

Excellence Plus

Annual Report of the
New Model School Company
2012–2013



🛡️ 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 abilities in public examinations
- 🛡️ Using our not-for-profit status and tight cost management to re-invest surpluses and therefore keep fees as low as possible by re-investing 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 fulfil their potential and so 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 purpose of the New Model School Company is to provide children with an excellent, traditional, knowledge-based education at an affordable price. Details of that education, its breadth, delivery and focus, will follow in this report. During the past year we continued to work on our long held objectives.

We launched a fund-raising campaign in 2012 that raised over £500,000 from philanthropic backers and were thrilled to receive a further £50,000 during 2013. This means that the company has a stronger capital base and even greater liquidity, should we need it.



Sarah Gillam joined us in September 2012 at the start of the academic year as head of Maple Walk School and has carried on our emphasis on high teaching standards and ensuring that each child produces his or her own personal best. Yvonne Didushko, having led Stephenson School for its final year before the merger with Maple Walk School, has left with our thanks and every good wish for the future. Martin McElhone, who achieved so much at Faraday School, has moved to Moorlands School so as to be able to live in the same place as his family in Leeds. We are very pleased that Susan Stark, who is committed to the NMS approach, has now become Head of Faraday School, with a mid-year handover during the Summer Term of 2013.

As of 1 September 2013, Peter Wolton has become Executive Vice Chairman of NMS and reduced his hours to three days a week so as to have time to complete his ordination training for the Anglican priesthood. Peter Meyer, previously our Chief Financial Officer, steps up to the role of Chief Executive Officer. Both have been with us since 2009 and we are extraordinarily fortunate to have benefited from their dedication and hard work.

More detail of what has been achieved over the last year follows in this report. My thanks go to all the staff, children, parents, supporters and many others who have been part of this.



■ A Review of the Year 2012–2013 ■

From Peter Wolton, outgoing Chief Executive Officer

I joined NMS in 2009 as CEO and handed on this responsibility to Peter Meyer in September 2013. In this period we have experienced enormous change with the new government's educational reforms.

The philosophy of NMS is to provide excellent education to our children at a level of termly fees that is compatible with sustainability. We teach a knowledge-based curriculum using principles developed at E. D. Hirsch's Core Knowledge Foundation. We have striven for excellence in the curriculum, and in recent years we have broadened our offering. We wish to provide our children with an educational experience that should be excellent not just in the core examined subjects but also in other areas, which include history, geography, music, art, drama, sport and indeed in everything that we do. We call this approach 'Excellence Plus'.



We also look to keep our fees as low as possible. This means that we have to use our resources efficiently and in the last year we decided to merge our two West London schools and to operate both from the Maple Walk site. Every child at Stephenson School was offered the opportunity to join Maple Walk in September 2013 and many made the transfer. We are hugely grateful for the support we received from both schools' parents and staff in the run-up to the merger.

Working closely with our landlords, we have increased accommodation at both Maple Walk and Faraday in the summer of 2013. Further details of this and our investment programme can be found in the Finance and Operations report. Despite these improvements and our ongoing investment, our fees continue to be at the bottom end of all the fee-paying schools we are aware of within five miles of our schools. Supportive landlords are a hallmark of NMS schools. We are very fortunate to have the support of a charitable trust which built Maple Walk for us as well as our landlord at Faraday who has found cost-effective ways to accommodate our growth. In an era of austerity, our landlords' support, together with our recent fundraising from social investors, has provided capital to NMS and the educational sector at a time of acute shortage of school places. We are always interested to hear from landlords who might wish to support our vision.

Another part of our vision is to make high-quality independent education available to as many children as possible. NMS operates a funded bursary programme which, as we know from the testimony of parents of our children with bursaries, can quite literally change a child's life. We would be delighted to hear from benefactors who wish to support bursaries for our schools.

