



2015
Annual
Report
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Ark
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Ark

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2014 - 2015



All children deserve an education that enables them to **achieve their full potential.**



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What we do

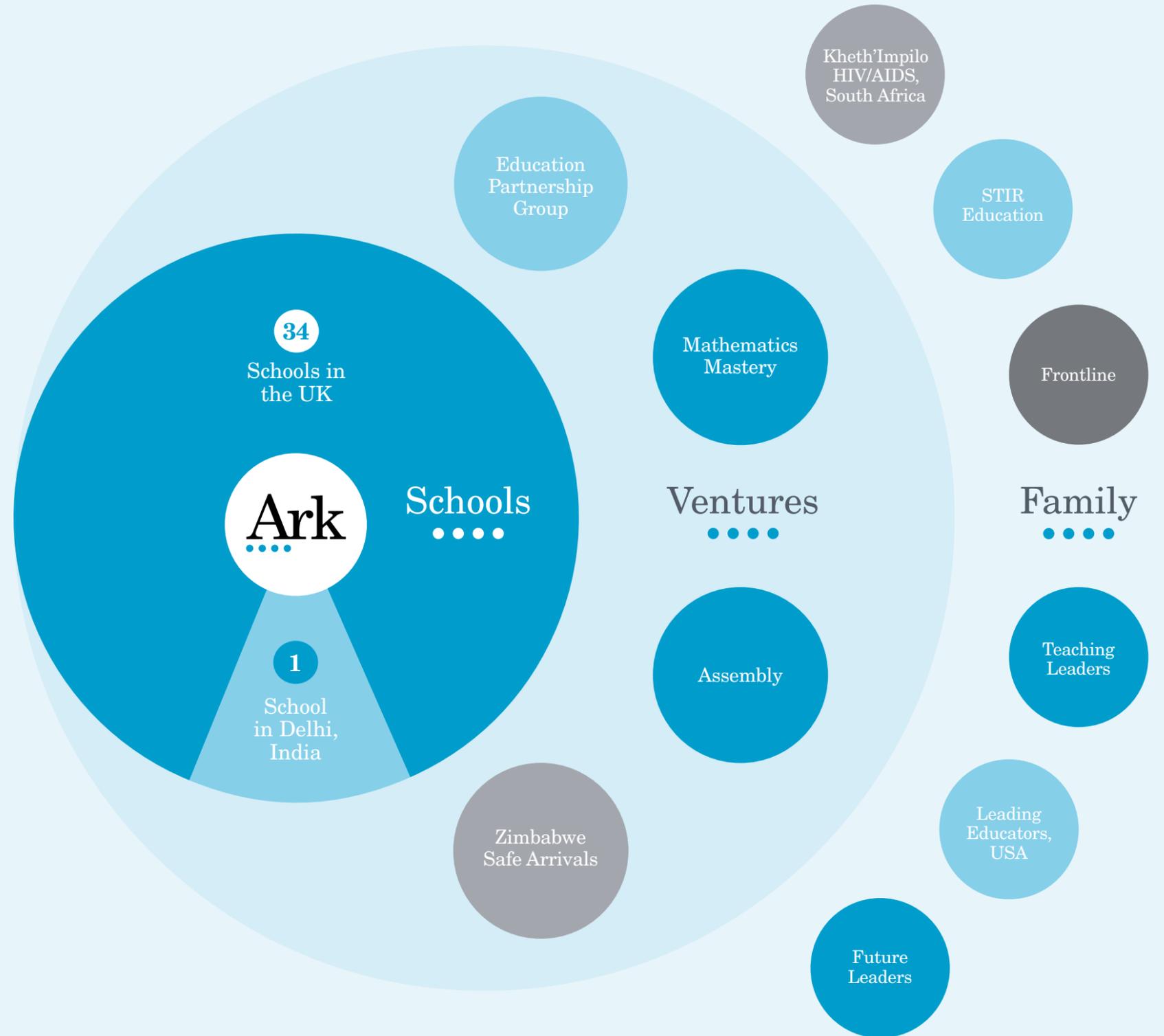
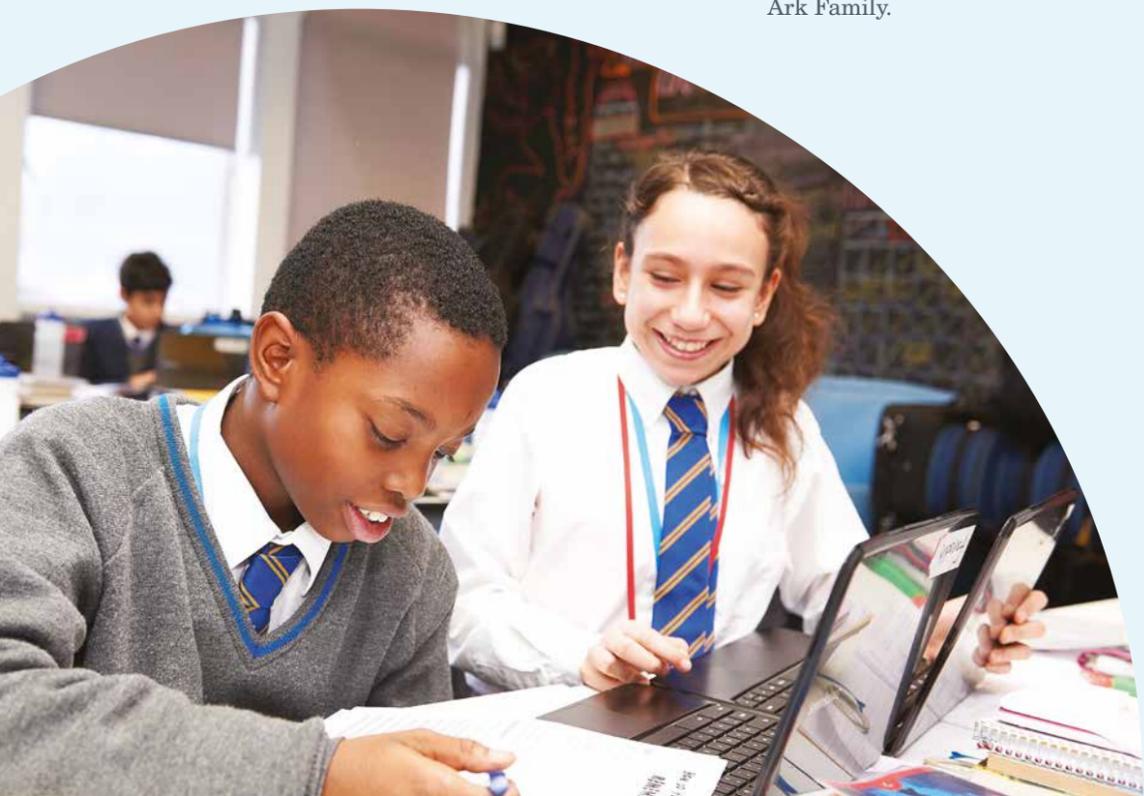


