- Sub Saharan Africa – Ghana, Zimbabwe, Zambia, Tanzania, Uganda, Kenya
- South Asia – Nepal, Pakistan, Bangladesh

All teachers in these partnerships have managed to take part in online activity, webinars and bring their classrooms alive to each other without reciprocal visits. Moving into the final few months, I look forward to helping schools prepare for their own ‘what next’ and hope to continue the contact and relationships that being ‘online’ has brought.



**Global Teachers Award course (CPD offers within Connecting Classrooms through Global Learning)**

<https://www.codec.org.uk/courses/global-teachers-award/>

<https://glade.org/services/global-teacher-award-course/>



GTA-1



GTA-2

This delivery contract with British Council is held by Global Education Derby (GED) and managed jointly by GED and GLADE on behalf of CODEC. Yvonne (GED) and I coordinate delivery of the contract, from monitoring and reporting, attending quarterly meetings with British Council through to liaising and bringing together the most experienced trainers from CODEC, with the mentoring, supporting and troubleshooting their Global Teaching Award (GTA) course delivery and course reporting that this brings.

Originally a training offer for face to face delivery, from Spring 2020, GTA courses have all been run as live, online and proved popular. GTA-1 at intermediate level, recognises teachers' classroom practice and provides support to increase global learning within their everyday teaching.

Headline numbers demonstrate GTA-1 is 'overachieving' on numbers and yet remaining within the budget envelope for the contract.

Summer term 2020; 86 teachers attended 11 GTA-1 courses

Autumn term 2020; 48 teachers attended 6 GTA-1 courses

Spring term 2021; 43 teachers attended 7 GTA-1 courses

Summer term 2021; 67 teachers attended 8 GTA-1 courses

I am running GTA-1 courses once each term, recruiting teachers from Somerset and counties in the SW as well as attracting teachers from across the country. I secured agreement from British Council for a limited number of trainee teachers from SCIL to take part, building Global Teachers for the future. CODEC trainers liaise to ensure teachers can benefit from the funded courses within CCGL, discussions are starting to take place at SW regional level for beyond the fully-funded offer.

Spring Term 2021 saw the GTA-2 at advanced level undergoing small-scale delivery as a live, online course co-facilitated by Liz Roodhouse, a very experienced GTA trainer with Craven DEC and me. GTA-2 recognises and supports teachers to inspire and lead global learning with colleagues. Teachers are invited to take part, drawing on those who are already showing they inspire others and have the capacity to become leaders of global learning with their colleagues.



A sample of on the day feedback nationally from July 2021 course participants includes:-

*“Very insightful course and I really appreciated all the resources that were provided. It was also very useful to hear the perspectives and experiences of more experienced teachers and teachers working in a different demographic school.”*

*“It helped open up my eyes to simple tweaks that I can make to my teaching. As simple as using the compass to support questioning. I also have a bank of resources that I can use and share to support my planning and teaching.”*

*“I am going to revisit the whole school PSHE and RHE planning to ensure that there is a real emphasis on global learning.”*

*“I will adapt current planning to incorporate critical thinking activities”*

*‘Something I will change is I will use images to generate discussion that draws out similarities as well as some differences and use planning frameworks to guide my teaching.’*

The GTA-1 online course has achieved strong feedback with a score of 9.7 out of 10 on the post course survey direct to British Council

### **Equitable and Sustainable Partnerships online course .**

<https://glade.org/partnerships-online-course/>

My delivery of this live, online course takes place on behalf of Pearson for British Council as one of the suite of core courses within Connecting Classrooms through Global Learning. 2020 – 2021, saw me promote, recruit to and deliver four online courses, one per term. Thirty teachers took part and interacted online, including partner teachers from Morocco, Nepal, Uganda bringing different perspectives on partnerships. Endorsements include:-

*“I can now more clearly visualise how to develop our school partnership and have ideas about small steps / quick wins that will facilitate this.”*

*“As someone just setting out on a partnership project, it really enabled me to focus on what I want the partnership to achieve and how this could be carried out in a manageable and equitable way.”*