I would like to thank all those who contribute to our schools to give our children such a special educational experience. Our staff and the support of our parents are fundamental to our success. The immense contribution of our parents through the Friends organisations is something that we and our Heads value enormously. I am also most grateful for the wise counsel and support of our non-executive directors and advisers who give so generously of their time for free. Finally I wish to pay special tribute to Peter Meyer whose role has been pivotal in moving NMS from a start-up with a unique mission to being a sustainable entity. I wish him every success as he leads NMS into the next phase of our story and I look forward to working with him in my new capacity as Executive Vice-Chairman.

Finance and Operations Report

From Peter Meyer, incoming Chief Executive Officer

Financial Results

Since our last annual report, we have published two sets of accounts, which covered the years ended 31 August 2012 and 2013. The profit and loss account and balance sheet for the period ended 31 August 2013 is provided overleaf.

We incurred losses of just over £40,000 in each of the last two years, but this conceals an improving underlying trend.

In 2011–2012 we saw above-average child withdrawals, as many other independent schools did in London, with parents reacting to the economic climate by either moving out of London or moving out of independent schools into the state sector. The impact of these departures reduced our net income.

In 2012–13 we had better retention and income levels, but we realised that, with two schools (Maple Walk and Stephenson) so close together in West London, we were inefficient in our operation and that it would be better for children and parents if we rationalised our provision to achieve fuller classrooms. We took the decision during 2012–13 to centre our educational offering on our first school, Maple Walk, from September 2013 onwards; and thus the 2012–13 result reflects the cost of winding down and ceasing operations at Stephenson School. Our internal accounts for 2012–13 show a surplus for Maple Walk, a large loss at Stephenson and a result close to break-even at Faraday.

In the coming year to 31 August 2014 we are confidently budgeting an improved surplus for Maple Walk and a small loss at Faraday, reflecting our ongoing investment in resources there. Despite this loss, we continue to be excited about the prospects for our Faraday school, reflected by our decision to invest at the site during the summer of 2013 and by our ongoing plans for expansion.

Assuming we are able to achieve the budgeted overall surplus at an NMS level, this will represent the completion of the turnaround in our results towards a profitable future and the first step in our plan to extinguish accumulated losses on Profit and Loss Account.

Following the fund-raising exercise generating £501,000 in August 2012, with a further investment of £50,000 in June 2013, our balance sheet shows a positive net assets total. We believe that we can now see a clear path towards a sustainable future for NMS, with sound financial underpinning, favourable demographics and sustained demand continuing for entry places at both of our schools.

Operations

After the merger of the two West London schools was announced in late 2012, two new classrooms at the Maple Walk school site at Crownhill Road in Harlesden were planned to accommodate the incoming Stephenson children. The works, which took place between April and late August 2013, were commissioned and overseen by the company but paid for by our landlord (The Craigmyle Charitable Trust). The new classroom annexe and surrounding space proved to be well adapted for Early Years Foundation children and they are now being used as Reception classes.



Also at Maple Walk, with the continued call for study space outside of the normal classroom, we installed a pod close to the main school building. The pod enables a group of one to five children to be taught in a convenient location within the grounds and is ideally suited to music tuition.

At Faraday we expanded into the ground floor of our first building in 2012 and entered into talks with our landlords regarding further expansion in 2013–14. Their innovative solution was to re-use a container building on the Wharf. Works to install and fit the space by the landlords were undertaken in the course of the summer of 2013. Suitably fitted out, this building has been a revelation; the cost of these and other works to improve the heating at our first building will be recovered from the company at various times over the period 2013–17.

During 2012–13 we ordered and installed interactive projectors and whiteboards as teaching aids in all our classrooms; these supplement the netbooks also used in the classroom by children, which we have been making available in all our schools in greater numbers since 2011.

