

# The GLADE Centre Annual Report & Financial Statements for Year Ended 31 March 2024



6. Why DOES climate justice matter?



## **The GLADE Centre, since 1993**

“building knowledge, skills and attitudes for change in a global society.”

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## **GLADE Centre Chair's Report 2024**

This year has seen GLADE start to fulfil a long-held ambition to work more closely with people in Somerset in the cause of greater understanding and integration. Two major projects are well underway and in both of these, our sponsors have seen clear progress towards objectives. At the same time, social unrest has surfaced in the county and across the country, underlining the need for increased vigilance and solidarity. GLADE's work is far from done.

We have been pleased to welcome into GLADE new project workers, all of whom have started to turn A Place Called Home into the community support project we designed it to be. Contacts have been made, training has been delivered and confidence and enthusiasm have been the hallmarks of the work. We are about to enter the next phase of the project, bolstered by the appointment of further project workers and we anticipate further success in the community, in partnership with our funders, the National Heritage Lottery.

Another three-year project, to provide support to Somerset Council's Inter-Faith and Belief Network, is also thriving. The Network has been strengthened and a variety of events have been facilitated, including those on Holocaust Memorial Day. Work has been done with Welcome Hubs, in schools, youth groups and in family settings. This project also has a bright future.

It has been more difficult to engage schools in Global Education work. This is partly due to new education structures and also to lack of government support and funding. We have supported the national Case for Global Learning, putting the arguments to the new government and we hope for a more sympathetic ear in the near future.

Lynn's report includes a range of work outside our two main projects and it is a constant source of wonder to Trustees that she is able to cover so much ground, maintaining her expertise and enthusiasm with such good grace. We are very fortunate to have her, and Liz, to lead GLADE's team into another productive year. I would also like to thank my fellow Trustees, particularly Secretary and Treasurer Laura and Sandra for their dedication during the year and a special mention for Rob who has been trying hard to secure core funding.

Jon Gray  
Chair; GLADE Centre Trustees

## Programme Director's Report

### Introduction

The GLADE Centre; “building knowledge, skills and attitudes for change in a global society.”

Since 1993 the GLADE Centre has helped people of all ages learn about the world and its people, building the key ideas of interdependence and local action for change.

We help people find their own interests with local-global connections, leading to action and agency.

Entry points and themes include through Intercultural Understanding, Sustainability, Global Citizenship, and Human Rights. Our focus for this year is helping people of all ages

CONNECT-CHALLENGE-CHANGE:

- *Connect people with global and local issues through activity, people and real-life examples,*
- *Challenge and explore peoples' preconceptions by talking and listening, reflecting and facilitating dialogue,*
- *Going on to Change the way people think about and act for the world and our own localities*

### The Global Learning Network - Strong together

The GLADE Centre is a proud member of the Consortium of Development Education Centres, now renamed The Global Learning Network (TGLN), which brings together independent, not-for-profit organisations that support and deliver global learning in schools and communities across England and the Isle of Man.

- The Global Learning Network is the largest provider of global learning at the local level in England and the Isle of Man.
- The Global Learning Network is working across nearly 80 local authorities that together include more than 13,000 schools—more than half the schools in England.
- Every year, The Global Learning Network reach thousands of teachers and educators throughout the country through training, classroom support and project work.

This year, TGLN has come together through The Case for Global Learning, to put forward a clear and urgent message from more than 30 educational organisations from across the UK: educators are struggling to address a growing roster of complex and global issues, and swift action is required to help them equip learners with the skills and knowledge they need to develop as global citizens.

TGLN are calling for a national strategy on Global Learning, to bring the UK back to the forefront of the practice of this transformational educational approach. July 2024 saw the release of a paper to illustrate the power of Global Learning approaches, and outline a clear direction and strategy to bolster this vital pillar of education around the UK.

An online event was held in the summer and there are plans for an event in late-autumn.

<https://www.thegloballearningnetwork.org/the-case-for-global-learning/>

### Teach Climate Justice

Funded by Oxfam and led Liverpool World Centre, this allowed free delivery of 6-hour course to a cohort of trainee teachers in Somerset. Thanks to Somerset School Centred



Initial teacher Training (SCITT), preparing the 2023-24 cohort for teaching climate justice during school placements in Somerset primary schools and later in their own classrooms..

Trainees attended were drawn from; EYFS, KS1, KS2, Y4&5 specialism, SEND specialisms. Course Tutor, Bev (Global Dimensions tutor) attended the full course and Course Director, Keith dropped in during the day.

