

Annual Report 2011/12

Solid Foundations



2011



2010



2009



2008



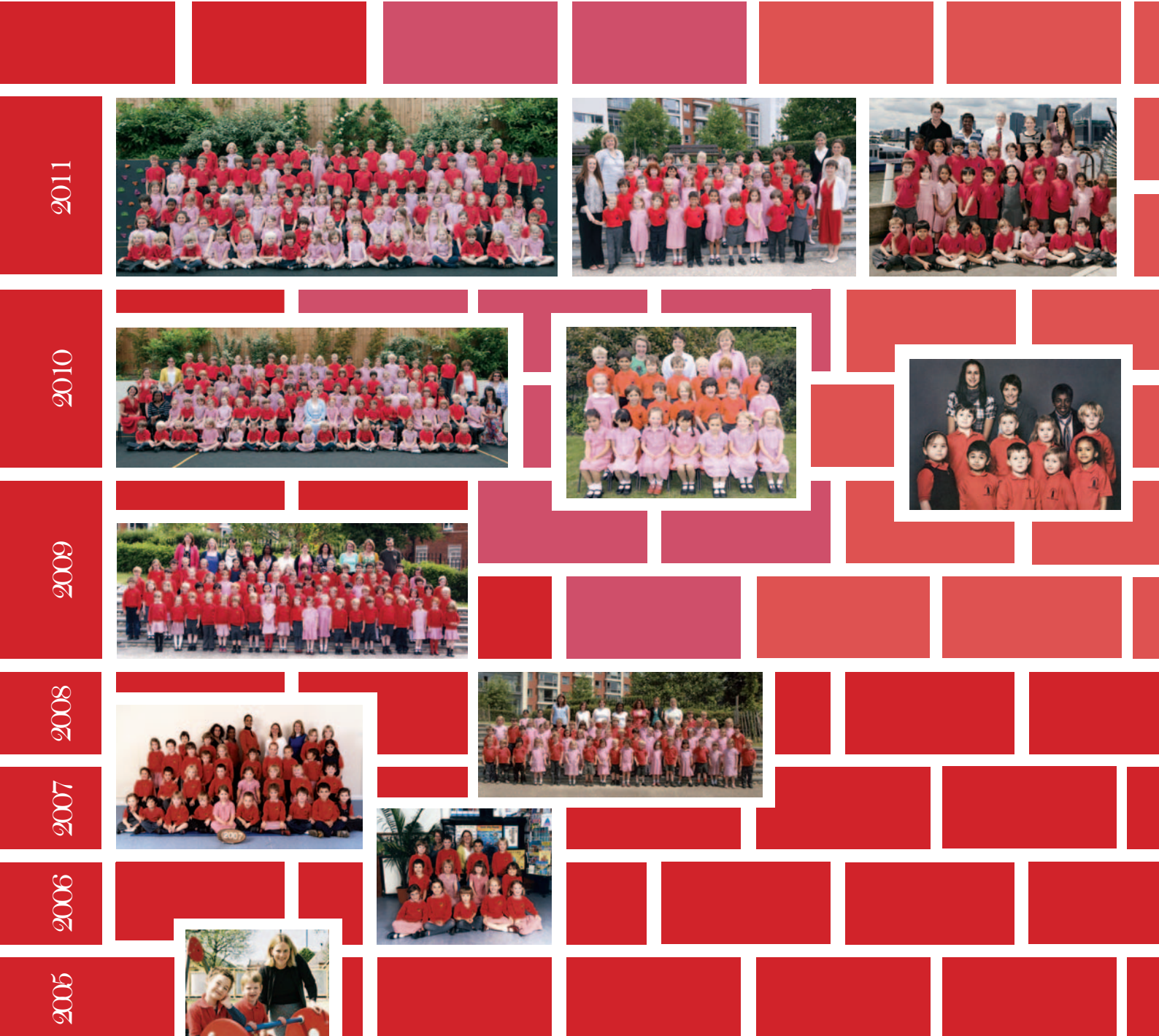
2007



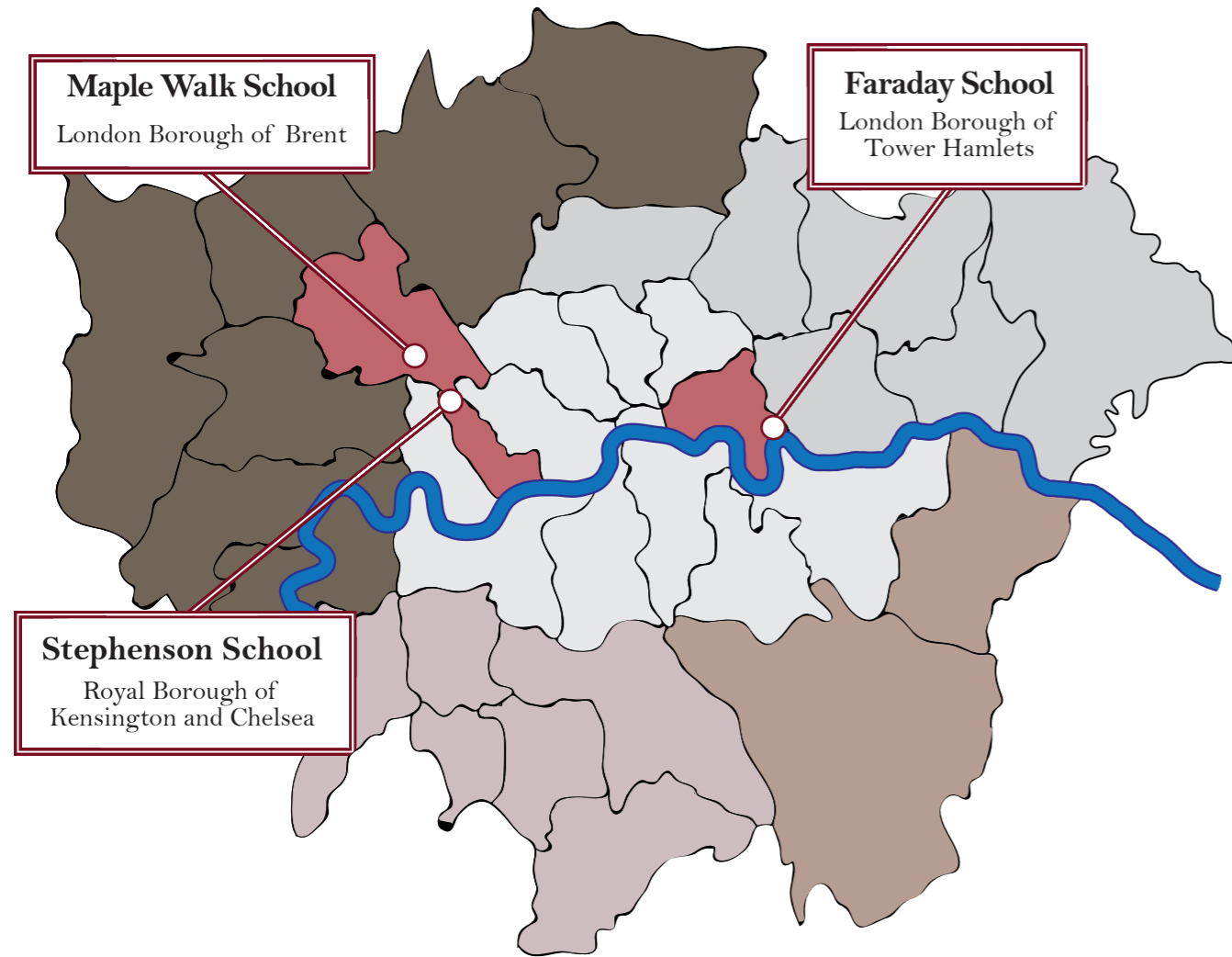
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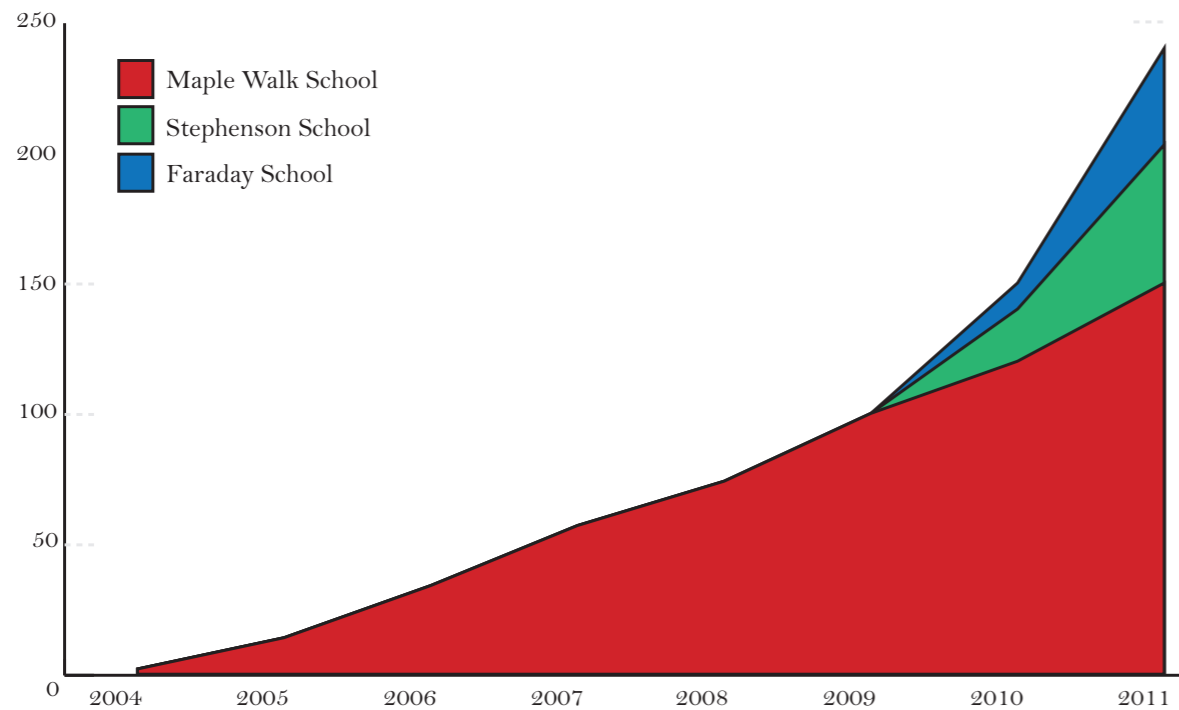
2005



