

Charity Registration No. 1181373

Company Registration No. 10671722 (England and Wales)

SKY SCHOOL
OPERATING AS AMALA
ANNUAL REPORT AND UNAUDITED FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 MARCH 2020

SKY SCHOOL OPERATING AS AMALA LEGAL AND ADMINISTRATIVE INFORMATION

Trustees	M E Pedersen P E M Akhurst K A G Clark (Chair) C Habgood (Treasurer) S Heinrich
Secretary	M E Pedersen
Charity number	1181373
Company number	10671722
Co Executive Directors	P E M Akhurst M E Pedersen
Registered office	Garden Cottage Walters Green Road Penshurst Tonbridge Kent TN11 8HD
Independent examiner	Frances Wilde FCCA DChA Warner Wilde Chartered Certified Accountants 4 Marigold Drive Bisley Surrey GU24 9SF
Bankers	Santander - Bootle Bootle Merseyside L30 4GB
Website	www.amalaeducation.org

SKY SCHOOL OPERATING AS AMALA CONTENTS

	Page
Trustees' report	1 - 10
Independent examiner's report	11
Statement of financial activities	12
Balance sheet	13
Notes to the financial statements	14 - 21

SKY SCHOOL OPERATING AS AMALA TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT) FOR THE YEAR ENDED 31 MARCH 2020

Statement of the Chair

I am delighted to introduce the report of Sky School's trustees for 2019-20.

The first matter to report is the change of our working name to Amala. As is explained elsewhere in the report, it became clear to the Trustees that we would not be able to use the name Sky School as we grew because of the objections of a major global corporation. Initially, we found this frustrating because we had already built up considerable brand capital. However, we have come up with a working name – Amala – that has captured the imagination of our supporters, partners and students. We needed to act before we moved into the next phase of our development, with the launch of our full Diploma programme, and we believe we have implemented this change very successfully

This was a hugely important year for Amala. It was the final year of the development of our educational concept before the launch of the full Amala High School Diploma Programme. The COVID-19 pandemic delayed our Diploma launch, but it was not long after the year-end that we achieved this milestone. The trustees feel very confident about the journey we have taken: over three years, we have become clear about our vision, purpose and model of operation; we have developed our courses, piloted them and learned from each one; we have worked with a diversity of different partners to understand their needs on the ground; and we have learned much about how to deliver on our objectives. By the end of 2019-20, we felt that all the pieces were in place to push ahead and deliver the full Diploma, which will be our flagship programme.

Our challenge now is to consider seriously how to scale up the Amala model. If we are serious about addressing our mission of providing transformative education opportunities where they are so urgently needed, we must be clear about the scale of our ambition and how we can deliver our courses and the Diploma Programme in more locations while effectively managing this expansion and the risks that go with it. Alongside the roll-out of the first full Diploma Programmes in Jordan and Kenya, this will be the priority for the trustees in 2020-21.

The trustees are immensely grateful to all who support Amala, whether as funders, supporters, volunteers or partners. We especially appreciate those donors who have supported us through our start-up phase: without their imagination and commitment, we simply would not have been able to get to this point. We now have the evidence of impact that will be necessary to attract new donors, but we will remember with gratitude our early funders.

The non-executive trustees continue to commend and admire the vision and commitment of our founders and Co-Executive Directors, Polly Akhurst and Mia Eskelund. They saw a need, they had the courage and imagination to understand how to tackle it, and they continue to inspire the organisation in all its work.

We look forward to continuing success and ever-increasing impact in the coming year.

With all my best wishes,

Keith Clark
Chair

DocuSigned by:
Keith Clark 12/21/2020
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SKY SCHOOL OPERATING AS AMALA TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT) (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2020

The financial statements have been prepared in accordance with the accounting policies set out in note 1 to the financial statements and comply with the charity's governing document, the Companies Act 2006 and "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 UK and Republic of Ireland (FRS 102) (effective 1 January 2019)".

The charity changed its working name to Amala in January 2020. The trustees took this decision because of the likely difficulty trademarking Sky School as a name following the objections of a global corporation to the use of Sky School as a name for the charity. Amala was chosen because of its associations to the Arabic word for 'hope' and its alignment to the Amala mission.

In this report, the charity will be referred to as Amala.

Objectives and activities

Vision and mission

79.5 million people are now displaced worldwide - a nearly 10 million increase on the previous year (UNHCR). Young people who become displaced continue to bear a disproportionate burden of the suffering, as their dreams for the future become shattered as they are forced to leave their homes because of war, conflict and climate change. The older a refugee becomes, the less likely it is that they will receive a high quality education that will enable them to thrive in the future.

This is exemplified by the fact that less than 1 in 3 refugees are able to complete their secondary education (UNHCR) - the key to pursuing further opportunities and creating a sustainable livelihood later in life.

Amala was founded in response to the acute lack of secondary education for refugees. education Our charity objects, vision and mission were drawn up with this problem in mind.

Amala's **vision** is for a world where refugees have the opportunity to build a future that they have reason to value.

