THE LEARNING THROUGH LANDSCAPES TRUST

England & Wales · Charity number 803270

Details

Other names	LTL
Status	Registered
Legal form	Charitable company
Company number	02485660
Registered	1990-04-23
Register	View on the Charity Commission register

Contact

Address	Learning through Landscapes The Point Leigh Road Eastleigh Hampshire SO50 9DE
Phone	01962392932
Email	enquiries@ltl.org.uk
Website	www.ltl.org.uk

Activities

Objects: THE PROMOTION OF EDUCATION AND RESEARCH IN THE PRINCIPLES AND OF THE RAISING OF STANDARDS OF PRACTICE IN THE MANAGEMENT OF EDUCATIONAL RESOURCES, AND THE PUBLICATION OF THE USEFUL RESULTS OF ALL SUCH RESEARCH.

Activities: LTL undertakes research, gives advice, encourages action and supports all those who care about making the most of school grounds, including encouraging young people to have a say in the way their grounds are used and improved. We work with government agencies, other charities and businesses, and run a number of programmes for school communities and early years settings throughout the UK.

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Classification

- **How:** Makes Grants To Organisations, Provides Services, Provides Advocacy/advice/information, Sponsors Or Undertakes Research, Other Charitable Activities
- **What:** General Charitable Purposes, Education/training, Arts/culture/heritage/science, Environment/conservation/heritage
- **Who:** Children/young People, Elderly/old People, People With Disabilities, The General Public/mankind

Geography

- Northern Ireland
- Scotland
- Throughout England And Wales

Finances

Period end	Income	Expenditure	Assets	Employees
2025-03-31	£1,927,937	£1,751,747	£641,664	37
2024-03-31	£1,921,497	£1,834,620	£465,474	37
2023-03-31	£1,538,336	£1,668,260	£378,597	31
2022-03-31	£1,516,594	£1,659,003	£508,521	33
2021-03-31	£1,074,309	£1,195,377	£650,930	22

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Trustees

Name	Role	Appointed
Juno Hollyhock	Chair	2023-03-30
Catherine Elizabeth Beith		2019-10-29
Chanel Annabel McPherson-George		2020-10-20
Chloe Diane Atkins		2026-02-10
DAVID EDWARD COLEMAN		
Dr Gill Francis		2024-10-23
MERRICK HUGH DENTON -THOMPSON OBE		
Michael John Greenaway		2013-10-28
Philip Thomas Edward Sanderson		2019-10-29
SUSAN HUMPHRIES OBE MA		

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THE LEARNING THROUGH LANDSCAPES TRUST

England & Wales - Charity number 803270

Accounts



The Learning through Landscapes Trust

Annual Report 2024–25

Learning through Landscapes

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Registered charity no. in England and Wales 803270 and in Scotland SCO38890
Company number 02485660

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This year has seen Learning through Landscapes (LtL) look outwards as we seek to increase the number of schools taking part in our projects.

With over 10% of UK schools having taken up a Local School Nature Grant and LtL leading the early years engagement of the National Education Nature Park (NENP) programme, we are focusing more on the importance of outdoor learning, play, and climate curriculum throughout a young person's education.

Inwards, we have focused on building our skills as a team to better support schools and settings to respond to the pressing issue of climate change. We are grateful to receive funding which allows us to develop a world-leading programme in climate education and we have set out to prioritise this work for the next three years. This will allow us the space and time to work with schools, local authorities, and governments to understand the role we can play in helping tackle so many of the challenges facing schools and early years settings.

This year also saw LtL's work continue to have a global impact as we took over running the Outdoor Classroom Day campaign. LtL have supported the campaign since its inception and we hope to continue to grow its reach which currently stands at over 12 million children in over 180 countries.



As I write this introduction, my final one as CEO of Learning through Landscapes, I feel a deep sense of pride in all that we have achieved together. Over the past year, we have grown our impact not only through direct work with schools and early years settings, but also by influencing the policies and systems that shape the lives of children and young people across the UK.

Our commitment to ensuring every child has access to high-quality outdoor learning, play, and connection with nature has never been stronger. This year we have made significant strides in policy and advocacy, building on our long-standing relationships with government departments, educational leaders, and environmental bodies. Through our role in projects like the DfE National Education Nature Park and our Climate 180 project, we are demonstrating how evidenced-based outdoor learning and improved school grounds can help address the triple crises of climate, nature, and wellbeing.

I am particularly proud of how we have begun to embed our evidence and expertise into national conversations. Outdoor learning is increasingly recognised as a vital part of a child's education, not just a 'nice to have'. By engaging with policymakers, we are securing commitments that will outlast any single project and ensure that outdoor learning is fully integrated into the curriculum and the design of school grounds for generations to come.

As I prepare to hand over the leadership of LtL, I am confident that the charity is in a strong position to continue this vital work. Thank you to our partners, supporters, staff, trustees and, most importantly, the educators and children we work with every day. I am proud to have spent the past eight years working alongside the amazing LtL team, reimagining what childhood could look like, one full of nature, play, experiential learning… and, most importantly, fun!

Carley Sefton
(Former CEO)
The Learning through Landscapes Trust



This has been a year of growth and influence for Learning through Landscapes. We have seen the charity reach more children, schools and early years settings while shaping the policy landscape in ways that will create lasting change. Our role in national initiatives such as the National Education Nature Park, the growing impact of our Climate 180 project, and the large-scale delivery to over 10% of UK schools of Local School Nature Grants reflects the credibility and expertise LtL now brings to the table.

The Board is proud of the clarity of vision set out in the new business plan, which will launch next year. It will strengthen our focus on early years, inclusion and climate education while ensuring we remain financially sustainable and equipped to respond to the needs of schools and children.

We are deeply proud of the impact the LtL team has delivered this year. From influencing government policy to supporting educators on the ground, their dedication and passion are evident in every project, every training session and every conversation with schools. We know that this work is not easy. Schools and early years settings face immense pressures and yet the LtL team continues to offer solutions that inspire and empower educators, always with children's needs at the centre.

On behalf of the trustees, I would like to thank the entire LtL team for their passion and dedication. I would also like to pay tribute to Carley. Under her leadership the charity has become a respected voice in national policy, a trusted partner for schools, and a champion for every child's right to play and learn outdoors.

We are excited for the next chapter of Learning through Landscapes and are confident the charity is in an excellent position to deliver even greater impact and growth in the years to come.

Juno Hollyhock
Chair of the Board



Our Vision, Mission, and Impact

Our vision is a society where every child experiences high-quality learning and play in school grounds as a regular, essential, and valued part of their education.

Our Mission

Our mission is to facilitate positive outdoor learning and play experiences by inspiring and enabling cultural change in schools and early years settings, and supporting the transformation of school grounds and outdoor spaces. We achieve our mission through three main avenues:

- We provide resources, training, and funding to help educators develop the skills and confidence to deliver curriculum-led outdoor learning and high-quality outdoor play at school.
- We champion the importance of rich environments for outdoor learning and play while supporting the development of climate-ready school grounds through our advocacy and consultancy work.
- Through our projects like My School, My Planet, we nurture nature connection in children by providing valuable outdoor experiences to pupils who typically spend the least time in the natural world.

We know that outdoor learning and play:

- Enrich the curriculum by providing hands-on, meaningful, and memorable experiences that cater to diverse learning styles and abilities;
- Foster a deeper connection to nature, bringing climate education to life and empowering children to make a difference;
- Promote physical and mental health and wellbeing, leading to better behaviour, stronger relationships, and increased engagement with the school day.

Our Impact

We help children and young people to connect with nature, become more active, learn outdoors and have fun. Our unrivalled expertise is based on three decades of experience, practical action and research, and has led to our reputation as the UK's leading charity dedicated to enhancing outdoor learning and play.

£35m

given to schools and early years settings for outdoor learning and play

10%

of UK schools and early years settings have received our face-to-face training

17.5m

children and young people impacted by our work



Projects

Thank you to all our project partners, consultants, funders and supporters for your guidance and assistance over the course of this year.

Project Partners and Consultants

ActionFunder · CAPE · Cool Schools · Instituto Alana · Movimento Bloom · National Park Trust · Nature Play WA · Naturskolan i Lund · Play Scotland · Scottish Government (Scottish Outdoor Learning Strategic Working Group, SOLSWG) · South Downs · UNICEF

Funders and Supporters

Allan & Gill Gray Philanthropies · Corra Foundation · National Lottery Heritage Fund · NatureScot · People's Postcode Lottery Trusts (People's Postcode Trust, Postcode Community Trust, Postcode Local Trust, Postcode Neighbourhood Trust, Postcode Places Trust, Postcode Society Trust) · RHS · The Department for Education · The Erasmus Programme · The Natural History Museum

Education Policy and Infrastructure Programme

This three-year initiative is focused on driving meaningful change in the legislation, policy, and guidance governing school grounds across all four UK nations. Much of the primary legislation relates to school premises, particularly outdoor spaces. The Regulations date back to the 1960s and 1970s, with only limited updates in the mid-2000s. Since then, our education systems and societal priorities have evolved significantly. We now face a climate and nature emergency, and children's access to safe outdoor spaces for learning, play, and sport has declined markedly.

In partnership with the Education Policy Institute, we hosted two national roundtable events, joined by Steven Morgan MP, Minister for Early Education. These sessions brought together key stakeholders to shape a shared vision and strategy for the future of school grounds. We envisioned a future for school grounds that responds to the climate crisis, supports community wellbeing, and enhances outdoor learning opportunities. The report is available on our website.

In Scotland, we continued our advocacy work to influence the long-delayed consultation on new school premises regulations. A major milestone was the completion of the Scottish School Grounds Survey 2025, which provided robust new data to inform policy discussions at the government level.

Cool Schools: Nature-Based Climate Action from Schools to Cities

Cool Schools was a multi-discipline research project analysing the co-benefits of implementing nature-based solutions in school grounds in response to climate change. The project ran from March 2022 to February 2025 with LtL represented on the Advisory Board. Key findings from the research included:

- Schoolyards represent a valuable opportunity to enhance urban biodiversity and stop its decline as they increase connections between green areas within cities.
- First results show a consistent protective effect of school green spaces on the total of difficulties and hyperactivity or inattention symptoms.
- The quality of stakeholders' engagement is fundamental from a justice and inclusion perspective.

Climate School 180

2024-2025 was the second year of generous funding by the Allan & Gill Gray Philanthropies for our Climate Education and Action project. This initiative focuses on learning what quality climate change education looks like, and how school grounds can support climate action as part of a learning process. We have partnered with Stirling University, who have taken forward early learning from our staff development programme and fed back into our schools training programme.

Over this period, we have received 154 applications from primary and secondary schools across four rounds, with over 300 staff signed up for the CS180 online training. With the support of a LtL Delivery and Training Officer, each participating school will undergo a school grounds climate audit, receive a half-day staff workshop, and a four-month follow-up.

Climate School 180 continues to lay the foundations for schools to develop climate adapted and nature rich spaces, alongside threading the themes of climate science, social and personal impacts across the curriculum, whilst actively developing nature-based solutions in school grounds.



"The training has cemented our intention to make sure that sustainability and high-quality climate education are woven through everything we do at Tindal."

Claire Smith
Operations Manager,
Ark Tindal Primary Academy

Outdoor Classroom Day

In 2023, Learning through Landscapes proudly took on the stewardship of Outdoor Classroom Day, a global campaign we'd already supported for over ten years. With more than 12.5 million children having taken part to date, the movement continues to inspire schools to embrace the benefits of outdoor learning. The campaign runs twice a year, with schools around the world joining in on 23 May and 7 November in 2024.

Led by educators and supported by a network of NGOs across the globe, Outdoor Classroom Day has reached over 120,000 schools in more than 150 countries. It empowers teachers to take learning beyond the classroom and embed outdoor experiences into everyday teaching. As we look ahead, we're excited to grow the campaign and share global experiences, practical resources, and inspiring stories from schools championing outdoor learning around the world.

Nurturing Nature

We have delivered the Nurturing Nature: Family Learning in Local Greenspace course for over 12 years, working alongside staff and families in early years settings across Scotland. The project focuses on the power of interactions between children, staff and caregivers in nature to engage and inspire families, building relationships and developing real-world skills.

We wanted to ensure that this successful in-person project had a broader, sustained legacy so have spent the last year working across the whole of Scotland, offering courses in collaboration with local authorities to provide staff training to early years practitioners to build their skills in using outdoor spaces to support families. Training events have had an enormous impact, raising the engagement with individual families by over 250% compared to the previous year whilst embedding knowledge within settings and building staff confidence with using local greenspace to facilitate play interventions with their families.

We are delighted to continue working with Corra Foundation (Children, Young People, Families and Early Intervention & Adult Learning and Empowering Communities Fund) in 2025/2026 and will deliver more training events in Local Authorities alongside targeted in-person support for settings; to work effectively with families, access their local environments and create a sense of belonging in their community.



Sensory Explorations of Nature in School Environments

Sensory Explorations of Nature in School Environments (SENSE) concluded in early 2025. This research project, a partnership between Open University, Edinburgh University and LtL explored the importance of touch in exploring nature, and how digital/mechanical devices can replicate that touch. This allows learners to experience such things as stroking a bee or different bark surfaces — things which are either impossible or difficult to offer as experiences in all schools.

You can read the learning on the dedicated SENSE website.

Local School Nature Grants

Funded by the players of the People's Postcode Lottery, our Local School Nature Grants (LSNG) give early years settings and schools across England, Scotland, and Wales the opportunity to access staff training and £500 of outdoor learning equipment.

In Phase 8 of our LSNG programme, delivered between April 2024 and March 2025, we awarded 525 grants. While this was fewer than the previous year, the continued support and encouragement from the People's Postcode Lottery enabled us to expand our LSNG XL initiative — a year-long programme designed for schools that have previously received an LSNG grant. As part of this enhanced offer, we awarded 24 LSNG XL grants.

Currently in Phase 9 of the programme, we have awarded 464 grants and further expanded the LSNG XL initiative with 36 year-long programmes. Each year, we continue to build on the success of these initiatives, further enhancing outdoor learning opportunities for schools across Great Britain.

Learning through Landscapes' Training and Development Officers continue to travel far and wide across the country, delivering training to teachers, assistants, lunchtime supervisors, grounds staff, and many more, supporting them to teach the curriculum outdoors.



Climate Ready School Grounds

Our Climate Ready School Grounds project explored how nature-based adaptions can be applied in school grounds. Working in partnership with Architecture & Design Scotland, this year-long project examined opportunities on both new build sites with architects and landscape architects, as well as renovations of existing sites led by school communities. We are proud to say that the vision and advice this programme created has been accepted into Scottish policy and has been picked up by many other schools and organisations across the UK.

Climate Ready School Grounds highlighted the opportunity for learners to be fully involved in decision making and implementing changes, creating living laboratories which will evolve over time as the learners, and our climate, continue to change. This paved the way for our Climate School 180 project, where we have sought to explore the educational benefits and policy changes required to truly transform climate education and school grounds.

National Education Nature Park

The National Education Nature Park (Nature Park) continues to grow with more than 1 in 5 schools in England now registered on the programme. The Nature Park has been commissioned by the Department for Education as part of their sustainability and climate change strategy. It is led by the Natural History Museum with the RHS leading the delivery on the ground.

LtL staff are located in the West and East Midlands as well as leading the early years aspects of the project. The RHS team covers the remaining areas of England with everyone working closely together to ensure all schools are supported throughout the country.

Schools have been mapping their site boundaries and habitats onto a digital platform with the results being shown on a country-wide map on the project's home page. Pupils then plan changes to their grounds to help increase biodiversity with targeted grants from the DfE reaching those most in need. These changes are now being seen across England and include new ponds, vertical planting and raised beds.

Scottish School Grounds Survey

In partnership with Nature Scot and Play Scotland, we repeated our 2005 survey of school grounds in Scotland. Authored again by Professor John McKendrick, this survey sought information about the physical spaces and the use for learning, sport and play.

Over 40% of Scottish schools volunteered their time to answer over 60 questions, a reflection of the value that schools place on the outdoor spaces they have. The survey will offer a unique comparison of what has changed in all things school grounds over the last 20 years, a time of significant change in education, play, health, climate and nature policy and practice.

The full report is in its final stages of review and will be launched in Autumn 2025. Our earlier short report, launched in June, has already gained traction at the highest level in Scottish Government.



Training and Consultancy

In 2024–25, our training and consultancy services continued to support schools, early years settings, and education partners across the UK and beyond. We delivered a wide range of in-person sessions, from one-off twilight workshops and advisory visits to multi-day programmes and long-term partnerships. Our work spanned urban and rural settings, with a strong presence in Scotland and growing demand across England, Wales, and internationally.

We worked with individual schools and nurseries, as well as local authorities and multi-academy trusts. This year's delivery included a rich mix of topics, from fire lighting and outdoor maths to playtime transformation and whole-school approaches to outdoor learning.

While in-person training remains the core of our offer, we continue to complement this with online training and membership services. These digital channels are helping us reach more educators with flexible, accessible support, and this is an area we're committed to developing further.

Our consultancy and training work is not only a key source of income but also a vital way we embed outdoor learning into everyday practice. We're proud of the impact we've made this year and grateful to the schools, settings, and partners who have worked with us to bring learning outdoors.



Forest Kindergarten

The SQA accredited Forest Kindergarten Award continues to be an important part of our early years work, with many settings in Scotland offering regular, off-site visits as an embedded part of their early years offering. Open and Local Authority courses continue to provide professional development for staff across the sector.

In 2024-25, we ran six courses. Improvements to the assessment process, using our online platform to create a user-friendly experience for participants to submit work, have been well received by both assessors and participants. This approach was commended during our recent systems verification assessment with the awarding body.

We are seeing the positive impact of this training on early childhood education practices and staff reporting significant health and wellbeing benefits for themselves as well as the children.

> *"Forest Kindergarten sessions are my favourite part of the week. We feel calmer when we are in the open air and are becoming more confident each week. The sessions are improving not just the children's mental health but ours too!*
>
> *I am delighted that my feedback to other staff who work higher up in the school, the response from the children, and the feedback from parents now means that Forest sessions are being introduced across the whole of the school.*
>
> — Forest Kindergarten Leader course attendee



Accreditation

Our LtL Professional Accreditation programme remains a cornerstone of our work to grow and support high-quality outdoor learning and play. This year, we delivered a two-day training course in Thatcham, Berkshire, welcoming both new staff and external participants into the programme.

The LtL Accredited Network continues to expand, bringing together a diverse group of skilled professionals, trained and approved by Learning through Landscapes. With backgrounds in education and landscape design, these individuals help us extend our reach and impact across the UK. They deliver training and advice, supporting the schools and early years settings we work with.

This trusted network enables us to deliver projects of varying scale and geography with consistency and quality. Whether working independently or as part of larger programmes, Accredited Network members play a vital role in embedding outdoor learning into everyday practice.

Communications

Between April 2024 and March 2025, over 260,000 people visited the Learning through Landscapes website — a significant increase on the previous year. Our most visited pages remained the Local School Nature Grants and Outdoor Lesson Ideas. This reflects the increasing demand from educators for practical, accessible support to take learning outdoors.

Our monthly email newsletter continues to be a valued source of updates for nearly 20,000 subscribers, sharing news, resources, training opportunities, and inspiring stories from across our network.

In December 2024, we made the decision to step away from the social media platform X (formerly Twitter), as it's no longer aligned with our organisational values. We continue to maintain a strong presence on Facebook and are expanding our reach through Instagram, LinkedIn, and Bluesky.

We published eight new blog posts during the year, exploring the benefits of outdoor learning and play for both children and staff, and highlighting the growing importance of climate education. These stories continue to help educators feel informed, inspired, and supported in their work.

Conferences and Events

In 2024-25, we spoke at the following conferences and events:

Education Estates · South Lanarkshire Learning for Sustainability Teacher Gathering · Rethinking Childhood (LtL, Landscape Institute) · Thrive Outdoors Conference · Education Policy Institute webinar and roundtables · Climate Action Wales · N&G Industry Australia · International Schools Webinar · Centre for Young Lives: Raising the Nation Play Commission · Climate Futures · Rethinking Childhood Conference · Land Trust 20th Anniversary celebrations · Nature Based Early Learning · National Day Nurseries Association · Childcare Choices

Equality, Diversity and Inclusion

This year has seen an increased capacity for EDI work at LtL building on groundwork led by Ali Aspin, alongside a growing need to recognise and account for the barriers in our sector. To better understand who we are, we collected data from our staff team in October to paint a more nuanced picture.

Following this, the Management Team agreed to an EDI training segment at the following staff training away days, and to include EDI responsibility in a post in the future. Based on the data, staff were offered a training session on Gender to improve their confidence. The training reflected that staff are well-aligned with LtL's values.

Following themes arising at the away day, we opened the floor to staff for sharing feedback and concerns around neurodiversity in the workplace, a theme that will continue into the next year for LtL. Expect to see deeper work on policy, practice and strategy to support a more robust, data-driven approach to EDI in the workplace.

"LtL colleagues are OPEN to having introspective, deep and interesting conversations. Open to learn, change, and adapt!"

[Anonymous feedback from the training session]





The Learning through Landscapes Trust

Trustees' Report 2024–25

The Trustees have pleasure in presenting their report and financial statements for The Learning through Landscapes Trust (Learning through Landscapes, LtL, or the 'Trust') for the year ended 31 March 2025 which are also prepared to meet the requirements for a directors' report and accounts for Companies Act purposes.

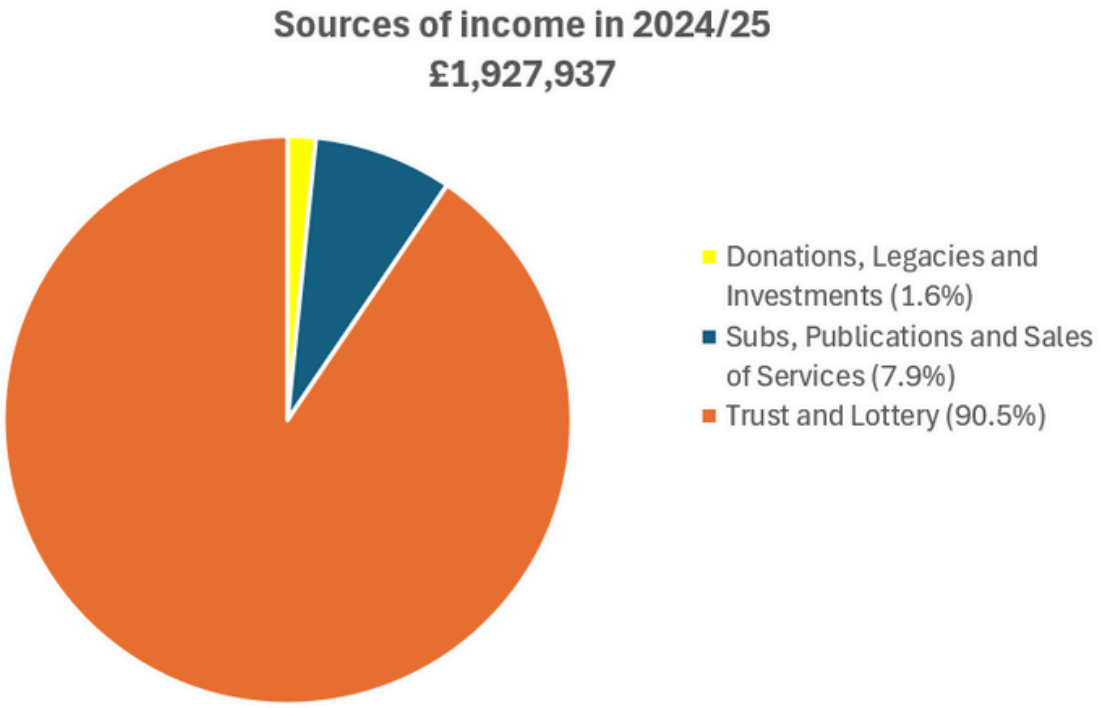
The financial statements comply with the Charities and Trustee Investment (Scotland) Act 2005, the Charities Accounts (Scotland) Regulations 2006 (as amended), the Companies Act 2006, and the Memorandum and Articles of Association. The Trustees have adopted the provisions of the Statement of Recommended Practice (SORP) "Accounting and Reporting by Charities" (FRS 102) (effective 1 January 2019) applicable in the UK and Republic of Ireland in preparing the annual report and financial statements.

Learning through Landscapes

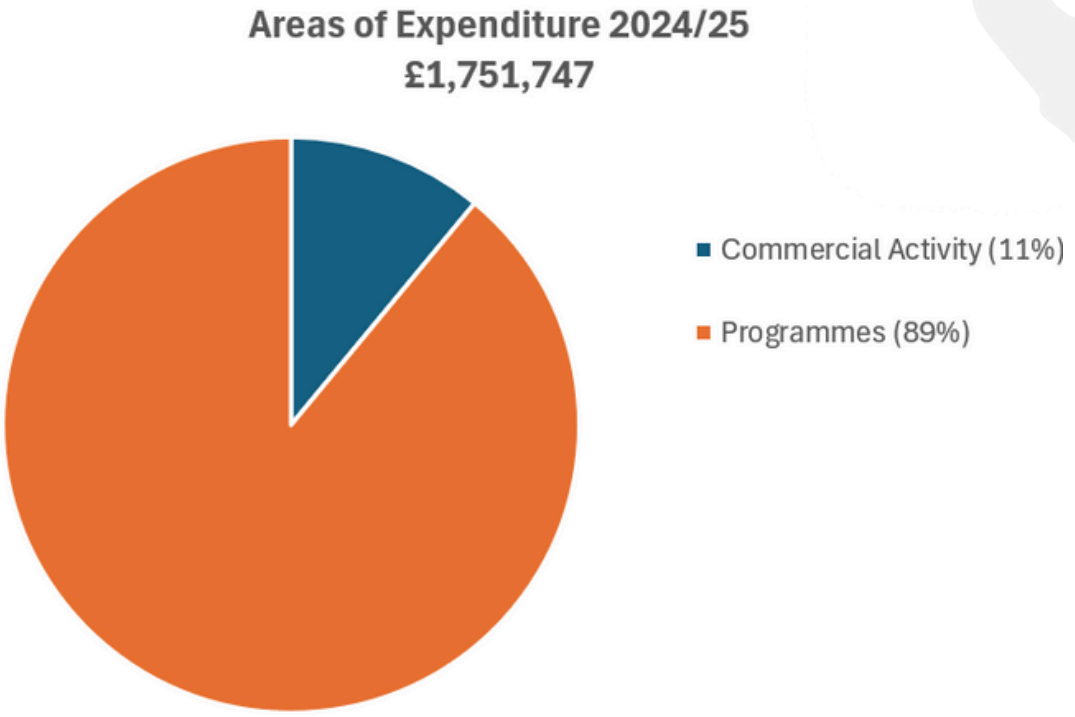
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Company number 02485660

Financial Review

The surplus for the year amounted to £176,190 (2024 deficit: £86,877). Learning through Landscapes has a long track record of successful bids for large-scale projects, so that in any given year the majority of turnover is accounted for by a handful of programmes.



The management team and trustees monitor expenditure and the development of new projects very closely to manage the risk that the volatility of income poses to the Trust's finances. Turnover was slightly increased to £1,927,937 (2024: £1,921,497) whilst staff costs reduced to £942K (2024: £996K). The average monthly number of employees increased from 31 to 37.



We are continuously revising how we operate internally and structure our costs to ensure that we serve our funders and customers in a secure, efficient and affordable way.

The Trust held a total of £641.5K in unrestricted reserves at 31 March 2025, compared with £348.7K at 31 March 2024.

The trustees have considered the charity's operational risk environment, including the risk posed by recent inflationary pressures and cost of living increase. The Trustees have concluded that with the right management actions, the new projects due to come on-stream in 2025-26, and bearing in mind LtL's strong cash flow position, the Trust is a going concern for at least twelve months following the signature of the financial statements. Accordingly, the financial statements have been prepared on this basis.

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 the value of no less than six months' operational expenditure.

The Trust's unrestricted reserves (Designated and General Funds) at 31st March 2025 were £641,457 representing 6.6 months of operational costs budgeted for the 2025/26 financial year of £1,168,990. This is an increase in Reserves cover and will continue to be monitored closely by the Management Team and Trustees.

Designated reserves are an essential element of strategic planning. The difficult economic climate has increased the risk to some of LtL's income streams, underscoring the need to maintain an appropriate level of specific designated funds.

Members of the management team annually review designated funds expenditure. The Executive Committee considers the reserves policy requirements as part of their regular financial accounts update.

The movement of funds in the 2024/25 financial year are detailed in Note 20 in the financial statements.

Structure, Governance and Management

Learning through Landscapes (LtL) is a registered charity in England and Wales, a registered charity in Scotland and a company limited by guarantee, governed by its Memorandum and Articles of Association. The Trust is a national charity, incorporated in 1990 to work across the UK. This is the 34th year of operation of Learning through Landscapes, the 28th year of operation of LtL Scotland, and the 16th year of operation of LtL Cymru.



Board of Trustees and Company Directors

The directors of the charitable company (the charity) are its trustees for the purpose of charity law. The trustees and officers serving during the year and since the year end were as follows:

Juno Hollyhock (Chair)
David Coleman
Catherine Beith
Merrick Denton-Thompson OBE
Mike Greenaway
Susan Humphries OBE MA
Chanel McPherson-George
Usha Sahni OBE
Philip Sanderson
Gill Francis
David John Troake

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 Annual Business Plan and has ultimate responsibility for the conduct and financial stability of the organisation. The full Board meets formally three times a year.

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

Public Benefit

The Trustees have due regard to the Charity Commission guidance on 'Charities and Public Benefit' under the Charities Act 2011 and they are confident that all the aims and activities 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.

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 Eastleigh and Stirling. The Eastleigh office functions as the head office and one third of the staff are based there. As at 31/03/25 the Trust employed 35 full and part-time staff.

The Trust is committed to flexible working and work/life balance and supports staff who seek flexible working arrangements (such as hybrid working or compacted hours) to accommodate their varied personal and professional commitments.

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

The Trust continues to benefit from deeply committed and professional staff. This year has seen an HR issue relating to an ex-staff member; however the Trustees and Management Team remain confident of the long-term outcome. The Charity Commission has confirmed their confidence in our approach.

Key Management Personnel

The company directors are listed on the page 26. Senior managers are:

Chief Executive and Company Secretary	Carley Sefton
Scotland Director and COO	Matt Robinson
Head of Education and Communities	Mary Jackson
Head of Commercial Development	Dan Harvey
Head of HR and Business Services	Sarah Knott
Accountant	

Our Volunteers

The Trust is very involved in the community and benefits from the support of volunteers closely working with the Trust on the delivery of projects local to them.

Internal Controls and Risk Management

The Trustees have overall responsibility for ensuring that the charity has an appropriate system of controls, including financial controls.

Trustees have established a risk management framework for the assessment of major risks to which the charity is exposed, related to the operations and finances of the Trust. A risk register is maintained for regular review, and the Trust is satisfied that systems are in place to manage exposure to major risks.

Regular reports assist the Board of Trustees to monitor income and expenditure and progress towards financial targets.

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 made grants to schools or settings during the year were:

- Local School Nature Grants programme funded by the People's Postcode Lottery Trusts
- Third Sector Fund funded by the Corra Foundation
- Climate School 180 funded by the Allan and Gill Gray Foundation

The schools' applications are assessed against specific criteria and business objectives which are set out by the funders and the terms agreed with LtL.

Sustainability

LtL is committed to our wider responsibilities as an organisation and we aim to reduce our environmental impact in as many ways as possible. In late 2024 we undertook a carbon and environmental impact assessment in partnership with Stirling Council and Stirling University. This process identified that we face significant challenges in reducing our carbon emissions.

Our two worst areas are around our travel and the heating of our office buildings, both of which are poorly insulated. As an organisation visiting schools daily and operating nationally, our travel is significant. We also do on occasion fly between countries in the course of our work. In addition, this process raised questions around our choice of suppliers and level of waste from single or low-use items (e.g. printing paper, resources on courses etc).

Ongoing, LtL is committed to finding lower energy consuming offices, and this has started with a move in Easter 2025 to our new head office in Eastleigh, Hampshire.

We have worked with staff at our away day events to continue to highlight the issue, and continue to explore options and ideas around hybrid or electric cars, and to remind all of us of the importance of being aware of our environment.

Cyber Security

LtL recognises the increasing risks of cyber-attacks and data security attacks. We work with our IT support provider to monitor the situation and review the security measures we have in place to detect and protect LtL's digital assets. This year we continued our Cyber Security Awareness as core training for all staff to enhance our IT resilience as well as updating some systems. Our systems have proved resilient so far, but we will continue to invest where needed to remain secure.

Safeguarding

LtL takes the responsibilities of keeping our staff, volunteers and all those we serve, safe and free from harm. We do this by adhering to a robust Safeguarding Policy and ensuring staff are familiar with and confident to use our supporting policies: Harassment & Bullying, Wellbeing and Whistleblowing. All staff in contact with vulnerable people complete a safeguarding course and from October 2024, all staff will complete this course as part of their core annual training. We follow a safe recruitment process with DBS checks at a level appropriate to the role.

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 11 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 while earning a commercial rate of interest. In the year the Trust's funds were placed with a high street clearing bank as well as deposits maintained with the Charities Aid Foundation Bank, Charity Bank, Aldermore, Close Brothers, United Trust Bank and Buckinghamshire Building Society. The interest earned is detailed in note 4 to the Financial Statements.

Statement of Trustees' Responsibilities

The Trustees are responsible for preparing the Annual Report and the financial statements in accordance with the Companies Act 2006 and for being satisfied that the financial statements give a true and fair view. The Trustees are also responsible for preparing the financial statements in accordance with United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

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 charity and of the incoming resources and application of resources of the charity for that period. In preparing these financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently,
- observe the methods and principles in the Charities SORP FRS102,
- make judgments and estimates that are reasonable and prudent,
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements, and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business.

The Trustees are responsible for keeping adequate accounting records that show and explain the charity's transactions, disclose with reasonable accuracy at any time the financial position of the charity, and enable them to ensure that the financial statements comply with the Companies Act 2006, with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Financial statements are published on the charity's website in accordance with legislation in the United Kingdom governing the preparation and dissemination of financial statements, which may vary from legislation in other jurisdictions. The maintenance and integrity of the group's website is the responsibility of the Trustees. The Trustees' responsibility also extends to the ongoing integrity of the financial statements contained therein.

All of the current Trustees have taken the steps that they ought to have taken to make themselves aware of any information needed by the charity'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 unaware.

In approving the Trustee's Annual Report, we also approve all reports included therein, in our capacity as the company's directors.

Auditors

The auditors, Knox Cropper LLP, will be proposed for reappointment at the forthcoming Annual General Meeting.

This report has been prepared in accordance with the special provisions of Part 15 of the Companies Act 2006 relating to small companies.

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



Matt Robinson,
Secretary

16 October 2025

AUDITOR'S REPORT

Report of the Independent Auditors Report to the Members of The Learning Through Landscapes Trust

Opinion

We have audited the financial statements of The Learning Through Landscapes Trust (the 'charitable company') for the year ended 31 March 2025 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 March 2025 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006, the Charities and Trustee Investment (Scotland) Act 2005 and regulation 8 of the Charities Accounts (Scotland) Regulations 2006.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charitable company in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the Trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charitable company's ability

to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the Trustees with respect to going concern are described in the relevant sections of this report.

Other information

The trustees are responsible for the other information. The other information comprises the information included in the Trustees' annual report, other than the financial statements and our Report of the Independent Auditors thereon.

Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the Trustees' report for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the Trustees' report has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' report.

We have nothing to report in respect of the following matters where the Companies Act 2006 and the Charities Accounts (Scotland) Regulations 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of Trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

- the trustees were not entitled to take advantage of the small companies' exemption from the requirement to prepare a Strategic Report or in preparing the Report of the Trustees.

Responsibilities of Trustees

As explained more fully in the trustees' responsibilities statement, the Trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Our responsibilities for the audit of the financial statements

We have been appointed as auditor under section 44(1)(c) of the Charities and Trustee Investment (Scotland) Act 2005 and under the Companies Act 2006 and report in accordance with the Acts and relevant regulations made or having effect thereunder.

