

A young boy with short dark hair, smiling, is holding a large globe of the Earth. He is wearing a dark blue school sweater with a crest on the left chest that says 'ARK ROS PRIMARY' and a white collared shirt underneath. The background is a blurred world map on a wall.

ark

ANNUAL REPORT 2013

A photograph of a female teacher with blonde hair tied back, wearing a black sweater and a blue lanyard that says 'Melenswood Academy'. She is leaning over a desk, looking at a document. A young female student with dark hair, wearing a school uniform with a dark jacket and a green and white striped sweater, is sitting at the desk, smiling and looking at the same document. The student is holding a black pen. The background is slightly blurred, showing a classroom setting.

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A MESSAGE FROM THE BOARD

This year has been full of challenges – and huge rewards. We've continued to transform struggling schools into excellent academies, and there are now 27 ARK schools across the country. Also, through our programmes, we've trained teachers, developed curriculum and built leadership. This way we can improve education in our own schools and beyond.

Of course, we've continued our work around the world, from training nurses in Zimbabwe to vaccinating children across Zambia. However, we know we can make most impact when we work in education. As governments around the world become more interested in the public-private partnerships that underpin English academies, we can use our experience to improve education in countries where children don't currently have the chance to learn.

We're ready for the new challenges ahead, and determined to build on what we do best. By concentrating on teaching and learning, we'll work to make sure all children have real choices in life.

Ian Wace (Chairman)
Arpad A. Busson
Paul Dunning
Lord Fink

Kevin Gundle
Nick Jenkins
Paul Marshall
Jennifer Moses

Michael Platt
Blaine Tomlinson
Anthony Williams

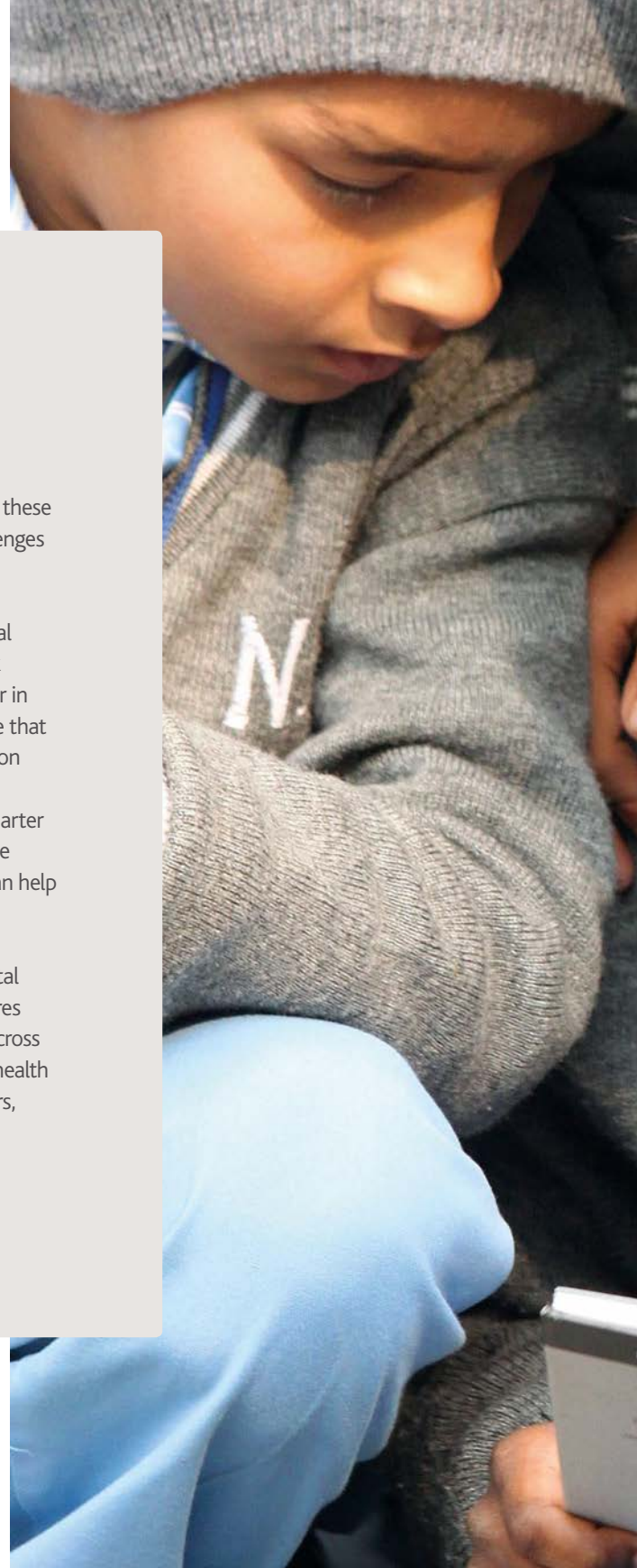
A MESSAGE FROM OUR CHIEF EXECUTIVE

This annual report gives you a snapshot of our work over the past year. I hope these pages will give you a sense of the progress we have made, as well as the challenges we still need to overcome.

One of my most striking memories is from November, when I travelled to rural Uganda with our Chairman Ian Wace. The isolation of these schools is in stark contrast to our inner-city schools. But one thing is clear: whether in England or in Africa, children want to learn. Today's big global issue is not about making sure that all children are in school – it's about making sure that they get a good education once they get there. Our track record in England means that we know what it takes to help children learn. The evidence for this is clear in schools such as Charter Academy in Portsmouth, which became an ARK school in 2009 and is now the second most-improved school in the country. In sharing our experience, we can help others to transform children's life chances around the world.

In the kinds of work we do it's easy to get lost in policy and process. But it's vital that we don't lose sight of the children, families and communities whose futures are at stake. It's also important to take a step back and celebrate the people across our organisation who make it all happen: not just our teachers, support staff, health workers and care workers around the world, but the donors, corporate partners, trustees and patrons who support them.

Lucy Heller
Chief Executive





OUR CHALLENGE

CHILDREN LEAVE SCHOOL UNPREPARED FOR LIFE AND WORK

In the UK, one in five children leaves school without basic skills in maths and reading, according to OECD standards. This affects their life chances, holding them back from top universities and well-paid jobs.

Elsewhere in the world, the last decade has seen millions more children get a place at school – but those children aren't necessarily learning. Around the globe, 250 million primary-school age children are not able to read, write or count well enough to meet minimum learning standards, including boys and girls who have spent at least four years in school.

This matters to all of us. Educational outcomes have a significant impact on long-term economic growth, and so affect our economic future.





