

Oaks from Acorns

Annual Report 2009/2010



2010



2009



2008



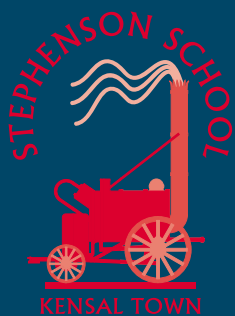
2007



2006



2005



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Annual Report 2009/2010

August 2010



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STEPHENSON SCHOOL, 2009–2010
Back row, left to right: Hetty Pound, Helen Powell, Catherine Burnaby-Atkins

🛡️ NMS Vision & Values 🛡️

Our Vision

To make high quality primary education available to as many children as possible

This means

- 🛡️ outstanding teaching of literacy and numeracy
- 🛡️ high expectations for each child's overall educational development
- 🛡️ instilling habits of effective learning and good behaviour at an early age
- 🛡️ academic standards that prepare pupils to perform to the best of their ability in public examinations
- 🛡️ not-for-profit status and tight cost management to re-invest surpluses and to keep fees as low as possible
- 🛡️ providing a demonstrable and replicable model for running schools

Our Values

Our community

To be both nurturing and inspiring. Our values derive from a broadly Christian ethos, with obligations of courtesy, helpfulness and openness.

Our work

Excellence in education. Starting with strong foundations in literacy and numeracy, we aim to instil a love of learning in children through an inspiring curriculum covering the traditional subject areas.

Our goals

Pupils to acquire the skills, knowledge and habits of mind that will allow them to fulfil their potential, and so grow towards maturity and self-confidence.

We are committed to providing value for money with a rigorous approach to efficient cost management.

Introduction



In our sixth year of operation, I am pleased to report that The New Model School Company (NMS) now runs three primary schools, which provide excellent low-cost education on a non-selective basis. Our first school, Maple Walk School, under the headship of Sarah Knollys, moved into purpose-built premises at the beginning of the academic year 2009/10; Stephenson School opened in the former premises of Maple Walk under Helen Powell, who was deputy head of Maple Walk; while Faraday School in Trinity Buoy Wharf also opened this academic year under Sarah Counter as head with generous support from the Worshipful Company of the Fishmongers, a leading City livery company, and Eric Reynolds of Urban Space Management.

We have much for which to thank Rick Williams, who retired from his position of CEO last autumn, but continues with us as chairman of governors at Stephenson School. We are very fortunate to be joined by Peter Wolton as CEO. He completely shares our vision, has a strong record of management, and valuable experience in both commercial business and the not-for-profit sector.

Looking ahead, we have ambitions not just to provide a very good knowledge-based primary education to the many children at our existing schools, but also to provide a model which can be used by parents and philanthropists to start new schools for the benefit of children all over the UK. Our low costs make this vision more easily available to many families; our bursaries more affordable for philanthropists; and the strong traditional learning we impart will be with our many children for life.

The purpose of this document is to review progress against plan and to let our supporters know just how much they have helped us to achieve so far.

There is much for all at NMS to do and we look forward to the year ahead under the leadership of Peter Wolton.

David Jones, Chairman
May 2010

CEO's Report

Since arriving at NMS, it has become clear to me how much was achieved by my predecessor, Rick Williams, with the launch of three schools. Establishing new schools is both a labour of love and expensive, which is why so few are started. It is almost stating the obvious to say that it requires bringing together parents, pupils, and teachers all at the same time, quite some choreographic act! At NMS we are remarkably fortunate in the support we receive from so many quarters to overcome the hurdles that we inevitably come up against in the process. I want to thank all our staff, our pioneering and hugely supportive parents, and our many benefactors who have given time and/or money to get us where we are.



Looking forward, our immediate strategy is to make sure that the three schools we have all become firmly established, so we will focus on what we have, rather than planning new openings.

We are very excited that Stephenson School and Faraday School, both established in September 2009, have had their first Ofsted inspections. In the evaluation of Stephenson the inspector wrote: *'Stephenson School is a cohesive community in which children feel valued and well cared for'*. Faraday school was described as having made *'a flying start... The quality of education is outstanding'*.

Finding a permanent home for Stephenson School is a priority and it is a comfort that we have another three years before we outgrow our existing premises. This allows us to draw on our experience of building a new school for Maple Walk and take a measured approach to the Stephenson project.

Beyond these immediate challenges, our objective remains to provide excellent education, making it accessible to as many as possible, by keeping costs as low as possible. This means we must always look at whether we can do things differently. For this reason we have been delighted to welcome Peter Meyer on board as our Chief Financial Officer. Peter has had a long career in both complex and fast-growing companies and is ideally equipped to help us grasp the exciting opportunities that we expect to come our way

The NMS education is delivered through classes of around twenty children, at a lower cost than the maintained sector (see page 8). Judging by the results so far, we are starting to believe that our work could be truly transformational as we develop a new model for education.