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue a Report of the Independent Auditors that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

- We obtained an understanding of the legal and regulatory frameworks that are applicable to the charitable company and determined that the most significant are the Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (United Kingdom Generally Accepted Accounting Practice), the Companies Act 2006 and the Charities Act 2011.
- The charitable company is required to comply with charity law and, based on our knowledge of its activities, we identified that the legal requirement to accurately account for restricted funds was of key significance.
- We understood how the charitable company is complying with those frameworks via communication with those charged with governance, together with the review of the charity's documented policies and procedures.

- We assessed the susceptibility of the charitable company's financial statements to material misstatement, including how fraud might occur by considering the key risks impacting the financial
- statements. These included risks associated with Revenue Recognition and Management Override of Controls, which were discussed and agreed by the audit team.
- Our approach included agreeing the charitable company's recognition of income to the terms of the underlying grant agreements, legacy documentation and associated correspondence, the review of journal entries processed in the accounting records and the investigation of significant and unusual transactions identified from our review of the accounting records.
- Based on this understanding we designed our audit procedures to identify non-compliance with such laws and regulations. Our procedures involved review of the reporting to the directors with respect to the application of the documented policies and procedures and review of the financial statements to ensure compliance with the reporting requirements of the charitable company.

There are inherent limitations in the audit procedures described above and, the further removed non-compliance with laws and regulations is from the events and transactions reflected in the financial statements, the less likely we would become aware of it. The risk of not detecting a material misstatement due to fraud is higher than the risk of not detecting one resulting from error, as fraud may involve deliberate concealment by, for example, forgery or intentional misrepresentations, or through collusion.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: http://www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006, and to the charitable company's trustees, as a body, in accordance with Regulation 10 of the Charities Accounts (Scotland) Regulations 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members, as a body, for our audit work, for this report, or for the opinions we have formed.



Matthew Elkins FCA (Senior Statutory Auditor)
for and on behalf of Knox Cropper LLP
Chartered Accountants and Statutory Auditors
Office Suite 1, Haslemere House
Lower Street
Haslemere GU27 2PE
Date: 14th October 2025

Statement of Financial Activities for the year ended 31 March 2025

(Incorporating the Company Income and Expenditure Account and Statement of Comprehensive Income)

		Unrestricted				
		General	Designated	Restricted	Total	Total
	Note	Funds	Funds	Funds		Restated
					2025	2024
		£	£	£	£	£
Incoming resources						
Incoming resources from donations and legacies	2	364			364	331
Incoming resources from charitable activities	3	669,386		1,227,763	1,897,149	1,905,578
Incoming resources from investments	4	30,424			30,424	16,258
Total incoming resources		**700,174**	**-**	**1,227,763**	**1,927,937**	**1,922,167**
Resources expended						
Raising funds	5	4	-	-	4	4,418
Cost of charitable activities	6	523,980	-	1,227,763	1,751,743	1,831,142
Total resources expended		**523,984**	**-**	**1,227,763**	**1,751,747**	**1,835,290**
Net income/ (expenditure)		**176,190**	**-**	**-**	**176,190**	**86,877**
Transfers between funds	20	1,599	115,000	(116,599)	-	-
Net movement in funds		**177,789**	**115,000**	**(116,599)**	**176,190**	**86,877**

Reconciliation of Funds						
Total funds brought forward	20	**69,667**	**279,000**	**116,807**	**465,474**	**378,597**
Total funds carried forward	20	**247,456**	**394,000**	**208**	**641,664**	**465,474**

The notes on pages 40 to 51 form part of these financial statements.

Balance Sheet as at 31 March 2025

	Note	2025		2024
		£		£
Fixed assets				
Tangible assets	10	6,843		10,103
Investments	11	2		2
Total fixed assets		**6,845**		**10,105**
Current assets				
Stocks	12	4,547		5,132
Debtors	13	104,944		238,932
Cash at bank		1,160,466		866,700
		1,269,957		1,110,764
Creditors: amounts falling due within one year	14	(635,138)		(655,395)
Net current assets		**634,821**		**455,369**
Net assets		**641,664**		**465,474**
Restricted funds	20	208		116,807
Unrestricted funds				
Designated funds	20	394,000		279,000
General funds	20	247,456		69,667
Total Funds	20	**641,664**		**465,474**

These financial statements have been prepared in accordance with the provisions applicable to charitable companies subject to the small companies' regime.

The financial statements were approved and authorised for issue by the Board of Trustees on 29th October 2025 and signed on their behalf by:





Juno Hollyhock
Trustee

Catherine Beith
Trustee

Company Registration Number 02485660

The notes on pages 40 to 51form part of these financial statements.

Statement of Cash Flows for the year ended 31 March 2025

	2025		2024
			£
Net cash inflow/(outflow) from operating activities	266,362		723
Cashflows from investing activities			
Interest received	30,424		16,468
Payments to acquire tangible fixed assets	(3,020)		(4,494)
Net Cash provided by/(used in) investing activities	27,404		11,974
Change in cash and cash equivalents in the year	293,766		12,697
Cash and cash equivalents at the beginning of the year	866,700		854,003
Cash and cash equivalents at the end of the year	1,160,466		866,700

Notes to Statement of Cash Flows

	2025		2024
	£		£
Reconciliation of net income/(expenditure to net cash inflow/(outflow) from operating activities			
Net income/(expenditure)	176,190		86,877
Decrease/(increase) in debtors	133,990		(109,173)
(Decrease) in creditors	(20,259)		27,140
Depreciation	6,280		9,059
Interest received	(30,424)		(16,405)
(Increase)/decrease in stock	585		3,225
Net cash (outflow) from operating activities	**266,362**		**723**

Analysis of changes in net cash resources	01/04/2024	Cashflows	31/03/2025
	£	£	£
Cash at bank and in hand	866,700	**293,766**	**1,160,466**

Notes to the Financial Statements for the year ended 31 March 2025

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 preparation of accounts

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019) – (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

The Learning through Landscapes Trust meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

The Trustees have considered the recent financial performance of the Trust and have concluded that with the right management actions, and bearing in mind LtL's strong cash flow position, the Trust is a going concern for at least twelve months following the signature of the financial statements. Accordingly, the financial statements have been prepared on the going concern basis. No material uncertainties exist related to events or conditions that may cast significant doubt upon the charity's ability to continue as a going concern.

b) Subsidiary

Learning through Landscapes Limited, a subsidiary of The Learning through Landscapes Trust, has not traded during the year ending 31 March 2025. 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 The 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 Statement of Financial Activities (SOFA) when the Charity has entitlement to the income, receipt is probable, 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 in accordance with any funding agreements.
- 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 and shown as deferred subscriptions income.
- Investment income is included when receivable.
- Grant income that is subject to unmet performance-related conditions is accounted for as a liability and shown on the balance sheet as deferred income. Deferred income is released to income in the reporting period in which the performance-related or other conditions that limit recognition are met.

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 include those costs associated with meeting the constitutional and statutory requirements of the Charity and 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 6.

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) Debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

i) Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of change in value.

j) Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

k) 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.

l) 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 future purposes.

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

m) Operating leases

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

n) Valuation of investments

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

o) Irrecoverable VAT

Irrecoverable VAT incurred for non-business activities projects expenditure is included in the Statement of Financial Activities within the expenditure to which it relates.

p) Financial instruments

The Trust only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments are initially recognised at transaction value and subsequently measured at their settlement value.

q) Judgements

In preparing these financial statements the Trustees have made the following judgements:

Determine whether leases entered by the Trust are operating or finance leases. These decisions depend on an assessment of whether the risks and rewards of ownership have been transferred from the lessor to the lessee on a lease-by-lease basis.

r) Key sources of estimation uncertainty

Tangible fixed assets are depreciated over their useful lives taking into account residual values, where appropriate. The actual lives of the assets and residual values are assessed annually and may vary depending on a number of factors. In re-assessing asset lives, factors such as technological innovation, product life cycles and maintenance programmes are considered. Residual value assessments consider issues such as future market conditions, the remaining life of the asset and projected disposal values.

s) Legal status of the Trust

The Trust is a company limited by guarantee incorporated in England and Wales and has no share capital. The liability of each member in the event of winding-up is limited to £1.

The address of its registered office is: The Point, Leigh Road, Eastleigh, Hampshire, SO50 9DE.

2. Analysis of incoming resources from donations and legacies

	Unrestricted Funds		Restricted Funds		Total 2025		Total 2024
	£		£		£		£
Voluntary income							
Donations general purpose grants	364		-		364		331
Legacies			-				-
Total incoming resources from donations and legacies	**364**		**-**		**364**		**331**

In 2025 £364 of donations and legacies income was for unrestricted use (2024: £331), while £Nil was restricted to specific purposes (2024: £Nil).

3. Analysis of incoming resources from charitable activities

	Unrestricted Funds		Restricted Funds		Total 2025		Total Restated 2024
	£		£		£		£
Income from consultancy and other fees	29,921		-		29,921		12,453
Membership and Publications income	5,624		-		5,624		6,361
Training and conference income	116,632		-		116,632		124,569
Programme funding	517,209		1,227,763		1,744,972		1,762,195
Total charitable activity income	**669,386**		**1,227,763**		**1,897,149**		**1,905,578**

The incoming resources from charitable activity were £1,897,149 (2024: £1,905,578) of which £669,386 (2024: £344,594) was for unrestricted funds and the balance of £1,227,763 (2024: £1,560,983) was for restricted funds.

4. Analysis of incoming resources from investments

	Unrestricted Funds		Restricted Funds		Total 2025		Total Restated 2024
	£		£		£		£
Bank interest	30,424		-		30,424		16,258
Total investment income	30,424		-		30,424		16,258

In 2025 all £30,424 (2024: £16,258) of investment income was attributable to unrestricted income funds.

5. Analysis of costs of raising funds

	Direct Costs		Allocation of Support Costs		Total 2025		Total Restated 2024
	£		£		£		£
Fundraising Campaigns	0		4		4		4,148
Cost of raising funds	0		4		4		4,148

All costs of raising funds related to unrestricted funds apart from £Nil (2024: £Nil) which related to restricted funds.

6. Analysis of costs of charitable activities

	Project Awards		Other Direct Costs		Allocation of Support Costs		Total		Total Restated 2024
	£		£		£				£
Consultancy and other fees	-		12,085		1,930		14,015		14,280
Membership and Publications	-		4,396		62		4,458		782
Training and Conferences	-		65,069		109,846		174,915		135,841
Programmes	338,180		745,510		445,445		1,529,135		1,650,359
Other costs			19,682		9,538		29,220		29,880
Cost of charitable activities	**338,180**		**846,742**		**566,821**		**1,751,743**		**1,831,142**

All costs of charitable expenditure related to restricted funds apart from £523,980 (2024: £365,453) of expenditure which related to unrestricted funds.

Project Award costs were paid to 977 schools (2024; 768) and settings throughout the UK.

Analysis of other costs

	2025		2024
	£		£
Legal and Professional fees	10,274		12,487
Audit fees	8,350		10,400
Cost of trustee meetings	1,058		1,168
Allocation of support costs	9,538		5,825
Total governance costs	**29,220**		**29,880**

7. Apportionment of Support Costs

	Fund-raising	Consultancy & other Fee	Membership & Publications	Training & Conferences	Programmes	Governance	Total	Total Restated
	Costs	Costs	Costs	Costs	Costs	Costs	2025	2024
	£	£	£	£	£	£	£	£
Premises	-	84	-	5,718	22,445	485	28,732	29,266
Travel	-	-	-	-	-			-
Central Services	-	1,406		95,465	374,732	8,091	479,694	331,053
Marketing and Communications	3	216	41	841	12,588	219	13,908	60,292
Information Technology	-	109		7,368	28,929	625	37,031	44,725
Depreciation	1	115	22	452	6,748	118	7,456	9,059
Total Support Costs	**4**	**1,930**	**63**	**109,844**	**445,442**	**9,538**	**566,821**	**474,395**

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.

Included in governance costs is amounts payable to the auditor for statutory audit of £8,350 (2024:£8,000) and accountancy services of £Nil (2024:£2,400).

8. Employee information

	2025		2024
	£		£
Wages and salaries	801,552		847,839
Social security costs	62,812		61,405
Pension costs	77,845		81,788
Termination payments	-		4,494
Total Staff Costs	**942,209**		**995,526**

	2025		2024
The average number of employees during the year was as follows:	**34**		37

One employee earned more than £60,000 per annum (2024: one).

The key management personnel of the Trust comprise the trustees, the CEO, Scotland Director & COO, Head of Education and Communities, HR and Business Services Manager, Head of Commercial Development and the Accountant. Remuneration payable to key management personnel amounted to £277,648 (2024: 263,498).

No remuneration was paid to, or waived by, any trustee during the year (2024: £nil) (as per note 16).

9. Pensions

The Trust makes contributions to the employees' personal defined contribution pension schemes. The total pension costs for the year were £77,845 (2024: £81,788).

10. Tangible Fixed Assets

	Office Equipment	Computer Equipment	Total
	£	£	£
Cost			
At 1 April 2024	6,508	52,701	59,209
Additions	-	3,020	3,020
Disposals	-	-	-
At 31 March 2025	**6,508**	**55,721**	**62,229**
Accumulated depreciation			
At 1 April 2024	5,739	43,367	49,106
Charge for the year	769	5,510	6,279
Depreciation on disposals	-	-	-
At 31 March 2025	**6,508**	**48,878**	**55,385**
Net book value at 31 March 2025	**0**	**6,843**	**6,843**
Net book value at 31 March 2024	769	9,334	10,103

The above fixed assets are used to support all of LtL's activities.

11. Investments

Investments held as fixed assets represent the whole of the issued ordinary share capital of Learning through Landscapes Limited (Company Registration Number 02573923), 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.

12. Stock

	2025		2024
	£		£
Stocks of literature and visual materials for resale	**4,547**		**5,132**

13. Debtors

	2025		2024
	£		£
Trade debtors	95,593		148,667
Amounts due from subsidiary undertaking	-		5,862
Other debtors	1,382		3,319
Prepayments & accrued income	7,969		81,084
Total	**104,944**		**238,932**

All amounts are due within one year.

14. Creditors: amounts falling due within one year

	2025		2024
	£		£
Trade Creditors	27,574		43,266
Taxation and social security	53,405		40,145
Other creditors	6,114		14,332
Accruals & deferred income	548,044		557,652
Total	**635,137**		**655,395**

The Trust has deferred income where income has been received in advance for commercial training and consultancy, and where project funding has been received in advance but the Trust has not yet met the recognition criteria.

Deferred income at 1 April 2024	523,432
Amounts released from deferred income	(523,432)
Amounts deferred this year	526,122
Deferred income at 31 March 2025	526,122

15. 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 Denton-Thompson, who received £2,562 (2024: £2,878) remuneration in connection with her work for the Trust on the School Playing Fields Advisory Panel.

Trustees were reimbursed expenses totalling £Nil solely for travel costs incurred in attending meetings (2024: £466).

16. Capital commitments

There were no capital commitments at either 31 March 2025 or 31 March 2024.

17. Operating leases

As at 31 March 2025, the Trust had annual commitments under non-cancellable operating leases as set out below:

	2025		2024
	£		£
Operating leases which expire			
In one year	3,602		25,415
In two to five years	26,391		-
More than five years	-		-
Total	29,993		25,415

18. Related party transactions

The amounts shown in note 13 as due from a subsidiary undertaking relate to Learning through Landscapes Limited.

19. Net assets by fund

2025	Unrestricted Funds	Designated Funds	Restricted Funds	Total
	£	£	£	£
Fixed assets	6,845	-	-	6,845
Net current assets	240,612	394,000	208	634,820
Net assets by Fund	**247,458**	**394,000**	**208**	**641,665**

2024				
Fixed assets	10,105	-	-	10,105
Net current assets	59,562	279,000	116,807	455,369
Net assets by Fund	**69,667**	**279,000**	**116,807**	**465,474**

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 2024	Incoming Resources	Outgoing Resources	Transfers	31 March 2025
	£	£	£	£	£
Restricted funds:					
Welly crowdfunding	208	-	-	-	208
Climate School 180	116,599			(116,599)	-
Third Sector Fund	-	44,445	(44,445)	-	-
My School, My Planet - North West	-	130,827	(130,827)	-	-
My School, My Planet – Walsall	-	13,715	(13,715)	-	-
Local School Nature Grants					
-People's Postcode Trust (Scotland)	-	163,523	(163,523)	-	-
-Postcode Neighbourhood Trust (North England)	-	202,404	(202,404)	-	-
-Postcode Places Trust (East England)	-	163,023	(163,023)	-	-
-Postcode Society Trust (South England)	-	193,773	(193,773)	-	-
-Postcode Local Trust (West England)	-	159,529	(159,529)	-	-
-Postcode Community Trust (Wales)	-	156,523	(156,523)	-	-
Total restricted funds	**116,807**	**1,227,763**	**1,227,763**	**(116,599)**	**208**

Unrestricted funds:					
Designated Funds:					
Operating expenditure commitments	264,000			115,000	379,000
Contingency	15,000			-	15,000
General funds	69,667	700,175	(523,984)	1,599	247,457
Total unrestricted funds	**348,667**	**700,175**	**(523,984)**	116,599	**641,456**
Total funds	**465,474**	**1,927,937**	**(1,751,747)**	-	**641,665**

Prior year	1 April 2023	Incoming Resources	Outgoing Resources	Transfers	31 March 2024
	£	£	£	£	£
Restricted funds:					
Welly crowdfunding	208	-	-	-	208
Erasmus+ SEL for Schools		15,290	(15,290)	-	-
Erasmus+ Natural Nations		327	(327)	-	-
Climate School 180		201,945	(85,346)	-	116,599
Climate Ready School Grounds		5,000	(5,000)	-	-
Third Sector Fund		52,500	(52,500)	-	-
My School, My Planet - North West	12,112	93,814	(105,926)	-	-
My School, My Planet – Walsall	9,193	159,499	(168,692)	-	-
Local School Nature Grants					
-LSNG Phase 4		1,000	(1,000)	-	-
-People's Postcode Trust (Scotland)		143,796	(143,796)	-	-
-Postcode Neighbourhood Trust (North England)		227,175	(227,175)	-	-
-Postcode Places Trust (East England)		137,572	(137,572)	-	-
-Postcode Society Trust (South England)		233,210	(233,210)	-	-
-Postcode Local Trust (West England)		138,295	(138,295)	-	-
-Postcode Community Trust (Wales)		151,392	(151,392)	-	-
Total restricted funds	**21,513**	**1,560,815**	**(1,465,521)**	-	**116,807**

Unrestricted funds:					
Designated Funds:					
Operating expenditure commitments	264,000	-	-	-	264,000
Contingency	15,000	-	-	-	15,000
General funds	78,084	360,682	(369,099)	-	69,667
Total unrestricted funds	**357,084**	**360,682**	**(369,099)**	-	**348,667**
Total funds	**378.597**	**1,921,497**	**(1,834,620)**	-	**465,474**

Purpose of Restricted funds:
Restricted funds are grants and donations given for specific purposes.

Local School Nature Grants
This restricted funding from the six regional trusts that operate the People's Postcode Lottery in Britain was to support schools across England, Wales and Scotland with equipment and training grants in the 2024/25 financial year.

National Education Nature Park
This project sees LtL responsible for two geographic areas for delivery (East and West Midlands), plus development of early years resources for the project. The team employed by LtL is directly engaged with project leaders in Royal Horticultural Society and Natural History Museum.

Third Sector Fund
The Nurturing Nature project is mainly funded by the CYPFEIF (Children, Young People and Families Early Intervention Fund) through the Corra Foundation.

Climate School 180
Supported by the Allan and Gill Gray Foundation, Climate School 180 is set to run from 2023 to 2026 with 180 schools across the UK, exploring how to support schools to deliver quality climate change education, using the school grounds as a local context for this global issue.

My School, My Planet (MSMP) –Walsall and North-West
The My School, My Planet project has continued in Walsall and the North-West, with funding from the National Lottery Heritage Fund, the Swire Charitable Trust and Westminster Foundations, empowering pupils to implement practical changes to their school grounds as a positive response to climate change.

Climate Ready School Grounds
Working with Architecture & Design Scotland, this project helped schools to understand and develop their learning estate grounds to do more, to adapt to the anticipated local impacts of climate change, increase biodiversity, improve air quality and encourage community engagement and participation in climate action.

Purpose of Designated funds:

Operating expenditure commitments fund
The Operating expenditure commitments fund represents the Trust commitments against 'wind up costs' including staff notice, redundancy, lease commitments and a provision for legal costs, whilst the Contingency fund is allocated for any unexpected annual operational costs.

21. Control

The controlling parties are the trustees listed on page 26.

22. Restatement of comparatives

Following a review of staff cost allocation practices the Trustees concluded that LtL's underlying cost structure would be better reflected if the costs of key management personnel were included solely in support costs under the heading 'central services' rather than being allocated in part to direct project delivery. Reported support costs are higher, and direct costs lower in consequence. This change of policy has no effect on the reported surplus for the year. For consistency the comparative allocations for 2023/24 have been restated as though the new policy had applied in that year too.

THE LEARNING THROUGH LANDSCAPES TRUST

England & Wales - Charity number 803270

Accounts



The Learning through Landscapes Trust

Annual Report 2023–24

Learning through Landscapes

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Registered charity no. in England and Wales 803270 and in Scotland SCO38890
Company number 02485660

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This year has seen Learning through Landscapes (LtL) look outwards as we seek to increase the number of schools taking part in our projects.

With over 10% of UK schools having taken up a Local School Nature Grant and LtL leading the Early Years engagement of the National Education Nature Park (NENP) programme, we are focusing more on the importance of outdoor learning, play, and climate curriculum throughout a young person's education.

Inwards, we have focused on building our skills as a team to better support schools and settings to respond to the pressing issue of climate change. We are grateful to receive funding which allows us to develop a world-leading programme in climate education and we have set out to prioritise this work for the next three years. This will allow us the space and time to work with schools, local authorities, and governments to understand the role we can play in helping tackle so many of the challenges facing schools and early years settings.

This year also saw LtL's work continue to have a global impact as we took over running the Outdoor Classroom Day campaign. LtL have supported the campaign since its inception and we hope to continue to grow its reach which currently stands at over 12 million children in over 180 countries.



We started this work at COP28 where we were invited to speak on the importance of learning and play in education. We were honoured to be part of a team of charities including
Alana and UNICEF to fund a series of films promoting the importance of children's voices in tackling the climate crisis.

It is in our school grounds that we will see the impact of our work on climate change through the Climate School 180 project. For the staff team, the journey has been a challenging one with a deep learning dive into the culture, economics, impact, and outcomes of climate change and the systemic changes we must make to adapt, grow, and thrive.

These are just a few of the very successful projects delivered by the LtL team, all joined with the golden thread of our school grounds. They are spaces that need to be used and valued if they are not to be lost - and therein lies the challenge for the year ahead.

Thank you to our staff, volunteers, supporters, motivators, and inspirers – and to the educators and learners who have taken part in our programmes.

Juno Hollyhock
Chair of the Board





Carley Sefton (CEO)
The Learning through Landscapes Trust

Our Vision, Mission, and Impact

Our vision is a society where every child experiences high-quality learning and play in school grounds as a regular, essential, and valued part of their education.

Our Mission

Our mission is to facilitate positive outdoor learning and play experiences by inspiring and enabling cultural change in schools and early years settings, and supporting the transformation of school grounds and outdoor spaces. We achieve our mission through three main avenues:

- We provide resources, training, and funding to help educators develop the skills and confidence to deliver curriculum-led outdoor learning and high-quality outdoor play at school.
- We champion the importance of rich environments for outdoor learning and play while supporting the development of climate-ready school grounds through our advocacy and consultancy work.
- Through our projects like My School, My Planet, we nurture nature connection in children by providing valuable outdoor experiences to pupils who typically spend the least time in the natural world.

We know that outdoor learning and play:

- Enrich the curriculum by providing hands-on, meaningful, and memorable experiences that cater to diverse learning styles and abilities;
- Foster a deeper connection to nature, bringing climate education to life and empowering children to make a difference; and Promote physical and mental health and wellbeing, leading to better behaviour, stronger relationships, and increased engagement with the school day.

Our Impact

We help children and young people to connect with nature, become more active, learn outdoors and have fun. Our unrivalled expertise is based on three decades of experience, practical action and research, and has led to our reputation at the UK's leading charity dedicated to enhancing outdoor learning and play.

£35m

given to schools and early years settings for outdoor learning and play

10%

of schools and early years settings in the UK have received our face-to-face training

17.5m

children and young people impacted by our work



Projects

Thank you to all our project partners, consultants, funders and supporters for your guidance and assistance over the course of this year.

Project Partners and Consultants

ActionFunder · Bird Life Slovakia · Bird Life Spain · CAPE · Cool Schools · Consiglio Nazionale Delle Richerche, Italy · Education Scotland · Hellenic Ornithological Society Imperial College London · INAK, Slovakia · Instituto Alana · Louder than Words · Lund University (Lunds Universitet) · Milanta Spain · Ministry of Education, Malta · Movimento Bloom · Natural History Museum · Nature Play WA · Naturskolan i Lund · Play Scotland · Portuguese Society for the Study of Birds · SAGE Publishing · Salzburg Global Fellows · Scottish Forestry · Sociedad Española de Ornitología (SEO – Birdlife Spain) · South Downs National Park Trust · The Bridge Institute · The Conservation Volunteers · The Open University · The University of Presov, Slovakia · The Wildlife Gardening Forum · UK Pollinator Monitoring Scheme · UNESCO · UNICEF · VITA XXI SLP, Spain

Funders and Supporters

Allan and Gill Gray Foundation · Architecture & Design Scotland · Churchill Fellowship · Corra Foundation · Erasmus+ · Glasgow City Council · Greening School Grounds & Outdoor Learning Global Action Agenda · International School Grounds Alliance (ISGA) · National Lottery Heritage Fund · NatureScot · People's Postcode Lottery Trusts (People's Postcode Trust, Postcode Community Trust, Postcode Local Trust, Postcode Neighbourhood Trust, Postcode Places Trust, Postcode Society Trust) · RHS · The Department for Education · The Erasmus Programme · The Scottish Government

Climate School 180

Climate School 180 is a programme based on our learning from Climate Ready School Grounds, continuing to address the biggest issue that our world faces. It is generously supported by the Allan and Gill Gray Foundation and will run from 2023 to 2026 with 180 schools across the UK.

The core aim of Climate School 180 is to explore how to support schools to deliver quality climate change education, using the school grounds as a local context for this global issue. The foundation of this programme is a learning process for our team and developing an understanding of what is a successful approach to climate change education.

Through the winter of 2023-24, our team developed a pilot programme and engaged Stirling University to develop co-operation in the design of the programme and evaluation. We know that there is a lot of work to be done in this area, from supporting our own staff and teachers' knowledge of climate change and climate change education, through to developing future approaches informed by quality evidence of what works.



Cool Schools: Nature-Based Climate Action from Schools to Cities

LtL sits on the advisory board for this project which is a transdisciplinary applied-research project across four European cities. The project aims to analyse the multiple co-benefits of implementing nature-based solutions for climate adaptation in school grounds and how these can inform and drive larger urban-scale approaches putting children and young people at the heart of change.

Local School Nature Grants

Funded by the players of the People's Postcode Lottery, our Local School Nature Grants (LSNG) give early years settings and schools across England, Scotland, and Wales the opportunity to access staff training and £500 of outdoor learning equipment.

In Phase 7 of our LSNG programme, we awarded 725 grants. While this was fewer than the previous year, the support and encouragement from the People's Postcode Lottery enabled us to introduce LSNG XL — a year-long programme designed specifically for schools that had previously received an LSNG grant. As part of this pilot initiative, we awarded 12 grants.

Currently in Phase 8 of the programme, we are awarding 525 grants and expanding the LSNG XL initiative with 24 year-long programmes. Each year, we continue to build on the success of these initiatives, further enhancing outdoor learning opportunities for schools across the country.

Learning through Landscapes' Training and Development Officers continue to travel far and wide across the country delivering this training to teachers, assistants, lunchtime supervisors, grounds staff, and many more to support them to teach the curriculum outdoors.



Sensory Explorations of Nature in School Environments

Sensory Explorations of Nature in School Environments (SENSE) is midway through this research project, a partnership between Open University, Edinburgh University and LtL. The project is funded by the Engineering and Physical Research Council.

The project has been exploring the importance of touch in experiencing nature and the opportunity to create haptic digital devices which can replicate touch. This allows learners to experience such things as stroking a bee or different bark surfaces – things which are either impossible or difficult to offer as experiences in all schools.

LtL have been delivering the project in schools in Scotland and South England, brokering opportunities for the researchers while ensuring that the pupils have a fulfilling learning experience. The research will inform LtL's approach in future, with the early outcomes demonstrating the importance of touch when fully exploring the natural world.

Social Emotional Learning

Social Emotional Learning (SEL) was an early years project funded by Erasmus+ and completed in August 2023. It was conducted in partnership with Birdlife Malta, Sociedad Espanola de Ornitologia SEO (Birdlife Spain), Milanta Spain, Birdlife Slovakia, INAK Slovakia and the University of Presov, Slovakia.

The project encouraged and supported emotional learning in children aged between 3 and 6 years old through transforming their school grounds for the benefit of birds. The research aspect proved that outdoor learning did increase children's wellbeing and showed they were more able to express and identify feelings.

Outdoor Classroom Day

In 2023, Learning through Landscapes became the proud new guardians of Outdoor Classroom Day, a campaign we've proudly championed for the past decade. With over 12 million children participating so far, Outdoor Classroom Day is a powerful movement encouraging schools to embrace outdoor learning. It takes place twice a year, with schools signing up to take part on
May 18th and November 2nd in 2023.

As a grassroots campaign led by educators and run in partnership with NGOs worldwide, Outdoor Classroom Day has empowered over 100,000 schools in more than 180 countries to integrate more outdoor time into their curriculum. We're excited to build on this success and turn Outdoor Classroom Day into a vibrant platform for sharing resources and lessons from around the world.

My School, My Planet

The second MSMP project took place in Liverpool in 2023-24. Over 300 participants engaged in a year-long environmental outdoor learning programme, which empowered pupils to learn about, consider, and implement practical changes to their school grounds as a positive response to climate change.

Project delivery was enhanced through incorporating cultural representatives who creatively explored environmental themes with the pupils and increased community engagement. We had volunteers present in many sessions, and strong links were made with community groups fostering better connection between the pupils, their schools, and the wider community in addressing environmental issues.



"My School My Planet has been a really strong project, very deep engagement with pupils about environmentalism, climate crisis and biodiversity."

— Growing Sudley, MSMP community link group

Nurturing Nature

This long-standing Scottish project has continued through 2023 - 2024 and created more wonderful stories of impact on the families who benefit from this work. Nurturing Nature delivers family learning and play sessions using local greenspaces. The families and settings are taken through a series of no-cost or ultra low-cost play sessions, while being supported to understand the role of nature play for very young children.

We are deeply grateful to Corra Foundation for their support and influence on this work. As we enter the last 18 months of the programme, we have begun to deliver one day courses across all regions of Scotland to share best practice from this approach. Our aim here is to create a knowledge and passion for such simple family learning programmes using the outdoors and create a lasting legacy for the Nurturing Nature approach in Scotland.

Climate Ready School Grounds

This Scottish based project focused on the practical changes needed to adapt our existing school grounds to our changing climate. Working in partnership with Architecture & Design Scotland, LtL staff piloted workshops with schools, developed a toolkit approach to deciding what changes to implement, and created inspiring films and images.

The output of this project has been widely and enthusiastically received by many other organisations and schools. We saw many new enquiries as well as the future funding for Climate School 180 come about as a result of this work.

The Scottish Government has also adopted the toolkit into the draft Scottish Climate Adaption Strategy, citing much of the research around the need to ensure all new schools are built in a climate adapted way, and that existing school estates can also use the toolkit to make changes.

National Education Nature Park

The National Education Nature Park was commissioned by the Department for Education in England as part of their Sustainability and Climate Change Strategy to empower children and young people to make a positive difference to both their own and nature's future.

The project is led by the Natural History Museum, with LtL working in partnership with the RHS who lead the delivery of the project in schools and early years settings. LtL leads on the early years aspects of the project including the development of activities for the youngest children taking part in the initiative.

The programme is free for schools and early years settings to take part and by the end of March 2023 more than 2,000 settings had registered on the project website with 470 of these being in the East and West Midlands where LtL has project delivery staff. The impact of the project is already being seen:

> ""“Without the Nature Park we wouldn't be as far as we are. It was very hard for us to find support on how to do things but joining the Nature Park has helped us learn more and feel more confident in bringing nature into our nursery”.
>
> — Nursery manager at a participating setting



Training and Consultancy

Training and consultancy services delivered in 2023-24 consisted of one-off training sessions and advisory site visits as well as longer term programmes for individual schools and early years settings. We also worked with local authorities and multi-academy trusts to provide services to their schools and settings. In total we delivered 83 separate in-person training and consultancy programmes in 2023-24.

The majority of our work has been conducted in Scotland, but we have seen significant demand and delivery in other parts of the UK. We have worked mostly with primary schools and early years settings, with some additional work in secondary schools.

Income from training and consultancy has in the most part come from our in-person services, but we continue to complement this with our online training and membership programme, and digital services remain a key area for development as we look to develop more flexible ways to support educators.

Forest Kindergarten Programme

The SQA accredited Forest Kindergarten Award continues to be an important part of our Early Years work with many settings in Scotland offering regular off-site visits as an embedded part of their early Years offering. Open and Local Authority courses continue to provide professional development for staff across the sector.

In 2023-24, we ran 11 courses. We made improvements to the assessment process, using our online platform to create a user-friendly experience for participants to submit work. We are seeing the positive impact of this training on early childhood education practices and staff reporting significant health and wellbeing benefits for themselves as well as the children.



Accreditation

The LtL Professional Accreditation, in either Outdoor Learning and Play or School Grounds Design, continues to be a unique and valued part of our work.

This year saw two UK courses, and our first European course in partnership with BLES in Belgium. Multiple new staff and external customers took part in the programme. Our reputation for this programme continues to reach a global audience, with participants from across Europe and South America joining us this year.

The LtL Accredited Network members are a valuable part of LtL's ability to keep up to date with latest research and practice, as well as to flexibly and efficiently deliver varying sizes and geographies of programmes. We are deeply grateful to our hardworking LtL Accreditation Network members, and to the partnerships we are nurturing through this talented group of experts.

Communications

Between April 2023 and March 2024, we had 200k active users on the LtL website, with the most visited pages being our Local School Nature Grants page and our Outdoor Lesson Ideas page.

We have almost 20k subscribers to our email newsletter which each month includes updates about projects, resources, blog posts, training and other news. Our social media accounts are also highly engaged, with over 12k followers on our main X/Twitter account and over 14k followers on our main Facebook account.

In 2023-24, we published 14 new blog posts on topics ranging from “5 ways to celebrate Outdoor Classroom Day” to “How to teach numeracy outdoors” to “Reclaiming school grounds for children’s mental health”, as well as news and updates on our project work.

Conferences and Events

In 2023-24, we spoke at the following conferences and events:

COP28 · ISGA Brazil · Wellington Festival of Education · Education Estates · NBS Academy International · RSA · ClimateWise · Sustainability in Education Conference



The Learning through Landscapes Trust

Trustees' Report 2023–24

The Trustees have pleasure in presenting their report and financial statements for The Learning through Landscapes Trust (Learning through Landscapes, LtL, or the 'Trust') for the year ended 31 March 2024 which are also prepared to meet the requirements for a directors' report and accounts for Companies Act purposes.