Monitoring of progress and participation on the day was collected by a combination of:- activity responses, individual feedback forms, endpoint online form.

Having the complete cohort of trainees attend for course delivery worked really well. It was a great chance to inspire their emerging practice and to build on existing relationships with SCITT and with trainees who secured teaching posts in Somerset schools. Delivery at this final stage of their course did show increased ability to draw on classroom examples and practice than previous courses run during spring term. Better curriculum knowledge was shown too, for opportunities to teach climate justice.

Creating a pre-course handout based on the national Teach Climate Justice brochure, was great for making sure all trainees were well-informed of expectations and content from the start.

Returning to paper-based activity appeared unusual to trainees who have become more used to having web-based activity and materials to access during their course and in school placement. It gave a better idea of how activity could work in the classroom and generated discussion on adapting and tweaking for own interest and classroom context.

Memorable moments of trainees from this course included:-

- The climate game bringing home how we're not "all in the climate crises together, equally" .
- The Vanuatu photo activity showing clearly how discussion is generated by carefully sourced images.
- The realisation that they [the trainees] are going into first posts well-equipped to be able to teach climate justice.

Aligned with DfEs Sustainability and Climate Change Strategy and the curriculum, this course is timesaving for teachers and an opportunity for them to help relieve eco-anxiety and climate-anxiety for their learners. We have gained agreement from Oxfam for this course to be available to teachers and trainees for benefit in Somerset from 2025 and look forward to scoping interest from teachers for a course in Summer term.

### **Guided Partnerships; Iraq, Lebanon & United Arab Emirates**

Autumn 2023 and Spring 2024 saw me deliver a series of 4 interactive webinars for British Council, guiding teachers through the very earliest stages of partnership. These new partnerships were matched by British Council, between clusters of schools in the UK and 4 clusters of schools in Iraq, United Arab Emirate and Lebanon. The focus themes were common to all new partnerships, including climate change, local climate action and curriculum opportunities for learning in partnership.

**School cluster Iraq:-** Two UK matched teachers attended the webinars, with a full cohort each session of matched Iraq teachers. The Iraq teachers interacted well, increasing in

confidence over the webinars, with each other and with me. By webinar 4 they were all talking confidently and these webinars had become more conversations and less like 'illustrated talks'. To start with teachers from Iraq admitted a lack of confidence around their own English, most speaking to a 'native English' speaker for the first time. This was most noticeable at the start of the webinars where British Council Iraq staff (unprompted and prompted) re-asked my questions in Arabic for clarity as teachers were reluctant to test their accents. The relationships and friendships we all built was very rewarding and the Iraq teachers recognised their increased confidence gained solely through the methodology used in the webinars. Sharing of own teaching content and student activity took place, mostly in an Iraq context, and expanded into a Q&A about climate action and UK localities.

**School cluster United Arab Emirates:-** The content and activities chosen for the webinars were to ensure a common starting point, drawing on terminology and examples that I knew would be familiar to both UAE and UK teachers' education contexts. Content around climate change themes gave plenty of teacher development; asking probing questions, encouraging teachers to go deeper and make real curriculum connections, offering up quick win classroom activity alongside opportunities for action together especially with COP28 (30 Nov- 12 Dec2023) being hosted in UAE. The purpose of these webinars was to stimulate talk and interaction between teachers in these early stages of partnership, which 'gave permission' to the teachers to talk and discuss. They all took part in activities, responding to each others comments and observations and committing to trying out and sharing take away activity. I ensured I picked up on interests and locality info to prompt discussion around commonalities, for example seahorse habitat conservation close to a Dorset teacher's school paralleled coral reef habitat conservation an interest from their partner teacher in UAE.

**Primary cluster Lebanon:-** The content proved a success with the UK primary teachers that attended – I included real life examples from Lebanon to encourage interest in climate action themes in the partner country and to suggest local and national contexts in common. Themes were age-relevant and mapped to curriculum subjects, this prompted teachers to suggest everyday teaching opportunities in their classrooms.

**Secondary cluster Lebanon:-** The content proved successful with the UK secondary teachers that attended. I included real life examples from Lebanon mapped to the secondary curriculum and each schools own locality - plotting all schools on a shared map. The plan being initially to encourage interest in climate action themes in the partner country as well as own locality, suggesting local and national contexts in common. Themes were mapped to secondary curriculum subjects which prompted teachers to suggest everyday teaching opportunities within their own specialism. Webinars had joint focus of teacher development for critical thinking activity for climate justice within the everyday secondary curriculum. This ran alongside activity suitable for early stages of a new partnership.