Since Ark was founded in 2002, we have been led by the conviction that education can transform lives.

We run a network of 34 schools in the UK and have recently opened our first primary school in Delhi, India. Our schools are all non-selective and educate children from areas of historic underachievement.

We also set up ventures that not only help pupils in our own schools but also improve the education system as a whole. These ventures tackle some of the most intractable problems facing children – including poor numeracy and the need for outstanding children’s social workers.

Our ventures are designed to become sustainable and independent over time. We remain connected as the Ark Family.



In the UK: Schools

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In the UK, the strongest predictors of a child's educational achievement are the qualifications, occupations and income of their parents. **Children from low income backgrounds are more likely to begin school behind their peers academically and are therefore at risk of ending school with fewer opportunities.**

Ark is working to change this reality.

Approach

We run a network of 34 schools in Birmingham, Hastings, London and Portsmouth.

Ark schools are all in communities with high levels of economic disadvantage or educational need. Our students are 40% more likely to start secondary school behind, and twice as likely to be eligible for Pupil Premium funding (a measure of economic deprivation).

To help our students reach their full potential, our schools prioritise six principles: our Six Pillars. Good teaching is at the core of what we do. We have developed our own rigorous teacher training programme, Ark Teacher Training. The programme has trained nearly 150 teachers in three years and 100% of our recent trainees were offered a teaching role upon graduation.

To prepare our students for life, our schools also provide opportunities beyond the academic. Our enrichment programme includes music, theatre, sports and debate. We also partner with leading employers to provide mentorship programmes focused on employability skills and career advice.

High expectations

Exemplary behaviour

Excellent teaching

Six Pillars

Depth before breadth

More time for learning

Knowing every child



Results



Our goal is to ensure that every pupil, regardless of their background or prior attainment, achieves highly enough to go on to university or the career of their choice.

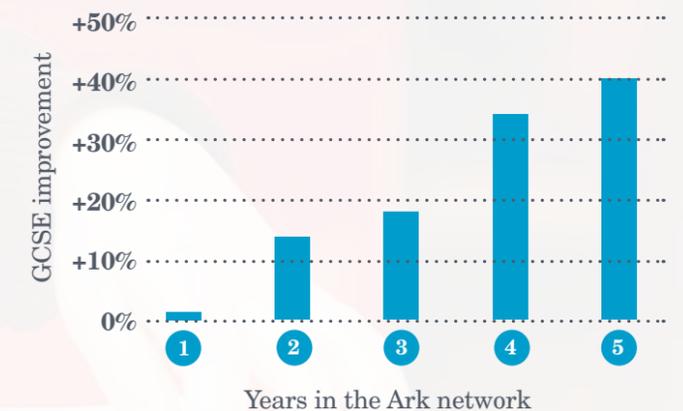
We are making a difference.

- Children who are behind academically at the start of secondary school are almost three times more likely to achieve five good GCSEs if they attend an Ark school.
- Six Ark secondary schools are in the top 5% of schools nationally for progress.
- Twice as many disadvantaged students from Ark schools go on to university, compared to the national average.

The 23 existing schools that have joined our network are making rapid progress:

- Charter Academy earned a prize for being the best secondary school in the country for its use of Pupil Premium funding. Since joining the network six years ago, there has been a 51% improvement in the number of students who earn five good GCSEs, including English and maths.
- Ark Bentworth Primary Academy is in the top 2% of most improved schools across the whole of London.

Average GCSE improvement in our transition schools



The 11 schools we have started are showing what is possible:

- King Solomon Academy is the top performing non-selective state school in the country.
- Ark Conway Primary Academy is the top performing primary school in the country in reading, writing, maths and science at key stage one.

The Six Pillars in Action



“We are trying to create a path that gives our students the opportunities that are historically reserved for those with great privilege.”

Max Haimendorf
Principal

King Solomon Academy: The best non-selective state school in the country

King Solomon Academy (KSA) is located in one of the most economically deprived wards in London. The number of pupils on free school meals is more than twice the national average. This year, 95% of students at KSA got at least five GCSEs rated A*-C, including English and maths. Even more impressively, 72% of students earned no less than B's in this measure. These results make King Solomon Academy the number one non-selective state school in the country. But Secondary Principal Max Haimendorf isn't celebrating just yet.

‘We are trying to create a path that gives our students the opportunities that are historically reserved for those with great privilege. So it's not just about grades. We're trying to create a group of pupils who are going to get into a great university and then be happy and successful there.’

For KSA students, this path to success begins from age 3. The school is an all-through, serving students from nursery to sixth form. Jonathan Molver is the principal of the primary school, which opened in 2007.

Students earning five A*-C GCSEs in 2015



Climbing the mountain to university

Ayman, a year 11 student who recently earned nine A*s and three A's at GCSE, says, ‘in this school, you're reminded of our mission every day. We have a motto that's up in a lot of the corridors: Climb the mountain to university.’