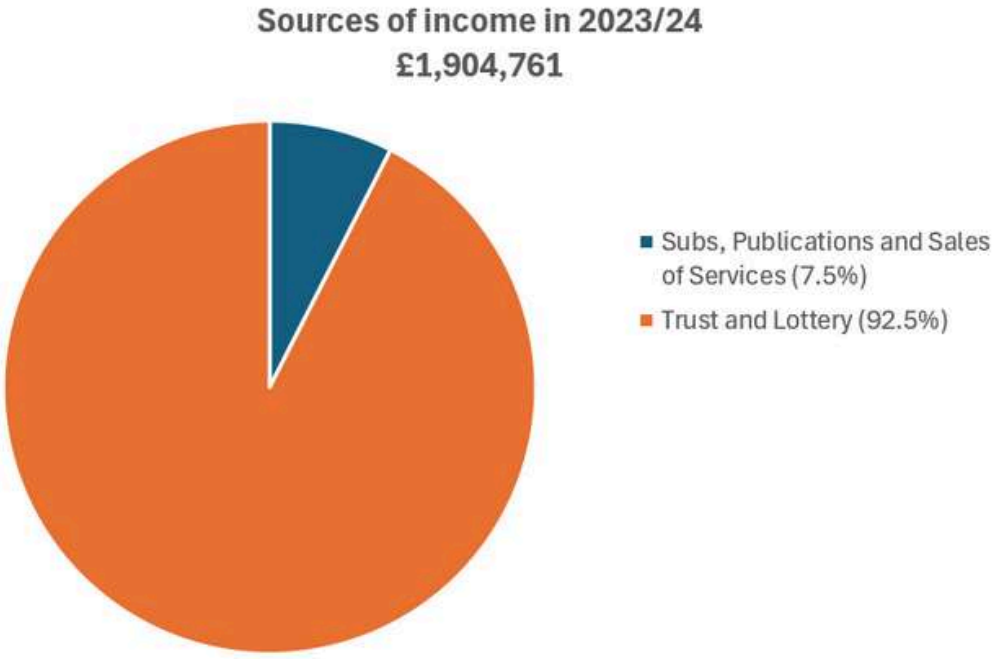
The financial statements comply with the Charities and Trustee Investment (Scotland) Act 2005, the Charities Accounts (Scotland) Regulations 2006 (as amended), the Companies Act 2006, and the Memorandum and Articles of Association. The Trustees have adopted the provisions of the Statement of Recommended Practice (SORP) "Accounting and Reporting by Charities" (FRS 102) (effective 1 January 2019) applicable in the UK and Republic of Ireland in preparing the annual report and financial statements.

Learning through Landscapes

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Company number 02485660

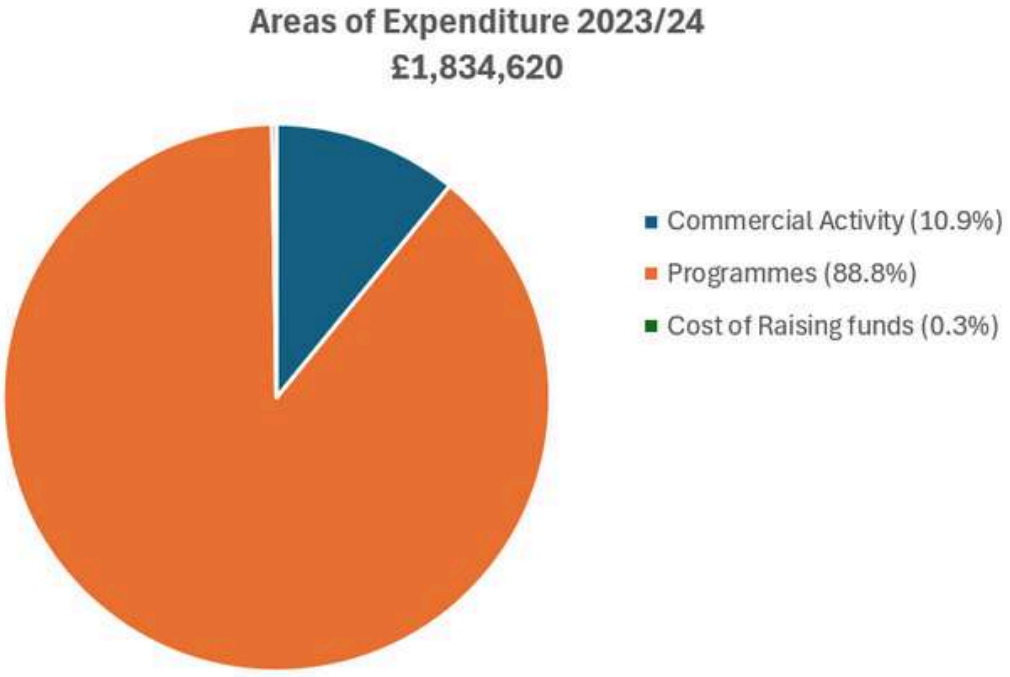
Financial Review

The surplus for the year amounted to £86,877 (2023 deficit: £129,924). Learning through Landscapes has a long track record of successful bids for large-scale projects, so that in any given year the majority of turnover is accounted for by a handful of programmes.



The management team and trustees monitor expenditure and the development of new projects very closely to manage the risk that the volatility of income poses to the Trust's finances. As turnover increased more significantly than recent (Covid affected years) to £1,921,497 (2023: £1,538,336), there was significant change in the location and composition of project teams, with staff costs increasing from £795K to £996K, while the average monthly number of employees increased from 31 to 37.

The cost of delivering grant-funded programmes accounted for the majority of expenditure as in previous years, but the share of income accounted for by commercial activity has continued to rise, up from 10.7% to 17.6% this year.



We are continuously revising how we operate internally and structure our costs to ensure that we serve our funders and customers in a secure, efficient and affordable way.

The Trust held a total of £348.7K in unrestricted reserves at 31 March 2024, compared with £357.1K at 31 March 2023.

The trustees have considered the charity's operational risk environment, including the risk posed by recent inflationary pressures and cost of living increase. The Trustees have concluded that with the right management actions, the new projects due to come on-stream in 2024-25, and bearing in mind LtL's strong cash flow position, the Trust is a going concern for at least twelve months following the signature of the financial statements. Accordingly, the financial statements have been prepared on this basis.

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 the value of no less than six months' operational expenditure.

The Trust's unrestricted reserves (Designated and General Funds) at 31st March 2024 were £348.7K representing 4.2 months of operational costs budgeted for the 2024/25 financial year of £989.6K. This is an increase in Reserves cover and will continue to be monitored closely by the Management Team and Trustees.

Designated reserves are an essential element of strategic planning. The difficult economic climate have increased the risk to some of LtL's income streams, underscoring the need to maintain an appropriate level of specific designated funds.

Members of the management team annually review designated funds expenditure. The Executive Committee considers the reserves policy requirements as part of their regular financial accounts update.

The movement of funds in the 2023/24 financial year are detailed in Note 20 in the financial statements.

Structure, Governance and Management

Learning through Landscapes (LtL) is a registered charity in England and Wales, a registered charity in Scotland and a company limited by guarantee, governed by its Memorandum and Articles of Association. The Trust is a national charity, incorporated in 1990 to work across the UK. This is the 33rd year of operation of Learning through Landscapes, the 27th year of operation of LtL Scotland, and the 15th year of operation of LtL Cymru.



Board of Trustees and Company Directors

The directors of the charitable company (the charity) are its trustees for the purpose of charity law. The trustees and officers serving during the year and since the year end were as follows:

Juno Hollyhock (Chair)
David Coleman
Catherine Beith
Merrick Denton-Thompson OBE
Mike Greenaway
Susan Humphries OBE MA
Chanel McPherson-George
Usha Sahni OBE
Philip Sanderson
Sally York
David John Troake



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 Annual Business Plan and has ultimate responsibility for the conduct and financial stability of the organisation. The full Board meets formally three times a year. The Executive Committee is a sub-committee of the board chaired by one of the Trustees, which meets bi-monthly with the Management Team and has specialized responsibility for management of funds, staff matters and the purchase, leasing or hiring of major items of property.

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

Public Benefit

The Trustees have due regard to the Charity Commission guidance on 'Charities and Public Benefit' under the Charities Act 2011 and they are confident that all the aims and activities 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.

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 and Stirling. The Winchester office functions as the head office and one third of the staff are based there. As at 31/03/23 the Trust employed 33 full and part time staff.

The Trust is committed to flexible working and work/life balance and supports staff who seek flexible working arrangements (such as hybrid working or compacted hours) to accommodate their varied personal and professional commitments.

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

Key Management Personnel

The company directors are listed on the page 24 of this report. Senior managers are:

Chief Executive and Company Secretary	Carley Sefton
Scotland Director and COO	Matt Robinson
Head of Education and Communities	Mary Jackson
Head of Commercial Development	Dan Harvey
Head of HR and Business Services	Sarah Knott
Accountant	Simon Matthews

Our Volunteers

The Trust is very involved in the community and benefits from the support of volunteers closely working with the Trust on the delivery of projects local to them.

Internal Controls and Risk Management

The Trustees have overall responsibility for ensuring that the charity has an appropriate system of controls, including financial controls.

Trustees have established a risk management framework for the assessment of major risks to which the charity is exposed, related to the operations and finances of the Trust. A risk register is maintained for regular review, and the Trust is satisfied that systems are in place to manage exposure to major risks.

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

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 made grants to schools or settings during the year were:

- Local School Nature Grants programme funded by the People's Postcode Lottery Trusts
- Third Sector Fund funded by the Corra Foundation
- Climate School 180 funded by the Allan and Gill Gray Foundation

The schools' applications are assessed against specific criteria and business objectives which are set out by the funders and the terms agreed with LtL.

Equality, Diversity and Inclusion

LtL is dedicated to being a fully inclusive organisation. We are striving to enhance our EDI but we are on a journey. Subsequently, we are reviewing our priorities and will be launching an EDI Strategy in 2025. Meanwhile, we have already improved our recruitment process by changing our language to be more inclusive and introducing a Guaranteed Interview Scheme for ethnic minorities. Our policies were updated this year to better support our staff and their families.

Sustainability

LtL is committed to our wider responsibilities as an organisation and employer, ensuring we operate sustainably and ethically across all aspects of our work. LtL aims to reduce our environmental impact through measures including:

- encouraging staff to use public transport and cycle wherever possible
- arranging meetings at venues accessible by public transport
- reducing air miles
- using energy efficient electrical equipment
- reducing paper waste and printing
- using suppliers with published environmental policies

In our project work, we use sustainable resources such as peat-free compost, plants and other materials from sustainable sources and bio secure planting stock. We also use recycled materials wherever possible.

Cyber Security

LtL recognises the increasing risks of cyber-attacks and data security attacks. We work with our IT support provider to monitor the situation and review the security measures we have in place to detect and protect LtL's digital assets. This year we introduced Cyber Security Awareness as core training for all staff to enhance our IT resilience.

Safeguarding

LtL takes the responsibilities of keeping our staff, volunteers and all those we serve, safe and free from harm. We do this by adhering to a robust Safeguarding Policy and ensuring staff are familiar with and confident to use our supporting policies: Harassment & Bullying, Wellbeing and Whistleblowing. All staff in contact with vulnerable people complete a safeguarding course and from October 2024, all staff will complete this course as part of their core annual training. We follow a safe recruitment process with DBS checks at a level appropriate to the role.

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 11 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 while earning a commercial rate of interest. In the year the Trust's funds were placed with a high street clearing bank as well as deposits maintained with the Charities Aid Foundation Bank, Charity Bank, Aldermore, Close Brothers, United Trust Bank and Buckinghamshire Building Society. The interest earned is detailed in note 4 to the Financial Statements.

Statement of Trustees' Responsibilities

The Trustees are responsible for preparing the Annual Report and the financial statements in accordance with the Companies Act 2006 and for being satisfied that the financial statements give a true and fair view. The Trustees are also responsible for preparing the financial statements in accordance with United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

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 charity and of the incoming resources and application of resources of the charity for that period. In preparing these financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently,
- observe the methods and principles in the Charities SORP FRS102,
- make judgments and estimates that are reasonable and prudent,
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements, and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business.

The Trustees are responsible for keeping adequate accounting records that show and explain the charity's transactions, disclose with reasonable accuracy at any time the financial position of the charity, and enable them to ensure that the financial statements comply with the Companies Act 2006, with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Financial statements are published on the charity's website in accordance with legislation in the United Kingdom governing the preparation and dissemination of financial statements, which may vary from legislation in other jurisdictions. The maintenance and integrity of the group's website is the responsibility of the Trustees. The Trustees' responsibility also extends to the ongoing integrity of the financial statements contained therein.

All of the current Trustees have taken the steps that they ought to have taken to make themselves aware of any information needed by the charity'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 unaware.

In approving the Trustee's Annual Report, we also approve all reports included therein, in our capacity as the company's directors.

Auditors

The auditors, Knox Cropper LLP, will be proposed for reappointment at the forthcoming Annual General Meeting.

This report has been prepared in accordance with the special provisions of Part 15 of the Companies Act 2006 relating to small companies.

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



Carley Sefton,
Secretary

21 October 2024

AUDITOR'S REPORT

Report of the Independent Auditors Report to the Members of The Learning Through Landscapes Trust

Opinion

We have audited the financial statements of The Learning Through Landscapes Trust (the 'charitable company') for the year ended 31 March 2024 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 March 2024 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006, the Charities and Trustee Investment (Scotland) Act 2005 and regulation 8 of the Charities Accounts (Scotland) Regulations 2006.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charitable company in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the Trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charitable company's ability

to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the Trustees with respect to going concern are described in the relevant sections of this report.

Other information

The trustees are responsible for the other information. The other information comprises the information included in the Trustees' annual report, other than the financial statements and our Report of the Independent Auditors thereon.

Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the Trustees' report for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the Trustees' report has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' report.

We have nothing to report in respect of the following matters where the Companies Act 2006 and the Charities Accounts (Scotland) Regulations 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of Trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

- the trustees were not entitled to take advantage of the small companies' exemption from the requirement to prepare a Strategic Report or in preparing the Report of the Trustees.

Responsibilities of Trustees

As explained more fully in the trustees' responsibilities statement, the Trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Our responsibilities for the audit of the financial statements

We have been appointed as auditor under section 44(1)(c) of the Charities and Trustee Investment (Scotland) Act 2005 and under the Companies Act 2006 and report in accordance with the Acts and relevant regulations made or having effect thereunder.

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue a Report of the Independent Auditors that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

- We obtained an understanding of the legal and regulatory frameworks that are applicable to the charitable company and determined that the most significant are the Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (United Kingdom Generally Accepted Accounting Practice), the Companies Act 2006 and the Charities Act 2011.
- The charitable company is required to comply with charity law and, based on our knowledge of its activities, we identified that the legal requirement to accurately account for restricted funds was of key significance.
- We understood how the charitable company is complying with those frameworks via communication with those charged with governance, together with the review of the charity's documented policies and procedures.

- We assessed the susceptibility of the charitable company's financial statements to material misstatement, including how fraud might occur by considering the key risks impacting the financial
- statements. These included risks associated with Revenue Recognition and Management Override of Controls, which were discussed and agreed by the audit team.
- Our approach included agreeing the charitable company's recognition of income to the terms of the underlying grant agreements, legacy documentation and associated correspondence, the review of journal entries processed in the accounting records and the investigation of significant and unusual transactions identified from our review of the accounting records.
- Based on this understanding we designed our audit procedures to identify non-compliance with such laws and regulations. Our procedures involved review of the reporting to the directors with respect to the application of the documented policies and procedures and review of the financial statements to ensure compliance with the reporting requirements of the charitable company.

There are inherent limitations in the audit procedures described above and, the further removed non-compliance with laws and regulations is from the events and transactions reflected in the financial statements, the less likely we would become aware of it. The risk of not detecting a material misstatement due to fraud is higher than the risk of not detecting one resulting from error, as fraud may involve deliberate concealment by, for example, forgery or intentional misrepresentations, or through collusion.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: http://www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006, and to the charitable company's trustees, as a body, in accordance with Regulation 10 of the Charities Accounts (Scotland) Regulations 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members, as a body, for our audit work, for this report, or for the opinions we have formed.



Matthew Elkins FCA (Senior Statutory Auditor)
for and on behalf of Knox Cropper LLP
Chartered Accountants and Statutory Auditors
Office Suite 1, Haslemere House
Lower Street
Haslemere
GU27 2PE
Date: 23rd October 2024

Statement of Financial Activities for the year ended 31 March 2024

(Incorporating the Company Income and Expenditure Account and Statement of Comprehensive Income)

		Unrestricted				
		General	Designated	Restricted	Total	Total
	Note	Funds	Funds	Funds		
					2024	2023
		£	£	£	£	£
Incoming resources						
Incoming resources from donations and legacies	2	331	-	-	331	575
Incoming resources from charitable activities	3	343,946	-	1,560,815	1,904,761	1,531,727
Incoming resources from investments	4	16,405	-	-	16,405	6,034
Total incoming resources		**360,682**	**-**	**1,560,815**	**1,921,497**	1,538,336
Resources expended						
Raising funds	5	4,775	-	-	4,775	7,125
Cost of charitable activities	6	364,324	-	1,465,521	1,829,845	1,661,135
Total resources expended		**369,099**	**-**	**1,465,521**	**1,834,620**	1,668,260
Net income/ (expenditure)		**(8,417)**	**-**	**95,294**	**86,877**	(129,924)
Transfers between funds	20	-	-	-	-	-
Net movement in funds		**(8,417)**	**-**	**95,294**	**86,877**	**(129,924)**

Reconciliation of Funds						
Total funds brought forward	20	**78,084**	**279,000**	**21,513**	**378,597**	508,521
Total funds carried forward	20	**69,667**	**279,000**	**116,807**	**465,474**	378,597

The notes on pages 37 to 48 form part of these financial statements.

Balance Sheet as at 31 March 2024

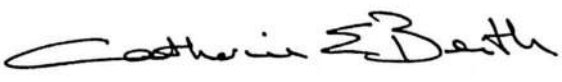
	Note	2024		2023
		£		£
Fixed assets				
Tangible assets	10	10,103		14.668
Investments	11	2		2
Total fixed assets		**10,105**		**14.670**
Current assets				
Stocks	12	5,132		8,357
Debtors	13	238,932		129,822
Cash at bank		866,700		854,003
		1,110,764		992,182
Creditors: amounts falling due within one year	14	(655,395)		(628,255)
Net current assets		**455,369**		**363,927**
Net assets		**465,474**		**378597**
Restricted funds	20	116,807		21.513
Unrestricted funds				
Designated funds	20	279,000		279,000
General funds	20	69,667		78.084
Total Funds	20	**465,474**		**378,597**

These financial statements have been prepared in accordance with the provisions applicable to charitable companies subject to the small companies' regime.

The financial statements were approved and authorised for issue by the Board of Trustees on 23rd October 2024 and signed on their behalf by:



Juno Hollyhock
Trustee



Catherine Beith
Trustee

Company Registration Number 02485660

The notes on pages 37 to 48 form part of these financial statements.

Statement of Cash Flows for the year ended 31 March 2024

	2024		2023
	£		£
Net cash inflow/(outflow) from operating activities	723		(229,010)
Cashflows from investing activities			
Interest received	16,468		6,034
Payments to acquire tangible fixed assets	(4,494)		(9,326)
Net Cash provided by/(used in) investing activities	11,974		(3,292)
Change in cash and cash equivalents in the year	12,697		(232,302)
Cash and cash equivalents at the beginning of the year	854,003		1,086,305
Cash and cash equivalents at the end of the year	866,700		854,003

Notes to Statement of Cash Flows

	2024		2023
	£		£
Reconciliation of net income/(expenditure to net cash inflow/(outflow) from operating activities			
Net income/(expenditure)	86,877		(129,924)
Decrease/(increase) in debtors	(109,173)		11,231
(Decrease) in creditors	27,140		(107,358)
Depreciation	9,059		8,539
Interest received	(16,405)		(6,034)
(Increase)/decrease in stock	3,225		(5,464)
Net cash (outflow) from operating activities	**723**		**(229,010)**

Analysis of changes in net cash resources	01/04/2023	Cashflows	31/03/2024
	£	£	£
Cash at bank and in hand	854,003	**12,697**	**866,700**

Notes to the Financial Statements for the year ended 31 March 2024

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 preparation of accounts

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019) – (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

The Learning through Landscapes Trust meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

The Trustees have considered the recent financial performance of the Trust and have concluded that with the right management actions, and bearing in mind LtL's strong cash flow position, the Trust is a going concern for at least twelve months following the signature of the financial statements. Accordingly, the financial statements have been prepared on the going concern basis. No material uncertainties exist related to events or conditions that may cast significant doubt upon the charity's ability to continue as a going concern.

b) Subsidiary

Learning through Landscapes Limited, a subsidiary of The Learning through Landscapes Trust, has not traded during the year ending 31 March 2024. 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 The 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 Statement of Financial Activities (SOFA) when the Charity has entitlement to the income, receipt is probable, 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 in accordance with any funding agreements.
- 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 and shown as deferred subscriptions income.
- Investment income is included when receivable.
- Grant income that is subject to unmet performance-related conditions is accounted for as a liability and shown on the balance sheet as deferred income. Deferred income is released to income in the reporting period in which the performance-related or other conditions that limit recognition are met.

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 include those costs associated with meeting the constitutional and statutory requirements of the Charity and 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 6.

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) Debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

i) Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of change in value.

j) Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

k) 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.

l) 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 future purposes.

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

m) Operating leases

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

n) Valuation of investments

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

o) Irrecoverable VAT

Irrecoverable VAT incurred for non-business activities projects expenditure is included in the Statement of Financial Activities within the expenditure to which it relates.

p) Financial instruments

The Trust only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments are initially recognised at transaction value and subsequently measured at their settlement value.

q) Judgements

In preparing these financial statements the Trustees have made the following judgements:

Determine whether leases entered by the Trust are operating or finance leases. These decisions depend on an assessment of whether the risks and rewards of ownership have been transferred from the lessor to the lessee on a lease-by-lease basis.

r) Key sources of estimation uncertainty

Tangible fixed assets are depreciated over their useful lives taking into account residual values, where appropriate. The actual lives of the assets and residual values are assessed annually and may vary depending on a number of factors. In re-assessing asset lives, factors such as technological innovation, product life cycles and maintenance programmes are considered. Residual value assessments consider issues such as future market conditions, the remaining life of the asset and projected disposal values.

s) Legal status of the Trust

The Trust is a company limited by guarantee incorporated in England and Wales and has no share capital. The liability of each member in the event of winding-up is limited to £1.

The address of its registered office is: Ground Floor, F Block, Clarendon House, Monarch Way, Winchester, Hampshire SO22 5PW

2. Analysis of incoming resources from donations and legacies

	Unrestricted Funds		Restricted Funds		Total 2024		Total 2023
	£		£		£		£
Voluntary income							
Donations general purpose grants	331		-		331		575
Legacies	-		-		-		-
Total incoming resources from donations and legacies	**331**		**-**		**331**		**575**

In 2024 £331 of donations and legacies income was for unrestricted use (2023: £75), while £Nil was restricted to specific purposes (2023: £500).

3. Analysis of incoming resources from charitable activities

	Unrestricted Funds		Restricted Funds		Total 2024		Total 2023
	£		£		£		£
Income from consultancy and other fees	1,498		-		1,498		13,452
Membership and Publications income	6,295		-		6,295		2,758
Training and conference income	135,228		-		135,228		126,352
Programme funding	200,925		1,560,815		1,761,740		1,389,165
Total charitable activity income	**343,946**		**1,560,815**		**1,904,761**		1,531,727

The incoming resources from charitable activity were £1,904,761 (2023: £1,531,727) of which £343,946 (2023: £189,569) was for unrestricted funds and the balance of £1,560,815 (2023: £1,342,158) was for restricted funds.

4. Analysis of incoming resources from investments

	Unrestricted Funds		Restricted Funds		Total 2024		Total 2023
	£		£		£		£
Bank interest	16,405		-		16,405		6,034
Total investment income	16,405		-		16,405		2,257

In 2024 all £16,405 (2023: £6,034) of investment income was attributable to unrestricted income funds.

5. Analysis of costs of raising funds

	Direct Costs		Allocation of Support Costs		Total 2024		Total 2023
	£		£		£		£
Fundraising Campaigns	3,921		854		4,775		7,125
Cost of raising funds	3,921		854		4,775		7,125

All costs of raising funds related to unrestricted funds apart from £Nil (2023: £7,125) which related to restricted funds.

6. Analysis of costs of charitable activities

	Project Awards		Other Direct Costs		Allocation of Support Costs		Total 2024		Total 2023
	£		£		£		£		£
Consultancy and other fees	-		7,395		1,049		8,444		16,522
Membership and Publications	-		2,696		1,447		4,143		14,735
Training and Conferences	-		140,428		47,242		187,670		227,425
Programmes	340,937		974,613		314,038		1,629,588		1,388,960
Other costs	-		-		-		-		13,493
Cost of charitable activities	**340,937**		**1,125,132**		**363,776**		**1,829,845**		**1,661,135**

All costs of charitable expenditure related to restricted funds apart from £364,323 (2023: £330,282) of expenditure which related to unrestricted funds.

Project Award costs were paid to 768 schools and settings throughout the UK.

7. Apportionment of Support Costs

	Fund-raising Costs	Consultancy & other Fee Costs	Membership & Publications Costs	Training & Conferences Costs	Programmes Costs	Total 2024	Total 2023
	£	£	£	£	£	£	£
Premises	93	108	124	4,452	24,489	29,266	26,906
Travel	-	-	-	-	-	-	4,232
Central Services	564	654	750	27,027	148,659	177,654	202,204
Marketing and Communications	16	73	305	6,555	85,396	92,345	82,040
Information Technology	142	165	189	6,804	37,425	44,725	39,055
Depreciation	2	7	30	643	8,377	9,059	8,538
Governance	37	42	49	1,762	9,691	11,581	-
Total Support Costs	**854**	**1,049**	**1,447**	**47,243**	**314,037**	**364,630**	**362,975**

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.

Included in governance costs is amounts payable to the auditor for statutory audit of £8,000 and accountancy services of £2,400.

8. Employee information

	2024		2023
	£		£
Wages and salaries	847,839		704,546
Social security costs	61,405		53,899
Pension costs	81,788		36,594
Termination payments	4,494		-
Total Staff Costs	**995,526**		**795,039**

	2024		2023
The average number of employees during the year was as follows:	**37**		31

One employee earned more than £60,000 per annum (2023: one).

The key management personnel of the Trust comprise the trustees, the CEO, Scotland Director & COO, Head of Education and Communities, HR and Business Services Manager, Head of Commercial Development and the Accountant. Remuneration payable to key management personnel amounted to £263,498 (2023: 226,851).

No remuneration was paid to, or waived by, any trustee during the year (2023: £nil) (as per note 16).

9. Pensions

The Trust makes contributions to the employees' personal defined contribution pension schemes. The total pension costs for the year were £81,788 (2023: £36,594).

10. Tangible Fixed Assets

	Office Equipment	Computer Equipment	Total
	£	£	£
Cost			
At 1 April 2023	6,508	48,207	54,715
Additions	-	4,494	4,494
Disposals	-	-	-
At 31 March 2024	**6,508**	**52,701**	**59,209**
Accumulated depreciation			
At 1 April 2023	4,972	35,075	40,047
Charge for the year	767	8,292	9,059
Depreciation on disposals	-	-	-
At 31 March 2024	**5,739**	**43,367**	**49,106**
Net book value at 31 March 2024	**769**	**9,334**	**10,103**
Net book value at 31 March 2023	1,536	13,132	14,668

The above fixed assets are used to support all of LtL's activities.

11. Investments

Investments held as fixed assets represent the whole of the issued ordinary share capital of Learning through Landscapes Limited (Company Registration Number 02573923), 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.

12. Stock

	2024		2023
	£		£
Stocks of literature and visual materials for resale	**5,132**		**8,357**

13. Debtors

	2024		2023
	£		£
Trade debtors	148,667		52,186
Amounts due from subsidiary undertaking	5,862		5,862
Other debtors	3,319		1,731
Prepayments & accrued income	81,084		70,043
Total	**238,932**		**129,822**

All amounts are due within one year. Trade debtors are stated net of provision for doubtful debts of £7,498.

14. Creditors: amounts falling due within one year

	2024		2023
	£		£
Trade Creditors	43,266		38,953
Taxation and social security	40,145		14,440
Other creditors	14,332		5,185
Accruals & deferred income	557,652		569,677
Total	**655,395**		**628,255**

The Trust has deferred income where income has been received in advance for commercial training and consultancy, and where project funding has been received in advance but the Trust has not yet met the recognition criteria.

Deferred income at 1 April 2023	542,674
Amounts released from deferred income	(542,674)
Amounts deferred this year	523,432
Deferred income at 31 March 2024	**523,432**

15. 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 Denton-Thompson, who received £2,878 (2023: £3,253) remuneration in connection with her work for the Trust on the School Playing Fields Advisory Panel.

Trustees were reimbursed expenses totalling £466 solely for travel costs incurred in attending meetings (2023: £303).

16. Capital commitments

There were no capital commitments at either 31 March 2024 or 31 March 2023.

17. Operating leases

As at 31 March 2024, the Trust had annual commitments under non-cancellable operating leases as set out below:

	2024	2023
	£	£
Operating leases which expire		
In one year	25,415	16,608
In two to five years	-	2,904
More than five years	-	-
Total	25,415	19,512

18. Related party transactions

The amounts shown in note 13 as due from a subsidiary undertaking relate to Learning through Landscapes Limited.

19. Net assets by fund

2024	Unrestricted Funds	Designated Funds	Restricted Funds	Total
	£	£	£	£
Fixed assets	10,105	-	-	10,105
Net current assets	59,562	279,000	116,807	455,369
Net assets by Fund	**69,667**	**279,000**	**116,807**	**465,474**

2023				
Fixed assets	14,670	-	-	14,670
Net current assets	63,414	279,000	21,513	363,927
Net assets by Fund	**78,084**	**279,000**	**21,513**	**378,597**

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 2023	Incoming Resources	Outgoing Resources	Transfers	31 March 2024
	£	£	£	£	£
Restricted funds:					
Welly crowdfunding	208	-	-	-	208
Erasmus+ SEL for Schools	-	15,290	(15,290)	-	-
Erasmus+ Natural Nations	-	327	(327)	-	-
Climate School 180	-	201,945	(85,346)	-	116,599
Climate Ready School Grounds	-	5,000	(5,000)	-	-
Third Sector Fund	-	52,500	(52,500)	-	-
My School, My Planet - North West	12,112	93,814	(105,926)	-	-
My School, My Planet – Walsall	9,193	159,499	(168,692)	-	-
Local School Nature Grants					
-LSNG Phase 4	-	1,000	(1,000)	-	-
-People's Postcode Trust (Scotland)	-	143,796	(143,796)	-	-
-Postcode Neighbourhood Trust (North England)	-	227,175	(227,175)	-	-
-Postcode Places Trust (East England)	-	137,572	(137,572)	-	-
-Postcode Society Trust (South England)	-	233,210	(233,210)	-	-
-Postcode Local Trust (West England)	-	138,295	(138,295)	-	-
-Postcode Community Trust (Wales)	-	151,392	(151,392)	-	-
Total restricted funds	**21.513**	**1,560,815**	**(1,465,521)**	-	**116,807**

Unrestricted funds:					
Designated Funds:					
Operating expenditure commitments	264,000	-	-	-	264,000
Contingency	15,000	-	-	-	15,000
General funds	78,084	360,682	(369,099)	-	69,667
Total unrestricted funds	**357,084**	**360,682**	**(369,099)**	-	**348,667**
Total funds	**378,597**	**1,921,497**	**(1,834,620)**	-	**465,474**

Prior Year	1 April 2022	Incoming Resources	Outgoing Resources	Transfers	31 March 2023
	£	£	£	£	£
Restricted funds:					
Welly crowdfunding	1,283	500	(1,575)	-	208
Erasmus+ SEL for Schools	-	19,753	(19,753)	-	-
Erasmus+ Natural Nations Goes Digital	-	30,338	(30,338)	-	-
Erasmus+ Natural Nations	-	34,106	(34,106)	-	-
Climate Ready School Grounds	-	30,000	(30,000)	-	-
Third Sector Fund	-	52,500	(52,500)	-	-
My School, My Planet - Neston	10,000	-	(10,000)	-	-
My School, My Planet – North West	-	17,243	(5,131)	-	12,112
My School, My Planet - Walsall	-	88,175	(78,982)	-	9,193
Local School Nature Grants					
-LSNG Phase 4	-	11,500	(11,500)	-	-
-People's Postcode Trust (Scotland)	-	150,950	(150,950)	-	-
-Postcode Neighbourhood Trust (North England)	-	236,833	(236,833)	-	-
-Postcode Places Trust (East England)	-	139,869	(139,869)	-	-
-Postcode Society Trust (South England)	-	245,064	(245,064)	-	-
-Postcode Local Trust (West England)	-	149,579	(149,579)	-	-
-Postcode Community Trust (Wales)	-	136,248	(136,248)	-	-
Total restricted funds	**11,283**	**1,342,658**	**(1,332,428)**	-	**21,513**
Unrestricted funds:					
Designated Funds:					
Operating expenditure commitments	224,000	-	-	40,000	**264,000**
Contingency	15,000	-	-	-	**15,000**
General funds	258,238	189,800	(329,954)	(40,000)	**78,084**
Total unrestricted funds	497,238	**189,800**	**(329,954)**	-	**357,084**
Total funds	**508,521**	**1,532,458**	**(1,662,382)**	-	**378,597**

Purpose of Restricted funds:
Restricted funds are grants and donations given for specific purposes.

Local School Nature Grants
This restricted funding from the six regional trusts that operate the People's Postcode Lottery in Britain was to support schools across England, Wales and Scotland with equipment and training grants in the 2023/24 financial year.

Third Sector Fund
The Nurturing Nature project is mainly funded by the CYPFEIF (Children, Young People and Families Early Intervention Fund) through the Corra Foundation.

Erasmus+ Funding — Social Emotional Learning
Funded through the European Erasmus programme, the Social Emotional Learning project encouraged and supported emotional learning in children aged between 3 and 6 years old through transforming their school grounds for the benefit of birds.

Climate School 180
Supported by the Allan and Gill Gray Foundation, Climate School 180 is set to run from 2023 to 2026 with 180 schools across the UK, exploring how to support schools to deliver quality climate change education, using the school grounds as a local context for this global issue.

My School, My Planet (MSMP) –Walsall and North West
The My School, My Planet project has continued in Walsall and the North West, with funding from the National Lottery Heritage Fund, the Swire Charitable Trust and Westminster Foundations, empowering pupils to implement practical changes to their school grounds as a positive response to climate change.

Climate Ready School Grounds
Working with Architecture & Design Scotland, this project helped schools to understand and develop their learning estate grounds to do more, to adapt to the anticipated local impacts of climate change, increase biodiversity, improve air quality and encourage community engagement and participation in climate action.

Purpose of Designated funds:

Operating expenditure commitments fund
The Operating expenditure commitments fund represents the Trust commitments against 'wind up costs' including staff notice, redundancy, lease commitments and a provision for legal costs, whilst the Contingency fund is allocated for any unexpected annual operational costs.

21. Control

The controlling parties are the trustees listed on page 23.

THE LEARNING THROUGH LANDSCAPES TRUST

England & Wales - Charity number 803270

Accounts



The Learning through Landscapes Trust

Annual Report 2022–23

Learning through Landscapes

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Registered charity no. in England and Wales 803270 and in Scotland SCO38890
Company number 02485660

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This year has seen so many exciting opportunities for LtL.

We have seen significant progress in recognising the crucial role education plays in tackling climate change. From the Department for Education (DfE) piloting the National Education Nature Park, an initiative in which we are honoured to be a delivery partner, to the establishment of the UNESCO Global Greening Education Partnership, the importance of green education is now more evident than ever before.

An achievement we were delighted to celebrate this year has been Local School Nature Grants (LSNG) reaching the amazing milestone of now being delivered to over 10% of schools in the UK. We are very grateful to the People's Postcode Lottery (PPL) for their continued support of this transformative project.

We have continued to listen to the valuable feedback from teachers and educators and because of this, next year we will be piloting a year long LSNG project in 12 schools to support them with transforming their outdoor learning and play provision.

July saw the launch of LtL's new book, 'Teaching the Primary Curriculum Outdoors.' The resounding response to our first publication in over a decade was remarkable with it topping three of the bestseller lists in its first week.

This book has allowed us to bring together over 30 years of experience in adapting the curriculum for outdoor learning, and we are delighted to see so many teachers at every stage of their careers embracing outdoor learning.