In England, **ONE CHILD IN FIVE** reaches 16 lacking basic literacy and numeracy skills

In India, **LESS THAN HALF** of 11 year olds are able to read a text aimed at 8 year olds

LESS THAN ONE THIRD of pupils in East Africa have basic literacy and numeracy skills

OUR WORK IN SCHOOLS IN ENGLAND

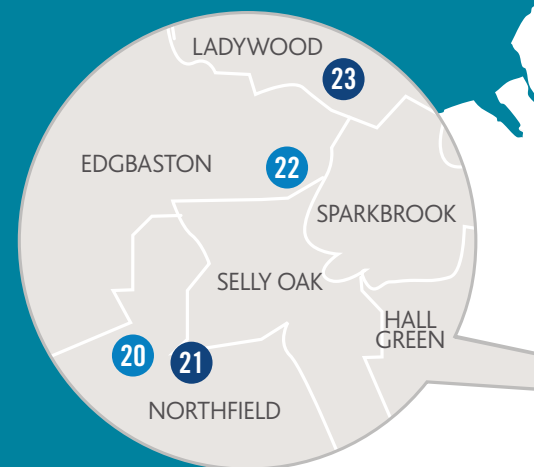
WHAT WE DO

ARK Schools was set up to make sure that our pupils, whatever their background, have real choices in life.

Knowing that pupils from low-income families often don't do as well at school as their better-off peers, we've focused our work on disadvantaged communities. By radically improving children's education, we aim to radically improve their life chances.

We now run high-performing, non-selective academies in the areas that need them most. Each has its own distinctive character and ethos, but all share the same mission: to make sure that every pupil goes to university or into a career of their choice. We now have 27 schools across four inner-city and coastal 'hubs' – London, Birmingham, Portsmouth and Hastings.

In 2012-13, almost half of our pupils received free school meals. More than a quarter of those joining in Year 7 were two years behind national expectations in terms of attainment. But in spite of the challenges our pupils and our schools face, we are one of the country's top-performing academy operators. In January 2013, the Financial Times rated ARK Schools as 'the best performing' academy group, citing our success in raising the attainment of those pupils who start secondary school furthest behind.





NORTH LONDON

- 1 Ark Academy
- 2 ARK Priory Primary
- 3 ARK Conway Primary
- 4 ARK Swift Primary
- 5 Burlington Danes Academy
- 6 ARK Bentworth Primary
- 8 ARK Franklin Primary
- 9 ARK Brunel Primary
- 10 ARK Atwood Primary
- 12 King Solomon Academy
- 16 ARK John Keats Academy
- 19 Isaac Newton Academy

SOUTH LONDON

- 7 ARK Putney Academy
- 11 Bolingbroke Academy
- 13 Evelyn Grace Academy
- 14 ARK Globe Academy
- 15 ARK Oval Primary
- 17 ARK All Saints Academy
- 18 Walworth Academy

BIRMINGHAM

- 20 ARK Rose Primary
- 21 ARK Kings Academy
- 22 ARK Tindal Primary
- 23 St Alban's Academy

PORTSMOUTH

- 24 ARK Ayrton Primary
- 25 Charter Academy

HASTINGS

- 26 ARK William Parker
- 27 Helenswood Academy

ALL THROUGH

PRIMARY

SECONDARY

HOW WE DO IT – THE SIX PILLARS

We achieve great results through our own unique teaching and learning approach, the Six Pillars:

- **HIGH EXPECTATIONS:** We believe that, with the right support, every child can succeed. Our aim is for every pupil to do well enough at school to go on to university or into the career of their choice.
- **EXCELLENT TEACHING:** The quality of a school depends on the quality of its teaching. We prioritise learning and development, and we make sure that teaching and operational staff have access to high quality career development opportunities at all stages of their career.
- **EXEMPLARY BEHAVIOUR:** Our schools are characterised by an orderly environment, where teachers can focus on teaching and pupils on learning. We don't accept excuses, and we don't make any either.





- **DEPTH BEFORE BREADTH:** English and maths are the building blocks for success across the curriculum. We give more time to these subjects, giving students strong foundations on which to build.
- **MORE TIME FOR LEARNING:** We make sure every minute counts. Many of our schools run a longer day, giving us more time for core learning and extra activities.
- **KNOWING EVERY CHILD:** Positive relationships between pupils and adults reinforce a culture of excellent behaviour and a commitment to learning. We structure our schools so that every pupil knows, and is known by, a key group of adults in their school.

We don't just copy best practice – we aim to create better practice, building new models that others can use.

HOW WE DO IT – STRONG FOUNDATIONS, STRONG CHARACTER

Of course, we want our pupils to achieve great exam results. At the same time, we want to build pupils' resilience, independence and character. We work hard to balance the two things: helping our pupils to master the core subjects, and encouraging them to develop other skills that will allow them to flourish in the wider world.



MASTERING THE CORE SUBJECTS

Mathematics Mastery is a combined curriculum and teacher development programme. It gives pupils a deep understanding of maths, by using images and objects as well as traditional learning.

