



 **nms**  
NEW MODEL SCHOOL



# NMS ANNUAL REPORT 2013 - 2014

*Thirst for Knowledge*



# NMS Vision and 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 keep fees as low as possible
- Providing a demonstrable and replicable model for running schools



## Our values

### Our community

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

### Our work

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

### Our goals

The acquisition by pupils of the skills, knowledge and habits of mind that will allow them to 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 core of what we do is the provision of excellent education. We have written previously about the importance of literacy and numeracy, the breadth of education in subjects beyond these, non-academic and sporting activities, and proper preparation for the next schools to which each child should aspire. Underpinning all academic study is the accumulation and use of knowledge. Each subject is built of layers of knowledge, which provide children with the essential building blocks of a rewarding and interesting education. In an age when text books are out of fashion and everything can, theoretically, be looked up on the internet, we have taken our own steps to strengthen for children, teachers and parents the understanding of these layers of core knowledge for each academic year. You may read more about that in this report and on our website – as well as much more about the education we provide.

I would particularly like to thank Robert Whelan, one of the directors of NMS, for his work in adapting the Core Knowledge curriculum from its original American version and making it suitable for British children. This is now available, not just for our schools, but for all schools wishing to use it.

We should all be particularly grateful to Peter Meyer, CEO, for his determination and long hours spent ensuring that our vision for the education of all children entrusted to us can succeed.

Peter Wolton, Executive Vice-Chairman, completed his training and was ordained into the Anglican Church in St. Paul's Cathedral this year. We wish him well in his ministry and are most grateful for his continued work in our busy but small executive office.

The friends of Maple Walk and of Faraday have contributed gifts to the schools as well as bringing parents, teachers and children together with a great range of activities.

The children, teachers, heads and other staff have worked hard. The board, educational advisors and executive are really pleased to see the result, much of which is covered in this report. Very many thanks go to all who have joined in contributing so positively to what we do.

# A Review of the Year 2013-2014

From Peter Meyer, Chief Executive Officer

I joined NMS in 2009, becoming Chief Financial Officer (CFO) in 2010, and then combining both roles when I became Chief Executive Officer (CEO) in 2013.

This is therefore my first CEO's report; and, I must say, this has proved to be a good year to be taking over as CEO. In our tenth year of operation we have now turned the corner in terms of being able to generate a surplus from operations, as you will read elsewhere in this report. I believe that this surplus will be the first of many such surpluses and that we have now created the platform for stability which will facilitate the further growth towards a full single-form entry school at Faraday and a two-form entry at Maple Walk.

We now have two experienced Headteachers and two stable teacher teams taking us into the 2014-15 school year, as well as the greatest number of children we have ever had. In property terms we are in the largest amount of space we have ever occupied. Further details on our people and our investment programme can be found in the Finance and Operations report.

As you will read elsewhere in this report, over the past year we have been making preparations for, and we have now this September gone live with, our new Core Knowledge curriculum, which is based upon the approach crafted by Civitas from the US original. This is a major step towards having a clear and understandable curriculum and teaching process which, together with the other teaching subjects such as R.E., French, Latin, dance, drama and sports (not covered by Core Knowledge) enable us to provide the all-round educational approach we like to call 'Excellence Plus'.

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 are key to us, while the support of our parents is also fundamental to our success. Their immense contribution through the Friends organisations in both schools is something that we and our Heads value enormously. I am most grateful for the wise counsel and support of our non-executive directors and advisors who give so generously of their time for free. Finally I wish to pay special tribute to my predecessor Peter Wolton for his excellent stewardship as CEO that has brought us to this point.



# Finance and Operations Report

From Peter Meyer, Chief Executive Officer



## Financial Results

We have now published accounts for the year ended 31 August 2014 and the profit and loss account and balance sheet are provided opposite.

