



ACS  
INTERNATIONAL  
SCHOOLS

A young boy with short brown hair and freckles is sitting at a desk in a classroom. He is wearing a bright yellow hoodie with a tiger logo on the left chest. He is holding a blue pen in his right hand and looking directly at the camera with a slight smile. The background shows a blurred classroom setting with a blue microscope on a stand and a window looking out onto greenery.

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ANNUAL CHARITY  
AND FUNDRAISING  
REPORT 2024-25

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# READY FOR THE REST OF THEIR LIVES.

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Dear Friends,

Welcome to our annual charity and fundraising report for 2024-25.

This has been a challenging year, both for a world embroiled in conflict and crisis, and for those of us in the independent schools community, still adjusting to changes in tax legislation.

Against this backdrop, I am especially proud of the ACS community.

Our schools continue to excel in creating safe, nurturing spaces where everyone can reach their potential; our graduates have once again delivered exceptional results; and we're grateful to everyone who has supported us through recent policy changes.

These achievements reflect the resilience that lies at the heart of our community and exemplifies why at ACS we hold this quality in such high regard.

**Despite the challenges, we remain fully committed to our charitable purpose.**

Highlights from this year include: Welcoming another nine bursary students, bringing the total across our three schools to 47; Continuing with our groundbreaking partnerships programme, delivering multiple projects across our schools; and once again taking over Thorpe Park for STEAM 2024, and inviting 8,500 students from local partner schools to engage in a fun, immersive, and transformational learning experience.

I was also delighted to see once again such a high number of our students actively participate in local projects through our student community action programme.

Through Partnerships we have now delivered an incredible **2.6 million hours of engagement** with children beyond our own schools' community, and **more than 170,000 hours of teacher training.**

**Our excellence in student welfare continues to gain recognition.**

This year, all three of our schools were awarded the HIEDA Seacole Standard; the quality mark for school healthcare recognising the outstanding support we give to our community through our wellbeing programme. In addition, the boarding provision at Cobham remains in the running for the British Boarding School Association 2025 Awards (in the wellbeing category) and was also a finalist in the Study Travel European Boarding School of the Year Award.

**Our schools and those who study and teach in them are thriving.**

This year, we were able to invest in a number of new spaces dedicated to future-forward learning.

We refurbished and upgraded the Middle School science and computer labs at Cobham, and the science labs at Egham, where we are also creating a new collaboration/imagination zone. Work has also started on an exciting new Upper School space at Cobham, designed for collaborative learning incorporating our Ready to Thrive student services.

Such innovations always have a strong educational foundation, so I'm delighted to say that our new Education Strategy is taking shape – as you can see in this report.

**ACS continues to be a diverse, inclusive, and friendly community**

In these times of global challenge, ACS remains a truly international community.

Our students, parents, and faculty now represent over 100 nationalities from every possible background, all working together and building lifelong friendships. This has always been at the heart of the ACS experience and continues to be what makes us special.

Finally, I would like to thank our Trustees for their continued support and recognise Christopher Banks, for his three years as a Trustee. I would also like to welcome new trustees: Jennifer Callahan Packer, Emanuela Cernoia, and Anne Elkington.

The ACS community continues to evolve and grow. Thank you for your support and for being part of our exciting journey.

Sincerely,



**Bob Macnaughton**  
Chair, Board of Trustees



**BOB MACNAUGHTON**  
CHAIR, BOARD  
OF TRUSTEES



**TIM CAGNEY**  
CHIEF EXECUTIVE

**While not without its challenges, this has been an exciting year for ACS, and we remain number one in international education in the UK, with the largest share of students.**

This year, we reached the end of our five-year Education Strategy, having successfully completed seven ambitious projects, each supporting academic excellence. We are now about to launch our new Education Strategy which we set out in this report. We believe it is highly innovative, with the potential to be world leading.

**In 2025, we celebrated another outstanding set of academic qualifications in both the IB and American Advanced Placement Exams with our largest-ever graduation class.**

Over 300 students graduated, with many moving on to outstanding UK universities, including Cambridge, LSE, and Oxford. Others are taking up exciting career opportunities or starting at international universities and colleges. And all are building on their ACS experience to carve out their own success story in fields as diverse as medicine, international relations, and premier league football.

This year's impressive array of student awards and achievements across our three schools demonstrates how our community is already inspiring this next generation, ready to make their mark on the world. We're also delighted that ACS Hillingdon is a finalist in the 'Independent School of the Year for Student Careers' award, which further endorses our work in this area.

**In March, Cobham and Hillingdon passed their ISI inspections with flying colours, building on the success of last year's excellent ISI inspection at Egham.**

These inspections examine wide-ranging aspects such as leadership, teaching, pupil wellbeing, and safeguarding, and are important to ACS as they endorse our extremely high education standards. Many fellow

independent schools are now seeking support and advice from us in this area; a responsibility we take very seriously.

**While there was much to celebrate, we also faced the challenge of adapting to the new VAT on school fees tax legislation, which was effective from January 1st 2025.**

I am very proud of how we responded. Flexibility is a strength at ACS and something we instil in all our students, and we certainly led by example. Our people dedicated many hours to restructuring processes and to helping parents navigate the new realities. And at the same time, we maintained our unwavering commitment to education excellence and to supporting partnerships and bursaries, the value of which is shown in this report.

**Of course, it's people that make ACS so special. This year, we totalled 723 staff made up of many skillsets, backgrounds, ethnicities, and cultures including 58 new teachers.**

Each new teacher is invited to a fantastic 'WOW' (Welcome to our World) week, designed to help them settle in, forge connections and professional networks, and to grow their understanding of our unique culture and values.