We continued to move forward in our post pandemic financial recovery and are on track to be back to pre-covid levels of funding within the next two years.

We have achieved this while growing our staffing levels and maintaining our wonderful team and we are very grateful to our trustees and board for their continued belief in growing our work during such a challenging time.



As we look forward to the next 2 to 3 years, we foresee a growing contribution towards climate education.

The significance of climate education cannot be overstated in today's world. As our planet faces unprecedented environmental challenges, equipping our future generations with a deep understanding of climate change and its consequences is crucial. There is no better place to start than in school grounds.

Climate education not only grows awareness of the natural world but also empowers individuals to learn to make informed choices as they grow up. It inspires critical thinking, problem-solving, and innovation, essential skills for addressing the most complex issues we face. But most importantly, climate education is a call to collective action, encouraging pupils and their teachers to work together to become responsible stewards, advocating for sustainable policies, and creating positive change in their school grounds.

In an era where the fate of our planet is intertwined with human knowledge and action, climate education must be at the heart of a sustainable and resilient future.



David Coleman
Chair of the Board



Carley Sefton (CEO)
The Learning through Landscapes Trust



Heritage, Mission and Vision

We help children and young people to connect with nature, become more active, learn outdoors and have fun.

Learning through Landscapes (LtL) was founded in 1990 with the aim of improving the quality and use of land surrounding schools, to encourage a better use of existing resources for learning, and to enhance the environment within which learning takes place.

With offices in England and Scotland and staff based across the UK, our team and our accredited network of outdoor learning experts have the capacity to work nationally and internationally.

Our unrivaled expertise is based on three decades of experience, practical action and research, and has led to our reputation as the UK's leading charity dedicated to enhancing outdoor learning and play.





Our Vision

Our vision is a society where the benefits of regular time outdoors are valued and appreciated, and outdoor learning, play and connection with nature is recognised as a fundamental part of education, at every stage, for every child and young person.

Our Mission

We inspire and enable positive outdoor experiences through cultural change, and the transformation of school grounds and outdoor community spaces. In so doing, we encourage greater appreciation of the environment and access to nature.

Our work is underpinned by a drive to improve the mental health and wellbeing of children and young people through connection to nature and, 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 achieve our mission by training, education and advocacy, and a professional approach to our charitable operation.

Our Six Principles of Outdoor Learning and Play

1

Outdoor learning, play, and connection with nature should be available and accessible for every child and young person in every school

Outdoor learning, play, and connection with nature are an essential part of education. We understand that many disadvantaged children are less likely to have access to this. Our work reduces inequality by ensuring access to well-designed school grounds for all, informed by the needs, ideas and aspirations of the children and young people who will use these spaces.

2

Outdoor learning should be fully integrated into a school's curriculum

Blending subject-specific knowledge with context-specific experiences in the outdoor environment supports children and young people to acquire deeper meaning, increase motivation and support their wellbeing. Our programmes support educators to deliver high-quality outdoor learning.

3

All children and young people should have access to high-quality outdoor play

Children and young people deserve and benefit from extended periods of play during every school day. These periods of play should be a protected part of every school day. Our programmes give children and young people opportunities to play in challenging, adventurous, and enriching environments that incorporate natural elements.

4

The natural world should be at the heart of all school grounds

All school grounds should provide children and young people with enriching opportunities to connect with nature. Our programmes encourage them to appreciate the natural world, become stewards of the environment and protect the future health of their planet.

5

The whole of the school grounds should be an outdoor classroom

All outdoor elements, including tarmac, paving, brick walls and sand pits provide space and resources for learning alongside the natural world. The entire school grounds are an outdoor classroom and no limits should be set on what is used for teaching and learning outdoors.

6

School grounds should be designed for the future and made to last

Planned changes to school grounds should engage the whole school community, consider the entire site and the multiple ways it can be used. In our programmes we encourage educators to consider the long-term use, design and management of school grounds and underpin these decisions with the United Nation's Global Sustainable Development Goals.

Projects

Thank you to all our project partners, consultants, funders, and supporters for your guidance and assistance over the course of this unique year.

Project Partners and Consultants

ActionFunder | Bird Life Malta | Bird Life Slovakia | Bird Life Spain | CAPE | Consiglio Nazionale Delle Richerche, Italy | Hellenic Ornithological Society | Imperial College London | INAK, Slovakia | Leicester City Council | Louder than Words | Lund University (Lunds Universitet) | Milanta Spain | Ministry of Education, Malta | Natural History Museum | Naturskolan i Lund | Portuguese Society for the Study of Birds | SAGE Publishing | Sociedad Española de Ornitología (SEO – Birdlife Spain) | South Downs National Park Trust | St Alban's Church of England Aided Primary School | Strom zivota, Slovakia | The Bridge Institute | The Conservation Volunteers | The Open University | The Tree Council | The University of Aberdeen | The University of Edinburgh | The University of Presov, Slovakia | The Wildlife Gardening Forum | UK Pollinator Monitoring Scheme | VITA XXI SLP, Spain

Funders and Supporters

Access2HR | Architecture & Design Scotland | Churchill Fellowship | Corra Foundation | Engineering and Physical Sciences Research Council (EPSRC) | Erasmus+ | Glasgow City Council | Greening School Grounds & Outdoor Learning Global Action Agenda | Hampshire County Council | Inspiring Scotland | International School Grounds Alliance (ISGA) | Muddy Puddles | National Geographic | National Lottery Heritage Fund | NatureScot | People's Postcode Lottery Trusts (People's Postcode Trust, Postcode Community Trust, Postcode Local Trust, Postcode Neighbourhood Trust, Postcode Places Trust, Postcode Society Trust) | RHS | RSPB | The Department for Education | The Erasmus Programme | The ICE Futures Charitable Trust | The Scottish Government | The Sir John Laing Charitable Trust | The Swiss Charitable Trust | William Grant Foundation



Local School Nature Grants

Funded by the players of the People's Postcode Lottery, our Local School Nature Grants give early years settings and schools across England, Scotland, and Wales the opportunity to access staff training and £500 of outdoor learning equipment.

Phase 6 of our Local School Nature Grants programme saw a total of 900 awards given. We are currently in Phase 7 of the awards scheme and are building on its success each year.

Learning through Landscapes' Training and Development Officers continue to travel far and wide across the country delivering this training to teachers, assistants, lunchtime supervisors, grounds staff, and many more to support them to teach the curriculum outdoors.



"Thank you so much. We are absolutely delighted. I told our children they had been successful and there was much excitement. I look forward to organising the training date and, of course, receiving and putting to use the amazing equipment! Thanks again it is VERY much appreciated."

— LSNG recipient

SENSE: Sensory Explorations of Nature in School Environments

The SENSE project is a collaboration between the Open University, University of Edinburgh, Imperial College London, and Learning through Landscapes.

Working with ten primary schools (four in England and six in Scotland) over two academic years (2022-24), the project seeks to support children to explore and connect with the natural world through the sense of touch. This is being achieved through both direct interactions outdoors within the school grounds and the use of new digital haptic technology, with the aim of supporting a deeper connection with the natural world through scientific enquiry-based learning.

In year one (2022-23), Learning through Landscapes created and ran an outdoor workshop in all ten schools, supporting pupils to explore their school grounds through touch and culminating in the creation of a 3D texture map of their outdoor space. The four English schools were also supported by staff from the Open University who ran a workshop based on the new haptic technology. All schools were involved in an online webinar to share their progress.

In year two (2023-24), each school will receive three more workshops, a follow up outdoor workshop with LtL, a follow up haptic workshop with the Open University, and a third citizen science workshop with both Open University and Edinburgh University staff investigating scientific hypotheses. The schools will also have a chance to share their progress through further online webinars.

The project will conclude with the publication of the related scientific research paper.



Social Emotional Learning

Funded by Erasmus+, Social Emotional Learning (SEL) is an Early Years project in partnership with Birdlife Malta, Sociedad Espanola de Ornitologia SEO (Birdlife Spain), Milanta Spain, Birdlife Slovakia, INAK Slovakia, and the University of Presov, Slovakia.

This project sought to encourage and support emotional learning in children aged between three and six years old through transforming their school grounds for the benefit of birds. Learning to care for the natural world encourages social and emotional development in these children, in turn helping them to learn how to take care of themselves and their own wellbeing.

The data collected from research in 2021/22 has now been analysed and has proven that including SEL activities within the school day has a positive impact on the wellbeing of children, meaning they are more able to talk about emotions and understand the impacts of their behaviour and decisions.

The project came to an end in August 2023, and final reports are now in the process of being submitted. Outputs created will be hosted on a website specifically linked to the project and maintained by INAK.

XPolli:Nation

Led by Imperial University, this two-year National Geographic project upgraded the survey used in Polli:Nation through technological approaches. The team worked with a cluster of four schools in Hampshire to test the new survey methodology.

The project far superseded its targets to support 'People' to take part, record "Pollinators', and improve citizen science. 184 teachers have benefitted (767% of the target) through direct in-school and online training, and 2473 students have directly engaged with the project (353%).

Through a pupil focus session, the BeeWatch training technology has now been adapted for use with butterflies and bumblebees, whilst the Polli:Promise has led to over 2059 people promising to plant 4856 square metres of pollinator-friendly habitat.

Given LtL's drive to embed outdoor learning and citizen science in the curriculum, we were delighted that Ofsted (the government inspectorate for schools in England) recognised the impact of the project's learning approaches. This included reference to pollination activities at the start of the latest report for one of our participating schools:

"Pupils love making a difference to their future through such activities as encouraging pollinators such as beetles and butterflies to thrive in their local community."

Pupils' ideas about how to do this have been shared with other schools both nationally and internationally. This is a real achievement for the teachers at the school and a step forward for the education sector.

Teachers themselves commented upon the scheme. For example, one of our Italian participants noted:

"When asked if they had an increased interest in nature after today's activities, 94% replied positively and 100% would like to take part in more workshops like this in the future."

Outdoor Classroom Day

The biannual Outdoor Classroom Day, which we deliver in the UK and Ireland with ActionFunder has had another successful year of engagement.

Teachers, schools, parents and children took part in this global campaign by getting outdoors on both May 19th and November 3rd 2022, and the campaign has now seen close to 3 million children across the UK and Ireland participate. Over 12 million children have now been involved across the world.

As a grassroots, educator-led campaign, Outdoor Classroom Day has helped over 100,000 schools in over 180 countries take their first steps to systematically increasing time outdoors, every day. Partnerships with over a dozen NGOs have catalysed the movement. The campaign has lacked funding in recent years so we will be looking to find new avenues for development.



Natural Nations

The Natural Nations project aimed to increase biodiversity in school grounds across Spain, Malta, Italy, and the UK. It aimed to develop a methodology to link outdoor learning and nature to a child's social and emotional learning, providing resources and training to deliver this.

The project addressed the urgent need to support children and young people to engage with nature and contribute to increasing biodiversity in school grounds, specifically focusing on pollinating insect food chains including birds and 'minibeasts'. This also responded to the European Commission's EU Pollinators Initiative to address the decline in wild pollinating insects.

It produced a suite of resources, designed to help schools survey and monitor pollinators, birds, and minibeasts in their grounds whilst also learning more about their habits, habitats, and needs through a range of hands-on and mainly outdoor activities.

As part of a transnational partnership, we created four biodiversity surveys with accompanying instructional videos, over 60 educational resources, practitioner guidance information, ID guides and over 20 cultural heritage resources relating to biodiversity, identifying shared cultural references across northern and southern Europe and the UK. We also created a data website to record participating schools' survey results for future scientific research.

Working with appointed 'research schools', the team developed a delivery programme to test iterations of the resources and to undertake small school grounds changes. Dissemination and learning, teaching, training events for educators, practitioners and volunteers to learn how to use and apply the resources within their local contexts occurred in all partner nations. This project engaged 1,900 pupils, 4,309 teachers and educators, and 5,142 parents.

Natural Nations Goes Digital

This project aimed to improve the biodiversity in school grounds across Spain, Malta, Greece, and Portugal through providing online training modules focusing on biodiversity, pollinating insects, and birds. Working in conjunction with the Natural Nations project, modules were created to enable teachers to teach outdoors and also improve their grounds for wildlife.

LtL developed three online modules about birds, pollinators, and biodiversity for schools to use to help achieve the project aims. By working collaboratively, LtL were able to deliver all three modules in English, one module in Portuguese, one module in Spanish, one module in Greek, and one further module in English for the Maltese (with an aspiration to translate to Maltese).

TCV - Back to School

This one year project brought together the skills of the Conservation Volunteers and Learning through Landscapes. Supported by players of the People's Postcode Lottery, LtL worked with staff and children from Shakespeare Primary School in Leeds to create a relaxing, contemplative area for their school community. The imposing presence of neighbouring St James' Hospital presents a reminder that, like many, these children, their families, teachers, and community experienced very disrupted lives during the pandemic and are still recovering from its impact.

Nature provides a constant and reassuring space for learning and wellbeing. We made the most of this by enabling 90 Year 6 children to explore TCV's Skelton Grange Environment Centre and consider together the challenges they had experienced, what was important to them, and what aspirations they had for creating a legacy project together.

LtL's landscape architect and TCV staff and volunteers ran workshops in school with pupils and staff, culminating in a project design that the children helped to create and celebrate.

"I learnt how to be hopeful. I learnt that my voice is powerful and important. I learnt to dig a big hole. I am proud of wearing shorts in the rain. I am proud that it worked and now we have calm seats."

— Shakespeare Primary School pupils

My School, My Planet (Neston)

We received Churchill Fellowship funding to run a project to transform Neston school, based on the successful My School, My Planet (MSMP) project.

My School, My Planet focuses on three climate-related themes:

- Climate change
- Biodiversity
- Soils (including growing)

Pupils surveyed and explored their grounds, learnt more about these topics, and created small physical changes to their grounds, e.g. raised beds, moving saplings, and creating a shelter.

We worked with the school to design the new spaces. The Design and Technology staff (who were not 'officially' part of the project) got very excited by one aspect – trying to reduce the impact of the wind that whistles down the site across the covered seating area.

They worked with pupils to design a honeycomb structure that will be created at the end of the seating space. This will have interchangeable elements that can be used both as a display feature and to test what makes the most effective wind barrier, i.e. should it be a solid wall or semi-permeable? This is beyond the scope of the project and its funding, but will continue on past the life of the project.

Secondary pupils enjoyed being outside and active, even on cold days. So often, these pupils end up inside all day and staff can be uncertain about taking them outdoors. This project proved that working on a project outdoors can be a really successful way to engage secondary pupils – focused, active, and making a difference.



My School, My Planet (Walsall)

Building on the success of the My School My Planet pilot project in 2020, we began the first full-scale National Lottery Heritage Fund funded MSMP project in Walsall, West Midlands in 2022.

MSMP focuses on biodiversity, climate change, and soil, helping young people learn about environmental issues affecting us today, particularly in relation to their local area where connection to nature is often limited. The project also explores the cultural importance of our relationship with the natural world.

The initial stage of the project builds knowledge, followed by planning for change, leading to implementation where we hope to see physical changes to school grounds and local green space to support the environment.

Sixteen schools are participating, including two special education needs schools and 14 primary schools, with approximately 300 students involved. Notably, over half of the participating schools are in the most deprived 10% of neighbourhoods in England, and 55% of students receive free school meals. Geographically, the schools span areas north and south of Walsall city centre. In addition to participating schools, MSMP has brought in 12 community groups representing adults in fields like horticulture and community services, from a variety of backgrounds.

The project created new staff roles at LtL with two new Project Officers, a Trainee Project Officer, and an Administration Assistant being employed, as well as giving an existing staff member the role of Project Manager.

Nurturing Nature

This long-standing Scottish project has continued through 2022-23 and created more wonderful stories of impact on the families who benefit from this work. Nurturing Nature delivers ten family learning and play sessions across ten weeks, using local greenspaces which are within local communities. The families and settings are taken through a series of no-cost or ultra low-cost play sessions, while being supported to understand the role of play for very young children. The personal stories of impact are wonderful and emotional at the same time, demonstrating real change in families' lives.

We have had funding extended until early 2026, but within an understanding that the fund is to change in future. We are deeply grateful to CORRA for their support and influence on this work, which often requires innovative thinking and flexibility.

As we enter the last 18 months of the programme, we will be creating and delivering 'how to' courses for all regions of Scotland. Our aim here is to create a knowledge and passion for such simple family learning programmes using the outdoors, and therefore create a lasting legacy for all early years in Scotland.



Climate Ready School Grounds

A partnership with Architecture & Design Scotland through 2022-23, this project was a short-term exploration of the opportunity that school grounds offer for both climate education, and adaptation and mitigation for climate change.

The project created a coherent suite of resources and connected to existing quality resources, as well as an inspiring video and images. On our own LtL website, the content focuses on teachers and education leaders looking for information. The Architecture & Design Scotland website hosts resources following the same themes, but for an audience of landscape architects and school grounds designers.

This project has also created a foundation for our work in climate change for the foreseeable future. We are able to clearly articulate the multiple co-benefits of school grounds in relation to our changing climate.

Better Breaktimes, Better Transitions

This project partnered with Play Scotland, funded by the Scottish Government, to explore the value of play for pupils as they transition to secondary schools. The project was run in secondary schools across Falkirk Council. We explored both pupil and teacher views, as well as the current practice and knowledge around play in secondary schools.

The project highlighted the change from a play-rich and play-positive primary environment to a secondary environment and culture which has not yet explored the potential of play. We developed an understanding of the lack of awareness and opportunity for secondary teachers to help create a more playful environment and culture.

We also recognised that many pupils and teachers saw play as infantilised and less relevant to 'the big school'. Against this rather forlorn situation, we also heard strong voices advocating for play and a motivation to explore this more.

This project lays a foundation to explore more about play in secondary schools, and we feel strongly that creating playful spaces and cultures will have significant health and wellbeing benefits for all in secondary schools, not just the lower years.



'This Place is like a Building Site': An Outdoor STEM Construction Project

Funded by the John Laing Charitable Trust, 'This Place is like a Building Site' worked with the Polygon School in Southampton to create a new storytelling throne. The two-day process was captured on video by Andrew Day from Yellow Balloon Films to create a short film of the project, featuring interviews with school staff, pupils, and members of the LtL team.

In February 2023, we learnt that the film had been shortlisted for the Smiley Charity Film Awards. Even though we were not successful in winning our category, the team enjoyed a wonderful evening at ODEON Luxe in Leicester Square, celebrating the best of UK charity films.

'Teaching the Primary Curriculum Outdoors'



Our book, 'Teaching the Primary Curriculum Outdoors', was released in July 2022. Within 24 hours of release, it topped the education chart and was ranked an Amazon best seller in several categories, including 'Hot Picks' and 'New Releases'.

The book was written post-Covid-19 as an introductory guide for primary teachers. It is full of hundreds of practical ideas for taking the curriculum outdoors, featuring activities for all subjects from maths to music. It has continued to sell well and has received a number of fantastic online reviews.

"A thought-provoking, timely text to support primary teachers in taking learning outside, from myth-busting about teaching outdoors to practical advice to enable teachers to see possibilities, this book is the 'go to' resource! "

Training and Consultancy

Learning through Landscapes continued to see significant growth in income from training and consultancy in 2022-23, following a strong performance in 2021-22 which saw income growing beyond pre-pandemic levels.

Training and consultancy services delivered in 2022-23 consisted of one-off training sessions and advisory visits as well as longer term programmes for individual schools and early years settings. We also worked with local authorities and multi-academy trusts to provide services to their schools and settings.

Income from training and consultancy has in the most part come from our in-person services, but we continue to complement this with our online training and membership programme.

The majority of our work has been conducted in Scotland, but we have seen consistent delivery in other parts of the UK. We have worked mostly with primary schools and early years settings, with some additional work in secondary schools.

Demand for training and consultancy from the state school sector has been hampered by difficult economic conditions, from the cost of living crisis, high energy bills as well as a significant growth in costs for schools dealing with staffing shortages. In order to support our wider work and continue to grow revenue, we are therefore looking to develop our work with independent schools and international schools.

We have set ambitious targets for 2023-24 as we aim to build on the growth we have seen this year. While we recognise that we may again face difficult circumstances beyond our control, we remain optimistic that we can adapt and find solutions.



Forest Kindergarten Programme

The SQA accredited Forest Kindergarten Award has become a vital part of our training offerings and continues to grow. In 2022-23, we ran 10 courses with 186 participants (five open public and five local authority courses). This included a pilot course in Hampshire, England in June 2022. Most courses were at full capacity, allowing us to increase the number of trained staff able to facilitate the award.

We are seeing the positive impact of this training on early childhood education practices, especially in Scotland. Learning through Landscapes has received encouraging feedback from practitioners and regional managers about the benefits for staff and children.

Learning through Landscapes also helped establish the Forest Kindergarten Practitioners Forum, inviting other providers to come together and discuss standards for delivery and assessment. This was well received, and plans were made to hold annual gatherings going forward.



The Learning through Landscapes Trust

Trustees' Report 2022–23

The Trustees have pleasure in presenting their report and financial statements for The Learning through Landscapes Trust (Learning through Landscapes, LtL, or the 'Trust') for the year ended 31 March 2023 which are also prepared to meet the requirements for a directors' report and accounts for Companies Act purposes.

The financial statements comply with the Charities and Trustee Investment (Scotland) Act 2005, the Charities Accounts (Scotland) Regulations 2006 (as amended), the Companies Act 2006, and the Memorandum and Articles of Association.The Trustees have adopted the provisions of the Statement of Recommended Practice (SORP) "Accounting and Reporting by Charities" (FRS 102) (effective 1 January 2019) applicable in the UK and Republic of Ireland in preparing the annual report and financial statements.

Learning through Landscapes

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Registered charity no. in England and Wales 803270 and in Scotland SCO38890
Company number 02485660

Who We Are, What We Do

Board of Trustees and Company Directors

The directors of the charitable company (the charity) are its trustees for the purpose of charity law. The trustees and officers serving during the year and since the year end were as follows:

David Coleman (Chair)
Deborah Allmey (Resigned 25.10.23)
Catherine Beith
Merrick Denton-Thompson OBE
Mike Greenaway
Juno Hollyhock (Appointed 30.03.23)
Susan Humphries OBE MA
Chanel McPherson-George
Usha Sahni OBE
Philip Sanderson
Sally York (Appointed 25.10.22)
David John Troake



Our Work

We enable and empower children and young people to connect with nature, be more active, be more engaged with their learning, develop their social skills and have fun.

Our work is underpinned by a drive to improve their mental health and wellbeing by connection to nature and to empower them with an understanding of the positivity this brings.

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

We do this by:

- advocating the benefits of outdoor learning and play at school and early years settings. We also use this knowledge to develop other community and private spaces,
- inspiring and enabling the design and development of outdoor environments to support development, education, health and wellbeing,
- allowing participants to engage in the way space is used and train staff to support this, and
- enabling teachers and early years practitioners to develop the confidence, ideas and the skills they need to make better use of outdoor spaces.

During 2022-23 we maintained our focus on schools, early years settings and linked community groups. This is where children and young people will derive the greatest benefit, as the school playground is the one outside space to which children have frequent access. We have the agency and capacity to make a difference to how these important spaces are used.

Public Benefit

The Trustees have due regard to the Charity Commission guidance on 'Charities and Public Benefit' under the Charities Act 2011 and they are confident that all the aims and activities 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.

What makes us different?

Our unrivalled knowledge and expertise are based on more than 30 years' experience of practical action and research. Through it, we aim to reach all schools and settings in England, Scotland and Wales. Our 30 members of staff work in the four home nations. We deliver services on the ground through a network of freelance LtL accredited associates.

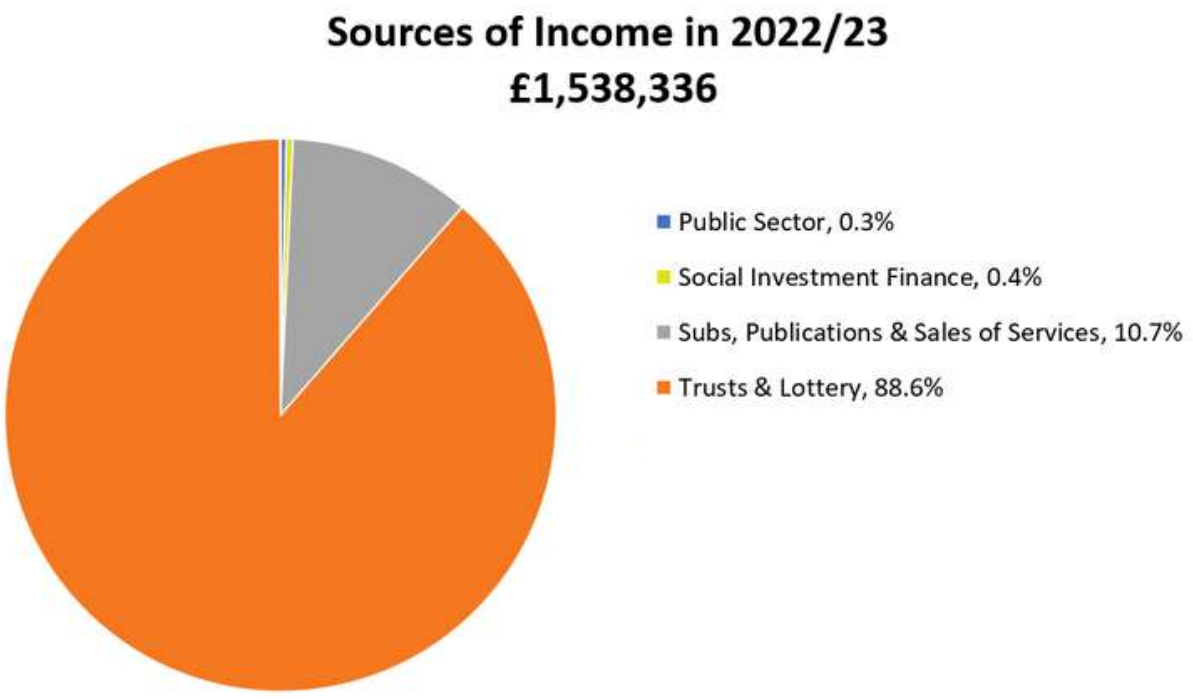
Panel for the Disposal of School Playing Fields in England (Section 77)

Learning through Landscapes was involved in the establishment of the independent Panel for the Disposal of School Playing Fields in England and has had a representative on the Panel ever since.Having assessed each case against the published criteria, the Panel then makes a recommendation to the Secretary of State for Education who may allow or reject the application for disposal.

LtL continues to engage with sector partners to agree how best to combine resources and initiatives to promote the protection of school playing fields and greenspaces.

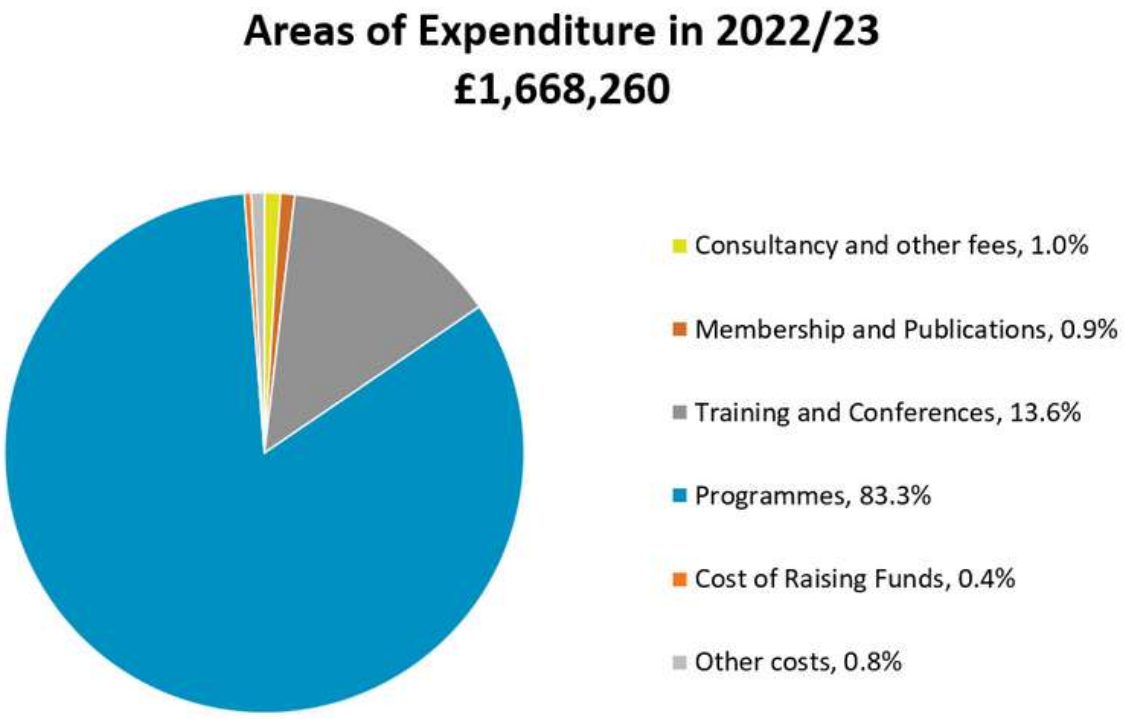
Financial Review

The deficit for the year amounted to £129,924 (2022: £142,409). Learning through Landscapes has a long track record of successful bids for large-scale projects, so that in any given year the majority of turnover is accounted for by a handful of programmes. The varying length of gaps between the completion of old projects and the commencement of new ones, together with normal fluctuations in the scale of projects, creates a higher than usual degree of volatility in LtL's turnover and the surpluses or deficits arising from that activity. The return to more normal post-Covid-19 conditions allowed the completion of some previously delayed projects and some large new programmes were begun, which will have a positive impact on the results for 2023/24. However, like many other organisations, LtL was adversely affected by the cost of living crisis and the impact on wages, which prevented the deficit from being reduced to the extent anticipated.



The management team and trustees monitor expenditure and the development of new projects very closely to manage the risk that the volatility of income poses to the Trust's finances. As turnover increased slightly to £1,538,336 (2022: £1,516,594), there was significant change in the location and composition of project teams, with staff costs increasing from £761K to £795K, while the average monthly number of employees fell from 33 to 31.

The cost of delivering grant-funded programmes accounted for the majority of expenditure as in previous years, but as the Covid-19 effect has dropped out the share of income accounted for by commercial activity has started to rise again, up from 8.4% to 10.7% this year.



We are continuously revising how we operate internally and structure our costs to ensure that we serve our funders and customers in a secure, efficient and affordable way.

The Trust held a total of £357.1K in unrestricted reserves at 31 March 2023, compared with £497.2K at 31 March 2022.

The trustees have considered the charity's operational risk environment, including the risk posed by recent inflationary pressures. The Trustees have concluded that with the right management actions, the new projects due to come on-stream in 2023/24, and bearing in mind LtL's strong cash flow position, the Trust is a going concern for at least twelve months following the signature of the financial statements. Accordingly, the financial statements have been prepared on this basis.

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 the value of no less than six months' operational expenditure.

The Trust's unrestricted reserves (Designated and General Funds) at 31st March 2023 were £357.1K representing 3.9 months of operational costs budgeted for the 2023/24 financial year of £1,107.8K. Reserves cover has dropped by more than 3 months since last year, in part due to the deficit for 2022/23, but also because the payroll element of 2023/24 operating costs will be 25% higher as a result of LtL's success in winning several large new projects. These projects will help to eliminate the deficit and enable the Trust to start rebuilding reserves. Progress towards this goal is being monitored closely by the management team and Trustees.

Designated reserves are an essential element of strategic planning. The difficult economic climate and uncertainty created by the global pandemic have increased the risk to some of LtL's income streams, underscoring the need to maintain an appropriate level of specific designated funds.

After a review of operational and business commitments, and following completion of the new website, the Trustees have reduced the level of designated funds by £21K to cover the following cost commitments:

Operating expenditure commitments	£264k
Contingency	£15k
Total designated funds	£279k

Members of the management team annually review designated funds expenditure. The Executive Committee considers the reserves policy requirements as part of their regular financial accounts update.

The movement of funds in the 2022/23 financial year are detailed in Note 21 in the financial statements.

Structure, Governance and Management

Learning through Landscapes (LtL) is a registered charity in England and Wales, a registered charity in Scotland and a company limited by guarantee, governed by its Memorandum and Articles of Association. The Trust is a national charity, incorporated in 1990 to work across the UK. This is the 32nd year of operation of Learning through Landscapes, the 26th year of operation of LtL Scotland, and the 14th year of operation of LtL Cymru.



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 objectives including education, finance management and marketing. The Board comprises not more than 14 members, of whom up to one third are re-elected at the Annual General Meeting.

Trustee Induction

New Board members are introduced to the organisation through a structured induction process, including attending a board meeting as an observer prior to appointment, to familiarise themselves with the charity.

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 Annual Business Plan and has ultimate responsibility for the conduct and financial stability of the organisation. The full Board meets formally three times a year. The Executive Committee is a sub-committee of the board chaired by one of the Trustees, which meets bi-monthly with the Management Team and has specialized responsibility for management of funds, staff matters and the purchase, leasing or hiring of major items of property.

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 and Stirling. The Winchester office functions as the head office and one third of the staff are based there. As at 31/03/23 the Trust employed 33 full and part time staff.

The Trust is committed to flexible working and work/life balance and supports staff who seek flexible working arrangements (such as hybrid working or compacted hours) to accommodate their varied personal and professional commitments.

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

Key Management Personnel

The company directors are listed on the page 24 of this report. Senior managers are:

Chief Executive and Company Secretary	Carley Sefton
Scotland Director and COO	Matt Robinson
Head of Education and Communities	Mary Jackson
Head of Commercial Development	Dan Harvey
Head of HR and Business Services	Sarah Knott
Accountant	John Atherton

Our Volunteers

The Trust is very involved in the community and benefits from the support of volunteers closely working with the Trust on the delivery of projects local to them.

Internal Controls and Risk Management

The Trustees have overall responsibility for ensuring that the charity has an appropriate system of controls, including financial controls.

Trustees have established a risk management framework for the assessment of major risks to which the charity is exposed, related to the operations and finances of the Trust. A risk register is maintained for regular review, and the Trust is satisfied that systems are in place to manage exposure to major risks.

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

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 made grants to schools or settings during the year were:

- Local School Nature Grants programme funded by the People's Postcode Lottery Trusts
- Third Sector Fund funded by the Corra Foundation

The schools' applications are assessed against specific criteria and business objectives which are set out by the funders and the terms agreed with LtL.

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 11 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 while earning a commercial rate of interest. In the year the Trust's funds were placed with a high street clearing bank as well as deposits maintained with the Charities Aid Foundation Bank, Charity Bank, Aldermore, Close Brothers, United Trust Bank and Buckinghamshire Building Society. The interest earned is detailed in note 4 to the Financial Statements.

Statement of Trustees' Responsibilities

The Trustees are responsible for preparing the Annual Report and the financial statements in accordance with the Companies Act 2006 and for being satisfied that the financial statements give a true and fair view. The Trustees are also responsible for preparing the financial statements in accordance with United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

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 charity and of the incoming resources and application of resources of the charity for that period. In preparing these financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently,
- observe the methods and principles in the Charities SORP FRS102,
- make judgments and estimates that are reasonable and prudent,
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements, and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business.

The Trustees are responsible for keeping adequate accounting records that show and explain the charity's transactions, disclose with reasonable accuracy at any time the financial position of the charity, and enable them to ensure that the financial statements comply with the Companies Act 2006, with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Financial statements are published on the charity's website in accordance with legislation in the United Kingdom governing the preparation and dissemination of financial statements, which may vary from legislation in other jurisdictions. The maintenance and integrity of the group's website is the responsibility of the Trustees. The Trustees' responsibility also extends to the ongoing integrity of the financial statements contained therein.

All of the current Trustees have taken the steps that they ought to have taken to make themselves aware of any information needed by the charity'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 unaware.

In approving the Trustee's Annual Report, we also approve all reports included therein, in our capacity as the company's directors.

Auditors

The auditors, Knox Cropper LLP, will be proposed for reappointment at the forthcoming Annual General Meeting.

This report has been prepared in accordance with the special provisions of Part 15 of the Companies Act 2006 relating to small companies.