We made a surplus of £158,400 in the period, which compares with a loss of £45,000 in the prior year. The improvement was largely the result of the greater efficiencies from operating at one school campus in West London instead of two, and occurred despite a small operating loss at Faraday.

In the coming year to 31 August 2015 we are confidently budgeting for a surplus for Maple Walk, with continuing small losses at Faraday; despite these losses, we continue to be excited about the prospects for Faraday, reflected by our ongoing plans for expansion at the school.

## Operations

In the summer of 2013 we added two new classrooms in a new annexe at the Maple Walk site in Crownhill Road to accommodate the incoming Stephenson children. In the summer of 2014 we extended the main building to the rear, as we continue the process of gradually converting Maple Walk to two forms per year throughout all school years.

All these works were commissioned and overseen by the company but paid for by our landlord (The Craigmyle Charitable Trust); the company's balance sheet reflects the recoverable in Debtors.

At Faraday, we leased extra space behind the school and have created a new hall and open air playground space. Unlike at Maple Walk, these works were undertaken by our landlord on our behalf and costs will be recovered from us in 2014-15.

At the beginning of the last year we added two extra classes, one in each school and each with a new teacher. We have also added administrative staff at each school and also at the centre, the key addition here being a full-time HR manager who is making sure that all our regulatory and documentational needs are being met and that best employer practice is followed.

We have sought to keep costs to a minimum. However, having relied since our inception on open source systems and software in the classroom, we have now also made available to our staff the full Microsoft software environment. We expect this may enable a wider group of applications and resources to be accessed on behalf of our children. Additionally, we have installed timelines and globes in our classrooms.