Our Schools:



Our Growth: Pupil Numbers since 2004



Contents

Vision and Values	2
Introduction	3
CEO's Report	4
Financial Report	5
Our History	6
Traditional Education for the 21st century	7
The Schools: Facts & Figures	8
Headteachers' Reports	
<i>from Maple Walk School</i>	9
<i>from Stephenson School</i>	12
<i>from Faraday School</i>	15
Property at NMS	18
Our Curriculum	20
The Friends of NMS	21
Bursaries	22
The People Behind NMS	23
Obituary	24

Vision and Values

Our Vision:

To make high-quality independent 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 abilities in public examinations
- ◇ Using our not-for-profit status and tight cost management to keep fees as low as possible by reinvesting surpluses.
- ◇ 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

The acquisition by pupils of the skills, knowledge and habits of mind that will allow them to fulfil their potential and thus grow towards maturity and self-confidence.

Value for money with a rigorous approach to efficient cost management.

Introduction

From David Jones, Chairman of NMS



THE defining purpose of the New Model School Company is to provide children with an excellent, traditional education at an affordable price.

We are frequently asked how we achieve this. The answer is partly that we are run on a not-for-profit basis, which means that we can charge a great deal less than many independent, profit-making schools in London. But it is also because we only spend money on the things that are essential to our children's education.

This independent, not-for-profit ethos encourages many people to give their time for free. That includes all the NMS board and all the governors. Our parents are hugely supportive as well; some are donors, others give their time and, most importantly, all of them contribute by word of mouth to raising awareness of our work. These things help us keep the fees as low as possible.

It has been said that we are about 'no-frills' education. This is not accurate. In fact, we have a significant amount of breadth in what we provide. We place great emphasis on numeracy, literacy and traditional academic subjects, but sport, music, drama and art are also of great importance to us. As the schools have flourished, we have added to this broad education, which is so beneficial to the children we teach.

This report gives a lot more detail about the education we offer, the progress we have made over the last year and a glimpse of the very able people at NMS who are working to do this for you.

Our achievements are the result of a great deal of hard work behind the scenes as well as in the classroom. I would like to extend my thanks to all the staff, pupils, parents and many others who have helped us over the last 18 months.



CEO's Report

From Peter Wolton, Chief Executive Officer



We passed many milestones in 2011. Maple Walk, our largest school, reached maturity with the establishment of its first Year Six class. Stephenson and Faraday, celebrated their second birthdays; in September 2011 we had 245 children at our schools, compared with 75 in 2009.

We are determined that our academic standards should always be high, whilst at the same time having an admissions policy that is proudly non-selective. We want our children to receive a liberal arts education of a kind that is hard to find elsewhere. We strive to hold fees at the lowest level consistent with delivering such educational standards and covering costs, with the generation of surpluses to ensure financial stability.

We teach a knowledge-based curriculum and in 2011 broadened the remit of our Teaching and Learning Committee to cover all aspects of teaching and learning in the classroom. Chaired by Margaret Lenton, a former principal of Slough Grammar School, the TLC is responsible for ensuring consistent standards and best practice across NMS schools; we also wish to develop our staff, and have recently started a programme of inter-school lesson observations.

Since the last report, both Maple Walk and Faraday have received inspections from the Independent Schools Inspectorate (ISI). Maple Walk has been designated a good school overall with excellent features, which are: pupil behaviour, its programme of extra-curricular activities; pupil-teacher relationships, and outstanding social and personal development of pupils. Faraday's inspection was part of their application to become a member of the Independent Schools Association (ISA) following the Ofsted 'outstanding' ranked visit in 2010.

During the year, in recognition of the maturity of Maple Walk, we surveyed parents to remind ourselves of the reasons they send their children to our schools. 'Quality of education' topped the list, followed by class sizes, focus on

literacy and numeracy, and fees. The support of our parents, in so many different ways, is fundamental to our success; their immense contribution – for which we are so grateful – is covered on page 21.

Supportive landlords are another hallmark of NMS schools. We are very fortunate to have a charitable trust that built a school for us at Maple Walk on which we pay rent – an investment with a social angle. We are looking for another philanthropic landlord to construct a new school for Stephenson, our school that is occupying the premises vacated by Maple Walk and that has made tremendous progress since opening in 2009. Maple Walk's new-build is covered on pages 18-19 and gives prospective parents and property investors a flavour of our approach to premises.

Part of our vision is to make high-quality education available to as many children as possible. NMS operates a funded bursary programme which, as we know from the testimony of parents, is an opportunity that can quite literally change a child's life. With our fees much lower than other independent schools, we can offer donors the chance to give more children per donation a real opportunity. We would be delighted to hear from benefactors interested in supporting bursaries or accommodation for our schools.