The New Model School Company Limited

PROFIT AND LOSS ACCOUNT

Year ended 31 August 2013

	2013	2012
	£	£
Turnover	1,799,099	1,620,816
Cost of sales	(1,564,369)	(1,420,492)
Gross profit	234,730	200,324
Administrative expenses	(305,867)	(266,255)
Other operating income	20,000	24,000
Operating loss	(51,137)	(41,931)
Interest receivable	6,429	1,042
Interest payable and similar charges	(250)	(921)
Loss on ordinary activities before taxation	(44,958)	(41,810)
Tax on loss on ordinary activities	–	–
Loss for the financial year	(44,958)	(41,810)

BALANCE SHEET

As at 31 August 2013

	2013	2012
	£	£
Note		
Fixed assets		
Tangible assets	124,016	78,785
Current assets		
Debtors	475,254	58,143
Cash at bank and in hand	489,820	849,155
Creditors: amounts falling due within one year	965,074	907,298
	731,347	648,927
Net current assets	233,727	258,371
Total assets less current liabilities	357,743	337,156
Creditors: amounts falling due after more than one year	267,529	251,984
	90,214	85,172
Capital and reserves		
Called up share capital	551,057	501,057
Profit and loss account	(460,843)	(415,885)
Shareholders' funds	90,214	85,172

Maple Walk School

Location:	Harlesden, London NW10
Opened:	September 2004
Number of children:	194 with two forms per year from Reception to Year 2 and one form per year from Year 3 to Year 6
Head:	Mrs Sarah Gillam

A Report from Headteacher Sarah Gillam

After the wonderful start provided by Sarah Knollys, I became Head of a fully established school in September 2012. It had 140 children with the second cohort of Year 6 children leaving in July 2013. In September 2013, we established two parallel classes for Reception, Year 1 and Year 2 ; classes have an average of 20 children in them and the school has grown to 194 in total.



My key objective has been to ensure that the education at Maple Walk is exciting and stimulating whilst at the same time enabling the children to fulfill their potential. A great deal of time has been invested in developing a curriculum that ensures clear progression and excellent practice. With the assistance of a Senior Leadership Team, led in this instance by Julie Partridge as Director of Studies, we have designed a clear child assessment procedure with related reporting and recording systems; the aim is to be able to track effectively the academic progress of each child during their time at Maple Walk. The appointment of a Pastoral Co-ordinator has highlighted the importance we place on the children's welfare and emotional well-being.

Children in Year 5 went on a three-day residential trip to an outdoor study centre to enhance their knowledge of the curriculum and children in Year 6 went on a five-day residential trip to the Isle of Wight enjoying team building and challenging activities.

Music has continued to feature prominently at Maple Walk; we now hold a weekly musical assembly that encourages the children to share their musical talents with their peers in an informal setting. The Carol Service and Concert demonstrates the vocal strength of the pupils; private singing lessons have been added to the range of private music tuition offered at the School.

During the course of the year, we have allowed additional time within the timetable for sport. Fixtures and sporting events have taken place throughout the year and Maple Walk excelled at cross country (winning the area competition). The Friends of Maple Walk also provided football and netball coaches during lunch breaks. Sports Day was excellent with all children taking part in a range of field and track events.

The Friends of Maple Walk continue to provide wonderful support for the School; they organise a huge range of after-school clubs and this year an early bird club and a late club have been welcome



Our new Reception classrooms and pod



A music lesson in the new pod



additions for working parents. The Friends have also provided funding, equipment and professional expertise for a number of school events such as Book Week and Take One Picture, in conjunction with the National Gallery. During 2013–2014, we plan to add a Science Week and a Maths Day.

The School are delighted to have received the Gold Standard travel award from Transport for London; this is the result of a number of initiatives we have been running throughout the academic year. After Years 5 and 6 went on a cycling awareness course, we ran a Bike to School Week which culminated in a 'Bikers' Breakfast' at the local park. We are also using our School Council to promote safe walking, to patrol as traffic wardens and to encourage parents to leave their cars at home.

In order to raise the children's understanding of the world around them, they have raised money for local initiatives and we welcome a number of different faith leaders into our school to lead assemblies.

Maple Walk is a thriving community in North West London; with the continued dedication of staff, parents, Friends and governors, it will become an outstanding school.