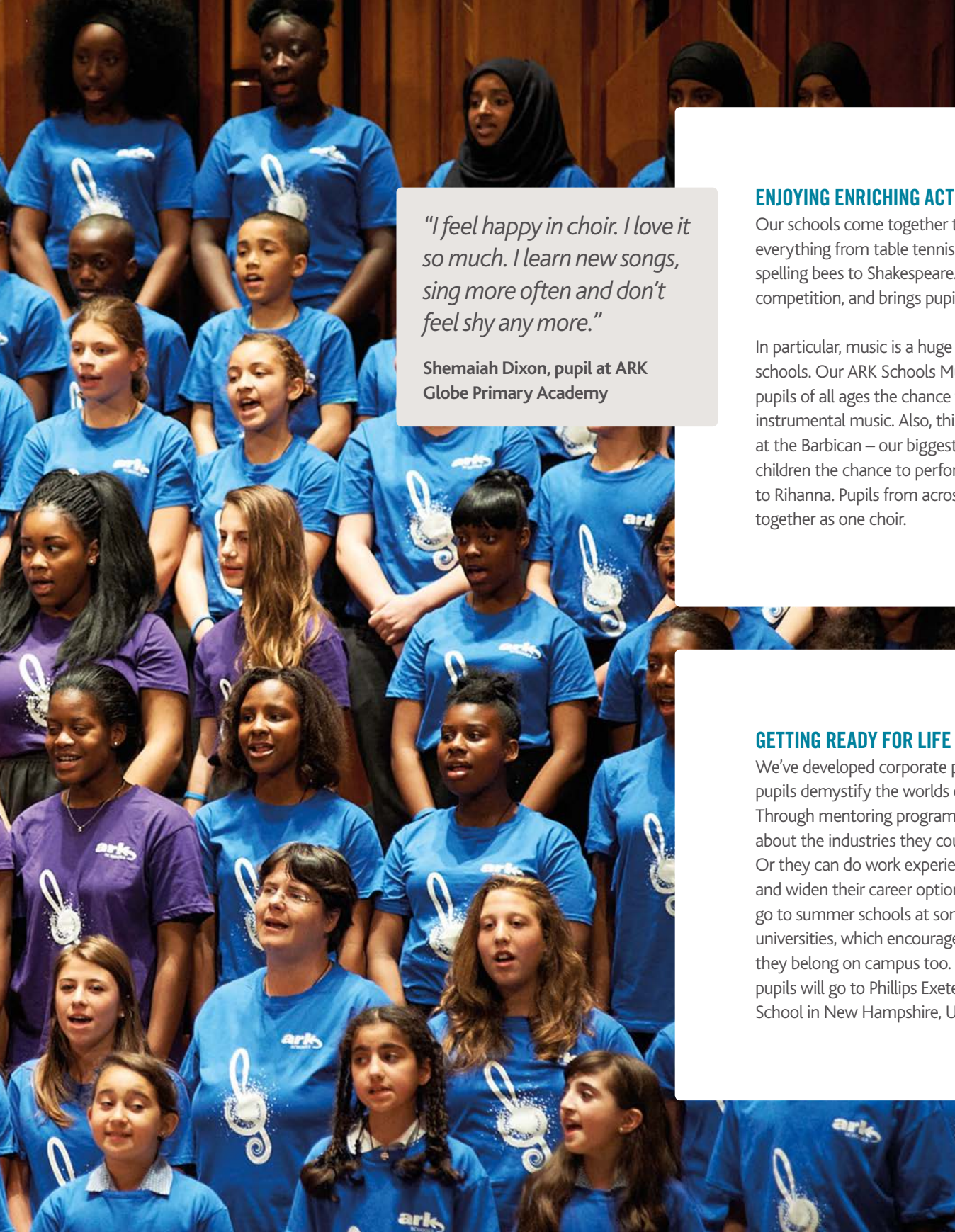
Initially developed within our schools, Mathematics Mastery was launched in September 2012 in 30 primary schools within ARK Schools and beyond. Headteachers found that it enables the lowest-performing children to comfortably reach the expected standard for their age group, as well as helping a greater proportion of pupils to excel. In some schools, pupils achieved more than double the expected progress.

Over 13,000 children in over 100 schools are now using the programme. We're now developing a similar programme for literacy.



"They pick up new concepts so quickly now. When we introduced time, they just got it, because they have such a strong understanding of numbers. It's amazing to see them apply this to so many different things."

Farhana Nazu, Year 1 teacher at Grazebrook Primary School, London



"I feel happy in choir. I love it so much. I learn new songs, sing more often and don't feel shy any more."

Shemaiah Dixon, pupil at ARK
Globe Primary Academy

ENJOYING ENRICHING ACTIVITIES

Our schools come together to take part in everything from table tennis to debating, from spelling bees to Shakespeare. It encourages positive competition, and brings pupils together.

In particular, music is a huge part of life in our schools. Our ARK Schools Music Programme gives pupils of all ages the chance to make vocal and instrumental music. Also, this year's Music Gala at the Barbican – our biggest yet – gave over 500 children the chance to perform pieces from Elgar to Rihanna. Pupils from across ARK Schools joined together as one choir.

GETTING READY FOR LIFE BEYOND SCHOOL

We've developed corporate partnerships to help our pupils demystify the worlds of university and work. Through mentoring programmes, pupils can learn about the industries they could potentially work in. Or they can do work experience, to learn vital skills and widen their career options. Our pupils can also go to summer schools at some of the country's best universities, which encourages them to believe that they belong on campus too. A handful of lucky ARK pupils will go to Phillips Exeter Academy Summer School in New Hampshire, US.

HOW WE DO IT – INSPIRING LEADERS, INSPIRING STAFF

Our school staff play a huge part in helping pupils to fulfil their potential, particularly in challenging schools. We fund programmes to help staff be the best they can be, at every stage of their career.

ARK TEACHER TRAINING

Despite the fact that a school is only as good as its teachers, only 16% of UK schools are rated Outstanding by Ofsted for their teaching quality.

Research shows that a teacher's performance doesn't vary much after their first three years in the job. So, the training they have in those early years is crucial. In 2012 we created our own teacher training programme in collaboration with Canterbury Christ Church University, and have now become an accredited teacher training institution in our own right.

By 2020 we want half of our teachers to have come through our programme – and by 2015 we want all of them to be using our training resources as part of their ongoing professional development.





MOHAMMAD'S STORY



Mohammad Rizvi is a Mathematics Trainee Teacher at ARK Globe Academy. He moved to the UK when he was 12, not knowing much English. He went on to achieve the second highest GCSE results in his school, and achieved a 2:1 in Economics from Queen Mary University.

"When I started school I could read and write a little, but didn't have a great understanding of the English language. Thankfully, I had an amazing teacher called Miss Marquis who helped me get through it. The support she gave me was unbelievable.

During my teacher training with ARK I was given a place at Globe Academy in London as a maths teacher. When I saw that the head of the English faculty was Miss Marquis, my jaw dropped. It was the first time I had seen her since I was at school and I was so happy. It was unbelievable.

If teachers hadn't been there to shape my life and guide me, I don't think I would have made it. I owe all of my achievements and success to my teachers. It's the perfect career for someone who wants to give something back or have an impact on another person's life.

I chose ARK because these schools give opportunities to children who may not be from the most affluent backgrounds. When I saw the difference I could make to their lives, that's what made me realise I had made the right choice."

Mohammad Rizvi is a Mathematics Trainee Teacher at ARK Globe Academy

TEACHING LEADERS

Moving into a middle leadership role can leave teachers feeling that they're more focused on data and team motivation than helping pupils make progress. Teaching Leaders is a programme that helps middle leaders overcome these challenges, helping them to transform pupils' results.

There's Teaching Leaders Fellows for individuals, and Teaching Leaders Teams for groups. Over the past five years, leaders from 444 secondary schools have trained and developed through the programme. This year's cohort of 340 leaders from 214 schools is the biggest yet.

THE FUTURE LEADERS TRUST

Strong, inspirational leadership is crucial in schools. By influencing staff motivation and commitment, leaders shape teaching and learning – and transform their pupils' life chances.

Like Teaching Leaders, The Future Leaders Trust develops teachers in challenging schools – but its focus is on those who are further along in their career, and who have the potential to be inspiring and effective headteachers. There are over 300 people on the Future Leaders programme, in over 200 schools, and by August 2013 58 had been appointed to headships in both primary and secondary schools. They are reaching over 225,000 children.