Amala's **mission** is to use transformative education to create such opportunities and inspire positive change in the lives of refugees and their communities.

The Charity's objects, as set out in its governing document, the Articles of Association are:

The advancement of education, in particular but not limited to facilitating access to education for refugees or those who have been affected by conflict, including through the provision of course material, learning support and delivery of teaching through technology and distance learning.

When considering the charity's plans for the 2019/20 period, the trustees gave careful consideration to the Charity Commission's general guidelines on public benefit.

With this in mind, key objectives for the period included:

- To develop curricula at upper secondary education level and work towards launching the Amala High School Diploma Programme for young refugees in two locations.
- Enable young refugees to develop their sense of ethical agency, make choices they have reasons to value and to make a positive difference in their communities through delivering transformational learning programmes in partnership with local organisations.
- Create access to progression pathways for Amala learners and alumni in areas including but not limited to higher education, vocational training, work and entrepreneurship.

SKY SCHOOL OPERATING AS AMALA TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT) (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2020

Activities for achieving objectives

Amala pursued its objectives through the following three primary activities:

- 1. Curriculum development**
- 2. Programme delivery**
- 3. Accreditation and recognition**

The trustees confirm that they have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing the charity's vision, mission and objectives and in setting its objectives, setting policies and planning activities.

The charity's activities are of public benefit because it provides free of charge and accessible education at the secondary level to young people who are refugees, and who mostly live in low income countries that host large numbers of displaced populations. Our educational programmes focus on developing young people's sense of ethical agency and ability to thrive and, in the long-term, we believe that our students and alumni will make positive change in their communities and in the world. As the global refugee population is likely to increase manyfold in the next ten years, Amala is working to solve a growing problem of lack of secondary education provision for refugees.

Achievements and performance

a. Review of activities

1) Curriculum development

In 2019/20 Amala developed five new course curricula through *curriculum hackathons*, Amala's unique curriculum development methodology. The curriculum hackathons brought together a diverse group of educators, subject-matter experts and refugee learners to develop a course curriculum over just two days. These five curriculum hackathons also mark the completion of the initial curriculum development process for the Amala High School Diploma and is one of this year's greatest achievements.

We are extremely grateful to the schools who were the hosts for these events: UWC South East Asia (Singapore), UWC Atlantic College (Wales) and UWC Dilijan (Armenia). In total, these events brought together 57 educators and refugee learners from 26 schools and organisations, hailing from 21 countries, who participated in the development of learning activities on a voluntary basis.

Amala also entered into a partnership with the US-based non-profit Mastery Transcript Consortium, who have developed the first grade-free transcript. The transcript is online and acts both as a portfolio of learners' work and provides evidence of their learning and achievements. The transcript will be used for students who are participating in the Amala High School Diploma to show evidence of their learning journeys when they apply for opportunities at higher education, for work or training.

SKY SCHOOL OPERATING AS AMALA TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT) (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2020

2) Programme delivery

Amala partnered with seven organisations or groups of volunteers in six countries to run ten courses. New partners in Lebanon, Greece, Bangladesh and Trinidad & Tobago as well as existing partners in Greece, Jordan and Kenya enabled Amala to reach 166 refugee and host community learners from 17 countries: Afghanistan, Eritrea, Iraq, Jordan, Lebanon, Morocco, Myanmar, Palestine, Sierra Leone, Somalia, South Sudan, Sudan, Syria, Trinidad & Tobago, Uganda, Venezuela and Yemen.

We ran the following courses: Peace-building in your community, Arts and Cultural Expression and English for Changemakers.

The organisations and individuals we have worked with in the delivery of this programme are CSI Bangladesh through BRAC University (Bangladesh), ELIX (Greece), Living Water Community (Trinidad & Tobago), Solidarity Now (Greece), SOS Children's Villages (Lebanon), URISE Initiative for Africa (Kenya) as well as groups of volunteers in Thessaloniki, Greece and Amman, Jordan.

In the year, we trained nineteen facilitators, including an in-person training in Amman, Jordan for five young people, four of whom were Amala alumni, to run Amala programmes in their communities.

Each of the courses consist of 100 hours of learning, usually over a ten-week period. Students participate in in-person classes for 60% of the time while they study independently online for 40% of the time. This method of learning is called 'blended learning' or 'technology assisted learning', and students engage in the online part of the courses on our online learning platform *Aula*. There are between 5 and 30 students in each class.

The spread and impact of COVID-19 in the early months of 2020 led Amala to temporarily suspend or alter programming activities: The courses being run in Kakuma Camp, Kenya were put to a halt, while the courses that were ongoing in Greece, Trinidad & Tobago were paused and later resumed online. The launch of the Amala High School Diploma Programme was similarly delayed, and was eventually launched in June 2020 in Amman, Jordan.

3) Recognition and accreditation

A key piece of work in this period has been the development and implementation of a recognition and accreditation strategy for the Amala High School Diploma Programme. The strategic approach for accrediting and recognising Amala's Diploma is to first ensure that a high quality, piloted and robust programme exists for present and future students of Amala. Secondly, it is essential to secure pathways for students to continue learning or enter the workplace upon graduation.

