



Annual Report 2014

Ark
● ● ● ●



Transforming children's lives:

A work in progress



Since Ark was founded in 2002 we have been led by the belief that education can transform lives. We have worked alongside governments and NGOs in the UK, India, Africa and Eastern Europe to support schools in disadvantaged communities, to run child protection and health programmes and to establish professional training schemes.

Those 12 years have witnessed significant achievements. In South Africa, 194,000 children have benefited from our antiretroviral treatment programme, while more than 150,000 children have been vaccinated against rotavirus in Zambia. In the UK, 17,000 students study in schools that have outperformed the national average despite having almost twice as many students from low-income backgrounds.

This year, we grew Ark's network of UK schools from 27 to 31, co-founded an acclaimed social work graduate leadership programme, replaced 11 poorly-run child care homes in Romania with smaller, caring, family environments and rolled out a schools quality assurance programme in one of India's largest states.

Education unlocks potential. It allows parents and carers to make informed choices. It encourages students to develop and progress. With the right support, every child, regardless of background, can succeed. Ark, through its programmes and schools, aims to give them exactly that.

The trustees of Ark

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

Kevin Gundle
Nick Jenkins
Paul Marshall
Jennifer Moses

Michael Platt
Blaine Tomlinson
Anthony Williams



Why our work matters

Children who are denied a good education aren't the only ones who lose out. We all do. The waste of individual potential represents a global loss. One study estimates that increasing preschool enrolment in low and middle-income countries to 50% could boost their combined economies by \$33.7 billion. Yet it would cost just 6% of that amount to make it happen.

One third of primary school age children globally don't have basic literacy and numeracy skills. The issue is not just about getting children into school – it's making sure they have a high-quality education once there.

- In England, only 21% of pupils eligible for free school meals will go on to university. For children in care, that figure drops to 6%.
- In sub-Saharan Africa, only half of school-aged children are likely to acquire the basic literacy and numeracy skills needed for them to live healthy and productive lives.
- In India 56% of all children – and 70% of the poorest – leave primary school without even basic reading or writing skills.

How we work

Ark aims to run great schools where all pupils can reach their full potential. But we know that school improvement is not sustainable if it is attempted in isolation. So we work with a range of partners on initiatives that not only support pupils in our own schools but also work to improve the education system as a whole. These ventures are designed to become sustainable and independent over time.


In the UK, we run a network of 31 high-achieving schools in areas of

deprivation or historic academic underachievement. We have also founded ventures to tackle some of the most intractable problems facing children – including poor literacy or numeracy and the need for outstanding children’s social workers.

Internationally, we work in partnership to run a group of schools in Uganda and are set to open our first primary school in India. We work to help ensure that children across the world have access to high quality, inspirational teaching.



Our year at a glance




September 2013:	Nine more Ark schools open in England
September 2013:	Frontline launches children's social work graduate programme
November 2013:	A rotavirus vaccination programme, piloted by Ark and our partners in Zambia, is rolled out nationally by the Zambian government
December 2013:	Ark Teacher Training is accredited to award Qualified Teacher Status to trainee teachers
February 2014:	Ark partner PEAS opens three new schools in Uganda, bringing the total number of students enrolled across their network to 10,927
June 2014:	The Indian state of Madhya Pradesh adopts our school inspection programme
July 2014:	The first cohort of 104 Frontline participants begin their training
July 2014:	Our first cohort of 51 Ark Teacher Trainees graduate
August 2014:	Ark pupils achieve their best ever GCSE results, exceeding the national average
September 2014:	Four more Ark schools open in England. Our network now educates more than 17,000 pupils





In the UK Schools



Ark runs a network of 31 schools in Birmingham, Hastings, London and Portsmouth. We were able to build 10 from scratch but most are existing schools that joined our network to improve their results. All are in areas of economic deprivation or historic underachievement. By 2017, we hope to have around 50 schools within regional clusters.

We aim to make sure that every pupil, regardless of background, is able by age 18 to go on to university or the career of their choice. We want to create 'all-through' schools, so that our pupils can go to an Ark school from reception through to sixth form.

Our approach: The six pillars

.....

Each Ark school has its own character and ethos but all use the same overarching approach.

High expectations

Ark believes that every child can realise his or her potential with the right teaching and support. We have high expectations and do whatever it takes to help our pupils meet them. We aspire to have at least 80% of our pupils obtaining five good GCSEs and we are also focusing on students achieving a B grade or above in at least eight subjects. At A level, we aspire to have 80% of our students secure the grades they need to get into a good university.