During up to five years of training and support, participants develop the skills they need to improve the life chances of all their pupils, from the most to the least well-off. The programme is working: on average, Future Leaders heads have increased the proportion of pupils achieving 5A* to C at GCSE, including English and maths, by 4.2 percentage points compared with 2.1 percentage points in similar schools.

WORKING WITH PARTNERS

We know we can transform more children's lives, more effectively, when we work with great partners. We join forces with NGOs, other charities, governments and businesses to make our work as powerful as it can be. For instance, the Bloomberg-ARK Global Education partnership aims to address educational inequality in the UK. It does this by developing inspirational school teachers and leaders for challenging schools, as well as supporting the improvement of STEM teaching and teacher training. Crucially, it also builds and develops links between pupils and Bloomberg staff through mentoring programmes.





DAVID'S STORY



David Hayes took an unconventional path to becoming a headteacher. He left school at 15, with just one GCSE, and worked as a chef before later retraining as a teacher. He joined Future Leaders in 2009 and became Principal at Oasis Academy in Oldham in 2012.

Before the school became an academy it was in special measures, and when David became Principal it was categorised by Ofsted as having serious weaknesses. But in just a year, David has seen GCSE results improve significantly: the percentage of pupils achieving 5A*-C at GCSE, including English and maths, has risen from 33% to 50%.

"I remember what it felt like to leave school, seeing everyone else go off to university, and thinking: what are my choices? That's driven me to where I am now. I don't want my students to feel the way I did. One of the things I learned from Future Leaders was about values-driven leadership: how you take values into a school setting and base every decision you make on those values. If you want every child you teach to do the best they can, there's no better programme than Future Leaders."

WHAT WE'VE ACHIEVED

Our pupils and staff face more challenges than most:

66% OF OUR GCSE PUPILS WERE DISADVANTAGED – in other words, were eligible for free school meals or were in care – compared with 27% nationally

38% OF OUR GCSE PUPILS SPOKE ENGLISH AS AN ADDITIONAL LANGUAGE, compared with 13% nationally

27% OF OUR GCSE PUPILS WERE BEHIND WHEN THEY STARTED SECONDARY SCHOOL, compared with 16% nationally

In spite of these challenges, we are one of the country's top-performing academy operators. We're seeing some great results. Based on our 2013 GCSE results:

Pupils who start secondary school behind are

THREE TIMES MORE LIKELY TO GET 5A*-C
AT GCSE IF THEY GO TO AN ARK SCHOOL

In our established academies, the number of
PUPILS GETTING 5A*-C INCLUDING ENGLISH AND MATHS HAS
INCREASED BY 34 PERCENTAGE POINTS
since those schools joined the network

Charter Academy is now the

SECOND MOST-IMPROVED SCHOOL

IN THE COUNTRY - the number of pupils achieving 5A*-C at GCSE including English and maths has risen from 21% to 68% since it became an ARK school

We're delighted with what our pupils and staff have achieved. Of course, there is more work to do – but our results show that we're on the right track.





WHAT WE'VE LEARNED

Although our results are good, we're always looking for ways to do better. There are four areas we will work on in the coming year:

- 1. DEVELOP EXCELLENT TEACHING BY REDEFINING TEACHER TRAINING**
Nothing is more important than excellent teaching, and this is underpinned by high quality professional development. This year we launched ARK Teacher Training. This career-long approach to professional development combines classroom practice with evidence-based research, alongside regular observation and feedback.
- 2. ACCELERATE THE PROGRESS OF SCHOOLS NEW TO THE NETWORK**
When schools join our network we need to do two things. First, we need to put immediate measures in place, to improve outcomes for the older students who may not have had the right support. We also need to make sure that the school meets our high expectations for younger students. We're reviewing the way we bring schools into our network, to make sure we always do both of these things.
- 3. CREATE A RIGOROUS CURRICULUM THAT DELIVERS ON OUR VISION**
We want our students to achieve at the highest levels at the end of each key stage, at university and beyond. We have made great progress with our Mathematics Mastery model - this year we are developing the new English Mastery curriculum. This will help us make sure all students are fully literate by the time they take their GCSE courses.
- 4. MEET THE NEEDS OF EVERY CHILD**
We believe every child has the potential to succeed. Yet there are groups of students whose needs we don't yet fully meet - for instance our high attainers, who do no better in our schools than in other schools, children with special educational needs, and children who are excluded from our schools. We're now evaluating the impact of the interventions we offer each student.

JEROME'S STORY



Taken into care as a child, Jerome was told he would see his mother in a week. That didn't happen. Because of his

experience, he knows what it takes to make an outstanding social worker. People like him are a crucial part of Frontline's selection process.

"When you have a good social worker the impact is amazing, because a lot of the time you're lost. As a social worker you're picking up those lost pieces and helping to rebuild someone even bigger. That's why I'm supporting Frontline."

Jerome Harvey Agyei is an advocate and participation worker for Barnardo's





LIFE BEYOND THE SCHOOL GATES

If children are struggling at home, they can start to struggle at school. That's why we also look at the ways we can support children outside school hours.

FRONTLINE: TRANSFORMING SOCIAL WORK

Frontline recruits and develops outstanding individuals to become leaders in social work. The programme selects high-achieving graduates with the right mix of intellectual and personal qualities, and trains them to meet the complex demands of the profession. It gives them more time in practice than any other route into social work, and focuses on evidence-based interventions. ARK provided seed funding and in-kind support to develop and launch the programme, which will see its first cohort starting training in September this year.

As well as preparing a new generation of leaders, Frontline is changing perceptions of social work. We believe that the programme is a direct response to issues affecting children across the country, including many of the pupils in our schools.

THE FACTS

Children in care are almost **4x** less likely to achieve 5A*-C including English and maths at GCSE

6% of those who have been in care go to university, compared with 38% of all young people

Looked after children are **2x** as likely to get drawn into the criminal justice system

Almost **1/3** of the homeless population were in care at some point in their lives

OUR WORK IN SCHOOLS AROUND THE WORLD

We've worked in international education for the past five years. Forging partnerships in Uganda and India, we've created programmes to make sure that children aren't just able to go to school, but also have a good education once they get there.

UGANDA: BUILDING A STRONG PARTNERSHIP

Our work in Uganda shows how we can adapt our approach to other communities around the world.