I was also delighted to confirm Rob Crowther as the new Head of School at Cobham, following his appointment as interim Head last year. Rob has now spent ten years at ACS and his knowledge and understanding of the school is of immense value, both to the Board and our community.

My thanks to everyone at ACS and all our whole community for another rewarding year.

Sincerely,

**Tim Cagney**  
Chief Executive

“As we look forward to the year ahead, and the launch of our new Education, People, and Partnerships strategies, we will continue to focus on providing an excellent education for all and a rewarding and fulfilling career for our talented people. Because, if they thrive our students thrive.”

## OUR EDUCATION STRATEGY

### Ensuring our students are ready to meet the world – and shape its future

#### Adapting to a fast-changing world

A great deal has happened since we launched our first Education Strategy in 2020.

The world has experienced a life-changing pandemic: conflicts have raged in Europe and in the Middle East and economies have waxed and waned. And across society, a wide range of issues have been hotly debated, from diversity and inclusion to the formidable potential of generative AI.

This period of rapid change provides the backdrop for our own evolution, here at ACS.

“An ACS education has at its heart the idea of readiness: our students face the world ready to act, lead, care, and change the world.”

Hazel Kay, Director of Marketing, Development & Admissions

New roles, structures, and systems have been born from our strategic work in education, partnerships, and people. Yet there remain some abiding constants:

- To provide a sharper focus on inspirational teaching that continually drives academic excellence and improves academic results
- To demonstrate public benefit and global competence through a greater range of educational experiences

- To develop an expanded notion of what it means to belong to a healthy international learning community
- To deliver equitable, distinctive, and consistent support for all students, so they can achieve challenging educational goals

This is the strong scaffolding on which we will continue to build.

#### Taking stock of our achievements

Since 2020, we have completed seven ambitious projects, ranging from a multi-tier support system for students with Special Education Needs, to a data-informed ecosystem of student-led wellbeing initiatives; something that is gaining attention around the world as a model programme.

We have also developed and implemented new standards for teachers and academic leaders that will influence more than 1,500 international schools accredited by the New England Association of Schools and Colleges.

#### Building on our purpose and values

As the school year began, we looked to the future through extensive study and wide-ranging conversations with students, staff, and other experts.

This informed our new Education Strategy, which builds a bridge between our driving purpose – to prepare and empower the world's next global thinkers and doers – and the need to respond to society's most urgent concerns.





## THROUGH OUR NEW EDUCATION STRATEGY, OUR STUDENTS WILL BE READY...

- **Ready to learn, unlearn, relearn, and learn again** – so they understand things deeply enough to think and act flexibly in ways that enrich our world
- **Ready to thrive with technology** – because the future belongs to those who can work synergistically with technology to surpass the capability of humans or machines working in isolation
- **Ready to forge new pathways** – using critical thinking, collaboration, and adaptability skills, which allow for personalisation and interdisciplinary exploration outside traditional constraints
- **Ready to lead into the future** – equipped with knowledge about the world, the capacity to investigate global issues, understand diverse perspectives, communicate across cultural boundaries, and take responsible action towards collective well-being
- **Ready to think generationally** – showing care and consideration for the individuals and communities whose lives will be shaped by their actions, and taking responsibility for their legacy to the planet
- **Ready to connect across boundaries** – to navigate ambiguity, understand different world views, and collaborate; skills that are fundamental to surviving and thriving in a complex, conflict-ridden, rapidly changing world
- **Ready to engage the world** – having connected directly to the world outside the classroom and gained valuable experience of real problems, tackling real issues, and creating real value
- **Ready to be 'fully human'** – using their kindness and compassion as well as their skills and knowledge to forge a more just and caring world

In particular, it translates our mission to develop confident, caring, and effective young people into a tangible framework for reflection and action over the next decade, based on three imperatives:

- Managing rapid social change
- Living sustainably on a planet under threat
- Working ethically and productively with emerging technologies

### Constructively framing the next decade

Our new strategy is organic by design; connected, and responsive.

“An effective strategy pulls us toward an irresistible future that is both positive and fruitful, inspiring us to imagine education that’s focused on long-term benefits and wellbeing for ourselves, our communities, and our planet.”

Robert Harrison Director of Education & Integrated Technology

It identifies the big ideas that we believe are most important and ripe for enquiry, collaboration, exploration, and innovation. And it reflects our commitment to ensure that our students will be properly prepared for the world they will graduate into.

Over the coming year, we will be bringing this new strategy to life with the help of our inspiring teachers, skilled leaders, committed partners, and healthy communities

**Exciting times lie ahead.**

## OPENING ACCESS TO A WORLD-CLASS EDUCATION THROUGH OUR BURSARIES PROGRAMME

In 2024-25, we said goodbye to twelve Grade 12 bursary students who will now take the value of their ACS education out into the wider world – just like their predecessors, Michael and Miriam.

This year, we welcomed **9** new bursary students



There are now

**47**

bursary students across our three schools

This means that in the 7 years since we started supporting bursaries,

over **100**

students have benefited.

### Miriam Kanya

Miriam credits her ACS bursary for ‘expanding my horizon of what was possible’

Miriam says her time at ACS changed the whole trajectory of her life - and that of her family: “Teachers inspired me, challenged me, and believed in me. And the student counsellors gave me unparalleled, personalised support. That level of care and belief stayed with me.”

After two years at ACS Hillingdon, Miriam secured a place to study medicine at Bart’s and The London,

graduating as a doctor in July 2023:

“Being a doctor allows me to be at the forefront of life-changing care every day. I feel incredibly fulfilled in my work, and I know without a doubt that I would not be where I am today if not for the bursary that allowed me to attend ACS and I feel deeply grateful to the donors who made it possible. Their generosity transformed my life.”