Each webinar for the 4 clusters had an accompanying activity space with post-webinar take away activities, all remained available to teachers in each cluster until the end of May 2024. These prompted teachers outside the webinars to carry out at least one take away activity within their teaching during the spring term with encouragement to bring other activity into their everyday teaching during summer term and beyond.

## **A Place Called Home** <https://aplacecalledhome.glade.org/>

Headline numbers:-

- 221 participants took part in significant activity with Heritage Associates
- 31 volunteers took part in CONNECT activity, or short workshop delivered by Heritage Associates during Nov-Jan

The big event during Year 1 was a locality event held in Castle Cary. A WW2-era 'Hidden Story' in Somerset, held in collaboration with Somerset African Caribbean Network, we were delighted to present an exhibition curated by Professor Lucy Bland, based on her Award Winning book "Britain's 'Brown Babies' stories of children born to black GIs & white women in the Second World War".

The exhibition tells of the years of World War II and its immediate aftermath, when black American GI's were in Britain, a feature being the story of their children with the white Somerset women they befriended.

During the 2-week long exhibition, open to the public, there was something taking place most days to reveal more of this hidden history of Somerset and to capture some of its legacy of their children with the British women they befriended in Britain. These included:- WW2-era swing, boogie and rhythm & blues music, Booklists for libraries & reading groups, Illustrated talks, Quiet reflection time, Q & A times, Sharing stories across times, faith & cultures, Invitations for local schools, Meeting people with personal connection to the story, Conversations about childhood, absent parents, mixed heritage families.

We look forward to working these into materials to share wide in early 2025. Carrying forward the successes and making modifications, we look forward to Autumn 2024 when we hope to stage an exhibition in Frome, exploring themes of migration, drawing on photos, displays, workshops, films and talks, titled Windrush the Journey: People & Place.

## **Somerset Interfaith and Belief Network** <https://interfaithbelief.glade.org/>

Headline numbers:-

- 842 members of the public took part in conversation starters/ short activities/ engaged with interactive displays and were made more aware of the Somerset Interfaith and Belief Network during September 2023 – January 2024
- 1191 people from third sector organisations, community groups and members of the public, took part and were made more aware of the Somerset Interfaith and Belief Network during February – July 2024
- 7 new people volunteered with Somerset Interfaith and Belief Network during February – July 2024

In this first year of reconvening the Somerset Interfaith and Belief Network, colleagues Liz and Lynn focused on bringing accessible, locally-based contexts and connections around faith and belief. Themes including identity, diversity, culture, heritage and values, care and agency for biodiversity, compassion for nature and the natural world. GLADE Centre will build on some of the existing relationships knowledge and expertise we already have to bring new appreciation and understanding of faith and belief, mainly through conversations. We held activities and workshops to CONNECT people through common

interests and values, such as stories, memorable objects, and lullabies. Offering sessions and activities at community Together events, at Welcome Hubs, and with locally based groups has begun building confidence in people to see everyday connections for learning about faith, belief and values.

During Autumn 2024 and Winter 2025, we look forward to progressing “80 candles, 80 years” in Somerset. Just nine awards made nationally by Holocaust Memorial Trust, to help people learn from the past tragedy and use that knowledge to move forward with positive actions.

In Somerset, we will work with groups including local willow growers and craftspersons to design a candleholder and create the original. Once made, using locally grown willow in a range of colours representing the groups who have suffered and survived holocaust in the past, the candleholder will be a central element in the memorial service. The candleholder, with workshops and making activity will go ‘on tour’ to schools, community venues, libraries, faith settings, local government, museums and other venues to reach as many people as possible throughout the year. Each will be encouraged to make their own candleholders that can become a legacy of remembrance.

Part of GLADE Centre’s commitment in re-convening the Somerset Interfaith and Belief Network is to help increase and support interfaith activity in schools, initially through starting new conversations. As we move into Year 2 we will explore with Somerset Standing Advisory Council on Religious Education (SACRE) and RE Agreed Syllabus Conference (ASC) short opt-in workshop sessions are ideal for RE teachers, to keep going the momentum and enthusiasm being built as Somerset moves into the process of reviewing the Religious Education syllabus for local schools.