Exemplary behaviour

Our schools work hard to create a respectful and orderly environment. Teachers focus on teaching and students concentrate on learning. Poor behaviour is not tolerated. We do not accept excuses and we do not make any either.

Excellent teaching

Good teaching is essential – students cannot excel without it. So we offer our staff twice as many training days as standard and provide continuous professional development. We've also launched Ark Teacher Training to give teachers the best possible start.

Depth before breadth

If students have a firm grasp of English and mathematics they find the rest of the curriculum easier to access. So at Ark we prioritise these subjects and dedicate more time to them.

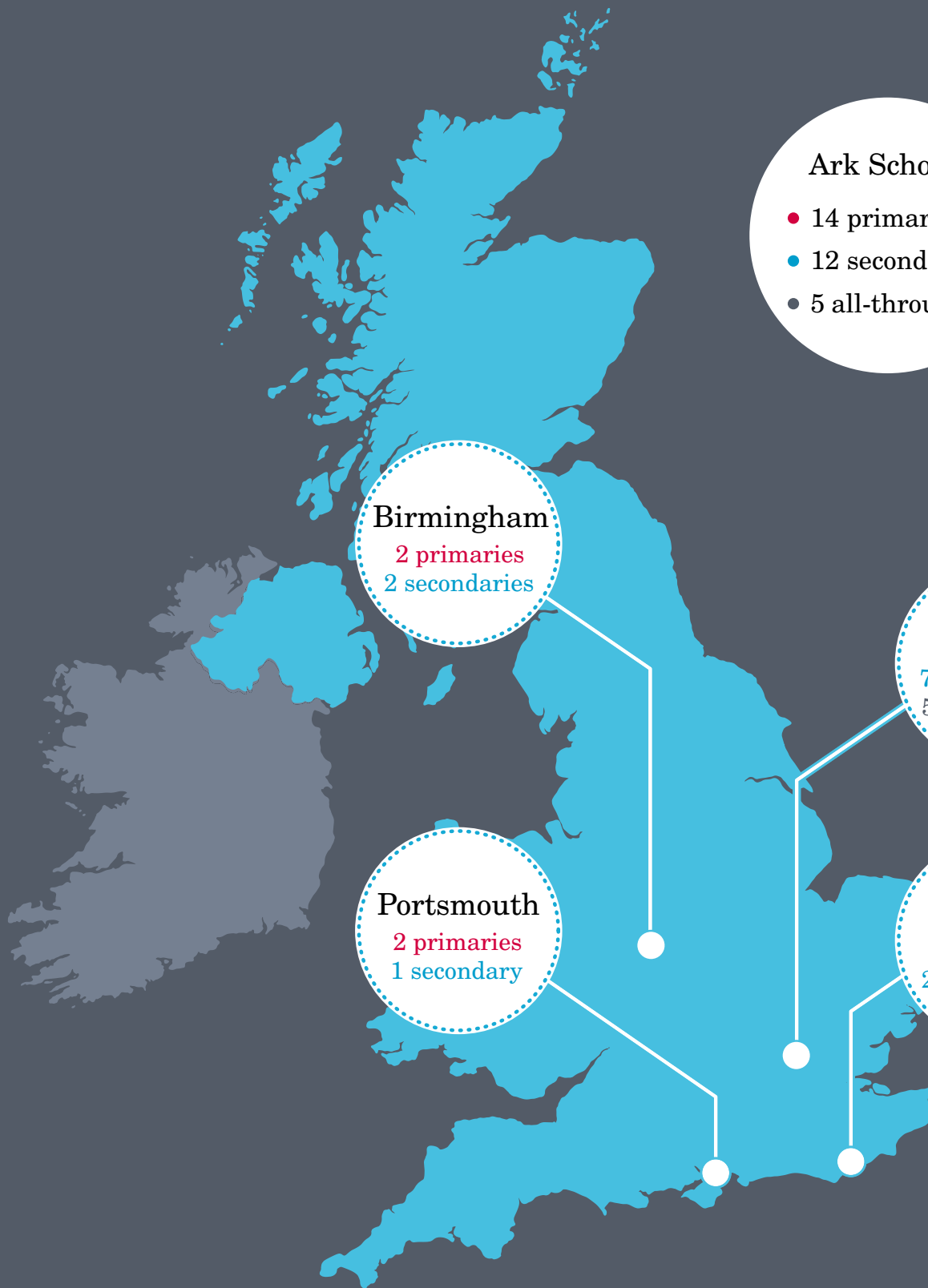
More time for learning

Some of our schools run a longer school day to allow more time for learning and extra-curricular activities. Others are open at weekends and during school holidays.