One of the key strands in the strategy is to have the Amala High School Diploma Programme accredited by an external international accrediting body, and discussions are being held with several of such bodies to explore the feasibility and affordability of accreditation.

Amala is also pursuing bilateral partnerships with higher education institutions and relevant scholarship programmes, both within the countries where Amala will run the High School Diploma programme, as well as on a regional and global basis.

Amala was also proud to be recognised by Finnish education non-profit HundrED as one of the 100 most impactful and inspiring educational innovations worldwide in November 2019.

SKY SCHOOL OPERATING AS AMALA TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT) (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2020

Impact

Monitoring and Evaluation

Amala is committed to monitoring and evaluation activities with the purpose of learning about the impact that our programmes have on students who take the courses, and to continuously improve our programmes.

For Amala courses, this is focused on students completing surveys before and after each course, as well as six months after the course. Students and alumni also take part in individual evaluation interviews during and after the course, and we additionally seek regular feedback and insights from Amala facilitators and course leaders. A different approach for students undertaking the Amala High School Diploma Programme is currently under development.

Impact

Three years after launching our first Amala course, we have both qualitative and quantitative evidence that shows that our programmes are having the intended impact. Immediately after finishing their course, 95 percent of students said that it had helped them towards their educational goals. One graduate said *"The Amala course expanded my knowledge and helped me to boost my self-confidence which I can now use to achieve my educational goal."* Another said *"I always wanted to study law, and the course on Ethical Leadership was useful because a lawyer must be an ethical leader to convince people of his ideas"*.

We also see qualitative evidence that students develop their sense of ethical agency and desire to make a difference in their communities on both personal and wider societal levels. After their course, one student said *"I learnt a lot about myself, my strengths, my weaknesses, and I learnt how to become a better person by taking other peoples' views and opinions into consideration, as well as asking questions to ensure I have understood others"*. Another student said *"This course has given me a positive outlook on life and its challenges. I have learnt that peace is one of the keys to progress, and I want to facilitate peaceful coexistence between different communities in my community."*

Six months after students finished their course, 85% were enrolled in education, of which 33% were enrolled in university or college and 19% were in doing vocational training. Other alumni were enrolled in language courses, informal education programmes and some had found ways to re-enrol in formal secondary education. Examples of what students chose to study were business management, pharmacy, social work, teacher training and electrical engineering. Some of the education institutions that accepted Amala students included Regis University (Jesuit Worldwide Learning), British Council and local universities.

One Amala student from the DRC and living in Kakuma Camp, Kenya was also selected for a prestigious scholarship at UWC (United World College) Maastricht in the Netherlands where he will complete his secondary education.

Six months after graduating from an Amala course, 44% of the students were putting into practice what they had learnt by leading, working on or volunteering on a social project. One student for instance founded a new organisation called *Refugee Youth Peace Ambassadors* - a youth-led initiative that works towards enhancing peaceful coexistence between different communities in Kakuma Camp, Kenya, and building right-minded leaders.

Other alumni mentioned that they had started teaching English and Arabic language skills to children and elders, and some have volunteered with humanitarian organisations such as the Lutheran World Federation, the UNHCR and the Danish Refugee Council. One student said *"I have been volunteering as a primary teacher to help develop talent in schools and I am also mobilizing young girls to join Amala's programmes here in Kakuma Camp"*.

30% of alumni were in work - and many had found jobs that helped them make a positive difference. One became a chef in a restaurant that increased his family's income. Another started working as a protection assistant with the Danish Refugee Council and others started to work as interpreters with the UNHCR.

SKY SCHOOL OPERATING AS AMALA TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT) (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2020

83% of alumni say that taking an Amala course helped them achieve what they did since graduating. Of those, 58% say that Amala “made all the difference”. Speaking about what helped them, one student said “Amala has helped me to recognize my abilities, to know more about the things that I can do. Moreover, being a part of the Amala community has helped me to know many amazing people who share my ambitions and this made it easier to find opportunities.”

Amala wants to help students develop their sense of ethical agency and being able to make a positive difference. Many students spoke about how they felt they had transformed to realise these ideals. One student said: “Amala changed the way I look at the world around me, now I recognize how important it is to spread peace and to be positive change-makers, and by that I don't mean huge achievements! Because I've also learnt that changing the world is all about starting with small actions that will eventually make the world a better place to live in”.

Contribution made by volunteers

The trustees are grateful to the many volunteers who have given up their time freely to support Amala's work in the last year. 94 volunteers directly supported us as course leaders, trustees, facilitators running our programmes and in other organisational aspects of our work.

