



# ANNUAL REPORT

2020/2021

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**KEEP  
GETTING  
BETTER**

# CHAIR'S WELCOME



**A recent survey said that almost two-thirds of parents value the work of teachers more now than before the pandemic began. At Ambition Institute, we believe – and have always believed – that the work of teachers and school leaders is crucial. The hard work, dedication and expertise of those working in schools plays a fundamental role in supporting all children, and particularly the most disadvantaged, to achieve their potential, no matter their background.**

I want to pay tribute to the great work of teachers and school leaders throughout the pandemic: the profession has risen to enormous challenges through this period, with skill and compassion.

Through all of this, we have seen the demand for and engagement with professional development grow exponentially. The introduction of the Early Career Framework and the new National Professional Qualifications are important steps in making sure that high quality professional development is available to as many people as possible, and I am proud of the role that Ambition is playing in delivering these programmes.

Whilst there have been lots of changes over the last year, we at Ambition have continued to focus on our core mission: designing and delivering excellent quality professional development, which supports teachers and leaders to become more expert over time, with a key focus on disadvantaged communities and individuals.

Thank you to everyone involved – at Ambition Institute itself, our delivery partners, and of course our participants: by working together, we can have the best possible impact on the education sector, and the children we serve.

**Rich Jefferson is Interim Board Chair of Ambition Institute and Chair of the Finance and Risk Committee.**

# WELCOME FROM HILARY



**At Ambition Institute, we are now working with more teachers and school leaders than ever before. Our aim is to give each of them the best possible experience of high quality professional development, so that they are able to support every child to develop and learn.**

We have invested significant time and energy in every aspect of our external operations over the last year: our programme design, recruiting participants, working with partners, delivering our programmes in-person and virtually, and evaluating their impact. These are crucial to our ability to offer every participant a strong service, and vital for being able to operate at a larger scale. We are now working right across the country, with dedicated and professional partners, and we are excited about the impact we are able to have together.

We have also focussed on our internal operations – as we grow and increase our scale, it is important that

all of our internal systems develop to support our work effectively. We continue to innovate in our use of technology: how it serves our participants, how it works with other systems, and how it supports our internal ways of working, particularly through the pandemic. We are focused on how best we support our people: through better and fairer recruitment systems, continually building our expertise in both core and new disciplines, and an increased focus on diversity and inclusion.

We have achieved a huge amount over the last year, and we are excited about the opportunities ahead. We are in a strong position as an organisation, and we are looking forward to continuing to work with individuals, schools and partners up and down the country in the years ahead, and to keep focussing on our core mission of tackling disadvantage.

**Hilary Spencer is the Chief Executive Officer of Ambition Institute**

# WHO WE ARE AND WHAT WE DO

**Ambition Institute has one purpose: to help educators serving children from disadvantaged backgrounds to keep getting better.**



We train teachers and leaders at all levels to get better at the things that make the biggest difference: what they teach, how they teach it, and how they create the conditions for pupils to thrive.



We share what works. Everyone can benefit from evidence of how great teaching and leadership can improve schools and change lives, so we connect people to the latest research and best practice.



We champion every teacher and school leader's potential to develop, as the driving force for sustainable school improvement.

Children from disadvantaged backgrounds, on average, do not do as well as their peers at school. When disadvantaged young children start primary school, they are often over four months behind non-disadvantaged peers. This gap doubles by the time they finish primary school and doubles again by the time they complete secondary school. At this stage, they are over a year and a half behind in terms of their attainment.

We know that improving teaching and school leadership is the best way to address this gap. No other aspects of the school system have as much influence on pupil achievement, particularly the achievement of pupils from disadvantaged backgrounds.

# OUR PROGRAMMES

Through our programmes, we want to ensure there are expert teachers in every classroom being led by expert school leaders at all levels.

Research tells us that:

- > Professional development for teachers is proven to support their retention in the sector<sup>2</sup>
- > This is particularly significant for new teachers. Support significantly increases retention over the first five years of teachers' careers<sup>3</sup>
- > Improving the performance of serving teachers is three times more effective in raising standards than the combined effect of all the attempts to improve teaching through replacement<sup>4</sup>
- > High quality continuing professional development for teachers has a significant effect on pupils' learning outcomes<sup>5</sup>
- > Most teachers stop improving after the first five to ten years of their career, but effective professional development can prevent this plateau and enable teachers to continue improving at the same rate<sup>6</sup>
- > And beyond the influence on individuals and their pupils, the impact of professional development can be even greater if whole schools or groups of schools invest in it<sup>7</sup>

For almost 15 years, we and our predecessor charities have been delivering high quality professional development programmes. As a charity, we do not make a profit from our work – any surpluses that we generate contribute to either making development programmes more affordable or are invested back into research and programme design.

We deliver:

- > The Early Career Framework, working with over 14,000 new teachers and their mentors
- > The new National Professional Qualifications, working with 9,000 middle and senior leaders
- > Programmes focussed on developing deep teacher expertise:
  - **Master's in Expert Teaching**
  - **Teacher Education Fellows**
  - **Transforming Teaching – a whole-school programme**
- > Programmes focussed on school leadership:
  - **Expert Middle Leaders**
  - **Curriculum for Senior Leaders**
  - **Future Leaders**
  - **Trust Leaders**

Next year, we will be working with our network of 40 delivery partners to bring these programmes to more teachers and leaders than ever before, bringing a coherent approach to professional development throughout their career.

We'll support more than 26,000 teachers and leaders, who between them serve more than three million children.

<sup>2</sup>Zucollo & Fletcher-Wood, 2020. <sup>3</sup>Ronfeldt & McQueen, 2017. <sup>4</sup>Sutton Trust, 2011. <sup>5</sup>Zucollo & Fletcher-Wood, 2020. <sup>6</sup>Kraft & Papay, 2014. <sup>7</sup>Sutton Trust, 2011



# SPOTLIGHT: CLAUDENIA'S STORY



Assistant Principal Claudenia Williams, is a participant on Future Leaders — a programme designed for aspiring headteachers looking to make a transition to headship.

At Claudenia's school, Kingsley Academy in Hounslow in West London, one in four students are on free school meals. When Claudenia grew up, just down the road, she faced similar challenges to her pupils. The focus of her journey has been to become a champion that her students can look up to.

She said: "When you are working in schools like mine, you have to be a cheerleader. There are lots of barriers that those students have that are outside of our control. So you need cheerleaders; you need champions that can allow those students to be successful."

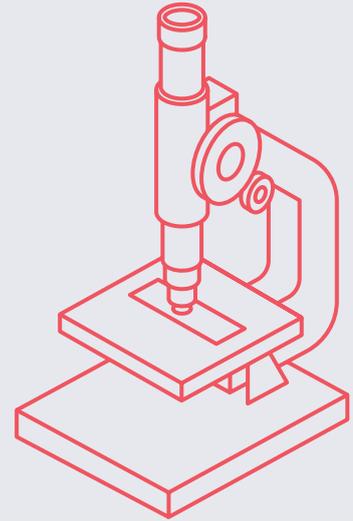
Investing time and energy in continuous professional development has helped Claudenia throughout her

career. She said: "I wanted to ensure that I was the best possible teacher I could be. Stepping into my first Assistant Head role, I knew I could not take it lightly. I need to be equipped so I can be a leader who has impact. It is important I am as effective as I can be, that means taking time out to invest in my own learning so that the decisions I make are in line with the best bets, and what we know works.

"Every single second counts. Every moment in that lesson for that child counts. The risk is too high, we cannot afford not to be research-informed, we cannot afford not to have teachers who are excellent at what they do.

"Seeing that tangible impact is powerful! And something you can very easily get addicted to.

"Seeing teachers talking about teaching and learning in the corridor and getting excited about it, or talking about retrieval, how learning works, and having an understanding. Knowing that is something you started, and knowing you've got someone excited in teaching, and knowing they can pass it on is a great feeling. It is about unlocking the potential in people."



# OVERVIEW OF OUR YEAR

This year we have continued to deliver against our 2021-23 Operating Plan to provide high quality programmes for our participants and customers.

From bidding for new opportunities to support teachers and leaders, to design, delivery and evaluation, we have put the teachers and school leaders that we serve at the heart of our work.

We have also been developing and implementing a compelling partnership model, securing tenders for the Early Career Framework and National Professional Qualifications, and strengthening how we work with our network of 40 delivery partners.

This has helped us lay the foundation for successful growth. We believe this means we can support even more teachers and school leaders, and take a step closer to achieving our vision for the education sector.

## Supporting the sector in a challenging time

The Covid-19 pandemic has been challenging for schools in many ways. School leaders have been dealing with unprecedented pressure, from managing staff absence, testing, and responding to the effects of learning loss.

All teams across Ambition Institute have been focused on responding quickly to these emerging needs.

Feedback from our network of partners indicated that participants need an agile and flexible way of accessing professional development in the current context. We have continued to adapt our programmes to ensure we have the most effective blend of face-to-face and online content, and support participants to access learning and development in the way that best meets their needs.