*“Very informative and motivating to get a partnership up and running properly*

## **Commissions and Collaborations**

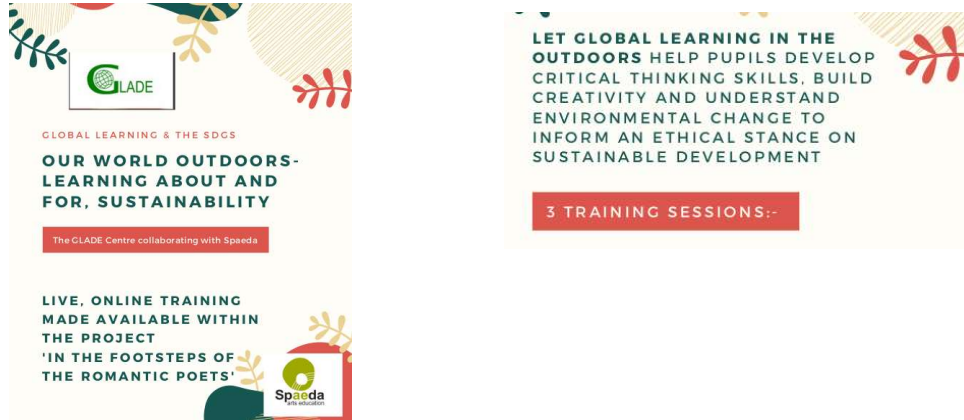
Over the year GLADE has carried out some commissioned delivery, that builds relationships with The GLADE Centre, widens reach and support for global learning and development education and brings opportunities for collaboration in the future. Key examples are shown below:-

### **Spaeda**

<https://www.spaeda.org.uk/post/stepping-out-of-the-classroom>

February 2020 saw me collaborate with long-standing friend of GLADE, Alice Crane, Artistic Director at Spaeda within their own Art project ‘In the Footsteps of the Romantic Poets’. I re-purposed three workshops from our ‘Global Learning Shorts’ menu for funded delivery to teachers drawn from primary schools in Bridgwater and West Somerset taking part in the

project. The live, online interactive workshops demonstrated The GLADE Centre's expertise in bringing global learning opportunities to Art, outdoor spaces and that critical reflection on local-global-local issues.



### Somerset Centre for Integrated Learning (SCIL)

Over the past 15 years or so, The GLADE Centre has advised and collaborated with the Somerset SCITT (school centred initial teacher training) from the days of Kit Whitely building the first Global Dimensions course for trainee teachers with Development Awareness Funding through to Bev Janes the Global Dimensions tutor. For the past 4 or 5 years, The GLADE Centre and been invited to input into the Global Conference within the ITE course. Term 1 saw me deliver live, online training to this year's cohort, with a focus on 'Diversity, Identity, Culture for global learning; developing a curiosity about Britain & the wider world as a global citizen'. Interaction encouraged trainees to 'have a go' as well as make changes to the activities so they could be useful in their school placements.

## Moving on 2021 - 2022

1. The GLADE Centre continues to be active in identifying and acting on opportunities, including being part of **Our Shared World**, (<https://oursharedworld.net/>) which CODEC co-chairs with SEEd, to support the Private Members Education (Environment and Sustainable Citizenship) Bill from Lord Knight of Weymouth *"to make provision in the national curriculum regarding sustainable citizenship and protection of the environment"*

2. **Action for change**, Development Education Centre South Yorkshire (DECSY; A CODEC member) has selected us to help with dissemination of training and teaching materials for teachers. Based around peaceful and non-violent Action for Change, we'll be releasing information about this in December ready for Spring Term 2022.

**3. Climate Justice training for trainee teachers;** we are one of 4 specialist training providers nationally, awarded funding to deliver a short (6-hour equivalent) training course on Climate Justice to trainee teachers in spring 2022. The training will introduce trainees to the concept of climate justice, through the lens of gender and human rights. We'll be working alongside CODEC member, Liverpool World Centre (in collaboration with TEESNet and funded by Oxfam).

**4. Erasmus+ funding;** CODEC member, Global Education Derby (GED) has included us in its TalentEd project which explores how the approaches of global learning can add value to entrepreneurship education, focusing on core skills of creativity, critical thinking, collaboration and citizenship to help young people develop the inventiveness needed for successful social and economic enterprise. Project partners are in Germany, Estonia, Slovenia and Turkey.

**5. Heritage project application;** 'A Place Called Home' will focus on the lived experience, stories and cultural traditions of people from Black, Asian and minority ethnic (BAME) backgrounds living in Somerset. Somerset is a rural county with an increasingly diverse population, but the histories and present-day experience of people who have made this county their home, are often hidden. This project will build awareness, understanding and engagement with Somerset's community heritage. Having consulted and gained enthusiastic support from diverse community groups in Somerset, my thanks go to GLADE Associate Jess Witchell who's worked alongside me on this, and the backing of The GLADE Centre Trustees, that has helped to make this exciting submission and take a strategic step forward. We await the outcome.