Knowing every child

Children do best when teachers and families work together: we involve families in all aspects of school life and encourage participation and collaboration. We make sure every pupil knows, and is known by, the adults in their school.





Birmingham

2 primaries
2 secondaries

Portsmouth

2 primaries
1 secondary

London

8 primaries
7 secondaries
5 all-through

Hastings

2 primaries
2 secondaries

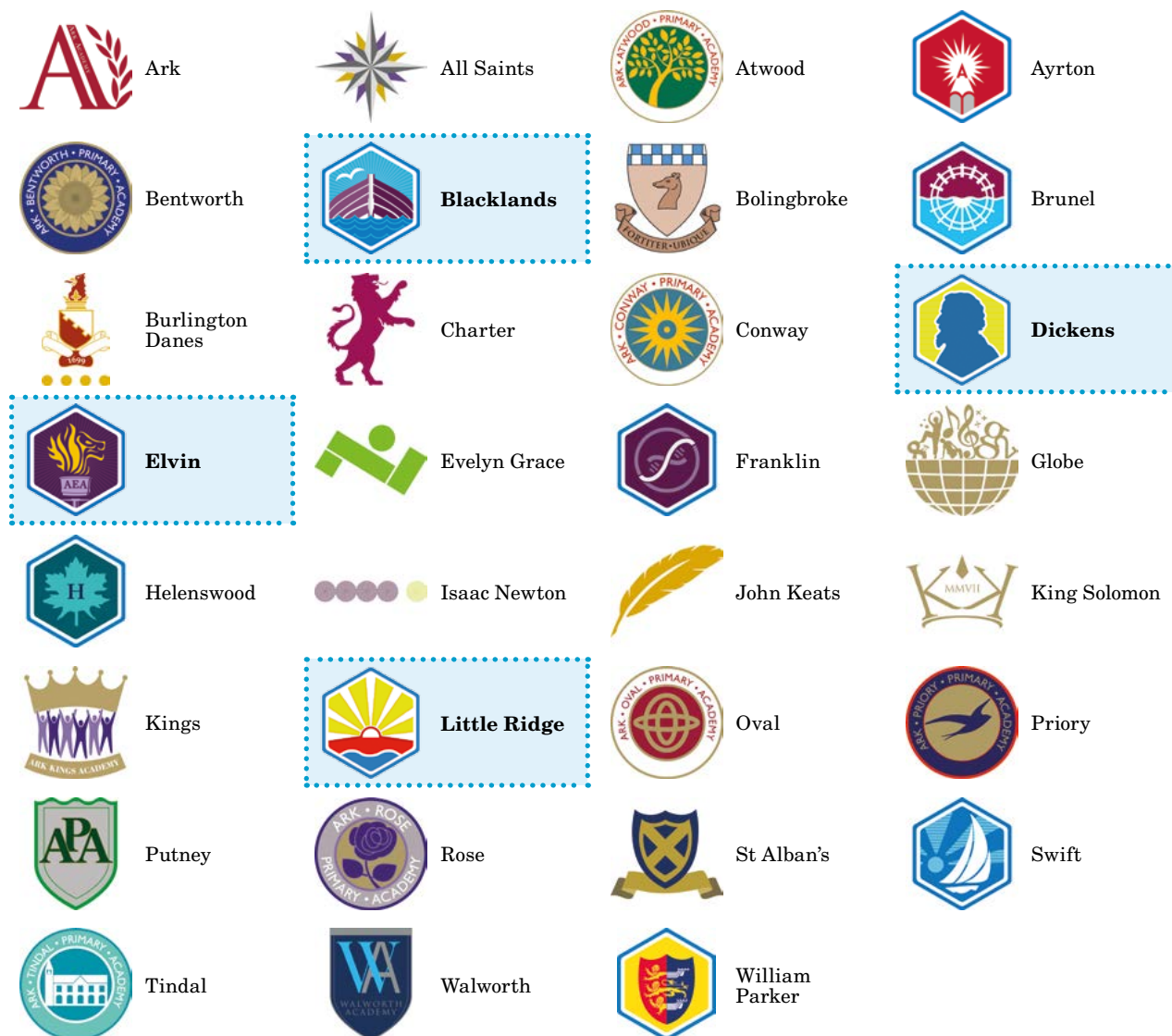
Ark Schools

- 14 primaries
- 12 secondaries
- 5 all-through

2014: We welcomed four new schools to the network

2014 was a year of continued growth for our network of schools, allowing our work to impact even more children. We started 2013 with 50% more schools than in the previous year – 27, up from 18. By the end of

the year, four more schools had joined the network – two primary schools in Hastings, a further primary school in Portsmouth and a secondary school in London. Ark now has more than 17,000 students in 31 schools.