The early growth of NMS has already attracted capital into the sector. Our new Maple Walk School has been purpose-built for us by a charitable trust, where we are the tenant. We believe it is perfectly possible that new educational providers such as NMS will attract private capital into the sector when government funding will inevitably be constrained.

We have over fifty children starting at our schools in September 2010, and additional places will be created in the following years. So having had 75 children at one school in July 2009, we will have more than three times that number across three schools by September 2011.

The tremendous current interest in education offers us huge scope. NMS is increasingly aware of the potential of the present moment. If you would be interested in being a part of this, either as a parent, a member of staff, intern or a benefactor, do please get in touch.

Peter Wolton, Chief Executive Officer

♥ Financial report ♥



Although our first school started in 2004, with two new ones launched in 2009, NMS is essentially a start-up company embarking on a new stage of growth. Maple Walk School was successfully incubated in the premises now occupied by Stephenson School. It now has five classes – Reception to Year 4 – in brand new premises in Harlesden created during 2009. Stephenson opened in September 2009 in Maple Walk's old premises and Faraday opened in the same month in new premises at Trinity Buoy Wharf, each with a single class.

The deficit of £194,215 shown below is the result of early-year losses, inevitable with most start-up businesses. We moved into surplus in 2008/9, reducing the accumulated deficit slightly, reflecting a fourth year of consolidation by Maple Walk. In common with other newly-formed companies, and notwithstanding the small surplus in 2008/9, however, the company has had several years of losses and it is these which have caused the deficit shown on our balance sheet (below).

We expect New Model School Company to go back into loss in 2009/10, due to the financial impact of moving Maple Walk into a newly created building and setting up the other two schools. However, following the fee increases outlined for all our schools in the academic year 2010/11 – and with such rises as are necessary to keep pace with inflation thereafter – we anticipate that we will see an improved result in the next accounting year ending 31 August 2011 and further improvement in the following two years. We are hopeful that, within three years from now and with only those further fee rises necessary to keep pace with inflation, we will be able to bring our currently negative reserves into surplus.

The company funds its activities using monies provided by its original shareholders, current directors, a range of donors and benefactors, and deposits received from parents. We expect these sources to continue to meet our needs for the foreseeable future. It receives no bank funding or other commercially-costed support.

Peter Meyer, Chief Finance Officer

Balance sheet as at 31 August 2009	2009	2008
	£	£
<u>Current assets</u>		
Stocks	450	1,744
Debtors	176,780	53,900
Cash at bank and in hand	34,911	19,222
	<u>212,141</u>	<u>74,866</u>
Creditors: amounts falling due within one year	241,281	155,076
Net current liabilities	<u>(29,140)</u>	<u>(80,210)</u>
Creditors: amounts falling due after more than one year	165,075	136,190
	<u>(194,215)</u>	<u>(216,400)</u>
<u>Capital and reserves</u>		
Called up equity share capital	51	51
Profit and loss account	<u>(194,266)</u>	<u>(216,451)</u>
Deficit	<u>(194,215)</u>	<u>(216,400)</u>

🛡️ A message to our supporters 🛡️

Starting new schools in the current regulatory environment is so difficult that very few people have been attempting it. Issues surrounding property, planning, registration and compliance are so daunting as to make most people, whether in the voluntary or for-profit sectors, think very seriously before embarking on such a high-risk venture. Since we opened our doors in 2004, very few other new schools have come into existence, although other organisations have followed a successful policy of buying existing schools and rebranding them. This is a great pity, as we feel that there needs to be more choice for parents at all income levels.



One of the greatest challenges we have faced is that, while heavy capital costs must be incurred up-front, schools do not open full. Typically, a school will open with only a small number of children of parents whose passion for education is such that they will become part of a new and untried venture. If a school is successful it will fill up within a few years, but we have relied on our supporters to nurse us through these difficult initial stages. We are deeply grateful to all of them: the individuals and charitable organisations who have made gifts, donations and ‘soft’ loans; the landlords who have been understanding about rent; volunteers who have donated their time and others who have donated equipment; the teachers who have worked for less than they could have commanded elsewhere in conditions that have sometimes been far from ideal; the parents who have taken a chance on a new school and then become enthusiastically involved with supporting it in myriad ways. The list is a long one, and we would like to offer a very sincere thank-you to each of our friends.

While our position improves all the time, we still need help to develop our schools to the standard of excellence we all want, as well as opening new ones. For this reason we are still asking for support. Some areas in which we would appreciate help are:

- 🛡️ Bursaries to enable parents who would not otherwise be able to send their children to an independent school to consider it;
- 🛡️ Funding to enable us to open Saturday schools in our premises to benefit children whose parents would not be able to afford to send their children to us on a full-time basis;
- 🛡️ Funding to develop our project to open a secondary school;
- 🛡️ Support for development costs to expand the operation, both within London and beyond it.