Miriam will soon begin the next phase of her training as a specialist, most likely in Paediatrics, Obstetrics, or General Practice.



### Michael Omidire

Michael credits his ACS bursary for ‘the belief that I could pursue more’

Michael joined ACS Hillingdon from the British state school system, finding himself immersed in a vibrant community, surrounded by students from across the globe:

“The bursary granted me access to a whole different world. It allowed me to meet people from all types of cultures. It helped me understand myself and my role

in a multicultural society, and it gave me the confidence and curiosity to embrace new experiences. None of that would have been possible without it.”

Michael remembers the international sporting events he took part in as leaving some of the deepest impressions: “Leaving the country for the first time, flying for the first time, staying with a host family in Austria, and playing the sport. It’s an experience I’ll forever be grateful for.”

Michael will soon graduate from Cardiff University and is looking forward to putting his Economics and Italian degree to good use.

A big thank you to everyone who has supported our Bursary Programme. If you would also like to help, please contact Melanie Gordon-Hughes at [development@acs-schools.com](mailto:development@acs-schools.com).



## THE IMPACT OF ACS PARTNERSHIPS

Together with our community, we are delighted to continue to provide transformational education through purposeful collaboration, innovation and the cultivation of new skills.

Graeme Lawrie, Partnerships Director

Seven years on from establishing ACS as a charity, our Partnerships initiatives remain at the heart of our mission and continues to achieve outstanding results.

Today, our Partnerships bring together more than 100 schools and community organisations to co-create and collaborate on projects that enrich pupils' learning beyond the classroom.

By working with local businesses, voluntary groups and civic bodies, we can offer partner school students and ACS students access to real-world experiences that help to develop their skills, creativity and empathy. In 2024-25, this included everything from conducting environmental surveys to storytelling for elderly care home residents, to supporting food banks, and hosting young carers on campus.

### Driving wider community benefit

While many of our Partnership activities are small and local, others are much wider reaching, with broad impact across a large cohort of partner school children.

For example, in 2024-25:

- In June, we brought together 1,000 students from 27 partner schools for our first ever **Literature Festival**, held in the grounds of Royal Holloway University.

Statistics gathered over the last five years show we have delivered remarkable impact:

**2.6 million hours**

of engagement with children beyond our own school community

**170 000+ hours**

of teacher-training opportunities for ACS staff and local educators

**Hundreds of bespoke projects**

co-designed and delivered with community partners

This involved 250 students a day over four days, who had all participated in our popular Pen Pal project, getting together for a day of storytelling, listening to authors, and talking about literature. And every child left with a new donated book

- In October, we brought together 1,500 ACS students and 8,500 students from partner schools for **STEAM 2024** at Thorpe Park to tackle science, technology, engineering, art, and maths challenges; a fantastic way of sparking curiosity and proving the power of learning through experience

These flagship events can only be achieved with the help of industry partners who support us in creating long-lasting, sustainable, and educationally rewarding opportunities. Their support also enables us to attract a wealth of in-kind support.

For example, in 2024-25, we were gifted with:

- An insight into the on and off-stage experience from West End artists and producers
- Workshops with the Williams F1 team
- Orchestral workshops with the Royal Philharmonic Orchestra
- Support for our diversity initiatives from not-for-profit organisation UTCAI (United to Change and Inspire)
- STEM days from the Bloodhound Supersonic car team

- Support with our science fairs from educational charity Satro

Similarly, there are many dedicated and committed people here at ACS who work tirelessly to ensure our Partnerships are successful. And we're always striving to do more.

### Harnessing each partner's strengths

Our commitment to grassroots community engagement is central to our Partnerships work.

To this end, we work alongside many teachers, pupils, and local, national and international stakeholders to identify shared goals and activities that harness each partner's strengths. We also work with community mentors to envision new learning opportunities, which means we are both sharing our knowledge and expertise, and learning from that of others.

### A new way to deepen impact

Looking ahead, we have plans for a tiered Partnerships approach designed to deliver benefits for schools, community partners, and ACS alike – and to prepare every learner for a rapidly changing world.

In addition, a new **recognition model** will formally acknowledge ACS student community service contributions through a credit system. This will form part of the student's school achievement record for sharing with universities and employers.



**We would like to thank all our partners for their enthusiastic support and encouragement. It is truly life-changing. We'd also like to thank every supporter who has made a donation or given their time and expertise to support our Partnerships programme. Our future is in the hands of the engaged, future-ready learners you have helped us to reach.**



## ACS COBHAM

### School update and highlights for 2024-25

At the start of the year, we were delighted to welcome our Lower School students into the newly refurbished Heywood House.

Having opened its doors in 1975 to just 38 students, the building now houses 120 Grade 3 and Grade 4 students of multiple nationalities from all over the world.

It was particularly gratifying to see Heywood House once again being used as a school as Cobham approaches its 50th anniversary celebrations in the coming academic year. And similarly fitting to welcome Rob Crowther as the new Head of School, following his period as interim Head and almost ten years at the school.

**Our Head of School's vision is to create a learning environment that is ready for the 22nd Century, not just the 21st.**

This will require our students to have high-quality facilities and technology at their fingertips. We also need collaborative learning spaces, where young people can develop the critical thinking and problem-solving skills they will need to address emerging global challenges and to thrive in a technology-driven future.



This year, Cobham took several steps in this direction, with some important new future-forward spaces.

In August, we opened a world-class circular IT suite in our Middle School.

In February we re-imagined and re-equipped five science labs, taking down walls and opening up ceilings to create inspirational light-filled teaching spaces, designed to foster collaboration and innovation.