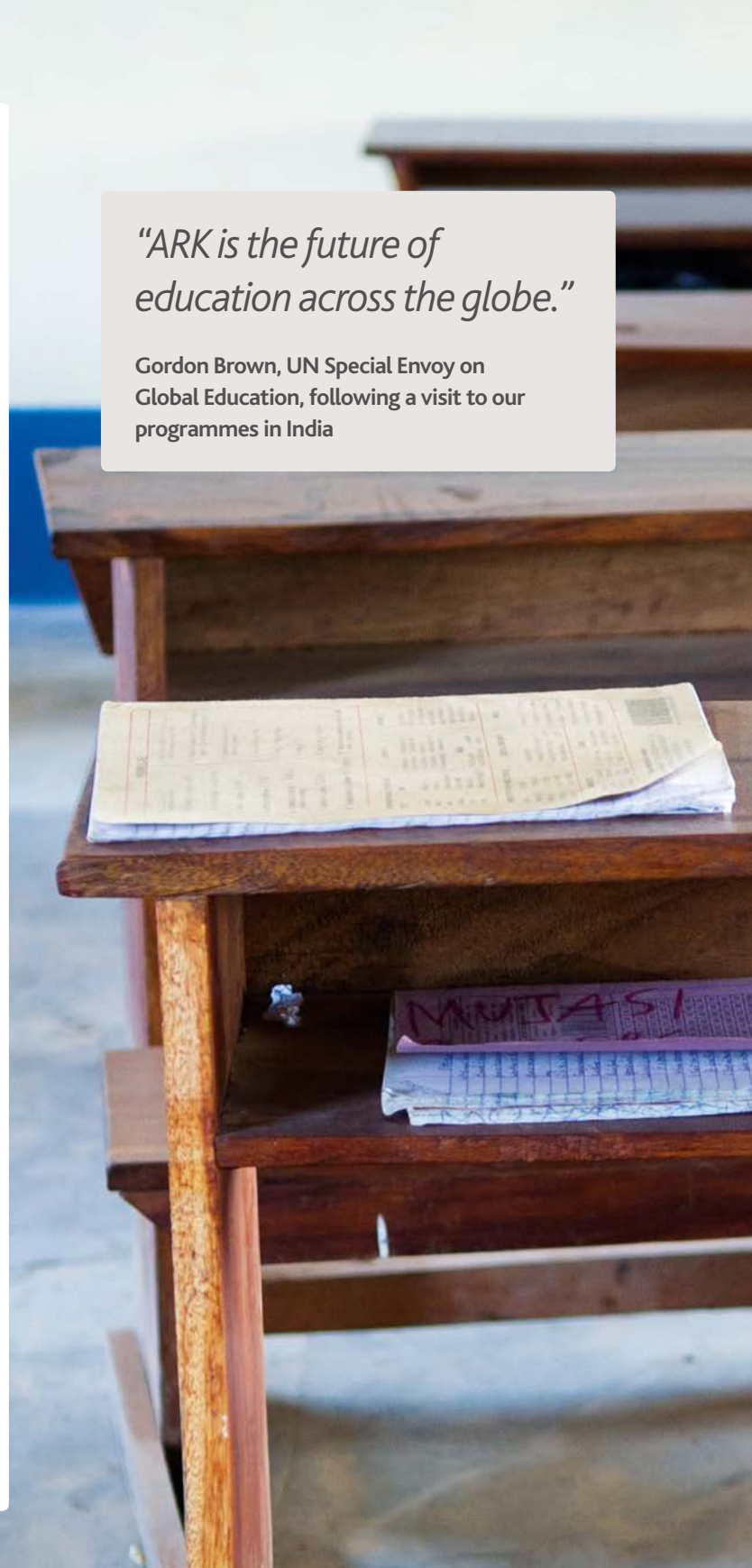
Since 2011 we have been working with PEAS – Promoting Equality in African Schools – to address the fact that almost three-quarters of secondary-age children weren't going to school. Working within the Ugandan Government's framework for public-private partnerships (PPPs) in education, we planned to create a network of ARK-PEAS schools in rural areas.

Looking at the scale of the problem in Uganda and the opportunities for us to make a change, we decided to deepen our partnership with PEAS. Rather than simply supporting a small group of ARK-PEAS schools, we are now providing operational, governance and strategic support across their whole network of 21 PEAS schools. We're also involved in discussions between PEAS and Uganda's Ministry of Education and Sport, helping to formulate a revised PPP programme that can improve education for all Ugandan children.

We have a lot more to do in Uganda, particularly in raising attainment. But our partnership is already changing young lives.

"ARK is the future of education across the globe."

Gordon Brown, UN Special Envoy on Global Education, following a visit to our programmes in India





WHAT OUR PARTNERSHIP WITH PEAS HAS ACHIEVED:

8 NEW SCHOOLS LAUNCHED, bringing the total to 21 – we welcomed 2,696 new children, bringing the number of students enrolled to 8,000

In the first year of secondary education, **57.7%** OF PEAS STUDENTS CAN DO MATHS AT THE EXPECTED LEVEL, COMPARED WITH 50.4% in government schools

An external evaluation found that 40% of PEAS day school students came from the poorest 20% of the population, showing that

PEAS SCHOOLS ARE REACHING THE MOST ECONOMICALLY DISADVANTAGED COMMUNITIES IN UGANDA

"When the ARK team came to Uganda and spoke to us about their experience in the UK, it made me realise that even big organisations have to start somewhere. ARK has faced many challenges, learned lessons and continued to grow and get closer to its goals, just as PEAS will.

With ARK's support and encouragement, I know the quality of education our pupils receive will improve a lot in the coming years."

Susan Opok, Managing Director of PEAS Uganda

INDIA: BUILDING THE BASICS

We've focused on some of the basic factors that affect children's lives: being able to go to school, learning English, and being part of a system where school quality is assessed rigorously.

HELPING UNDERPRIVILEGED CHILDREN INTO FREE SCHOOL PLACES

By law, private schools must reserve 25% of their places for underprivileged children. We run a scheme to encourage families to claim these free places – and we also provide vouchers to cover school supplies from text books to uniforms, for the full five years of primary school.