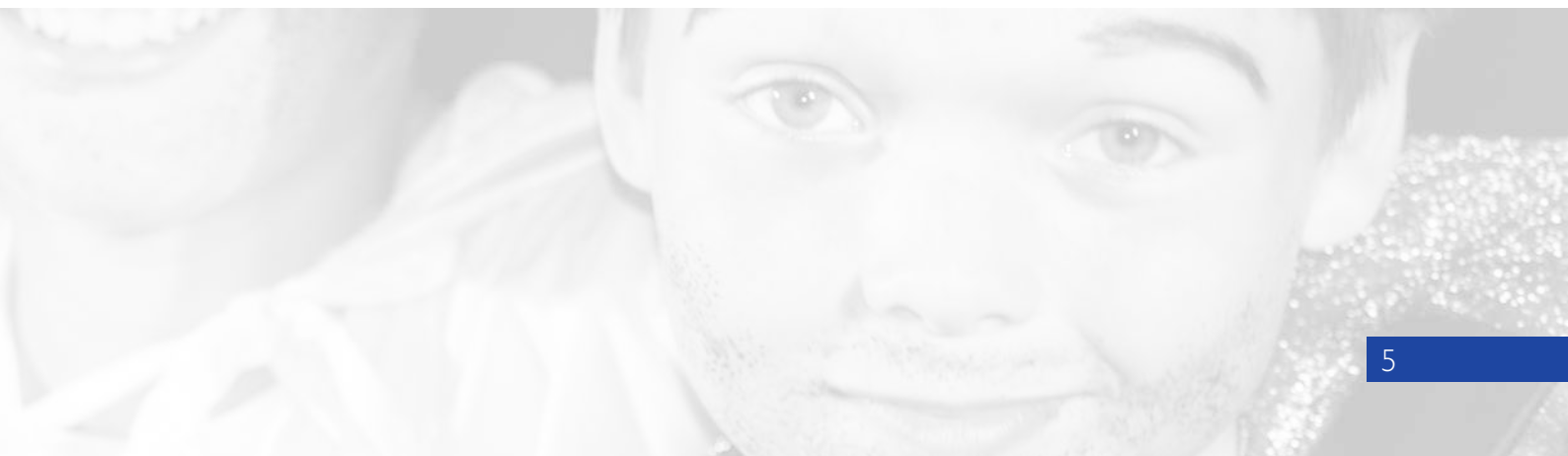
# The New Model School Company Limited

## Profit and Loss Account for the Year ended 31 August 2014

	2014 £	2013 £
<b>Turnover</b>	<b>2,054,798</b>	<b>1,799,099</b>
Cost of sales	(1,615,771)	(1,564,369)
<b>Gross profit</b>	<b>439,027</b>	<b>234,730</b>
Administrative expenses	(329,908)	(305,867)
Other operating income	46,004	20,000
<b>Operating surplus/loss</b>	<b>155,123</b>	<b>(51,137)</b>
Interest receivable	3,550	6,429
Interest payable and similar charges	(250)	(250)
<b>Surplus (Loss) on ordinary activities before taxation</b>	<b>158,423</b>	<b>(44,958)</b>
Tax on ordinary activities	-	-
<b>Surplus (Loss) for the financial year</b>	<b>158,423</b>	<b>(44,958)</b>

## Balance Sheet as at 31 August 2014

	2014 £	2013 £
<b>Note</b>		
<b>Fixed assets</b>		
Tangible assets	<b>171,736</b>	<b>124,016</b>
<b>Current assets</b>		
Debtors	163,194	475,254
Cash at bank and in hand	1,030,907	489,820
	1,194,101	965,074
<b>Creditors: amounts falling due within one year</b>	<b>807,357</b>	<b>731,347</b>
<b>Net current assets</b>	<b>386,744</b>	<b>233,727</b>
<b>Total assets less current liabilities</b>	<b>558,480</b>	<b>357,743</b>
<b>Creditors: amts falling due after more than one year</b>	<b>309,843</b>	<b>267,529</b>
	<b>248,637</b>	<b>90,214</b>
<b>Capital and reserves</b>		
Called up share capital	551,057	551,057
Profit and loss account	(302,420)	(460,843)
<b>Shareholders' funds</b>	<b>248,637</b>	<b>90,214</b>



# A Report from Maple Walk School

## Headteacher Sarah Gillam

Location:  
Harlesden, London NW10

Opened: September 2004

Number of children in  
September 2014:  
201 with two forms per year from  
Reception to Year 3 and one form  
per year from Year 4 to Year 6

Head: Mrs Sarah Gillam



As I reflect on the academic year 2013-2014, I am encouraged by the number of initiatives which have taken place. During the year, we developed the House System. The children are divided into four houses, Saturn, Venus, Pluto and Neptune. We have held House Assemblies and the children have competed in House Cross Country, House Netball and House Football matches; we have even started a House Tables Competition! Next year, I hope that the Houses will begin to raise money for a charity of their own choice.

We held a number of special curriculum days which enhanced and enriched the daily timetable. I was delighted that we began the year with a super Maths Day, encouraging excellent teamwork and problem-solving activities and the realisation that 'Maths is Fun!' A very exciting Art Week culminated with the whole school producing a banner based on a school motto suggested by the children: Learning for Life, Friends Forever. We held a Science Week for the first time and had a range of visitors, including representatives of the Science Museum who inspired and excited the children with their experiments. As the children conducted experiments in Houses, it became clear that many have aspirations to become scientists.

We were delighted that Madame Yvonne held a special French Day and, with the help of our talented parents, children were given the opportunity to experience French language, culture and food. Our aim this year is to ensure that the French Day becomes an annual event and also to have a History and a Technology Day. During Book Week we welcomed an author and a scriptwriter who encouraged the children's writing. Thanks to the Friends of Maple Walk, the week culminated with a wonderful production of *The Sword in the Stone* from the Image Theatre Company. As well as these extra-curricular opportunities, each class has been on a number of class visits within the environs of London.

I am pleased that our music department continues to thrive with a huge number of children taking private singing, guitar, violin and piano lessons. The traditional musical events of harvest, Christmas productions and concerts were enhanced with the introduction of Musical Moments, which give the children the opportunity to share their talents in an informal setting. We have welcomed tribal drummers into the school and the Years 5 and 6 children went to a children's concert at the Queen Elizabeth Hall. In June, our choir was fortunate enough to sing *Requiem in Blue* with the Hogarth Singers at a public performance.