SECONDARY SCHOOL PLACES OFFERED FOR PUPILS LEAVING YEAR 6 OF MAPLE WALK SCHOOL

2012			
<i>School</i>	<i>No. of offers</i>	<i>School</i>	<i>No. of offers</i>
Christ Hospital School, Horsham	1	Portland Place School	2
Aldenham School	1	Queen's College, London	4
Channing School	1	Rudolf Steiner School	1
Francis Holland School	4	South Hampstead High School	2
The Harrodian School	1	St Christopher School, Letchworth	2
Islamia Girls' High School	1	St James Girls School	2
The John Lyon School	3	St Marylebone C of E School	1
Haberdashers' Monmouth School for Girls	1	Upton Court (formerly Slough) Grammar School	1
North Bridge House Senior School	3	Wychwood School	1
Notting Hill & Ealing High School	2		

2011			
<i>School</i>	<i>No. of offers</i>	<i>School</i>	<i>No. of offers</i>
Belmont School, Mill Hill	1	Notting Hill and Ealing High School	3
Francis Holland School	4	Portland Place School	1
The German School, Richmond	1	Queen's College	3
Greycoats School	1	Queen's Gate School	1
The Harrodian School	2	South Hampstead High School	2
Highgate School	2	St James Boys School	1
Ibstock Place School	1	St James Girls School	4
The John Lyon School	1	St Marylebone C of E School	2
Latymer Upper School	1	Chiswick Community School	1
Lockers Park School, Hemel Hempstead	1	Hampstead School	1
More House	1	Queens Park Community School	3
North Bridge House	6	West London Free School	5

Faraday School

Location:	Trinity Buoy Wharf, London E14
Opened:	September 2009
Number of children:	66, with one form per year from Reception to Year 2 and one composite form covering Years 3 to 6 (September 2013)
Head:	Miss Susan Stark

A Report from Martin McElhone, Head of Faraday School until May 2013

Each week in school I used to look forward to writing the newsletter and starting with the words 'Dear Faraday Community'. The reason for my satisfaction in such seemingly simple matters is that quite simply Faraday has become exactly that – a community. The reaction to those who saw our new expanded premises has almost always been: 'Wow, now it feels like a proper school'.



The expansion to take on the ground floor was a bold commitment by NMS to show parents that Faraday was a serious part of the NMS family. The decision to do the work in an Olympic summer was at least equally brave, with road closures, traffic restrictions and several million guests placing an extra burden on the London infrastructure.

Our new space allowed us to welcome a new Reception class of 20 children to Faraday and our oldest class to move downstairs into the new space. The downstairs also brings us a new library and ICT suite to complement the learning environment along with a room big enough to host specialist lessons such as Music and after-school activities like Yoga in the cooler weather. The school leapt into action to fill a large space in the stairwell with an original piece of art work and the upstairs was remodelled to make more sense of the corridors and classrooms, making the space safer and more useable.

But buildings do not make schools – people do! Our third year saw new staff members joining the team and bringing a whole host of new skills, ideas and enthusiasm with them. Specialist teachers and lessons in Music, French, Drama and PE meant that we could assure the quality of teaching in these areas along with releasing class teaching staff to plan effectively and work together to ensure that the growing curriculum was properly implemented. We have also been lucky enough to have secured the services of regular volunteers and PGCE students who bring the latest thinking from educational training establishments across London.



Visitors to Faraday School are welcomed by this mosaic created by Artyface.



Trinity Buoy Wharf seen from the Emirates cable car



One of the new container classrooms



Our dedicated and talented team of staff has also provided an extensive after school programme, offering fifteen choices of clubs so far this year, including Sports, Cooking, Drama, Science, Yoga and three languages – the range is larger than in many much bigger schools.

London too remained our classroom with visits to the Transport Museum, Science Museum, Natural History and Geffrye Museums, along with educational visits from the Ambulance Service, the Walking with Dinosaurs team, police dog handlers and the Fire Department, all bringing learning to life. Our growing parent body and Friends of Faraday continued their good work with fundraising raffles and the school was kitted out with double glazing thanks to their work with the community department of the City Airport – we even had parents running marathons to raise funds for equipment.