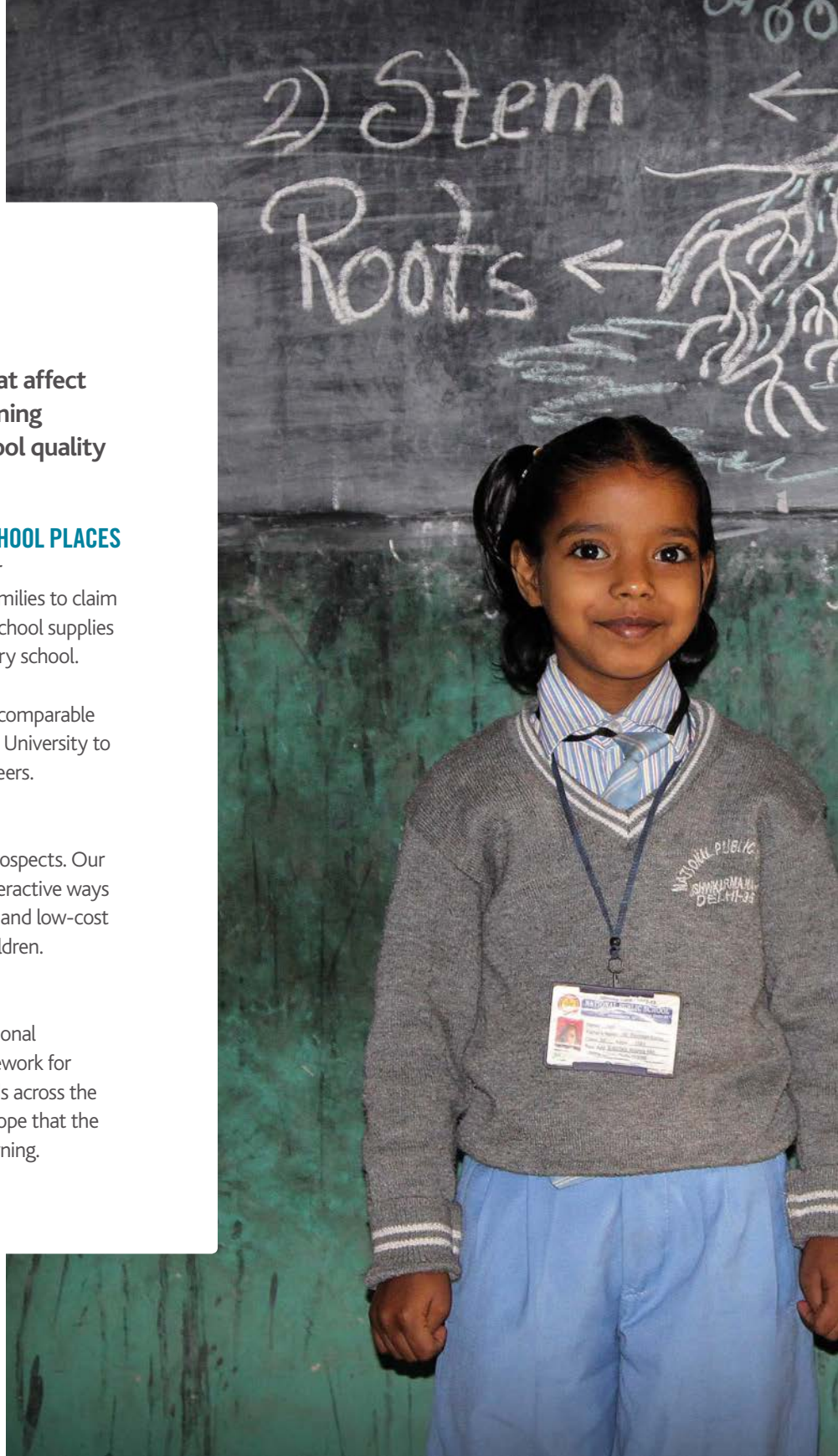
90% of our children stay in school, compared with 80% in comparable voucher schemes. We're now collaborating with Newcastle University to see how pupils with vouchers perform compared to their peers.

TEACHING ENGLISH THROUGH PHONICS

Being able to speak English can transform a child's career prospects. Our phonics-based programme gives teachers engaging and interactive ways of teaching English. It's now being used in 386 government and low-cost private schools across nine states, reaching over 20,000 children.

IMPROVING THE QUALITY OF SCHOOLS

School quality is a huge problem. We're leading an international consortium to develop a School Quality Assessment Framework for the state government of Madhya Pradesh, to raise standards across the state. This framework has been piloted in 83 schools. We hope that the framework will turn around the quality of teaching and learning.





OUR WORK IN HEALTHCARE

Although we're now focusing on education, we remain committed to our other programmes around the world.

ZAMBIA: HALVING DEATHS FROM DIARRHOEA

Our diarrhoea programme is the first in sub-Saharan Africa to combine prevention with treatment. Working in Lusaka Province alongside the Centre for Infectious Disease Research in Zambia (CIDRZ), GlaxoSmithKline and the government of Zambia, by 2015 we aim to halve diarrhoea-related deaths and reduce child mortality by 15%.

VACCINATING TENS OF THOUSANDS OF CHILDREN

The rotavirus vaccine immunises children against one of the most virulent causes of diarrhoea. Our vaccination work in Lusaka Province helped to accelerate Zambia's national rotavirus vaccination programme, which is now two years ahead of schedule.

94,500 children are now vaccinated, and Lusaka's 105 health centres are all vaccine-ready. We've also funded two cold storage facilities, allowing vaccines to be delivered around the country.

PROVIDING TREATMENT AND TRAINING

We trained 444 health workers to manage childhood illnesses, giving them the skills and knowledge that saves lives. We're working with the Zambian government to bring down the cost of this vital training. Meanwhile, the new CIDRZ paediatric clinic in Chainda South opened in June 2013, and is fully operational and government supported.

CHANGING BEHAVIOUR IN THE COMMUNITY

To prevent disease, we need to change behaviour within communities. With the help of the London School of Hygiene and Tropical Medicine we've researched the barriers to diarrhoea prevention and treatment in the home. Looking at breastfeeding, hand washing and use of oral rehydration salts and zinc, we've identified behavioural factors that can help us reduce diarrhoea-related deaths. We're now working on a campaign to help parents and carers to do simple things that save children's lives.



"This programme is playing a leadership role in advocating for comprehensive diarrhoea programming nationally and regionally."

Dr Penelope Kalesha, Ministry of Health, Zambia



UGANDA: SAVING LIVES WITH SIMPLE MEDICINE

ARK AND THE CLINTON HEALTH ACCESS INITIATIVE

In Uganda, more than 10,000 children die from diarrhoea each year. We've partnered with the Clinton Health Access Initiative (CHAI) to help them make sure that more children have access to effective treatment. We aim to prevent around 50,000 diarrhoea-related deaths by 2020.

Oral rehydration salts and zinc are essential in diarrhoea management. But often Ugandan children are given inappropriate treatments, such as antibiotics, since they are cheaper and perceived to be more effective. With funding from ARK, CHAI is teaching health providers, retailers and caregivers about the importance of oral rehydration salts and zinc, while working to make them cheaper and more readily available.

ZIMBABWE: CARING FOR MOTHERS AND NEWBORNS

In Zimbabwe, many hospitals are ill-equipped and there is a shortage of doctors and healthcare workers. Because of this, thousands of pregnant women and new babies die every year. Our programme, launched in 2011, aims to address this challenge.