If you are able to help us in these or other areas, either with donations of time or money, we would be very pleased to hear from you. Meanwhile, we value the support of all of our various stakeholders and promise to be responsible stewards of our resources.

Robert Whelan, Director

Bursaries

The NMS vision has always been to provide a first-class education at prices that are not only substantially lower than many other independent schools offering a similar standard of education, but lower even than the amount that the state spends per child in maintained schools.¹ For this reason we have to be vigilant in keeping our costs to a minimum and creative in obtaining the best possible education for the children in our care without splashing out on the lavish facilities that characterise so many independent schools.

However, even our low fees will be beyond the reach of some parents whose children would benefit from the sort of education we provide. To this end we seek to maintain a bursary fund to encourage parents who would not normally consider independent education to place their children with us. Some bursaries are also awarded to parents who, through no fault of their own, find that changed financial circumstances make it impossible for them to keep their children at one of our schools without some assistance.

A bursary is not a scholarship. New Model Schools are non-selective as we believe that all children should be able to enjoy the benefits of what used to be called a liberal education. We place great emphasis on academic work, but we also emphasise good manners and building self-confidence, with results that visitors often comment on.

Bursaries do not cover 100% of the fees, as we feel it is important that all parents, whatever their income level, feel themselves to be stakeholders in the NMS venture. We can only award a bursary when the funds are there to meet the gap between what the parents can pay and the full fees. Our financial model does not enable us to give away free places: in order to keep costs low, we must, one way or another, have the fees for each child in class.

We like to feel that an NMS bursary represents good value for philanthropists: quite small sums of money can change young lives by opening up wider horizons. We would therefore ask those who would like to invest in the future to consider a contribution towards our bursary fund. Please contact us for more details.

¹ Total funding per pupil in state schools (capital and revenue) was budgeted at £6,190 for the year 2009/2010 and £6,160 for 2010/2011. This does not represent the full cost as no value is given to the sites (which the government already owns) and expenditure through special programmes such as the £55 billion Building Schools for the Future programme (now curtailed by the new government) does not appear. *DCSF Departmental Report 2009, published June 2009. (Latest edition.)*

🛡️ Reports from the schools 🛡️

The New Model School Company exists for its schools. Everything we do has as its aim making an excellent education available to as many families as possible. We strive to maintain a uniform standard of excellence in education across our schools, but each school is different in terms of site, facilities and maturity. We have asked our three heads to write a personal account of their unique challenges and achievements. Here are the despatches from the chalk-face – or whiteboard!

Maple Walk School

Location:	Harlesden, London NW10
Opened:	September 2004
Number of children:	102 children from Reception to Y4
Head:	Mrs Sarah Knollys



Maple Walk School is in its sixth year of operation, having opened in September 2004 with two children. At that time we operated out of a small room in a sports centre with all our belongings locked in a trunk overnight. I joined in January 2005 and we moved to Kensal Road in April. Since then we have grown by one class each year and we are now up to 102 children. Maple Walk children approach each school day with enthusiasm for learning and an inner confidence that means they always try to do their best.

Initially we were in the Upper Church Hall of the Church of Our Lady and the Holy Souls in Bosworth Road, then we spread around the corner to a single-storey annexe until we were literally bursting at the seams by July 2009! We used the local community halls, park, sports ground and surrounding areas but were truly ready for our move to Harlesden in September 2009. This move was only achieved through the overwhelming generosity of the Craigmyle Trust, a charity that has supported Maple Walk from its infancy.

We now find ourselves in an amazing, beautiful building, designed for us by Robert Savage and Associates. Our waiting lists are strong for future years and each term we hold prospective parents meetings when parents are shown around the school by our Y4. Initially the children were slightly daunted by having to do this, but they quickly got into the swing of it: who better to advertise what we are doing and show how confident and able Maple Walk children are?

Our parent body, the Friends of Maple Walk, have been extremely supportive and proven dab hands at fundraising. Each year, thanks to them, we hold a Book Week when authors, illustrators, poets and others come to talk to us about what they do. This year we had visits from Paul Geraghty, Lauren St John and Caroline Lawrence, who held a creative writing workshop with our junior children. We were not able to provide the requested size of audience alone and so invited children from two local state schools, John Keble and St Joseph's, to share the experience with us.



The Crownhill Road site in February 2009...

... and in July 2010.





Front and rear views of the Crownhill Road building.

We end each book week with children dressing up as their favourite book character, Robert Whelan and Helen Cowen from NMS were brought in as expert judges and given the difficult task of choosing a winner – the Tin Man from the Wizard of Oz! Staff also dressed up and Miss Gomez was particularly impressive as Cruella de Vil from *101 Dalmatians* by Dodie Smith.