**These facilities have been in constant use since opening. And we would like to thank all the generous parents who helped to bring them to life by donating.**

The successful re-imagining of science labs in our Middle School, will now act as a template for developing new science and tech facilities planned for the High School, happening over the next three years.

### Ready to Thrive and raring to go

A major highlight of the year is that we have almost achieved our £1m fundraising target for the Ready to Thrive space at Cobham.

Construction work on 'Nexus', an exciting redevelopment of the Marble Hall, the Interactive Learning Centre and the Mezzanine Bridge, is also underway. This is scheduled for completion in early Spring 2026 and is eagerly anticipated by everyone at Cobham, as it will give our students even greater opportunity to thrive, not just academically, but also socially and emotionally.

### Enriching all through partnerships

As ever, partnerships were a big part of life at Cobham with multiple events across the year.

Here are just a few selected highlights:

#### In the performing arts...

200 local school children came to see our production of **High School Musical**, performed in our theatre. And more than four partner schools came to support the Lower School production of **Matilda**. There was much praise for the calibre of our students' acting, and the energy of the audience was spectacular.

#### In sport...

On May 6th, 100 swimmers from a large number of schools came together to take part in the annual **Partnerships Cobham Cup**.

In July ACS Cobham hosted its third Football Family residential camp in association with Elite Football and United To Change And Inspire (UTCAI). This multi-day residential football weekend brings together teenagers from various backgrounds, many from inner London, for football sessions, team building, leadership development, and an immersive campus life experience..

#### In literature...

As a precursor to the all-encompassing Literature Festival in June at Royal Holloway, 27 partner

schools continued their commitment to the **Pen Pal project**, which encourages children to write letters to their peers. This year, our Grade 4 students began writing to counterparts at an international school in India.

#### In Personal, Social and Health Education (PHSE)...

On March 10th, we welcomed 400 children from partner schools onto campus for **Empathy Week Live**; a festival of films, storytelling, and events designed to nurture empathy in students.

**Student community service** continued to flourish at Cobham, with students from Grade 8 and above taking part in many community and charity activities.

Older students supported younger ones with learning and **organised a Winter Fair**. Others **volunteered with schools and organisations**, such as St Andrews Primary school and the Wildlife Aid Centre. Students also **supported Movember** with work-out sessions and staff v student competitions. And The Solidarity Partnership, a student-run group, once again organised and **hosted three Saturday STEM workshops** for local school children.

Parents also joined in, organising Megadrives to help resource local **food banks** and to support **refugee action charities**.



**We would like to thank our supporters and everyone in the ACS Cobham community for helping to make this school a place to be proud of. The best is yet to come.**

## ACS HILLINGDON

### School update and highlights for 2024-25

This was another successful year for ACS Hillingdon, both in terms of our students' results and our ever-improving facilities.

Graduating students left us for exciting destinations in the UK and abroad, each with a High School Diploma, having studied either the IB Diploma programme, the IB careers Programme, or Advanced Placement courses.

Notable achievements included participation in Maths and British Physics Olympiads and reaching the regional semi-finals in the English-speaking Union's Shakespeare Competition. In addition, one student, Arthi, was shortlisted as 'One to Watch' in the Bupa Everywoman in Technology Awards; a truly outstanding achievement.

**We were delighted to add to our extensive sports facilities, with the opening of our new state-of-the-art Sports and Activities Centre.**

The Centre opened in November 2024 and comprises a large sports hall suitable for competitive sports, a fully-fledged fitness suite, a dedicated coaching area, and an indoor climbing wall. The building is also highly sustainable, with 190m<sup>2</sup> of solar panels, air source heat pumps, an exterior living wall, and efficient underfloor heating. So, while much human energy will be expended inside, we'll be wasting none of the planet's natural resources. We are confident that these

new facilities will help our students to follow their sporting aspirations over the coming months, and years, while also supporting the wellbeing of our whole school community.

**We would like to thank all the generous parents who helped to see this and other projects through to completion by donating.**

**As a school, we are committed to student development, both inside and outside the classroom.**

Another upside of having these new sporting facilities is that our auditorium is now used solely for the performing arts. With the help of parents, we've been able to upgrade this space and this is already paying dividends.

For example, this year, Upper School drama has used the auditorium space to provide arts workshops for theatre and music students.

Led by experts from the creative industries, these sessions included stage combat, musical theatre, and scriptwriting. They ignited passions, enthusiasm and interest among our students. Hillingdon's digital arts teaching also continued from strength to strength with many graduates now forging careers in industry.



### Enriching all through partnerships

As ever, partnerships were a big part of life at Hillingdon with multiple events across the year. Here are some highlights:

#### In geopolitics...

This year, ACS Hillingdon hosted a **Model United Nations** conference with 80 delegates from five schools. This programme seeks to replicate the professionalism and function of the United Nations, giving students the opportunity to discuss and debate the most pressing geopolitical and socioeconomic issues and to hone their leadership, listening, and negotiating skills. Discussion topics included 'the geopolitical situation in the Western Sahara' and 'ensuring access to adequate housing', and Michelle Sanders from Canada's International Maritime Organisation was the keynote speaker.

#### In dance...

Our **Irish Dance troupe** once again entertained



the local community, performing for the residents of White Plains care home and also touring local libraries.

#### In Personal, Social and Health Education (PSHE)...

Sustainability has been a key theme of PSHE lessons for Grade 3 students in our Lower School, along with pollution and care of our oceans. To highlight the importance of sustainability, students organised a Big Toy Trade, donating toys to Bells Farm Community Centre, which supports refugees and local families.

#### In staff development...

Throughout this year, we hosted **wellbeing and reflective practise sessions** for pastoral staff from 14 partner schools, as well as **Hillingdon Council's annual DSL Development Day** for 60 schools across the borough.