EQUIPPING HOSPITALS FOR NEWBORNS

Our 'newborn care corners' have been installed in 20 Zimbabwean hospitals, providing staff with cost-effective equipment to help babies survive potentially fatal conditions.

TRAINING HEALTH WORKERS

Zimbabwe needs more and better trained health workers to reduce the unnecessary deaths of mothers and babies. Over the next three years we will train 80 clinical officers who are able to perform C-sections and other emergency medical care. We're also training frontline health workers to spot danger signs and refer pregnant women for specialist care.

ITAI'S STORY

Itai is studying at Chitungwiza Hospital, where we've built a dedicated training centre and student accommodation. He recognises the shortage of qualified doctors in rural Zimbabwe, and says that mothers and babies are dying because they are referred to hospital too late.

"After my training I will be better skilled – I'll be able to identify any abnormalities early on and be able to prevent maternal and neonatal deaths. The clinical officer will be more like a doctor than a midwife. I will be expected to perform a caesarean in an emergency – this means there won't be those delays when we notice complications."

Itai Chidondondo is a midwife, and one of our clinical officer trainees





96.5% PATIENTS RETAINED
IN CARE AFTER SIX MONTHS compared
with a national benchmark of 75%

**TIME TO ENROL
HALVED** Average time taken to
enrol patients on antiretroviral therapy
after their eligibility was confirmed: 22
days, halved from 44 days at the start of
the programme

MOZAMBIQUE: A LEGACY TO BE PROUD OF

In 2008 most HIV-positive patients in Mozambique were unable to access life-saving antiretroviral therapy (ART). Only a handful of hospitals had the equipment to identify patients who could start treatment, and few staff were trained to administer it.

GIVING HIV-POSITIVE PATIENTS THE RIGHT CARE

We helped the Ministry of Health establish a care model to keep HIV-positive parents, children and carers alive. We supported five health centres in Maputo Province and trained health workers in HIV care. We introduced new technology that could identify and enrol patients quicker, and completed a pilot study to see if text message reminders could help keep patients in treatment. This is now being scaled up to reach 70,000 people in Gaza province.

EXCEEDING TARGETS, CHANGING SYSTEMS

Over five years we exceeded our targets in the number of patients enrolled and retained in ART. We also showed that texts help people continue with their treatment. Perhaps our greatest achievement is that policy and infrastructure have changed in sustainable ways: we handed over our five health centres to the Ministry of Health in August 2012, with the Ministry now managing the sites and funding the clinical systems we introduced. Nurses and medical agents can now prescribe and monitor ART, and point-of-care testing is being scaled up across the country.

While we handed over our programme to the government and partners at the end of August 2013, our work will support HIV-positive patients across the country for years to come.

OUR WORK IN CHILD PROTECTION

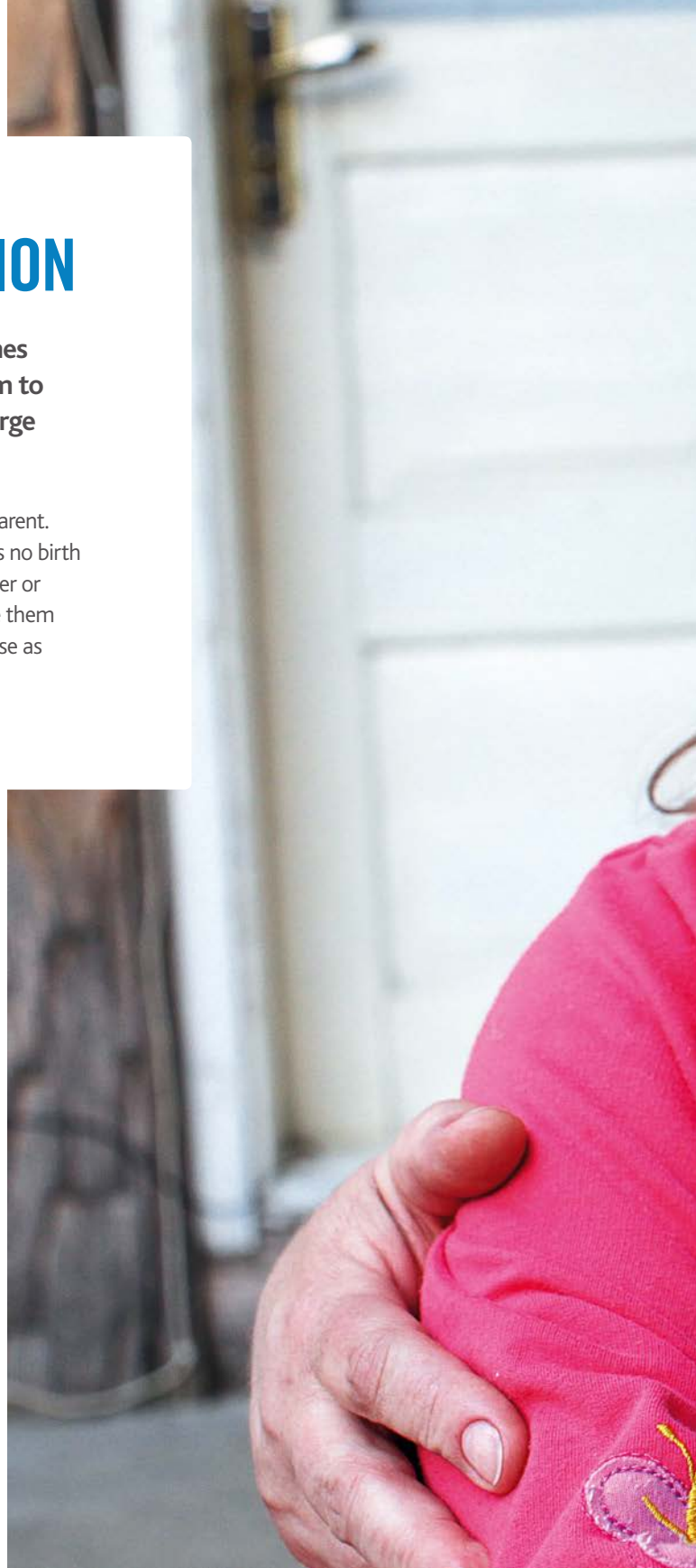
For more than a decade we've been working with Hope and Homes for Children (HHC) to reform Romania's childcare system. We aim to close all Romanian orphanages by 2020, moving children from large institutions to family-style care.