Our parents have also raised money through a variety of events for our library, gym, IT and playground equipment, musical instruments, school outings, drumming workshops and special visits. As part of building up an understanding of the world around us, children have also raised money for worthy causes such as Great Ormond Street, Shelter, Cancer UK and The Upper Room; we wore Hats for Haiti and are now supporting a guide dog through its training.

We do not select children based on ability and believe in the importance of a well-rounded education. Strong emphasis is placed on building confidence in public speaking, music, dance and drama as well as sporting and academic achievement. Each year, our tests show that the average reading and spelling ages of the children for each class are above the average for their chronological ages. This year, for the first time, we shall be assessing the children through the PIPS (Performance Indicators in Primary Schools) assessments which will become a more formal way to track their progress.

Each year, we award the Craigmyle Poetry Cup, for which children from Reception upwards learn a poem by heart. It has been inspiring to see how the children's confidence has grown as they have

moved up the school and how much talent we have amongst our pupils. This year, we held our first junior public speaking competition and topics ranged from Winston Churchill to 'Why I love hot chocolate'. Once again, the children spoke with confidence, humour and clarity and it was heart-warming to see the support that they gave one another as they practised their speeches. We have annual Nativity and Carol Services and this year had our first Harvest Festival Service in our local church, St Matthew's, when we collected produce and clothing for The Upper Room charity. Our drama productions take place at the end of each summer term and have included Pinocchio, Robin Hood and an African story. This summer we have acquired our own stage, funded by the Friends of Maple Walk, which will make a big difference. Pippa Aston, our dance teacher, and Wendy Windle, our drama teacher, hold holiday workshops which children clamour to join. This year, our after-school Dance Club, ably led by Pippa Aston, entered the regional heats for Dance Challenge UK, where they performed amazingly and came second. They were put through to the National Finals which took place at the Cadogan Hall in July. Once again, they participated with enthusiasm and skill and were placed overall third in their age group. One of the judges told Pippa and Miss Graham that the Maple Walk children were the best behaved that he had ever seen. They were true ambassadors for the school and, most importantly, have benefited from a once-in-a-lifetime experience on a London stage.

Over the next two years, Maple Walk will be facing challenges, not the least of which will be the transition to secondary schools. I shall be visiting schools, building up links and inviting heads to come and see what we are doing. Plans have been put in place to aid the children and their parents in finding the best-fit school and to support them through both the exam and interview process. Next year, I shall be a non-teaching head and this will greatly help me in achieving these goals. I shall not entirely give up my time in the classroom, however, as I believe that it is important to have that strong link with all the children and to know what is going on in each year group. With this in mind, I plan to spend some time teaching each class throughout the academic year. It has been a joy and privilege to be part of such a wonderful journey, one that has been made possible by the support of children, parents, fantastic staff, the Craigmyle family and governors of Maple Walk and NMS. It has also been a challenge: exhausting, frustrating and overwhelming at times, but well worth it when I see the children happy at work and play around the school.

Sarah Knollys

PARENTS' COMMENTS ABOUT MAPLE WALK SCHOOL

'We feel very lucky that he is able to attend such a special school and we're sure he will develop great life skills during his time at Maple Walk.'

'They are strongly left with a sense of the importance of being kind and respectful to each other. They couldn't be happier going into school. I am particularly impressed as they are all so different so it is amazing that the school suits all of them!'

'Having just spent a solid two weeks in the company of my oldest son I just felt compelled to write and let you know how really delighted I am with the person he is becoming. He has developed in leaps and bounds this year and is thoughtful, witty, kind, polite and all round fantastic company.'

Stephenson School

Location:	Kensal Town, London W10
Opened:	September 2009
Number of children:	One class of 20 children (18 Reception; 2 Year One)
Headteacher:	Mrs Helen M Powell



In the early part of 2009 the New Model School Company decided to open Stephenson School in the premises about to be vacated by Maple Walk, and I was appointed as its head. Having worked at the two sites where Maple Walk had been housed (the church hall of Our Lady and the Holy Souls in Bosworth Road and the annexe that we rent from the Royal Borough of Kensington and Chelsea in Kensal Road) I felt that the annexe was best suited to deliver the Early Years and Foundation Stage (EYFS) curriculum, particularly with the new legislation that came into force in September 2009, stating that the children must have 'free-flow' activities available each day with constant access to outdoor resources.

The majority of parents who signed up for Stephenson were those who had been on the Maple Walk list. We held two events in the summer term of 2009, one to talk about the plans for the school and then a social evening. Both sessions were well attended and most people decided to opt for Stephenson despite it not being their original choice.

The staff and I spent a busy summer planning the curriculum, finding resources, making labels and setting up the classrooms. We opened on Thursday 10 September with smiling staff, excited children, nervous parents!