We worked with partners and experts to offer free resources to help teachers and leaders tackle the challenges they faced. We launched a series of online webinars and downloadable publications. They cover a range of topics, from mastering online teaching to motivating pupils upon returning to the classroom, and from assessing pupils' needs to supporting early career teachers.

The events and recordings were free to access for all teachers and school leaders and reached an audience of more than 10,000 people.

Research published by the Education Endowment Foundation made it clear that disadvantaged pupils were being disproportionately affected by school closures and the sudden move to online learning. The Sutton Trust also estimated there has been a 34% loss in learning for children from lower socio-economic groups.

Our generous donors helped us to launch a new product specifically to tackle lost learning as a result of the pandemic.

We secured funding to support the delivery of the Closing the Gap programme, which adapted our successful Transforming Teaching programme.

Schools had long periods of disrupted professional development. Closing the Gap helped schools to regain their focus in this area. Over six months, it helped teachers work on classroom behaviour, pupil attendance and staff morale. Closing the Gap focused on supporting schools in areas of the highest deprivation. From the beginning of the pandemic, we were able to work with several schools across the country, including the North East of England where we were able to support eight schools and 168 teachers and schools leaders, collectively reaching almost 6,000 pupils in that region alone.

# SPOTLIGHT ON: EXPERT EDITS

We share what works. Everyone can benefit from evidence of how great teaching and leadership can improve schools and change lives, so we connect people to the latest research and best practice.

One of the ways in which we do this is through our Expert Edit series.

These free, downloadable publications are a collection of the latest thinking around teaching and school leadership. They are curated by our internal experts – they share a selection of the latest and best-informed content from a range of different authors, providing an analysis of their ideas and some reflective prompts so that teachers and leaders can apply them in their own setting.

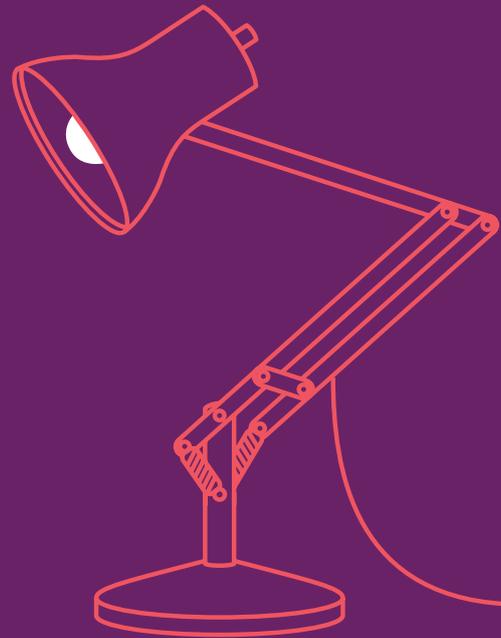
They include questions like:

- > How can we create a world-class education system?
- > What is leadership success dependent on?
- > What makes a great curriculum?
- > How to implement school improvement?
- > What defines system leadership?
- > How do you get the best out of your NQTs?

Our Expert Edits have been downloaded almost 11,000 times. We hope they add extra value and build both knowledge and capacity across the education system.



# SPOTLIGHT: KEREN'S STORY



When the first lockdown was announced, Keren Davies of Oasis Academy Southbank was faced with a challenging scenario: a group of teachers at the start of their career without access to their usual structured development.

Keren was a participant on the Teacher Education Fellows programme, a two-year programme developing the expertise and practice of teacher educators.

Keren used the principles embedded in the programme, alongside conversations with her fellow participants on the Fellows programme, to support teachers both at home, and in the classroom.

She said: "I wanted to continue to train our teachers online, focussing on skills that would be useful for online

teaching and I wanted the session to have a similar structure to our normal training."

It was going to be hard to maintain the academy's usual CPD culture when her team was not all together in the same room, so could not see each other practice. They are normally a group of 18, so discussions were going to be hard, and due to a range of technical facilities, modelling clips and break out rooms were going to have to be relied on.

To tackle the issue, Keren quickly devised her own nine-step digitised development sessions, which mimicked the in-person training her NQTs were used to.

Keren says: "This remote training was a great success. I was really pleased with the trainees' engagement with the activities as this allowed me to see what they were all thinking and meant that I could facilitate meaningful discussions, which also served as a model of how they could check for understanding with their students."

# ADVANCING RACIAL EQUALITY IN THE SCHOOL WORKFORCE

There are around 450,000 teachers in England, of which around 18,400 (6.31%) are BAME heritage and around 3% are black. Of the 22,400 principals or headteachers however, just 1.7% are BAME heritage (DfE, 2020).

Existing research suggests people from ethnic\* backgrounds are less likely to be accepted on teacher training courses, be retained in the profession, and progress to more senior levels, including headship and executive leadership positions. There is a lot of personal experience which demonstrates and exemplifies the same point – and we are keen to contribute to developing a clear and robust evidence base for how best to tackle it as a system.

Alongside our partners Teach First, the Chartered College of Teaching and the Confederation of School Trusts, we convened a series of evidence-gathering workshops to try to better understand the challenge. We wanted to pool our collective knowledge and put plans in place to fill the gaps in that knowledge.

The workshops, in April and May 2021, were helpful in surfacing some of these gaps, and led us to commission educational research experts, the National Foundation for Educational Research, to conduct a new study.

The research will seek to highlight the stages of the teacher career path where action to improve racial equality is likely to be most effective. Their report is due to be published in May.

We have also been reviewing our programmes to make sure we attract, retain and develop the widest talent pool: looking at recruitment trends to identify specific areas of focus, increasing the diversity of voices represented within our programme content, and evaluating how it feels to be a participant with us.

Internally, we have been working hard to make sure that Ambition Institute itself is an organisation which is genuinely inclusive. You can read more on page 17.

\*Worth, McLean, Sharp, 2022. Racial equality in the teacher workforce

# CREATING THE GOLDEN THREAD

Much of our organisation's work in the latter part of 2020/21 was supporting the education sector to mobilise for the launch of significant changes in professional development.

Three major changes were due to be implemented:

- > **The Early Career Framework, with its focus on supporting new teachers**
- > **A refresh of the National Professional Qualifications**
- > **A new delivery model for professional development, using the skills and links of teaching school hubs within local communities**

From initial teacher training and the first, tentative terms in the classroom, to the training required to become a headteacher or an executive head of a large group of schools – there is now a 'golden thread' of learning. Schools and trusts can have confidence that all their educators, from classroom teachers to leaders of multiple schools, are building and developing their practice from the same evidence-based framework. This shift in policy supports our theory of change: more teachers accessing high quality professional development which builds on their existing skills and knowledge can help accelerate school improvement, which in turn supports better pupil outcomes.

To that end, we focused our activity in five main areas:

- > **Successfully bidding for the ECF and NPQ contracts**
- > **Designing high quality, research based content**
- > **Raising awareness of these policy changes**
- > **Using the expertise, experience and reputation of trusted delivery partners to run programmes at scale**
- > **Developing technology to enable participants to access our programmes with ease**

## A look at the Early Career Framework

The Early Career Framework entitles teachers in the first two years of their career to thorough support and mentoring during their induction. It is one of the most significant reforms to the teaching profession in a generation, aimed at providing extended, evidence-based development that will produce better-trained teachers who are more likely to stay in the profession.

Support for newly qualified teachers has been extended from one year to two years. Protected time in their second year will be supported by additional funding – providing them with an extra 5% non-teaching time in their second year.

Ambition Institute was proud to be a provider of the pilot and early roll-out programmes in 2019 and 2020.

We designed our Early Career Teachers programme by incorporating insights and lessons from our experience on the early roll-out and pilot programmes. Our designers developed a scaffold from the 'what and how' statements from the DfE's framework, which set out what participants should know and be able to do. They supplemented that with their understanding of what the programme would look like in the classroom.

This resulted in a carefully sequenced, structured curriculum that includes a blend of face-to-face conferences; virtual clinics that support teachers to translate their learning into practice; weekly modules of online learning; and weekly instructional coaching sessions with their mentor, providing a specific, bite-sized action step to practice each week that responds to their own classroom context and practice.

## A look at the NPQs

National Professional Qualifications (NPQs) are a national, voluntary suite of qualifications designed to support the professional development of teachers and school leaders. They are intended to equip teachers with the expertise to lead sustainable improvement across their schools.

As part of wider reforms to teacher professional development, work to review NPQs had been underway over the last two years. Ambition Institute supported the development of the new frameworks from which a new programme suite was launched in 2021.

The main changes to NPQs are:

- > **There are three new NPQs which are specialist qualifications:**
  - NPQ in Leading Teaching
  - NPQ in Leading Behaviour and Culture
  - NPQ in Leading Teacher Development

These are designed to provide CPD for teachers who want to make their classroom teaching the best it can be, whether or not they move into school leadership.

- > **The National Professional Qualification for Middle Leaders has been discontinued**
- > **The content in the remaining NPQs has been adapted, building on an evidence base approved by the Education Endowment Foundation**

The NPQ frameworks build on the evidence base and expert guidance already established in the initial teacher training and Early Career Frameworks. They complete the golden thread, running from initial teacher training through to school leadership, rooting teacher and school leader development in the best available evidence and collective wisdom of the profession. The frameworks reflect the Teachers' Standards and Headteachers' Standards to ensure coherence with the requirements already used by the teaching profession.