The new 'pod' (outside learning space) has provided an opportunity to offer LAMDA sessions (London Academy of Music and Dramatic Art); over twenty children have taken lessons with many passing their Level 1 or 2 examinations with distinction. The pod is also used as a breakout room for the many small group sessions that take place during the day.

The sports department offered early morning sessions in football, netball, cross country and Tai Kwando. We played matches against a number of local state and independent schools competing successfully not only in traditional sports of football and netball but also tag rugby and athletics. We competed very successfully in the Independent Schools' Athletics and Cross Country Competition. Parents participated with great enthusiasm in a charity netball match against the staff and this promises to be an annual event. The sporting year ended with an extremely enjoyable Sports Day with a delicious BBQ supplied by the Friends of Maple Walk. During 2014-2015, we shall be increasing our events and also hosting our own ISA North London Area football tournament.





We have been thrilled to welcome a range of speakers into the School during 2013-2014; the children have had assemblies led by our local priest Father Andrew, members of the Salvation Army and also the education leader of a local synagogue. The children have been inspired by other speakers: a poet, a writer and they really enjoyed the inspirational talk from Claire Lomas, who damaged her spinal cord in a riding accident. The whole school have raised money for spinal injuries, for children in need and donated supplies to the local food bank. In addition, we have forged links with the Convent of Jesus and Mary Language College, on the other side of Crownhill Road from Maple Walk, and now use some of their facilities for after school sports. Mrs Freer, the Head, judged our Craigmyle Poetry Competition.

The Friends of Maple Walk have contributed hugely to the school community. Together, we have increased the range of after-school options to include cooking, Spanish, chess, puzzle club, football, netball, ball skills, athletics, animation, art, dance and drama. Our early morning dance club entered the regional event for the Great British Dance Off and had an amazing day at Wimbledon Theatre. The Friends held some very entertaining events during the year; the Christmas Fair was its usual success and the wonderful disco in the Spring term was followed with an auction which raised money for the school events and additional equipment.

Our travel plan has continued to be promoted with School Council becoming Junior Road Traffic Officers, patrolling the streets to ensure that parents and children are mindful of our neighbours and the local environment. We have held a number of travel initiatives, including Bike to School and Walk to School weeks and our Year 6 children had cycle training.

After a summer of building, Maple Walk began the new academic year in September 2014 with a new classroom, improved facilities for staff, a refurbished office and a small separate resource room. All these alterations have accompanied the addition of a new Year 3 class into Maple Walk and a roll of 200 children.

The academic year 2014-2015 will be exciting as we introduce a knowledge-based curriculum. Working with Civitas and Core Knowledge UK, Maple Walk is using the Core Knowledge books and we have adopted a rigorous curriculum which ensures that history is followed chronologically; geography places a great emphasis on the understanding of the local environment, the British Isles, maps and world regions; literacy will include traditional stories with an emphasis on grammar, punctuation and handwriting.

Maple Walk is a unique school, with a wonderful supportive parent body. Working in partnership with parents, staff, children and advisors, I will continue to seek ways to improve the learning environment and outcomes. I am confident that children will achieve their potential and reach personal success.



# A Report from Faraday School

## Headteacher Susan Stark

Location:  
Trinity Buoy Wharf, London E14

Opened:  
September 2009

Number of children in  
September 2014:  
73, 63 in Reception to Year 3  
and 10 children in a combined class  
of Years 4 to 6

Head: Miss Susan Stark



In preparation for writing this piece for the annual report, I read through the previous reports for Faraday School. The themes which come across strongly over the previous years are the continuous progress as the school has grown; the way change has been embraced; and the sense of community within this unique school located in a most inspiring setting. Few schools can boast such tremendous rooftop views of East London or such a fascinating location.