What our schools achieved



Our schools operate in challenging social contexts, with over half of our year 11 students eligible for Pupil Premium funding – double the national average. These students were also 40% more likely to have entered secondary school at least one level behind their peers, with three schools – Charter Academy, St Alban's Academy and Ark Kings Academy – having among the 5% lowest attaining intakes in the country.

Despite this, our schools achieve great results:

- Ark was recently rated by the Department for Education (DfE) as the highest performing large multi-academy trust for value added, which measures how much progress students have made since primary school.
- Four of our secondary schools – Ark Burlington Danes Academy, Charter Academy, King Solomon Academy and St Alban's Academy – were in the top 60 schools in the country on this measure.
- Ark students are three times more likely to achieve five good GCSEs than the national average if they start secondary school behind.
- Our primary schools are also achieving good results in areas of great need (two thirds of our year 6 students were eligible for Pupil Premium funding).
- Our primaries are improving at a rate well beyond the national average; the percentage of students achieving expected levels in reading, writing and maths increased by 14 percentage points last year, compared with just four percentage points nationally.
- Ark schools significantly exceed the national averages for year 1 students passing the phonics screening check. In three primary schools – Ark Globe Academy, Ark Academy and Ark Conway Primary Academy – 100% of students passed the phonics check.



New schools

Our new start schools, which we build from scratch, are starting to show what can be achieved with the right approach – even in challenging circumstances.

King Solomon Academy, located in one of London's most economically deprived wards and rated outstanding by Ofsted, opened in 2007. Two thirds of its founding secondary cohort were eligible for the Pupil Premium and, last year, 93% of these students achieved five good GCSEs – making it the seventh

highest performing non-selective school in the country and the highest performing among those with 30% or more disadvantaged students.

Ark Conway Primary Academy, another school located in a challenging area and rated outstanding by Ofsted, was established in 2011. Last year, it achieved the best key stage 1 results in the country, with 88% of reading, writing and mathematics assessments rated at Level 3, versus 24% nationally.

Transition schools

While we recognise that we still have a long way to go, the ongoing improvement of our transition schools also shows what can be achieved. The DfE's recently published measure of school improvement showed Ark to be the most effective multi-academy-trust at improving secondary school outcomes over time. Our nine transition secondary schools now have, on average, over 50% more students achieving five good GCSEs than when they joined the network.

Charter Academy joined the network in 2009 when only 22% of its students achieved five good GCSEs. It is now the most improved school in the country over the last three years, with 83% of its students achieving five good GCSEs. This dramatic improvement, set against the context of high levels of economic disadvantage, was recently recognised by the DfE when it awarded Charter the accolade of being the best secondary school in the country for its use of the Pupil Premium.

Our first trainee teachers graduated

.....

Great teaching changes lives. And for a teacher to best serve their students they need great support and training – particularly at the start of their career. A teacher's future is significantly shaped by their first three years on the job, according to research. So teacher training is critical – not only in creating inspiring teachers but also in creating outstanding schools.

With Ark Teacher Training, committed graduates and career changers spend one year teaching in an Ark school, learning on the job to

become a great teacher. Supported by an inspirational group of tutors, coaches and educational experts, trainees are given the tools they need to refine, hone and perfect their craft. For those who stay in the network after training, our team supports them for a further two years to make sure they continue to progress in the classroom.

This year, the programme became an accredited teacher training provider in its own right – a first for an academy group – with its first cohort graduating.

“Ark Teacher Training is a supportive programme that has allowed me to develop at what feels like a really rapid pace.”

Kathy, trainee at Ark Burlington Danes Academy

100%

of Ark Teacher
Training graduates
were independently
assessed as good
or better

More than just great academic results

Developing skills beyond the classroom is just as important as achieving good exam results. So we work to find ways to help pupils develop the knowledge and experience that will enable them succeed at university and beyond.



In July, 750 pupils from 25 Ark schools came together to perform in the sixth Ark Music Gala – our biggest gala ever, at London's world-renowned Barbican Centre. A 1,000-strong audience heard pupils perform pieces from Fauré and Beethoven to Adele and Stevie Wonder.

Thousands of Ark pupils experienced higher education through open days, in-school workshops, mentoring and masterclasses. We offer these opportunities to all our students, starting in primary school, to instill academic aspiration from a young age.