During the first term we got to know the children, tested their knowledge and understanding of the alphabet and numbers, and helped them to settle into the routine of school. I also began to build up relationships with the parents. Everyone was eager and enthusiastic to be part of something new and readily offered support. One father with a gardening business sourced and fitted bamboo screening on our front fence. Two mothers came in to paint pots and plant bulbs with the children to brighten up our outside area. An outing to the theatre was organised between some of the parents. One family secretly delivered and decorated a Christmas Tree for us, which the children discovered with awe and wonder the following Monday morning. We presented a Nativity Play and parents provided and served refreshments. One snowy afternoon a generous mum brought in a huge urn of hot chocolate, which warmed us up after making snowmen in the park. Another family came to school one Sunday afternoon to sweep up leaves and clear the rubbish. These are small but significant steps in the creation of our school community.

I have begun to make links with the local community. Our School Travel Plan was passed by the borough and approved by the Mayor of London. This resulted in a grant of almost £4,000 to buy safety or travel resources for the school. I have visited several nurseries. The heads of these have also visited us, and can now put a face to my name, have learned about the NMS philosophy and ethos, and have seen how we teach. We have also had visits from the local police, fire-fighters and the clergy (Catholic and Anglican). This area of West London is rich in resources. We play in the local park every day and regularly walk along the canal to see the boats, trees, plants, garden birds

and ducks. These are constantly changing and offer the children living evidence of the seasons with all their differences and constants. We use the library and I hope that we might be soon able to arrange to go behind the scenes at a nearby superstore (Sainsbury's) and a film/TV studio. The people around us offer a wealth of opportunity for discussion. Different dress, age, language and appearance give rise to conversations with the children about the multi-ethnicity of our capital. It is a wonderful place to be and we appreciate the richness of Kensal Town.

Like Maple Walk, we instigated a Poetry Competition for which children had to learn a short poem off by heart. We have been on local outings and also to visit our sister school, Faraday, partly as a means of forging a relationship between the two schools but also to support our topic work based on 'Transport'. We used (or saw) our feet, the Tube, trains, the DLR, boats, aeroplanes, helicopters and cars! Maths, literacy, geography, science and art were all covered in this one visit. We have also invited parents to come in to read their favourite story or poem, or to talk about their work. We recently held our first Sports Day and picnic and have performed 'An African Story' which included dance, drama and music: a real celebration of our first year!

The parents have now formed a 'Friends' group to work alongside the school on projects and to raise funds to provide 'extras'. Over the summer holiday we are going to transform the front of the school with a fresh coat of paint and the installation of some wooden sandpits, a gardening area and chalkboards.

We have held four prospective parents' evenings this year and each has been packed with people



Left: Helen Powell teaching pupils to read.

Below left: pupils practise spelling.

Below: a science lesson.



who have heard about us, wanting to find out more. The Reception class for this coming September is full which indicates that Stephenson is beginning to have an identity of its own and is not entirely dependent on the reputation and success of Maple Walk. Of this I am proud.

We were the first NMS school to have an Ofsted inspection this year. Two days into the summer term I took the phone-call to say that they would be inspecting the following week. A flurry of



Left: Catherine Burnaby-Atkins teaching arithmetic.



activity at Head Office as well as at school and emails to the other two heads enabled us to present the inspector with all the regulation and curriculum policies we needed. Our overall grading was 'Satisfactory', with 'Good' in the areas of behaviour and spiritual, moral, social and cultural development. We were given helpful advice and recommendations by the inspector which we have already begun to implement.

Each child has made significant progress and our first set of results showed that the average reading age is 13 months above the children's chronological ages and spelling is 21 months above. These are an excellent testimony to the NMS belief in sound phonic teaching and to the hard work of the Stephenson Reception staff. It is impossible to single out any particular success story. I can think of the children who came to us not knowing any of the alphabet who did brilliantly in these tests; of children who were initially reserved and shy yet who spoke and sang with loud, clear voices in our recent production. I think of the parents who, one year ago, were disappointed that Maple Walk was full and who now come to say how glad they are that Stephenson was set up, because they and their children are so happy here. The comments from some of our parents are a humbling and affirming testimony to our school.

My staff, Cathy Burnaby-Atkins, Hetty Pound and Michelle Gentle, our cleaner; together with the peripatetic staff Pippa Aston, Steve Mills and Wendy Windle, are a dedicated and loyal team. Stephenson parents are the kindest and most supportive group one could ever wish to have. Our governors, Rick Williams (Chair) and Eleanor Rogerson, have been an immense help, as has the team at Head Office. David Jones, NMS chairman, has regularly offered kind words and encouraging comments. Finally, my two fellow-heads, Sarah Counter and Sarah Knollys, have provided support, have answered questions, and advised and encouraged me throughout this first year. Without all the above my first year as a Head would have been a lonely and daunting experience. As it is, I have had the most wonderful, enriching and positive year – my grateful thanks to everyone.