At the end of this academic year, Sarah Knollys, our head at Maple Walk for the past eight years, will be leaving us. We are so grateful to Sarah for her magnificent contribution to Maple Walk, taking it from two children in a church hall to over 140 pupils, with a splendid set of inaugural 11-plus results. The appointment of her successor is progressing well and we hope to make an announcement shortly.

In the past year, we have also seen the departure of Helen Powell, our much loved founding Head of Stephenson. Helen left a vibrant school family to Yvonne Didushko, who joined us in September 2011 from Portsmouth, where she held leadership positions in the city's primary schools. Under Mrs Didushko, Stephenson has gone from strength to strength.

Our immediate focus is to ensure we are achieving our goals in each of our schools. Looking further ahead, as resources become available from social investors and benefactors, we will be able to consider opening more schools.

Financial Report

From Peter Meyer, Chief Financial Officer



SINCE our last annual report, we have published two sets of accounts covering the two years ending 31 August 2011, and the balance sheet from 31 August 2011 is provided below.

As predicted in our last report, we incurred a loss of £214,462 in our transition year to 31 August 2010, which covered the first year of Maple Walk in its new building and the first year in the life of the other two schools. In the year to 31 August 2011, we were able to turn that result around to show a modest surplus of £34,653.

In 2010/11, Maple Walk and Stephenson turned the corner into surplus. Faraday, however, felt the impact of a change of headteacher in 2010 and the opening of a new 'free school' within its catchment area in 2011; it continued in

loss and is likely to take a little longer to turn the corner as a result. Nevertheless, Faraday's reputation and pupil numbers grow by the day.

We have noted that, as the schools mature, London parents' circumstances change, not least by moving away from London, or even abroad. So our experience of children withdrawing has risen. This means that our surplus in 2011/12 is likely to be modest rather than transformational. Looking further ahead, we see favourable demographics and sustained demand for entry places at our schools.

Our funding model has changed little since the last report. Surpluses generated are supplemented by loans from directors and short-term funding from benefactors; we continue to receive donations each year. Nevertheless, following the 2009/10 loss, we are showing negative assets of £374,018 as at 31 August 2011. Although not urgent, we would feel much more comfortable with increased equity investment and a more solid foundation for future development. We will accordingly be approaching potential investors who support our vision in the first half of 2012.

New Model School Company Ltd. Balance Sheet as at 31 August

	2011 £	2010 £
Fixed assets		
Tangible assets	83,362	54,660
Current assets		
Debtors	62,983	93,478
Cash at bank and in hand	312,080	182,146
	<u>375,063</u>	<u>275,624</u>
Creditors: amounts falling due within one year	<u>628,030</u>	<u>501,791</u>
Net current liabilities	<u>(252,967)</u>	<u>(226,167)</u>
Total assets less current liabilities	(169,605)	(171,507)
Creditors: amounts falling due after more than one year	<u>204,413</u>	<u>237,165</u>
	<u>(374,018)</u>	<u>(408,672)</u>
Capital and reserves		
Called-up equity share capital	57	56
Profit and loss account	<u>(374,075)</u>	<u>(408,728)</u>
Deficit	<u>(374,018)</u>	<u>(408,672)</u>

Our History

The New Model School Story So Far.



THE New Model School Company was founded in 2003 by a group of social policy experts, educationists and concerned lay people, to explore new ways of providing an excellent education.

The NMS founders believed that the most effective way to expand access to high-quality education was to establish a chain of low-cost independent schools with outstanding standards.

The first New Model School, Maple Walk, opened in September 2004 at a sports centre in Queen's Park, with just two pupils. As numbers grew, it was clear that the sports centre did not allow us the room we needed, and before the end of our first year we had moved into the first-floor of the church hall of Our Lady and the Holy Souls Roman Catholic Church in Kensal Town. At the same time, Sarah Knollys joined us as head, bringing her formidable talents and energy to the development of the NMS vision.

The second academic year opened with 14 children in the class, and in the following year we added another class and went up to 32. After that we needed further space, as the church hall only had room for two classes, so we rented a pre-fab unit around the corner which provided us with another two classrooms. With no further space to expand on that site, we knew that we needed a full-sized school building to start the academic year in September 2009.

In late 2008, after many months of hard work on the part of CEO Rick Williams and his team, and thanks to the generous support of the Craigmyle Charitable Trust, the company was able to acquire a plot of land in Harlesden and to build a superb school there to house the full-sized Maple Walk. Our architects, Robert Savage Associates, and our builders, Zibi and Jack, showed dedication beyond the call of duty. Unable to start building work until planning permission was granted in December 2008, they worked unceasingly to complete the school in time for the start of the new academic year in September.



This left the former premises in Kensal Town empty, so NMS started the whole process again by opening Stephenson School with a reception year in 2009, and building up year-by-year. Stephenson now has three classes. At the same time, we were offered the opportunity to open a school on Trinity Buoy Wharf in Docklands by the social entrepreneur Eric Reynolds. Once again, it opened with one class and has increased its intake in each subsequent year.

Opening schools on this progressive basis is an important part of our approach to providing low-cost education. Of course, life is easier for everyone if you have the complete school to start with, but that means you have the overheads of a whole school to meet when only a small number of rooms are being used. We have to be creative to deliver on our original vision.

The company's first CEO, Rick Williams, had come to us after a long career in education. Having nurtured the growth of Maple Walk, and brought about the remarkable expansion of the project from one to three schools, Rick retired, and the board appointed Peter Wolton to replace him. As well as being an exceptionally enthusiastic and effective ambassador for the NMS vision, Peter Wolton, together with his former Schroders colleague Peter Meyer, has brought a high level of financial and managerial expertise to the company – indispensable qualities for a fast-growing and complex organisation.

Robert Whelan

Traditional Education for the 21st Century



THE overriding goal of the New Model School Company is to make a traditional liberal arts and sciences education available to as many children as possible. In this essay, Justin Shaw, one of the founders and directors of the company, provides some thoughts on what this means.

The project is motivated by the belief that all children – not just a fortunate few – are entitled to the kind of intellectually stimulating, culturally sophisticated, knowledge-based education which is becoming increasingly rare.

In our view, a liberal education is characterised by three qualities in particular. Firstly, it introduces children to a broad intellectual culture, covering the arts, humanities and sciences, and engaging the whole mind of the child – the imagination as well as the intellect.

Secondly, it is conducted in a spirit of free enquiry and concern for the truth. That is, children's exposure to the arts and sciences is not limited to what is judged useful or fashionable, but is focused on what is true or valuable in itself, at all times and places.

Thirdly, this stimulating and rigorous approach can only be achieved through a knowledge-based curriculum covering the traditional subject areas. We believe that all children are entitled to learn as much as they can about the history and geography of the world they inhabit; its languages and literature, ancient and modern; its art, architecture, music and religion; the disciplines of mathematics and the physical sciences. These are universally significant bodies of knowledge, perennially relevant to every generation, and deeply rewarding to the minds of all who engage with them.

It is the NMS belief that broad, knowledge-based understanding is essential to the formation of all children growing up to be citizens of a complex modern society such as Britain's – a society which is characterised by the high

value it places on personal freedom and responsibility, its commitment to rational debate as the basis of public decision-making, and its dependence on a widespread knowledge of science and technology.

As well as empowering each child to flourish as an individual, a liberal education also makes a vital contribution to social cohesion and solidarity. Where a school curriculum fails to transmit knowledge of the shared public culture, there is a danger that some children will grow up culturally isolated and even hostile to the wider community.