Max says, ‘we have created an environment that has a very palpable set of expectations and norms. This culture helps our students to achieve academically and hold themselves to high aspirations.’

Jonathan describes the research based character development philosophy that the primary school uses. The school has a common language around values and students know why adhering to these values is important: getting to university.

He says, ‘all of our classrooms are named after universities or the cities universities are located in. From year 5, we start taking our students on day trips to universities.’

Great progress can't happen without great teaching

Excellent teaching is a key ingredient to the school's success. ‘The teachers have done so much here; it's an endless list,’ says Nadia, a year 11 student who is one of three siblings currently enrolled at KSA. ‘The teachers have supported me to reach my full potential. They know how to help us, and individually, they know exactly what we need to do. I don't think I would have got that at other schools.’ Nadia earned 11 A*s on her GCSEs (narrowly beating her brother's results from the year before).

To achieve results like Nadia's, KSA invests heavily in developing teachers. ‘Our teachers receive weekly observations and weekly feedback from instructional coaches,’ says Max. ‘We also create opportunities within the school day for team planning. We want teaching and learning to be really engaging all of the time.’

Jonathan sums up the school's philosophy, ‘great progress can't happen without great teaching.’

KSA proves there is no magic formula to achieving transformational impact. It's about high expectations, excellent teaching, and constant engagement with the whole school community.



The Six Pillars in Action

Ark St. Alban's Academy: An impressive turn-around

Since joining the Ark network in 2008, the number of students earning five good GCSE results at Ark St. Alban's Academy in Birmingham has more than doubled. This year, 69% of students earned five good GCSEs. These results now place St. Alban's Academy in the top 1% of schools for the progress pupils make between primary school and their GCSEs.

The original St. Alban's Academy opened more than 100 years ago. Principal Mark Gregory says, 'the founders were committed to the use of faith in education to transform what was a slum area at the time. That kind of vision has a parallel in what Ark is trying to do: seeing education as transformative for the poorest and most disenfranchised in society.'

Mark has been a part of St. Alban's leadership since 2008. He only recently took over as principal from David Gould, who led the school for more than twenty years.

David, who this year was awarded a Lifetime Achievement Award from Pearson, sought out academy sponsorship in an effort to secure the future of an institution that had served Birmingham for over a century. Back then, it had a falling roll and did not have a strong reputation for academic excellence. Mark says, 'when I first came, David said that we were going to get all students five A*-C grades, including English and Mathematics. That was a ground-breaking thing in a school where previously only a few students achieved that.'

Raising the bar

'The six pillars have been so powerful in terms of thinking about what is important and what isn't important. Because these kids haven't got a lot of time, and they've got a long way to go.'

Over half of students qualify for free school meals, more than three times the national average. Three quarters of the student body speak a first language other than English, five times the national average.

St. Alban's extended its school day so that, on average, students are in school for 90 minutes longer. Much of that extra time is spent on maths and literacy. Those who struggle in reading and writing may receive an additional seven hours of instruction time in literacy. This intensive help ensures that these students catch-up quickly, giving them a better chance for success in other subjects. The approach works. 'We had a student, who when he started with us in year seven didn't speak any English. After all of that literacy focus, just seven years later, he's reading economics at Birmingham University.'



"The school has carefully crafted a behaviour system that protects learning time."



Mark Gregory
Principal

'It's like a family here'

Extending the school day, by itself, would not have had the kind of impact the school was after. Mark says, 'it's hard enough to go to university and it's much more difficult if you're not learning all the time. So what's the point of having that longer school day if you're going to waste an hour of it dealing with behaviour issues?'

The school has carefully crafted a behaviour system that protects learning time. 'Too many behaviour systems are set up around dealing with the naughtiest child rather than dealing with everybody else. So our behaviour system is there to protect and encourage the overwhelming majority of students who all day, every day get it 100% right.'

These efforts have resulted in a focused yet nurturing environment. Sixth form student and Head Scholar Shukri notes, 'it's like a family here and everyone wants you to succeed.'

St. Alban's demonstrates that with deliberate efforts, a school can be transformed. The school provides more time for learning, an emphasis on depth in key subject areas and constant reinforcement of positive behaviour.

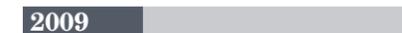
'What's most exciting right now,' Mark says, 'is that we took our first children to university last year. These were the first cohort of year sevens in the academy. And we can categorically say that it was our education, what we provided here, that prepared them for that moment.'



69%



31%



69% of students earned 5 A*-C's at St. Alban's in 2015, compared to 31% in 2009



A Student's Perspective

“I’ve had access to a great education and it would be a huge waste not to make the most of that opportunity.”

Butrint



Butrint

Former Ark Student and bursary recipient

Butrint, a former Ark Putney Academy student, knows his life would have been very different had he not attended an Ark school. Now supported through a Marshall-Wace bursary awarded by Ark, Butrint is reading History at University College London. He is currently studying abroad at the University of California, San Diego.

My parents came to the UK as political refugees from Kosovo in 1992, during the breakup of Yugoslavia. My father was a journalist with Kosovo’s only public radio station and was at risk of being arrested by the Yugoslav Government.

They were in the middle of studying for their degrees when the universities were closed down and there was just nothing left for them in Kosovo. They never managed to complete their studies – that’s what’s inspired me to work so hard, to make sure that I get the degree that they weren’t able to. When I first began at Ark Putney Academy, it was the Elliott School. The school used to have a reputation for being really rough. In my last year of A levels, it became Ark Putney Academy and there was a complete turn-around.