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



Carley Sefton,
Secretary

26 October 2023

AUDITOR'S REPORT

Report of the Independent Auditors Report to the Members of The Learning through Landscapes Trust

Opinion

We have audited the financial statements of The Learning Through Landscapes Trust (the 'charitable company') for the year ended 31 March 2023 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 March 2023 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006, the Charities and Trustee Investment (Scotland) Act 2005 and regulation 8 of the Charities Accounts (Scotland) Regulations 2006.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charitable company in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the Trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charitable company's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the Trustees with respect to going concern are described in the relevant sections of this report.

Other information

The trustees are responsible for the other information. The other information comprises the information included in the Trustees' annual report, other than the financial statements and our Report of the Independent Auditors thereon.

Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the Trustees' report for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the Trustees' report has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' report.

We have nothing to report in respect of the following matters where the Companies Act 2006 and the Charities Accounts (Scotland) Regulations 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of Trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.
- the trustees were not entitled to take advantage of the small companies' exemption from the requirement to prepare a Strategic Report or in preparing the Report of the Trustees.

Responsibilities of Trustees

As explained more fully in the trustees' responsibilities statement, the Trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Our responsibilities for the audit of the financial statements

We have been appointed as auditor under section 44(1)(c) of the Charities and Trustee Investment (Scotland) Act 2005 and under the Companies Act 2006 and report in accordance with the Acts and relevant regulations made or having effect thereunder.

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue a Report of the Independent Auditors that includes our opinion. Reasonable assurance is a high level of assurance but is not a

guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

- We obtained an understanding of the legal and regulatory frameworks that are applicable to the charitable company and determined that the most significant are the Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (United Kingdom Generally Accepted Accounting Practice), the Companies Act 2006 and the Charities Act 2011.
- The charitable company is required to comply with charity law and, based on our knowledge of its activities, we identified that the legal requirement to accurately account for restricted funds was of key significance.
- We understood how the charitable company is complying with those frameworks via communication with those charged with governance, together with the review of the charity's documented policies and procedures.
- We assessed the susceptibility of the charitable company's financial statements to material misstatement, including how fraud might occur by considering the key risks impacting the financial statements. These included risks associated with Revenue Recognition, Management Override of Controls, and the increased incentive and pressure to commit fraud due to the Covid-19 environment, which were discussed and agreed by the audit team.
- Our approach included agreeing the charitable company's recognition of income to the terms of the underlying grant agreements, legacy documentation and associated correspondence, the review of journal entries processed in the accounting records and the investigation of significant and unusual transactions identified from our review of the accounting records.
- Based on this understanding we designed our audit procedures to identify non-compliance with such laws and regulations. Our procedures involved review of the reporting to the directors with respect to the application of the documented policies and procedures and review of the financial statements to ensure compliance with the reporting requirements of the charitable company.

There are inherent limitations in the audit procedures described above and, the further removed non-compliance with laws and regulations is from the events and transactions reflected in the financial statements, the less likely we would become aware of it. The risk of not detecting a material misstatement due to fraud is higher than the risk of not detecting one resulting from error, as fraud may involve deliberate concealment by, for example, forgery or intentional misrepresentations, or through collusion.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: http://www.frc.org.uk/auditorsresponsibilities.

This description forms part of our auditor's report.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006, and to the charitable company's trustees, as a body, in accordance with Regulation 10 of the Charities Accounts (Scotland) Regulations 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members, as a body, for our audit work, for this report, or for the opinions we have formed.



Matthew Elkins FCA (Senior Statutory Auditor)

for and on behalf of Knox Cropper LLP

Chartered Accountants and Statutory Auditors

Office Suite 1

Haslemere House

Lower Street

Haslemere

Surrey

GU27 2PE

Date: 23rd November 2023

Statement of Financial Activities for the year ended 31 March 2023

(Incorporating the Company Income and Expenditure Account and Statement of Comprehensive Income)

	Note	Unrestricted General Funds	Designated Funds	Restricted Funds	Total 2023	Total 2022
		£	£	£	£	£
Incoming resources						
Incoming resources from donations and legacies	2	75	-	500	575	1,031
Incoming resources from charitable activities	3	189,569	-	1,342,158	1,531,727	1,513,306
Incoming resources from investments	4	6,034	-	-	6,034	2,257
Total incoming resources		195,678	-	1,342,658	1,538,336	1,516,594
Resources expended						
Raising funds	5	5,550	-	1,575	7,125	13,436
Cost of charitable activities	6	330,282	-	1,330,853	1,661,135	1,645,567
Total resources expended		335,832	-	1,332,428	1,668,260	1,659,003
Net movement in funds		(140,154)	-	10,230	(129,924)	(142,409)
Funds Internal transfers	20	(40,000)	40,000	-	-	-
Reconciliation of Funds						
Total funds brought forward	20	258,238	239,000	11,283	508,521	650,930
Total funds carried forward	20	78,084	279,000	21,513	378,597	508,521

The notes on pages 44 to 54 form part of these financial statements.

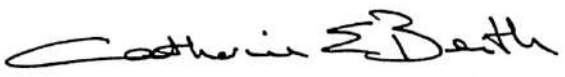
Balance Sheet as at 31 March 2023

	Note	2023		2022
		£		£
Fixed assets				
Tangible assets	10	14,668		13,881
Investments	11	2		2
Total fixed assets		**14,670**		**13,883**
Current assets				
Stocks	12	8,357		2,893
Debtors	13	129,822		141,053
Cash at bank		854,003		1,086,305
		992,182		1.230,251
Creditors: amounts falling due within one year	14	(628,255)		(735,613)
Net current assets		**363,927**		**494,638**
Net assets		**378,597**		**508,521**
Restricted funds	20	21,513		11,283
Unrestricted funds				
Designated funds	20	279,000		239,000
General funds	20	78,084		258,238
Total Funds	20	**378,597**		**508,521**

These financial statements have been prepared in accordance with the provisions applicable to charitable companies subject to the small companies' regime.

The financial statements were approved and authorised for issue by the Board of Trustees on 26th October 2023 and signed on their behalf by:





David Coleman
Trustee

Catherine Beith
Trustee

Company Registration Number 02485660

The notes on pages 44 to 54 form part of these financial statements.

Cashflow Statement for the year ended 31 March 2023

	2023		2022
	£		£
Net cash (outflow) from operating activities	(229,010)		(234,995)
Returns on investments and servicing of finance			
Interest received	6,034		2,257
Capital expenditure and financial investment			
Payments to acquire tangible fixed assets	(9,326)		(8,277)
(Decrease) in cash in the year	(232,302)		(241,015)
Net cash resources at the beginning of the year	1,086,305		1,327,320
Net cash resources at the end of the year	854,003		1,086,305

Notes to Cashflow Statement

	2022		2022
	£		£
Reconciliation of net (outgoing)/incoming resources to net cash inflow/(outflow) from operating activities			
Net (outgoing) resources	(129,924)		(142,409)
Decrease/(increase) in debtors	11,231		(69,539)
(Decrease) in creditors	(107,358)		(31,701)
Depreciation	8,539		6,474
Interest received	(6,034)		(2,257)
(Increase)/decrease in stock	(5,464)		4,437
Net cash (outflow) from operating activities	**(229,010)**		**(234,995)**

Analysis of changes in net cash resources	2023	Cashflow	2022
	£	£	£
Cash at bank and in hand	854,003	(232,302)	1,086,305

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 preparation of accounts

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019) – (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

The Learning through Landscapes Trust meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

The Trustees have considered the recent financial performance of the Trust and have concluded that with the right management actions, and bearing in mind LtL's strong cash flow position, the Trust is a going concern for at least twelve months following the signature of the financial statements. Accordingly, the financial statements have been prepared on the going concern basis. No material uncertainties exist related to events or conditions that may cast significant doubt upon the charity's ability to continue as a going concern.

b) Subsidiary

Learning through Landscapes Limited, a subsidiary of The Learning through Landscapes Trust, has not traded during the year ending 31 March 2023. 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 The 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 Statement of Financial Activities (SOFA) when the Charity has entitlement to the income, receipt is probable, 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 in accordance with any funding agreements.
- 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 and shown as deferred subscriptions income.
- Investment income is included when receivable.
- Grant income that is subject to unmet performance-related conditions is accounted for as a liability and shown on the balance sheet as deferred income. Deferred income is released to income in the reporting period in which the performance-related or other conditions that limit recognition are met.

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.

Other costs include those costs associated with meeting the constitutional and statutory requirements of the Charity and 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 6.

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) Debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

i) Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of change in value.

j) Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

k) 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.

l) 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 future purposes.

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

m) Operating leases

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

n) Valuation of investments

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

o) Irrecoverable VAT

Irrecoverable VAT incurred for non-business activities projects expenditure is included in the Statement of Financial Activities within the expenditure to which it relates.

p) Financial instruments

The Trust only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments are initially recognised at transaction value and subsequently measured at their settlement value.

q) Judgements

In preparing these financial statements the Trustees have made the following judgements:

Determine whether leases entered by the Trust are operating or finance leases. These decisions depend on an assessment of whether the risks and rewards of ownership have been transferred from the lessor to the lessee on a lease-by-lease basis.

r) Key sources of estimation uncertainty

Tangible fixed assets are depreciated over their useful lives taking into account residual values, where appropriate. The actual lives of the assets and residual values are assessed annually and may vary depending on a number of factors. In re-assessing asset lives, factors such as technological innovation, product life cycles and maintenance programmes are considered. Residual value assessments consider issues such as future market conditions, the remaining life of the asset and projected disposal values.

s) Legal status of the Trust

The Trust is a company limited by guarantee incorporated in England and Wales and has no share capital. The liability of each member in the event of winding-up is limited to £1.

The address of its registered office is: Ground Floor, F Block, Clarendon House, Monarch Way, Winchester, Hampshire SO22 5PW

2. Analysis of incoming resources from donations and legacies

	Unrestricted Funds		Restricted Funds		Total 2023		Total 2022
	£		£		£		£
Voluntary income							
Donations general purpose grants	75		500		575		1,031
Legacies	-						-
Total incoming resources from donations and legacies	**75**		**500**		**575**		**1,031**

In 2023 £75 of donations and legacies income was for unrestricted use (2022: £105), while £500 was restricted to specific purposes (2022: £926).

3. Analysis of incoming resources from charitable activities

	Unrestricted Funds		Restricted Funds		Total 2023		Total 2022
	£		£		£		£
Income from consultancy and other fees	13,452		-		13,452		7,432
Membership and Publications income	2,758		-		2,758		4,446
Training and conference income	126,352		-		126,352		115,632
Programme funding	47,007		1,342,158		1,389,165		1,385,796
Total charitable activity income	**189,569**		**1,342,158**		**1,531,727**		**1,513,306**

The incoming resources from charitable activity were £1,531,727 (2022: £1,513,306) of which £189,569 (2022: £142,978) was for unrestricted funds and the balance of £1,342,158 (2022: £1,370,328) was for restricted funds.

4. Analysis of incoming resources from investments

	Unrestricted Funds		Restricted Funds		Total 2022		Total 2022
	£		£		£		£
Bank interest	6,034		-		6,034		2,257
Total investment income	**6,034**		**-**		**6,034**		**2,257**

In 2023 all £6,034 (2022: £2,257) of investment income was attributable to unrestricted income funds.

5. Analysis of costs of raising funds

	Direct Costs	Allocation of Support Costs	Total 2023	Total 2022
	£	£	£	£
Fundraising Campaigns	5,552	1,573	7,125	13,436
Cost of raising funds	5,552	1,573	7,125	13,436

All costs of raising funds related to unrestricted funds apart from £1,575 (2022: £5,720) which related to restricted funds.

6. Analysis of costs of charitable activities

	Project Awards	Other Direct Costs	Allocation of Support Costs	Total 2023	Total 2022
	£	£	£	£	£
Consultancy and other fees	-	13,232	3,290	16,522	24,547
Membership and Publications	-	11,843	2,892	14,735	14,158
Training and Conferences	-	164,914	62,511	227,425	220,833
Programmes	404,995	695,987	287,978	1,388,960	1,372,051
Other costs	-	8,762	4,731	13,493	13,978
Cost of charitable activities	404,995	894,738	361,402	1,661,135	1,645,567

All costs of charitable expenditure related to restricted funds apart from £330,282 (2022: £285,239) of expenditure which related to unrestricted funds.

Project Award costs were paid to 907 schools and settings throughout the UK.

Analysis of other costs

	2023	2022
	£	£
Legal and Professional fees	-	2,088
Audit fees	7,525	6,800
Cost of trustee meetings	1,237	1,422
Allocation of support costs	4,731	3,668
Total governance costs	13,493	13,978

7. Apportionment of Support Costs

	Fund-raising	Consultancy & other Fee	Membership & Publications	Training & Conferences	Programme	Governance	Total	Total
	Costs	Costs	Costs	Costs	Costs	Costs	2023	2022
	£	£	£	£	£	£	£	£
Premises	152	246	270	5,440	20,366	432	26,906	22,727
Travel	24	39	42	856	3,203	68	4,232	1,677
Central Services	1,142	1,852	2,026	40,880	153,057	3,247	202,204	172,869
Marketing and Communications	31	720	148	6,738	74,080	323	82,040	73,514
Information Technology	221	358	391	7,896	29,562	627	39,055	35,919
Depreciation	3	75	15	701	7,710	34	8,538	6,474
Total Support Costs	**1,573**	**3,290**	**2,892**	**62,511**	**287,978**	**4,731**	**362,975**	**313,180**

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.

8. Employee information

	2023		2022
	£		£
Wages and salaries	704,546		676,200
Social security costs	53,899		47,468
Pension costs	36,594		37,098
Total Staff Costs	**795,039**		**760,766**

	2023		2022
The average number of employees during the year was as follows:	**31**		33

One employee earned more than £60,000 per annum (2022: one).

The key management personnel of the Trust comprise the trustees, the CEO, Scotland Director & COO, Head of Education and Communities, HR and Business Services Manager, Head of Commercial Development and the Accountant. Remuneration payable to key management personnel amounted to £226,851 (2022: 200,216).

No remuneration was paid to, or waived by, any trustee during the year (2022: £nil) (as per note 16).

9. Pensions

The Trust makes contributions to the employees' personal defined contribution pension schemes. The total pension costs for the year were £36,594 (2022: £37,099).

10. Tangible Fixed Assets

	Office Equipment	Computer Equipment	Total
	£	£	£
Cost			
At 1 April 2022	6,508	40,299	46,807
Additions	-	9,326	9,326
Disposals	-	(1,418)	(1,418)
At 31 March 2023	**6,508**	**48,207**	**54,715**
Accumulated depreciation			
At 1 April 2022	4,203	28,723	32,926
Charge for the year	769	7,770	8,539
Depreciation on disposals	-	(1,418)	(1,418)
At 31 March 2023	**4,971**	**35,075**	**40,047**
Net book value at 31 March 2023	**1,536**	**13,132**	**14,668**
Net book value at 31 March 2022	2,305	11,576	13,881

The above fixed assets are used to support all of LtL's activities.

11. Investments

Investments held as fixed assets represent the whole of the issued ordinary share capital of Learning through Landscapes Limited (Company Registration Number 02573923), 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.

12. Stock

	2023		2022
	£		£
Stocks of literature and visual materials for resale	8,357		2,893

13. Debtors

	2023		2022
	£		£
Trade debtors	52,186		72,772
Amounts due from subsidiary undertaking	5,862		5,862
Other debtors	1,731		2,631
Prepayments & accrued income	70,043		59,788
Total	129,822		141,053

All amounts are due within one year.

14. Creditors: amounts falling due within one year

	2023		2022
	£		£
Trade Creditors	38,953		26,055
Taxation and social security	14,440		30,082
Other creditors	5,185		4,781
Accruals & deferred income	569,677		674,695
Total	628,255		735,613

The Trust has deferred income where income has been received in advance for commercial training and consultancy, and where project funding has been received in advance but the Trust has not yet met the recognition criteria

Deferred income at 1 April 2022	652,002
Amounts released from deferred income	(652,002)
Amounts deferred this year	542,674
Deferred income at 31 March 2023	542,674

15. 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 Denton-Thompson, who received £3,253 (2022: £740) remuneration in connection with her work for the Trust on the School Playing Fields Advisory Panel.

16. Trustee expenses

No remuneration was paid to, or waived by, any Trustee during the year (2022: £nil). Expenses totalling £303 were reimbursed solely for travel costs incurred in attending meetings (2022: £nil).

17. Capital commitments

There were no capital commitments at either 31 March 2023 or 31 March 2022.

18. Operating leases

As at 31 March 2023, the Trust had annual commitments under non-cancellable operating leases as set out below:

	2023	2022
	£	£
Operating leases which expire		
In one year	16,608	17,831
In two to five years	2,904	12,084
More than five years	-	-
Total	19,512	29,915

19. Related party transactions

The amounts shown in note 13 as due from a subsidiary undertaking relate to Learning through Landscapes Limited.

20. Net assets by fund

	Unrestricted Funds	Restricted Funds	Total 2023	Total 2022
	£	£	£	£
Fixed assets	14,670	-	14,670	13,883
Net current assets	342,414	21,513	363,927	494,638
Net assets by Fund	**357,084**	**21,513**	**378,597**	**508,521**

21. 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 2022	Incoming Resources	Outgoing Resources	Transfers	31 March 2023
	£	£	£	£	£
Restricted funds:					
Welly crowdfunding	1,283	500	(1,575)		208
Erasmus+ SEL for Schools	-	19,753	(19,753)		-
Erasmus+ Natural Nations Goes Digital	-	30,338	(30,338)		-
Erasmus+ Natural Nations	-	34,106	(34,106)		-
Climate Ready School Grounds	-	30,000	(30,000)		-
Third Sector Fund	-	52,500	(52,500)		-
My School, My Planet - Neston	10,000	-	(10,000)		-
My School, My Planet – North West	-	17,243	(5,131)		12,112
My School, My Planet - Walsall	-	88,175	(78,982)		9,193
					-
Local School Nature Grants					
-LSNG Phase 4	-	11,500	(11,500)		-
-People's Postcode Trust (Scotland)	-	150,950	(150,950)		-
-Postcode Neighbourhood Trust (North England)	-	236,833	(236,833)		-
-Postcode Places Trust (East England)	-	139,869	(139,869)		-
-Postcode Society Trust (South England)	-	245,064	(245,064)		-
-Postcode Local Trust (West England)	-	149,579	(149,579)		-
-Postcode Community Trust (Wales)	-	136,248	(136,248)		-
Total restricted funds	**11,283**	**1,342,658**	**(1,332,428)**		**21,513**

Unrestricted funds:					
Designated Funds:					
Operating expenditure commitments	224,000	-	-	40,000	264,000
Contingency	15,000	-	-	-	15,000
General funds	258,238	189,800	(329,954)	(40,000)	78,084
Total unrestricted funds	**497,238**	**189,800**	**(329,954)**	-	**357,084**
Total funds	**508,521**	**1,532,458**	**(1,662,382)**	-	**378,597**

Purpose of Restricted funds:
Restricted funds are grants and donations given for specific purposes.

Local School Nature Grants
This restricted funding from the six regional trusts that operate the People's Postcode Lottery in Britain was to support schools across England, Wales and Scotland with equipment and training grants in the 2022/23 financial year and has been extended into a seventh phase that will now see delivery in up to 725 schools in 2023/24.

Third Sector Fund
The Nurturing Nature project is mainly funded by the CYPFEIF (Children, Young People and Families Early Intervention Fund) through the Corra Foundation.

Erasmus+ Funding – Natural Nations, SEL for Schools & Natural Nations Goes Digital
Funded through the European Erasmus programme, these projects bring together groups of European countries to develop resources for early years practitioners, teachers and members of environmental organisations who work with them. LtL was the project leader for Natural Nations and Natural Nations Goes Digital, which were successfully completed in the year. SEL (Social and Emotional Learning in schools) will be completed in early 2023/24.

My School, My Planet (MSMP) – Neston, Walsall and North West
Applying the results of the successful My School, My Planet pilot LTL has undertaken work on three follow-up projects in the year. In Walsall and in the North West, two large projects were commenced with funding from the National Lottery Heritage Fund and the Swire Charitable Trust and Westminster Foundations respectively. Also, with support from the Churchill Fellowship Covid-a9 Action Fund a focused project to engage children at Neston High School with nature and their cultural heritage was completed in the year.

Welly Crowdfunder
As part of Outdoor Classroom Day in November 2020, we launched a Christmas Crowdfunder campaign with the aim of fundraising for wet weather clothing for schools in deprived areas across the UK. Following the success of that initiative the campaign has continued.

Climate Ready School Grounds
Working with Architecture & Design Scotland, this project helped schools to understand and develop their learning estate grounds to do more, to adapt to the anticipated local impacts of climate change, increase biodiversity, improve air quality and encourage community engagement and participation in climate action.

Purpose of Designated funds:

Operating expenditure commitments fund
The fund represents the Trust commitments against 'wind up costs' including staff notice, redundancy, lease commitments and a provision for legal costs.

Contingency fund
This fund is allocated for any unexpected annual operational costs.

22. Control

The controlling parties are the trustees listed on page 24.

THE LEARNING THROUGH LANDSCAPES TRUST

England & Wales - Charity number 803270

Accounts



The Learning through Landscapes Trust

Annual Report 2021–22

Learning through Landscapes

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Registered charity no. in England and Wales 803270 and in Scotland SCO38890
Company number 02485660

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COVID-19 was the main narrative of last year's annual report. As we reflect on this year's achievements, we still feel the impact of the pandemic on the children and teachers we work with.

January 2022 finally saw us host the postponed 2020 International School Grounds Alliance conference. Unfortunately, due to the ongoing pandemic we had to make the difficult decision to host the conference virtually. Our brilliant team coordinated over 35 sessions led by sector leaders and academics from around the world, attended by over 180 delegates.

Coming together and sharing knowledge has always been at the heart of Learning through Landscape's work.

The conference was an excellent example of how learning from peers around the world, especially as they tackle big subjects in education like climate change, sustainability and diversity and inclusion, can impact our work and develop best practice across LtL and our partners.

We have been pleased to see the importance of outdoor learning and play increasingly recognised at a governmental level throughout this year in the home nations.

After years of development, the Curriculum for Wales brings a new era of education to Wales and has highlighted the importance of outdoor learning in numerous areas of the strategy:

"Learning outdoors can lead to high levels of well-being, confidence and engagement. Being outdoors supports social, emotional, spiritual and physical development, as well as providing authentic opportunities for learners to develop and consolidate cross-curricular skills."

We are members of the Ministerial Play Review for Wales and are excited to see where we can continue to support policy development in this area.

2021 saw the new implementation framework set out following the OECD's curriculum for excellence review. While we see Education Scotland undergoing large reforms, we are delighted they continue their commitment and promotion of the benefit of outdoor learning and play by placing the United Nations Sustainable Development Goals and rights of the child at the heart of their work.

In October we were invited by the Department for Education to the round table event to launch their National Education Nature Park and Climate Leaders Awards.
The rapid evidence review put together to support these new initiatives across England referenced LtL's work, and we are hopeful that these important new developments will help embed outdoor learning in schools.

The vast majority of LtL's resources remain devoted to practical action: improving school grounds and training teachers to use them effectively in the curriculum and for children's wellbeing.

Thanks to continued support from the players of the People's Postcode Lottery our Local Schools Nature Grant programme grew again this year to help 625 schools and their teachers get more out of their school grounds. Our My School, My Planet programme which helps children understand climate change and biodiversity loss was successfully piloted last year and has attracted funding from the Heritage Lottery Fund in several parts of the country. We are most grateful to these and our many other funders for their continued confidence in us. A complete list of our funders can be found on page 9 of this report.

We have made a concerted effort to grow our income from training and consultancy. The legacies of the pandemic provided a stiff headwind but we are pleased to have achieved a 210% increase in training turnover. This is both a welcome endorsement that we are doing the right thing and also an essential diversification to our grant funded programmes. The drive for growth will continue.

The take up of our ideas remains dominated by early years and primary school settings. We have long believed that we have something powerful to offer secondary school children and this year saw a breakthrough in Scotland and North West England. We have high hopes that pilot projects funded here will lead to major growth in this area.

This year marked the sad passing of one of our founding board members and patron Lord 'Jimmy' Remnant.

Lord Remnant's 32-year commitment to LtL was driven by his understanding of the vital role of experiential learning in child development. This passion along with our other founding trustees helped develop the core philosophy for LtL's work which we still hold so closely today and is the inspiration for all we do.

Speaking to education leaders from across the home nations we cannot ignore the challenges schools are currently facing.

While we understand outdoor learning does not hold all the answers, we will do everything we can to help get teachers and children outdoors developing knowledge and experiencing the benefits of time spent outside which have never felt more important.



David Coleman
Chair of the Board



Carley Sefton (CEO)
The Learning through Landscapes Trust



Heritage, Mission and Vision

We help children and young people to connect with nature, become more active, learn outdoors and have fun.

Learning through Landscapes (LtL) was founded in 1990 with the aim of improving the quality and use of land surrounding schools, to encourage a better use of existing resources for learning, and to enhance the environment within which learning takes place.

With offices in England and Scotland and staff based across the UK, our team and our accredited network of outdoor learning experts have the capacity to work nationally and internationally.

Our unrivaled expertise is based on three decades of experience, practical action and research, and has led to our reputation as the UK's leading charity dedicated to enhancing outdoor learning and play.





Our Vision

Our vision is a society where the benefits of regular time outdoors are valued and appreciated, and outdoor learning, play and connection with nature is recognised as a fundamental part of education, at every stage, for every child and young person.

Our Mission

We inspire and enable positive outdoor experiences through cultural change, and the transformation of school grounds and outdoor community spaces. In so doing, we encourage greater appreciation of the environment and access to nature.

Our work is underpinned by a drive to improve the mental health and wellbeing of children and young people through connection to nature and, 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 achieve our mission by training, education and advocacy, and a professional approach to our charitable operation.

Our Values

Our vision is a society where the benefits of regular time outdoors are valued and appreciated, and outdoor learning, play and connection with nature is recognised as a fundamental part of education, at every stage, for every child and young person.

Influential

Since 1990 we have been developing practical experience and professional know-how. This gives credibility to our advocacy for change in the policy environment and to our innovative approaches.

Empowering

We work with others to help them achieve their potential and to find a personal response to their own needs.

Inspiring

We motivate others through sharing great ideas and inspiring the 'art of the possible'.

Participative

When striving for physical or cultural change our core approach is to participate with, listen and respond to the voices of those impacted.

Scientific

We believe that practice should be research-led. We devise projects that embed and promote the importance of scientific enquiry through partnership, practice and education.

Sustainable

At the heart of everything we do is a vision of sustainability and effective use of resources.

Our Six Principles of Outdoor Learning and Play

1

Outdoor Learning, Play And Connection With Nature Should Be Available And Accessible For Every Child And Young Person In Every School

Outdoor learning, play and connection with nature is an essential part of education for all. We understand that many disadvantaged children are less likely to have access to this. Our work reduces inequality by ensuring access to well-designed school grounds for all, informed by the needs, ideas and aspirations of the children and young people who will use these spaces.

2

Outdoor Learning Should Be Fully Integrated Into A School's Curriculum

Blending subject-specific knowledge with context-specific experiences in the outdoor environment supports children and young people to acquire deeper meaning, increase motivation and support their wellbeing. Our programmes support educators to deliver high-quality outdoor learning.

3

All Children And Young People Should Have Access To High-Quality Outdoor Play

Children and young people deserve and benefit from extended periods of play during every school day. These periods of play should be a protected part of every school day. Our programmes give children and young people opportunities to play in challenging, adventurous, and enriching environments that incorporate natural elements.

4

The Natural World Should Be At The Heart Of All School Grounds

All school grounds should provide children and young people with enriching opportunities to connect with nature. Our programmes encourage them to appreciate the natural world, become stewards of the environment and protect the future health of their planet.

5

The Whole Of The School Grounds Should Be An Outdoor Classroom

All outdoor elements, including tarmac, paving, brick walls and sand pits provide space and resources for learning alongside the natural world. The entire school grounds are an outdoor classroom and no limits should be set on what is used for teaching and learning outdoors.

6

School Grounds Should Be Designed For The Future And Made To Last.

Planned changes to school grounds should engage the whole school community, consider the entire site and the multiple ways it can be used. In our programmes we encourage educators to consider the long-term use, design and management of school grounds and underpin these decisions with the United Nation's Global Sustainable Development Goals.

Projects

Thank you to all our project partners, consultants, funders and supporters for your guidance and assistance over the course of this unique year.

Project Partners and Consultants

Bird Life Malta | Birdlife Slovakia | Consiglio Nazionale Delle Richerche, Italy | Imperial College London | INAK, Slovakia | Leicester City Council | Living Classrooms | Louder than Words | Lund University (Lunds Universitet) | MGARR primary school, Malta | Milanta Spain | Ministry of Education, Malta | Museo di Storia Naturale Della Maremma, Italy | Naturskolan i Lund | Semble | Sociedad Española de Ornitología (SEO – Birdlife Spain) | South Downs National Park Trust | St Alban's Church of England Aided Primary School | Strom zivota, Slovakia | Swedish University of Agriculture | The Open University | The University of Aberdeen | The University of Presov, Slovakia | The Wildlife Gardening Forum | UK Pollinator Monitoring Scheme | Univerzita Konstantina Filozofa v Nitre, Slovakia | VITA XXI SLP, Spain

Funders and Supporters

Corra Foundation | DEFRA | Engineering and Physical Sciences Research Council (EPSRC) | Erasmus+ | Glasgow City Council | Hampshire County Council | Inspiring Scotland | International School Grounds Alliance (ISGA) | Muddy Puddles | National Geographic | National Lottery Heritage Fund | People's Postcode Lottery Trusts (People's Postcode Trust, Postcode Community Trust, Postcode Local Trust, Postcode Neighbourhood Trust, Postcode Places Trust, Postcode Society Trust) | RHS | RSPB | Scottish Natural Heritage (SNH), now known as Nature Scot | The Balcombe Charitable Trust | The City Bridge Trust | The Department for Education | The Eden Project | The Erasmus Programme | ICE Futures Charitable Trust | The Land Trusts | The Met Office | The National Trust | The Royal Society of Wildlife Trust | The Scottish Government | The Sir John Laing Charitable Trust | Unilever | William Grant Foundation | Woodland Trust



Bioprofiles

Bioprofiles was a two-year project funded by Erasmus+ and led by INAK Slovakia, working with 24 secondary schools across 4 countries to enhance environmental education and develop fieldwork techniques.

During 2021 – 22 the project worked with 24 teachers from across Europe taking part in action research to test activities, resulting in resources that can be found on the LtL website.

South Downs National Park Competition

This project was delivered in partnership with the South Downs National Park Trust and Plant Life and supported schools to submit applications for funding to develop pollinator habitats in school grounds within the South Downs National Park and to be inspired and equipped to lead curricular linked outdoor learning sessions and make changes for pollinators in school grounds.

Teach, Inspire, Protect

Funded by Erasmus+, Teach, Inspire, Protect was a project delivered in partnership with the Ministry of Education Malta, Birdlife Malta, INAK from Slovakia and Birdlife Spain. We have been exploring teaching theories and how they can be used to encourage best practice in early years outdoor learning, with the aim of supporting the use of the outdoors in the Maltese Emergent curriculum.

The project ran over 3 years, coming to an end in 2021-22 with an online training module 'Quality spaces for outdoor learning and play in Early Years' now available online.

Local School Nature Grants

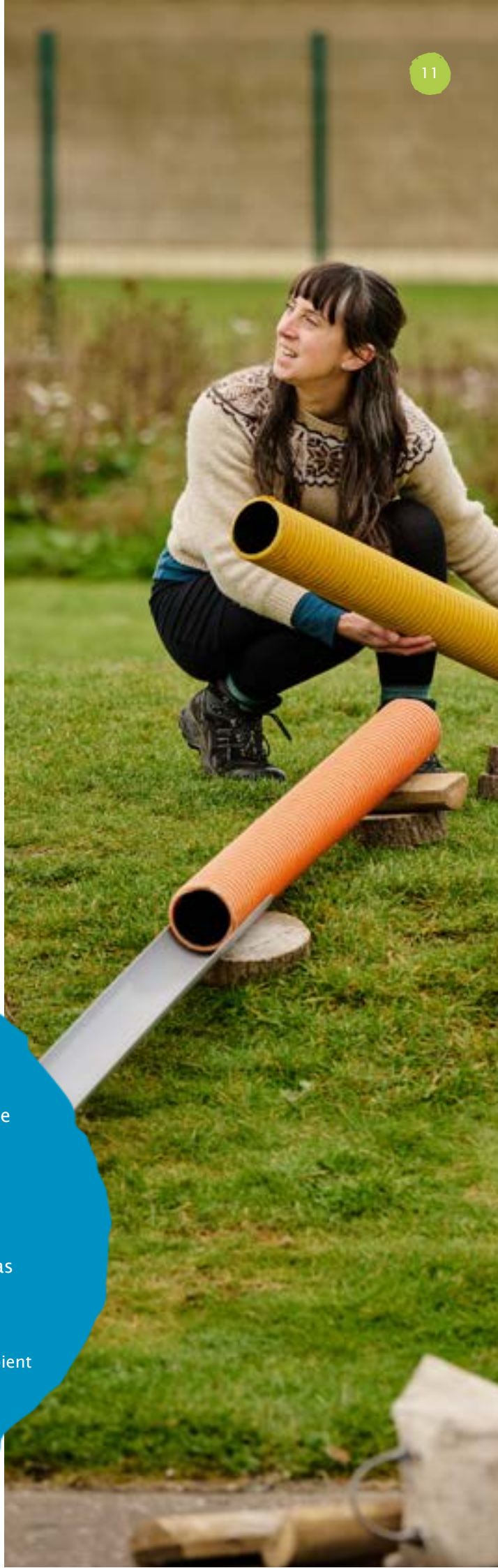
Funded by the players of People's Postcode Lottery, our Local School Nature Grants give schools across England, Scotland and Wales the opportunity to access staff training and £500 of outdoor learning equipment.

Phase 5 of our Local School Nature Grants, which saw a total of 625 grants available, opened for applications on 25 March 2021. For the first time, we have also made grants available to early years settings.

Learning through Landscapes' Training and Development Officers continued to travel far and wide across the country delivering this training to teachers, assistants, lunchtime supervisors, grounds staff and many more to support them to teach the curriculum outdoors.

"Thank you so much for everything. The grant and the training will have a positive impact on both staff and pupils. Your team are so professional and the communication between yourselves and the school has been great. We are very impressed!"

- LSNG recipient





Social Emotional Learning

Funded by Erasmus+, Social Emotional Learning (SEL) is an Early Years project in partnership with Birdlife Malta, Sociedad Espanola de Ornitologia SEO (Birdlife Spain), Milanta Spain, Birdlife Slovakia, INAK Slovakia and the University of Presov, Slovakia.

This project will encourage and support emotional learning in children aged between 3 and 6 years old through transforming their school grounds for the benefit of birds. Learning to care for the natural world will encourage social and emotional development in these children, in turn helping them to learn how to take care of themselves and their own wellbeing.

In 2021 -22 the project has worked with 6 schools across England, Scotland and Wales. These have completed research questionnaires and a suite of activities that link SEL and birds with the data being submitted for analysis by our partners at the University of Presovi, Slovakia.



"This project allowed children to work together and they were not distracted, they were fully engaged"

—School staff

This Place is like a Building Site An Outdoor STEM Construction Project

The John Laing Charitable Trust have continued to support this construction project that works with pupils to create significant wooden structures in their school grounds. We worked in schools with both pupil and teacher groups in 2021-22. This was the first time we had run a course specifically for teachers and the feedback proved that this was a success.

The delivery of the pupils' workshops was adapted to fit in with COVID safety requirements which meant that the children carried out most of the work on day one where they could be supervised remotely with the trainer completing the construction of features on the second day with the pupils coming outside to visit. This was a compromise that was not ideal but meant that pupils did experience some of the construction work and the schools ended up with a new structure in their grounds. Story-telling thrones, large benches and large solitary bee hotels were created as a result of the project.