This year, our students also benefitted from meaningful work experience and continued to gain real insight into high-flying careers through our partnerships with leading names in law, industry and finance.

We offer generous bursaries to help some of our high-achieving students meet the costs of studying at university.

Next steps

From next year, we will be working with corporate partners to develop Professional Pathways in our sixth forms, in securities and investment, project management and IT.

Recognising the gap between schools and the world of work, we have developed these programmes to give some of our sixth form students the chance to pursue a pathway that will open the door to go straight to university or into high quality employment.

What next for our UK schools?

.....

We're proud of what our schools achieved this year, but there's still more work for us to do. In the coming year, we'll focus on:

Developing our staff

Our work would be impossible without well trained staff. We'll make sure high quality, newly qualified teachers join and stay in our network, and we'll identify and develop existing and future leaders. We'll keep improving the quality of teaching through professional development programmes.

Extending our rigorous curriculum and assessment model

We'll continue to develop new curricula. We're already codifying our approach to early years, and – following our success with Mathematics Mastery – we are piloting English Mastery, a curriculum for raising attainment in English. We'll also develop a new assessment model to track pupils' progress more effectively.

Improving the transition process

Schools joining our network need to improve quickly and sustainably. Some of our older schools haven't progressed as quickly as we'd like. We'll refine our processes to make sure we have an immediate and lasting impact in those early, critical months.

Improving our use of data

We're working to overhaul our management data systems, so we can improve efficiency. The tools we're building will enable us to better track student progress and staff performance within each school and across the network as a whole.

Looking beyond results

We'll expand our work with universities and corporate partners, making sure students leave school with more than just great exam results – they'll also have the social skills necessary for success after school.





In the UK Ventures



Changing lives beyond our classrooms

We appreciate that education does not begin in an assembly or stop at the school gate. Schools do not operate in isolation. So Ark, in partnership with others, has developed social enterprises that address some of the most intractable issues in education. All of these ventures are designed to become sustainable and independent.

Mathematics Mastery

.....

In 2012 we launched Mathematics Mastery, a curriculum and training programme that helps teachers deliver outstanding maths lessons. There are now almost 200 partner schools using the approach across the UK.

- Mathematics Mastery pupils make one month's extra progress on average after a year on the programme compared to pupils in other schools

This year:

- An additional 90 schools began to use the Mathematics Mastery approach, taking the total to almost 200 schools
- The programme was launched in secondary schools
- The primary programme was extended to year 2 – with all our first cohort of schools seeing improved results at key stage 1
- 98% of schools reported that the approach had increased pupil enjoyment of mathematics
- A Mathematics Mastery partner school, Ark Conway, achieved the joint highest key stage 1 maths results in the country

Next year...

Three in ten Ark students start secondary school with poor literacy skills. That's why eight Ark schools will be piloting English Mastery: a year 7 English curriculum designed to help children become literate – and love literature.

Joint winner
of TES Award
for Numeracy
and Maths

“For the first time ever, our year 1 class are all on track with expected progress – that has never happened before. My year 2s, who studied Maths Mastery in year 1, now make faster progress in maths than any other class in the school. And perhaps even more importantly, my pupils seem to be enjoying maths more. They get really excited when they find out that maths is next!”

Miles Chester, New King's Primary School

Frontline: Transforming social work

.....

When children have problems at home, it's more difficult for them to succeed at school. In England, children who have been in care are twice as likely to not be in education, employment or training at age 19.

That's why we co-founded Frontline: a leadership programme that recruits the best and brightest graduates for careers in social work and broader society. Frontline will help train the next generation of outstanding children's social workers, and more vulnerable children will get the expert support they need to achieve at home and at school.

Frontline is already working with 18 local authority partners and is one of The Times Top 100 Graduate Employers – this year's highest new entry and the first appearance by a social work organisation.

104
participants
started the
programme
– 20% from Oxbridge,
73% from Russell Group
universities

“It's absolutely critical that the best and the brightest are attracted into social work; and Frontline's been set up to do just that.

“Every child deserves the opportunity to grow up free from abuse and neglect. Social workers are right on the front line of this fight... turning around the lives of some of the most vulnerable children in our country.”

David Cameron, Prime Minister



21 year old Oliver Gill, one of the 75 Russell Group graduates now training with Frontline, decided to join the leadership programme to make a difference to young people's lives.

While studying at Brasenose College, Oxford, Oliver was a volunteer, tutoring children whose first language wasn't English. He also offered pastoral care.

After graduating, he was looking for a career that would allow him to continue helping young people to achieve their potential. That's why he applied to join Frontline and train in child protection social work.