With expansion comes change and inevitably, when talking about schools, this means people. Last year I wrote about change and how, when embraced, this is a positive thing for a school. Faraday isn't the completed article yet, but it's a long way down the road to being a successful, high quality, independent primary school and of that everyone involved can be proud. These annual reports are a fantastic way to report back to parents and reflect on change as we go along. It is easy to get lost in the moment, though, so possibly more importantly I look forward to reading them in sequence some years down the line to chart the growth of the school and the rest of the Faraday community.

A Report from Susan Stark, newly appointed head of Faraday School

I took over at the helm at Faraday School for the final half-term of the academic year in June 2013. It was an unusual time of the year for a headteacher to take over but it actually worked extremely well. It was really good to have the opportunity to help to shape the coming academic year and to appoint new members of staff. It gave me an opportunity to see how the school functioned and, very importantly, it has given me a head-start to the Academic Year 2013–2014 because I know the names of the children, staff and parents.



My first half-term in this uniquely located school was an extremely busy time with reports, Teddy Bears' Picnic, Sports Day and the Friends of Faraday Summer Fete to organise. Faraday School is a very happy school where teachers, teaching assistants and children all spend the day fully engaged in teaching and learning. As I move around the school throughout the day there is a cheerful buzz coming from each of the classrooms.

At the start of the new academic year in September 2013 we were able to occupy two new additional classrooms which are accessed directly from the existing ground floor. They are constructed from shipping containers by our landlords to provide light and airy spaces which we have transformed into an exciting learning environment.

♥ A Liberal Education ♥

Justin Shaw, Founder Director

The overriding objective of the New Model School Company is to provide a traditional liberal arts and sciences education – by which we mean an intellectually stimulating, culturally sophisticated, knowledge-based education



In our view, a liberal education is characterised by three qualities in particular. First, 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.

We disagree with the view that such an education ought to be the exclusive preserve of a social elite.* On the contrary, we believe 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 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 they are growing up in, the New Model School Company’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 which have adopted the same name.

In fact the use of ‘liberal’ in educational contexts is historically and conceptually distinct from its

* For a study of contemporary opposition to liberal education, see Professor David Conway, *Liberal Education and the National Curriculum*, Civitas, 2010.

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.



♥ The Teaching and Learning Committee ♥

Margaret Lenton, Chairman, Teaching and Learning Committee

The Teaching and Learning Committee is the dynamo at the heart of NMS schools. We aim to give our children the very best education, based on the transmission of knowledge through subjects.



Although our low fees mean that we may not compete with the facilities of more expensive independent schools, we are confident that the quality of the curriculum we cover and the education we deliver is amongst the best available. A good curriculum costs no more to teach than a bad one (although ICT imposes costs in terms of computers and software).

Our Teaching and Learning Committee provides the thinking processes behind all teaching and learning at the school. The quality of a child's education is ultimately determined by what happens in the school day; a good school needs good teachers, and good teachers must have the support they need, in terms of professional development, training and resources.

Our task of delivering a knowledge-rich education has been helped by the donation by Civitas of classroom sets of books published by them. Titled *What Your Year (1/2/3/4/5/6, as applicable) Child Needs to Know*, they are British versions of the subject-oriented and knowledge-based textbooks pioneered by the Core Knowledge Foundation in the USA, set up by E. D Hirsch.

The Teaching and Learning Committee will continue to make vision and a passion for knowledge the priorities for our teachers as we move forward.

Terms of Reference for the Teaching and Learning Committee

To set the policies for NMS in the following areas:

- ♥ The curriculum taught by NMS, including all the subject areas inspected, and required material covering travel plan-related evidence needed for a Gold Award
- ♥ The number of teaching days
- ♥ The length of the teaching day
- ♥ Class sizes
- ♥ Monitoring the process of teaching at NMS
- ♥ Assessing the performance of NMS teachers and teaching assistants
- ♥ Assessing and addressing training needs
- ♥ Classroom resources (e.g. use of teaching assistants, interactive technology, books, software, laptops, netbooks and the Internet)
- ♥ Pupil tracking
- ♥ Gifted and talented pupils
- ♥ Special educational needs pupils: assessment and education
- ♥ Transition process for Year 6