### **Partners in professional development**

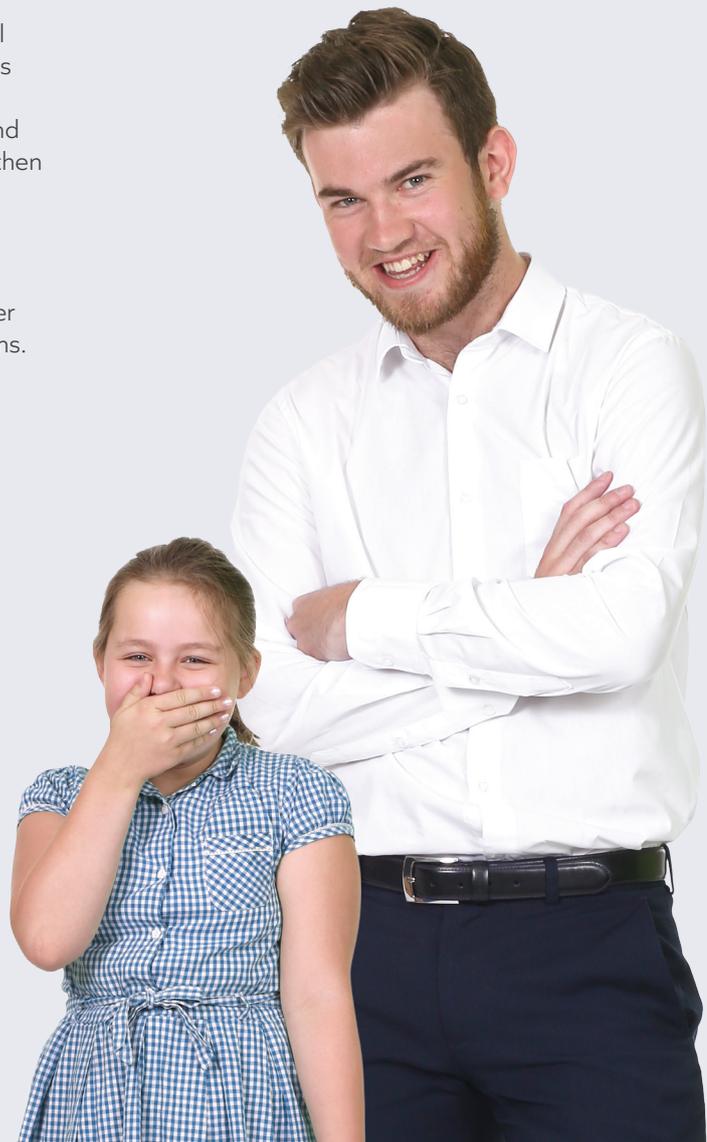
Ambition Institute worked with 40 teaching school hubs and multi-academy trusts to become partners in professional development in 2020/21. Our partners have crucial expertise, local knowledge and relationships, and we are keen to build and strengthen these connections.

In just a year, our network has started delivering professional development to more than 24,500 teachers and school leaders across the Early Career Framework and National Professional Qualifications. This will reach more than 2.5 million children.

We offer our partners:

- > **High quality, research based curriculum and resources**
- > **A high standard of facilitation and programme delivery**
- > **A strong track record of meaningful and responsive partnership work**
- > **A continuous improvement mindset and a rigorous approach quality assurance**
- > **A national network, built on localised knowledge and collaboration**

Our partners can also take advantage of our specialist recruitment and marketing expertise, helping them to grow their reach and recruit participants successfully at scale. This year Ambition Institute directly sourced 1 in 5 of our partners' potential participants, through our marketing and recruitment activity.



# SPOTLIGHT ON: PATHFINDER

**Fiona Hopkinson-Kearney, Teaching School Hub Strategy Co-ordinator at Pathfinder Multi-Academy Trust.**

We have 153 schools across very varied settings including rural, coastal and city-based schools and a range of contacts from special schools all the way through to secondary. We also have mixed intakes and some of the most disadvantaged students in the country. If you have not been to Yorkshire, we have a large and geographically sparse region, which requires a collaborative effort with partners to ensure we identify a diverse mix of needs.

We work with Ambition because of how their values align with ours. They have a very strong focus on quality and a real passion for securing outcomes for disadvantaged students, as well as a very strong passion for the impact of professional development.

We currently have over 210 colleagues on the ECF programme, both teachers and mentors. We are working with six major MATs for our delivery and facilitation and that is providing us with a really fantastic opportunity to work very closely and collaboratively across the region.

We had so much communication from Ambition, a wealth of expertise to draw on and so much advice and guidance. They have just been exemplary throughout.

Generally, schools have been really happy with the change in culture management and, as has been mentioned in different reports elsewhere, mentors with experience quite often found it harder to change in general. The Early Career Teachers have found it just a normal way of working so that has been positive and where it has been harder, it has been smaller schools where they had teachers often pulled in a lot of different directions.

Ambition's approach, because it is granular and has a weekly engagement, seems to be really helping people in a way that does not cognitively overload them. It gives them a succinct but supportive way of approaching the programme.

We are thrilled to be working with Ambition and we openly direct other teaching school hubs to them for both ECF and the NPQ programmes because of their approach and we will continue to signpost them so other people can experience that high quality support.



# SUPPORTING SCHOOLS WITH STRATEGIC PROFESSIONAL DEVELOPMENT

We believe that schools and trusts should think strategically about professional development to support teacher retention as well as school improvement.

In collaboration with our partners, we want to nurture, support and develop the school leaders of the future by helping them to deepen their expertise, grow their confidence and build their network.

## EXPERT MIDDLE LEADERS

Formerly known as Teaching Leaders, this fully-funded programme helps middle leaders to improve their impact on pupil outcomes (with the option to include an NPQML or NPQSL).

**For:** Middle leaders with responsibility for teaching, learning, curriculum design and line management

**Length:** 2 years

## FUTURE LEADERS WITH NPQH

This subsidised leadership development programme provides senior leaders with exposure to the best leadership practice to deliver immediate impact in school and support their progression to headship.

**For:** Senior leaders within 3 years of headship

**Length:** 2 years

## HEADSHIP WITH NPQH

Specifically designed for those close to or new to headship, with a focus on closing the attainment gap for children from disadvantaged backgrounds.

**For:** Senior leaders within 12-18 months of headship or new headteachers. A women-only cohort is available

**Length:** 18 months

## EXECUTIVE LEADERS WITH NPQEL

Builds the skills and knowledge to support the transition to executive headship, focusing on school improvement across multiple schools. With the option to include an NPQEL.

**For:** Executive headteachers moving from leading one school to leading several

**Length:** 1 academic year

## TRUST LEADERS

Led by Sir David Carter, this programme develops the full range of strategic knowledge required to build and lead a successful trust.

**For:** CEOs or other executive leaders involved in the strategic leadership of a trust or similar organisation

**Length:** 10 months

This is equally true of teachers who want to keep getting better within their classrooms.

### MASTER'S IN EXPERT TEACHING

Using relevant research, this Master's degree helps teachers to develop informed and intentional approaches to their teaching and drive improvements to pupil learning. It is run in partnership with Plymouth Marjon University.

**For:** Teachers with a minimum 2 years' continuous classroom experience

**Length:** 2 years

Our teacher education programmes are tailored and structured to ensure that teachers and leaders build on their experience and knowledge, knowing how to support, challenge and inspire others.

### TEACHER EDUCATION FELLOWS

Helps teacher educators to develop informed and intentional approaches to the most important components of teacher development. Participants join an expert peer network of leading, like-minded educators

**For:** Individuals with responsibility for teacher education and training

**Length:** 2 years

Our professional development offer is open to individuals who want to keep learning and improving, but we are also working with schools by encouraging them to think more widely about what support their teams need.

We offer:

### TRANSFORMING TEACHING

A bespoke, whole school programme proven to improve teaching, learning and curriculum, as well as boosting retention and career progression in schools in disadvantaged areas.

**For:** Schools looking to improve teaching and learning.

**Length:** 1 - 2 years

### TRUST DIAGNOSTIC

Designed and led by Sir David Carter with a team of experienced CEOs and Chairs of Trustees, this in-depth, face-to-face consultation helps trusts to diagnose, prioritise and implement changes that will deepen sustainability and benefit staff and pupils alike. Action-focused and collaborative, it will help put a plan in place to build capacity within and beyond their trust.

**For:** Forward-thinking boards and CEOs that want to develop their next three year strategic plan

**Length:** 6 - 8 months

# OUR PEOPLE

Our people are committed to driving our mission forward, and we continue to attract employees who are passionate about challenging inequality and improving educational outcomes.

An organisation is more than the sum of its parts and cannot continue to grow without good people. We have strengthened our human resources and staff development teams, so that we can support our existing staff as well as possible, and attract the best new colleagues. We have developed our skills in project management, data analysis and partner management this year. As part of our commitment to diversity and excellence, we now use the Applied recruitment system which uses behavioural economics and research-based techniques to improve recruitment processes.