The teaching became better; the school community more cohesive and the behaviour much improved. We’d had good teachers in the past, but Ark brought in a lot of people who focused on getting the best out of students – and I became eligible, as an Ark student, to apply for a bursary to help fund my university studies. I was awarded a Marshall-Wace bursary, which has made a huge impact on my time at university. Together with my student loan, the bursary has meant that I’ve been able to buy the textbooks I need for my course and pay for my transport so I can get to lectures.

Most importantly, the bursary has enabled me to have academic experiences I wouldn’t have been able to afford otherwise. I’m studying History at University College London with a year abroad at the University of California, San Diego, something that the Marshall-Wace bursary helped me to pay for.

I’ve also been able to afford to go to Antioch, Turkey to explore the historical settings I’ve been studying in my course, to see and learn first-hand about historical research. There’s something about holding a 2,000-year-old artefact, feeling the texture of it and seeing how it was put together that you just can’t replicate in a university setting. My university experience has been so much richer because of Ark.

One of the things I’ve learned from my parents is to appreciate what I have in front of me; I’ve had access to a great education and it would be a huge waste not to make the most of that opportunity.

In the UK: Ventures

We are identifying and refining interventions that address the system's biggest shortcomings.

We use our experience in our schools to incubate good ideas that will accelerate students' achievement.

We also support interventions outside of the classroom which address larger issues facing the students and communities we serve. Ventures that prove successful are scaled up beyond the Ark network contributing to improvements across the entire education system.

These programmes are designed to become independent organisations in time and part of the Ark family.

Ventures

• Mathematics Mastery

In 2015 we expanded to 265 schools, reaching 48,000 pupils. According to research funded by the Education Endowment Foundation, the programme demonstrated a positive effect on pupil attainment after only one year.

• Assembly

We launched our newest venture, Assembly, which aims to bring education information management into the 21st century. The Assembly platform will host apps offering innovative functionality and high quality, visual data analysis. The platform will be geared towards school improvement and enhanced student outcomes. Assembly is a joint venture with the NEON Foundation and supported by Zing.

• Future Leaders Trust

The Future Leaders Trust recruits and develops school leaders to become exceptional headteachers in challenging schools. There are now 400 Future Leaders working in more than 270 schools across the country. We have supported 149 people on their way to school headships. These school leaders are impacting the lives of at least 50,000 children.

• Teaching Leaders

Teaching Leaders addresses educational disadvantage by developing outstanding middle leaders in schools in challenging contexts. We have now worked with middle leaders in over 900 eligible primary and secondary schools nationally.

Ark Family

• Frontline

Frontline's mission is to transform the lives of vulnerable children by recruiting and developing outstanding individuals to be leaders in social work and broader society. We now have 220 participants and are ranked 40th in the prestigious Times Top 100 graduate employers list.





Our mission is to transform mathematics education in the UK.

We work in partnership to empower and equip schools to deliver world-class mathematics teaching. Mathematics Mastery is a professional development programme for teachers, rooted in robust research and internationally recognised methods.

Our approach is underpinned by key principles including high expectations for every child, 'depth before breadth', and a focus on problem-solving and conceptual understanding. Initially developed by Ark teachers, within four years the programme has expanded to hundreds of schools outside the network.

Mathematics Mastery: A year of growth

A Teacher's Perspective

Kirsty Williams is a primary teacher at Ark Dickens Primary in Portsmouth. She shares her thoughts on the impact of Mathematics Mastery on her classroom.

I've been teaching for 14 years and I never really enjoyed teaching maths. The standard approach didn't engage students nor did it motivate my students who struggled. But since we implemented Mathematics Mastery at our school last year, I am excited every time I teach a maths lesson.

Most importantly, I see the positive changes it's had for my class. The children now have a real love of maths and they see it as fun. The Mathematics Mastery principles are evident across all of our lessons. We encourage the children to speak in whole sentences when discussing their work and this has really supported the development of their mathematical language and their understanding of the concepts.

Using what we call the 'Next Steps for Depth', a series of steps within the lesson which demonstrate practical depth of understanding, has really helped the children. Every lesson I ask questions such as, 'Can you draw it?', 'Can you explain it to a friend?' and 'Can you prove it?'

I am a particularly big fan of the "growth-mindset" – another core value of the programme – which underpins the way I teach and how I approach the subject. Rather than emphasising 'brains' or 'natural maths talent', a growth-mindset focuses on progress and continual improvement.

The growth-mindset has given the children great confidence. I often hear 'struggling is learning' when they're talking and my class loves it when I give them incorrect equations and they have to explain what I did wrong!

We have also fully embraced the 'every second counts' element and we sing our maths transition songs even when walking from a lesson to the library!

My hope for the future is to see the mastery approach adopted by all schools.

48,000 pupils reached

103 new schools recruited

“Bank of America Merrill Lynch is delighted to support the national rollout of Mathematics Mastery across the UK. This partnership is now delivering in 265 schools and reaching 48,000 pupils, helping to equip young people with skills and knowledge to successfully transition from education into meaningful employment.”

Alex Wilmot-Sitwell
President, EMEA at Bank of America Merrill Lynch

Frontline: Becoming independent



“If we want a society that is more equal, more mobile, and has more people that better understand the nature of the challenges in this country, we need our most talented and ambitious graduates to see that there are important careers beyond big corporates, financial services and law. Britain can’t change unless social work changes, and for society to work, social work needs to work.”

Josh MacAlister
Frontline founder
and Chief Executive

FRONTLINE

CHANGING LIVES

Frontline was founded in 2013 with an ambitious mission to transform the lives of vulnerable children by recruiting and developing outstanding individuals to become social workers.

Long term, Frontline wants to develop the next set of leaders in social work and broader society. Frontline began as a venture within UK Programmes. It has now spun out into an independent charity.

This year, the first cohort of Frontline participants completed year one of the two year programme. The programme begins with an intensive five-week summer institute. After, participants join their allocated local authority where they are supported and mentored by an experienced Consultant Social Worker (CSW) for the duration of their first year. In the second year, they are a fully qualified social worker and work towards their Master’s qualification while receiving an extended leadership development offer from the programme.