Helen M Powell

PARENTS' COMMENTS ABOUT STEPHENSON SCHOOL

'The school ... has a lovely warm learning environment, safe yet challenging, catering to the individual yet teaching about how to be a community.'

'Stephenson School has, in such a relatively short space of time, become a major part of our daughter's life to the point where she can't wait for Monday mornings to come along... By focusing on reading and writing from the very beginning the most fundamental basics have very quickly been grasped.'

'... provides a truly nurturing environment for our five-year old son... He happily goes to school each day, is coming on leaps and bounds with reading, numbers and his education generally.'

Faraday School

Location:	Trinity Buoy Wharf , London E14
Opened:	September 2009
Number of children:	One class of 10 children (8 Reception;2 Year One)
Head:	Mrs Sarah Counter



Faraday School is in the heart of London's docklands, and few schools can have such a diverse socio-economic community in such proximity. It is situated within Tower Hamlets, which is the third most deprived borough in the country with one of the highest population densities in inner London and stark inequality. Whilst the average salary for those working in Tower Hamlets is £69,000, 18% of families are living on less than £15,000. It is also one of the most ethnically diverse areas in the country with about 110 different languages spoken by schoolchildren in the borough.

Opening the school in such a short time-frame was daunting, with no internet, phone or technical assistance available initially, coupled with an unfinished building and play area. However, supported by two courageous staff and numerous extraordinary incidences which could only come from the hand of God, the school was able to start on time with Ofsted's approval. Within two weeks of opening, the unique rooftop playground created out of blue shipping containers was ready with stunning views of the river, the O2 centre and Canary Wharf. This area allows for sport and play to take place outside in all but the most inclement weather. During the big freeze the children built a snowman here, and enjoyed sliding on the ice. Normally they are able to race around, practice skipping, kick footballs, bounce on hoppers and enjoy walking on brightly coloured stilts. In March Stephenson children joined forces with Faraday children to partake in a rooftop survey of transport viewed from this spectacular position. In the summer an energetic sports 'carousel' was held here with parents encouraging their child to complete each event in the given time.

The pioneer parents of Faraday have been hugely supportive. In addition to the school focusing on the intrinsic qualities of courtesy and respect for others, it places literacy skills high on the agenda. This includes singing poems and phonics-based rhymes, listening to stories with understanding and responding to them, and writing using cursive script. With all the Reception children who had turned five years old by March learning to read within sixteen weeks of being in the school (and two of those could not speak English when they started) our methods have reaped dividends. Children who lacked confidence on arrival were quickly able to stand and talk or sing to an audience due to the nurturing family/village-school environment.

'I love counting in fives!' exclaimed a six-year-old in the Spring Term. Part of the joy had been due to all the children removing their socks in a Numeracy lesson and using their toes to help count up in fives. At Faraday we use a variety of resources to ensure that maths lessons are both challenging and fun. This includes number games, plastic teddy counters and connecting cubes as well as pretend money, clocks, wooden shapes and measuring apparatus. Initially children need concrete learning apparatus to help them make the leap into an abstract understanding of numbers. 'Give us some numbers please', is the request as the children wait to wash their hands before snack time.



Faraday children wearing their lifejackets on Predator II as it travels from Trinity Buoy Wharf to the Queen Elizabeth II Pier.

Simple addition and subtraction sums are practiced at any point during the day and parents are encouraged to maintain this in the home environment.

Faraday School is surrounded by a thriving arts community. The creative arts cross the barriers of language and enable children to join in and quickly feel part of the learning experience. The staff's own passion for creative arts has enabled the children to experience a wide range of singing, composition using percussion, drama, dance and poetry, which culminated in a whole-school Nativity play being performed on the last day of the Autumn Term. Words which are used in song are often beyond their normal vocabulary, but competently, with the help of music, children are able to verbalize long phrases which would perhaps challenge them in speech, particularly if English is not their mother tongue. The Faraday kings, dressed in black and white costumes made from fabric thrown out by another company, played their roles under a huge 'star' which once adorned the stage of the English National Opera (another cast-off!). A wide variety of musicians from trumpeters to banjo players have demonstrated their instruments and the children have been privileged to try their hand at playing these. The children have also used an extensive selection of media in art and enjoyed printing, collage work and clay as well as pastels and painting.

In their distinctive red and grey uniforms, the children have visited East India Dock nearby with an ornithologist to study the resident water fowl. They also used the facilities to play sports when they had a two-day 'Healthy Bodies' focus and to support a geography focus project on the River Thames. During the summer months the children ate their picnic lunches here in the cool shade, counting the swans and watching the baby coots.