In contrast, by providing all children, regardless of family background, with a coherent understanding of the languages, public institutions, history, art and science of the culture in which they are growing up, the New Model School's approach enables them to participate in it confidently and on equal terms.

Liberalism, Liberty and a Liberal Education

The phrase 'liberal education' may seem to suggest a connection with nineteenth century political liberalism, or with the various contemporary ideologies that have adopted the same name.

In fact the use of 'liberal' in educational contexts is historically and conceptually distinct from its use as a political term. The expression 'liberal education' derives from Latin phrases such as *liberalia studia* and *liberales artes* – liberal studies or the liberal arts. These terms were adopted by classical Roman thinkers, following Greek precedents, to denote the subjects considered necessary for the education of free (*liber*) men and women, and to prepare them for a life of public duty.

The freeborn ruling class in ancient Athens or Rome formed a minority of the population, and the belief that a liberal education is suitable only for the children of the elite has persisted to the present day. However, the New Model School is motivated by the firm belief that, since all men and women in modern Britain are free citizens, and since all children grow up to inherit this responsibility, it follows that all of us are entitled to a suitably updated liberal arts and sciences education.

Justin Shaw

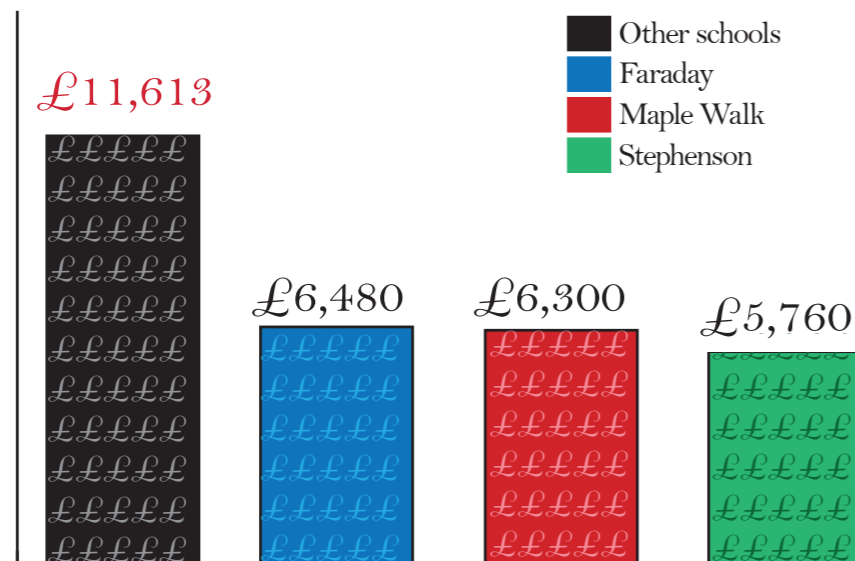
The Schools

Facts and Figures

Secondary School Destinations: Maple Walk Leavers (as of February 2012)

Schools	Offers Received	Scholarships
Belmont	1	
Chiswick Community School	1	
Francis Holland	3	
German School, Richmond	1	
Hampstead	1	
Harrodian	1	
Highgate	1	
Ibstock	1	
John Lyon	1	1 for art
Latymer Upper	1	
Lockers Park	1	1 for art
More House	1	
North Bridge House	6	
Notting Hill and Ealing	1	
Portland Place	1	
Queens College	2	
Queen's Park Community School	1	
Queens Gate	1	1 for drama
South Hampstead	2	
St James Girls	4	
St Marylebone	1	
West London Free School	3	

NMS annual fees compared with other London independent primary schools*



*Sample of 33 West and North-West London schools.

Maple Walk School



Report from Headteacher Sarah Knollys.



LAST year was another busy and successful year for Maple Walk. September 2011 saw our first Year Six class, with over 145 pupils across the entire school.

Our primary focus for these Year Six children has been to support them through their all-important secondary transfer and to ensure that they leave Maple Walk as confident, well-rounded individuals with the desire to achieve their full potential.

Existing and prospective parents will be looking closely at the schools to which Maple Walk pupils move on. Local secondary school places are highly competitive and it is a challenge for both staff and pupils to find places at the right schools for them. Our new Year Six teacher, Mrs Julie Partridge, is extremely experienced, and has spent many years co-ordinating secondary transfer, as well as being responsible for maths and assessment at her previous school. We look forward to benefiting from this experience over many years to come.

We have also expanded our Early Years Team, adding a second reception class as a one-off for this academic year; these two classes will go up the school together, side by side. We have adapted the current use of space to allow for this extra influx of pupils without compromising the quality of teaching at Maple Walk.

Our parent body, the Friends of Maple Walk, has once again had a busy time fund-raising. It has raised around £12,000 over the 2010/11 academic year, which is an amazing achievement. Their activities are described on page 21 of this report.

Through the support of the Friends, the school is now in proud possession of a suite of laptops (which moves around the classes) and two portable interactive whiteboards. ICT has been a focus area for improvement at Maple Walk and





Inspection by the Independent Schools Inspectorate (ISI)

In February 2012, Maple Walk School had its first inspection by the Independent Schools Inspectorate, having previously been inspected by Ofsted in 2008. Maple Walk was one of the first schools to be inspected under the new round of four-day inspections that take place at short notice.

Maple Walk has been designated a good school overall with excellent features which are: pupil behaviour; its programme of extra-curricular activities; pupil-teacher relationships; and outstanding social and personal development of pupils. 'Excellent links with parents...contribute to the positive family atmosphere that pervades the school.' The report found that all pupils achieved good standards in relation to their age and abilities and that 'all pupils, including those with SEND or EAL are well educated, especially in numeracy and literacy'.

Headteacher Sarah Knollys has commented: 'I am so proud of all the hard work put in by staff, children and parents, which has made Maple Walk the success that it is. I feel that the inspectors really understood what Maple Walk is all about and that the report highlights and identifies the many things that make us so special.'

Available on the ISI website, the report bears testimony to the outstanding achievement of Sarah Knollys and her team.

the children have benefited hugely from these new resources. We have also installed a climbing wall in the junior playground and are in the process of improving the infant playground as well. We are very grateful to the Friends for all their hard work; staff and pupils are so lucky to have such support and enthusiasm.

Our children have been involved in fund-raising activities for local and global causes, such as Shelter, the Salvation Army, Mencap and the disasters in Pakistan, Japan and Haiti. We are proud to announce that our guide dog, Garth, has now been fully trained and is on the way to making a huge difference to someone's life. We recycle mobile telephones and inkjet cartridges and have a biannual collection of clothing to raise money for our school, in addition to the charitable efforts that go beyond our community.

Our annual sports day at Willesden Stadium took a different format last year with the junior children taking part in field events for the first time. Maple Walk now has school records for the high jump, long jump and 400m, and it will be exciting to see these challenged over the years to come. We have started to play matches against other local schools

in netball and football; this is an area to develop over the next few years. The prospect of joining the Independent Schools Association (ISA) will greatly enhance our access to inter-school competitions, both sporting and otherwise.

End-of-year results for 2010/11 indicate that, on average, over 85% of our children are either in-line with, or above, the national average for reading and mathematics and, in the case of some of our gifted and talented children, they are performing over two years or more above the expected National Curriculum levels. Closely-monitored tracking is in place for all our children, with those in need of additional support receiving input from our own literacy and numeracy special educational needs co-ordinator (SENCO).