We are committed to taking action that will help move equality forward in the teacher workforce, and this includes a continued focus on making sure Ambition is a diverse and inclusive place to work. To do so, we want to use and apply the same rigour and evidence-led approach that we apply to our professional development programmes.

Our partner Credit Suisse provided pro bono support with a specific focus on improving diversity. This has helped us identify some concrete steps to attract a more diverse pool of candidates to roles at Ambition, which we are implementing.

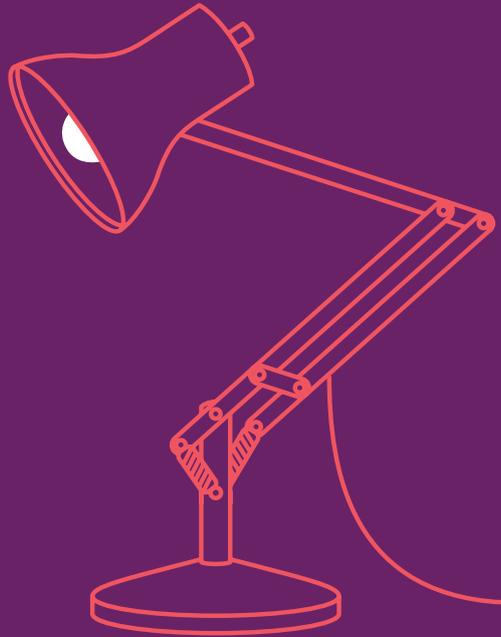
We also have a thriving network of staff affinity groups who help foster an inclusive work environment, where people are valued and supported to thrive.

Like many, our workforce has had to adjust to new ways of working, but small changes to make our offices suitable for the current climate have made a big difference, allowing people to work in a hybrid way that works for them.





# SPOTLIGHT: KYLE'S STORY



Kyle Prati joined the organisation this year as an Associate in the applications team. He joined Ambition Institute after going through the Applied process.

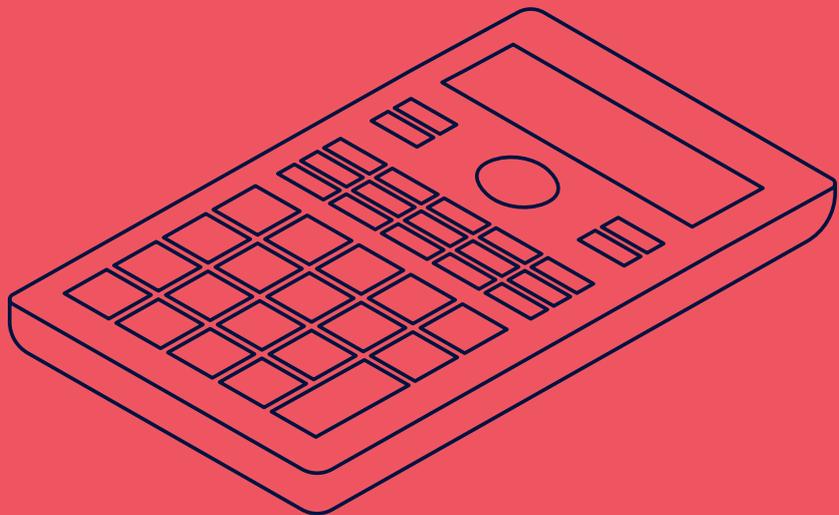
Having a system like Applied really filled me with confidence about the type of organisation that Ambition Institute was and wanted to be.

I wanted to join somewhere that was fair and ethical.

Applied is transparent about its process, and how the CV is the last part that recruiting managers see. It made me feel like I wasn't being judged on my background, but on how well I'd be able to do the job. The work sample questions also enabled me to get a taste of the role, to understand if it would be suitable for my skills and experience. This helped me to give the application my best shot, sure that my effort would be judged fairly.

Since I've joined Ambition Institute, I've further understood how debiased recruitment is just one way in which the organisation honours diversity. Our active and inclusive staff affinity networks support people to feel empowered and valued, as well as shining light on important issues for our communities.

# FINANCIAL REPORT



# FINANCIAL PERFORMANCE

## Our finances

Our audited financial accounts are included in this report. They show that we have had a strong year, generating a surplus position. This increased revenue has helped us broaden our programme delivery, reaching more teachers and leaders. Our costs continued to be disciplined and our reserves mean we are in a strong position to continue to deliver our charitable aims.

At the start of 2020 we set out a refreshed strategy that built on our recent change programme and responded to the professional development market in England. Central to this strategy was securing two large contracts with the Department for Education (DfE). We were successful in both the Early Career Framework and the reformed National Professional Qualifications.

In 2020 - 21 we saw a £1m (8%) increase in our total income compared to the previous year. This increase is mainly attributable to Department for Education contracts income which increased by £1.1m. We also increased our voluntary and philanthropic income stream (£345k). The above increases were offset by a £225k decrease in school fees income.

During 2020 - 21 we invested in the mobilisation of the two DfE contracts and continued to deliver a range of other existing programmes. As part of our mobilisation we grew our design team to develop high quality content for the new programmes, increased our technology team to support the move to larger scale delivery, and reshaped and expanded our programme delivery teams to operate through a partnership network.

Our technology investment has been central to setting Ambition up for the delivery of our ECF and NPQ contracts. It has included building a new Delivery Partner Portal, integration with DfE systems and improvements to Steplab, our Learning Management System partner.

Building on the change programme completed in the previous year, we were able to reduce our total running costs at the same time as mobilising for the DfE contracts. We managed our costs carefully, with a reduction in staffing cost of £1m which was offset by an increase of £400k in other costs. As a result our total expenditure at 31 August 2021 was £13.8m (2020: £14.4m).

The result shows a surplus of £572k comprising unrestricted surplus of £232k (2020: deficit of £1.9m) and restricted surplus of £340k (2020: nil). This is a positive position in comparison to previous financial years and we expect to build on this during 2021 - 22.

Our general reserves have increased to £3.8m (2020: £3.6m). General reserves are defined as unrestricted reserves less designated reserves and restricted reserves. These reserves are to safeguard the charity against financial risks including working capital, recruitment to programmes, loss of income and loss of staff.

Ambition Institute's historical reserves policy was to keep our reserves at 2 - 3 months of income as working capital – a top end target of £3.5m. This year we have moved to a risk-based approach and have applied a risk factor to each income stream as well as unknown risks. This gives us a more accurate risk profile for the level of reserves and sets our target reserves to £3.3m (with an upper band of £4m and lower band of £2.6m).

Designated reserves were £4.1m (2020: £4.2m). Designated reserves are amounts set aside which relate to the carrying value of the charity's fixed assets that are necessary for our day-to-day activities, therefore are not considered available to meet our day-to-day finance needs. In addition, designated reserves include the carrying value of the long-term loan made to Absolute Return for Kids in support of the Education City new-build development. Due to this not being readily available it is excluded from the calculation of general (or free) reserves.

Restricted reserves as at 31 August 2021 stood at £340k (2020: nil). This fund represents the unspent fundraising income which the organisation plans to spend in 2021 - 22 in accordance with the donors' wishes.

# SPOTLIGHT ON: STEPLAB

Steplab is a professional learning platform for schools, and is designed to improve teaching and mentoring through the support of instructional coaching. The software allows teachers and mentors to access bite-sized, scheduled content and precise teaching targets. The platform is accessible from any device and from any location, enabling teachers and mentors to fit studying seamlessly alongside their working responsibilities.

We are using Steplab for the national roll-out for the Early Career Framework and NPQs. More than 24,500 teachers will be able to access the tools available on the platform, which include weekly 10-minute videos of effective practice and concise evidence summaries, with quizzes and reflection prompts to deepen learning.

# FUNDRAISING

The generosity of our donors continues to support our vision of an education system where every child can thrive, no matter what their background.

In line with the Charities Act 2011 and the Fundraising Regulator's best practices and requirements, we aim to achieve the highest possible fundraising standards. We are registered with the Fundraising Regulator and committed to the Code of Fundraising Practice. Ambition focuses its fundraising activities on corporate partnerships, trusts and foundations and major donors. All of Ambition's fundraising is managed in-house, without the involvement of third-party agencies, nor paid or volunteer fundraisers. We have not received any complaints about our fundraising activities.

**"The Credit Suisse EMEA Foundation is proud to support Ambition Institute given our shared goals and commitment to improving the educational attainment and aspirations of young people.**

**We recognise the need to support educational institutions and through this partnership we further progress our Future Skills strategy, where we strive to enhance the quality of teaching training through world-class professional development.**

**We are pleased to support Ambition Institute as it continues to scale up to reach more teachers, schools and children, wherever the need is greatest."**

**Colin Hely-Hutchinson, Chair,  
Credit Suisse EMEA Foundation**

# MANAGING RISK

Over the past two years we have enhanced our approach to risk management. We have established systems and behaviours to ensure we continually consider the risks associated with all activities we undertake. Our employees understand that effective risk management underpins our ability to achieve our mission.

Our Board of Trustees holds overall accountability for our risk register and risk management. They administer this through our Finance and Risk Committee which oversees the policies, controls, tolerances and procedures.