Oliver says: "I had not considered social work as a career but the more I thought about it, the more I realised the profession was aligned with my values and skills.

"I really like the feeling that I am contributing towards positive social change. We have been given a lot of support along the way and have been encouraged to reflect on identity, ethics and emotion and how these inform our practice."

Oliver is now working as a trainee social worker near London, receiving ongoing, high quality training and support from Frontline.



In the UK The wider Ark family

Once sustainable, our ventures are spun off from Ark to become independent organisations. The Future Leaders Trust and Teaching Leaders, organisations helping to develop the next generation of outstanding school leaders, started life as Ark ventures and are now thriving, independent enterprises. We expect Mathematics Mastery and Frontline to follow similar trajectories in the next few years but they will all remain part of the wider Ark family.

Developing the next generation of leaders

.....

The Future Leaders Trust

Challenging schools require inspiring leaders, but historically they have struggled to recruit. Future Leaders was set up in 2006 to tackle this problem. The programme identifies individuals who have the potential to be great school leaders and gives them the training they need.

2014's cohort was the biggest ever. Some 376 Future Leaders are now working in over 250 schools, and almost 100 of them have become headteachers. Future Leaders is having a real impact: last year, these heads improved disadvantaged students' attainment at almost double the rate of comparable schools.

Teaching Leaders

Teaching Leaders grew out of the success of Future Leaders in 2008 and was designed to address similar issues in school middle leadership. Some 28% of graduating Teaching Leaders Fellows have now been promoted to senior leadership positions.

Over the past seven years, over 1,000 middle leaders from 667 secondary schools have been through the Fellows and Teams programmes, improving outcomes for over 220,000 pupils. In 2014, Teaching Leaders was awarded government funding to launch TL Primary, and is now working with 200 middle leaders in 75 primary schools across the country.





International Schools

Ark has worked internationally since our inception in 2002. We have run programmes in health and child protection in partnership with governments as well as local and international NGOs. But we are increasingly focused on setting up networks of schools and on ventures that can support them.

Since 2011 we've partnered with PEAS, an organisation running secondary schools in rural Uganda and Zambia.

In Uganda, 72% of secondary school-aged children are not in school. The majority of Uganda's young people leave primary school for the job market but struggle to secure work because they do not have the necessary basic knowledge or skills.

We not only supported PEAS to open and run more schools, we also helped them restructure their teams and developed management tools to track student and teacher attendance, record demographic data and drive improvement.

As well as helping PEAS to grow their network from seven to 24 schools, we provided technical support to improve the quality of education across the network. As a result, 11,000 students across the PEAS network are receiving higher-quality secondary education.

Next steps: delivering a great education in India

In India, too many children have too few opportunities for a quality education. The government has tried to tackle this by passing landmark legislation to make free, compulsory education a fundamental right for all children aged between 6 and 14. Despite this, 35% of school-aged children don't complete primary school, and only 10% complete secondary school. Of those who do go to school, more than half leave without even basic reading or writing skills.

Using what we've learned through eight years of operating a successful school network in the UK, Ark plans to open a network of primary schools in South Delhi over the next five years, with the first opening in 2015.





International Ventures



Internationally, Ark aims not only to operate high quality schools that radically change the life chances of the children who attend them, but also to improve the system as a whole.

India:



Holding schools to account

Getting children into school is a challenge for many countries. But how can governments ensure that pupils receive a good education once they get there? In India, 56% of all children – and 70% of the poorest children – leave primary school without even basic reading or writing skills.

Last year, we piloted a school assessment framework in the Indian state of Madhya Pradesh, which has over 120,000 schools, 10 million pupils and no inspection body. The pilot of our School Quality Assurance programme was developed in collaboration with partners

Ofsted, DfID, CfBT and M-CRIL, and includes tools to automate the inspection process and make it easier for stakeholders to analyse school data.

Our framework was developed alongside, and has now been officially adopted by, the government of Madhya Pradesh, which has announced that it will be rolled out across all its schools over the next five years. Millions of pupils now have a greater prospect of a better education because their schools will be held to higher standards. And we are now working with the authorities in Delhi to do the same work for them.

“A special and excellent step for the enhancement of education.”

Chief Minister of Madhya Pradesh

Our
inspection
framework
will be used in
120,000
schools by
2019

Global



Education system reform

Education isn't a solitary activity; it's most effective when it's shared. Ark is keen to support education reform beyond the geographical areas in which we work. So, we've set up a team to explore how partnerships in education can help governments drive up the quality of education. We bring together policymakers and educationalists to design, develop and deliver partnerships that will

improve outcomes for some of the world's most disadvantaged children.