Over the past 18 months, Maple Walk children have enjoyed their annual Book Week and their first ever Art Extravaganza. In July, our Year Five children went to Bushcraft Camp in Oxford where they enjoyed activities to develop their team-building and leadership skills before entering Year Six. This year, for the first time, our Year Six children will be going across the channel to visit some World War One battlefields. It will be an excellent

opportunity for the children to learn about the history we share with our continental neighbours.

Our children have participated in many extra-curricular activities and entered local and national competitions. In July 2010, Pippa Aston took our dance club to Dance Challenge UK. They came second in the local heats and went on to take third prize in the national finals – an incredible achievement given their relative youth compared with the other finalists. Roxanna Shah-Evans (Year Three) won a local poetry competition to have her work exhibited in Kensal Library and Ella Goldschmied (Year Five) won a prize in the City of London Girls' Prep Schools' Annual Art and Literature competition. We are very proud of both of these individual achievements.

In 2011, four of our guitar pupils took Trinity Music exams, with all of them passing and three achieving a merit. They began their music tuition at Maple Walk and it has been lovely to see their talents develop over the past few years. We are currently offering guitar, piano, violin, recorder and ocarina tuition, with many of our children also learning instruments outside of school.

Ahead of the publication of the 11-plus results, we have already been notified that three of our children have been awarded scholarships to secondary schools in art and drama (see table on page 8), a remarkable accomplishment in our first year of secondary transfer. Headteachers at secondary schools have specifically mentioned how impressed they were by our pupils at interview.

I would like to add a personal note concerning the formal announcement of my resignation to take up the headship of Glendower School in September. This was not an easy decision to make, as Maple Walk has been the centre of my working life for the past eight years. It was never 'just a job'; it has been a wonderful experience to build up the school and see the children and our school community flourish.

I am absolutely confident the school will continue to thrive: the inclusion of Maple Walk in the 2012 issue of *The Good Schools Guide* reflects how far we have come over the past eight years. I am, of course, around for the next term and I will be working hard with the staff, the governors and the NMS directors to ensure a smooth and effective transition.



Report from Former Headteacher Helen Powell.



SINCE the last report, we have gone from strength to strength academically, whilst maintaining a fun and diverse learning environment for all our children.

Results show that on average the children's reading age was eleven months ahead of their chronological age, with their spelling age thirteen months ahead. In terms of assessment, we have tried using Durham PIPS tests as well as some new material from NFER, which we hope will give us a strong indication of our development in comparison to other schools nationwide.

We have had a number of memorable moments, including our Sports Day, organised by our excellent PE teacher Steve Mills, and our end-of-year dance and music spectacular *An African Story*. Both were exciting events that demonstrated how much the children had grown in size, confidence and ability.

Throughout the 2010/11 year, we have tried to develop the school in a number of ways. The 'Friends' group introduced after-school clubs and has maintained two clubs per week throughout the year, which are in high demand. Our dance and drama teachers, Pippa Aston and Wendy Windle, have run excellent workshops in the main holidays at Maple Walk School, which were attended by some of our children; this gives them the opportunity to be with older children and strengthens the links with our sister school.

We held our first Book Week, with many parents coming in to read to the children. The Friends also funded a visit by Jan Fearnley, a children's author and illustrator, who spent a fun afternoon in each class. The children produced some absolutely wonderful follow-up work, which we proudly displayed.

Our trips outside of the school include visits to the Wetlands Wildlife centre in Barnes and to the Linley

Sambourne Museum in Kensington. These days out help broaden the children's learning experience and are socially valuable, as well as fun!

My time at NMS has been an immense privilege and a challenge. I cannot imagine how I am going to find anything with such variety or as innovative as the work I have done over the past four years.

My sincere thanks go to all the children and their parents who make Stephenson such a vibrant community. I would also like to thank all the NMS teachers, staff and governors, who have been a constant source of encouragement, advice and support throughout my tenure at this wonderful school.

Helen Powell moved to Derbyshire in the summer of 2011 where her husband, Rev. Dr. Mark Powell, took up his appointment as vicar of Melbourne, Ticknall, Smisby and Stanton-by-Bridge.



Report from Headteacher Yvonne Didushko.



TAKING over from my predecessor, Helen Powell, I arrived at Stephenson at the start of the 2011 autumn term.

I knew from previous work, as well as from the training I had undertaken as part of the National Qualification for Headteachers programme, how important it would be to manage the transition effectively. However, as with any learning process, you are never fully prepared until you are faced with the situation.

The stability at Stephenson in September was provided by the wonderful families and children who welcomed me and quickly helped me to feel a part of the Stephenson family. We have developed a new team to take the school forward and I believe we will continue to evolve on our onward journey together.

We have seen a commitment from NMS to improve the aesthetics of our building. In the summer, the school was

decorated and new flooring laid. This blank canvas has made it a more pleasant environment and the teaching staff are constantly improving it with vibrant displays to celebrate the children's learning.

We also had to develop the classroom for Year Two/Three in the church hall. Following the new Reception entry year in September, the school needed to expand. We spilled out and now re-occupy the upstairs hall of Our Lady and the Holy Souls, which served our predecessor school Maple Walk so well. The school now has twelve laptops, with another six on the way. After-school clubs in art and craft, dance and drama have further improved the quality of our school's provision.

We have been developing the way the school assesses progress in literacy and numeracy. We will be working together to gather data in order to track our children's progress on a regular basis. This will help us ensure we meet the needs of all our learners as we strive to maintain and develop excellent standards of teaching and learning throughout the school.

As a school, we believe in the importance of good lines of communication, without bombarding parents with emails on a daily basis. With this in mind, we produce regular



newsletters and a Friday round-up to keep parents in the loop. We have just held our very first early-morning 'come and see' session for parents and carers. This was extremely successful and will become an integral part of our termly programme.

Our Friends group has also been invaluablely supportive. I have approached them on numerous occasions with ideas, and they have always echoed my enthusiasm to develop their activities.

The work we have done together culminated in our first Christmas lunch for the children, followed by a party with presents from Santa's helpers. This saw the church hall transformed into a 'Hogwarts'-style setting with the children able to sit together and enjoy a wonderfully cooked and presented lunch. I was truly humbled by the generosity of the parents in their commitment to see an idea through and make it such a magnificent experience. We very much look forward to working together to accomplish next term's ideas!

Being in London gives us a wealth of opportunities that we are keen to explore in full. The transport system makes it easy to organise educational days out without always having to factor in the extra cost of coaches. Since September, we have been able to extend the children's learning experience with visits to The Tower of London, The Museum of Childhood and The Florence Nightingale Museum. In addition, we took the opportunity to visit the cinema as part of National Film Schools Week. The Reception class is currently planning a visit to the London Aquarium and Year One plans to go to the Greenwich Observatory later this term.

Finally, I would also like to express my thanks to Rick Williams, the Stephenson Chair of Governors, Margaret Lenton, the Chair of the Teaching and Learning Committee, and our CEO Peter Wolton, who have always supported my vision and been there with advice and support when I needed it. My grateful thanks go to all at the NMS head office for their hard work behind the scenes, and to my fellow headteachers at our sister schools, Maple Walk and Faraday; it is always nice to know that the Stephenson satellite is not a stand-alone school, but a vibrant star in the NMS sky.

I very much look forward to the rest of this academic year, moving the school forward together to achieve even greater things. Unlike the Olympics, silver and bronze medals are not an option. Only gold will do!



Faraday School



Report from Headteacher J Martin McElhone.



AS I departed my previous role as headmaster, I informed the attending Speech Day audience: 'change is good, embrace change'. Now, in preparing this report, I find my own words ringing in my ears.

Despite having been at the helm of Faraday school for only a year now, writing this piece has caused me to reflect on all that has changed in this time and encouraged me to think even more positively about its future.