We maintain oversight of our programme quality, operational, financial and reputational risks associated with our day-to-day operations through our corporate risk register. These risks are regularly reviewed by the Executive Committee and Trustees as a core part of our governance cycles. Reviews consider the likelihood and impact, the mitigations in place, and the actions needed to manage the risk effectively.

The corporate risk register is underpinned by operational risk management by teams across Ambition. Each of our departments are well versed in risk management principles and follow consistent protocols on managing, mitigating and escalating risks.

Our four principal corporate risks for 2021-22 are summarised below:

- > **Programme quality** – the risk of delivery failure on our programmes which could result in a negative participant experience, complaints and ultimately a reduction in our ability to have impact. We closely manage this risk through the design and delivery of our programmes and through our programme project boards, and these risks are overseen by our Education and Impact Committee of Trustees.
- > **Operational** – the risk of operational failure for the charity which results in non-compliance or affects our ability to operate. This includes our compliance with legislation such as GDPR and operational security against all types of fraud. It also includes our ability to recruit, reward and retain our staff. We are developing a new people strategy to formalise our approach to pay, reward, recognition and culture. This will help to create a working environment that supports and brings out the best in our current staff, retains and develops them in the organisation, and attracts new talent. Our staffing risks are overseen by our People Committee.
- > **Financial** – the risk that our expenditure exceeds income over time. This risk relates to maintaining our income through programme recruitment and controlling our costs. We manage this risk through strong financial controls and these risks are overseen by our Finance and Risk Committee.

- > **Reputational** – the risk of threat or danger to Ambition's reputation. Our reputation is built on the quality of our programmes. We carefully consider who works for us and who we work with so that we sustain our reputation in the sector. This supports us in delivering a positive impact through our work with teachers and leaders.

These risks are being impacted by the following risk drivers:

- > **Changes to our operating model:** Our recent success in securing the ECF and NPQ contracts allows us to significantly increase our impact at scale. This requires us to make a step-change in our operating model. We have moved from a predominantly central delivery model to one where delivery is in partnership with teaching school hubs and multi-academy trusts. This is driving our operational, programme quality and reputational risks. We are investing in improvements in processes and technology to support and adapt to this delivery model.
- > **Economic changes affecting our people:** Our organisation depends on the knowledge and expertise of our staff. They design our content, manage our delivery and ensure the quality of our programmes. The current economic context, and changes to working expectations following the pandemic, creates a new imperative for effective talent management. This is driving our operational risks which in turn can affect our programme quality. The wider issue of inflation (in salaries and other areas) is also affecting our financial risks.
- > **Future strategy:** Ambition Institute is a dynamic charity that has responded to multiple changes over the past few years. Current Government policy has seen an increased focus on the importance of professional development, and we have responded to that by bidding for ECT and NPQ contracts. This has resulted in an increased proportion of our income from the Department and affected our financial risks. As well as delivering successfully on our existing contracts, we will continue to look for new income streams to strengthen and diversify our financial situation.
- > **Covid-19:** Covid-19 has affected us and the schools we support. It has driven changes in our Programme Quality, Operational and Financial risks as we have responded to challenges, moved to online delivery, and supported our staff through agile working. As the impact on children across the country becomes clear we will continue to respond quickly to new needs for teachers.

# GOVERNANCE STRUCTURE

Ambition Institute is a charitable company. Our main governing document is our Memorandum and Articles of Association, which was last amended in November 2016. We are led by our Board of Trustees who serve as Directors under Company Law.

The Board of Trustees is Ambition Institute's highest decision-making body. It is ultimately responsible for the decisions and actions of the charity. The Board has strategic oversight over the organisation and of issues for which they are legally responsible. Day-to-day management is delegated to the Chief Executive and the Executive Committee, who are held to account by the Board for the management of the organisation.

The Board has three sub-Committees that report on specific issues. Each Committee has agreed terms of reference which are reviewed annually. Committees regularly provide advice and assurance to the Board of Trustees on specific matters within their areas of responsibility.

- > The Finance and Risk Committee monitors the effectiveness of our financial and operational performance. It provides the Board with assurance about the in-year financial performance and longer-term financial sustainability of the organisation. The name was updated this year to include risk as it also monitors the integrity of the risk process, including risk appetite, risk management and risk culture.
- > The People Committee monitors the culture of the organisation and staff, including remuneration and recruitment of trustees. In this year, its meetings were structured around HR performance, talent priorities, organisation structure, operating model and size, and Board composition and effectiveness.
- > The Education and Impact Committee monitors the integrity and quality of Ambition's programmes, through holding the Executive to account for key areas of programme design and delivery, and the organisation's overall strategy.

## How we provide public benefit

Our mission is to help educators serving children from disadvantaged backgrounds to keep getting better.

Evidence shows that improving the quality of teaching and school leadership is the best way to make sure that every pupil, regardless of their background, gets a great education. Through our programmes we want to ensure

there are expert teachers in every classroom being led by exceptional school leaders at all levels.

Our charitable objectives are to advance education for the public benefit, in particular (but without limitation) by promoting and encouraging high standards in teaching, pedagogy and education leadership.

Our Executive Committee and Board of Trustees have had due regard for the Charity Commission's public benefit guidance when exercising our duties, and we execute our objectives through the programmes that we offer.

## Trustees' statement of responsibilities

The trustees are responsible for preparing the trustees' report and financial statements in accordance with applicable law and United Kingdom Account Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the trustees to prepare financial statements for each financial period, which give a true and fair view of the state of the affairs of the charity and of the excess of income over expenditure for that period.

In preparing those financial statements, the trustees are required to:

- > Select suitable accounting policies and apply them consistently
- > Make judgements and estimates that are reasonable and prudent
- > State whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements
- > Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue its activities
- > Observe the methods and principles in Accounting and Reporting by Charities: Statement of Recommended Practice (SORP) applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable to the United Kingdom and Republic of Ireland (FRS 102)

The trustees are responsible for keeping proper accounting records, which disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

**Each of the trustees confirms that:**

- > So far as the trustee is aware, there is no relevant audit information of which the charity's auditor is unaware; and
- > The trustee has taken all the steps that he/she ought to have taken as a trustee in order to make him/herself aware of any relevant audit information and to establish that the charity's auditor is aware of the information

This confirmation is given and should be interpreted in accordance with the provisions of s418 of the Companies Act 2006.

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.



# CHARITY INFORMATION

COMPANY REGISTRATION NUMBER	07984030
REGISTERED CHARITY NUMBER	1146924
REGISTERED OFFICE	Ambition Institute, Unit 2 Bridge Wharf 156 Caledonian Road London, N1 9UU
DIRECTORS AND TRUSTEES	Richard Jefferson (interim Chair) Celia Berenguer Rebecca Boomer-Clark Samuel Freedman James Fulton Ian Hale Cecilia Harvey Joanne Morgan Rachna Patel Jonathan Temple Nicolas Turner
COMPANY SECRETARY	Alexa Halabi
CHIEF EXECUTIVE OFFICER	Hilary Spencer
BANKERS	Lloyds Bank plc, 95 George Street, Croydon, Surrey, CR9 2NS
SOLICITORS	Bevan Brittan LLP, Kings Orchard, 1 Queens Street, Bristol, BS2 0HQ Stone King LLP, 13 Queen Square, Bath, BA1 2HJ
INDEPENDENT AUDITORS	Buzzacott LLP, 130 Wood Street, London, EC2V 6DL

# STRUCTURE, GOVERNANCE AND MANAGEMENT

Under the name Teaching Leaders, the organisation was incorporated on 9 March 2012 and is constituted as a company limited by guarantee, formed for charitable purposes. As a limited company, it is governed by its Memorandum and Articles of Association, which set out how Directors and trustees are appointed, and how stakeholder and trustee meetings are conducted. Details of related party transactions are given in note 16 of these financial statements.

## The board of trustees

The members, who are also trustees have the right to appoint fellow trustees, and these appointments are indicated in brackets in the list below.

The following trustees served on the Board of Trustees during the year and up to the date of approval of this report (except as indicated):

**Richard Jefferson (interim Chair, appointed 7 July 2021)**

**Celia Berenguer**

**Rebecca Boomer-Clark (resigned as Chair on 7 July 2021)**

**Samuel Freedman (appointed 12 July 2021)**

**James Fulton**

**Ian Hale**

**Cecilia Harvey (appointed 7 July 2021)**

**Joanne Morgan (appointed 7 July 2021)**

**Rachna Patel (appointed 7 July 2021)**

**Jonathan Temple (appointed 7 July 2021)**

**Nicolas Turner**

**Dame Rachel de Souza (resigned 18 December 2020)**

## Key management personnel

The trustees consider that they, together with the charity's executive committee, are the key management personnel of the charity, responsible for directing, controlling and managing the organisation on a day to day basis.

## Executive committee

**Hilary Spencer, Chief Executive**

**Tom Glover, Chief Financial Officer (from August 2021)**

**Marie Hamer, Executive Director, Strategy and Impact**

**Stephen Jones, Executive Director, Partnerships (from July 2020)**

**Tom Rees, Executive Director, Programmes**

Trustees give of their time freely and no trustee received remuneration in the year. The Board of Trustees approve the remuneration of the CEO as recommended by the People Committee.