### **The End Bit**

I’d like to say a big thank you to all those who are instrumental in placing GLADE Centre in a stronger position to be proactive in responding to the challenges and making connections so we can all find our place for taking action for a more equitable and peaceful world:-

- Our Trustees for their untiring support for the GLADE Centre and our workers. They listen, advise, inspire and importantly, remain loyal to our aims in a fast-moving world.
- Our volunteers, some are trustees, who are so valuable to GLADE, thank you for all you do.
- Our technical support and experts, George from Kernel IT Services for our online presence running so smoothly, and volunteer Nigel for keeping our tablets, laptops, PCs and 5G running smoothly, without gremlins.
- Our Team of Heritage Associates within A Place Called Home, who do amazing things, bring lots of ideas, skills and knowledge.
- my Somerset Interfaith & Belief Network co-worker Liz, who is a voice of reason, positivity and endless contacts.

I’d like to bring my report to an end with a dedication to Chrissie Dell, a colleague from the Centre for Global Education, York who passed away earlier this year. As a very experienced and highly regarded Global Education practitioner, Chrissie was involved with



a number of national agencies and themes, including:- bringing child rights to schools and Early Years settings (UNICEF), and she played a role for (DECs) Development Education Centres nationally on the Development Education Association (DEA)/ Think Global Advisory panel.

Chrissie was talented and creative in so many areas and a real inspiration to many people in the education sector and the third sector within development education and global citizenship education. She stood her ground for global education many times and took people along with her passion, knowledge and ideas.

Chrissie was long time friend and DEC colleague to the GLADE Centre in Somerset. The 2 of us shared a passion for school partnerships and community links, especially Chrissie with Begoro, Ghana and me with GLADE's links and study visits to Accra, Kumasi and Cape

Coast, Ghana. Her enthusiasm, depth of knowledge and standing up for her principles was a real inspiration to me on my development education journey.

When I had a dual role as Director of UKOWLA (UK One World Linking Association) and worked for GLADE, we worked together on DFID Global School Partnerships, along with a whole host of people, writing facilitators manuals and teacher workshops covering principle, educational benefits and equitable practicalities of global school partnerships.

She was so free with advice, connections and ideas, those were the days when partnerships were so valued.

Chrissie is someone who will be remembered for a very long time for her generosity and passion for development education and global citizenship.

**Lynn Cutler; Programme Director at The GLADE Centre**

ANNUAL REPORT AND FINANCIAL STATEMENTS  
FOR THE YEAR ENDED  
31<sup>ST</sup> MARCH 2024

THE  
GLADE  
CENTRE

(A Company Limited by Guarantee)

CHARITY REGISTRATION NUMBER 1104504

COMPANY REGISTRATION NUMBER 05148165

THE GLADE CENTRE  
(A COMPANY LIMITED BY GUARANTEE)

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THE GLADE CENTRE  
(A COMPANY LIMITED BY GUARANTEE)

LEGAL AND ADMINISTRATIVE INFORMATION

WORKING NAME	Glade
CHARITY NUMBER	1104504
COMPANY REGISTRATION NUMBER	05148165
START OF THE FINANCIAL YEAR	1 <sup>st</sup> April 2023
END OF FINANCIAL YEAR	31 <sup>st</sup> March 2024
DATE OF INCORPORATION	8 <sup>th</sup> June 2004
DIRECTORS AT 31 <sup>ST</sup> MARCH 2024	Jonathan Frederic Gray(Chair) Laura Tilling (Secretary) Janet Wingfield Sandra Aldworth (Treasurer) Elizabeth Idan-Johnson Olivier Bagnara Robin Russell Bev Janes Rosie Aldworth
GOVERNING DOCUMENT	Memorandum & Articles of Association Incorporated 8 <sup>th</sup> June 2004
OBJECTS	To advance the education of the public in all matters relating to World and community development including cultural, economic, environmental issues and other related aspects.
CORRESPONDENCE ADDRESS	The Glade Centre Resources for Learning Parkway Bridgwater TA6 4RL
PRIMARY BANKERS	Unity Trust Bank PLC Nine Brindley Place 4 Oozells Square Birmingham B1 2HB
REPORTING ACCOUNTANTS	Roberts and Madge Limited 68 Lower Bristol Road Clutton Bristol, BS39 5QT



**THE GLADE CENTRE**  
**(A COMPANY LIMITED BY GUARANTEE)**  
**STATEMENT OF FINANCIAL ACTIVITIES**  
**FOR THE YEAR ENDED 31<sup>ST</sup> MARCH 2024**