In order to manage the growth of the school from September 2011 onwards, an almost entirely new set of staff was appointed, setting about the job of welcoming the children and building a caring and friendly atmosphere. The new skills brought by Sarah Gimblett, Rickella Griffiths and Diana Palmer, alongside Mrs. Dalton, completed a tight-knit, talented team who were keen to build something special.

This fresh outlook and a commitment to drive the school forward kept me very upbeat about the solid foundations we were laying for the school. During this important phase in the school's growth, the significance of staff stability and the building of parental trust cannot be overestimated. This was made clear to parents as Mrs. Dalton completed a week-long handover to experienced Reception teacher Michelle Frangos just before half-term, which the parents truly appreciated.

Alongside the staffing changes, we have also seen the arrival of a new set of laptops and set up initiatives such as our Easter Kids' Camp and after-school clubs in music, drama, art, Spanish and sport; these have all improved the quality of our school's extended provision.

We have also adopted a new battery of literacy and numeracy assessments; the initial base-line assessment at Faraday has proved to be very pleasing and regular use of these will allow us to gather vital data about the quality of our teaching and learning.





Faraday's commitment to superb communication is being realised on a daily basis. 'Communication books' have been given to each family, which the children carry between home and school each day. An online photograph album, available only to parents, allows families to see what the children have been doing on a daily basis, with over 800 pictures posted during the 2011 Michaelmas term alone. Weekly newsletters have been extended to provide more detailed communication about events in the classroom alongside the usual news, photographs and reminders about trips and deadlines, as well as instant updates on events like the Nativity rehearsals.

In school, we have taken advantage of our location by using London as a classroom, visiting the Dinosaurs Unleashed exhibit at the O2, London Zoo, the Science Museum and the Transport Museum. We have also struck up a healthy relationship with Canary Wharf library. The children have made several visits and the library has donated ten large boxes of books to us, with the promise of more as they constantly look to restock their own children's section.

In June, we were honoured to welcome HRH Prince Charles to Faraday. The Prince of Wales was visiting Trinity Buoy Wharf as a guest of Eric Reynolds and was very interested in our rooftop playground. He spent quite some time talking to the staff and children and was kind enough to sign our visitors' book. His visit meant that Faraday was once again mentioned in the local media.

Looking ahead to September 2012, I am hoping that Faraday will occupy an extended campus to house the new intake. Eric Reynolds continues to be wonderfully supportive and has worked closely with me on my vision for building alterations and expansion.

Faraday's School Development Plan, which takes into account the opinions and recommendations of all stakeholders, as well as the school's Ofsted report, is now a living and working document. Relatively concise, with clear aims, it charts a course for growth and a continuing commitment to excellence. In my experience of new and growing schools, the rate of change can be so rapid that this

document needs to be visited often and should be central to all decision-making.

In October 2011, Faraday School underwent an accreditation inspection from an ISI inspector. We were delighted to achieve the top rating of 'excellent' in all categories but one. The process of moving over to ISI from Ofsted helped all of us to focus our minds on the school's aims, visions and values. It was very challenging but, once completed, left the school stronger than ever. Full, accredited membership to the Independent Schools' Association took effect from February 2012, at which point the ISI report was made available on our website and sent to all current parents.

Although my involvement with Faraday can only be measured in months, the recent changes and positive outlook would have been impossible without the help of all stakeholders. My thanks to Margaret Lenton who, as chair of Governors has always been available for advice. Peter Wolton has given of his time and skill without hesitation

and has been central to facilitating the changes I have (sometimes) boldly demanded. Of course, working hard behind the scenes are the administrative and financial staff at the NMS head office and beyond, without whom my ideas would be simply that – ideas.

The monthly meeting of NMS heads has been a vital tool for me to bounce ideas off fellow school-leaders and spend time in an NMS school older than my own. The other headteachers have shown me every kindness and support, supplying school resources, documents, policies and sometimes just coffee and encouragement. I think we make a great team!

I look forward with great enthusiasm to the future of the youngest NMS school and, in this year in particular, it makes sense to end my report with the motto of the Olympic movement: *Citius, Altius, Fortius* or swifter, higher, stronger – as we say at Faraday.

Property at NMS

A Case Study by Emily Compston.



AT the New Model School Company, one of the keys to keeping fees low is to avoid high property costs, particularly in the early years, and to invest instead in education and teaching.

As such, NMS schools occupy a number of unusual properties, including a 1950s gatehouse space for our

Faraday School in the Docklands and a church hall for Stephenson School in Kensal Town. The most ambitious of our property projects, however, was Maple Walk, for which a groundbreaking new build was required.

Opened in 2004 in temporary accommodation, Maple Walk reached full capacity in 2008 and was in dire need of a new home. After extensive searching, a suitable site was identified in Harlesden, North-West London. We were fortunate to have the support of the Craigmyle Charitable Trust who bought the freehold site and undertook to construct a purpose-built facility for Maple Walk School, later leasing it back to the school at a commercial rate.

Crucial to this project was finding architects and contractors who share our ethos. Many firms found it hard to understand the concept of a low-fee independent school and submitted estimates that were way beyond our budget. Finally, a small architectural practice, Robert Savage and Associates, agreed to take on the project for a reduced fee. They worked with us to ensure that a tight control was kept on finances and unnecessary luxuries were dispensed with. The contractors, Zibi and Jack, came recommended by the architects and were chosen largely for their positive 'can-do' attitude and their willingness to work to a lean budget.

Obtaining planning permission took nearly a year and involved consultation with local residents and key councillors. Meetings were held on-site to showcase our plans and to answer any questions, which helped to ease the planning process and meant in the end we had unanimous support for our scheme.

Initially, the triangular-shaped site presented a number of challenges: it was landlocked by houses on all sides; there were two other schools on the same road, which posed traffic congestion issues, and any building large enough to house a school would need to be 'set-down' in the site. However, there were also a number of benefits: the site was large enough to provide accommodation and outside play space, the location was just within the search area and it already had its 'D1' planning classification.

With only nine months to build the entire school, a rapid build method was required. In the end, Quad-Lock was chosen, which saw the external structure completed in just three weeks. We used a concrete-form system, with polystyrene blocks encasing poured concrete – an extremely durable, highly insulated and flexible build method.

Vital to keeping our ongoing costs down is energy efficiency. In this regard, the building is virtually off the scale: an ambient temperature of 16°C is achieved in mid-winter without the need for any additional heating.

The Craigmyle Trust and, indeed, the planners, were keen that the school should have as many eco-credentials as possible. We successfully applied for grants of over £40,000 to fit a ground source heat pump and solar PV panels. These supply all our hot water and heating and allow for savings of around £1,800 a year in electricity under the government's feedback tariff scheme. In addition, a sedum roof provides a valuable habitat for local wildlife and helps to insulate the building. Finally, a rainwater-harvesting tank is used in summer to irrigate the borders and the children's vegetable garden.

The finished school is modest compared to many primary schools in the maintained sector, but perfectly fits the NMS ethos, which seeks to dispense with unnecessary capital costs. The building is practical and aesthetically inspiring, with curved end walls and copper roof detailing. All available space is utilised, with the corridors doubling up as cloakrooms and book storage, the sick room also housing individual music and special educational needs teaching,

and a multi-use library and art and music room at the rear of the building. Unlike many independent primary schools in London, Maple Walk has a magnificent assembly hall which is always a hive of activity: used daily for lunch, assembly, dance, drama, wet play-times and parent fundraisers.