**We would like to thank our parents and everyone in the ACS Hillingdon community for their support and generosity. With your help, our school and our students will continue to thrive.**



## ACS EGHAM

### School update and highlights for 2024-25

Following a restructure under new Head of School, Mark Wilson, ACS Egham started the year with a new Senior Leadership team in place – and what an inspiring year it turned out to be.

We were able to celebrate record-breaking academic success in the IB Diploma Programme, with seven ACS Egham students looking to study at Oxford and Cambridge University, and another seven students applying for medicine or law.

#### We also welcomed many additions across our campus.

From the start of the school year, students were able to use our new outdoor performance space, the amphitheatre, which was launched with a wonderfully varied 'musical soiree' in September. This featured skilled performers from across our school alongside the Royal Philharmonic Orchestra Brass Quintet. Our new amphitheatre is already established and well-used by students across the arts. It plays a significant role in interactive learning and in teaching creative-thinking through performance; fantastic for confidence building.

We would like to thank our Parent Student Organisation and every supporter whose generosity helped to make all this possible

This year, we also updated half of our Magnolia buildings, used by Middle School, with a full refurbishment of five science labs. We added state-of-the-art equipment and break-out spaces, giving students a bright and modern learning environment where they can work collaboratively and develop their problem-solving skills.

A new e-sports suite and imagination space have also been created.

Students taking our Digital Design course will use this suite for technical and creative learning, and for gaining useful skills in areas such as project management, editing, digital marketing, and event promotion and streaming.

These facilities and programmes have enabled student-led e-sports tournaments, as well as encouraging engagement with our partnership schools and the wider community.

#### Exciting new facilities for future-focused learning

In the future, we hope to develop Egham's exploratory future-focussed learning spaces with a new multi-use centre for our High School students.

This will include a modern library with digital reference resources, exhibition space, and zones for reflection, planning, collaboration, and reading, as well as outside areas for student interaction.

### Enriching all through partnerships

Once again, ACS Egham supported many inspiring partnerships across the year. Here are just a few of the highlights:

#### In global citizenship...

In October, four young leaders from our Football Family initiative joined 30 ACS Egham students on our **Project Nepal** trip, where they engaged with local communities and helped to build a school. This programme emphasises meaningful, sustainable impact, teaching students the principles of global citizenship and ethical service. Prior to the trip, the young leaders and the students - who come from very different walks of life - embarked on a year-long journey of getting to know each other, engaging in a variety of team building activities. Along the way, they learned useful skills and forged friendships for life.

#### In farming...

In June, 400 students and 100 staff from our partner mainstream and special schools visited ACS Egham for a highly engaging **hands-on experience with farm animals** and reptiles. This experiential learning opportunity enabled students to see, touch, and

smell the animals as a bridge to understanding various aspects of agricultural practice. This visit was supported by student 'farm ambassadors' from Grade five and the Upper School.

#### In community engagement...

Throughout the academic year, ACS Egham welcomed **young carers** from the Surrey Young Carers Organisation for a variety of activity sessions, including climbing and HADO augmented reality sports. In May, 22 students from our Middle School delivered an activity morning for these young carers, leading a pizza making session, a STEM LEGO workshop, and a number of sporting activities.

In addition, many activities took place across the year, including monthly **wheelchair basketball** tournaments, **clothes donations** to local groups, and **the gift of furniture, books, and other resources** to partner schools. And more than 250 students from local state schools had the opportunity to visit ACS Egham for memorable **residential and activity days**, where they eagerly took part in a variety of educational **workshops**, ranging from science experiments to art and music sessions.

**We would like to thank our parents and everyone in the ACS Egham community for helping to accelerate our ambitious school development plans.**

**We are very grateful for all your support.**



## PROGRESS IN DIVERSITY, EQUITY, INCLUSION, AND BELONGING

Our Diversity, Equity, Inclusion, and Belonging (DEIB) Council is a vibrant community of over 60 staff members from across ACS. They help to ensure that equity and inclusion are not just aspirations at ACS but embedded in the systems that shape us.

In 2024-25, a specific area of focus was diversity in recruitment.

“This priority signals our understanding that a diverse staff body not only better reflects our student community but also strengthens our learning environment and helps to foster innovation, inclusion, and connection.”

Lauren Kelley, ACS DEIB Coordinator



This year, we partnered with AIELOC (the Association for International Educators and Leaders of Color) to support recruitment and talent development, they support us in building a picture of the wonderful diversity already within our team and establishing a benchmark for future evaluation.

DEIB Council members also play an important role in strengthening our inspections and other compliance processes. For example, they collaborated on statutory campus

Accessibility Plans, helping to ensure that our learning environments are inclusive and accessible to all – and that our practices align with our values.

### Fostering continuous learning and open dialogue

In the past year, the Council has organised educational events, facilitated open discussions, and provided DEIB resources to strengthen our collective understanding and responsiveness to DEIB opportunities.

Through these initiatives, we have addressed both UK-specific and international developments, ensuring our community remains engaged with global conversations and best practice in areas such as gender, autism, and representation in children's literature.

The outstanding leadership shown by our DEIB Council is fast gaining recognition.

They have received requests to participate in broader community forums and webinars, from AIELOC, the British Boarding Association, and the Educational Collaborative for International Schools (ECIS).

### Building empathy, connection, and understanding

We believe that storytelling and the sharing of lived experience is a powerful tool for building connections across our community, and that it also demonstrates the importance and value of listening with curiosity.