Frequency of meetings: At least once a term

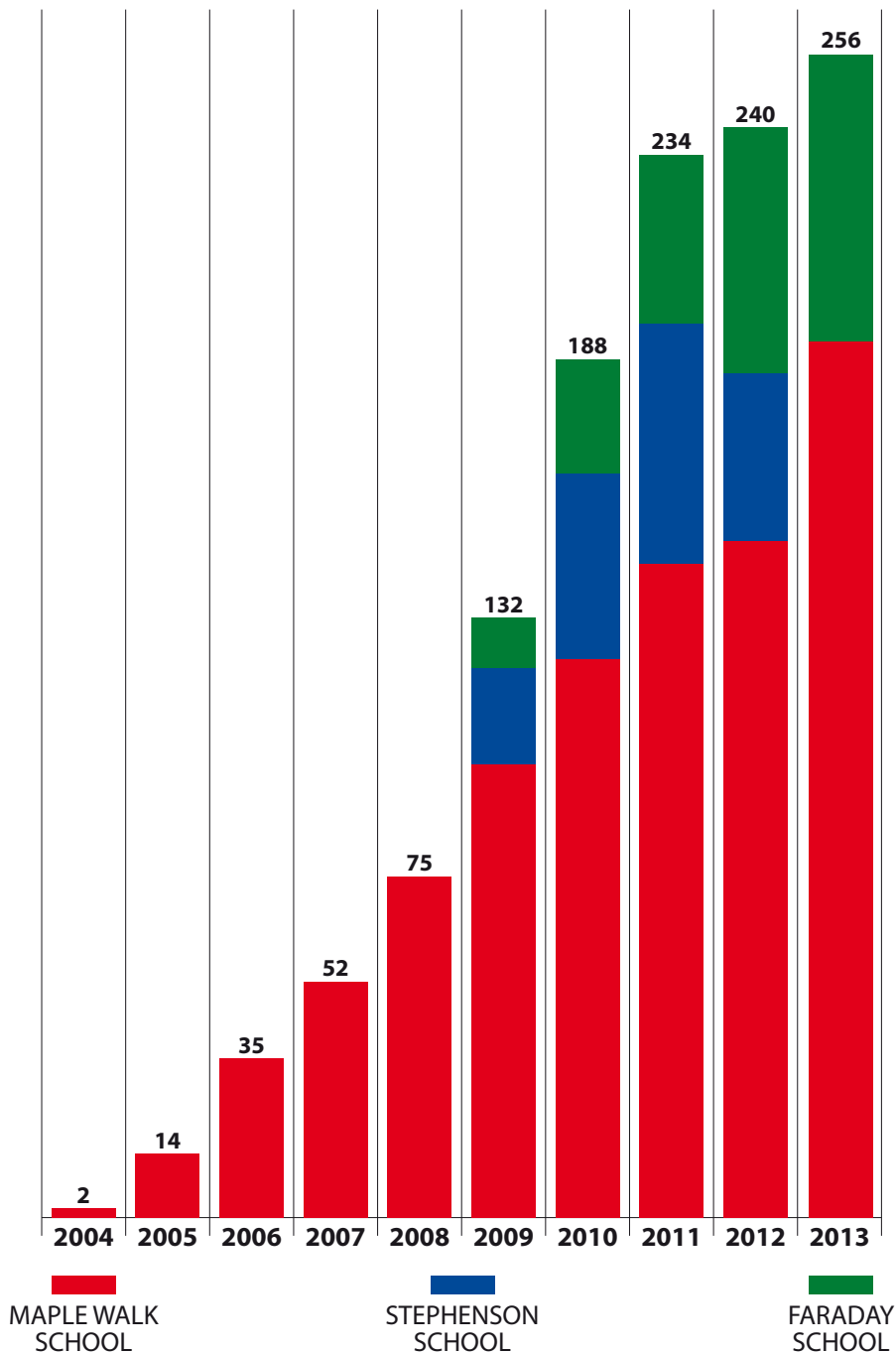
Appropriate experts (including teachers) to be invited to attend as required

🛡 The NMS Story So Far 🛡

The New Model School Company was founded in 2003 by a group of people who felt that the most effective way to expand access to high quality education was to establish independent schools with high standards and low costs.