In India we are a founding partner of The Education Alliance, a group that advises and supports municipal, state and national governments, to implement good partnership agreements and strengthen existing ones.





$$2 \times 10 = 20$$

$$2 \times 9 = 18$$

$$2 \times 8 = 16$$

$$2 \times 7 = 14$$

$$2 \times 6 = 12$$

$$2 \times 5 = 10$$

$$2 \times 4 = 8$$

$$2 \times 3 = 6$$

$$2 \times 2 = 4$$

$$2 \times 1 = 2$$

1



India/Uganda



STIR: better teaching around the world

In 2012 we became a founding partner of STIR, an organisation that reignites the spark in teachers and empowers them to become committed and skilful practitioners. It also brings teachers together in networks so they can contribute to a teacher-led movement to improve children's learning.

Having already operated for three years in India, this year, STIR

expanded into Uganda. Uganda has one of the highest rates of teacher absenteeism in the world, with 27% of teaching days missed. At the same time, 84% of Ugandan teachers say they want to quit because they are demotivated and don't have enough support. STIR is working to transform the profession by offering best practice to a network of talented teachers across Uganda.

Zimbabwe



Life-saving treatment for mothers and babies

More pregnant women and newborn babies die in Zimbabwe today than 10 years ago because of an acute shortage of doctors, health workers and well-equipped hospitals. Ark has worked for three years to improve Zimbabwe's poor maternal and neonatal health outcomes by training new health workers, improving the skills of existing workers and providing essential equipment and supplies.

Our first cohort of 19 nurse anaesthetists graduated last year and returned to their health facilities to deliver improved care. 36 clinical officers will complete their two-year training programme this year and will be able to undertake caesarean sections.



International The wider Ark family

.....

We are proud of Ark's international work. Our school networks and education ventures are improving the life chances of hundreds of thousands of children. Our health programmes have saved thousands of lives and, just as importantly, strengthened local health systems. Our child protection programme in Romania has closed 38 poorly run institutions, changing the lives of nearly 5,000 children.

Sharing a life-saving vaccine across Zambia

.....

Diarrhoea kills more children under five worldwide than HIV, malaria and measles combined. In Zambia, it kills 40 children every day, partly because parents don't know how to prevent and treat diarrhoea at home.

Our approach in Zambia relies on three elements: preventing diarrhoea through vaccination, treating severe diarrhoea when it occurs and changing community behaviour by disseminating information about disease and infection.

In partnership with the Centre for Infectious Disease Research in Zambia (CIDRZ) and the Zambian Ministry of Health, Ark has been working since 2012 to immunise children against rotavirus, a strain of diarrhoea that causes a third of diarrhoea-related deaths in Africa.

Last year, as a result of the model developed with our partners, Zambia started rolling out the rotavirus vaccine nationally. The vaccine is now being administered in all public health facilities, providing substantially better health outcomes for the entire country.

Alongside vaccinating children, parents are educated about how to prevent and treat diarrhoea.

Our Lusaka province pilot programme has so far seen:

- 561 frontline health workers trained
- 187,245 children receive the first dose of the rotavirus vaccine
- 152,149 fully immunised





Making vital treatment accessible in Uganda

Children in Uganda face similar problems to those in Zambia. Each year 22,000 children die from diarrhoea, making it the largest killer of Ugandan children.

Effective treatment does exist, but most people don't know about it or can't get it. Ark, working with the Clinton Health Access Initiative (CHAI), aims to prevent 26,000 deaths by 2015 by making people aware of the treatment and by making it more available and affordable.

- To date, over 12,000 private health workers have been trained on diarrhoea management
- Uganda now has the second-highest rate of oral rehydration salt and zinc use in the world – vital for treating potentially fatal diarrhoea

Reforming child protection in Romania

Since 2002, we've partnered with Hope and Homes for Children (HHC) in Romania. Working closely with the Romanian government, we've campaigned to close the country's poorly-run care homes and place children in care in loving, family environments. Our ultimate aim is to create the right conditions for the Romanian Government to reform the whole child protection system.

- To date, we've initiated the closure of 38 institutions in Romania, including 11 between 2013-14
- Nearly 5,000 children have benefited from the programme since 2002
- We have provided training to 165 managers and 195 decision makers and other child protection professionals



Programme spend across the whole Ark family

This table shows what was spent across the whole Ark family

This includes Ark Schools, The Future Leaders Trust 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 £155 million in 2014, up from £120 million in 2013.