Incorporating Income & Expenditure Account

INCOMING RESOURCES	Note	Unrestricted £	Restricted £	TOTAL £	2023 £
Donations Legacies and Similar Incoming Resources	3a	1,350	-	1,350	-
Incoming Resources from Operating Activities	3b	4,338	56,315	60,653	18,802
Investment Income	3c	266	-	266	187
Other Income	3d	-	-	-	-
<b>TOTAL INCOMING RESOURCES</b>		<b>5,954</b>	<b>56,315</b>	<b>62,269</b>	<b>18,989</b>
<b>RESOURCES USED</b>					
Grants Payable in Furtherance of Charity Objects	4a	-	-	-	-
Costs of Activities in Furtherance of Charity Objects	4b	9,743	52,899	62,642	20,921
Support Costs	4c	799	1,000	1,799	687
Resources Expended on Managing and Administering the Charity	4d	471	51	522	443
<b>TOTAL RESOURCES USED</b>		<b>11,013</b>	<b>53,950</b>	<b>64,963</b>	<b>22,051</b>
<b>NET RESOURCES (OUTGOINGS)</b>		<b>(5,059)</b>	<b>2,365</b>	<b>(2,694)</b>	<b>(3,062)</b>
Total Funds Brought Forward		20,192	205	20,397	23,459
Total Funds Transferred		2,416	(2,416)	-	-
<b>TOTAL FUNDS CARRIED FORWARD</b>		<b>17,549</b>	<b>154</b>	<b>17,703</b>	<b>20,397</b>

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

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

**THE GLADE CENTRE**  
**(A COMPANY LIMITED BY GUARANTEE)**  
**BALANCE SHEET**  
**AS AT 31<sup>ST</sup> MARCH 2024**

	Note	Unrestricted	Restricted	2024 £	2023 £
Fixed Assets					
Tangible Assets	2	32	154	186	248
Current Assets					
Stock	6	200	-	200	200
Debtors	8	18,781	2,117	20,898	6,791
Cash at Bank and in hand	7	<u>890</u>	<u>10,516</u>	<u>11,406</u>	<u>15,040</u>
		19,871	12,633	32,504	22,031
Creditors: amounts falling due within one year	9	<u>2,354</u>	<u>12,633</u>	<u>14,987</u>	<u>1,882</u>
NET CURRENT ASSETS		<u>17,517</u>	<u>-</u>	<u>17,517</u>	<u>20,149</u>
TOTAL ASSETS LESS CURRENT LIABILITIES		<u>17,549</u>	<u>154</u>	<u>17,703</u>	<u>20,397</u>
NET ASSETS		<u>17,549</u>	<u>154</u>	<u>17,703</u>	<u>20,397</u>
CAPITAL AND RESERVES					
General Funds				17,549	20,192
Restricted Funds	5			154	205
				<u>17,703</u>	<u>20,397</u>

The Directors have:

taken advantage of the Companies Act 2006 in not having these Accounts audited under Section 477(2) of the Act.

Confirmed that no notice has been deposited under Section 476 of the Companies Act 2006.

Acknowledged their responsibilities for ensuring that the Company keeps accounting records which comply with Section 386 of the Companies Act 2006.

Acknowledged their responsibilities for preparing Accounts which give a true and fair view of the Company as at the end of the year and of its surplus or deficit for the financial year in accordance with the requirements of the Companies Act 2006, so far as applicable to the Company.

Taken advantage of the exemptions conferred by the Companies Act 2006 on the basis that the Company qualifies as a small company.

Approved by the Board

J Gray (Chair)

**THE GLADE CENTRE**  
**(A COMPANY LIMITED BY GUARANTEE)**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31<sup>ST</sup> MARCH 2024**

## 1. ACCOUNTING POLICIES

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

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

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

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

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

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

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

Fixtures and Fittings	25%
Equipment	25%

## 2. TANGIBLE FIXED ASSETS

	General Equipment £	General F& F £	Restricted Equipment £	Total £
EQUIPMENT				
Cost at 1 April 2023	6,044	1,574	17,172	24,790
Disposals				
Cost at 31 March 2024	<u>6,044</u>	<u>1,574</u>	<u>17,172</u>	<u>24,790</u>
Depreciation at 1 April 2023	6,005	1,570	16,967	24,542
Charge for the year	10	1	51	62
Depreciation at 31 March 2024	<u>6,015</u>	<u>1,571</u>	<u>17,018</u>	<u>24,604</u>
Net Book Value 31 March 2024	<u>29</u>	<u>3</u>	<u>154</u>	<u>186</u>
Net Book Value 31 March 2023	<u>39</u>	<u>4</u>	<u>205</u>	<u>248</u>