A day in the life



While no day in the life of a social worker is ever the same, Laurie, a Frontline participant, shares a snapshot of his life on the programme.

09:00

I arrive in the office and check to see if any important emails have come through. In one case I’m handling, the mum has been struggling to take her daughter to nursery every day but I’ve got a note saying that her attendance has been 100% this week. I give the mum a quick call to say well done, because I know how hard it’s been for her.

09:30-12:30

Time for the weekly unit meeting, which is a chance for me and the other three Frontline participants in my local authority to discuss any problems we’ve faced this week with our Consultant Social Worker. We work together to come up with plans for different cases we’ve been dealing with. What’s been great is how much trust we’ve developed as a group which means I can be honest about any difficulties I’m facing in my work.

13:30-14:30

I cycle off to a nearby school after quickly grabbing some lunch. I meet a child I’ve been helping since I started the Frontline programme, just to see how he’s doing, because he’s been through a very difficult time recently. He’s really happy to see me and seems to be coping well despite everything he’s had to deal with.

15:00-16:00

I’m on a home visit to see three generations of a family I’ve been working with. The young daughter left her mum’s home a few months ago to live with her grandma – today the mum is visiting grandma so it’s a chance to talk to all three of them. I notice that the mum and daughter seem to be getting along better and I sit down with mum, who tells me that her daughter has spoken about possibly moving back in with her soon, which is amazing news.

16:00-17:30

Back in the office where I write up reports on the two visits I’ve had this afternoon. I’ve got a bit of spare time so I begin reading for an essay I’ve got due in as part of the academic side of the programme.

18:00

Finished with work and I head over to some football pitches nearby where I play in a social care five-a-side team. Afterwards I have a quick drink with the team then head home for some sleep before another busy day tomorrow.



Highlights:

The beginning of Firstline

Secured funding through the Department for Education’s Innovation Programme to start ‘Firstline’: a leadership development programme for first line managers in social work

50% Growth

The government has backed a 50% increase in participants in 2016, increasing our cohort size to 180

International Programmes



Education transforms lives and societies. We are working around the world to help build education systems designed to do just that.

This year, we have expanded our international presence in education by:

- Setting up and running high quality, non-selective, fee-free schools.
- Strengthening education systems by working with governments on programmes and policies that improve schools.

Schools

• Ark Lajpat Nagar III

We opened our first primary school in India in partnership with the South Delhi Municipal Corporation.

Education Programmes

• School Quality Assurance

We rolled out our School Quality Assurance project in the Indian state of Madhya Pradesh to 20,000 schools. We supported the state to develop an accountability framework that will improve standards across its schools.

• School Information System

We piloted our School Information System (SIS) in PEAS schools, a network of 24 non-profit schools we have supported in Uganda, as well as eight schools in Delhi. Our SIS is designed to help school leaders and teachers use data to drive student performance.

• Measuring school performance

We developed a model to help our partner organisation PEAS better evaluate the performance of the schools in their network. Our value-added model identifies schools excelling even in the most challenging circumstances and highlights schools that could be doing better by focusing on the progress students have made.

We have since expanded the initiative and collected data from over 30,000 students in 338 schools across Uganda. The model has been received positively by the Ugandan government and we are now advising them on a potential national roll-out.



Ark Schools India: Our first school outside the UK



In July 2015, we opened our first Ark school in Delhi. Ark Lajpat Nagar is located between five low-income communities, and serves a mixture of Hindi, Bengali and Tamil-speaking families. Many of the 125 children now enrolled in the school either previously had no formal education or had been in huge classes where they learned by rote.

Urmila Chowdhury, an educationalist with over 25 years' experience, has spent her career banging the drum for quality education in India. She now leads the school as Headteacher.

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“Our aim here is to build a model of what can be done with government funding.”

••
Urmila Chowdhury
Headteacher

‘For me, this challenge was personal. My mother ran a school and I myself spent many years as a teacher and a school leader in India. I’ve seen pupils writing in exam books who can’t even properly spell their own name. I was determined that things would be different at our school.’

Alongside Urmila are a team of ten passionate, skilled teachers, recruited from a pool of over 400 candidates. These founding teachers underwent six weeks of pre-service training, led by experts from our Ark Teacher Training programme.

The school’s curriculum has been strongly influenced by Ark’s experience in the UK, but localised to the context in Delhi. The six pillars of Ark have been translated into Hindi and students are learning maths through an adapted version of Mathematics Mastery.

Getting to opening day was not without its challenges. ‘Building works lasted until virtually the last moment and we were scrambling to set up classrooms with furniture and teaching resources, all while sweeping away the dust,’ she recalls.

And there was the additional issue of unwanted guests. ‘Right before opening we were made aware that local monkeys were known to wreak

havoc on unsecured classrooms, apparently sneaking in at night to rip up or steal any children’s work that adorns the walls. We had to do some extra work to monkey-proof the school. I’m glad to say that to date, no child’s schoolwork has been harmed.’

New admissions have almost all been through word of mouth. We were particularly pleased when the local fruit seller, Rajesh, enrolled his son Amar. Rajesh had been a little reluctant but changed his mind when he heard good things from our parents – his customers.

‘There’s a common perception here in India that uneducated parents, especially if they are illiterate, don’t understand the value of education. But it’s just not true. Every family, no matter where they come from, wants the best education possible for their children.’

Urmila has high expectations for the students of Ark Lajpat Nagar, and these expectations will have to be met on a constrained budget. Urmila explains, ‘It would be easy to just create one or two really nice schools, but that’s not our mission. Our aim here is to build a model of what can be done with government funding. Then, this model can be replicated for all children.’

Each year, Ugandan newspapers publish the percentage of students in each school who achieve a “Division 1” ranking – the highest grade out of 4. But this information doesn’t reflect the equally important measure of how much progress students are making.