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

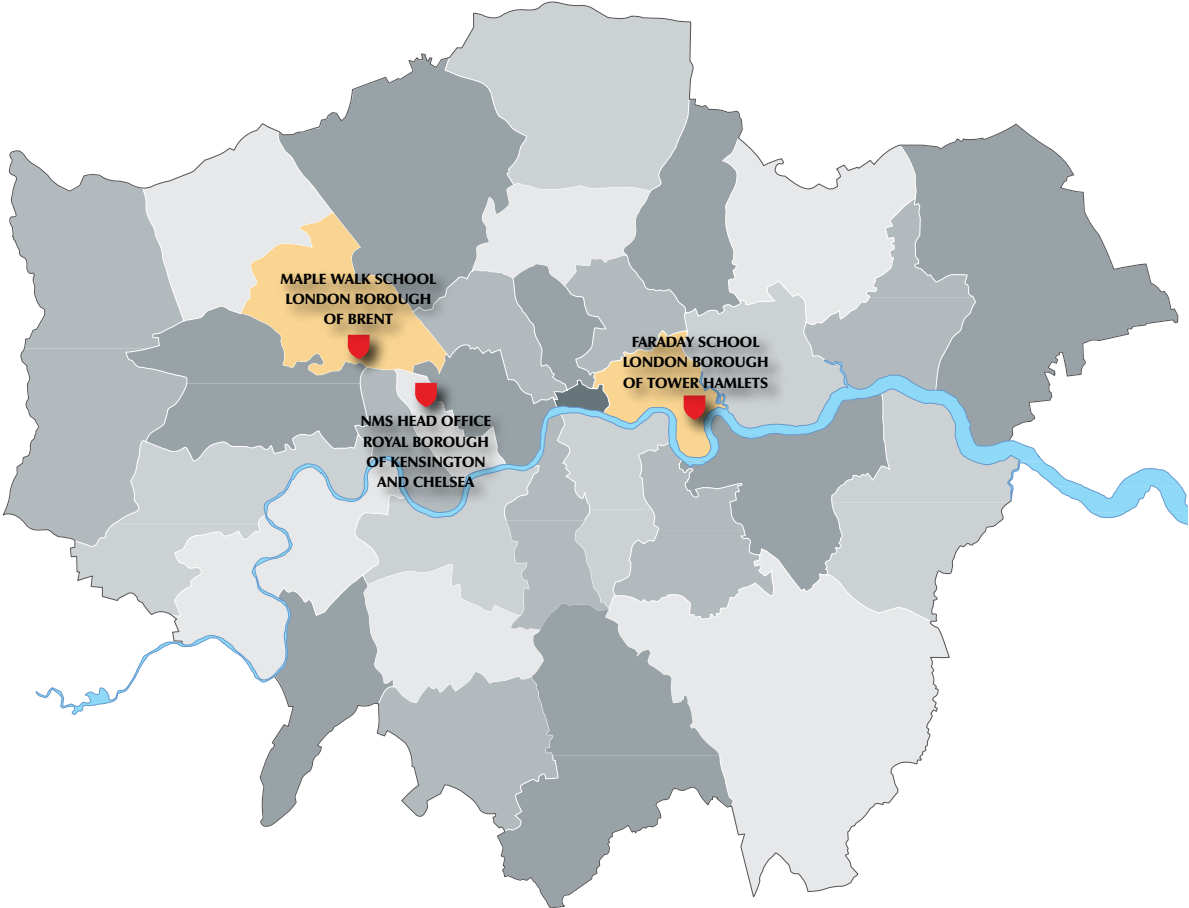
PUPIL NUMBERS AS OF SEPTEMBER OF EACH YEAR



church hall of Our Lady and the Holy Souls Church in Kensal Town. The church hall could only accommodate two classes, so we soon needed further space. We rented a pre-fab unit around the corner which provided us with another two classrooms but, with no further space to expand on that site, we needed a full-sized school building to start the academic year in September 2009.