The vast majority of institutionalised children in Romania have at least one living parent. We reunite children with their parents and help them to stay together. If a child has no birth family, or the birth family can't take care of the child, we place the child with a foster or adoptive family. If children need intensive care that a family can't provide, we place them in small group homes with dedicated carers, giving them tailored care that is as close as possible to a family life.

MAKING SURE ALL CHILDREN GROW UP IN A FAMILY ENVIRONMENT

In December 2013, we celebrated the closure of the last remaining institution in Romania's Maramures county – the first county to document how it has closed its institutions, providing a blueprint for other parts of Romania to follow. We're also supporting the Romanian government to secure EU funding for a reform of the childcare system, including the development of evidence-based policies and care standards. Along with HHC, we've contributed to several conferences and forums – including an EU forum on the rights of the child – where our role as a leader in the field was recognised.

There are around 9,000 children living in institutions in Romania. This is less than 10% of the number when we began our work a decade ago. Even so, we will continue our work to make sure that all children can grow up in a loving family environment.





"Many Romanian families struggling to cope place their children in institutions in the mistaken belief that they might have a better life.

In reality, institutions like the one we've closed in Sighet are overcrowded, understaffed, clinical environments which work on regimented routines. They are fundamentally damaging for a child and offer little care, attention or stimulation.

The closure of the last institution in Sighet was a huge step forward for Romania and the county of Maramures, but our work does not stop here. Just one child in an institution is one child too many, and we will not stop until every institution is closed and every child is in a loving family environment."

**Stefan Darabus, Country Director
HHC Romania**

PROGRAMME SPEND ACROSS THE WHOLE ARK FAMILY

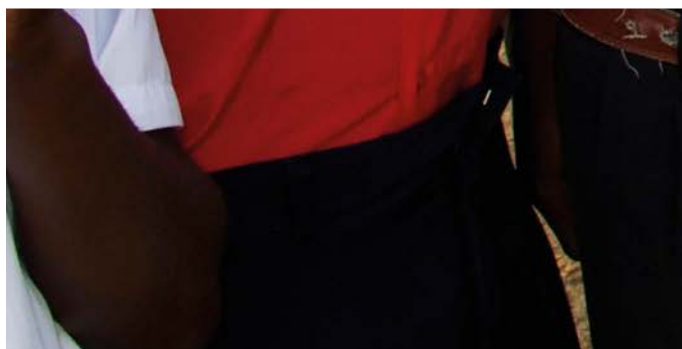
This table shows what was spent across the whole ARK 'family' - this includes ARK Schools, Future Leaders and Teaching Leaders, which are separate legal entities. The figures below include not just the funding from ARK, but also government and other funding.

The total expenditure was more than £120 million in 2013, up from £85 million in 2012.

For the year ended 31 August 2013	2013 £'000	2012 £'000
ARK	16,128	15,930
ARK Schools	100,697	69,265
Future Leaders	5,130	4,640
Teaching Leaders ¹	4,803	0
<i>Less: ARK funding to Schools, Future Leaders and Teaching Leaders²</i>	<i>(6,049)</i>	<i>(4,342)</i>
TOTAL PROGRAMME EXPENDITURE	120,709	85,493

¹ Teaching Leaders became a separate legal entity from September 2012; in the previous year it was included in ARK.

² To avoid duplication, ARK's own expenditure on Schools, Future Leaders and Teaching Leaders is subtracted





ARK PROGRAMME SPEND

This table shows the money spent directly by ARK. Our biggest programme is ARK Schools, which now runs 27 schools across the country. Other UK education programmes – through which we build curriculum, train teachers and more – accounted for a quarter of ARK spending.

For the year ended 31 August 2013	2013 £'000	2012 £'000
ARK Schools	5,456	4,165
Other UK programmes	3,345	1,597
Future Leaders	115	177
Teaching Leaders	477	3,574
UK EDUCATION	9,393	9,513
Education (Uganda)	821	1,411
Education (India)	630	471
Leading Educators (US)	295	583
STIR	480	149
EDUCATION - INTERNATIONAL	2,226	2,614
HIV/Aids (Mozambique)	823	1,130
Diarrhoeal disease (Uganda & Zambia)	1,974	770
Maternal health (Zimbabwe)	671	255
HEALTH	3,468	2,155
CHILD CARE (ROMANIA)	1,041	1,648
TOTAL	16,128	15,930

THE ARK BALANCE SHEET

This table summarises ARK's financial position as at 31 August 2013.

General Programme Funds are those funds that we haven't yet committed to specific ARK programmes, and which are available to fund our future programmes. Restricted funds and creditors are funds that are committed to existing programmes or raised for designated purposes.

As at 31 August 2013	2013 £'000	2012 £'000
Fixed assets	1,654	1,250
Investments	20,636	21,041
Debtors	1,108	1,138
Cash at bank and in hand	13,798	13,846
Current assets	35,542	36,025
Creditors: amounts falling due within one year	(9,038)	(9,253)
NET CURRENT ASSETS	26,504	26,772
Total assets less current liabilities	28,158	28,022
Creditors: amounts falling due after one year	(3,351)	(7,178)
NET ASSETS	24,807	20,844
Funds		
Unrestricted funds:		
General Programme Funds	9,289	603
Core costs	2,796	2,641
Restricted funds	12,722	17,600
TOTAL FUNDS	24,807	20,844

THANK YOU

We are extremely grateful to our donors and long-standing partners, as well as the Trustees and Patrons who cover the costs of our central administration. You make our work possible.

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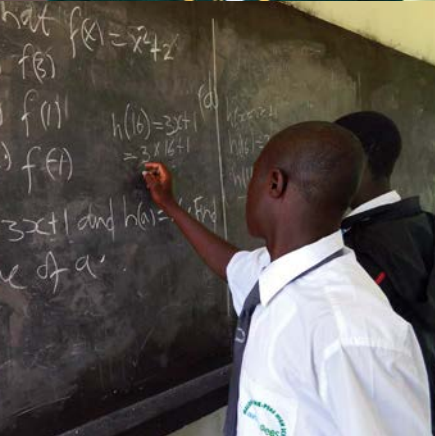
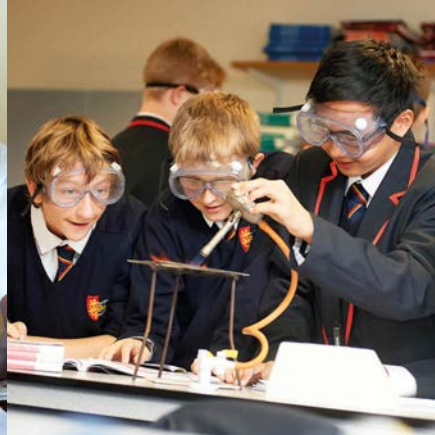
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