Is a school that admits high-achieving students who make modest progress as good as a school that admits low-achieving students who then make significant progress? How do we recognise the schools that take students the farthest?

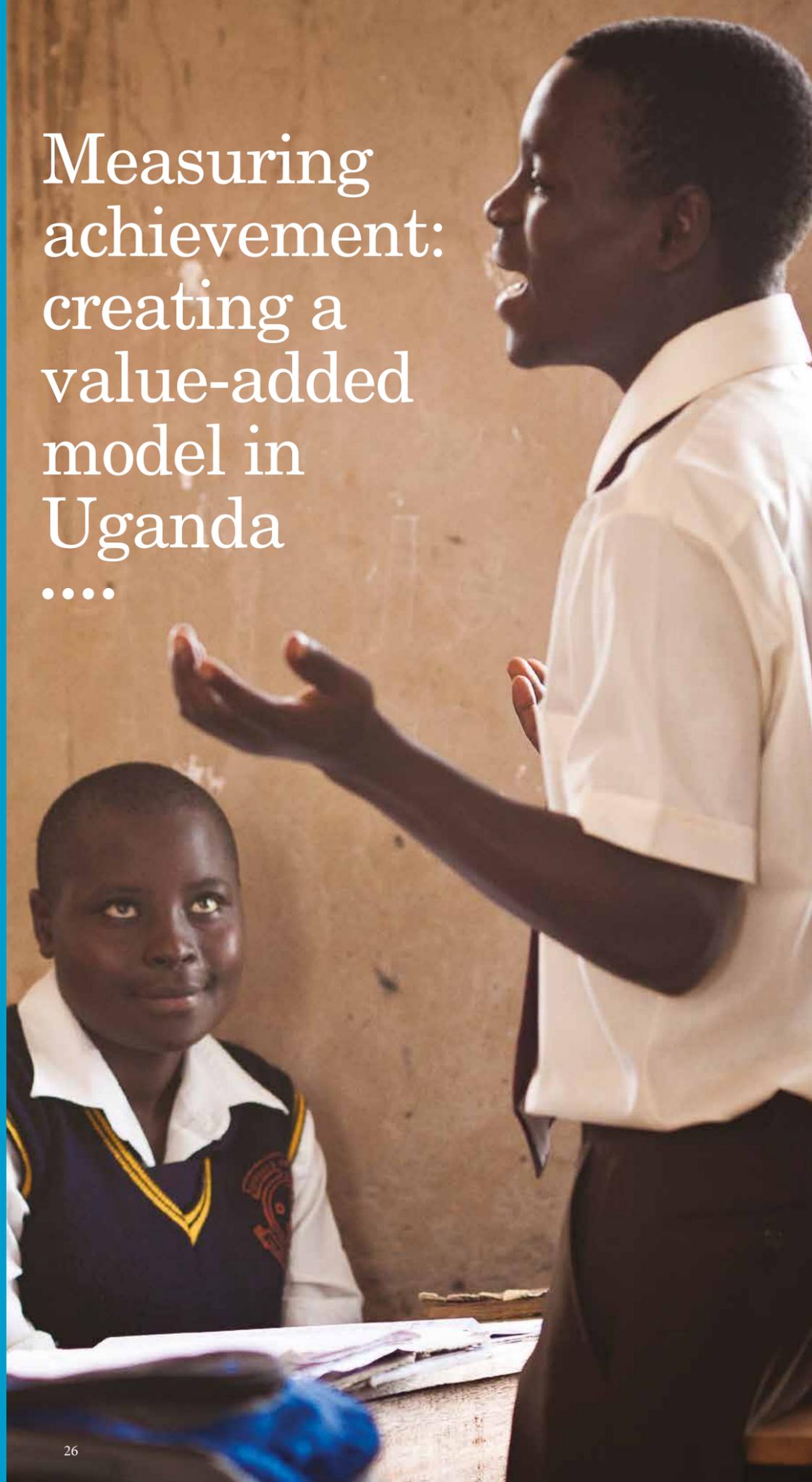
Value-add reveals the schools that make the biggest difference. Value-add compares the results of each student at the end of primary school to his or her primary exam scores. Schools get credit when a student performs better than expected, given their prior attainment. This allows you to control for the ability of a school’s intake, and to gauge the quality of teaching offered by each school.

Over the past year, Ark has developed and tested a value-add model for Ugandan schools. We have collected primary and secondary leaving results from a representative sample of 30,000 students. This has allowed us to identify when students make more or less progress than expected.

According to value added measures, Daniel Comboni School is one of the best in the country. Students entering Daniel Comboni start out with average results. But after four years of schooling, nearly every student winds up with a division 2 or better score on their exams. Other schools get higher marks, but none make as much progress. Considering where their students started, Daniel Comboni School is showing that Ugandan schools can perform remarkably well even in challenging circumstances.