I was fortunate, as an incoming headteacher, to have joined the school in June 2013, so that I began my first full academic year knowing the children, staff and school. Major building work had taken place over the summer holidays to install a new and more efficient central heating system and two new container classrooms for our growing school. Despite the new layout of the building, my new team quickly swung into action and within a few weeks there was a huge amount going on within each year group.

One of the most exciting things about the Core Knowledge approach to the curriculum is that it provides lots of opportunities for pupils to study outside the classroom as well as within school. Our weekly newsletters act as a good record of all the events which took place throughout the year, demonstrating that the pupils at Faraday School use London as our extended classroom. There were visits to the Sir John Soane Museum, the Mayor's Thames Festival, STAR seminar, visits to the Ideas Store, Tate Modern, the Geffrye Museum of the Home, Science Museum, Florence Nightingale Museum, Greenwich Ecological Park, Natural History Museum, British Museum and the Museum of Childhood.

Within the classroom, Core Knowledge provides our teachers with many opportunities to use their teaching skills to provide the children with some very exciting lessons. Having trained originally as a history teacher, I have really enjoyed, for the first time in my career, teaching a curriculum which follows a chronological approach and is better matched to the abilities of the children as they progress through their primary education.

We also participated in several fundraising events (Dodgeball, non-uniform and skipping) three interesting talks (Stranger Danger, Road Safety and the environmental manager from Crossrail) two walking buses, a Christmas concert and a very enjoyable Teddy Bears' Picnic and Sports Day at Thames Barrier Park.

Within school there were curriculum weeks for literacy (including a wonderful World Books Day), science (with an environmental focus), Waitangi Day (introducing us to some of the wonderful culture of New Zealand), two informal music concerts and a most successful art exhibition and competition.

We were inspected in the second week of June which was a very busy time for the teachers. We were delighted to learn that the inspectors found that: 'Throughout the school the quality of teaching makes a strong contribution to the pupils' attainment and progress, supporting the aim of the school to create an environment that is both nurturing and inspiring.' They also noted that our curriculum is supplemented by an excellent range of extra-curricular activities for all pupils.

Another landmark was reached at Faraday as our first pupils graduated from the school at the end of Year 6. We were particularly delighted that one of our pupils gained a place at Blackheath High School. As we have more pupils reaching the final years of their primary education, we are building up links with destination schools and working closely with parents to ensure that our pupils gain entry to the schools of their choice.

Over the summer break 2014, the building behind our school on Trinity Buoy Wharf, which had been used as two studios in recent years, was reunited with the main building, and now provides a school hall. This has made an enormous difference to the day-to-day life of the school and provides us with valuable additional facilities. With the acquisition of this building came the land to the rear of the school, which has been fenced off from the wharf to provide an additional outdoor playground. This will be refurbished during the academic year using a grant from Sport England.

The Friends of Faraday continue to give us tremendous support through organising events such as our September and Easter barbecues, raffles at Christmas and the summer fair. The funds they raise provide us with a fantastic range of resources, which is much appreciated. The Scholastic Book Fair, organised by the Friends of Faraday, and the collections of tokens for sporting equipment also help to augment our library and sporting facilities.

In conclusion, I can report that change, progress and community continue to be all important features of life at Faraday School.



# Secondary School Places Offered

to Pupils Leaving Year 6 of Maple Walk School (3 years of transfers) and Faraday School (1 year, 2 children)