For the year ended 31 August 2014	2014 £m	2013 £m
Ark	18.0	16.1
Ark Schools	132.6	100.7
The Future Leaders Trust	5.3	5.1
Teaching Leaders	6.2	4.8
Less: Ark funding to Schools, Future Leaders and Teaching Leaders ¹	(6.7)	(6.0)
Total programme expenditure	155.4	120.7

¹ 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 31 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 2014	2014 £m	2013 £m
Ark Schools	6.3	5.5
Other UK programmes	5.3	3.3
The Future Leaders Trust	0.2	0.1
Teaching Leaders	0.2	0.5
UK education	12.0	9.4
Education (Uganda)	1.2	0.8
Education (India)	0.6	0.6
Leading Educators (US)	-	0.3
STIR	0.6	0.5
Other	0.3	-
Education – international	2.7	2.2
HIV/Aids (Mozambique)	0.3	0.8
Diarrhoeal disease (Uganda & Zambia)	1.8	2.0
Maternal health (Zimbabwe)	0.3	0.7
Health	2.4	3.5
Child care (Romania)	0.9	1.0
Total	18.0	16.1

The Ark balance sheet

This table summarises Ark's financial position as at 31 August 2014

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 2014	2014 £m	2013 £m
Fixed assets	1.8	1.7
Investments	22.5	20.6
Debtors	1.7	1.1
Cash at bank and in hand	6.2	13.8
Current assets	30.4	35.5
Creditors: amounts falling due within one year	(10.4)	(9.0)
Net current assets	20.0	26.5
Total assets less current liabilities	21.8	28.2
Creditors: amounts falling due after one year	(1.1)	(3.4)
Net assets	20.7	24.8
Funds		
Unrestricted funds:		
General programme funds	5.0	9.3
Core costs	3.0	2.8
Restricted funds	12.7	12.7
Total funds	20.7	24.8





Trustees

Ian Wace (Chairman)³

Ron Beller^{2, 3}

Arpad A. Busson^{1, 3}

Paul Dunning

Lord Fink³

Kevin Gundle

Nick Jenkins

Paul Marshall³

Jennifer Moses^{1, 3}

Michael Platt

Thomas E. Sandell²

Jeff Tarrant²

Blaine Tomlinson^{1, 2}

Anthony Williams³

Gary Yannazzo²

The Ark family of programmes is grateful to the following major supporters for their generosity in 2013–2014

Patrons

Elena Ambrosiadou
Bloomberg
GSA Capital

The Rambourg Foundation
Bianca and Stuart Roden
Bernard Sabrier

Academy founding partners

Michael and Gianni Alen-Buckley
Tina Alexandrou
Brevan Howard
Sarah and Mark Driver
Eureka Charitable Trust
Lord Farmer

David Gorton
Gerard and Sarah Griffin
Jon Hiscock and Fiona Forbes
Kowitz Family Foundation
Helen and Tim Throsby

Supporters

The Alexander Partnership⁴
AMV BBDO⁴
The Andrew and Belinda Scott Charitable Trust⁴
Baker & McKenzie LLP⁴
Big Change⁴
The Boston Consulting Group⁴
Burberry Foundation
Children's Investment Fund Foundation
Comic Relief
DfID
Draper Richards Kaplan Foundation⁵
The Driver Youth Trust
ECN Executive Channel Europe Limited⁴
Education Endowment Foundation
ELMA Philanthropies
Eureka Charitable Trust
Garfield Weston Foundation⁴

Greater London Authority
The Hari Prasad Shastri Charitable Trust
John D. and Catherine T. MacArthur Foundation⁵
Harvey and Allison McGrath⁴
Morgan Stanley & Co International plc
Frank Noel-Vandenberghe
Oliver Twist Foundation
Omidyar Network
Peery Foundation⁵
The Queen's Trust⁴
Reuben Foundation
The Royal Foundation of The Duke and Duchess of Cambridge and Prince Harry
State Street Corporation
Sundog Pictures⁴
Winton Charitable Foundation⁴

Ark Schools corporate volunteers

Actis
Bouygues UK
Goldman Sachs
J. P. Morgan

KPMG
Moonpig
Oliver Wyman

¹ Global and US Board member

² US Board member

³ Ark Schools founding partner

⁴ Frontline Donor

⁵ STIR donor



Ark 65 Kingsway London WC2B 6TD
T +44 (0) 20 3116 0700 F +44 (0) 20 7831 9469
E info@arkonline.org arkonline.org

Absolute Return for Kids (Ark) is a company limited by guarantee
Registered in England number 04589451. Registered charity no 1095322.