Encouraged by the multicultural nature of the children at Faraday, Faraday children spent a happy day in carnival celebrations. 'I like that' exclaimed one four-year-old on hearing the Elephant's Waltz from 'The Carnival of the Animals' by Saint-Saëns. Unable to speak English five months ago, this child is now a virtually fluent speaker and able to read simple books in English. The children came to school in colourful costumes, made vibrant masks, danced with one of the dance students from



Above: David Jones, Chairman of New Model School Company, Sarah Counter, Head of Faraday School and Robin Holland-Martin, Prime Warden of the Fishmongers' Company, at the reception given by the Fishmongers for Faraday School parents and supporters in July 2010.

Below, from left to right: Liesl Dalton, Sarah Counter and Rowena Gammon with the September 2009 intake of Faraday School.





Clockwise from top left: a trip to the Transport Museum; learning to count in fives; a music lesson; learning the trombone

the University of East London (who also does the cleaning for the school), and enjoyed jumping for sweets at the close of day. During the summer term the children have looked at the different cultures from the various continents of the world comparing the changing architecture, animals, music and art. Great fun was had in trying on different outfits from countries such as India, Burma and those of the Kenyan Masai tribespeople.

The children have been fortunate to go on a number of outings, including the Transport Museum in Covent Garden. In order to cross the river to the nearest tube station, they wear little bright orange life jackets. This crossing is breathtakingly beautiful, and we have also used it to take the children

to draw the boats on the far bank of the Thames. We were fortunate to gain sponsorship from an Aggregate company to take the children to Norsey Woods where they became minibeast detectives and participated in a kite-making activity. At the end of the summer term one of our parents arranged an outing to view some Disney films at BT centre, and after a delightful picnic lunch in a shady city garden the children viewed the Pater Noster sculpture by Elizabeth Frink, St Paul's Cathedral, and walked over the Millennium Bridge to catch two boats back to the school.

The Fishmongers' Company has been generous in its support of the school. A magnificent reception was given at Fishmongers' Hall in July for current and prospective parents, and they have generously donated to a bursary fund. Faraday has also received from another generous sponsor a donation of £10,000 to install IT. Residents and professionals on Trinity Buoy Wharf have been overwhelming in their support of the school too, and every opportunity has been grasped. A rooftop garden was created by one of the residents to be viewed by the children; the proprietor of the Driftwood Cafe has baked the children's food technology creations; the dance students have taken the children for a lesson in the wonderful studios on the Wharf; a much sought after photographer took the school photograph at Christmas virtually pro bono; and Eric Reynolds and the staff of Urban Space Management have been hugely supportive in every way.

The first months of setting up Faraday have probably been some of the most surreal of my life. Challenges and rewards have flowed in equal measure, but the school is now firmly established and the future looks bright. I was thrilled that Ofsted confirmed this in the summary evaluation of the school as follows;

'Faraday School has made a flying start and successfully meets its aims. The quality of education is outstanding. Through the use of a good curriculum and outstanding teaching, the children make outstanding progress, including those in the Early Years Foundation Stage, where the overall effectiveness is outstanding. The children's spiritual, moral, social and cultural development and their behaviour, welfare, health and safety are outstanding, and the school has robust procedures for safeguarding children.'

Sarah Counter

COMMENTS FROM PARENTS AT FARADAY SCHOOL

'My child is making outstanding progress with his maths and good progress with his literacy. I am amazed to see how far he has come in a few short months. I am also very pleased with the progress that he is making in the creative arts. He has discovered an interest in drawing and music that he talks about at home.'

'He gets lots of encouragement and information about having a healthy lifestyle from the school. He often will bring this learning home to his family; for instance, we all learned from him about the need for 'FRED'; Food, Rest, Exercise and Drink. I feel that my child is treated with a great deal of respect and love.'

'He's absolutely happy. He likes going to school to meet his friends and teachers. Normally on Sunday he starts asking when he is allowed back to school.'

🛡 The people behind NMS 🛡

NMS BOARD OF GOVERNORS

David Jones MA (Cantab) – Chairman is a director of NMS and works for the international investment firm Oldfield Partners. Prior to 2007 he spent 26 years at S.G.Warburg and its successor firm UBS, where he was Managing Director, Head of US Equities and a global COO. He was a member of the London Stock Exchange and is a member of the Court of the Fishmongers' Company, a City livery company.

Jonathan Cubitt BA ACA is Finance Director of The Art Fund, a national art charity, since 1998. Prior to that, he spent 15 years in the accountancy profession working for several leading accountancy firms.

Roger Cummins is a director of NMS, and is currently a director of a number of companies in the City of London. He has spent most of his business life in advertising and marketing and has published a number of technical works and edited journals on the law and practice of long-odds betting. He was a founder the National Hospital Trust and was the first secretary of the Lotteries Council.