The final part of the project this year was a video shoot at Polygon School in Southampton, which provides education for adolescents with neurodevelopmental disorders. Originally planed as a way of sharing this project with participants on the International School Grounds Alliance conference the project ended up being delivered over two days in March. The pupils at Polygon School enjoyed the project and the video of their experience can been seen on LtL's YouTube channel.

Outdoor Classroom Day

The biannual Outdoor Classroom Day, which we deliver in the UK and Ireland with the newly named Action Funder (formerly Semble) has had another successful year of engagement.

Teachers, schools, parents and children took part in this global campaign by getting outdoors on both May 20th and November 4th 2021, and the campaign has now seen more than 2.7 million children across the UK and Ireland participate. Almost 11 million children have now been involved across the world.

In November 2021, we again ran a Crowdfunder campaign on Outdoor Classroom Day to raise money for wet weather clothing for primary schools across the UK, allowing more children to get outside whatever the weather. The money raised enabled us to send full sets of wellies and waterproof clothing to three schools in the UK.



XPolli:Nation 1

Funded by the Engineering and Physical Sciences Research Council (EPSRC) and National Geographic, XPolli:Nation has been developed in collaboration with partners such as Imperial College London and The Open University and has grown out of 2015's Polli:Nation project.

XPolli:Nation aims to 'get communities buzzing', and has brought together a team of scientists, technologists, educators and students. Since 2019, we have been working to transform digital technologies, surveys and training tools to create participatory learning experiences for pupils.

The project has extended and adapted the Polli:Nation survey and pollinator promise to schools in the UK and Italy. It contributed to the paper written being written for XPolli:Nation and saw schools learn, record and make changes for pollinators.

XPolli:Nation 2

XPolli:Nation 2 focuses on taking the identification training tools for bumblebees and Butterflies in XPolli:Nation 1 and using an app to enable students to have more accurate ID skills in the field. The project was adapted last year due to the COVID-19 pandemic, resulting in the development of online materials alongside the training tool.

The use of the online resources will form part of a research paper into social behaviours. Our role in this has been to inform content and bring our knowledge of schools, to help develop and share the training modules.

This project has worked with schools to look at bumble bee identification training and discover if the use of AI supports learning. The schools taking part use the XPolli:Nation survey which is part of the National Pollinator Monitoring program in the UK.

Natural Nations

Also building on the success of our original Polli:Nation project, Natural Nations launched at the beginning of 2020. Funded by Erasmus+, we're delivering the project in partnership with Naturskolan i Lund, Lunds Universitet, Birdlife Malta and Sociedad Espanola de Ornitologia SEO (Birdlife Spain).

Working with our international partners and schools across the four countries, we're producing accessible resources to help schools survey their grounds to identify birds, pollinators, minibeasts and habitats and to look at what changes can be made to the grounds to encourage wildlife. The project also highlights international culture, as we identify folk stories and songs from each nation that feature insects or birds, celebrating both what we have in common and what is individual about each nation's heritage as part of our place-based learning.

Although our progress was impeded by UK pandemic lockdowns, our Swedish partners were able to make significant progress in testing biodiversity surveys throughout 2020 and 2021.

During 2021, we tested these new and improved surveys in a selection of schools in Leicester and will publish the surveys alongside a suite of resources online in 2022.

Natural Nations Goes Digital

This Erasmus+ funded project runs in parallel with Natural Nations. It aims to take the teaching resources and develop online training modules, which will be available in November 2022. The modules will include content on birds, pollinators and habitats in primary schools.

Polli:Nation for the Next Generation (Polli:Gen)

Pollination for the Next Generation (Polli:Gen) funded by The Green Recovery Challenge Fund (administered by the National Lottery Heritage Fund), ran successfully during 2021 -22 engaging over 800 school children, families and community groups.

Truly turning Leicester into one of the UK's most pollinator friendly cities

The project demonstrated effective partnership working with the Leicester City Council through which we were able to reach those who would otherwise be less engaged in nature and outdoor learning. Also, with The Wildlife Garden Forum whose expertise supported the development of resources and advice.

LtL recruited several Project Officers early in their careers and was able to give them a pathway that developed leadership and team working skills which led to positive feedback across the 24 schools and linked community groups who took part.

The evaluation of the project highlighted knowledge gain and young people feeling empowered to make positive changes to protect the environment.



Our Work in Scotland

Our work in Scotland continues to grow, with our office in Stirling seeing strong take up of training and consultancy, as well as new projects and opportunities. This is particularly positive news when set against the context of the pandemic, with schools being very hard pressed to find the time and energy to do anything.

Due to Government financial cuts, our work with Nature Scot (previously Scottish Natural Heritage) came to an end this year. We are deeply grateful for the support and partnership of 26 years and hope to find a way of working together again in future. We continued to work closely with organisations including the Scottish Government, Education Scotland, CORRA, Play Scotland, Scottish Forestry, National Network for Outdoor Learning (Scotland) and Scottish Advisory Panel for Outdoor Education.

Our team in Scotland grew this year with Jane Mackenzie joining us as Project Officer, and additional work being passed onto our network of LtL Professionals. Our staff team stepped up to develop new skills and ways of working through the pandemic. As part of this our team has increasingly worked cross-border, and likewise from our colleagues in England and Wales. Our larger offices have proved an excellent base for our team – with increased storage and a meeting room.

Our work in many areas of training continues to grow, not least Forest Kindergarten and our long-term whole-school courses. We expect this to continue in the future and have invested time and systems to ensure we maintain the quality of these courses while volume increases.

Scottish education has seen some changes and political discussion this year. We remain a significant part of the learning landscape and will champion a continued focus on Learning for Sustainability, of which outdoor learning and play remain the right of every child in Scotland.

Learning in Local Greenspace

Learning in Local Greenspace was a Nature Scot programme run across all local authorities in Scotland. The project supported Primary and Secondary teachers to discover, explore and create learning opportunities in the green spaces within walking distance of their schools.

Although severely disrupted by the pandemic, we concluded the project in 2021-22 working with over 35 schools in 3 'focus' local authorities with significant training, resourcing and coaching. We also supported a further 30 settings through a training course and remote support.

This project represents the end of a productive relationship between Nature Scot and Learning through Landscapes, from inception as the 'Grounds for Learning Project' 26 years before. Sadly funding cuts have curtailed the opportunities for both parties at present, but we hope to work together again in future.

Nurturing Nature

During 2021-22 we were fortunately able to increase the in person support that we were offering early years settings around Scotland through Nurturing Nature.

At the start of this period all settings understandably had significant precautions and controls in place regarding COVID-19. New settings were hesitant to have us in their settings so we returned to various settings that we have supported in previous years.

The seven settings that received support were located in Glasgow, Inverclyde, Falkirk and South Ayrshire. The support included a mix of outdoor staff training, audits of their provision and practice, miniature advisory visits and reflections with leadership teams to reflect on their outdoor policies. As the Autumn term progressed we were able to run a full Nurturing Nature group with parents, staff and children. We ran this programme twice with this setting, allowing four practitioners to engage with the work.

Better Breaktimes, Better Transitions

This project explored the changes in and opportunities for better play experiences as children transitioned from primary to secondary school. The project consulted closely with pupils and teachers and paid close attention to their views and voices. Along with our partners in Play Scotland we have demonstrated a need to support better play experiences in secondary schools for the youngest pupils – and a clear benefit of healthier, happier and more socially connected children. We hope to take our work around adolescent play for all ages in secondary schools forward in the future.



> ""First of all, don't take 'play' to mean anything idle, wasteful or frivolous. This is 'play' as the philosophers understood it: the experience of being an active, creative and fully autonomous person."
>
> — Pat Kane, Director of 'The Play Ethic'

Training and Consultancy

Learning through Landscapes saw significant disruption and reduced income from training and consultancy in 2020-21 due to the pandemic. We did our best to learn from this experience, putting controls and contingencies in place and, where possible, making online provision available as an alternative to in-person services. As a result in 2021-22, despite continuing disruption due to COVID-19 restrictions, cancellations and illness, we had a highly successful year of delivery with income growing beyond pre-pandemic levels.

Training and consultancy services delivered in 2021-22 consisted of one-off training sessions and advisory visits as well as longer term programmes for individual schools and early years settings. We also worked with local authorities and multi-academy trusts to provide services to their schools and settings.

The majority of our work has been conducted in Scotland, but we have seen consistent delivery in England as well as some work in Wales and Northern Ireland. International work is an area we hope to develop further. In terms of education phase, we have worked mostly with primary schools and early years settings, but have seen some growth in secondary delivery.

We have set ambitious targets for 2022-23 as we aim to build on the growth we have seen this year. While we recognise that we may again face difficult circumstances beyond our control, we remain optimistic that we can adapt and find solutions.

Online Training for Outdoor Learning and Play

We launched our online training platform early in 2021-22 with a limited number of courses. We have gradually added more throughout the year, building up a range of subject-specific courses across early years, primary and secondary phases.

Individual sign-ups have been slow but steady, while group sales to local authorities have generated the most income. We are still learning about what is working and what isn't, both in terms of how we promote and produce the online training courses. We therefore see this as a project that continues to develop as we look at different ways to integrate the platform into our wider training offering.



Forest Kindergarten Programme

The SQA-accredited Forest Kindergarten programme has now been established as a regular training offering. This is run either as an open course with bookings taken via the website from individual early years practitioners, or as a closed course for local authorities to offer to their own settings.

The training gives practitioners the confidence to broaden their practice into local woodland and green space, further benefiting the opportunities for children's play and learning. All four courses in 2021-22 were run in Scotland, and all received very positive feedback from participants. There are plans to run a greater number of courses in 2022-23 including a pilot course in England.

International School Grounds Alliance Conference

In February 2022 LtL and Living Classrooms hosted the conference online, after a 2-year hiatus due to the pandemic. While the conference was not in our and ISGA's preferred format of face to face, we felt it important to actually connect with our partners around the globe.

Our LtL staff team and ISGA board members successfully implemented some new technologies to us – we made use of Eventbrite booking systems, online session delivery through Zoom Conference and information sharing or contributions via Padlet. Despite some background stresses, the technology worked well for the week.

Our themes for the week included Leading for outdoor learning, designing school grounds and early years settings, early years outdoor learning and play, health and wellbeing and outdoor learning and play in schools.

We were joined by just under 200 people from around the globe, all of whom share a passion and interest in outdoor learning and play, in school or nursery grounds. We heard from a diverse set of speakers across the UK and Scotland, one of the reasons we hosted the conference here, as well as speakers from as far afield as Australia, Chile, Pakistan and Canada.

Alongside the formal presentations, each day saw informal discussion groups each morning and evening on pre-selected themes. These allowed both discussion of practices and approaches, and development of relationships between the ISGA members.

Our guest feedback from the week was superb. Our guests and partners valued the quality of speakers and the range of topics. They also valued the time to discuss and engage with colleagues outside of formal sessions. We as LtL are deeply proud of our staff team in delivering a significant online, technology led conference during the pandemic – something very different from their normal work in schools and early years settings. We are also grateful for the support of the ISGA board in preparing the conference, in a way which was so different to what we had envisaged 5 years earlier.



The Learning through Landscapes Trust

Trustees' Report 2021–22

The Trustees have pleasure in presenting their report and financial statements for The Learning through Landscapes Trust (Learning through Landscapes, LtL, or the 'Trust') for the year ended 31 March 2022 which are also prepared to meet the requirements for a directors' report and accounts for Companies Act purposes.

The financial statements comply with the Charities and Trustee Investment (Scotland) Act 2005, the Charities Accounts (Scotland) Regulations 2006 (as amended), the Companies Act 2006, the Memorandum and Articles of Association, and Accounting and Reporting by Charities. The Trustees have adopted the provisions of the Statement of Recommended Practice (SORP) "Accounting and Reporting by Charities" (FRS 102) (effective 1 January 2019) applicable in the UK and Republic of Ireland in preparing the annual report and financial statements.

Learning through Landscapes

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Registered charity no. in England and Wales 803270 and in Scotland SCO38890

Who We Are, What We Do

Board of Trustees and Company Directors

The directors of the charitable company (the charity) are its trustees for the purpose of charity law. The trustees and officers serving during the year and since the year end were as follows:

David Coleman (Chairman)
Deborah Allmey
Catherine Beith
Merrick Denton-Thompson OBE
Mike Greenaway
Susan Humphries OBE MA
Stefan Jakobek (resigned 11.05.2021)
Chanel McPherson-George
Usha Sahni OBE
Philip Sanderson
David John Troake



Our Work

We enable and empower children and young people to connect with nature, be more active, be more engaged with their learning, develop their social skills and have fun.

Our work is underpinned by a drive to improve their mental health and wellbeing by connection to nature and to empower them with an understanding of the positivity this brings.

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

We do this by:

- advocating the benefits of outdoor learning and play at school and early years settings. We also use this knowledge to develop other community and private spaces,
- inspiring and enabling the design and development of outdoor environments to support development, education, health and wellbeing,
- allowing participants to engage in the way space is used and train staff to support this, and
- enabling teachers and early years practitioners to develop the confidence, ideas and the skills they need to make better use of outdoor spaces.

Although in recent years we have delivered projects outside of the education sector, during 2020-21 we decided to re-focus our work on schools, early years settings and linked community groups. This is where children and young people will derive the greatest benefit, as the school playground is the one outside space that children have frequent access to. We have the agency and capacity to make a difference to how these important spaces are used.

One of our key topics in projects over the last year has been to help schools across the UK to make their school grounds more ‘green’, either through surveying current plant and wildlife populations or by encouraging children to make their spaces more pollinator-friendly. This is a topic we plan to continue to develop in projects from 2021 onwards.

Public Benefit

The Trustees have due regard to the Charity Commission guidance on 'Charities and Public Benefit' under the Charities Act 2011 and they are confident that all the aims and activities 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.

What makes us different?

Our unrivalled knowledge and expertise are based on 30 years' experience of practical action and research. Through it, we aim to reach all schools and settings in England, Scotland, Wales and Northern Ireland. Our 25 members of staff work in the four home nations. We deliver services on the ground through a network of freelance LtL accredited associates.

Panel for the Disposal of School Playing Fields in England (Section 77)

Learning through Landscapes was involved in the establishment of the independent Panel for the Disposal of School Playing Fields in England and has had a representative on the Panel ever since. Having assessed each case against the published criteria, the Panel then makes a recommendation to the Secretary of State for Education who may allow or reject the application for disposal.

LtL continues to engage with sector partners to agree how best to combine resources and initiatives to promote the protection of school playing fields and greenspaces.

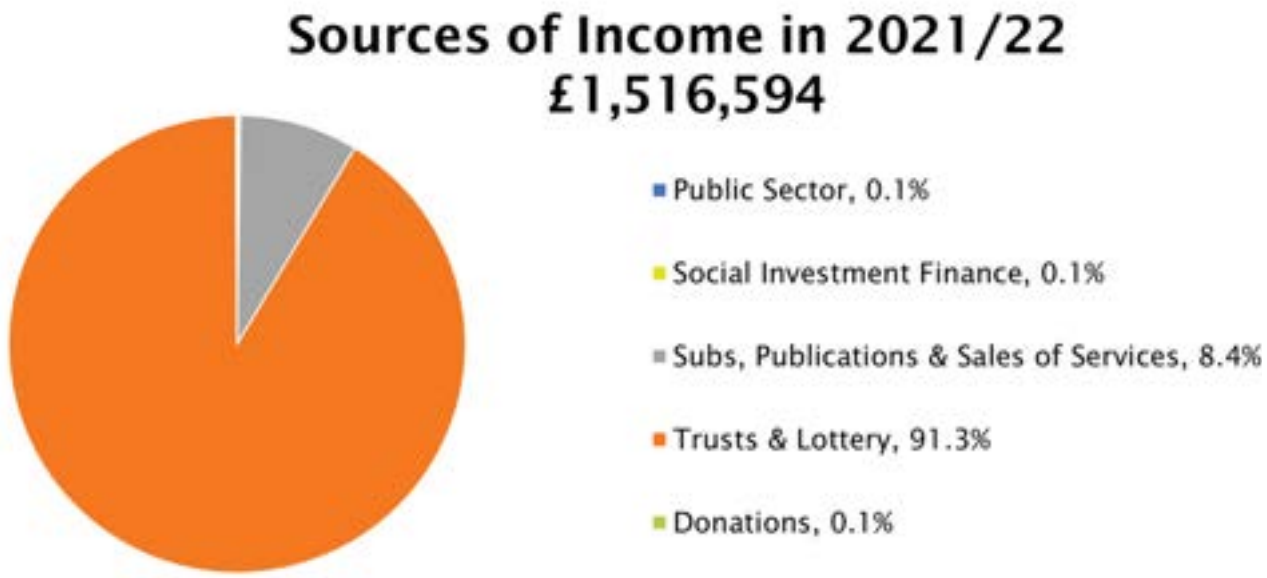
Achievements to ensure we are effectively resourced and achieve our objectives

Learning through Landscapes continues to deliver fully funded projects in schools across the four nations with a focus on curriculum linked and environmental education.

The trust continues its strategic shift to develop avenues of unrestricted income. This year has seen a large increase in digital output and LtL will continue to develop online training, webinars and digital engagement. These areas will allow the organisation to have a balance in funding whilst continuing to serve the core business and the charitable objectives of the Trust.

Financial Review

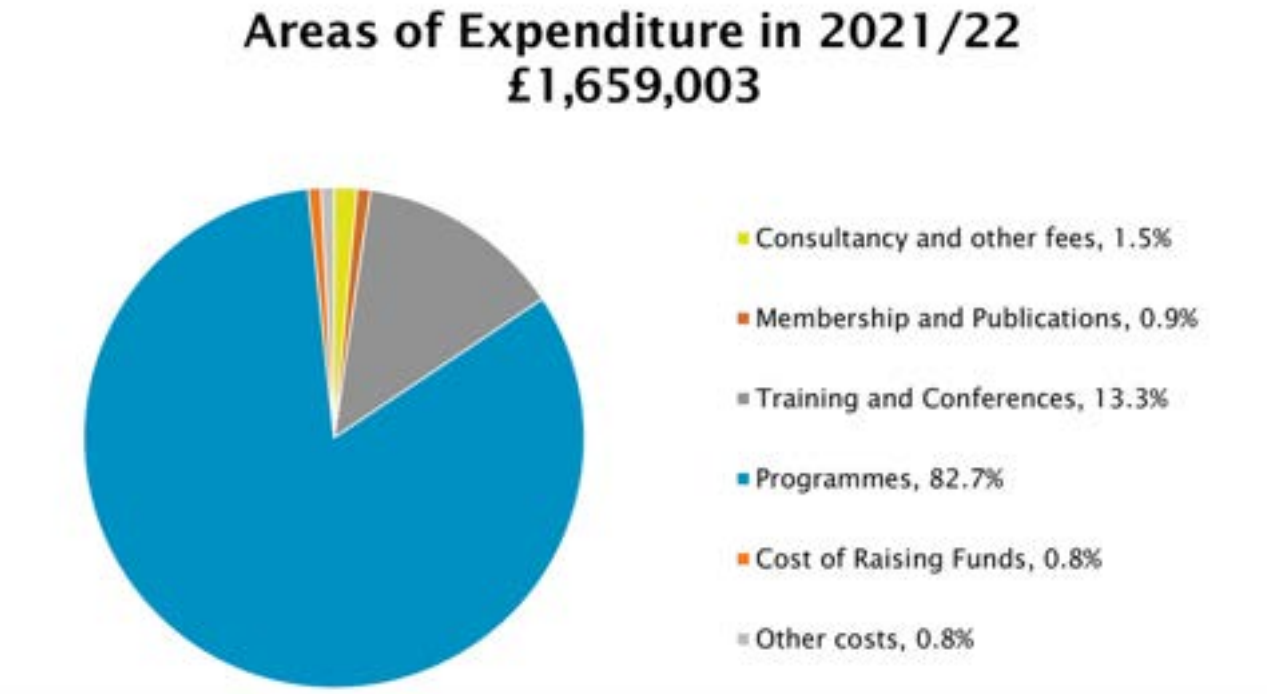
The deficit for the year amounted to £142,409 (2021: £121,067). Learning through Landscapes has a long track record of successful bids for large-scale projects, meaning that in any given year the majority of turnover is accounted for by a handful of programmes. The potential for gaps between the completion of old projects and the commencement of new ones, together with normal fluctuations in the scale of projects, creates a higher than usual degree of volatility in LtL's turnover.



The second year of the COVID-19 pandemic again halted or slowed down delivery of LtL's activities at time throughout the year.As a result, despite turnover increasing by 41% in 2021/2 to £1,516.6K (2021: £1,074.3K), the deficit for the year also increased. As in previous years, the proportion coming from Trusts and Lottery sources remained of greatest significance, climbing from 83.9% to 91.3%.

The management team and trustees monitor expenditure and the development of new projects very closely to manage the risk that the volatility of income poses to the Trust's finances. As turnover increased to above 2019/20 levels, additional delivery staff were recruited and payroll costs increased from £559K to £771K, while the average monthly number of employees rose from 22 to 33.

The cost of delivering grant-funded programmes accounted for the majority of expenditure as in previous years.Inevitably, the pandemic again had a disproportionately negative effect on consultancy and conference, so that the percentage share of Trusts and Lottery income increased once again.



We are continuously revising how we operate internally and structure our costs to ensure that we continue to serve our funders and customers in a secure, efficient and affordable way.

The Trust held a total of £497K in unrestricted reserves at 31 March 2022, compared with £645K at 31 March 2021.

The trustees have considered the charity's operational risk environment, including the ongoing risk posed by COVID-19 and recent inflationary pressures. The Trustees have concluded that with the right management actions, and bearing in mind LtL's strong cash flow position, the Trust is a going concern for at least twelve months following the signature of the financial statements. Accordingly, the financial statements have been prepared on this basis.

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 the value of no less than six months' operational expenditure.

The Trust's unrestricted reserves (Designated and General Funds) at 31st March 2022 were £497K representing 7.3 months of operational costs budgeted for the 2022/23 financial year of £816K.

Designated reserves are an essential element of strategic planning. The difficult economic climate and uncertainty created by the global pandemic have increased the risk to some of LtL's income streams, underscoring the need to maintain an appropriate level of specific designated funds.

After a review of operational and business commitments, and following completion of the new website, the Trustees have reduced the level of designated funds by £21K to cover the following cost commitments:

Operating expenditure commitments	£224k
Contingency	£15k
Total designated funds	£239k

Members of the management team annually review designated funds expenditure. The Executive Committee considers the reserves policy requirements as part of their monthly financial accounts update.

The movement of funds in the 2021/22 financial year are detailed in Note 20 in the financial statements

Structure, Governance and Management

Learning through Landscapes (LtL) is a registered charity in England and Wales, a registered charity in Scotland and a company limited by guarantee, governed by its Memorandum and Articles of Association. The Trust is a national charity, incorporated in 1990 to work across the UK. This is the 31st year of operation of Learning through Landscapes, the 25th year of operation of LtL Scotland, and the 13th year of operation of LtL Cymru.



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 objectives 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.

Trustee Induction

New Board members are introduced to the organisation through a structured induction process, including attending a board meeting as an observer prior to appointment, to familiarise themselves with the charity.

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 Annual Business Plan and has ultimate responsibility for the conduct and financial stability of the organisation. The full Board meets formally three times a year. The Executive Committee is a sub-committee of the board chaired by one of the Trustees, which meets bi-monthly with the Management Team and has specialized responsibility for management of funds, staff matters and the purchase, leasing or hiring of major items of property. In Scotland, the team meets regularly with Scottish Natural Heritage (SNH), key sponsors of the programme in Scotland.

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 and Stirling. The Winchester office functions as the head office and half of the staff are based there. As at 31/03/22 the Trust employed 34 full and part time staff.

The Trust is committed to flexible working and work/life balance and supports staff who seek flexible working arrangements (such as hybrid working or compacted hours) to accommodate their varied personal and professional commitments.

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

Key Management Personnel

The company directors are listed on the page 25 of this report. Senior managers are:

Chief Executive and Company Secretary	Carley Sefton
Scotland Director	Matt Robinson
Head of Education and Communities	Mary Jackson
Head of HR and Business Services	Dawn Ayling
Accountant	John Atherton

Our Volunteers

The Trust is very involved in the community and relies on voluntary help and benefits from the support of volunteers closely working with Trust and many more working together helping to deliver our programmes in addition to the Trustees.

Internal Controls and Risk Management

The Trustees have overall responsibility for ensuring that the charity has an appropriate system of controls, including financial controls.

Trustees have established a risk management framework for the assessment of major risks to which the charity is exposed, 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.

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 or settings during the year were:
Polli:Nation for the Next Generation funded through the Green Recovery Challenge Fund
Local School Nature Grants programme funded by the players of the People's Postcode Lottery.

The schools' applications are assessed against specific criteria and business objectives which are set out by the funders and the terms agreed with LtL.

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 11 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 while 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, Scottish Widows Bank, Aldermore, Close Brothers, United Trust Bank and the Lloyds Bank plc. The interest earned is detailed in note 4 to the Financial Statements.

Statement of Trustees' Responsibilities

The Trustees are responsible for preparing the Annual Report and the financial statements in accordance with the Companies Act 2006 and for being satisfied that the financial statements give a true and fair view. The Trustees are also responsible for preparing the financial statements in accordance with United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

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 charity and of the incoming resources and application of resources of the charity for that period. In preparing these financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently,
- observe the methods and principles in the Charities SORP FRS102,
- make judgments and estimates that are reasonable and prudent,
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements, and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business.

The Trustees are responsible for keeping adequate accounting records that show and explain the charity's transactions, disclose with reasonable accuracy at any time the financial position of the charity, and enable them to ensure that the financial statements comply with the Companies Act 2006, with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Financial statements are published on the charity's website in accordance with legislation in the United Kingdom governing the preparation and dissemination of financial statements, which may vary from legislation in other jurisdictions. The maintenance and integrity of the group's website is the responsibility of the Trustees. The Trustees' responsibility also extends to the ongoing integrity of the financial statements contained therein.

All of the current Trustees have taken the steps that they ought to have taken to make themselves aware of any information needed by the charity'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 unaware.

In approving the Trustee's Annual Report, we also approve all reports included therein, in our capacity as the company's directors.

Auditors

Knox Cropper LLP were appointed as auditors by the directors under Section 485(3) of the Companies Act 2006 and will be proposed for reappointment at the forthcoming Annual General Meeting.

This report has been prepared in accordance with the special provisions of Part 15 of the Companies Act 2006 relating to small companies.

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



Carley Sefton,
Secretary

25 October 2022

AUDITOR'S REPORT

Report of the Independent Auditors Report to the Members of The Learning through Landscapes Trust

Opinion

We have audited the financial statements of The Learning Through Landscapes Trust (the 'charitable company') for the year ended 31 March 2022 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 March 2022 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006, the Charities and Trustee Investment (Scotland) Act 2005 and regulation 8 of the Charities Accounts (Scotland) Regulations 2006.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charitable company in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the Trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charitable company's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the Trustees with respect to going concern are described in the relevant sections of this report.

Other information

The trustees are responsible for the other information. The other information comprises the information included in the Trustees' annual report, other than the financial statements and our Report of the Independent Auditors thereon.

Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the Trustees' report for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the Trustees' report has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' report.

We have nothing to report in respect of the following matters where the Companies Act 2006 and the Charities Accounts (Scotland) Regulations 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of Trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.
- the trustees were not entitled to take advantage of the small companies' exemption from the requirement to prepare a Strategic Report or in preparing the Report of the Trustees.

Responsibilities of Trustees

As explained more fully in the trustees' responsibilities statement, the Trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Our responsibilities for the audit of the financial statements

We have been appointed as auditor under section 44(1)(c) of the Charities and Trustee Investment (Scotland) Act 2005 and under the Companies Act 2006 and report in accordance with the Acts and relevant regulations made or having effect thereunder.

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue a Report of the Independent Auditors that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

- We obtained an understanding of the legal and regulatory frameworks that are applicable to the charitable company and determined that the most significant are the Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (United Kingdom Generally Accepted Accounting Practice), the Companies Act 2006 and the Charities Act 2011.
- The charitable company is required to comply with charity law and, based on our knowledge of its activities, we identified that the legal requirement to accurately account for restricted funds was of key significance.
- We understood how the charitable company is complying with those frameworks via communication with those charged with governance, together with the review of the charity's documented policies and procedures.
- We assessed the susceptibility of the charitable company's financial statements to material misstatement, including how fraud might occur by considering the key risks impacting the financial statements. These included risks associated with Revenue Recognition, Management Override of Controls, and the increased incentive and pressure to commit fraud due to the Covid-19 environment, which were discussed and agreed by the audit team.
- Our approach included agreeing the charitable company's recognition of income to the terms of the underlying grant agreements, legacy documentation and associated correspondence, the review of journal entries processed in the accounting records and the investigation of significant and unusual transactions identified from our review of the accounting records.
- Based on this understanding we designed our audit procedures to identify non-compliance with such laws and regulations. Our procedures involved review of the reporting to the directors with respect to the application of the documented policies and procedures and review of the financial statements to ensure compliance with the reporting requirements of the charitable company.

There are inherent limitations in the audit procedures described above and, the further removed non-compliance with laws and regulations is from the events and transactions reflected in the financial statements, the less likely we would become aware of it. The risk of not detecting a material misstatement

due to fraud is higher than the risk of not detecting one resulting from error, as fraud may involve deliberate concealment by, for example, forgery or intentional misrepresentations, or through collusion.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: http://www.frc.org.uk/auditorsresponsibilities.
This description forms part of our auditor's report.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006, and to the charitable company's trustees, as a body, in accordance with Regulation 10 of the Charities Accounts (Scotland) Regulations 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members, as a body, for our audit work, for this report, or for the opinions we have formed.



Matthew Elkins FCA (Senior Statutory Auditor)
for and on behalf of Knox Cropper LLP
Chartered Accountants and Statutory Auditors
Office Suite 1
Haslemere House
Lower Street
Haslemere
Surrey
GU27 2PE
Date: 14th December 2022

Statement of Financial Activities for the year ended 31 March 2022

(Incorporating the Company Income and Expenditure Account and Statement of Comprehensive Income)

		Unrestricted				
		General	Designated	Restricted	Total	Total
	Note	Funds	Funds	Funds		
					2022	2021
		£	£	£	£	£
Incoming resources						
Incoming resources from donations and legacies	2	105	-	926	1,031	49,803
Incoming resources from charitable activities	3	142,978	-	1,370,328	1,513,306	1,023,097
Incoming resources from investments	4	2,257	-	-	2,257	1,409
Total incoming resources		145,340	-	1,371,254	1,516,594	1,074,309
Resources expended						
Raising funds	5	7,716	-	5,720	13,436	5,750
Cost of charitable activities	6	285,239	-	1,360,328	1,645,567	1,189,627
Total resources expended		292,955	-	1,366,048	1,659,003	1,195,377
Net movement in funds		(147,615)	-	5,206	(142,409)	(121,068)
Funds Internal transfers	20	21,000	(21,000)	-	-	-
Reconciliation of Funds						
Total funds brought forward	20	384,853	260,000	6,077	650,930	771,998
Total funds carried forward	20	258,238	239,000	11,283	508,521	650,930

The notes on pages 45 to 56 form part of these financial statements.

Balance Sheet as at 31 March 2022

	Note	2022		2021
		£		£
Fixed assets				
Tangible assets	10	13,881		12,078
Investments	11	2		2
Total fixed assets		**13,883**		**12,080**
Current assets				
Stocks	12	2,893		7,330
Debtors	13	141,053		71,514
Cash at bank		1,086,305		1,327,320
		1,230,251		1,406,164
Creditors: amounts falling due within one year	14	(735,613)		(767,314)
Net current assets		**494,638**		**638,850**
Net assets		**508,521**		**650,930**
Restricted funds	20	11,283		6,077
Unrestricted funds				
Designated funds	20	239,000		260,000
General funds	20	258,238		384,853
Total Funds	20	**508,521**		**650,930**

These financial statements have been prepared in accordance with the provisions applicable to charitable companies subject to the small companies' regime.

The financial statements were approved and authorised for issue by the Board of Trustees on 25th October 2022 and signed on their behalf by:





David Coleman
Trustee

Catherine Beith
Trustee

Company Registration Number 02485660

The notes on pages 45 to 57 form part of these financial statements.

Cashflow Statement for the year ended 31 March 2022

	2022		2021
	£		£
Net cash (outflow)/inflow from operating activities	(234,995)		85,878
Returns on investments and servicing of finance			
Interest received	2,257		1,409
Capital expenditure and financial investment			
Payments to acquire tangible fixed assets	(8,277)		(14,140)
(Decrease)/increase in cash in the year	(241,015)		73,147
Net cash resources at the beginning of the year	1,327,320		1,254,173
Net cash resources at the end of the year	1,086,305		1,327,320

Notes to Cashflow Statement

	2022		2021
	£		£
Reconciliation of net (outgoing)/incoming resources to net cash inflow/(outflow) from operating activities			
Net (outgoing) resources	(142,409)		(121,068)
(Increase) in debtors	(69,539)		(4,420)
(Decrease)/increase in creditors	(31,701)		214,179
Depreciation	6,474		4,596
Interest received	(2,257)		(1,409)
Decrease/(increase) in stock	4,437		(6,000)
Net cash inflow/(outflow) from operating activities	**(234,995)**		**85,878**

Analysis of changes in net cash resources	2022	Cashflow	2021
	£	£	£
Cash at bank and in hand	1,086,305	(241,015)	1,327,320

Notes to the Financial Statements for the year ended 31 March 2022

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 preparation of accounts

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019) – (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

The Learning through Landscapes Trust meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

The trustees have considered the impact and risk of COVID-19 on the Trust and its prospects, recognising the high degree of uncertainty that has been created. The Trustees have concluded that with the right management actions, and bearing in mind LtL's strong cash flow position, the Trust is a going concern for at least twelve months following the signature of the financial statements. Accordingly, the financial statements have been prepared on the going concern basis. No material uncertainties exist related to events or conditions that may cast significant doubt upon the charity's ability to continue as a going concern.

b) Subsidiary

Learning through Landscapes Limited, a subsidiary of The Learning through Landscapes Trust, has not traded during the year ending 31 March 2022. 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 The 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 Statement of Financial Activities (SOFA) when the Charity has entitlement to the income, receipt is probable, 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 in accordance with any funding agreements.
- 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 and shown as deferred subscriptions income.
- Investment income is included when receivable.
- Grant income that is subject to unmet performance-related conditions is accounted for as a liability and shown on the balance sheet as deferred income. Deferred income is released to income in the reporting period in which the performance-related or other conditions that limit recognition are met.

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.

Other costs include those costs associated with meeting the constitutional and statutory requirements of the Charity and 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 6.

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) Debtors
Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

i) **Cash at bank and in hand**
Cash at bank and cash in hand includes cash and short term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of change in value.

j) **Creditors and provisions**
Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

k) 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.

l) 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 future purposes.

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

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

n) **Valuation of investments**
Investments held as fixed assets are stated at costs less any provision for impairment.

o) Irrecoverable VAT
Irrecoverable VAT incurred for non-business activities projects expenditure is included in the Statement of Financial Activities within the expenditure to which it relates.

p) Financial instruments
The Trust only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments are initially recognised at transaction value and subsequently measured at their settlement value.

q) Judgements
In preparing these financial statements the Trustees have made the following judgements:

Determine whether leases entered by the Trust are operating or finance leases. These decisions depend on an assessment of whether the risks and rewards of ownership have been transferred from the lessor to the lessee on a lease-by-lease basis.

r) **Key sources of estimation uncertainty**
Tangible fixed assets are depreciated over their useful lives taking into account residual values, where appropriate. The actual lives of the assets and residual values are assessed annually and may vary depending on a number of factors. In re-assessing asset lives, factors such as technological innovation, product life cycles and maintenance programmes are considered. Residual value assessments consider issues such as future market conditions, the remaining life of the asset and projected disposal values.

s) **Legal status of the Trust**
The Trust is a company limited by guarantee incorporated in England and Wales and has no share capital. The liability of each member in the event of winding-up is limited to £1.