Measuring achievement: creating a value-added model in Uganda

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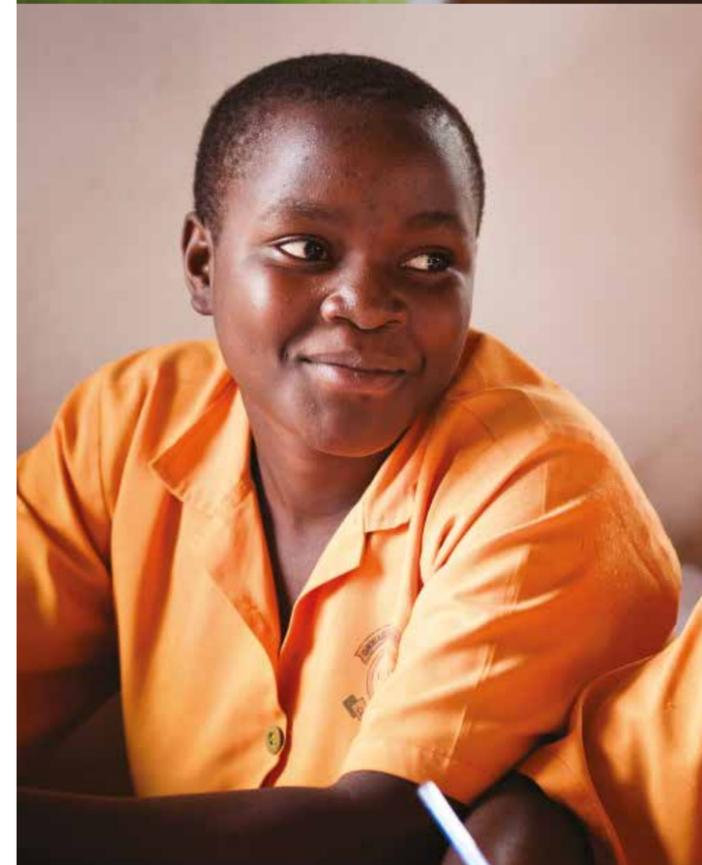
And this school is not alone. Ark’s partner organisation, PEAS, runs a network of affordable schools in rural districts in Uganda. PEAS serves students who are most at-risk of not completing secondary school: girls and those from disadvantaged backgrounds. As a network, PEAS was in the 75th percentile on the value-add measure based on their 2014 national examination results. This shows that students at PEAS schools are making significantly more progress in their learning than average, and it indicates what is possible for students from all backgrounds.

But perhaps even more important than finding the best schools, is identifying the weaker ones.

Uganda has rapidly expanded access to education over the past 20 years. The vast majority of Ugandan children have the opportunity to go to school, but the quality of teaching in some places urgently requires improvement. Using value added measures we can work out where there are underperforming teachers and school leaders. These schools can be held to account, and provided with extra help where necessary.

Using value-add, schools would no longer be able to use excuses about the quality of their incoming students to explain away poor performance. This is a frequent excuse in some poor, rural areas, where students often enter school with limited skills. Value-add allows schools to tackle these low expectations by showing that other schools in exactly the same circumstances perform much better.

In the end this is the real benefit of the value-add project – not just coming up with a new, better way of measuring schools and identifying excellence, but giving Ugandan schools the opportunity to spread excellence, and address challenges.



Although we now focus on education, we remain committed to the conclusion of our successful health and child protection initiatives.

Programme for the Awareness and Elimination of Diarrhoea (PAED), Zambia

In partnership with the Centre for Infectious Disease Research in Zambia

In three years, PAED has immunised 250,000 children against rotavirus, trained more than 560 health care workers in the most effective responses to severe diarrhoea, and successfully advocated for the national roll-out of the rotavirus vaccine.

Scaling up Oral Rehydration Salts (ORS) and Zinc, Uganda

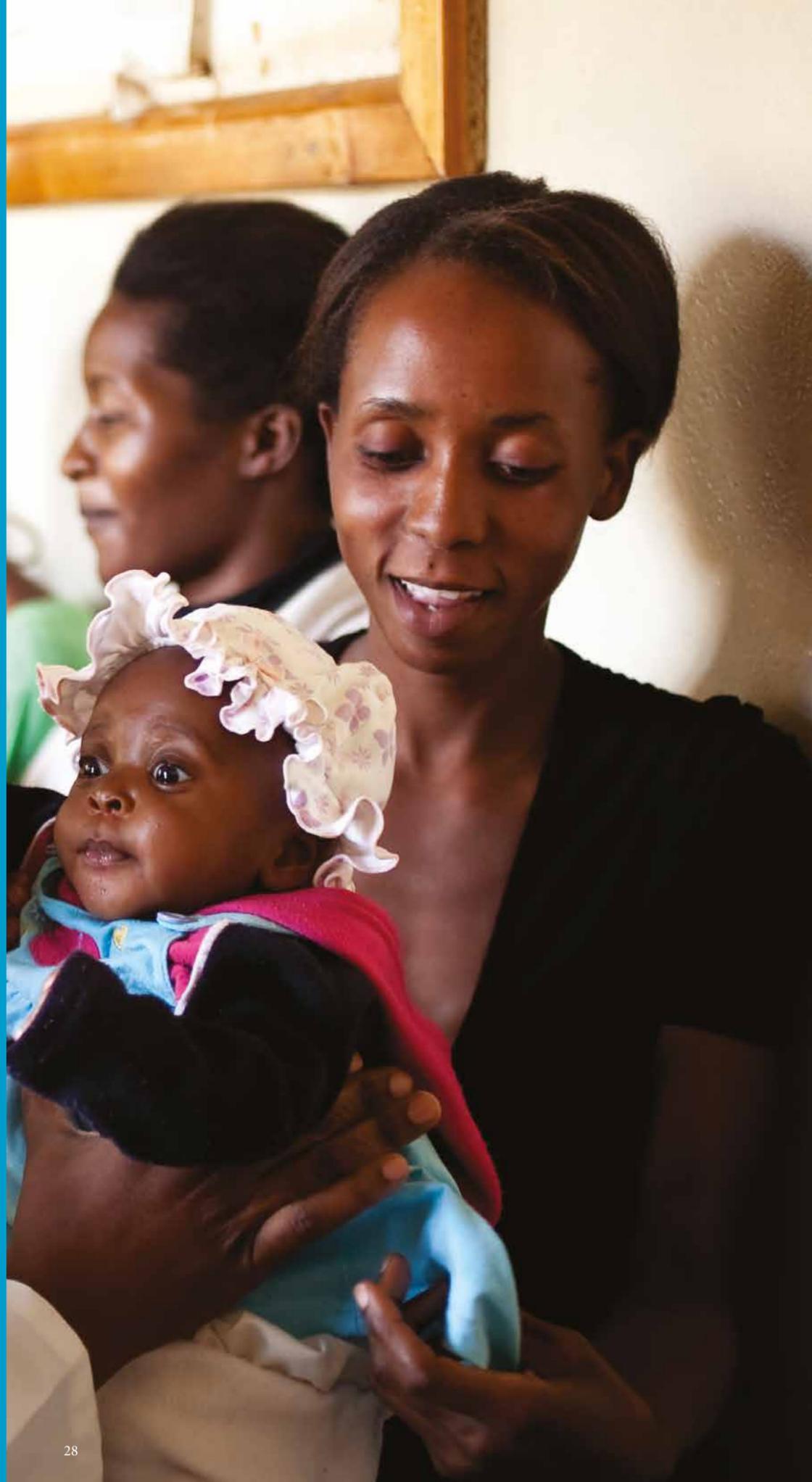
In partnership with the Clinton Health Access Initiative