**My heartfelt thanks goes out to The GLADE Centre's Trustees and volunteers, for being real team players and supporting GLADE through these unusual times. And now as we all begin to think about face to face and in person workshops and meetings, and progress ideas to full applications for funding I hope they feel proud of the changes we've made and the stronger position The GLADE Centre is in. I feel we're better equipped for the 21<sup>st</sup> Century!**

Lynn Cutler,  
November 2021

## FINANCIAL STATEMENTS FOR THE YEAR ENDED 31<sup>ST</sup> MARCH 2021

### LEGAL AND ADMINISTRATIVE INFORMATION

WORKING NAME	Glade
CHARITY NUMBER	1104504
COMPANY REGISTRATION NUMBER	05148165
START OF THE FINANCIAL YEAR	1 <sup>st</sup> April 2020
END OF FINANCIAL YEAR	31 <sup>st</sup> March 2021
DATE OF INCORPORATION	8 <sup>th</sup> June 2004
DIRECTORS AT 31 <sup>ST</sup> MARCH 2021	
Jonathan Frederic Gray (Chair)	Laura Tilling (Secretary)
Janet Wingfield	Sandra Aldworth (Treasurer)
Elizabeth Idan-Johnson	Olivier Bagnara
Robin Russell	
GOVERNING DOCUMENT	Memorandum & Articles of Association Incorporated 8 <sup>th</sup> June 2004
OBJECTS	To advance the education of the public in all matters relating to World and community development including cultural, economic, environmental issues and other related aspects.
CORRESPONDENCE ADDRESS	The Glade Centre Resources for Learning Parkway Bridgwater, TA6 4RL
PRIMARY BANKERS	Unity Trust Bank PLC Nine Brindley Place, 4 Oozells Square Birmingham B1 2HB
REPORTING ACCOUNTANTS	Roberts and Madge Limited 68 Lower Bristol Road Clutton Bristol, BS39 5QT

## STATEMENT OF FINANCIAL ACTIVITIES FOR THE YEAR ENDED 31<sup>ST</sup> MARCH 2021

Incorporating Income & Expenditure Account

INCOMING RESOURCES		Unrestricted	Restricted	TOTAL	2020
		£	£	£	£
Donations Legacies and Similar Incoming Resources	3a	5	-	5	5
Incoming Resources from Operating Activities	3b	30,066	-	30,066	33,530
Investment Income	3c	-	-	-	-
Other Income	3d	-	-	-	-
<b>TOTAL INCOMING RESOURCES</b>		<b>30,066</b>	<b>-</b>	<b>30,066</b>	<b>33,535</b>
<b>RESOURCES USED</b>					
Grants Payable in Furtherance of Charity Objects	4a	-	-	-	-
Costs of Activities in Furtherance of Charity Objects	4b	23,550	-	23,550	23,576
Support Costs	4c	1,020	-	1,020	791
Resources Expended on Managing and Administering the Charity	4d	286	122	408	592
<b>TOTAL RESOURCES USED</b>		<b>24,856</b>	<b>122</b>	<b>24,978</b>	<b>24,959</b>
<b>NET RESOURCES (OUTGOINGS)</b>		<b>5,210</b>	<b>(122)</b>	<b>5,088</b>	<b>8,576</b>
Total Funds Brought Forward		17,332	488	17,820	9,244
Total Funds Transferred		-	-	-	-
<b>TOTAL FUNDS CARRIED FORWARD</b>		<b>22,542</b>	<b>366</b>	<b>22,908</b>	<b>17,820</b>

Movements on all reserves and all recognised gains and losses are shown above. All of the charity's operations are classed as continuing.

The notes on pages 6 to 11 form part of these financial statements.

## BALANCE SHEET AS AT 31<sup>ST</sup> MARCH 2021

	Note	2021	2020
Fixed Assets		£	£
Tangible Assets	2	443	591
Current Assets			
Stock	6	200	200
Debtors	8	4,088	7,658
Cash at Bank and in hand	7	<u>21,499</u>	<u>13,642</u>
		25,787	21,500
Creditors: amounts falling due within one year	9	<u>3,322</u>	<u>4,271</u>
NET CURRENT ASSETS		<u>22,465</u>	<u>17,229</u>
TOTAL ASSETS LESS CURRENT LIABILITIES		<u>22,908</u>	<u>17,820</u>
NET ASSETS		<u>22,908</u>	<u>9,244</u>
CAPITAL AND RESERVES			
General Funds		22,542	17,332
Restricted Funds	5	366	488
		<u>22,908</u>	<u>17,820</u>

The Directors have:

- a) taken advantage of the Companies Act 2006 in not having these Accounts audited under Section 477(2) of the Act.
- b) Confirmed that no notice has been deposited under Section 476 of the Companies Act 2006.
- c) Acknowledged their responsibilities for ensuring that the Company keeps accounting records which comply with Section 386 of the Companies Act 2006.
- d) Acknowledged their responsibilities for preparing Accounts which give a true and fair view of the Company as at the end of the year and of its surplus or deficit for the financial year in accordance with the requirements of the Companies Act 2006, so far as applicable to the Company.
- e) Taken advantage of the exemptions conferred by the Companies Act 2006 on the basis that the Company qualifies as a small company.