With last year's James Review drawing attention to the inefficiency and expense of many school building programmes, we believe we have found a method and model that is both quick and cost-effective. Research shows the average school build is around 60 weeks, whilst Maple Walk was built in just 34 weeks, at a total build cost of £1.5 million, including professional fees.

The James Review, commissioned by Michael Gove MP and published in April 2011, encourages future primary schools to be built to a much simpler, more modular method. Although Maple Walk was a bespoke design, we believe that by using the same team and build method, by project-managing the build in-house and by staying focused on the principles that are so fundamental to the New-Model School ethos, we would be able to replicate this extraordinary building almost anywhere. Now to find a home for Stephenson...



Pictures (Clockwise from bottom left): *The old social club before demolition, Maple Walk pupils inspect plans after demolition, foundations are laid, Quad-lock casings are constructed, the Quad-Lock system in detail, the site overlooked by the local neighbourhood, the sedum roof is watered, the build is finished.*

Our Curriculum

The Teaching and Learning Committee.

THE Teaching and Learning Committee is the dynamo at the heart of the NMS project.

From the outset, the curriculum has been one of our main concerns. We aim to give the children at NMS schools the very best education, based on the transmission of knowledge through subjects.

Although our low fees mean that we will never compete with the more expensive independent school in terms of facilities, this does not affect the quality of the education delivered, because a good curriculum costs no more to teach than a bad one!

We have had a Curriculum Committee since the earliest days, and in June 2011 its remit (outlined below) was extended to cover all teaching and learning in the classroom. Renamed the Teaching and Learning Committee, it was brought under the chairmanship of Margaret Lenton, a governor of NMS, who had spent 22 years as Principal of Slough Grammar, one of the country's best schools.

The TLC has, so far, embarked on an ongoing investigation into the best approach to teaching maths; considered the way in which computers can be used to enhance learning and monitor children's progress; developed the teaching of geography and history; and considered how the company's Christian ethos can assist in the teaching of moral values.

However, the quality of a child's education is ultimately determined by what happens in the classroom. A good school needs good teachers, and good teachers must have the support they need, in terms of professional development, training and resources. This was the reason for expanding the remit of the old Curriculum Committee: we need to be able to assure parents that their children will receive a first-class education, whichever one our schools they attend. This, in turn, means that all must understand what is required to make a good lesson great.

The low fees at NMS schools require that we must spend money carefully, but we have had ample evidence in recent years that increased expenditure per pupil does not necessarily mean a better education. Vision and a passion for knowledge are more important than the amount of money spent, and the Teaching and Learning Committee will continue to make these its priorities as we move forward.



TLC Remit

- ◇ The NMS Curriculum
- ◇ The quality of teaching at NMS
- ◇ Performance management and appraisals of NMS teachers and teaching assistants
- ◇ The training needs of our staff and appropriate solutions
- ◇ Classroom resources
- ◇ Pupil tracking
- ◇ Gifted and talented pupils
- ◇ Transition process for Year 6 into secondary schools
- ◇ Appropriate experts to attend as required
- ◇ Meetings at least once a term

Robert Whelan

The Friends of NMS

Fund-raising, Activities and Parental Support Networks.



Friends of Maple Walk School

THE Friends of Maple Walk is now a full committee of twelve hard-working parent volunteers and, thanks to the support of all our families, our fund-raising is now well established and well oiled.

We now hold regular annual events, including the cake and coffee stall at Queen's Park Day in September, the Christmas Fair, a quiz night for parents and our biannual Evening of Promises Auction, which in previous years raised £13,000!

Through our fund-raising events, the friends have been able to provide the children with so many exciting extras. This year, we organised a fantastic Book Week with talks from many authors and a trip to the Roald Dahl Museum. Art Week offered the children a chance to explore various artistic media, from architecture to plaster casting.

We have unturfed some budding young gardeners through our weekly gardening club, and our football club continues to be popular. We have also organised a full after-school schedule offering things like kung-fu, chess, gymnastics, drama and dance.

It is thanks to these events, the generosity of the parents and initiatives such as Recycool and Bags2School, that the school now has a full complement of laptops, a plentiful library, interactive whiteboards, gym equipment, a performance stage and a flourishing garden.

Friends of Stephenson School

FROM bread-making and bulb-planting to decorating cakes and Christmas trees, the Friends of Stephenson have been keeping very busy over the past year.

Our major success was the Christmas Fair, which raised over £2,000. We hope to put this towards a new interactive whiteboard for the school.

We are keen to be more than just a fund-raising arm, and are looking to develop a thriving parent-support community that makes good use of our highly creative and talented parents. This is a real opportunity to get involved in our school, adding a new dimension to our curriculum and making a difference to our children's learning experience.

Friends of Faraday School

FRIENDS of Faraday school was formed in late 2011 with a full committee, consisting of a chairman, a treasurer, a secretary and two class reps.

Since then, several well-attended meetings have been held, with input canvassed from a good selection of parents. The Friends' first fund-raising event – a Christmas raffle – was a great success. Hampers were offered as prizes and we managed to raise enough funds for a school piano, lots of new books for the Faraday library and the school's very first e-Reader.

Bursaries

An Appeal to Our Supporters

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 that will encourage parents who would not normally consider an independent education. We also award bursaries to existing 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. Our three schools are non-selective as we believe that all children should be able to enjoy the benefits of a good education.

Bursaries do not cover 100% of the fees, as we feel it is important that all parents, whatever their income, 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 afford 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 each class.

We 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.



“ *The first few years at Maple Walk were financially manageable. Our child was flourishing and clearly happy at the school, making our sacrifices worthwhile. Although my son's father and I were not living together, we had agreed to split the fees and were initially on track.*

However, in the third year, my ex-partner lost his job and struggled to pay even basic living expenses. Meanwhile, my freelance work dried up and I was relying on loans to pay both the bills and the school fees on my own. This soon became untenable and we were faced with removing our son from the school. The thought of this upheaval was heartbreaking, particularly since the school offered him a consistency he did not always have at home.

Coupled with that, he struggled with literacy and I feared he could quickly sink in a mainstream school. We were extremely grateful when we were offered the chance to apply for a means-tested bursary. This reduction in the fees has made all the difference and has allowed our son to continue his education at Maple Walk. This bursary has helped to give him the best start in life and we are very grateful for the generosity of the donors. ”

The People Behind NMS

Board of Directors' and Officers' Biographies.

Chairman

David Jones MA (Cantab) 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, is a member of the Court of the Fishmongers' Company, a City livery company, and will be High Sheriff of Greater London in 2013.

Directors and Governors

Jonathan Cubitt BA Hons ACA is the Business Development Director of Charity HR Limited. Immediately prior to this, he had been the Finance Director of the Art Fund for 12 years, having spent over 15 years in the accountancy profession.

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

Margaret Lenton BA Hons FRSA JP was Principal of Slough Grammar School for 22 years, retiring in 2010. Its last Ofsted report under Mrs Lenton's leadership described it as 'an outstanding educational experience for the pupils' which 'could not have been achieved without the exceptional drive, enthusiasm and commitment of the headteacher'. Mrs Lenton is a member of Brunel University's Council, a governor of a number of schools in Berkshire, and a member of the East Berkshire Bench. She works with St George's House, Windsor Castle, and was actively involved with the celebration of the 400th anniversary of the publication of the King James Bible. She is already preparing for the 800th anniversary of the Magna Carta in 2015!

Simon Philips was formerly Global Head of Communications and Marketing at UBS Investment Bank. 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. He is now UK Marketing Director for the Grosvenor Group and also runs his own advisory business, helping companies with marketing strategy and planning issues.

