

# Theory of Change



Ufton's Theory of Change recognises that a child's transformation is complex and interconnected. We understand our role as one part of the broader mosaic of experiences that shape a child's journey.

Our approach aims to contribute to and sustain positive change, navigating the intricate layers of each child's growth and development in a holistic manner.

This theory of change outlines the pathways through which Ufton's programmes and activities lead to positive outcomes, aligning with our mission, vision and core values.

## Our beliefs

- Childhood is short and children deserve more
- Childhood is precious and fundamental
- Positive experiences create positive feelings
- Positive feelings create positive behaviours
- What happens in childhood matters and impacts adulthood
- At Ufton, children can learn differently, think differently and be/feel different

## Mission

To provide exceptional experiential learning opportunities through historical, environmental and outdoor education, embracing a therapeutic and trauma-informed approach.

## Vision

We want every child to have the freedom to flourish outside the classroom so they can grow into confident, curious and capable adults who have our world in their hands.

## Values

- Curiosity drives excellence
- Agility with consistency
- Playful and professional
- Act today for tomorrow

Nurturing growth and resilience through experiential learning



## Target population

- Every child
  - Especially those lost in the classroom
  - From areas of social deprivation within 50 miles
  - 20,000 children a year
- Ufton serves children primarily aged 6–11 (and their accompanying adults) especially those facing challenges exacerbated by the cost-of-living crisis and educational disparities. Many come from areas of social and economic deprivation, with a focus on schools with a high proportion of children accessing free school meals.
- Ufton welcomes 20,000 children each year of whom, at least 80% will come from state schools. We aim to extend our impact to children within a 50-mile radius for residential and 30 miles for day visits.

## Our approach

Ufton's evidence-based approach involves a comprehensive mix of historical, environmental and outdoor activities that are both experiential and adaptable. This includes immersive history programmes, therapeutic interventions at The Nest and a diverse range of outdoor challenges.

Ufton's model of repeated visits fosters holistic development, builds lasting relationships and allows for the deepening of knowledge over time. On the other hand, quick burst day visits provide an accessible introduction, broad exposure and accommodate diverse schedules. Together, these approaches cater to varied learning styles, maximise impact and ensure that Ufton's transformative experiences are inclusive and beneficial for all participants.

We employ a dynamic whole and small group approach, we are objective driven not activity led; setting goals to empower and foster a structured learning journey

recognising the process is as important as the outcome. Reflection sessions are integral, encouraging ongoing self-assessment and recognising special moments.

Ufton prides itself on our residential visits which always happen onsite as well as day visits (80% of which happen on our site and the remainder in a school setting).

**Our approach is therefore:**

- Evidence-based
- Immersive and outdoors, embracing the weather
- Built on the power of repeated visits
- Experienced together, in groups
- Driven by objectives, not just activities
- Focused on the process as much as the outcome
- Reflection embeds learning

## Our programmes



### Ufton History

Ufton History brings the past to life, offering immersive experiences across historical periods. Trained educators create an inclusive approach recognising what has happened on our doorstep and the role of minority groups and women in shaping history.



### The Nest

Providing a safe and nurturing environment, The Nest supports children lost in the classroom, emphasising experiential and outdoor learning. The programme targets trauma, attachment issues and challenges at school, fostering positive connections.



### Ufton Outdoors

Through a diverse range of outdoor activities, Ufton Outdoors aims to cultivate resilience, boost personal and social development, deepen connections with nature and create lasting memories. Key activity areas include team building, environmental exploration, understanding sustainability, construction projects, water activities and forest skills.



## Organisational goals 2025

- Increase accessibility:** Aim for 60% of state schools within a 45-minute drive to visit annually, and 10% of state schools within 1.5 hours to have a residential visit.
- Enhance engagement:** Increase repeat visits from schools by 20%.
- Social media reach:** Grow engaged social media followers by 1000% across three channels.
- Sustainability:** Decrease our carbon footprint by 20% each year.

## Inputs and resources

Ufton is a place-based charity, leveraging a Grade 1 listed Tudor mansion, 44 acres of enchanting woodland, thriving farm, historical settlement and outdoor classrooms. Supported by a devoted team of 45 staff (and a growing number of volunteers) spanning education, operations, catering, site development and maintenance, we cultivate not just spaces for learning but nurturing environments, coupled with the provision of wholesome food to fuel both body and mind. We are based on the Englefield Estate and governed by a skilled body of Trustees. We also seek input from external advisors, University of Reading, digital resources from trusted sources (globally) and professional associations.

## Short-term outcomes

- Increased self-esteem, wellbeing and confidence.
- Improved connection to nature and peers.
- Enhanced understanding of historical and environmental concepts.
- Positive shifts in mindset, behaviour and emotional regulation.
- Accompanying adults to have a greater understanding of and value Ufton's approach.

## Long-term outcomes

- Higher academic attainment and aspirations.
  - Strengthened resilience for navigating life challenges.
  - Lasting positive memories and connections.
  - Increased awareness of environmental stewardship.
- Ufton provides an exceptional and holistic educational experience that goes beyond traditional classroom learning. By fostering higher academic aspirations, building resilience, creating positive memories and instilling environmental stewardship, Ufton plays a vital role in shaping well-rounded individuals who are academically empowered, emotionally resilient, socially connected and environmentally conscious.

## Timeframe

Immediate impacts are seen after each visit, with ongoing benefits throughout participants' lives. Long terms outcomes are currently based on evidence from secondary sources.

## Indicators and measurement

- Number of repeat visits from schools and community groups.
- Educational aspirations post-Ufton experiences.
- Ability to overcome challenges post-Ufton.
- Narratives demonstrating resilience in various life situations post-Ufton.
- Lasting positive memories and connections.
- Increased awareness of environmental stewardship.
- Pre and post-programme assessments of strengths, self-esteem, confidence and self-expression.
- Engagement metrics on social media platforms.

Ufton endeavours to enrich the experience of every child

## Assumptions

- That experiential learning fosters positive development.
- Schools will continue to prioritise outdoor and experiential education.
- Social media engagement correlates with increased programme interest.

## Risks

- External factors impacting school budgets affecting programme accessibility.
- Shifts in educational priorities that devalue experiential learning.
- Schools halt school trips due to external safeguarding or H&S concerns.

## Stakeholders and partners

Ufton collaborates closely with visiting schools, voluntary and community groups to tailor programmes. Our partnership with the University of Reading ensures we measure our impact and stay current with educational research. Other stakeholders include the Benyon family, local community, local authority, governing bodies and our valued donors and supporters who enable us to flourish as a charity.

## Conclusion

Ufton's Theory of Change embodies a commitment to holistic development through experiential learning.

Using evidence-based practice, Ufton endeavours to enrich the experience of every child, particularly those lost in the classroom, empowering them for a journey towards a bright future.

## Budget and resources

An estimated annual budget of about £2 million sustains Ufton's programmes, maintaining facilities and supporting the dedicated team. We generate two-thirds of our own income and benefit from the generosity of supporters for the balance.