**THE GLADE CENTRE**  
**(A COMPANY LIMITED BY GUARANTEE)**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31<sup>ST</sup> MARCH 2024**

**3. INCOMING RESOURCES**

	Unrestricted Funds £	Restricted Funds £	Total 2023/24 £	Total 2022/23 £
<b>a) Donations Legacies and similar incoming resources</b>				
Grants	-	-	-	-
Donations	1,350		1,350	-
	<u>1,350</u>	<u>-</u>	<u>1,350</u>	<u>-</u>
<b>b) Incoming resources from operating activities</b>				
Sessions and Work Done Activities	4,338	56,315	60,653	18,802
Loan of resources		-		-
Friends of Glade	-		-	-
	<u>4,338</u>	<u>56,315</u>	<u>60,653</u>	<u>18,802</u>
<b>c) Investment Income</b>				
Bank Interest	266	-	266	187
	<u>266</u>	<u>-</u>	<u>266</u>	<u>187</u>
<b>d) Other Income</b>				
Sundry Income	-	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>



**THE GLADE CENTRE**  
**(A COMPANY LIMITED BY GUARANTEE)**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31<sup>ST</sup> MARCH 2024**

**4. RESOURCES EXPENDED**

	Unrestricted Funds £	Restricted Funds £	TOTAL 2023/24 £	TOTAL 2022/23 £
<b>a) Grants payable in Furtherance of Charity Objects</b>				
Grants	-	-	-	-
<b>b) Costs of Activities in Furtherance of Charity Objects</b>				
Salaries	6,967	44,426	51,393	17,210
Sub Contractors fees	-	-	-	-
Travel & Workshop costs	-	8,473	8,473	1,588
Premises Costs	2,776	-	2,776	2,123
	<u>9,743</u>	<u>52,899</u>	<u>62,642</u>	<u>20,921</u>
<b>c) Support Costs</b>				
Website	367	1,000	1,367	
Telephone & Internet	198	-	198	246
Other Office expenses	234	-	234	441
	<u>799</u>	<u>1,000</u>	<u>1,799</u>	<u>687</u>
<b>d) Resources expended on Managing and Administering the Charity</b>				
Insurance	188	-	188	188
Examination Fee	200	-	200	100
Bank Charges	72	-	72	72
Depreciation	11	51	62	83
	<u>471</u>	<u>51</u>	<u>522</u>	<u>443</u>

**THE GLADE CENTRE**  
**(A COMPANY LIMITED BY GUARANTEE)**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31<sup>ST</sup> MARCH 2024**

**5. RESTRICTED FUNDS**

Balance 1 April 2023	Transfer	Net Income	Balance 31 March 2024
£	£	£	£
205	(2,416)	2,365	154
<u>205</u>	<u>(2,416)</u>	<u>2,365</u>	<u>154</u>

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

**6. STOCK**

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

**7. CASH AT BANK AND IN HAND**

	2024	2023
	£	£
Current Account	606	1,806
Deposit Account	10,765	13,199
Petty Cash	35	35
	<u>11,406</u>	<u>15,040</u>

**8. DEBTORS**

	2024	2023
	£	£
Debtors Control	20,818	6,704
Prepayments	80	87
	<u>20,898</u>	<u>6,791</u>

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

	2024	2023
	£	£
Creditors Control	2,154	1,582
Funding Received in Advance	10,516	-
Provision for Holiday Pay	2,117	-
Accountancy Fees	200	300
	<u>14,987</u>	<u>1,882</u>

**THE GLADE CENTRE**  
**(A COMPANY LIMITED BY GUARANTEE)**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31<sup>ST</sup> MARCH 2024**

**10. STAFF COSTS AND NUMBERS**

	2024 £	2023 £
Gross Wages and Salaries	50,498	16,711
Employers Pension Contribution	895	499
	<u>51,393</u>	<u>17,210</u>
Employees who were engaged in each of the following activities:		
	2024	2023
Activities in furtherance of organisation's objects – full time	1	1
- part time	6	-

No employees received emoluments over £50,000.

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

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

	Note	2024 £	2023 £
Balance brought forward		20,397	23,459
(Deficit)/Profit for the financial year		(2,694)	(3,062)
		<u>17,703</u>	<u>20,397</u>

**12. RISK ASSESSMENT**

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

**13. RESERVES POLICY**

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

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

We report on the accounts for the year ended 31 March 2024 set out on pages 3 to 10.

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

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

### **Basis of opinion**

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

### **Opinion**

In our opinion:

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

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Date