Justin Shaw MA (Cantab) is a director of NMS, having been its chairman between 2004 and 2008. He was also Chairman (2001-09) and remains a trustee of the independent social policy think-tank Civitas. After receiving a Senior Exhibition in

Philosophy at Cambridge, he studied law and was called to the Bar at Lincoln's Inn. He is now working full-time as a writer. His first novel, *The Illumination of Merton Browne* (Sceptre, 2007), explores the impact of educational and social failure on disadvantaged children in contemporary Britain, with his second, *Ten Weeks In Africa*, to be published by Sceptre in August 2012.

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 was a director of The Butterfly Project from 1991 to 2009, and of Butterfly Educational Enterprises, set up in 2005 to run summer courses for children who wished to benefit from a rational and purposeful teaching approach. Her phonics-based reading course, *The Butterfly Book*, was published in 2007 by Civitas, followed by *The Butterfly Grammar* and *The Butterfly Arithmetic*.

Robert Whelan MA (Cantab) is a director of NMS and 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 currently editing the UK edition of *The Core Knowledge Curriculum*, published by Civitas.

Rick Williams BSc (London), Dip. EM (OU) held senior positions in state schools for 20 years before moving to the independent sector as deputy and then a headteacher. 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.

Officers

Peter Wolton MA (Cantab) is CEO of NMS. He has a background in asset management, where his roles included membership of the Group Management Committee of Schroder Investment Management and Chief Executive of Baring Asset Management Ltd. He is currently director of Dunedin Income Growth Investment Trust PLC and 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 is Chief Financial Officer of NMS. His career in financial management 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, before running his own residential property development company.

Obituary

Norman Kudish, Founder Director of NMS.

JUST before Christmas, we were very sad to hear that Norman Kudish, one of the directors of the New Model School Company, had passed away.

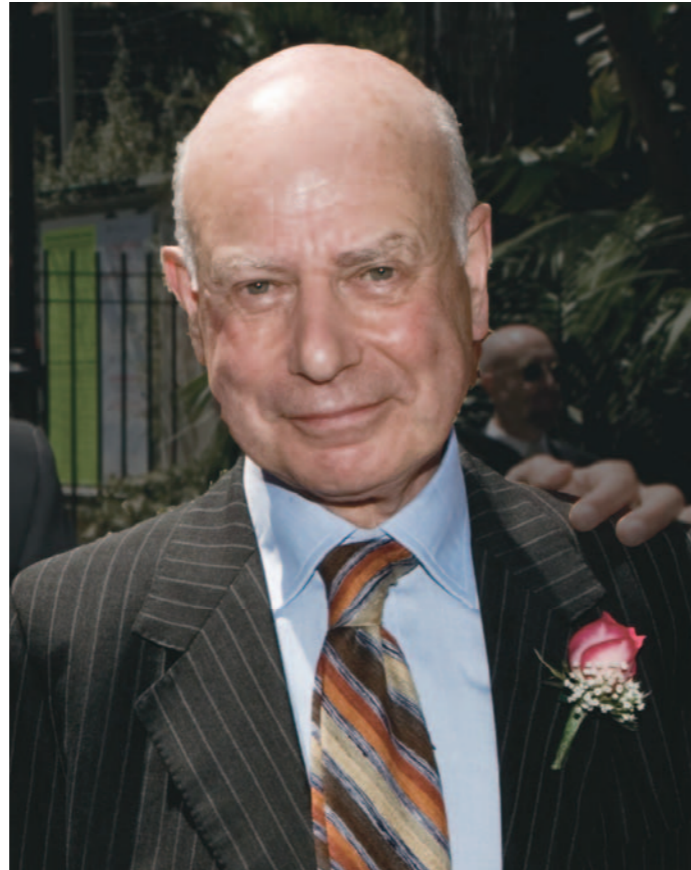
In 2003, Norman had been one of the very first people to buy into the NMS vision. His long experience in property, working at a very high level with, amongst other companies, Trafalgar House and Lucas Industries, made his contribution to the running of NMS absolutely vital. This was particularly the case once our first school, Maple Walk, had outgrown its temporary premises and we began the rather daring enterprise (for such a small company) of committing to a purpose-built, architect-designed new structure for the school in Harlesden.

I will always remember gratefully how helpful and reassuring Norman was when we found ourselves in a completely new situation: consulting with architects and builders, managing budgets and dealing with all of the issues that inevitably arise with a new-build.

Norman originally told me that, whilst he was happy to advise, he did not want to come to site meetings. In fact, he attended every site meeting on Crownhill Road from the time the building work began in January 2009 until the opening of the school in September of that year. To have the benefit of his many years of experience on construction projects was invaluable, and contributed towards the very successful outcome – a beautiful new home for Maple Walk on time and on budget!

Norman was a man of great culture and learning. He had spent some happy years with the Manifold Trust, owner of the Landmark Trust, which restores unusual historic properties, often for holiday lets. His family have fond memories of outings to see the latest Landmark projects.

His son Edward writes: 'I remember going as a family to a wreck of a Napoleonic fort they had just bought somewhere in Pembrokeshire, which Dad was particularly excited about; and later standing on the deck of a rusting hulk of a ship in Hartlepool, thinking what a wreck it was, little knowing it was HMS Warrior and that the next time we saw it, many years later at the ribbon cutting, it would be



fully restored, parked next to HMS Victory in Portsmouth. It is no wonder he was so interested in history, he got literally to touch it.'

I think this was why Norman was so keen on NMS: he knew we were trying to pass on to the next generation the love of history and culture that had meant so much to him.

Norman's interest in the company has passed to his wife Wyn, and it is a source of great joy to us that Wyn wishes to continue to be involved with the work of NMS as we move forward.

Robert Whelan

New Model School Company

Company No. 4892739, registered in England and Wales.

Directors

David Jones (Chairman)
Robert Whelan (Proprietor)
Roger Cummins
Justin Shaw

Governors

Jonathan Cubitt (Chair of the Audit Committee)
Margaret Lenton (Chair of the Teaching & Learning Committee, and of Faraday School)
Simon Philips (Chair of Maple Walk)
Irina Tyk (Child Protection)
Rick Williams (Chair of Stephenson)

Officers

Peter Wolton (Chief Executive Officer)
Peter Meyer (Chief Financial Officer)

Patrons

David Horn
Richard Oldfield
Justin Shaw
The Armitage Charitable Trust
Urban Space Management Ltd.

Supporters

The Fishmongers' Company

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Peter Meyer
Peter Wolton

Nominations Committee

David Jones (Chairman)
Robert Whelan
Peter Wolton

Remuneration Committee

Robert Whelan (Chairman)
David Jones
Margaret Lenton
Irina Tyk
Peter Wolton

Teaching & Learning Committee

Margaret Lenton (Chairman)
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Production and design: Joseph Shaw. **Photographs:** Sophie Ziegler, Tony Henman, Derek Seaward, J M McElhone and Robert Whelan.

Printed at: DTP UK.

Parents face a difficult choice as their children approach school age. They are often unable to get their children into the state school of their choice, and most private schools are extremely expensive.

The New Model School has been created to address this problem. Run on a not-for-profit basis, it aims to provide rigorous and effective teaching at a low cost in order to bring independent schooling within the means of more parents.

The aim of New Model Schools is not narrowly academic. The purpose is to ensure the development of the whole child – creative, ethical and social, as well as intellectual. New Model Schools are inspired by a vision of social inclusion and aim to educate young people as citizens of the free and democratic society they are growing up in.

Our aim is to provide a replicable model of excellent and affordable schools that will improve the lives of children and their families.

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 **nms**
NEW MODEL SCHOOL