# SPOTLIGHT ON: OUR NEW TRUSTEES

Last year, Ambition appointed five new trustees to expand our expertise in support of our mission. Together, they will help us to shape the organisation's future in a time of great transformation in the education sector.

The new trustees bring with them a vast range of skills and experience from different sectors, including technology, academy trusts, special schools, early years, and people development.

We also welcomed Rich Jefferson as our Interim Chair. He said: "I'm thrilled to welcome Cecilia, Jo, Jon, Rachna and Sam onto the Board as trustees. They will bring to the Board skills in workforce planning, organisational design, capacity and scaling-up, technology, diversity and inclusion, policy and delivery in and beyond education. Their expertise will be extremely valuable in setting us up for success in the coming months and years."

# LOOKING TO THE FUTURE

As we look forward to 2022 and beyond, we are excited about the opportunities ahead.

We remain firmly of the belief that professional development for teachers and school leaders is fundamental for tackling inequality. We are looking forward to continuing to deliver the Early Careers Framework, and supporting early career teachers and their mentors to give new entrants to the profession the best possible support at the start of their careers. We are excited to be adding two new National Professional Qualifications to our offer – in Leading Literacy and Early Years – and believe this will be a positive addition to skills and leadership in those two domains, and an opportunity to develop new partnerships to maximise the impact we can have at a critical point in children's lives.

Building on our work with Liverpool City Council, we will be exploring the potential of further place-based initiatives, so that we can deepen and strengthen our focus on different forms of disadvantage.

As we continue to grow and strengthen our reach, we want to make sure we are having the biggest possible impact. So we will keep looking at how best to deliver all of our programmes to ensure that teachers and leaders have a great experience with us, and that our programmes have a lasting impact. We want to build on our good relationships with our existing partners, and continue to develop the ways we work together. We also want to use our extensive national reach to have a positive effect on the wider system, and we recognise that we can have an even greater impact by working with other organisations and experts to help deliver our mission.

The annual report was approved by the Board of Trustees and signed on its behalf by

DocuSigned by:  
*Rich Jefferson*  
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Rich Jefferson  
Interim Board Chair of Ambition Institute



# INDEPENDENT AUDITOR'S REPORT TO THE TRUSTEES OF AMBITION INSTITUTE

## Opinion

We have audited the financial statements of Ambition Institute (the 'charitable company') for the year ended 31 August 2021 which comprise the statement of financial activities, the balance sheet, the statement of cash flows, and the notes to the financial statements, including the principal accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- > give a true and fair view of the state of the charitable company's affairs as at 31 August 2021 and of its income and expenditure for the year then ended
- > have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice and
- > have been prepared in accordance with the requirements of the Companies Act 2006

## Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charitable company in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

## Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charitable company's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

## Other information

The trustees are responsible for the other information. The other information comprises the information included in the Annual Report and Financial Statements, other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other

information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

### Opinion on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- > the information given in the trustees' report, which is also a directors' report for the purposes of company law, for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- > the trustee' report, which is also a directors' report for the purposes of company law, has been prepared in accordance with applicable legal requirements.

### Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the trustees' report. We have nothing to report in respect of the following matters where the Companies Act 2006 requires us to report to you if, in our opinion:

- > adequate accounting records have not been kept
- > the financial statements are not in agreement with the accounting records or returns
- > certain disclosures of trustees' remuneration specified by law are not made
- > we have not received all the information and explanations we require for our audit
- > the trustees were not entitled to prepare the financial statements in accordance with the small companies regime and take advantage of the small companies' exemptions in preparing the trustees' report and from the requirement to prepare a strategic report.

### Responsibilities of trustees

As explained more fully in the trustees' statement of responsibilities, the trustees are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

### Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below.

Our approach to identifying and assessing the risks of material misstatement in respect of irregularities, including fraud and non-compliance with laws and regulations, was as follows:

- > the engagement partner ensured that the engagement team collectively had the appropriate competence, capabilities and skills to identify or recognise non-compliance with applicable laws and regulations
- > we obtained an understanding of the legal and regulatory frameworks that are applicable to the charitable company and determined that the most significant frameworks which are directly relevant to specific assertions in the financial statements are those that relate to the reporting framework (Statement of Recommended Practice: Accounting and Reporting by Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102) and the Charities Act 2011) and those that relate to data protection (General Data Protection Regulation)

- > identified laws and regulations were communicated within the audit team regularly and the team remained alert to instances of non-compliance throughout the audit

We assessed the susceptibility of the charitable company's financial statements to material misstatement, including obtaining an understanding of how fraud might occur, by:

- > making enquiries of management as to their knowledge of actual, suspected and alleged fraud; and

To address the risk of fraud through management bias and override of controls, we:

- > performed analytical procedures to identify any unusual or unexpected relationships
- > assessed whether judgements and assumptions made in determining the accounting estimates were indicative of potential bias
- > tested authorisation controls on expenditure items, ensuring all expenditure was approved in line with the charitable company's financial procedures; and
- > performed testing of journals; and
- > investigated the rationale behind significant or unusual transactions if any were identified

In response to the risk of irregularities and non-compliance with laws and regulations, we designed procedures which included, but were not limited to:

- > agreeing financial statement disclosures to underlying supporting documentation
- > reading the minutes of meetings of those charged with governance
- > enquiring as to actual and potential litigation and claims; and
- > There are inherent limitations in our audit procedures described above. The more removed that laws and regulations are from financial transactions, the less likely it is that we would become aware of non-compliance. Auditing standards also limit the audit procedures required to identify non-compliance with laws and regulations to enquiry of the trustees and other management and the inspection of regulatory and legal correspondence, if any

Material misstatements that arise due to fraud can be harder to detect than those that arise from error as they may involve deliberate concealment or collusion.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: [www.frc.org.uk/auditorsresponsibilities](http://www.frc.org.uk/auditorsresponsibilities). This description forms part of our auditor's report.

### Use of our report

This report is made solely to the charity's trustees, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charity's members those matters that we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charity and the charity's trustees as a body, for our audit work, or the opinions we have formed.



Shachi Blakemore (Senior Statutory Auditor)

For and on behalf of Buzzacott LLP, Statutory Auditor  
130 Wood Street

London  
EC2V 6DL

Date: 19/5/2022

## STATEMENT OF FINANCIAL ACTIVITIES (INCLUDING INCOME AND EXPENDITURE) FOR THE YEAR ENDED 31 AUGUST 2021

	Notes	Unrestricted funds 2021 £	Restricted funds 2021 £	Total funds 2021 £	Unrestricted funds 2020 £	Restricted funds 2020 £	Total Funds 2020 £
<b>Income from:</b>							
Charitable activities	2	13,185,635	1,126,693	14,312,328	12,801,574	295,225	13,096,799
Investment income		12,250	—	12,250	38,151	—	38,151
Other income	3	86,387	—	86,387	230,864	—	230,864
<b>Total Income</b>		<b>13,284,272</b>	<b>1,126,693</b>	<b>14,410,965</b>	<b>13,070,589</b>	<b>295,225</b>	<b>13,365,814</b>
<b>Expenditure on:</b>							
Charitable activities - Ambition Institute programmes	4	13,051,826	786,952	13,838,778	14,122,328	295,225	14,417,553
<b>Net income (expenditure) before change costs</b>		<b>232,446</b>	<b>339,741</b>	<b>572,187</b>	<b>(1,051,739)</b>	<b>—</b>	<b>(1,051,739)</b>
Change costs*		—	—	—	(879,647)	—	(879,647)
<b>Net income (expenditure) and net movement in funds</b>		<b>232,446</b>	<b>339,741</b>	<b>572,187</b>	<b>(1,931,386)</b>	<b>—</b>	<b>(1,931,386)</b>
Balance brought forward at 1 September		7,736,567	—	7,736,567	9,667,953	—	9,667,953
<b>Balances carried forward at 31 August</b>		<b>7,969,013</b>	<b>339,741</b>	<b>8,308,754</b>	<b>7,736,567</b>	<b>—</b>	<b>7,736,567</b>

\*Change costs are primarily technology in nature to modernise our organisation and ensure Ambition Institute is financially sustainable for the future. The year ended 31 August 2020 was the final year of the change programme.

There are no recognised gains and losses other than those shown above. All of the charity's activities are derived from continuing operations.

**BALANCE SHEET AS AT 31 AUGUST 2021**

	Notes	2021 £	2020 £
<b>Fixed assets</b>			
Tangible assets	8	645,226	679,733
Investments	9	3,500,000	3,500,000
		<u>4,145,226</u>	<u>4,179,733</u>
<b>Current assets</b>			
Debtors	10	2,072,174	1,527,540
Cash at bank and in hand		5,850,314	7,641,585
		<u>7,922,488</u>	<u>9,169,125</u>
<b>Creditors: amounts falling due within one year</b>	11	<b>(3,758,960)</b>	<b>(5,612,291)</b>
		<u>4,163,528</u>	<u>3,556,834</u>
<b>Net current assets</b>			
		<u>4,163,528</u>	<u>3,556,834</u>
<b>Net assets</b>			
		<u>8,308,754</u>	<u>7,736,567</u>
Unrestricted funds			
General	13	3,823,787	3,556,834
Designated	13	4,145,226	4,179,733
Restricted funds	14	339,741	—
		<u>8,308,754</u>	<u>7,736,567</u>

The notes on pages 34 to 45 form part of the Financial Statements.