Approved by the Board

J Gray (Chair)

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31<sup>ST</sup> MARCH 2021

### 1. ACCOUNTING POLICIES

The accounts have been prepared in accordance with applicable accounting standards and follow the recommendations in Statement of Recommended Practice: Accounting for Charities (SORP) issued in October 2000 as updated January 2003.

Voluntary income is received by way of donations and gifts. It is shown in full in the Statement of Financial Activities, when received. Gifts in kind are valued at their estimated value to the charity and are included under the appropriate headings.

Intangible income is valued and included in income to the extent that it represents goods or services where another party is bearing the financial cost and the benefit is quantifiable. Where it is difficult or not possible to quantify the benefit, or where there is no financial cost borne by another party (eg. Volunteers), the accounts do not include the intangible income.

Grants, including grants for the purchase of fixed assets, are recognised in full in the Statement of Financial Activities in the year in which they are received.

Restricted funds are to be used for the specific purposes as required by the donor. Expenditure which meets these criteria is allocated to the relevant fund. Income derived from these funds is retained within the funds concerned. Designated funds are unrestricted funds which the trustees have designated to be used for a specific purpose. Where these funds yield investment income, this is available for general purposes. Unrestricted funds are funds which are not designated or restricted.

There has been no change to the accounting policies (valuation rules and methods of accounting) since last year.

Depreciation is calculated at a rate to write off the cost of tangible fixed assets on a reducing balance basis over their estimated useful lives. The rates applied per annum are as follows:

Fixtures and Fittings	25%
Equipment	25%

### 2. TANGIBLE FIXED ASSETS

	General Equipment £	General F& F £	Restricted Equipment £	Total £
EQUIPMENT				
Cost at 1 April 2020	6,044	1,574	17,172	24,790
Disposals				
Cost at 31 March 2021	<u>6,044</u>	<u>1,574</u>	<u>17,172</u>	<u>24,790</u>
Depreciation at 1 April 2020	5,950	1,565	16,684	24,199
Charge for the year	24	2	122	148
Depreciation at 31 March 2021	<u>5,926</u>	<u>1,567</u>	<u>16,806</u>	<u>24,347</u>
Net Book Value 31 March 2021	<u>70</u>	<u>7</u>	<u>366</u>	<u>443</u>
Net Book Value 31 March 2020	<u>94</u>	<u>9</u>	<u>488</u>	<u>591</u>



**THE GLADE CENTRE**  
**A Company Limited by Guarantee**  
Charity Registration No. 1104504; Company Registration No. 5148165

**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31<sup>ST</sup> MARCH 2021**

**3. INCOMING RESOURCES**

	Unrestricted Funds £	Restricted Funds £	Total 2020/21 £	Total 2019/20 £
<b>a) Donations Legacies and similar incoming resources</b>				
Grants	-	-	-	-
Donations	-	-	-	5
	-	-	-	5
<b>b) Incoming resources from operating activities</b>				
Sessions and Work Done	30,066	-	30,066	33,530
Loan of resources	-	-	-	-
Friends of Glade	-	-	-	-
	30,066	-	30,066	33,530
<b>c) Investment Income</b>				
Bank Interest	-	-	-	-
	-	-	-	-
<b>d) Other Income</b>				
Sundry Income	-	-	-	-
	-	-	-	-

NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31<sup>ST</sup> MARCH 2021

**4. RESOURCES EXPENDED**

	Unrestricted Funds £	Restricted Funds £	TOTAL 2020/21 £	TOTAL 2019/20 £
<b>a) Grants payable in Furtherance of Charity Objects</b>				
Grants	-	-	-	-
<b>b) Costs of Activities in Furtherance of Charity Objects</b>				
Salaries	21,594	-	21,594	19,489
Sub Contractors fees	-	-	-	-
Travel & Workshop costs	-	-	-	2,194
Premises Costs	1,956	-	1,956	1,893
	<u>23,550</u>	<u>-</u>	<u>23,550</u>	<u>23,576</u>
<b>c) Support Costs</b>				
Telephone & Internet	440	-	440	498
Homeworking Cost	312	-	312	-
Other Office expenses	268	-	268	293
	<u>1,020</u>	<u>-</u>	<u>1,020</u>	<u>791</u>
<b>d) Resources expended on Managing and Administering the Charity</b>				
Insurance	188	-	188	188
Conference	-	-	-	135
Bank Charges	72	-	72	72
Depreciation	26	122	148	197
	<u>286</u>	<u>122</u>	<u>408</u>	<u>592</u>