The address of its registered office is: Ground Floor, F Block, Clarendon House, Monarch Way, Winchester, Hampshire SO22 5PW

2. Analysis of incoming resources from donations and legacies

	Unrestricted Funds		Restricted Funds		Total 2022		Total 2021
	£		£		£		£
Voluntary income							
Donations general purpose grants	105		926		1,031		49,803
Legacies	-						-
Total incoming resources from donations and legacies	**105**		**926**		**1,031**		**49,803**

In 2022 £105 of donations and legacies income was for unrestricted use (2021: £43,700), while £926 was restricted to specific purposes (2021: £6,103).

3. Analysis of incoming resources from charitable activities

	Unrestricted Funds		Restricted Funds		Total 2022		Total 2021
	£		£		£		£
Income from consultancy and other fees	7,432		-		7,432		44,209
Membership and Publications income	4,446		-		4,446		7,013
Training and conference income	115,632		-		115,632		36,415
Programme funding	15,468		1,370,328		1,385,796		935,460
Total charitable activity income	**142,978**		**1,370,328**		**1,513,306**		**1,023,097**

The incoming resources from charitable activity were £1,513,306 (2021: £1,023,097) of which £142,978 (2021: £119,381) was for unrestricted funds and the balance of £1,370,328 (2021: £903,716) was for restricted funds.

4. Analysis of incoming resources from investments

	Unrestricted Funds		Restricted Funds		Total 2022		Total 2021
	£		£		£		£
Bank interest	2,257		-		2,257		1,409

Total investment income	2,257		-		2,257		1,409

In 2022 all £2,257 (2021: £1,409) of investment income was attributable to unrestricted income funds.

5. Analysis of costs of raising funds

			Allocation of		Total		Total
	Direct Costs		Support Costs		2022		2021
	£		£		£		£
Fundraising Campaigns	11,402		2,034		13,436		5,750
Cost of raising funds	11,402		2,034		13,436		5,750

All costs of raising funds related to unrestricted funds apart from £5,720 (2021: £26) which related to restricted funds.

6. Analysis of costs of charitable activities

	Project		Other Direct		Allocation of Support		Total		Total
	Awards		Costs		Costs		2022		2021
	£		£		£		£		£
Consultancy and other fees	-		19,756		4,791		24,547		13.390
Membership and Publications	-		11,100		3,058		14,158		7,736
Training and Conferences	-		165.961		54,872		220,833		106,267
Programmes	374,844		752,450		244,757		1,372,051		1,047,628
Other costs	-		10,310		3,668		13,978		14,606
Cost of charitable activities	**374,844**		**959,577**		**311,146**		**1,645,567**		**1,189,627**

All costs of charitable expenditure related to restricted funds apart from £285,239 (2021: £285,911) of expenditure which related to unrestricted funds.

Project Award costs were paid to 671 schools and settings throughout the UK.

Analysis of other costs

	2022		2021
	£		£
Legal and Professional fees	2,088		3,606

Audit fees	6,800		6,000
Cost of trustee meetings	1,422		-
Allocation of support costs	3,668		5,000
Total governance costs	**13,978**		**14,606**

7. Apportionment of Support Costs

	Fund-raising	Consultancy & other Fee	Membership & Publications	Training & Conferences	Programme	Governance	Total	Total
	Costs	Costs	Costs	Costs	Costs	Costs	2022	2021
	£	£	£	£	£	£	£	£
Premises	193	429	275	4,753	16,731	346	22,727	17,731
Travel	14	32	20	351	1,234	26	1,677	-
Central Services	1,468	3,260	2,093	36,157	127,260	2,631	172,869	166,897
Marketing and Communications	50	360	216	5,605	67,174	109	73,514	45,151
Information Technology	305	678	435	7,512	26,442	547	35,919	29,022
Depreciation	4	32	19	494	5,916	9	6,474	4,596
Total Support Costs	**2,034**	**4,791**	**3,058**	**54,872**	**244,757**	**3,668**	**313,180**	**263,397**

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.

8. Employee information

	2022		2021
	£		£
Wages and salaries	676,200		495,696
Social security costs	47,468		37,081
Pension costs	37,098		26,232
Total Staff Costs	**760,766**		**559,009**

	2022		2021
The average number of employees during the year was as follows:	**33**		22

One employee earned more than £60,000 per annum in 2021/22. No employee earned more than £60,000 per annum in 2020/21.

The key management personnel of the Trust comprise the trustees, the CEO, Scotland Director, Head of Education and Communities, and Head of HR and Business Services. Remuneration payable to key management personnel amounted to £200,216 (2021: 213,432).

No remuneration was paid to, or waived by, any trustee during the year (2021: £nil) (as per note 16).

9. Pensions

The Trust makes contributions to the employees' personal defined contribution pension schemes. The total pension costs for the year were £37,099 (2021: £26,232).

10. Tangible Fixed Assets

	Office Equipment	Computer Equipment	Total
	£	£	£
Cost			
At 1 April 2021	3,434	35,096	38,530
Additions	3,074	5,203	8,277
Disposals	-	-	-
At 31 March 2022	**6,508**	**40,299**	**46,807**
Accumulated depreciation			
At 1 April 2021	3,434	23,018	26,452
Charge for the year	769	5,705	6,474
Depreciation on disposals	-	-	-
At 31 March 2022	**4,203**	**28,723**	**32,926**
Net book value at 31 March 2022	**2,305**	**11,576**	**13,881**
Net book value at 31 March 2021	-	12,078	12,078

The above fixed assets are used to support all of LtL's activities.

11. Investments

Investments held as fixed assets represent the whole of the issued ordinary share capital of Learning through Landscapes Limited (Company Registration Number 02573923), 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.

12. Stock

	2022		2021
	£		£
Stocks of literature and visual materials for resale	2,893		7,330

13. Debtors

	2022		2021
	£		£
Trade debtors	72,772		17,138
Amounts due from subsidiary undertaking	5,862		5,862
Other debtors	2,631		500
Prepayments & accrued income	59,788		48,014
Total	**141,053**		**71,514**

All amounts are due within one year.

14. Creditors: amounts falling due within one year

	2022		2021
	£		£
Trade Creditors	26,055		46,634
Taxation and social security	30,082		28,619
Other creditors	4,781		4,997
Accruals & deferred income	674,695		687,064
Total	**735,613**		**767,314**

The Trust has deferred income where income has been received in advance for commercial training and consultancy, and where project funding has been received in advance but the Trust has not yet met the recognition criteria

Deferred income at 1 April 2021	666,867
Amounts released from deferred income	(666,867)
Amounts deferred this year	652,002
Deferred income at 31 March 2022	**652,002**

15. 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 Denton-Thompson, who received £740 (2021: £1,320) remuneration in connection with her work for the Trust on the School Playing Fields Advisory Panel.

16. Trustee expenses

No remuneration was paid to, or waived by, any Trustee during the year (2021: £nil). Expenses totalling £nil were reimbursed solely for travel costs incurred in attending meetings (2021: £nil).

17. Capital commitments

There were no capital commitments at either 31 March 2022 or 31 March 2021.

18. Operating leases

As at 31 March 2022, the Trust had annual commitments under non-cancellable operating leases as set out below:

	2022	2021
	£	£
Operating leases which expire		
In one year	17,831	15,155
In two to five years	12,084	3,458
More than five years	-	-
Total	29,915	18,613

19. Related party transactions

The amounts shown in note 13 as due from a subsidiary undertaking relate to Learning through Landscapes Limited.

20. Net assets by fund

	Unrestricted Funds	Restricted Funds	Total 2022	Total 2021
	£	£	£	£
Fixed assets	13,883	-	13,883	12,080
Net current assets	483,355	11,283	494,638	638,850
Net assets by Fund	**497,238**	**11,283**	**508,521**	**650,930**

21. **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 2021	Incoming Resources	Outgoing Resources	Transfers	31 March 2022
	£	£	£	£	£
Restricted funds:					
Welly crowdfunding	6,077	926	(5,720)		1,283
Erasmus+ TIP	-	33,267	(33,267)		-
Erasmus+ Natural Nations	-	112,245	(112,245)		-
Erasmus+ SEL for Schools	-	9,320	(9,320)		-
Erasmus+ Natural Nations Goes Digital	-	72,037	(72,037)		-
Cross-Polli:Nation	-	122	(122)		-
Polli:Nation for the Next Generation	-	214,107	(214,107)		-
Third Sector Fund	-	50,000	(50,000)		-
My School, My Planet - Neston	-	10,000	-		10,000
The School is like a Building Site	-	5,000	(5,000)		-
Better Breaktimes, Better Transitions	-	58,000	(58,000)		-
Scottish Forestry Site Maintenance Videos	-	7,000	(7,000)		-
Local School Nature Grants					
-LSNG Phase 4	-	105,500	(105,500)		-
-People's Postcode Trust (Scotland)	-	101,127	(101,127)		-
-Postcode Neighbourhood Trust (North England)	-	142,953	(142,953)		-
-Postcode Places Trust (East England)	-	112.243	(112.243)		-
-Postcode Society Trust (South England)	-	128,687	(128,687)		-
-Postcode Local Trust (West England)	-	104,243	(104,243)		-
-Postcode Community Trust (Wales)	-	104,477	(104,477)		-
Total restricted funds	**6,077**	**1,371,254**	**(1,366,048)**		**11,283**

Unrestricted funds:					
Designated Funds:					
Operating expenditure commitments	245,000	-	-	(21,000)	224,000
Contingency	15,000	-	-	-	15,000

General funds	384,853	145,340	(292,955)	21,000	258,238
Total unrestricted funds	**644,853**	**145,340**	**(292,955)**	**-**	**497,238**
Total funds	**650,930**	**1,516,594**	**(1,659,003)**	**-**	**508,521**

Purpose of Restricted funds:
Restricted funds are grants and donations given for specific purposes.

Local School Nature Grants
This restricted funding from the six regional trusts that operate the People's Postcode Lottery in Britain was to support 500 schools across England, Wales and Scotland with equipment and training grants in the 2020/21 financial year and has been extended into a sixth phase that will now see delivery in up to 900 schools in 2022/23.

Third Sector Fund
The Nurturing Nature project is mainly funded by the CYPFEIF (Children, Young People and Families Early Intervention Fund) through the Corra Foundation.

Scottish Natural Heritage (SNH) Learning in Local Greenspace
Our current project sees teachers and schools supported to make use of local greenspaces for regular learning.

Cross Polli:Nation
This project builds on the Polli:Nation project in association with the Open University to assist the development of training modules.

Polli:Nation for the Next Generation
Funded by the Green Recovery Challenge Fund, this project was delivered in partnership with Leicester City Council and the Wildlife Gardening Forum throughout the summer and autumn of 2021, enabling participating schools and community groups to work with expert Project Officers to learn about their natural heritage and the importance of pollinators, empowering them to create pollinator-friendly environments in their school grounds and community areas.

Erasmus+ Funding – TIP, Natural Nations, SEL for Schools & Natural Nations Goes Digital
Funded through the European Erasmus programme, these projects bring together groups of European countries to develop resources for early years practitioners, teachers and members of environmental organisations who work with them. LtL is the project leader for Natural Nations and Natural Nations Goes Digital. Each programme runs for two years; TIP was completed in 2021/22, while the remaining projects will be completed in 2022/23.

My School, My Planet (MSMP) – Neston
Applying the results of the successful My School, My Planet pilot with support from the Churchill Fellowship Covid-a9 Action Fund this project will work to engage children at Neston High School with nature and their cultural heritage.

Welly Crowdfunder
As part of Outdoor Classroom Day in November 2020, we launched a Christmas Crowdfunder campaign with the aim of fundraising for wet weather clothing for schools in deprived areas across the UK. Following the success of that initiative the campaign was continued in 2021/22.

This School is like a building site
Funded by the Sir John Laing Trust Awards, 'This Place is like a Building Site' is a construction project in primary schools across underprivileged areas of Swindon and Reading.

Better Breaktimes, Better Transitions
A project exploring how better play experiences in the first year of secondary school can benefit pupils working in partnership with Play Scotland and Falkirk Council.

Scottish Forestry Site Maintenance Videos
Working with Scottish Forestry to produce a suite of videos, covering topics around managing outdoor sites for regular learning and play.

Purpose of Designated funds:

Operating expenditure commitments fund
The fund represents the Trust commitments against 'wind up costs' including staff notice, redundancy, lease commitments and a provision for legal costs.

Contingency fund
This fund is allocated for any unexpected annual operational costs.

22. Control

The controlling parties are the trustees listed on page 25.

THE LEARNING THROUGH LANDSCAPES TRUST

England & Wales - Charity number 803270

Accounts



The Learning through Landscapes Trust

Annual Report 2020–21

Learning through Landscapes

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Registered charity no. in England and Wales 803270 and in Scotland SCO38890
Company number 02485660

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COVID-19 hit us hard. Our staff have been anxious, our finances uncertain and we have not been able to visit schools.

That we have emerged in a strong position to grow back is largely down to the professionalism and commitment of our staff.

They embraced flexible working patterns with energy and quickly developed more non-contact activities such as running webinars and supporting educators online.

We are also grateful to our funding partners, especially the People's Postcode Lottery, CORRA, NatureScot and the National Lottery Heritage Fund, for their support and for giving us flexibility in the delivery of programmes and phasing of payments. We ended the year with our strategy intact and an impressive record of delivery, albeit of a different shape from our plans a year ago.

So, as we enter post-pandemic life in the UK, we are ready to grow our contribution to schools and communities at a time when school grounds are facing an unprecedented threat and opportunity.



The threat comes from local authorities. The pressure on them to increase school capacity and to provide more affordable homes is intense. Children are paying too much of the price through shrinking school grounds. The regulatory framework is good; enforcement and support for schools needs to improve.

The opportunity comes from COP26 and the aftermath of the pandemic. The benefits of outdoor learning are clear. Minimising the spread of COVID has been the catalyst for many schools to spend more time outdoors.

Our recently completed pilot My School, My Planet, funded by the National Lottery Heritage Fund, has demonstrated a real thirst in schools to engage with climate change and biodiversity through their grounds.

There is a great opportunity here to make outdoor learning a part of every child's school day.

I am very grateful to my fellow Trustees who also adapted quickly and effectively to our new ways of working. Their support and advice has been a great help during this most challenging year.

David Coleman
Chair of the Board

In a year where we have seen so much disruption in education, it's sometimes been hard to find any positives. I'm sure that, for many, this year has been one they will gladly see the back of.

But despite the difficulties the last year has brought, I am so proud of what the team at Learning through Landscapes has achieved.

We have been overwhelmed with how important our work has become during the pandemic. From setting up Facebook groups for families - which offered free resources to parents and carers as they faced the unexpected challenge of educating their children at home - through to the thousands of teachers we helped to take lessons outside safely, our team has worked tirelessly to guide and support so many people in outdoor learning.

We have continued to support the education sector not just nationally, but globally.

What's more, throughout the pandemic each member of our team juggled their busy work lives alongside personal commitments and challenges – from caring for children and dependants during lockdowns to adapting to working from home. I've never been so grateful to have such an amazing team around me and, despite all of the awful things that have happened over this year, leading Learning through Landscapes during this unique time will be the thing that I will look back on most proudly when I reflect on the pandemic.

For many others, time spent outdoors during the pandemic became some of their most precious moments in this strange year. My deep hope is that, as we move forwards, the role of the outdoors in people's lives and the benefits it has for our physical and mental wellbeing continue to be recognised for their importance.



Carley Sefton (CEO)
The Learning through Landscapes Trust



Heritage, Mission and Vision

We help children and young people to connect with nature, become more active, learn outdoors and have fun.

Learning through Landscapes (LtL) was founded in 1990 with the aim of improving the quality and use of land surrounding schools, to encourage a better use of existing resources for learning, and to enhance the environment within which learning takes place.

With offices in England and Scotland and staff based across the UK, our team and our accredited network of outdoor learning experts have the capacity to work nationally and internationally.

Our unrivalled expertise is based on three decades of experience, practical action and research, and has led to our reputation as the UK's leading charity dedicated to enhancing outdoor learning and play. At the beginning of 2021, we developed our six principles of outdoor learning and play to convey our approach.





Our Vision

Our vision is a society where the benefits of regular time outdoors are valued and appreciated, and outdoor learning, play and connection with nature is recognised as a fundamental part of education, at every stage, for every child and young person.

Our Mission

We inspire and enable positive outdoor experiences through cultural change, and the transformation of school grounds and outdoor community spaces. In so doing, we encourage greater appreciation of the environment and access to nature.

Our work is underpinned by a drive to improve the mental health and wellbeing of children and young people through connection to nature and, 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 achieve our mission by training, education and advocacy, and a professional approach to our charitable operation.

Our Values

Our vision is a society where the benefits of regular time outdoors are valued and appreciated, and outdoor learning, play and connection with nature is recognised as a fundamental part of education, at every stage, for every child and young person.

Influential

Since 1990 we have been developing practical experience and professional know-how. This gives credibility to our advocacy for change in the policy environment and to our innovative approaches.

Empowering

We work with others to help them achieve their potential and to find a personal response to their own needs.

Inspiring

We motivate others through sharing great ideas and inspiring the 'art of the possible'.

Participative

When striving for physical or cultural change our core approach is to participate with, listen and respond to the voices of those impacted.

Scientific

We believe that practice should be research-led. We devise projects that embed and promote the importance of scientific enquiry through partnership, practice and education.

Sustainable

At the heart of everything we do is a vision of sustainability and effective use of resources.

Our Six Principles of Outdoor Learning and Play

1

Outdoor Learning, Play And Connection With Nature Should Be Available And Accessible For Every Child And Young Person In Every School

Outdoor learning, play and connection with nature is an essential part of education for all. We understand that many disadvantaged children are less likely to have access to this. Our work reduces inequality by ensuring access to well-designed school grounds for all, informed by the needs, ideas and aspirations of the children and young people who will use these spaces.

2

Outdoor Learning Should Be Fully Integrated Into A School's Curriculum

Blending subject-specific knowledge with context-specific experiences in the outdoor environment supports children and young people to acquire deeper meaning, increase motivation and support their wellbeing. Our programmes support educators to deliver high-quality outdoor learning.

3

All Children And Young People Should Have Access To High-Quality Outdoor Play

Children and young people deserve and benefit from extended periods of play during every school day. These periods of play should be a protected part of every school day. Our programmes give children and young people opportunities to play in challenging, adventurous, and enriching environments that incorporate natural elements.

4

The Natural World Should Be At The Heart Of All School Grounds

All school grounds should provide children and young people with enriching opportunities to connect with nature. Our programmes encourage them to appreciate the natural world, become stewards of the environment and protect the future health of their planet.

5

The Whole Of The School Grounds Should Be An Outdoor Classroom

All outdoor elements, including tarmac, paving, brick walls and sand pits provide space and resources for learning alongside the natural world. The entire school grounds are an outdoor classroom and no limits should be set on what is used for teaching and learning outdoors.

6

School Grounds Should Be Designed For The Future And Made To Last.

Planned changes to school grounds should engage the whole school community, consider the entire site and the multiple ways it can be used. In our programmes we encourage educators to consider the long-term use, design and management of school grounds and underpin these decisions with the United Nation's Global Sustainable Development Goals.

Projects

Thank you to all our project partners, consultants, funders and supporters for your guidance and assistance over the course of this unique year.

Project Partners and Consultants

Bird Life Malta | Birdlife Slovakia | Consiglio Nazionale Delle Richerche, Italy | Imperial College London | INAK, Slovakia | Leicester City Council | Louder than Words | Lund University (Lunds Universitet) | MGARR primary school, Malta | Milanta Spain | Ministry of Education, Malta | Museo di Storia Naturale Della Maremma, Italy | Naturskolan i Lund | Semble | Sociedad Española de Ornitología (SEO – Birdlife Spain) | South Downs National Park Trust | St Alban's Church of England Aided Primary School | Strom zivota, Slovakia | Swedish University of Agriculture | The Open University | The University of Aberdeen | The University of Presov, Slovakia | The Wildlife Gardening Forum | UK Pollinator Monitoring Scheme | Univerzita Konstantina Filozofa v Nitre, Slovakia | VITA XXI SLP, Spain

Funders and Supporters

Corra Foundation | DEFRA | Engineering and Physical Sciences Research Council (EPSRC) | Erasmus+ | Glasgow City Council | Hampshire County Council | Inspiring Scotland | International School Grounds Alliance (ISGA) | Muddy Puddles | National Geographic | National Lottery Heritage Fund | People's Postcode Lottery Trusts (People's Postcode Trust, Postcode Community Trust, Postcode Local Trust, Postcode Neighbourhood Trust, Postcode Places Trust, Postcode Society Trust) | RHS | RSPB | Scottish Natural Heritage (SNH), now known as Nature Scot | The Balcombe Charitable Trust | The City Bridge Trust | The Department for Education | The Eden Project | The Erasmus Programme | The ICE Futures Charitable Trust | The Land Trusts | The Met Office | The National Trust | The Royal Society of Wildlife Trust | The Scottish Government | The Sir John Laing Charitable Trust | Unilever | William Grant Foundation | Woodland Trust



Bioprofiles

Bioprofiles was a two-year project funded by Erasmus+ and led by INAK Slovakia, working with 24 secondary schools across 4 countries to enhance environmental education and develop fieldwork techniques.

During 2020 – 21, teachers and staff attended training to look at the use of IT in fieldwork, and then put their new knowledge into action research on different environmental education activities. In the UK, schools chose to research emotional mapping, waste and water retention in their school grounds.

We also delivered workshops to disseminate the findings of our research, including one as part of Leicester's Climate Change fortnight. Our digital workshops were attended by educators and school grounds designers as far away as Singapore.

Going forwards, we plan to use the results of the research to inform our secondary school training offer.

South Downs National Park Competition

For this six-month project at the end of 2020 to the start of 2021, we supported the South Downs National Park Trust Schools Beeline Competition.

We created resources to support schools develop their competition application, and held digital workshops to inspire and equip teachers based in the South Downs National Park to lead improvements for pollinators in their school grounds. Through these outcomes, we provided support to over 100 schools in the national park.

Local School Nature Grants

Funded by the players of People's Postcode Lottery, our Local School Nature Grants give schools across England, Scotland and Wales the opportunity to access staff training and £500 of outdoor learning equipment.

This year saw us deliver Phase 4 of the grant scheme. Due to complications with the coronavirus pandemic, for Rounds 1 and 2 we approached unsuccessful schools from Phase 3; new applications were welcomed from Round 3 onwards. We received 940 applications during Phase 4 and awarded 453 grants.

Social restrictions during the pandemic meant that we also adapted our training processes this year, and delivered virtual training sessions where face-to-face training was not possible.

Phase 5 of our Local School Nature Grants, which saw the number of grants available increase from 500 to 625, opened for applications on 25 March 2021. For the first time, we have also made grants available to pre-school settings.



"We all really enjoyed the training and Jane, our trainer, was fantastic!

We hope that from the training children will be able to develop awareness of assessing risk for themselves and, by taking part in more risky outdoor play, they will continue to develop their creativity, confidence and physical skills."

- Manager of Grand-y-Care Academy, a LSNG recipient

'This Place is like a Building Site': An Outdoor STEM Construction Project

Funded by the Sir John Laing Trust Awards, 'This Place is like a Building Site' is a construction project in primary schools across underprivileged areas of Swindon and Reading.

Groups of children work with a Learning through Landscapes facilitator to create a relatively large piece of equipment for their grounds, such as a bench or storytelling throne. Pupils usually spend two days outside undertaking practical work in their grounds – measuring, preparing and constructing these timber structures, and creating resources for the whole school to use for years to come.

This year, we had moved the construction time from mid-winter to the summer term. Unfortunately, this meant that the project was greatly affected by the pandemic and projects were unable to take place in the summer of 2020.

We moved the workshops to the autumn term of 2020 but were only able to complete one project before the second UK lockdown came into effect. All other projects have therefore been postponed to the summer term of 2021. This includes a training session for school staff, which is a new feature for this programme.

Teach, Inspire, Protect

Funded by Erasmus+, Teach, Inspire, Protect is a three-year project with the Ministry of Education Malta, Birdlife Malta, INAK from Slovakia and Birdlife Spain. We have been exploring teaching theories and how they can be used to encourage best practice in early years outdoor learning, with the aim of supporting the use of the outdoors in the Maltese Emergent curriculum.

One of Learning through Landscapes' key outputs has been to deliver a workshop this year feeding back on the project so far, and giving opportunities for participants to learn from others and gain inspiration for early years outdoor learning and play.

We have also developed six montages to promote outdoor learning, and have begun work on creating digital training modules for educators.



"We went from week one where we were afraid of getting dirty, to now quite relishing rolling in the mud.

And it was quite amazing to see."

—School Senior Leader

My School, My Planet

Our My School, My Planet project pilot was created in response to a request by the National Lottery Heritage Fund. It focused on supporting children from disadvantaged ethnic groups and low-income families to re-engage with learning as pupils transitioned into the new academic year following the first pandemic lockdown.

39 trainers delivered My School, My Planet in 49 schools throughout the UK, equating to roughly 700 hours of much-needed support for approximately 1,029 children. Throughout the project, we empowered children to connect with issues such as biodiversity and climate change, and to explore their own cultural and local environmental heritage more closely.

To fully support marginalised and disadvantaged communities, we worked with key partners including cultural consultancy Louder Than Words, who embedded a truly unique approach to inclusivity and diversity throughout the project. We also engaged with and listened to the voices of young environmental activists to understand the issues faced by disadvantaged young people.

At the end of the pilot, the Centre for Education and Youth (CfEY) produced an independent evaluation of the project, and we published a full report.

Next year, we hope to build upon the success of the pilot with a development phase, before scaling up the delivery of My School, My Planet to cover hundreds of additional schools across the UK.

Outdoor Classroom Day

The biannual Outdoor Classroom Day, which we deliver in the UK and Ireland with social enterprise Semble, has had another successful year of engagement, despite the circumstances of the coronavirus pandemic.

Parents and children continued to take part throughout national and local lockdowns, and the campaign has now seen more than 2.7 million children across the UK and Ireland participate. Almost 11 million children have now been involved across the world.

In November 2020, we launched a Crowdfunder on Outdoor Classroom Day to raise money for wet weather clothing kits for primary schools across the UK, allowing more children to get outside whatever the weather. Including GiftAid contributions, the Crowdfunder raised over £6,000 and has enabled us to send sets of waterproofs and wellies to over 200 children in underprivileged communities across the UK. We plan to repeat this Crowdfunder campaign in the autumn of 2021.

"A majority of our children are from disadvantaged families who cannot provide their children with the appropriate outdoor clothing and footwear.

The waterproof clothing will allow the children to access the outdoor learning environment in all weathers. I am positive it will bring a lot of smiles on a lot of faces."

- EYFS leader from a recipient school



XPolli:Nation 1

Funded by the Engineering and Physical Sciences Research Council (EPSRC) and National Geographic, XPolli:Nation has been developed in collaboration with partners such as Imperial College London and The Open University and has grown out of 2015's Polli:Nation project.

XPolli:Nation aims to 'get communities buzzing', and has brought together a team of scientists, technologists, educators and students. Since 2019, we have been working to transform digital technologies, surveys and training tools to create participatory learning experiences for pupils.

Between April 2020 and March 2021, much of our survey testing with our cluster of pilot schools had to take a pause due to the coronavirus (COVID-19) pandemic. However, our improved survey was nevertheless formally accepted to be part of the UK Pollinator Monitoring Scheme (PoMS), run by CEH and funded by DEFRA.

XPolli:Nation 2

XPolli:Nation 2 focuses on taking the identification training tools for bumblebees and Butterflies in XPolli:Nation 1 and using an app to enable students to have more accurate ID skills in the field. The project was adapted this year due to the coronavirus (COVID-19) pandemic, resulting in the development of online materials alongside the training tool.

The usage of the resources will form part of a research paper into social behaviours. Our role in this has been to inform content and bring our knowledge of schools, to help develop and share the training modules.

Although face-to-face delivery was once again limited because of the pandemic, two schools have been recruited to carry out surveys and test the app. Next year, we will recruit additional schools to take part in the project.

Natural Nations

Also building on the success of our original Polli:Nation project, Natural Nations launched at the beginning of 2020. Funded by Erasmus+, we're delivering the project in partnership with Naturskolan i Lund, Lunds Universitet, Birdlife Malta and Sociedad Espanola de Ornitologia SEO (Birdlife Spain).

Working with our international partners and schools across the four countries, we're producing accessible resources to help schools identify birds in their school grounds, to look at what changes can be made to their grounds to encourage birdlife, and to understand the crucial link between the decline in insect populations and the decline in numbers of migratory birds. The project also highlights international culture, as we identify folk stories and songs from each nation that feature insects or birds, celebrating both what we have in common and what is individual about each nation's heritage as part of our place-based learning.

Although our progress was impeded by UK pandemic lockdowns, our Swedish partners were able to make significant progress in testing biodiversity surveys throughout 2020. Over the course of autumn and winter 2020, the findings from these tests were then transferred into action at Lund University.

During 2021, we plan to test these new and improved surveys in a small selection of schools in Leicester.



Social Emotional Learning

Funded by Erasmus+, Social Emotional Learning launched in autumn 2020 and is a new Early Years project in partnership with Birdlife Malta, Sociedad Espanola de Ornitologia SEO (Birdlife Spain), Milanta Spain, Birdlife Slovakia, INAK Slovakia and the University of Presov, Slovakia.

This project will encourage and support emotional learning in children aged between 3 and 6 years old through transforming their school grounds for the benefit of birds. Learning to care for the natural world will encourage social and emotional development in these children, in turn helping them to learn how to take care of themselves and their own wellbeing.

We aim to use the combined expertise of the project partners to develop a novel methodology for children's emotional learning, creating a research study and a suite of new resources for schools based upon the findings of this project. This methodology will be crucial in ensuring that children grow up with a thorough understanding of how to care for themselves, those around them and the environment.

Polli:Nation for the Next Generation (Polli:Gen)

In March 2021 we began planning for Polli:Nation for the Next Generation (Polli:Gen): a forthcoming project in Leicester schools and community groups that has also grown from our original Polli:Nation project.

Funded by the Green Recovery Challenge Fund, it will be delivered in partnership with Leicester City Council and the Wildlife Gardening Forum throughout the summer and autumn of 2021.

Participating schools and community groups will work with expert Project Officers to learn about their natural heritage and the importance of pollinators, before being empowered to create pollinator-friendly environments in their school grounds and community areas.

The project will aim to make Leicester the most pollinator-friendly city in England. By the end of the project, we also expect to see communities connecting more with their local natural environment, feeling empowered to act to protect it, and experiencing a greater sense of mental and physical wellbeing from spending time in nature.



Our Work in Scotland

The year has seen significant changes within the Scottish team, with changes in administrator, delivery team and our new Scotland Director Matt Robinson, who took over as the financial year and pandemic started.

We are appreciative of the work that our departing team put in through the midst of the pandemic. We're particularly grateful to Clare Rooney, who coordinated our delivery of a series of online webinars to support outdoor play and learning.

Our Scottish early years offer took a step forward as we became a Scottish Qualifications Authority (SQA) delivery centre. This enables us to deliver Forest Kindergarten courses as a National Workplace Award across the UK. This work took a significant effort through the last year and we are pleased to see it come to fruition.



Learning in Local Greenspace

We have worked directly with 35 schools in some of the most vulnerable communities in Scotland, and intensively with the whole staff of 4 primary schools. The project aim was to encourage schools to use green space within walking distance on a regular basis. This was to support better engagement and attainment in pupils, fostering care for local community spaces and encouraging an increased understanding of biodiversity.

This project was due to conclude by July 2021; however, the pandemic lockdown saw a very sudden cessation of our activities in delivering in-school support and training days for multiple teachers from across Scotland. Although this means that the project was not finished, we sincerely hope that the work we did with schools pre-pandemic has had a positive influence on their practice.

This project marked the end of a 25-year partnership with Nature Scot (formally Scottish Natural Heritage) who were a founding partner in the Grounds for Learning project in Scotland with Learning through Landscapes. The legacy of this work is our Scottish presence and now 26 years of supporting schools and early years settings to develop their spaces, outdoor learning and play practice. We are grateful to the Scottish Government and many project officers within Nature Scot who have worked with us over the years.

Greener Grounds

We worked with 6 schools across Fife this year. The programme consisted of a grant of our time and resources, based on schools developing their grounds and their outdoor learning practice. The schools we worked with had benefitted from this programme for many years, and as such had seen much support and input, both in the grounds and in using local community spaces. We are proud of the relationships with the schools and the benefits we have brought. We ended our involvement in this project in early 2021.

Nurturing Nature

Funded by Corra Foundation, this project has continued our work with some of the most vulnerable communities in Scotland. The approach taken – using outdoor play to develop family bonds, confidence and increase health with very young families – is now proven over the last decade. This deceptively simple programme lasts 10 weeks, and one of the aims is to ensure that the early years settings continue to run the project without our ongoing involvement.

We are deeply grateful to Corra Foundation for their flexibility and support over the last year, when it wasn't possible for us to work directly with families. Our project moved quickly to support families with some play resources and ideas. The project has also developed a training programme, widening the number of settings that will be able to deliver the programme.



Training, Consultancy and Conferences

Learning through Landscapes saw significant growth in our training and consultancy work through 2019-20. With strong bookings at the start of the year, we expected strong growth. However this was, of course, disrupted by the pandemic, which interrupted a lot of our delivery and schools' availability to book training. This led to a significant drop in our income and delivered days.

Against this background, our team worked hard to deliver free online webinars and sessions across a variety of topics. Our attendance numbers were high and feedback was overwhelmingly positive. This work required new skills and equipment for our team, but it also prepared them to work remotely and enabled us to run online sessions for the whole year. Virtual sessions have now become an option for all our customers.

Our team did also succeed in delivering in-person training throughout much of the year, due to our carefully considered COVID-19 controls and our determination that the outdoors should form part of the recovery response to the pandemic.

As we look forward to 2021-22, we expect to do well in bookings and income. However, we must recognise that we are still impacted by the pandemic, and our income and delivery days may continue to be dictated by many influences outside our control.



Online Training for Outdoor Learning and Play

This year saw us prepare for and invest in our online learning platform, Thinkific. This option should provide a flexible route into accessing Learning through Landscapes training, thus expanding our reach and increasing our face-to-face training. The platform is a new area of work for us and staff have been learning many new skills. The Thinkific platform was launched at the end of the year, and is being added to through the next financial year.

International Work

Although we have had a few enquiries, the pandemic and our self-imposed working practices meant that we have delivered no international work this year.

LtL Accredited Professional Programme

We held another LtL Professional Accreditation Programme, the first time online. The programme was well attended, and we are seeking to expand our LtL Accredited Network as demand for our work increases. After another busy and unexpectedly challenging year, we thank our Network members for their effort and support of our work in schools and early years settings.

International School Grounds Alliance (ISGA)

Carley Sefton and Mary Jackson continue to be members of the Leadership Council of the ISGA. This includes sitting on working groups which support the work of the alliance as it brings together school grounds specialists (educators, designers, play specialists and researchers) from around the globe.

We have made significant preparations for hosting the September 2021 ISGA Conference, to be held in Stirling, which was originally due to be held in September 2020. We have been getting ready for attendees from across the world to join a two-day event in-person and online, to share best practice and ideas in outdoor learning and play in school grounds. This event will showcase the work undertaken in Scotland, and among ISGA partners.

Update: unfortunately, due to rising cases of coronavirus in Scotland, in August 2021 we made the difficult decision to postpone this event again until 2022. The future conference will be online-only.

Media and Digital

Following the success of our growth in website traffic and social media presence during 2020, at the beginning of 2021 we increased our Communications Team. This will allow us to make improvements to our website, re-develop our resources, and further grow our online presence.

The core of our social media output is divided into our work in Scotland (shared through our LtL Scotland Facebook and Twitter channels) and our UK-wide work (shared through our LtL News Facebook and Twitter channels). We also have active Instagram, LinkedIn, Pinterest and YouTube accounts.

Over the last year, we have concentrated on generating media and social media interest for our flagship projects, such as My School, My Planet and our Outdoor Classroom Day Crowdfunder. Particularly following My School, My Planet and the summer's Black Lives Matter protests, we also focussed on our approach to cultural heritage and worked with cultural consultancy Louder than Words to ensure that our language is as inclusive and accessible as possible. Our ambition is to not only ensure that we are a sector-leading organisation in communicating that the outdoors is for everyone, but to inspire radical change and increased diversity within the environmental and education sectors themselves.