In particular we would like to mention:

Ahmad Osman, Ayesha Fazal, Dasha Lis, Debbie Aldred, Jaime Nieman, Joel Akhurst, Julia Schetelig, Katja Sluga, Lieve Perera, Louie Barnett, Mohammad Chamas, Muhamad Dale, Niki Dinsdale, Nhial Deng, Niki Cooper, Njamba Koffi, Patrick Desbarats, Philippa Baxter, Reman Muhammad, Nicola Coles, Rich Davies, Ruth Lucas, Sara Ayser, Shilpa Patel, Shruti Tewari, Spyros Kasimatis, Stuart MacAlpine, Teresa Tung, Theresa Forbes, Therese Andrews, Tomoko Miyakoshi, Victoria Throen Longhi, Zamzam Abdikadir, Zeina Khadour

Fundraising and support

The trustees would also like to record their immense gratitude to the donors who have generously supported Amala's work in the last year. Likewise, we would like to thank UWC South East Asia for its invaluable contribution to our work, in particular in the area of curriculum development and design of our new brand and logo.

All of our donors, volunteers and partners are essential to our work. Without them, Amala would not be able to fulfill our mission of providing transformational learning to refugee communities around the world.

Financial review

In the year, the charity received donations of £183,263 (2019: £112,282) and donated goods and services of £10,200 (2019: £17,700) resulting in total income for the year of £193,463 (2019: £129,982) of which £99,104 (2019: £69,031) was unrestricted.

Expenditure for the year totalled £95,967 (2019: £78,842) (including £10,200 (2019: £17,700) relating to donated goods and services) with the majority of expenditure being programme costs and educational development.

The net surplus for the year totalled £97,496 (2019: £51,140) of which £56,754 (2019: £26,808) was unrestricted.

SKY SCHOOL OPERATING AS AMALA TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT) (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2020

Reserves policy

It is the policy of this charity that unrestricted funds, which have not been designated for a specific use, and total funds should each be maintained at a level equivalent to at least 6 month of each of unrestricted and total budgeted expenditure

At 31 March 2020 total funds were £152,411 of which £87,337 was unrestricted. These both represent in excess of 6 months related current year's budgeted expenditure. The trustees consider that reserves at these levels will ensure that, in the event of a significant drop in funding, they will be able to continue the charity's current activities while consideration is given to ways in which additional funds may be raised. This statement is made in recognition of the fact that the charity is now offering diploma programmes which are set to run over a least a fifteen month period and require both restricted and unrestricted funding.

The trustees have assessed the major risks to which the charity is exposed, and are satisfied that systems are in place to mitigate exposure to the major risks.

Risk management

The trustees have identified the following main risks facing the organisation and have put controls in place to actively mitigate and manage those risks. A risk register was put in place this year and is now reviewed by the Board annually, or more frequently when needed.

The principal risks identified are:

People: Amala relies heavily on a small staff team and a large group of volunteers who contribute to curriculum development, recognition as well as other organisational responsibilities. The trustees are also conscious of the risks of over-reliance on the Co-Executive Directors and certain key volunteers, and encourage a culture of coaching and mentoring to mitigate this risk, and recognise the importance of the organisation growing and developing as a means to achieve more balance in its reliance on individuals. The Trustees take seriously their responsibility to support the Co-Executive Directors; the Chair in particular remains in close contact.

Funding and lack of income: Amala continues to rely on a relatively small - although growing - number of funders and the uncertainties around the funding climate in the aftermath of the Covid-19 crisis makes this risk even more acute. The trustees mitigate this risk by continually growing and diversifying the supporter base and consider new possible income streams.

Quality assurance in delivery of education programmes: Amala works with partners globally to deliver our education programmes. Trustees are working to strengthen its due diligence process for taking on new partners and a new facilitator training programme is being developed to mitigate this risk.

COVID-19: The pandemic has had an impact on the timing and format of programme delivery. The Trustees have taken the risks associated with this seriously and have mitigated the impact through programmatic changes. Undoubtedly there has been an adverse impact on student experience and on our financial strength as a consequence of the pandemic, but the Trustees have evaluated this as these as manageable.

Going concern

The trustees have a reasonable expectation that Amala has the adequate resources to continue to operate for the foreseeable future. For this reason, they continue to adopt the going concern basis in preparing the financial statements.

Amala has been successful in its fundraising activities in this financial year, and in the months following the end of the financial year, Amala received three larger donations from individual donors and new funding partnerships which will enable us to meet our commitments in the 20/21 financial year and beyond.

**SKY SCHOOL
OPERATING AS AMALA
TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT) (CONTINUED)
FOR THE YEAR ENDED 31 MARCH 2020**

Structure, governance and management

Constitution

Sky School (working name Amala) was set up in 2017 by Polly Akhurst and Mia Eskelund Pedersen. It was formally registered as a charity in England and Wales on 31 December, 2018 (No 1181373). Sky School is a not-for-profit company limited by guarantee (No 10671722).

Sky School is constituted by its governing document, the Articles of Association, the current version of which is dated 10 December, 2018.