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31<sup>ST</sup> MARCH 2021

### 5. RESTRICTED FUNDS

Balance 1 April 2020	Transfer	Expenditure	Balance 31 March 2021
£	£	£	£
488	-	122	366
<u>488</u>	<u>-</u>	<u>122</u>	<u>366</u>

The restricted funds of the charity are represented by tangible fixed assets .

### 6. STOCK

Stock is made up of teaching materials and goods purchased for resale in order to generate funds in furthering the charity's objects and is valued at the lower of cost and net realisable value.

### 7. CASH AT BANK AND IN HAND

	2021 £	2020 £
Current Account	21,460	13,603
Deposit Account	4	4
Petty Cash	35	35
	<u>21,499</u>	<u>13,642</u>

### 8. DEBTORS

	2021 £	2020 £
Debtors Control	4,088	7,658
Prepayments	-	-
	<u>4,088</u>	<u>7,658</u>

### 9. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2021 £	2020 £
Creditors Control	3,122	4,071
Accountancy Fees	200	200
	<u>3,322</u>	<u>4,271</u>

£

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31<sup>ST</sup> MARCH 2021

### 10. STAFF COSTS AND NUMBERS

	2021 £	2020 £
Gross Wages and Salaries	21,177	19,445
Employers Pension Contribution	635	44
Provision for Taxes written back	(218)	
	<u>21,594</u>	<u>19,489</u>
Employees who were engaged in each of the following activities:		
	2021	2020
Activities in furtherance of organisation's objects	1	1

No employees received emoluments over £50,000.

### 11. RECONCILIATION OF MOVEMENT ON CAPITAL AND RESERVES

The Company is limited by Guarantee and is a Charity registered with the Charity Commission number 1104504 and does not have a share capital. The company has no income subject to Corporation Tax.

	Note	2021 £	2020 £
Balance brought forward		17,820	9,244
(Deficit)/Profit for the financial year		5,088	8,576
		<u>22,908</u>	<u>17,820</u>

### 12. RISK ASSESSMENT

The directors actively review the major risks which the charity faces on a regular basis and believe that maintaining the free reserves stated combined with the annual review of the controls over key financial systems carried out on an annual basis will provide sufficient resources in the event of adverse conditions. The directors have also examined other operational and business risks which they face and confirm that they have established systems to mitigate the significant risks.

### 13. RESERVES POLICY

The directors have considered the level of reserves they wish to retain, appropriate to the charity's needs. This is based on the charity's size and the level of financial commitments held. The directors aim to ensure the charity will be able to continue to fulfil its charitable objectives even if there is a temporary shortfall in income or unexpected expenditure. The directors will endeavour not to set aside funds unnecessarily.

## **ACCOUNTANTS REPORT TO THE MEMBERS ON THE UNAUDITED ACCOUNTS OF THE GLADE CENTRE**

We report on the accounts for the year ended 31 March 2021 set out on pages 3 to 10.

### **Respective responsibilities of directors and reporting accountants.**

As described on page 5 the trustees, who are also the directors of The Glade Centre for the purpose of company law, are responsible for the preparation of the accounts, and they consider that the company is exempt from an audit. It is our responsibility to carry out procedures designed to enable us to report our opinion.

### **Basis of opinion**

Our work was conducted in accordance with the Statement of Standards for Reporting Accountants, and so our procedures consisted of comparing the accounts with the accounting records kept by the company, and making such limited enquiries of the officers of the company as we considered necessary for the purpose of this report. These procedures provide only the assurance expressed in our opinion.

### **Opinion**

In our opinion:

- the accounts are in agreement with the accounting records kept by the company under the Companies Act 2006.
- having regard to, and on the basis of, the information contained in those accounting records
  - the accounts have been drawn up in a manner consistent with the accounting requirement specified in the Act; and
  - the company is satisfied the condition for exemption from an audit of the accounts for the year specified in section 476 of the Act and did not, at any time within that year, fall within any of the categories of companies not entitled to the exemption specified in the Act.

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Date