We have earned national coverage from TES and Education Business, and have been supported on social media by key figures in the sector, such as Tim Gill, Helen Dodd, and Cath Prisk.

During 2021, we aim to increase our regional and national media coverage and to further boost awareness of Learning through Landscapes among influential members of the education sector.





The Learning through Landscapes Trust

Trustees' Report 2020–21

The Trustees have pleasure in presenting their report and financial statements for The Learning through Landscapes Trust (Learning through Landscapes, LtL, or the 'Trust') for the year ended 31 March 2021 which are also prepared to meet the requirements for a directors' report and accounts for Companies Act purposes.

The financial statements comply with the Charities and Trustee Investment (Scotland) Act 2005, the Charities Accounts (Scotland) Regulations 2006 (as amended), the Companies Act 2006, the Memorandum and Articles of Association, and Accounting and Reporting by Charities. The Trustees have adopted the provisions of the Statement of Recommended Practice (SORP) "Accounting and Reporting by Charities" (FRS 102) (effective 1 January 2019) applicable in the UK and Republic of Ireland in preparing the annual report and financial statements.

Learning through Landscapes

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Registered charity no. in England and Wales 803270 and in Scotland SCO38890

Who We Are, What We Do

Board of Trustees and Company Directors

The directors of the charitable company (the charity) are its trustees for the purpose of charity law. The trustees and officers serving during the year and since the year end were as follows:

David Coleman (Chairman)
Deborah Allmey
Catherine Beith
Merrick Denton-Thompson OBE
Mike Greenaway
Susan Humphries OBE MA
Stefan Jakobek (resigned 30 March 2021)
Chanel McPherson-George (appointed 20 October 2020)
David Peniket FCA (resigned 20 October 2020)
Usha Sahni OBE
Philip Sanderson
David John Troake



Our Work

We enable and empower children and young people to connect with nature, be more active, be more engaged with their learning, develop their social skills and have fun.

Our work is underpinned by a drive to improve their mental health and wellbeing by connection to nature and to empower them with an understanding of the positivity this brings.

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

We do this by:

- advocating the benefits of outdoor learning and play at school and early years settings. We also use this knowledge to develop other community and private spaces,
- inspiring and enabling the design and development of outdoor environments to support development, education, health and wellbeing,
- allowing participants to engage in the way space is used and train staff to support this, and
- enabling teachers and early years practitioners to develop the confidence, ideas and the skills they need to make better use of outdoor spaces.

Although in recent years we have delivered projects outside of the education sector, during 2020-21 we decided to re-focus our work on schools, early years settings and linked community groups. This is where children and young people will derive the greatest benefit, as the school playground is the one outside space that children have frequent access to. We have the agency and capacity to make a difference to how these important spaces are used.

One of our key topics in projects over the last year has been to help schools across the UK to make their school grounds more ‘green’, either through surveying current plant and wildlife populations or by encouraging children to make their spaces more pollinator-friendly. This is a topic we plan to continue to develop in projects from 2021 onwards.

Public Benefit

The Trustees have due regard to the Charity Commission guidance on 'Charities and Public Benefit' under the Charities Act 2011 and they are confident that all the aims and activities 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.

What makes us different?

Our unrivalled knowledge and expertise are based on 30 years' experience of practical action and research. Through it, we aim to reach all schools and settings in England, Scotland and Wales. Our 25 members of staff work in the four home nations. We deliver services on the ground through a network of freelance LtL accredited associates.

Panel for the Disposal of School Playing Fields in England (Section 77)

Learning through Landscapes was involved in the establishment of the independent Panel for the Disposal of School Playing Fields in England and has had a representative on the Panel ever since. Having assessed each case against the published criteria, the Panel then makes a recommendation to the Secretary of State for Education who may allow or reject the application for disposal.

LtL continues to engage with sector partners to agree how best to combine resources and initiatives to promote the protection of school playing fields and greenspaces.

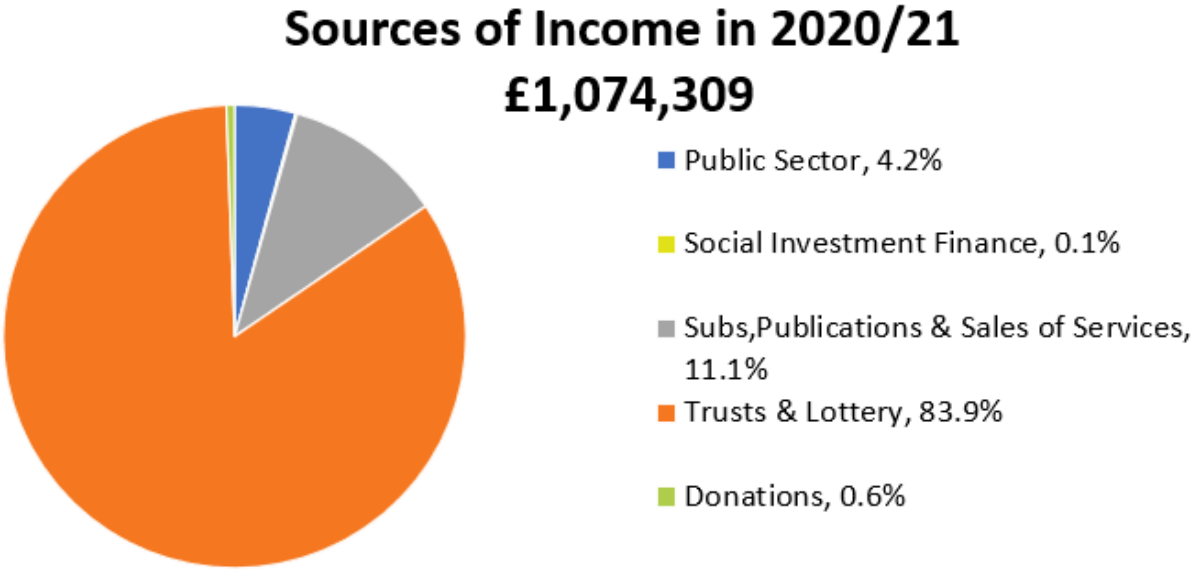
Achievements to ensure we are effectively resourced and achieve our objectives

Learning through Landscapes continues to deliver fully funded projects in schools across the four nations with a focus on curriculum linked and environmental education.

The trust continues its strategic shift to peruse avenues of unrestricted income. This year has seen a large increase in digital output and LtL will continue to develop online training, webinars and digital engagement. These areas will allow the organisation to have a balance in funding whilst continuing to serve the core business and the charitable objectives of the Trust.

Financial Review

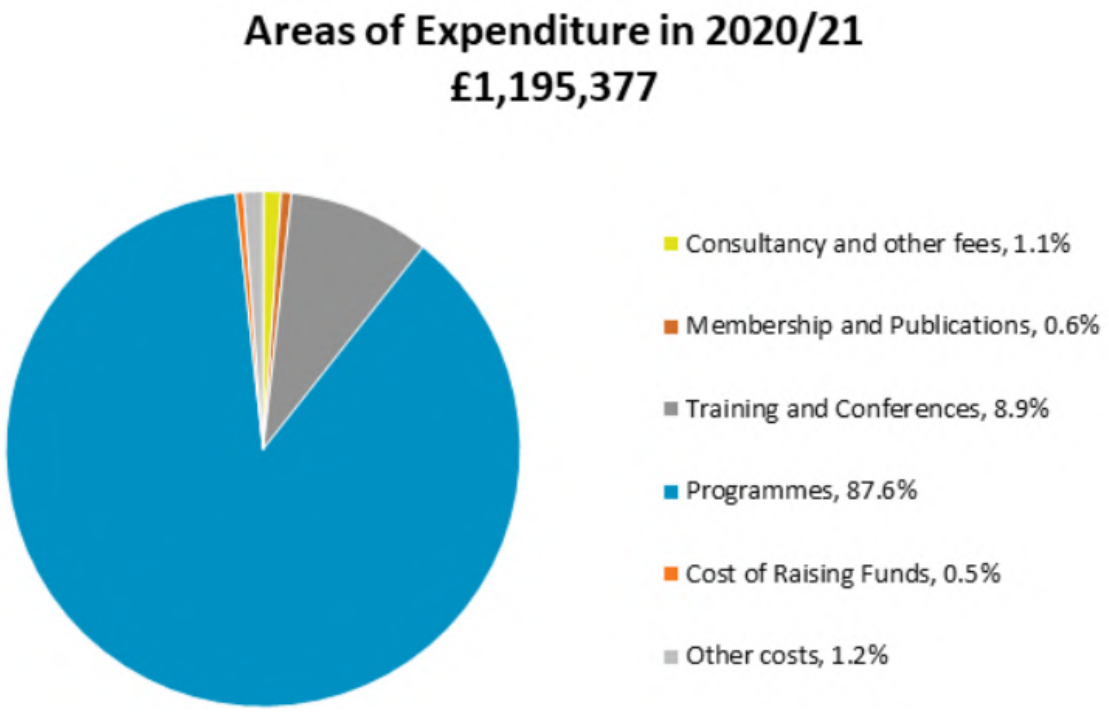
The deficit for the year amounted to £121,068 (2020: £47,216). Learning through Landscapes has a long track record of successful bids for large-scale projects, meaning that in any given year the majority of turnover is accounted for by a handful of programmes. The potential for gaps between the completion of old projects and the commencement of new ones, together with normal fluctuations in the scale of projects, creates a higher than usual degree of volatility in LtL's turnover.



The COVID-19 pandemic at times halted or slowed down delivery across the range of LtL's activities. As a result, despite the considerable understanding and support shown by funders, and although some activities were delivered remotely, turnover fell by 27% in 2020/21 to £1,074.3K (2020: £1,469.9K). As in previous years, the proportion coming from Trusts and Lottery sources remained of greatest significance, climbing from 77.2% to 83.9%.

The management team and trustees monitor expenditure and the development of new projects very closely to manage the risk that the volatility of income poses to the Trust's finances. However, due to the nature of the problems posed by the pandemic it was not possible to cut costs in line with income. Payroll costs fell slightly from £578K to £559K, while the average monthly number of employees rose from 20 to 22.

The cost of delivering grant-funded programmes accounted for the majority of expenditure as in previous years. Inevitably, the pandemic had a disproportionate effect on consultancy, conference, and commercial training income, reversing some of the progress made previously toward diversifying LtL's income streams.



We are continuously revising how we operate internally and structure our costs to ensure that we continue to serve our funders and customers in a secure, efficient and affordable way.

The Trust held a total of £645K in unrestricted reserves at 31 March 2021, compared with £772K at 31 March 2020.

The Trustees have considered the ongoing impact and risk of COVID-19 on the Trust and its prospects, recognising the high degree of uncertainty that has been created. The Trustees have concluded that with the right management actions, and bearing in mind LtL's strong cash flow position, the Trust is a going concern for at least twelve months following the signature of the financial statements. Accordingly, the financial statements have been prepared on this basis.

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 the value of no less than six months' operational expenditure.

The Trust's unrestricted reserves (Designated and General Funds) at 31st March 2021 were £645K representing 9.2 months of operational costs budgeted for the 2021/22 financial year of £845K.

Designated reserves are an essential element of strategic planning. The difficult economic climate and uncertainty created by the global pandemic have increased the risk to some of LtL's income streams, underscoring the need to maintain an appropriate level of specific designated funds.

After a review of operational and business commitments, and following completion of the new website, the Trustees have increased the level of designated funds by £13K to cover the following cost commitments:

Operating expenditure commitments	£245k
Contingency	£15k
Total designated funds	£260k

Members of the management team annually review designated funds expenditure. The Executive Committee considers the reserves policy requirements as part of their monthly financial accounts update.

The movement of funds in the 2020/21 financial year are detailed in Note 21 in the financial statements.

Structure, Governance and Management

Learning through Landscapes (LtL) is a registered charity in England and Wales, a registered charity in Scotland and a company limited by guarantee, governed by its Memorandum and Articles of Association. The Trust is a national charity, incorporated in 1990 to work across the UK. This is the 30th year of operation of Learning through Landscapes, the 24th year of operation of LtL Scotland, and the 12th year of operation of LtL Cymru.



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 objectives 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.

Trustee Induction

New Board members are introduced to the organisation through a structured induction process, including attending a board meeting as an observer prior to appointment, to familiarise themselves with the charity.

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 Annual Business Plan and has ultimate responsibility for the conduct and financial stability of the organisation. The full Board meets formally three times a year. The Executive Committee is a sub-committee of the board chaired by one of the Trustees, which meets bi-monthly with the Management Team and has specialized 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.

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 and Stirling. The Winchester office functions as the head office and half of the staff are based here. As at 31/03/21 the Trust employs 25 full and part time staff.

The Trust is committed to flexible working and work/life balance and supports staff who seek flexible working arrangements (such as hybrid working or compacted hours) to accommodate their varied personal and professional commitments.

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

Key Management Personnel

The company directors are listed on the page 25 of this report. Senior managers are:

Chief Executive and Company Secretary	Carley Sefton
Scotland Director	Matt Robinson
Head of Projects and Partnerships	Heena Dave
Head of Education and Communities	Mary Jackson
Head of HR and Business Services	Dawn Ayling

Our Volunteers

The Trust is very involved in the community and relies on voluntary help and benefits from the support of volunteers closely working with Trust and many more working together helping to deliver our programmes in addition to the Trustees.

Internal Controls and Risk Management

The Trustees have overall responsibility for ensuring that the charity has an appropriate system of controls, including financial controls.

Trustees have established a risk management framework for the assessment of major risks to which the charity is exposed, 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.

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 or settings during the year were:
My School My Planet funded by National Lottery Heritage Fund
Local School Nature Grants programme funded by the People's Postcode Lottery Trusts

The schools' applications are assessed against specific criteria and business objectives which are set out by the funders and the terms agreed with LtL.

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 11 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 while 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, Scottish Widows Bank, United Trust Bank, Close Brothers, Aldermore Bank and Lloyds Bank. The interest earned is detailed in note 4 to the Financial Statements.

Statement of Trustees' Responsibilities

The Trustees are responsible for preparing the Annual Report and the financial statements in accordance with the Companies Act 2006 and for being satisfied that the financial statements give a true and fair view. The Trustees are also responsible for preparing the financial statements in accordance with United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

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 charity and of the incoming resources and application of resources of the charity for that period. In preparing these financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently,
- observe the methods and principles in the Charities SORP FRS102,
- make judgments and estimates that are reasonable and prudent,
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements, and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business.

The Trustees are responsible for keeping adequate accounting records that show and explain the charity's transactions, disclose with reasonable accuracy at any time the financial position of the charity, and enable them to ensure that the financial statements comply with the Companies Act 2006, with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Financial statements are published on the charity's website in accordance with legislation in the United Kingdom governing the preparation and dissemination of financial statements, which may vary from legislation in other jurisdictions. The maintenance and integrity of the group's website is the responsibility of the Trustees. The Trustees' responsibility also extends to the ongoing integrity of the financial statements contained therein.

All of the current Trustees have taken the steps that they ought to have taken to make themselves aware of any information needed by the charity'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 unaware.

In approving the Trustee's Annual Report, we also approve all reports included therein, in our capacity as the company's directors.

Auditors

The auditors, Azets Audit Services, will be proposed for reappointment at the forthcoming Annual General Meeting.

This report has been prepared in accordance with the special provisions of Part 15 of the Companies Act 2006 relating to small companies.

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



Carley Sefton,
Secretary

26 October 2021

Auditor's Report

Independent Auditor's Report to the Trustees and Members of The Learning through Landscapes Trust

Opinion

We have audited the financial statements of The Learning Through Landscapes Trust (the 'charitable company') for the year ended 31 March 2021 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and notes to the financial statements, including significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 March 2021 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006, the Charities and Trustee Investment (Scotland) Act 2005 and regulation 8 of the Charities Accounts (Scotland) Regulations 2006.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charitable company in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the Trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charitable company's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the Trustees with respect to going concern are described in the relevant sections of this report.

Other information

The other information comprises the information included in the Trustees annual report, other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information contained within the annual report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon. Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of our audit:

- the information given in the Trustees' report for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the Trustees' report has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' report.

We have nothing to report in respect of the following matters where the Companies Act 2006 and the Charities Accounts (Scotland) Regulations 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of Trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of Trustees

As explained more fully in the trustees' responsibilities statement, the Trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

We have been appointed as auditor under section 44(1)(c) of the Charities and Trustee Investment (Scotland) Act 2005 and under the Companies Act 2006 and report in accordance with regulations made under those Acts.

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: http://www.frc.org.uk/auditorsresponsibilities.
This description forms part of our auditor's report.

Extent to which the audit was considered capable of detecting irregularities, including fraud

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above and on the Financial Reporting Council's website, to detect material misstatements in respect of irregularities, including fraud.

We obtain and update our understanding of the entity, its activities, its control environment, and likely future developments, including in relation to the legal and regulatory framework applicable and how the entity is complying with that framework. Based on this understanding, we identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. This includes consideration of the risk of acts by the entity that were contrary to applicable laws and regulations, including fraud.

In response to the risk of irregularities and non-compliance with laws and regulations, including fraud, we designed procedures which included:

- Enquiry of management and those charged with governance around actual and potential litigation and claims as well as actual, suspected and alleged fraud;
- Reviewing minutes of meetings of those charged with governance;
- Assessing the extent of compliance with the laws and regulations considered to have a direct material effect on the financial statements or the operations of the company through enquiry and inspection;
- Reviewing financial statement disclosures and testing to supporting documentation to assess compliance with applicable laws and regulations;
- Performing audit work over the risk of management bias and override of controls, including testing of journal entries and other adjustments for appropriateness, evaluating the business rationale of significant transactions outside the normal course of business and reviewing accounting estimates for indicators of potential bias.

Because of the inherent limitations of an audit, there is a risk that we will not detect all irregularities, including those leading to a material misstatement in the financial statements or non-compliance with regulation. This risk increases the more that compliance with a law or regulation is removed from the events and transactions reflected in the financial statements, as we will be less likely to become aware of instances of non-compliance. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006, and to the charitable company's trustees, as a body, in accordance with Regulation 10 of the Charities Accounts (Scotland) Regulations 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members, as a body, for our audit work, for this report, or for the opinions we have formed.



Oliver Rowe FCA (Senior Statutory Auditor)
For and on behalf of Azets Audit Services

Chartered Accountants
Statutory Auditor

Secure House
Lulworth Close
Chandlers Ford
Hampshire
SO53 3TL

Date: 2 December 2021

Azets Audit Services is eligible for appointment as auditor by virtue of its eligibility for appointment as auditor of a company under section 1212 of the Companies Act 2006.

Statement of Financial Activities for the year ended 31 March 2021

(Incorporating the Company Income and Expenditure Account and Statement of Comprehensive Income)

		Unrestricted				
		General	Designated	Restricted	Total	Total
	Note	Funds	Funds	Funds		
					2021	2020
		£	£	£	£	£
Incoming resources						
Incoming resources from donations and legacies	2	43,700	-	6,103	49,803	9,860
Incoming resources from charitable activities	3	119,381	-	903,716	1,023,097	1,457,422
Incoming resources from investments	4	1,409	-	-	1,409	2,583
Total incoming resources		164,490	-	909,819	1,074,309	1,469,865
Resources expended						
Raising funds	5	5,724	-	26	5,750	-
Cost of charitable activities	6	285,911	-	903,716	1,189,627	1,517,081
Total resources expended		291,635	-	903,742	1,195,377	1,517,081
Net movement in funds		(127,145)	-	6,077	(121,068)	(47,216)
Funds Internal transfers	20	(13,000)	13,000	-	-	-
Reconciliation of Funds						
Total funds brought forward	20	524,998	247,000	-	771,998	819,214
Total funds carried forward	20	384,853	260,000	6,077	650,930	771,998

The notes on page 45 to 56 form part of these financial statements.

Balance Sheet as at 31 March 2021

	Note	2021		2020
		£		£
Fixed assets				
Tangible assets	9	12,078		2,534
Investments	10	2		2
Total fixed assets		**12,080**		**2,536**
Current assets				
Stocks	11	7,330		1,330
Debtors	12	71,514		67,094
Cash at bank		1,327,320		1,254,173
		1,406,164		1,322,597
Creditors: amounts falling due within one year	13	(767,314)		(553,135)
Net current assets		**638,850**		**769,462**
Net assets		**650,930**		**771,998**
Restricted funds	20	6,077		-
Unrestricted funds				
Designated funds	20	260,000		247,000
General funds	20	384,853		524,998
Total Funds	19	**650,930**		**771,998**

These financial statements have been prepared in accordance with the provisions applicable to charitable companies subject to the small companies' regime.

The financial statements were approved and authorised for issue by the Board of Trustees on 26th October 2021 and signed on their behalf by:





David Coleman
Trustee

Catherine Beith
Trustee

Company Registration Number 02485660

The notes on pages 45 to 56 form part of these financial statements.

Cashflow Statement for the year ended 31 March 2021

	2021		2020
	£		£
Net cash (outflow)/inflow from operating activities	85,878		(47,996)
Returns on investments and servicing of finance			
Interest received	1,409		2,583
Capital expenditure and financial investment			
Payments to acquire tangible fixed assets	(14,140)		(2.233)
Increase/(decrease) in cash in the year	73,147		(47,646)
Net cash resources at 1 April 2020	1,254,173		1,301,817
Net cash resources at 31 March 2021	1,327,320		1,254,173

Notes to Cashflow Statement

	2021		2020
	£		£
Reconciliation of net (outgoing)/incoming resources to net cash inflow/(outflow) from operating activities			
Net (outgoing)/incoming resources	(121,068)		(47,216)
(Increase)/decrease in debtors	(4,420)		155,119
Increase/(decrease) in creditors	214,179		(154,823)
Depreciation	4,596		1,229
Interest received	(1,409)		(2,583)
(Increase)/decrease in stock	(6,000)		278
Net cash inflow/(outflow) from operating activities	**85,878**		**(47,996)**

Analysis of changes in net cash resources	2020	Cashflow	2021
	£	£	£
Cash at bank and in hand	1,254,173	73,147	1,327,320

Notes to the Financial Statements for the year ended 31 March 2021

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 preparation of accounts

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019) – (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

The Learning through Landscapes Trust meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

The trustees have considered the impact and risk of COVID-19 on the Trust and its prospects, recognising the high degree of uncertainty that has been created. The Trustees have concluded that with the right management actions, and bearing in mind LtL's strong cash flow position, the Trust is a going concern for at least twelve months following the signature of the financial statements. Accordingly, the financial statements have been prepared on the going concern basis. No material uncertainties exist related to events or conditions that may cast significant doubt upon the charity's ability to continue as a going concern.

b) Subsidiary

Learning through Landscapes Limited, a subsidiary of The Learning through Landscapes Trust, has not traded during the year ending 31 March 2020. 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 The 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 Statement of Financial Activities (SOFA) when the Charity has entitlement to the income, receipt is probable, 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 in accordance with any funding agreements.
- 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 and shown as deferred subscriptions income.
- Investment income is included when receivable
- Grant income that is subject to unmet performance-related conditions is accounted for as a liability and shown on the balance sheet as deferred income. Deferred income is released to income in the reporting period in which the performance-related or other conditions that limit recognition are met.

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.

Other costs include those costs associated with meeting the constitutional and statutory requirements of the Charity and 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 6.

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) Debtors
Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

i) Cash at bank and in hand
Cash at bank and cash in hand includes cash and short term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of change in value.

j) Creditors and provisions
Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

k) 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.

l) 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 future purposes.

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

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

n) Valuation of investments
Investments held as fixed assets are stated at costs less any provision for impairment.

o) Irrecoverable VAT
Irrecoverable VAT incurred for non-business activities projects expenditure is included in the Statement of Financial Activities within the expenditure to which it relates.

p) Financial instruments
The Trust only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments are initially recognised at transaction value and subsequently measured at their settlement value.

q) Judgements
In preparing these financial statements the Trustees have made the following judgements:

Determine whether leases entered by the Trust are operating or finance leases. These decisions depend on an assessment of whether the risks and rewards of ownership have been transferred from the lessor to the lessee on a lease by lease basis.

r) Key sources of estimation uncertainty
Tangible fixed assets are depreciated over their useful lives taking into account residual values, where appropriate. The actual lives of the assets and residual values are assessed annually and may vary depending on a number of factors. In re-assessing asset lives, factors such as technological innovation, product life cycles and maintenance programmes are considered. Residual value assessments consider issues such as future market conditions, the remaining life of the asset and projected disposal values.

s) Legal status of the Trust
The Trust is a company limited by guarantee incorporated in England and Wales and has no share capital. The liability of each member in the event of winding-up is limited to £1.

The address of its registered office is: Ground Floor, F Block, Clarendon House, Monarch Way, Winchester, Hampshire SO22 5PW

2. Analysis of incoming resources from donations and legacies

	Unrestricted Funds		Restricted Funds		Total 2021		Total 2020
	£		£		£		£
Voluntary income							
Donations general purpose grants	43,700		6,103		49,803		9,860
Legacies	-						-
Total incoming resources from donations and legacies	**43,700**		**6,103**		**49,803**		**9,860**

In 2021 £43,700 (2020: £9,860) of donations and legacies income was for unrestricted use, while £6,103 was restricted to specific purposes (2020: £nil).

3. Analysis of incoming resources from charitable activities

	Unrestricted Funds		Restricted Funds		Total 2021		Total 2020
	£		£		£		£
Income from consultancy and other fees	44,209		-		44,209		30,980
Membership and Publications income	7,013		-		7,013		5,097
Training and conference income	36,415		-		36,415		77,618
Programme funding	31,744		903,716		935,460		1,343,727
Total charitable activity income	**119,381**		**903,716**		**1,023,097**		**1,457,422**

The incoming resources from charitable activity were £1,023,097 (2020: £1,457,422) of which £119,381 (2020: £143,695) was for unrestricted funds and the balance of £903,716 (2020: £1,313,727) was for restricted funds.

4. Analysis of incoming resources from investments

	Unrestricted Funds		Restricted Funds		Total 2021		Total 2020
	£		£		£		£
Bank interest	1,409		-		1,409		2,583
Total investment income	1,409		-		1,409		2,583

In 2021 all £1,409 (2020: £2,583) of investment income was attributable to unrestricted income funds.

5. Analysis of costs of raising funds

	Direct Costs		Allocation of Support Costs		Total 2021		Total 2020
	£		£		£		£
Fundraising Campaigns	2,423		3,327		5,750		-
Cost of raising funds	2,423		3,327		5,750		-

All costs of raising funds related to unrestricted funds apart from £26 (2020: £nil) of expenditure which related to restricted funds.

6. Analysis of costs of charitable activities

	Project Awards		Other Direct Costs		Allocation of Support Costs		Total 2021		Total 2020
	£		£		£		£		£
Consultancy and other fees	-		8,681		4,709		13,390		16,654
Membership and Publications	-		6,271		1,465		7,736		6,099
Training and Conferences	-		70,949		35,318		106,267		134,878
Programmes	209,138		624,912		213,578		1,047,628		1,344,777
Other costs	-		9,606		5,000		14,606		14,673
Cost of charitable activities	209,138		720,419		260,070		1,189,627		1,517,081

All costs of charitable expenditure related to restricted funds apart from £285,911 (2020: £203,354) of expenditure which related to unrestricted funds.

Project Award costs were paid to 502 schools and settings throughout the UK.

Analysis of other costs

	2021		2020
	£		£
Legal and Professional fees	3,606		13
Audit fees	6,000		5,650
Cost of trustee meetings	-		1,405
Allocation of support costs	5,000		7,605
Total governance costs	14,606		14,673

7. Apportionment of Support Costs

	Fund-raising	Consultancy & other Fee	Membership & Publications	Training & Conferences	Programme	Governance	Total	Total
	Costs	Costs	Costs	Costs	Costs	Costs	2021	2020
	£	£	£	£	£	£	£	£
Premises	84	221	95	2,791	14,130	410	17,731	11,382
Travel	-	-	-	-	-	-	-	656
Central Services	798	2,079	891	26,272	133,002	3,855	166,897	181,302
Marketing and Communications	2,093	1,858	295	1,530	39,316	59	45,151	71,814
Information Technology	139	362	155	4,568	23,128	670	29,022	42,804
Depreciation	213	189	30	156	4,002	6	4,596	1,229
Total Support Costs	**3,327**	**4,709**	**1,466**	**35,317**	**213,578**	**5,000**	**263,397**	**309,187**

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.

8. Employee information

	2021		2020
	£		£
Wages and salaries	495,696		513,050
Social security costs	37,081		42,645
Pension costs	26,232		22,576
Total Staff Costs	**559,009**		**578,271**

	2021		2020
The average number of employees during the year was as follows:	**22**		20

No employee earned more than £60,000 per annum in 2020/21 and in 2019/20.

The key management personnel of the Trust comprise the trustees, the CEO, Scotland Director, Head of Projects and Partnerships, Head of Education and Communities, and Head of HR and Business Services. Remuneration payable to key management personnel amounted to £213,432 (2020: £216,981).

No remuneration was paid to, or waived by, any trustee during the year (2020: £nil) (as per note 16).

9. Pensions

The Trust makes contributions to the employees' personal defined contribution pension schemes. The total pension costs for the year were £26,232 (2020: £22,576).

10. Tangible Fixed Assets

	Office Equipment	Computer Equipment	Total
	£	£	£
Cost			
At 1 April 2020	3,434	26,130	29,564
Additions	-	14,140	14,140
Disposals	-	(5,174)	(5,174)
At 31 March 2021	**3,434**	**35,096**	**38,530**
Accumulated depreciation			
At 1 April 2020	3,434	23,595	27,029
Charge for the year	-	4,596	4,596
Depreciation on disposals	-	(5,174)	(5,174)
At 31 March 2021	**3,434**	**23,018**	**26,452**
Net book value at 31 March 2021	**-**	**12,078**	**12,078**
Net book value at 31 March 2020	-	2,535	2,535

The above fixed assets are used to support all of LtL's activities.

11. Investments

Investments held as fixed assets represent the whole of the issued ordinary share capital of Learning through Landscapes Limited (Company Registration Number 02573923), 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.

12. Stock

	2021		2020
	£		£
Stocks of literature and visual materials for resale	7,330		1,330

13. Debtors

	2021		2020
	£		£
Trade debtors	17,138		40,058
Amounts due from subsidiary undertaking	5,862		5,862
Other debtors	500		500
Prepayments & accrued income	48,014		20,674
Total	71,514		67,094

All amounts are due within one year.

14. Creditors: amounts falling due within one year

	2021		2020
	£		£
Trade Creditors	46,634		39,999
Taxation and social security	28,619		20,934
Other creditors	4,997		3,252
Accruals & deferred income	687,064		488,950
Total	767,314		553,135

The Trust has deferred income where income has been received in advance for commercial training and consultancy, and where project funding has been received in advance but the Trust has not yet met the recognition criteria

Deferred income at 1 April 2020	483,288
Amounts released from deferred income	(483,288)
Amounts deferred this year	666,867
Deferred income at 31 March 2021	666,867

15. 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 Denton-Thompson, who received £1,320 (2020: £2,176) remuneration in connection with her work for the Trust on the School Playing Fields Advisory Panel.

16. Trustee expenses

No remuneration was paid to, or waived by, any Trustee during the year (2020: £nil). Expenses totaling £nil were reimbursed to one Trustee (2020: £241 to one Trustee) solely for travel costs incurred in attending meetings.

17. Capital commitments

There were no capital commitments at either 31 March 2021 or 31 March 2020.

18. Operating leases

As at 31 March 2021, the Trust had annual commitments under non-cancellable operating leases as set out below:

	2021	2020
	£	£
Operating leases which expire		
In one year	15,155	8,871
In two to five years	3,458	0
More than five years	0	0
Total	18,613	8,871

19. Related party transactions

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

20. Net assets by fund

	Unrestricted Funds	Restricted Funds	Total 2021	Total 2020
	£	£	£	£
Fixed assets	12,080	-	12,080	2,536
Net current assets	632,773	6,077	638,850	769,462
Net assets by Fund	**644,853**	**6,077**	**650,930**	**771,998**

21. 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 2020	Incoming Resources	Outgoing Resources	Transfers	31 March 2021
	£	£	£	£	£
Restricted funds:					
SNH Learning in Local Greenspace	0	1,890	(1,890)		0
Welly crowdfunding 2020	0	6,103	(26)		6,077
Erasmus+ Bioprofiles	0	13,870	(13,870)		0
Erasmus+ TIP	0	8,406	(8,406)		0
Erasmus+ Natural Nations	0	58,173	(58,173)		0
Erasmus+ SEL for Schools	0	1,702	(1,702)		0
My School, My Planet	0	250,000	(250,000)		0
Cross-Polli:Nation II	0	1,612	(1,612)		0
Polli:Nation for the Next Generation	0	33,643	(33,643)		0
Third Sector Fund	0	50,000	(50,000)		0
Local School Nature Grants					
-LSNG Phase 3	0	21,700	(21,700)		0
-LSNG Phase 4	0	422,800	(422,800)		0
-People's Postcode Trust (Scotland)	0	5,990	(5,990)		0
-Postcode Neighborhood Trust (North England)	0	7,980	(7,980)		0
-Postcode Places Trust (East England)	0	5,990	(5,990)		0
-Postcode Society Trust (South England)	0	7,980	(7,980)		0
-Postcode Local Trust (West England)	0	5,990	(5,990)		0
-Postcode Community Trust (Wales)	0	5,990	(5,990)		0
Total restricted funds	**0**	**909,819**	**(903,742)**		**6,077**

Unrestricted funds:					
Designated Funds:					
Operating expenditure commitments	204,000	-	-	41,000	245,000
Research and development	8,000	-	-	(8,000)	-
Marketing, promotion & communication	5,000	-	-	(5,000)	-
Contingency	15,000	-	-	-	15,000
Other Commitments	15,000	-	-	(15,000)	-
General funds	524,998	164,490	(291,635)	(13,000)	384,853
Total unrestricted funds	771,998	164,490	(291,635)	-	644,853
Total funds	771,998	1,074,309	(1,195,377)	-	650,930

Purpose of Restricted funds:
Restricted funds are grants and donations given for specific purposes.

Local School Nature Grants
This restricted funding from the six regional trusts that operate the People's Postcode Lottery in Britain was to support 500 schools across England, Wales and Scotland with equipment and training grants in the 2020/21 financial year, and has been extended into a fifth phase that will now see delivery in up to 625 schools in 2021/22.

Third Sector Fund
The Nurturing Nature project is mainly funded by the CYPFEIF (Children, Young People and Families Early Intervention Fund) through the Corra Foundation.

Scottish Natural Heritage (SNH) Learning in Local Greenspace
Our current project sees teachers and schools supported to make use of local greenspaces for regular learning.

XPolli:Nation 2
This project builds on the Polli:Nation project in association with the Open University to assist the development of training modules.

Erasmus+ Funding – Bioprofiles, TIP, Natural Nations & SEL for Schools
Funded through the European Erasmus programme, these projects bring together groups of European countries to develop resources for early years practitioners, teachers and members of environmental organisations who work with them. LtL is the project leader for Natural Nations. Each programme runs for two years; Bioprofiles was completed in 2020/21, while the remaining projects will run into 2021/22 and 2022/23.

My School, My Planet
Funded by the National Lottery Heritage Fund, our My School, My Planet pilot project worked with 49 schools in underprivileged areas across the UK to engage children with nature and their cultural heritage during the COVID-19 lockdowns.

Outdoor Classroom Day Crowdfunder
As part of Outdoor Classroom Day in November 2020, we launched a Christmas Crowdfunder campaign with the aim of fundraising for wet weather clothing for schools in deprived areas across the UK. With GiftAid contributions included, we raised over £6,000 – enough to buy 210 sets of wellies and waterproofs.

Purpose of Designated funds:

Operating expenditure commitments fund
The fund represents the Trust commitments against 'wind up costs' including staff notice, redundancy, lease commitments and a provision for legal costs.

Contingency fund
This fund is allocated for any unexpected annual operational costs.

22. Control

The controlling parties are the trustees listed on page 25.