The trustees, who are also the directors for the purpose of company law, and who served during the year and up to the date of signature of the financial statements were:

M E Pedersen
P E M Akhurst
K A G Clark (Chair)
C Habgood (Treasurer)
S Heinrich

Appointment and election of trustees

Amala's governing document (Articles of Association) stipulates that there must be a minimum of five trustees. New trustees are appointed by the existing trustees, and serve for terms of three years. Trustees can serve for a maximum of two consecutive terms, unless exceptional circumstances pertain. Trustees who are also employees of the charity may remain in office for the duration of their employment.

At present, the trustees are all founding trustees and have been given active consideration to the addition of further trustees. In doing so, the trustees have been taking into account the expertise, skills and experience required to administer the charity responsibly and effectively at this stage of its development and to enable it to grow. New trustees will be thoroughly briefed on the organisation's work, history, policies, future plans and management and given access to annual reports, statement of accounts and board papers.

None of the trustees has any beneficial interest in the company. All of the trustees are members of the company and guarantee to contribute £1 in the event of a winding up.

SKY SCHOOL OPERATING AS AMALA TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT) (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2020

Organisational structure and decision making

The trustees direct the management and running of Amala and met four times in 2019/20. Three of these meetings were held by videoconference and one formed part of a two-day programme of strategy workshops and discussion.

This latter meeting was an opportunity to consider Amala's plans to launch the Amala High School Diploma Programme in 2020, develop a Theory of Change, plans to scale in the future, and our approach to working with partners.

Other issues discussed by the trustees during board meetings included programming, policies, evaluation, performance, budgets, financial accounts and risk management.

Safeguarding was another important priority area for the board during the year, and implementation of the policy and procedures continued. The policy is kept under close review to reflect both the organisation's direct responsibilities in this area, but also oversee local partners' approach to safeguarding. The trustees have not dealt with any safeguarding issues arising from its operations this year.

Another important issue for the charity this year has been the organisational name. Last year, we received notice from Sky plc that we would be subject to legal action if we trademarked the name 'Sky School'. As such, a new working name 'Amala' was registered with the Charity Commission in December 2019. In March 2020, we transitioned fully to use the working name 'Amala', and launched our new logo and brand, and are happy to report that the new name and brand have been well received by the young people that we work with as well as partners, volunteers and funders.

The Board has one sub-committee, the Remuneration Committee, consisting of the three non-executive trustees.

The day-to-day management of the charity is delegated to the Co Executive Directors who are also trustees. The two Co Executive Directors are only remunerated for their work as members of staff, and their continued trusteeship is reviewed on an annual basis.

The three non-executive trustees give their time freely and receive no remuneration.

Trustees are required to disclose and register all relevant interests with the Co Executive Director at Board meetings.

Remuneration

The salaries of the Co Executive Directors are approved by the Remuneration Committee. The Remuneration Committee is conscious that, at this stage of the charity's development, the Co-Executive Directors' remuneration is significantly below salary levels in similar organisations and considers that this is not sustainable in the longer term. It expects to be able to increase this remuneration in modest steps as the charity develops.

**SKY SCHOOL
OPERATING AS AMALA
TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT) (CONTINUED)
FOR THE YEAR ENDED 31 MARCH 2020**

Partners

Amala partners with six organisations to run courses in their communities. The trustees expect that this model of delivering courses and programmes through working in collaboration with local partners to continue and to expand.

The organisation has signed a Memorandum of Understanding (MOU) with each partner to set down the objectives, framework, respective roles and responsibilities, and working methodology of the collaboration.

Amala also partners with UWC South East Asia, which supports the organisation's curriculum development and communications work. Amala and UWC South East Asia have signed a Memorandum of Understanding that provides a framework for this partnership.

Additionally, Amala has three technology partners:

1. Aula Education which provides an online learning platform for Amala students
2. Jangala, which provides 'wifi boxes' to some local partners
3. The Lenovo Foundation which provides laptops to select Amala sites and partners for the purpose of running Amala programmes.

The trustees' report was approved by the Board of Trustees.

DocuSigned by:



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K A G Clark (Chair)

Trustee 12/21/2020

Dated:

**SKY SCHOOL
OPERATING AS AMALA
INDEPENDENT EXAMINER'S REPORT
TO THE TRUSTEES OF SKY SCHOOL**

I report to the trustees on my examination of the financial statements of Sky School (the charity) for the year ended 31 March 2020.

Responsibilities and basis of report

As the trustees of the charity (and also its directors for the purposes of company law) you are responsible for the preparation of the financial statements in accordance with the requirements of the Companies Act 2006 (the 2006 Act).

Having satisfied myself that the financial statements of the charity are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of the charity's financial statements carried out under section 145 of the Charities Act 2011 (the 2011 Act). In carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act.

Independent examiner's statement

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

- 1 accounting records were not kept in respect of the charity as required by section 386 of the 2006 Act; or
- 2 the financial statements do not accord with those records; or
- 3 the financial statements do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a true and fair view which is not a matter considered as part of an independent examination; or
- 4 the financial statements have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the financial statements to be reached.