In late 2008 the Craigmyle Charitable Trust acquired a plot of land in Harlesden on which a new, full-sized school was constructed for Maple Walk School, which opened in September 2009. This left the former premises in Kensal Town empty, so the company opened Stephenson School there. 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. This was Faraday School, which also opened in September 2009.

Stephenson School was merged with Maple Walk for the start of the academic year 2013/14, so the company currently has two schools. Maple Walk is now partially two-form entry, and will eventually be entirely so.



🛡️ The People Behind NMS 🛡️

CHAIRMAN

David Jones 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 is currently High Sheriff of Greater London.

DIRECTORS AND ADVISERS

Dan Connolly is Assistant Head Master (Pastoral) and Head of Politics at Lancing College, the senior school of the Woodard Corporation. He is an Inspector for the ISI and regularly contributes articles for the educational press including 'Managing Pastoral Teams' for the Boarding Schools Association. Before becoming a teacher in 2001, Dan spent eight years in publishing, including three years as Senior Publisher at Financial Times (Business).

Jonathan Cubitt is Bursar of Queens Gate School. Previous roles include Business Development Director of Charity HR and Finance Director of The Art Fund – the national art charity – from 1998 to 2010. Prior to that, he spent 15 years in the accountancy profession working for several leading accountancy firms.

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 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 Deputy Mayoress of the Royal Borough of Windsor and Maidenhead and Vice-chairman of Wraybury Parish Council, as well as being 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 is 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 runs his own advisory business, helping companies with marketing strategy and planning issues.

Justin Shaw 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. 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 other forms of social failure on disadvantaged children in contemporary Britain. His second novel, *Ten Weeks in Africa*, was published by Sceptre in August 2012.

Maureen Vivian has joined the Advisory Board as one of the pioneering founder NMS parents. She has been with Maple Walk since its inception and her son was in our first Year 6 graduation. Her attachment to the school remains as her daughter is in Year 4. She offers a wealth of practical support to the school, Head and Friends of Maple Walk. Maureen is a founding member of the Friends and acts as standing trustee of the Friends' committee. Maureen is a highly regarded freelance fashion stylist, and the creativity she uses for this has contributed both to Friends' fundraising activities and to general support for the school.

Robert Whelan 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 primary school textbooks, published by Civitas.

OFFICERS

Peter Meyer is a director of NMS. He is also the incoming CEO and combines this with the position of CFO for the company. He trained as an accountant with PwC and after qualification held Financial Controller, then Financial Director, positions at a number of different City institutions, including over 11 years at Schroders PLC. He was the director responsible for building Schroders' current head office in 1998 and ran his own residential property company for several years after leaving the City.

Peter Wolton is a director of NMS and was appointed Executive Vice-Chairman of NMS in September 2013, having been CEO from June 2009. Prior to joining NMS, he worked in asset management where past 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. He has served as a member of the Council of Queen Mary, University of London, and a Trustee of the Charities Aid Foundation (CAF).

New Model School Company Limited
Company No. 4892739 registered in England and Wales

DIRECTORS

David Jones (Chairman)
Robert Whelan (Proprietor and Deputy Chairman)
Justin Shaw (Deputy Chairman)

Roger Cummins
Peter Meyer
Peter Wolton

ADVISERS

Dan Connolly
Jonathan Cubitt
Margaret Lenton
Simon Philips
Maureen Vivian

OFFICERS

Peter Meyer (Chief Executive Officer)
Peter Wolton (Executive Vice-Chairman)

AUDIT COMMITTEE

Jonathan Cubitt (Chairman)
Peter Meyer
Peter Wolton

NOMINATIONS COMMITTEE

David Jones (Chairman)
Robert Whelan
Peter Wolton
Peter Meyer

REMUNERATION COMMITTEE

Robert Whelan (Chairman)
David Jones
Margaret Lenton
Peter Wolton
Peter Meyer

TEACHING AND LEARNING COMMITTEE

Margaret Lenton (Chairman)
Sarah Gillam
Peter Meyer
Susan Stark
Maureen Vivian
Robert Whelan
Peter Wolton
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