These Financial Statements were approved and authorised for issue by the Board of Trustees and signed on their behalf by:

DocuSigned by:  
  
 .....62E9C4EB1FC84B2.....

Rich Jefferson  
Interim Chair of the Board of Trustees

Date: 19/5/2022



## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2021

### 1 ACCOUNTING POLICIES

The following accounting policies have been used consistently in dealing with items which are considered material in relation to the financial statements.

#### 1.1 Basis of preparation of financial statements

The financial statements have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant accounting policies below or the notes to these financial statements.

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102) (Charities SORP FRS 102) and the requirements of the Companies Act 2006 and Charities Act 2011.

Ambition Institute meets the definition of a public benefit entity under FRS 102.

The financial statements are presented in sterling and are rounded to the nearest pound.

#### 1.2 Critical accounting estimates and areas of judgement

Preparation of the financial statements requires the trustees and management to make significant judgements and estimates. The items in the financial statements where these judgements and estimates have been made include:

- > The estimates of the useful economic lives of tangible fixed assets used to determine the annual depreciation charge
- > The provision required for any bad or doubtful debts which has been determined following an assessment of the likelihood of recovery on long-standing debts; and
- > The estimates and judgements used in determining the value of any contractual or programme related income which may need to be deferred

#### 1.3 Assessment of going concern

The financial statements have been prepared on a going concern basis. The trustees assess whether the use of going concern is appropriate and have identified no material uncertainties related to events or conditions that may cast significant doubt on the ability of the charity to continue as a going concern. The trustees make this assessment in respect of a period of at least 12 months

from the date of approval of the financial statements.

Due to the impact of the Coronavirus pandemic the Executive Committee and Trustees have regularly reviewed financial plans for the financial year to August 2022 with particular focus on its effect on the charity's financial position including its income, expenditure and reserves; its beneficiaries, and its employees. This is to ensure Ambition Institute can continue its critical activities and remain a going concern. The Government's decisions on social distancing and limitations on travel led to restriction for face to face delivery of our programmes. Ambition Institute successfully pivoted to continue their programmes online and revised delivery dates to manage the impact of the pandemic.

Whilst the trustees acknowledge the disruption caused by the pandemic to the charity's day-to-day operations, they do not consider this to be cause for material uncertainty in respect of the charity's ability to continue as a going concern.

#### 1.4 Fund accounting

Unrestricted general funds are available for use at the discretion of the trustees in furtherance of the charitable objectives of the Institute. Designated funds are unrestricted funds earmarked by the trustees for particular purposes. Restricted funds comprise funds received with restrictions imposed by the funder or the donor.

#### 1.5 Income

All income is recognised once the charity has entitlement to the income, it is probable that the income will be received and the amount of income can be measured reliably.

Income from grants and donations which are not linked to performance related conditions or where there are no explicit or implied terms that require the funds to be spent in a future period are recognised in the period in which the charity has received notification of the award and where the value of the award can be measured reliably.

Grant income which is subject to performance related conditions is recognised to the extent of delivery under the contract, and provision is made where the delivery is below the level expected from the contract, and it is probable that funds may need to be returned.

Fee income from the delivery of programmes is recognised as income evenly over the duration of the length of the programme. Prior to 1 September 2020, fee income was recognised based on a calculation of the extent to which the programme content has been delivered in the period of report relative to the planned programme content.

Donated services and facilities are included at the value to the charity to the extent that this can be quantified and recognised when receivable. It has not been possible to quantify and value some donated services received during the year, such as facilities provided free of charge by schools; however, these amounts are not material to the financial statements.

### 1.6 Expenditure

All expenditure is accounted for on an accruals basis and is inclusive of any irrecoverable VAT.

Costs of charitable activities are all expenditure directly relating to the objects of the charity.

Support costs represent indirect expenditure incurred in delivering the charity's objectives and are allocated across the following categories of expenditure on charitable activities at the same ratio as the direct costs:

- > Programme delivery and development
- > Participant selection, assessment, recruitment & retention
- > Systems and programme management

Governance costs are all costs attributable to the management of the charity's assets, organisation, administration and compliance with constitutional and statutory requirements.

### 1.7 Operating leases

Rentals paid under operating leases are charged to the Statement of Financial Activities on a straight-line basis over the lease term.

### 1.8 Pension

The charity has a defined contribution pension scheme for all eligible members of staff. Pension costs charged in the statement of financial activities represent the contributions payable by the charity in the year.

### 1.9 Fixed assets

Assets with a cost in excess of £5,000 intended to be of ongoing use to the charity in carrying out its activities are capitalised as fixed assets, depreciated as follows:

Leasehold property	25 years on a straight-line basis
Office furniture	5 years on a straight-line basis
Furniture, fixtures and fittings	4 years on a straight-line basis
IT equipment	3 years on a straight-line basis

### 1.10 Investments

Investments are in respect of amounts loaned to third parties. The balance is carried on the balance sheet at the value expected to be repaid. It has not been discounted on the basis that there is no fixed repayment profile.

### 1.11 Debtors

Debtors are recognised at their settlement amount, less any provision for non-recoverability. Prepayments are valued at the amount prepaid.

### 1.12 Creditors

Creditors are recognised when there is an obligation at the balance sheet date as a result of a past event, it is probable that a transfer of economic benefit will be required in settlement, and the amount of the settlement can be estimated reliably. Creditors and provisions are recognised at the amount the charity anticipates it will pay to settle the debt. They have been discounted to the present value of the future cash payment where such discounting is material.

### 1.13 Financial instruments

The charity only holds basic financial instruments as defined in FRS 102. The financial assets and financial liabilities of the Trust and their measurement basis are as follows:

*Financial assets* – accrued income other debtors are basic financial instruments and are debt instruments measured at amortised cost.

*Cash at bank* – classified as a basic financial instrument and is measured at face value.

*Financial liabilities* – accruals and other creditors are financial instruments, and are measured at amortised cost.

### 1.14 Tax

The charity is exempt from income and corporation tax on income and gains to the extent that they are applied for its charitable objects.

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2021

### 2 INCOME FROM CHARITABLE ACTIVITIES

2020/21	Unrestricted funds	Restricted funds	Total funds 2021	Total funds 2020
	£	£	£	£
Department for Education	9,667,977	—	<b>9,667,977</b>	8,571,959
School fees	3,337,127	—	<b>3,337,127</b>	3,562,273
Donations and/or voluntary funds*	180,531	1,126,693	<b>1,307,224</b>	962,567
	<u>13,185,635</u>	<u>1,126,693</u>	<b><u>14,312,328</u></b>	<u>13,096,799</u>

\* Inclusive of donations in kind from organisations including Baker & McKenzie LLP, Clifford Chance, Credit Suisse EMEA Foundation, GLG and International Coaching Foundation.

2019/20	Unrestricted funds	Restricted funds	Total funds 2020
	£	£	£
Department for Education	8,571,959	—	8,571,959
School fees	3,562,273	—	3,562,273
Donations and/or voluntary funds	667,342	295,225	962,567
	<u>12,801,574</u>	<u>295,225</u>	<u>13,096,799</u>

### 3 INCOME FROM OTHER SOURCES

	2021	2020
	£	£
Lettings income	<b>50,040</b>	120,105
Coronavirus Job Retention Scheme income	<b>7,269</b>	104,566
Miscellaneous	<b>29,078</b>	6,193
	<b><u>86,387</u></b>	<u>230,864</u>

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2021

### 4 EXPENDITURE ON CHARITABLE ACTIVITIES

2020/21	Direct costs £	Allocated support costs (note 5) £	Total costs 2021 £	Total costs 2020 £
Programme delivery and development	9,150,528	904,901	<b>10,055,429</b>	10,359,927
Participant selection, assessment, recruitment & retention	1,729,606	171,042	<b>1,900,648</b>	2,674,675
Systems and programme management	1,713,274	169,427	<b>1,882,701</b>	1,382,951
	<u>12,593,408</u>	<u>1,245,370</u>	<u><b>13,838,778</b></u>	<u>14,417,553</u>

2019/20	Direct costs £	Allocated support costs (note 5) £	Total costs 2020 £
Programme delivery and development	9,504,959	854,968	10,359,927
Participant selection, assessment, recruitment & retention	2,453,944	220,731	2,674,675
Systems and programme management	1,268,821	114,130	1,382,951
	<u>13,227,724</u>	<u>1,189,829</u>	<u>14,417,553</u>

### 5 SUPPORT COSTS

	2021 £	2020 £
Staff costs	<b>1,105,693</b>	1,052,741
Payroll administration	<b>15,353</b>	27,097
Insurance	<b>26,433</b>	27,962
General overheads	—	1,329
Depreciation	<b>54,907</b>	63,086
Governance costs (note 6)	<b>42,984</b>	17,614
	<u><b>1,245,370</b></u>	<u>1,189,829</u>

Staff costs have been combined with HR and Finance (from previous year).