SCHOOL	TOTAL
Aldenham School	1
Arts Educational Schools	1
Belmont School, Mill Hill	1
Blackheath High School	1
Brandeston Hall, Suffolk	1
Channing School	1
Christ's Hospital School, Horsham	1
Emanuel School	1
Francis Holland School	10
German School, Richmond	1
Haberdashers' Monmouth School for Girls	1
Godolphin & Latymer	1
Greycoats School	1
The Harrodian School	3
Highgate School	2
Ibstock Place School	1
Islamia Girls High School	1
The John Lyon School	7
Kew House School	1
Latymer Upper School	1
Lockers Park School, Hemel Hempstead	1
Marylebone Boys' School	1
Michaela Community School	1
More House	1
North Bridge House	13
Notting Hill & Ealing High School	6
Portland Place School	3
Queen's College	10
Queen's Gate School	3
Rudolf Steiner School	1
South Hampstead High School	4
St Christopher School, Letchworth	2
St James Boys School	1
St James Girls School	7
St Marylebone C of E School	3
Chiswick Community School	1
Hampstead School	1
Queen's Park Community School	3
Upton Court (formerly Slough) Grammar School	1
West London Free School	5
Wychwood School	1

# The Thirst for Knowledge

Robert Whelan, Founder Director

At the beginning of the academic year 2014-15, the New Model School Company introduced Core Knowledge at its two schools. Core Knowledge is an approach to the curriculum devised by E. D. Hirsch Jr, Professor Emeritus of Education and the Humanities at the University of Virginia, which is based on the idea that there is a core of knowledge that we all need to possess in order to flourish in society. We need to recognise the reference points of the culture we live and work in, from Judas and Achilles to Magna Carta, the Tropic of Capricorn and Newton's apple. People who don't know these things will find it hard to join in with the national conversation.

Hirsch's convictions on the importance of knowledge stem from some comparative tests he carried out on the comprehension skills on students at the University of Virginia and a group of mainly African-American students, educated in local schools, at a nearby community college. Both groups were given a passage to read about the surrender of General Robert E. Lee to General Grant at the Courthouse in Appomattox which brought the American Civil War to an end. Students in both groups experienced no difficulty in reading the passage, but the community college students showed a level of comprehension far below that of the university students. This was because they knew little about the American Civil War, Lee or Grant, and were unaware that the surrender had taken place only a few miles from where they were sitting. E. D. Hirsch wrote:

*They had not been taught the various things that they needed to know to understand ordinary texts addressed to a general audience. The results were shocking. What had the schools been doing? I decided to devote myself to helping right the wrong that is being done to such students.*

What Hirsch did, in the immediate aftermath of his experiment, was to write *Cultural Literacy*, arguing that people who lack the frame of references assumed to be part of the shared heritage of their society will be seriously disadvantaged. In modern, democratic, meritocratic societies, all children can aspire to success in their chosen field, but they must share what Hirsch calls the literate culture:

*Literate culture is the most democratic culture... it cuts across generations and social groups and classes; it is not usually one's first culture, but it should be everyone's second, existing as it does beyond the narrow spheres of family, neighbourhood and region.*

It is the business of the educational establishment to teach this literate culture, because it won't happen on its own: 'Left to itself, a child will not grow into a thriving creature; Tarzan is pure fantasy.'

Published in 1987, *Cultural Literacy* featured in the *New York Times* bestseller list for over six months. In the wake of this success, Hirsch set up the Core Knowledge Foundation to develop a curriculum that would be based on these principles. The result was a series of textbooks for primary-age children which began to appear in 1991. Hundreds of schools in the USA now use these textbooks, which have now been adapted for UK use by the educational charity Civitas as *What Your Year 1 [2/3/4/5/6/7] Child Needs to Know*. The books fit within the framework of the Sequence, freely accessible on the Core Knowledge UK website, which shows how each subject on the curriculum develops throughout primary school. Core Knowledge covers six subject areas: Language & Literature; History & Geography; Music; Visual Arts; Maths; and Science. This is not, of course, the entire curriculum. Languages, P.E., P.S.H.E and other areas have been individually developed by each school using the same Core Knowledge principles. The idea is that all subjects are delivered in a logical, coherent way, with each lesson building on what was learned in the last.