Frances Wilde FCCA DChA

Warner Wilde
Chartered Certified Accountants
4 Marigold Drive
Bisley
Surrey
GU24 9SF

Dated: 22 December 2020

SKY SCHOOL
OPERATING AS AMALA
STATEMENT OF FINANCIAL ACTIVITIES
INCLUDING INCOME AND EXPENDITURE ACCOUNT
FOR THE YEAR ENDED 31 MARCH 2020

		Unrestricted funds 2020 £	Restricted funds 2020 £	Total 2020 £	Unrestricted funds 2019 £	Restricted funds 2019 £	Total 2019 £
Income from:							
Donations and legacies	3	99,104	94,359	193,463	69,031	60,951	129,982
Expenditure on:							
Raising funds	4	3,091	273	3,364	1,889	-	1,889
Charitable activities	5	39,259	53,344	92,603	40,334	36,619	76,953
Total resources expended		42,350	53,617	95,967	42,223	36,619	78,842
Net income for the year/ Net movement in funds		56,754	40,742	97,496	26,808	24,332	51,140
Fund balances at 1 April 2019		30,583	24,332	54,915	3,775	-	3,775
Fund balances at 31 March 2020		87,337	65,074	152,411	30,583	24,332	54,915

The statement of financial activities includes all gains and losses recognised in the year.

All income and expenditure derive from continuing activities.

The statement of financial activities also complies with the requirements for an income and expenditure account under the Companies Act 2006.

SKY SCHOOL
OPERATING AS AMALA
BALANCE SHEET
AS AT 31 MARCH 2020

	Notes	2020		2019	
		£	£	£	£
Current assets					
Debtors	10	20,206		18,000	
Cash at bank and in hand		136,130		41,100	
		<u>156,336</u>		<u>59,100</u>	
Creditors: amounts falling due within one year	11	<u>(3,925)</u>		<u>(4,185)</u>	
Net current assets			<u>152,411</u>		<u>54,915</u>
Income funds					
Restricted funds	12		65,074		24,332
Unrestricted funds			87,337		30,583
			<u>152,411</u>		<u>54,915</u>

The company is entitled to the exemption from the audit requirement contained in section 477 of the Companies Act 2006, for the year ended 31 March 2020.

The trustees acknowledge their responsibilities for ensuring that the charity keeps accounting records which comply with section 386 of the Act and for preparing financial statements which give a true and fair view of the state of affairs of the company as at the end of the financial year and of its incoming resources and application of resources, including its income and expenditure, for the financial year in accordance with the requirements of sections 394 and 395 and which otherwise comply with the requirements of the Companies Act 2006 relating to financial statements, so far as applicable to the company.

The members have not required the company to obtain an audit of its financial statements for the year in question in accordance with section 476.

These financial statements have been prepared in accordance with the provisions applicable to companies subject to the small companies regime.

The financial statements were approved by the Trustees on 21st December 2020

DocuSigned by:

CW Habgood

C Habgood (Treasurer)

Trustee

Company Registration No. 10671722

SKY SCHOOL OPERATING AS AMALA NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2020

1 Accounting policies

Charity information

Sky School (working name Amala) is a private company limited by guarantee incorporated in England and Wales. The registered office is Garden Cottage, Walters Green Road, Penshurst, Tonbridge, Kent, TN11 8HD. Sky School is also a registered charity.

1.1 Accounting convention

The financial statements have been prepared in accordance with the charity's governing document, the Companies Act 2006 and "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 UK and Republic of Ireland (FRS 102) (effective 1 January 2019)". The charity is a Public Benefit Entity as defined by FRS 102.

The charity has taken advantage of the provisions in the SORP for charities applying FRS 102 Update Bulletin 1 not to prepare a Statement of Cash Flows.

The financial statements are prepared in sterling, which is the functional currency of the charity. Monetary amounts in these financial statements are rounded to the nearest £.

The financial statements have been prepared under the historical cost convention. The principal accounting policies adopted are set out below.

1.2 Going concern

At the time of approving the financial statements, the trustees have a reasonable expectation that the charity has adequate resources to continue in operational existence for the foreseeable future. Thus the trustees continue to adopt the going concern basis of accounting in preparing the financial statements.

1.3 Charitable funds

Unrestricted funds are available for use at the discretion of the trustees in furtherance of their charitable objectives.

Restricted funds are subject to specific conditions by donors as to how they may be used. The purposes and uses of the restricted funds are set out in the notes to the financial statements.

Endowment funds are subject to specific conditions by donors that the capital must be maintained by the charity.

1.4 Income

Income is recognised when the charity is legally entitled to it after any performance conditions have been met, the amounts can be measured reliably, and it is probable that income will be received.

Cash donations are recognised on receipt. Other donations are recognised once the charity has been notified of the donation, unless performance conditions require deferral of the amount. Income tax recoverable in relation to donations received under Gift Aid or deeds of covenant is recognised at the time of the donation.

Legacies are recognised on receipt or otherwise if the charity has been notified of an impending distribution, the amount is known, and receipt is expected. If the amount is not known, the legacy is treated as a contingent asset.