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2021

### 5 SUPPORT COSTS (continued)

Support costs represent indirect expenditure incurred in delivering the charity's objectives and are allocated across the various categories of expenditure on charitable activities at the same ratio as the direct costs.

### 6 GOVERNANCE COSTS

	2021	2020
	£	£
General overheads	23,074	1,112
Auditor's remuneration		
Statutory audit services	19,910	16,502
	<u>42,984</u>	<u>17,614</u>

### 7 EMPLOYEE REMUNERATION

	2021	2020
	£	£
Wages and salaries	8,113,828	8,805,265
Social security costs	880,074	826,013
Pension costs	880,873	943,798
Other staff costs	122,128	442,587
	<u>9,996,903</u>	<u>11,017,663</u>

Wages and salaries above include £57,743 (2020: £102,462) of redundancy costs in respect of 10 (2020: 5) employees.

The average monthly number of full-time equivalent persons employed by the charity during the year was:

	2021	2020
	No.	No.
Management	5	5
Support	216	226
	<u>221</u>	<u>231</u>

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2021

### 7 EMPLOYEE REMUNERATION (continued)

The average monthly number employed by the charity during the year was:

	2021	2020
	No.	No.
Full time	192	209
Part time	29	28
	<u>221</u>	<u>237</u>
	<u><u>221</u></u>	<u><u>237</u></u>

The number of employees who received remuneration in excess of £60,000 p.a. during the year was:

	2021	2020
	No.	No.
£60,000 - £70,000	11	9
£70,001 - £80,000	4	4
£80,001 - £90,000	1	—
£90,001 - £100,000	2	3
£100,001 - £110,000	1	1
£110,001 - £120,000	-	—
£140,001 - £150,000	*1	-
	<u>20</u>	<u>17</u>
	<u><u>20</u></u>	<u><u>17</u></u>

The key management personnel of the charity consist of trustees of the charity and the Executive Committee. The trustees did not receive any remuneration during the current year (2020: nil). The total emoluments paid to the senior leadership team in the year were £628,508 (2020: £687,678).

None of the trustees (2020: nil) were reimbursed expenses during the year (2020: £nil).

\*The change in salary costs is due to the appointment of the permanent CEO in 2019. Previously an interim CEO held the post whilst the permanent role was being recruited

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2021

### 8 TANGIBLE FIXED ASSETS

	Leasehold Property £	Office furniture and IT equipment £	Total £
<b>Cost</b>			
At 1 September 2020	850,000	340,158	<b>1,190,158</b>
Additions	—	20,400	<b>20,400</b>
At 31 August 2021	<u>850,000</u>	<u>360,558</u>	<u><b>1,210,558</b></u>
<b>Accumulated depreciation</b>			
At 1 September 2020	219,463	290,962	<b>510,425</b>
Charge for the year	34,000	20,907	<b>54,907</b>
At 31 August 2021	<u>253,463</u>	<u>311,869</u>	<u><b>565,332</b></u>
<b>Net book value</b>			
At 31 August 2021	<u>596,537</u>	<u>48,689</u>	<u><b>645,226</b></u>
At 31 August 2020	<u>630,537</u>	<u>49,196</u>	<u><b>679,733</b></u>

### 9 FIXED ASSET INVESTMENTS

	2021 £	2020 £
Long term loan (see note below)	<u><b>3,500,000</b></u>	<u>3,500,000</u>

During the year ended 31 August 2017, the charity provided a long term loan of £5.5 million to Absolute Return for Kids (Ark) for securing leasehold office space in their EdCity new build development. The terms of the agreement states that Ark agrees to pay interest to Ambition Institute at a rate 0.25% above the Bank of England Base Rate. Ark may repay any portion of the loan at any time. Ambition Institute may recover any part of the loan after providing no less than 3 months' notice. In the year ended 31 August 2021, no amounts were repaid to the charity (2020: £2,000,000).

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2021

### 10 DEBTORS

	2021 £	2020 £
Trade debtors	1,886,519	1,296,390
Prepayments	169,400	164,371
Accrued income	16,255	66,779
	<u>2,072,174</u>	<u>1,527,540</u>

### 11 CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2021 £	2020 £
Trade creditors	295,210	129,404
Tax and social security	729,245	976,647
Deferred income (note 12)	1,002,070	2,674,149
Accruals	347,968	347,104
Other creditors (see below)	1,384,467	1,484,987
	<u>3,758,960</u>	<u>5,612,291</u>

Other creditors is mainly funds held on behalf of third parties for the NPQ programmes funding mechanism, a balance of £1,188,905 (2020: £1,346,045). The balance is for the defined contributions pension scheme that the charity operates. The assets of the scheme are held separately from those of the charity in an independently administered fund. Included in other creditors above is a balance of £140,700 (2020: £99,632), owing to The Pensions Trust and Scottish Widows Pension scheme.

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2021

### 12 DEFERRED INCOME

	2021 £	2020 £
Balance brought forward at 1 September	2,674,149	1,526,407
Amounts released during the year	(2,674,149)	(1,526,407)
Total income received during the year to be deferred	<u>1,002,070</u>	<u>2,674,149</u>
Balance carried forward at 31 August	<u><u>1,002,070</u></u>	<u><u>2,674,149</u></u>

Deferred income carried forward comprises the income received for programmes that relates to the following period.

### 13 UNRESTRICTED FUNDS

	General funds £	Designated funds £	Total 2021 £	Total 2020 £
Balance brought forward	3,556,834	4,179,733	7,736,567	9,667,953
Net movement in funds	266,953	(34,507)	<u>232,446</u>	<u>(1,931,386)</u>
Balance carried forward	<u><u>3,823,787</u></u>	<u><u>4,145,226</u></u>	<u><u>7,969,013</u></u>	<u><u>7,736,567</u></u>

Funds totalling £4,145,226 have been designated by the trustees. This represents fixed assets as at 31 August 2021 and funds loaned to Ark for securing leasehold office space in their EdCity new build development (see note 9).

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2021

### 14 RESTRICTED FUNDS

	Balance as at 1 September 2020 £	Income £	Expenditure £	Balance as at 31 August 2021 £
Restricted funds	—	1,126,693	(786,952)	339,741

Thanks to the generosity of our donors, we have been able to sustain our investment in the delivery of Master's in Expert Teaching and the capacity of our design team, undertake critical research into 'whole-child development' and support staff costs to recruit and deliver our programmes in the Liverpool City region. Furthermore, our donors have funded research into best practice in high performance for teachers, the advance of digital training platforms to deliver teacher training, as well as ongoing support for Expert Middle Leaders, Future Leaders, and 'professional pathways' programmes for educators, as well as our newly designed Closing the Gap programme, which is a direct response to Covid-19. We would like to thank our legal partners and all our funders for their generosity.

	Balance as at 1 September 2019 £	Income £	Expenditure £	Balance as at 31 August 2020 £
Restricted funds	—	295,225	(295,225)	—

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2021

### 15 ANALYSIS OF NET ASSETS BY FUNDS

	Tangible fixed assets	Investments	Net current assets	Total 2021	Total 2020
	£	£	£	£	£
<b>Restricted funds:</b>					
<b>Restricted</b>	—	—	339,741	339,741	—
<b>Unrestricted funds:</b>					
General	—	—	3,823,787	<b>3,823,787</b>	3,556,834
Designated	645,226	3,500,000	—	<b>4,145,226</b>	4,179,733
	<u>645,226</u>	<u>3,500,000</u>	<u>4,163,528</u>	<u><b>8,308,754</b></u>	<u>7,736,567</u>

	Tangible fixed assets	Investments	Net current assets	Total 2020
	£	£	£	£
<b>Restricted funds:</b>				
Restricted	—	—	—	—
<b>Unrestricted funds:</b>				
General	—	—	3,556,834	3,556,834
Designated	679,733	3,500,000	—	4,179,733
	<u>679,733</u>	<u>3,500,000</u>	<u>3,556,834</u>	<u>7,736,567</u>

### 16 RELATED PARTY TRANSACTIONS

Ian Hale who served as a Trustee is also a Trustee of the Credit Suisse EMEA Foundation. Ambition received two fundraising gifts totalling £177,260 (2020: £168,810) and gift in kind of £30,400 (2020: Nil) through the Credit Suisse EMEA Foundation during that period.

None of the trustees were reimbursed expenses in the year ended 31 August 2021 (2020: Nil)

Certain trustees are also involved with organisations that are customers of Ambition Institute. All such transactions are at arm's length in both the current and comparative period. There were no other related party transactions or balances to report for the year ended 31 August 2021.

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2021

### 17 LEASE COMMITMENTS

At 31 August, Ambition Institute was committed to making the following payments under non-cancellable operating leases:

	2021	2020
	£	£
Less than 1 year	367,104	501,268
2-5 years	484,200	577,011
	<u>851,304</u>	<u>1,078,279</u>

The reduction in the operating lease commitments in 2020/21 is due to the Ambition institute vacating its Shepherd's Bush office in May 2022 and moving to its owned premises at Caledonian Road in Kings Cross, London.



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## CONTACT

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