To this end, we ran several important initiatives this year:

- **A podcast** – highlighting staff members' personal journeys
- **Neurodiversity Awareness Week** – to deepen our collective understanding
- **Human Libraries** – offering powerful moments of connection
- **Embracing student voice** – helping shape meaningful change

### Encouraging community learning

Throughout the year, we have also run a variety of Learning Together events and workshops, including:

- Professional learning for staff on Identity and Belonging
- A Racial Equity Workshop attended by over 500 students
- Women of the World at Royal Albert Hall attended by 10 staff members

We also asked staff to share their profile information with us to better understand who we are and celebrate and grow our diversity further.

We look forward to exploring new initiatives and supporting the community next year.



## PLACING SUSTAINABILITY AT THE HEART OF OUR VISION

This year, we adopted our Sustainability Charter; a strategic framework, built around five key pillars:

- Economic Viability
- Global Perspective
- Environmental Stewardship
- Social Responsibility
- Educational Excellence

This ambitious roadmap for sustainability embeds climate-conscious practices into operations, highlights global engagement, and grounds environmental education across the curriculum.

It also ensures that our sustainability efforts are part of a coherent, long-term strategy.

“Whether through student-led initiatives, staff development, or partnerships with outside organisations, the Sustainability Charter helps us nurture a generation of learners who understand their responsibility to both people and planet.”

Latifa Hassanali, Sustainability Lead

### Bringing abstract concepts to life in the classroom

We are now using on-site energy use data as a powerful learning tool in our Middle and High School Math and Science lessons.

This information, collected by our partners ecoDriver Solutions, gives students the opportunity to examine real-life consumption patterns, and to explore graphing, averages, and units of measurement through authentic, relevant scenarios.

In this way, they are developing key skills in data interpretation, critical thinking, and systems understanding, while also becoming active contributors to our sustainability goals.

### Creating catalysts for action at each of our schools

This year, we introduced Sustainability Champions at each school.

These dedicated staff members work closely with students, teachers, and support staff to strengthen existing projects and catalyse new ones that reflect the priorities and passions of each school community.

By raising the visibility of our sustainability goals and fostering collaboration, our Champions are connecting the dots between classroom learning and campus-wide change, helping to drive meaningful progress.

### Helping students say 'YES' to climate action

As partners of YESfest, ACS is introducing students (aged 8 to 10) to a supportive peer group and giving them access to practical tools and resources. YESfest is designed to give children the knowledge, skills, and enthusiasm to help tackle the climate emergency by using sustainable and regenerative practices in their local communities. In May 2025 ACS was a virtual participant in YESFest's Youth Eco Summit in New York.

## SUPPORTER STORIES

On these pages, we hear from three families who have supported our schools in different ways.

### Egham

“I would definitely recommend attending the schools’ charity events. You’ll 100% get so much out of it for yourself. I understand the school a lot better and I feel it’s brought me closer.”

Gerry Ball



**Gerry took part in our charity golf day at Pyrford Lakes Golf Club in March 2024, in support of our bursaries programme..**

Gerry and Cherie’s son Cameron joined ACS Egham at age 13, after attending the same school in Singapore since kindergarten. They wanted continuity for Cameron, who was already studying the IB programme. And as his previous school was surrounded by greenery, that was a priority too.

“The school needed to tick a lot of boxes”, says Gerry. “The environment a child is educated in is really important to us, and ACS Egham made a good first impression. It looked like the kind of school any child would be happy to be educated in. Then, when we started talking to people, met the teachers and saw how internationally-minded they are,

we weren’t disappointed.”

Knowing how well Cameron has settled into ACS Egham, Gerry was happy to buy a ticket to the charity golf day, as well as raffle tickets at the event.

“A lot of time and effort goes into organising these events, so I think it’s really important to support them when we can. On this occasion, I ended up being paired with Head teacher, Mark, meaning I gained a great insight into the school, his leadership, and his ideas. He was humble enough to ask for feedback too, and clearly interested to know that Cameron is happy.”

Gerry credits Cherie – for putting this event on his radar. We would like to thank both of them for their fantastic support



### Hillingdon

“If I can do something to help other kids like Mitch, kids who need that creative expression, I always will. And I would certainly encourage other parents to support ACS in any way they can. It needn’t be financial; it can be by sharing their skills or any strengths they have.”

Yuko Lindemann

**Yuko and Adam Lindemann made a generous gift towards the arts programme at ACS Hillingdon.**

Yuko and Adam’s son, Mitch, is super creative and committed to becoming a filmmaker.

Initially, the family was looking at schools in the US, which they knew had good film programmes. Then, a conversation with a film director in their circle gave them a different view: Hollywood and the world are increasingly in need of global perspectives, he told them.

That’s when ACS came onto their radar.

Adam visited the school and was impressed by what he found: “You could tell immediately it’s an international school, but what made an even greater impression was how warm and cosy it felt - and the beautiful environment. As an adult, to come away from a school and think ‘I wish I had gone there’, that’s really something.”

Other attractions were ACS Hillingdon’s excellent film and arts programme, their relationship with Pinewood Studios, and their exciting plans for the future.

As Adam explains:

“ACS Hillingdon has exceeded our wildest expectations. There is something very special here, and as for their film and arts programme, I don’t think another school comes close.”

Yuko and Adam were also pleased to find a school with a focus on developing the artistic side of students, not just the academic side.

Mitch hasn’t always had an easy pathway through school so finding somewhere where he would be free to express his creativity was key. Now he is happy and thriving and through their generosity, the Lindemanns are ensuring that other young people will flourish too.

We would like to thank the Lindemanns for their generosity and for being such passionate advocates for the school.

### Cobham

“We are big believers in connecting students to different career and curriculum options. Ready to Thrive is a like a Petrie dish; a good playground for them to experience and experiment with a variety of opportunities and to discover how they can start in one area and then migrate to another.”