Norman Kudish is a director of NMS. He is a retired chartered surveyor with 50 years experience of property investment, development and management. He has worked as a director or senior executive of Trafalgar House, the Manifold Trust and Lucas Industries.

Professor John Marks OBE MA (Cantab) PhD (London) F Inst P is the author of more than 30 papers and books on education and has been governor of a comprehensive school since 1978. He has over 40 years teaching experience in physics, mathematics, electronics and history of science in universities, polytechnics and schools. He has served on the Schools Examination and Assessment Council (1990–3), the National Curriculum Council, (1992–3) and the Schools Curriculum & Assessment Authority (1993–7) and has been awarded the OBE for services to education. He is a Professor of Education at the University of Buckingham.

Dr Peter Scott, MA, DPhil has spent a lifetime in education. His first post was at Charterhouse, where he taught chemistry. He spent 17 years there, during which time he became director of studies and a housemaster. In 1991 he moved to the Royal Grammar School in Guildford, where he was deputy

head, and five years later he moved to Bancroft's School in Woodford Green, where he was head for 12 years. In that time Bancroft's was often the top-placed co-educational school in the KS2 and GCSE league tables. He also spent a term at Selwyn College Cambridge as a Schoolmaster Fellow, and a year on sabbatical working for Shell in Amsterdam. He has published eight books on chemistry, and has been involved in governing a number of schools, including chairing Gatehouse School in Bethnal Green and Maple Walk School.

Justin Shaw MA (Cantab) is a director of NMS, having been its chairman from the company's foundation in 2004 until 2008. He was also Chairman (2001–09) and remains a trustee of the independent social policy think-tank Civitas, which studies ways in which education and other services can be provided by cooperative and voluntary activity within civil society. After receiving a Senior Exhibition in Philosophy at Cambridge, he studied law and was called to the Bar at Lincoln's Inn. Justin Shaw is now working full time as a writer. His first novel, *The Illumination of Merton Browne* (Sceptre, 2007), explores the impact of educational and other forms of social failure on disadvantaged children in contemporary Britain.

Irina Tyk BA Hons (London) has been head of Holland House School in Edgware, one of North London's most renowned independent preparatory schools, since 1989. She is a director of The Butterfly Project, set up in 1991, and of Butterfly Educational Enterprises, set up in 2005, to run summer courses for children who wish to benefit from a rational and purposeful teaching approach. Her *Butterfly Book*, a phonics-based reading course, was published in 2007 in its first commercial edition by Civitas. This was followed in 2008 by *The Butterfly Grammar*, while *The Butterfly Arithmetic* will complete the trilogy at the end of 2010.

Robert Whelan MA (Cantab), a director of NMS, is the author of a number of books on education and the history of voluntary action, including *The Corruption of the Curriculum* and *From Two Cultures to No Culture*. He was formerly deputy director of the think-tank Civitas (2000–2009) and director of the Family Education Trust (2000–2004). He is chairman of the Ruskin Society and teaches English at a Saturday school in East London.

Rick Williams BSc (London), Dip E M (OU) held senior positions in state schools for 20 years before moving to the independent sector as deputy head then head. He was the founding principal of a secondary boarding school in Nigeria, and CEO of the New Model School Company from 2005–2009. He is chairman of governors of Stephenson School.

ADVISERS

Simon Philips was formerly Global Head of Communications and Marketing at UBS Investment Bank; he now advises companies on marketing strategy and planning. Prior to joining UBS he spent some time as European director of an internet firm, DoubleClick, and before that he held a number of senior positions at The Economist Group in various markets around the world. In addition to his own advisory business, he is the UK Marketing Director for the Grosvenor Group.

OFFICERS

Peter Wolton MA (Cantab) (Chief Executive Officer) has a background in asset management where his roles included membership of the Group Management Committee of Schroder Investment Management Limited and Chief Executive of Baring Asset Management Limited. He is currently a director of Dunedin Income Growth Investment Trust plc and

TR Property Investment Trust plc. He has served as a member of the Council of Queen Mary, University of London and as a Trustee of the Charities Aid Foundation (CAF).

Peter Meyer BA Hons (Bristol) FCA (Chief Finance Officer) has had a career in financial management that has included spells at JP Morgan and HSBC. In 1990, he joined Schroders, where over 11 years he acted as CFO of their banking, securities and fund management arms. He then went into residential property development with his own company.

GOVERNANCE

Nominations Committee

David Jones (chairman), Peter Wolton, Robert Whelan

Audit Committee

Jonathan Cubitt (chairman), Peter Meyer, Peter Wolton

Remuneration Committee

Robert Whelan (chairman), David Jones, Peter Scott, Irina Tyk, Peter Wolton

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Sophie Ziegler (Maple Walk School 2010)

Tony Lenman (Stephenson School)

Derek Seaward (Faraday School)



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