Turnover is measured at the fair value of the consideration received or receivable and represents amounts receivable for goods and services provided in the normal course of business, net of discounts.

**SKY SCHOOL
OPERATING AS AMALA
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 MARCH 2020**

1 Accounting policies (Continued)

1.5 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably.

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

1.6 Cash and cash equivalents

Cash and cash equivalents include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities.

1.7 Financial instruments

The charity has elected to apply the provisions of Section 11 'Basic Financial Instruments' and Section 12 'Other Financial Instruments Issues' of FRS 102 to all of its financial instruments.

Financial instruments are recognised in the charity's balance sheet when the charity becomes party to the contractual provisions of the instrument.

Financial assets and liabilities are offset, with the net amounts presented in the financial statements, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

Basic financial assets

Basic financial assets, which include debtors and cash and bank balances, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at the present value of the future receipts discounted at a market rate of interest. Financial assets classified as receivable within one year are not amortised.

Basic financial liabilities

Basic financial liabilities, including creditors and bank loans are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest. Financial liabilities classified as payable within one year are not amortised.

Debt instruments are subsequently carried at amortised cost, using the effective interest rate method.

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of operations from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade creditors are recognised initially at transaction price and subsequently measured at amortised cost using the effective interest method.

Derecognition of financial liabilities

Financial liabilities are derecognised when the charity's contractual obligations expire or are discharged or cancelled.

1.8 Employee benefits

The cost of any unused holiday entitlement is recognised in the period in which the employee's services are received.

Termination benefits are recognised immediately as an expense when the charity is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

SKY SCHOOL
OPERATING AS AMALA
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 MARCH 2020

1 Accounting policies **(Continued)**

1.9 Retirement benefits

Payments to defined contribution retirement benefit schemes are charged as an expense as they fall due.

2 Critical accounting estimates and judgements

In the application of the charity's accounting policies, the trustees are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or in the period of the revision and future periods where the revision affects both current and future periods.

3 Donations and legacies

	Unrestricted funds	Restricted funds	Total	Unrestricted funds	Restricted funds	Total
	2020	2020	2020	2019	2019	2019
	£	£	£	£	£	£
Donations and gifts	88,904	-	88,904	51,331	-	51,331
Grants receivable	-	94,359	94,359	-	60,951	60,951
Donated goods and services	10,200	-	10,200	17,700	-	17,700
	<u>99,104</u>	<u>94,359</u>	<u>193,463</u>	<u>69,031</u>	<u>60,951</u>	<u>129,982</u>
Donations and gifts						
C Habgood & J Longson	20,000	-	20,000	15,000	-	15,000
Partners in Equity	36,794	-	36,794	20,000	-	20,000
T & S Miyakoshi	5,000	-	5,000	4,772	-	4,772
Dell	8,621	-	8,621	-	-	-
C & I MacLaughlan	5,300	-	5,300	-	-	-
Other	13,189	-	13,189	11,559	-	11,559
	<u>88,904</u>	<u>-</u>	<u>88,904</u>	<u>51,331</u>	<u>-</u>	<u>51,331</u>

SKY SCHOOL
OPERATING AS AMALA
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 MARCH 2020

3 Donations and legacies

(Continued)

	Unrestricted funds	Restricted funds	Total	Unrestricted funds	Restricted funds	Total
	2020	2020	2020	2019	2019	2019
	£	£	£	£	£	£
Grants receivable for core activities						
Catalyst Foundation for Universal Education	-	57,702	57,702	-	54,966	54,966
Kahane Foundation	-	9,972	9,972	-	5,985	5,985
Emergence Foundation	-	12,080	12,080	-	-	-
MSN Fund	-	5,000	5,000	-	-	-
Allen & Overy	-	5,000	5,000	-	-	-
UWC South East Asia	-	4,605	4,605	-	-	-
	<u>-</u>	<u>94,359</u>	<u>94,359</u>	<u>-</u>	<u>60,951</u>	<u>60,951</u>
	<u><u>-</u></u>	<u><u>94,359</u></u>	<u><u>94,359</u></u>	<u><u>-</u></u>	<u><u>60,951</u></u>	<u><u>60,951</u></u>

Other

The charity received £20,000 (2019: £15,000) from trustees / related parties without conditions.

4 Raising funds

	Unrestricted funds	Restricted funds	Total	Unrestricted funds
	2020	2020	2020	2019
	£	£	£	£
<u>Fundraising and publicity</u>				
Advertising	291	273	564	476
Other fundraising costs	2,800	-	2,800	1,413
	<u>3,091</u>	<u>273</u>	<u>3,364</u>	<u>1,889</u>
Total for year ended 31 March	<u><u>3,091</u></u>	<u><u>273</u></u>	<u><u>3,364</u></u>	<u><u>1,889</u></u>

SKY SCHOOL
OPERATING AS AMALA
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 MARCH 2020