Jayesh and Shilpa Punater



**Jayesh and Shilpa Punater generously supported the Ready to Thrive project at ACS Cobham and also opened up their home to fellow parents for a special evening.**

ACS Cobham was recommended to Jayesh and Shilpa when they were looking at potential schools for sons Arun and Aum prior to moving from New York to London.

“We loved the curriculum, the staff, and the facilities”, they say. And ACS Cobham also seemed a good interim between high school and college. In particular, they liked that it was a “large school but with personalised small school feel.”

Both Arun and Aum have wide ranging interests, so a varied curriculum and full complement of after school programmes, clubs, and activities were also important factors in choosing the school and

in supporting the Ready to Thrive project at ACS Cobham.

Arun is passionate about film and engineering and loves building and robotics. Aum is enthused by finance and law and also loves debating. There are many future career pathways that could open up to them – and to their fellow students. Now the Ready to Thrive student centre is there to inspire and prepare them.

“We love that our values and vision around Ready to Thrive match with those of the school and its leadership team. We would absolutely encourage other families to get involved.”

We would like to thank the Punaters for their generous contribution to ACS Cobham and to our wider school community.

## CATCHING UP WITH OUR ALUMNI

Our alumni continue to bring vitality and generosity to the ACS community.

This year, we had the pleasure of welcoming back over 20 former students to our schools for personal tours. Many brought along family members, so they could share their memories and the stories that still mean so much to them.

“These visits are a wonderful reminder of the lasting connection our alumni feel to ACS and the powerful role our schools have played in their lives. It reminds us that ACS is not just a school—it’s a home, a memory, and a legacy.”

Melanie Gordon-Hughes, Senior Development Manager

### Continuing a proud tradition of giving back

Several alumni generously shared their skills and insights with us.

For example, ACS Cobham alumnus Tijn Den Hollander returned as a keynote panellist at the **Future Ready Forum**, sharing his industry insights as a Global Creative Producer and influencer in Esports, Music, and Sport.

Tijn’s contributions during the panel discussion, focused on the future of education and how tomorrow’s schools can best prepare students, were thoughtful, dynamic, and truly inspiring.

We’re grateful to Tijn for his contribution and thrilled to see ACS alumni leading in such innovative spaces.

### Providing an inspiring example

The ASC Parent community also showed us tremendous support.

- On 27th March 2024, parents from all three schools came together at Pymfords Lakes Golf Club for a **charity golf day** in support of bursaries. This was a wonderful way to celebrate community and shared purpose through philanthropy and it fostered many new friendships. We are grateful to everyone who attended.
- On 1st May 2024, we held a **Cobham Parent City Networking event**, kindly hosted by parent and donor Mr Rashid Abdulla at DP World’s London offices. ACS Trustee, Hugo Pinto delivered a

fascinating keynote on generative AI and its impact on the future. The discussion sparked important conversations about how AI is reshaping industry, the nature of work, and the future our children will inherit.

- In March, Cobham parents Mr and Mrs Punater hosted an evening, celebrating their ACS journey and their passion for philanthropy. This was such an inspiring event, featuring fabulous catering, a talented violinist, and wonderful company and conversation. We’re incredibly grateful to the Punaters for their generosity.

### Growing our network far and wide

We are also grateful for the generous support we received from ACS alumni in the United States, who contributed towards scholarship funding for ACS students – and kept our spirit alive and kicking across the Atlantic.

For example:

- On 26th September 2024, our thriving **New York** Chapter hosted a lively social for ACS alumni and friends. And on 18th October 2024, Cobham Class of 2004 alum Evan Sketchley hosted our first ever alumni social in **San Francisco**, bringing together eight former students for an evening of connection and shared memories.

Huge thanks to New York chapter leaders Jeff Axford, Mike Messerle, and Tade Olulade, and to Rob Donnell in New Mexico for their energy and leadership, and to Evan Sketchley for inspiring and facilitating the growing West Coast chapter.

These experiences of reconnection and generosity highlight what makes ACS alumni and our families so special: together, we are a global, vibrant, and engaged community rooted in shared values and a belief in giving back.



## FINANCIAL STATEMENT

ACS Group has enjoyed another satisfactory year of operation. Fee income increased by 9% in the UK mainly due to inflation as well as small increases in enrolment during the 2023/2024 academic year. Catering and trip income has also increased. However, there has been a decrease in income from overseas operations due to the sale of ACS Doha in February 2024. As you may expect, and as with most schools, our main source of income is school fees, which represents 88% of our total income. We work hard to ensure we use our income wisely, to get our students

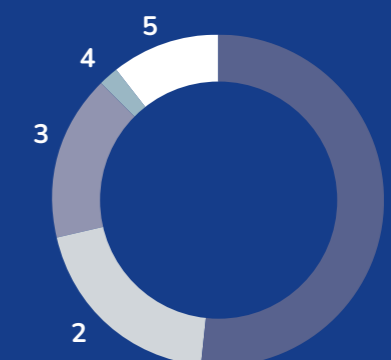
ready for what comes next and to continue future investments as well as long-term sustainability.

The maximum amount invested is directed to areas that matter most: our students’ teaching and learning. Operating effectively is vital to our success and we are proud to invest significantly in our teachers and staff to deliver a world-class education for tomorrow’s global thinkers and doers. Staff costs represent 59% of our total costs and 54% of our total income.