ORS and Zinc are critical in effective diarrhoea treatment. By working with producers, suppliers, retailers and the Ministry of Health to increase knowledge of and access to cheap, high quality ORS and Zinc, our programme with CHAI in Uganda has seen a 13% increase in ORS and Zinc use nationally.

Improving HIV Care and Treatment, Mozambique

In partnership with Elizabeth Glazer Paediatric AIDS Foundation

Four years ago we began an innovative programme to use SMS messages to contact and encourage HIV patients to attend clinical appointments and continue their treatment course. To date over 47,000 patients have joined the programme.



Zimbabwe Safe Arrivals



Thousands of pregnant women and new-borns die in Zimbabwe every year because of a shortage of both skilled healthcare professionals and properly equipped hospitals. Since 2011, we have worked with Zimbabwe's Ministry of Health and Child Welfare to reduce these preventable deaths.

This year's programme highlights:

- 23 nurses and midwives completed our two year Clinical Officer training course. They are now providing both routine and emergency neonatal care across Zimbabwe.
- 38 nurses have completed our one year training course. These nurses are now qualified Nurse Anaesthetists and are ensuring safe neonatal surgeries in healthcare facilities across the country. A further 34 nurses are midway through their training.
- 652 health workers completed a five day course in basic emergency obstetric and neonatal care.
- Collected data from 124 healthcare facilities to evaluate the quality of maternal health services. Using this data, we will build a comprehensive electronic database that will provide individual healthcare facilities and the Ministry of Health with a clear picture of the state of maternal and neonatal care.

“I feel honoured to be a qualified anaesthetist. People can fully entrust their lives in my hands, knowing they are safe.”

Shephand,
Graduate of the Nurse Anaesthetist course



We continue our work in Zimbabwe, supporting our maternity care programme as it moves towards independence.

652
health workers completed a five day course in basic emergency obstetric and neonatal care.

23
nurses and midwives completed our two year training course.

Ark programme spend



This table shows the money spent directly by Ark.

Ark's programme spend is funded by a combination of specific donors, government funding and Ark's own funds. Ark funding is directed at the incubation stage of programmes that align with the Ark global strategy. This table shows the money spent directly by Ark. Ark's funding model focuses on the financial sustainability of all programmes and Ark funding typically tapers as programmes mature and become self-sustaining through their own generated income and third party grant funds.

Programme	For the year ended 31 August	
	2015	2014
Ark Schools	£5.8m	£6.3m
UK programmes	£4.2m	£2.7m
Frontline	£6.6m	£2.6m
Future Leaders	£0.3m	£0.2m
Teaching Leaders	£0.3m	£0.2m
UK education	£17.2m	£12.0m
India	£0.6m	£0.6m
Uganda	£0.5m	£1.2m
STIR	£1.0m	£0.6m
Education Partnership Group	£0.9m	£0.3m
Education - International	£3.0m	£2.7m
HIV/Aids (Mozambique)	£0.2m	£0.3m
Diarrhoeal disease (Uganda & Zambia)	£0.9m	£1.8m
Maternal health (Zimbabwe)	£0.6m	£0.3m
Health	£1.7m	£2.4m
Child Care (Romania)	£0.4m	£0.9m
Total	£22.3m	£18.0m

Programme spend across the Ark family



This table shows what was spent across the entire Ark family and provides a full picture of our reach.

This includes Ark Schools, Future Leaders and Teaching Leaders which are separate legal entities. The figures below include both direct spending by Ark, government, and other funding sources. Total expenditure was almost £200 million in 2015, up from £155 million in 2014.

	For the year ended 31 August	
	2015	2014
Ark	£22.3m	£18.0m
Ark Schools	£169.3m	£132.6m
Future Leaders	£6.5m	£5.3m
Teaching Leaders	£8.0m	£6.2m
Less: Ark funding to Schools, Future Leaders and Teaching Leaders¹	(£7.4m)	(£6.7m)
Total programme expenditure	£198.7m	£155.4m

¹ To avoid duplication, Ark's own expenditure on Schools (including Music in Other UK Programmes), Future Leaders and Teaching Leaders is subtracted.

The Ark balance sheet



At 31 August

	2015	2014
Fixed assets	£0.7m	£1.8m
Investments	£22.8m	£22.5m
Debtors	£3.2m	£1.7m
Cash at bank and in hand	£5.3m	£6.2m
Current assets	£31.3m	£30.4m
Creditors: amounts falling due within one year ¹	[£11.5m]	[£10.4m]
Net current assets	£19.8m	£20.0m
Total assets less current liabilities	£20.5m	£21.8m
Creditors: amounts falling due after one year ¹	[£1.1m]	[£1.1m]
Net assets	£19.4m	£20.7m
Funds		
Unrestricted funds:		
General Programme Fund ²	£5.2m	£5.0m
Core costs	£3.0m	£3.0m
Restricted funds ¹	£11.2m	£12.7m
Total funds	£19.4m	£20.7m

¹ 'Creditors' and 'restricted funds' are funds that are committed to existing programmes or raised for designated purposes.

² 'General Programme Funds' are those funds we haven't yet committed to specific Ark programmes and which are available to fund our future programmes.





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