5 Charitable activities

	2020	2019
	£	£
Staff costs	56,897	48,925
Programme delivery	17,449	4,968
Curriculum development	5,560	6,451
Printing, postage and stationery	11	41
IT subscriptions and learning software	6,504	5,189
Other staff costs	536	926
Telephone and internet	-	117
Repairs, renewals and small equipment	-	10
Rent	3,798	7,435
Insurance	416	-
	<u>91,171</u>	<u>74,062</u>
Share of support costs (see note 6)	86	202
Share of governance costs (see note 6)	1,346	2,689
	<u>92,603</u>	<u>76,953</u>
Analysis by fund		
Unrestricted funds	39,259	40,334
Restricted funds	53,344	36,619
	<u>92,603</u>	<u>76,953</u>

6 Support costs

	Support costs	Governance costs	2020	Support costs	Governance costs	2019
	£	£	£	£	£	£
General expenses	86	-	86	202	-	202
Legal and professional	-	-	-	-	720	720
Accountancy	-	1,200	1,200	-	1,200	1,200
Board and governance	-	146	146	-	769	769
	<u>86</u>	<u>1,346</u>	<u>1,432</u>	<u>202</u>	<u>2,689</u>	<u>2,891</u>
Analysed between						
Charitable activities	<u>86</u>	<u>1,346</u>	<u>1,432</u>	<u>202</u>	<u>2,689</u>	<u>2,891</u>

Governance costs includes Independent Examination fees of £1,200 (2019- £1,200).

SKY SCHOOL
OPERATING AS AMALA
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 MARCH 2020

7 Trustees

Two trustees (2019: 2) received remuneration as disclosed in note 14.

8 Employees

Number of employees

The average monthly number of employees during the year was:

2020	2019
Number	Number
3	2
<u>3</u>	<u>2</u>

Employment costs

	2020	2019
	£	£
Wages and salaries	56,054	48,877
Social security costs	768	48
Other pension costs	75	-
	<u>56,897</u>	<u>48,925</u>

9 Donated goods, facilities and services

During the year the company received free office space to the value of £3,000 (2019: £7,200) and pro bono legal and professional services valued at Nil (2019: £500.) They also had staff members seconded to them at no cost to the charity, with an estimated value of £7,200 (2019: £10,000).

10 Debtors

	2020	2019
	£	£
Amounts falling due within one year:		
Other debtors	20,000	18,000
Prepayments and accrued income	206	-
	<u>20,206</u>	<u>18,000</u>

11 Creditors: amounts falling due within one year

	2020	2019
	£	£
Other taxation and social security	2,560	2,765
Other creditors	165	-
Accruals and deferred income	1,200	1,420
	<u>3,925</u>	<u>4,185</u>

SKY SCHOOL
OPERATING AS AMALA
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 MARCH 2020

12 Restricted funds

The income funds of the charity include restricted funds comprising the following unexpended balances of donations and grants held on trust for specific purposes:

	Movement in funds			Movement in funds		
	Incoming resources £	Resources expended £	Balance at 1 April 2019 £	Incoming resources £	Resources expended £	Balance at 31 March 2020 £
Curriculum development	54,966	(30,811)	24,155	-	(21,200)	2,955
Social entrepreneurship course - Jordan	5,985	(5,808)	177	-	-	177
Amala High School Diploma	-	-	-	57,702	(10,018)	47,684
Courses in Malaysia	-	-	-	5,000	-	5,000
Courses in Greece	-	-	-	12,080	(10,395)	1,685
Courses in Jordan	-	-	-	9,972	(9,972)	-
Programmes in Kenya	-	-	-	9,605	(2,032)	7,573
	<u>60,951</u>	<u>(36,619)</u>	<u>24,332</u>	<u>94,359</u>	<u>(53,617)</u>	<u>65,074</u>

Curriculum Development

For curriculum development

High School Diploma

For implementing the Amala High School Diploma Programme in Jordan

Courses in Malaysia

For Ethical Leadership and Social Entrepreneur courses in Malaysia

Courses in Greece

For running Amala courses for young refugees in Athens, Greece

Courses in Jordan

For running Amala courses for young refugees in Amman, Jordan

Programmes in Kenya

For running Amala learning programmes in Kakuma Camp, Kenya

SKY SCHOOL
OPERATING AS AMALA
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 MARCH 2020

13 Analysis of net assets between funds

	Unrestricted funds 2020 £	Restricted funds 2020 £	Total 2020 £	Unrestricted funds 2019 £	Restricted funds 2019 £	Total 2019 £
Fund balances at 31 March 2020 are represented by:						
Current assets/ (liabilities)	87,337	65,074	152,411	30,583	24,332	54,915
	<u>87,337</u>	<u>65,074</u>	<u>152,411</u>	<u>30,583</u>	<u>24,332</u>	<u>54,915</u>

14 Related party transactions

Remuneration of key management personnel

The remuneration of key management personnel is as follows.

	2020 £	2019 £
Aggregate compensation	44,000	38,925
	<u>44,000</u>	<u>38,925</u>

Two trustees (2018: 2) receive remuneration from the charity as disclosed above. This is permitted by the Articles of Association and is not in respect of trustee duties.