TOTAL INCOME £86.8M

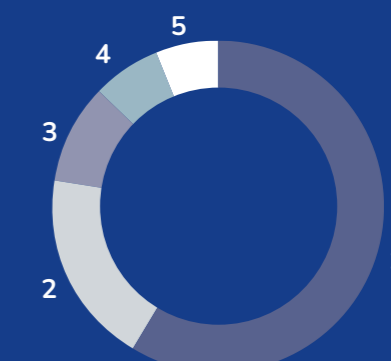
### INCOME

1	Cobham	£44.9m
2	Hillingdon	£17.1m
3	Egham	£14.1m
4	UK Group income	£1.7m
5	Doha	£9.0m



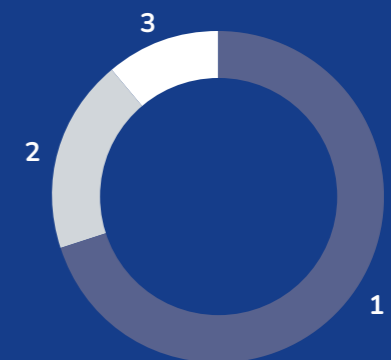
### COSTS

1	Staff costs	£46.9m
2	School operating costs	£15.0m
3	Estates and Facilities	£7.7m
4	Depreciation	£5.3m
5	Group Services	£4.9m



### CAPITAL EXPENDITURE

1	Major projects	£13.9m
2	Campus improvements	£3.8m
3	IT	£2.2m



## INCOME OVERVIEW

£76.3m is Fee Income, which includes tuition, application fees, Capital & Development fee and boarding fees.

£9.9m is Other Income, which includes bussing fees, catering income and sports centre income.

£0.6m is Fundraising income.

## COSTS OVERVIEW

£46.9m Staff Costs include all staff costs of the school and Group Services, staff relations, staff recruitment and staff development (£0.4m).

£15.0m School Operating Costs include classroom books & supplies, educational apps, catering supplies, exam costs, trips & activities costs, sports costs, bussing costs, IT repairs.

£7.7m Estates & Facilities include building & grounds maintenance & repair, utilities, rates and insurance.

£4.9m Other Costs include Education Strategy Services, Finance, HR, IT, Group Estates & Facilities team and Marketing costs.

## CAPITAL EXPENDITURE OVERVIEW

£13.9m Major Projects includes spend in the year on:

– Hillingdon Sports Hall	£3.5m
– Cobham Heywood House	£3.1m
– Cobham LS Village	£1.9m
– Cobham West Lodge	£1.3m
– Hillingdon Various Masterplan projects	£1.2m
– Cobham Fox	£0.8m
– Cobham Various Masterplan projects	£0.7m
– Egham Science	£0.8m
– Egham Various Masterplan projects	£0.6m



## THANK YOU FOR YOUR SUPPORT

We would like to say a very big thank you to parents, alumni, charitable foundations, and corporate donors who have donated to our schools over the past financial year, many of whom wish to remain anonymous.



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COBHAM

THE ABDULLA FAMILY **THE ADLER FAMILY** THE ALIOTO FAMILY **THE ALUKO FAMILY** THE COSTA-FAYED FAMILY **MR JEFF AXFORD** MR BEN-GACEM **THE BJERG-NIELSEN FAMILY** THE BLAKE FAMILY **THE BOLLEY FAMILY** THE CHANDIRAMANI FAMILY **THE CHERNYKH FAMILY** THE COLGATE FAMILY **THE DALY FAMILY** THE DECKER FAMILY **THE DELANO FAMILY** THE DINCER FAMILY **MR ROBERT DONNELL** THE DORIS FAMILY **THE GILLISON FAMILY** THE GUILLEMOT FAMILY **THE HOLLOWAY FAMILY** THE JABSHEH FAMILY **THE JEANNERET-GRIS FAMILY** MR BRIAN KUJALA **THE LIAO FAMILY** THE LIM FAMILY **THE MAULE FAMILY** THE MCCALL FAMILY **THE MCDONALD FAMILY** THE MCKENNA FAMILY **THE MOCHITOME FAMILY** THE MOK FAMILY **THE MURPHY FAMILY** THE MUSTAD FAMILY **THE OCHSTEIN FAMILY** THE OGUNDARE FAMILY **MR OLUTADE OLULADE** MR ERIC PHANNENSTIEL **THE PICK IBARRA FAMILY** THE PRICE-HUNT FAMILY **THE PUNATER FAMILY** THE RAKHBARMADANI FAMILY **THE RANKIN FAMILY** THE SALINI FAMILY **THE SALVADEGO FAMILY** THE SCHWARZER FAMILY **THE SIMON FAMILY** THE STATON FAMILY **THE DE MOUDT FAMILY** THE WARIEBI FAMILY **THE WIGWE FAMILY** THE YOSHIDA FAMILY



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EGHAM

THE GRIFFITH FAMILY **THE SEIMAN FAMILY** THE BALL FAMILY **THE SHEVCHENKO FAMILY** THE ENGELHARDT FAMILY **THE MARTIN FAMILY** THE AKANAM FAMILY **THE OTLUOGLU FAMILY** THE ROWE FAMILY **THE MAMMADOVA FAMILY**



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HILLINGDON

THE ADLER FAMILY **THE ALTOUN FAMILY** THE BENNANI FAMILY **THE DE LIMA CEFALU FAMILY** THE BOLDEN FAMILY **THE BRAGA FAMILY** THE BRERETON FAMILY **THE COUTEAUDIER FAMILY** THE FADER FAMILY **THE GIRICI FAMILY** THE GOKTAN FAMILY **THE KOLODZINSKI FAMILY** THE LANGE FAMILY **THE LINDEMANN FAMILY** THE LOVELL FAMILY **THE MERIEN FAMILY** THE MONTEIRO FAMILY **THE NG FAMILY** THE SHCHUTSKY FAMILY **THE SOPHER FAMILY** THE SINGH FAMILY **THE TERAMOTO FAMILY** THE VERICA FAMILY **THE WANG FAMILY**



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