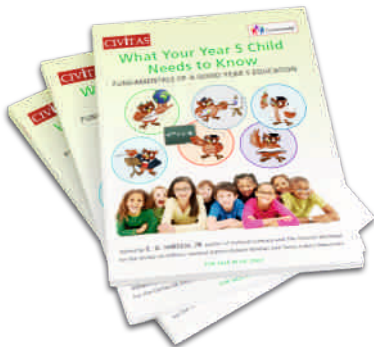
Discoveries in the area of cognitive science have fully supported Hirsch's ideas. We know that, in order to be able to think critically about anything, we need to be able to draw on the reserves of knowledge in our long-term memory. Our short-term memory can carry only a small number of pieces of information and is soon overloaded. It is not the case that knowledge has become irrelevant because of the internet. Whilst it is true that all facts can easily be looked up on the internet, this is not true of cultural and intellectual concepts that are needed to contextualise what is being said. Furthermore, the reader who has to look up every other word in a sentence will soon tire of reading and abandon the book. As Robert Peal has written in his book *ProgressivelyWorse*:

*Cognitive science has shown that ... complex cognition is impossible without a solid grounding in factual knowledge... Critical thinking, reasoning and independent thought should still be the ultimate aims of school education. However, there needs to be a greater appreciation that in order to achieve 'everything else', pupils require knowledge first.*



The internet is a powerful tool in the educationist's arsenal, but it cannot replace the transmission of knowledge as the primary purpose of formal education. Indeed, children need to learn to think critically about what they find on the internet, which is open-access and not subject to the editorial processes that govern book production. As E. D. Hirsch puts it:

*In the technological age, Washington and the cherry tree, Scrooge and Christmas, the fights historical, the oceans geographical, the 'beings animalculous', and all the other shared materials of literate culture have become more, not less, important. The more computers we have, the more we need fairy tales, Greek myths, historical images and so on.*



Thanks to the generosity of Civitas in supplying classroom sets of the Core Knowledge books, we will be sharing these treasures with pupils at Maple Walk and Faraday Schools in years to come.

Sources: E. D. Hirsch Jr, *Cultural Literacy: What Every American Needs to Know*, Vintage Books, 1988; Robert Peal, *ProgressivelyWorse: The burden of bad ideas in British schools*, Civitas, 2014.

The Core Knowledge sequence can be accessed at [www.coreknowledge.org.uk/curriculum.php](http://www.coreknowledge.org.uk/curriculum.php)



# Obituary of Roger Cummins Founder Director of NMS

We were deeply shocked to learn in August of the sudden and unexpected death of Roger Cummins, who was one of the founders of the New Model School Company in 2003.

Roger became involved with the project because he had been my neighbour and close friend since the 1980s and was always interested in radical schemes. The idea of starting schools that would be good but affordable, unconstrained by the iron grip which the government exercised over schools at that time and free from current educational orthodoxies, immediately appealed to him. He was one of the most optimistic and irrepressible people I have ever met, and we certainly needed all of his optimism in those early days. Starting new schools proved to be far more difficult than we had envisaged, and there were times when we needed to screw our courage to the sticking place. No matter what happened, Roger saw everything in a positive light, even when things didn't go our way. A defeat was simply a deferred victory for him.

It was Roger who brought onto the board Norman Kudish, whose extensive experience of construction was absolutely invaluable when we were building the new Maple Walk. I was never quite sure how the two of them met, but they were in many ways very similar. They were well read and knowledgeable about a wide range of topics: they were both deeply cultured, in a way that is increasingly rare today. I remember an occasion, in the very early days, when we all three went to visit a fascinating independent school in Northampton which was very similar to the ideal we had for our schools. The only thing I knew about Northampton at the time was that the Scottish art nouveau architect Charles Rennie Mackintosh had created an extraordinary interior in a terraced Victorian house on Derngate, so after we had left the school I suggested that we might visit it. Because the house is so small, it is only possible to see it as members of a guided tour, and we got onto the last tour of the day.

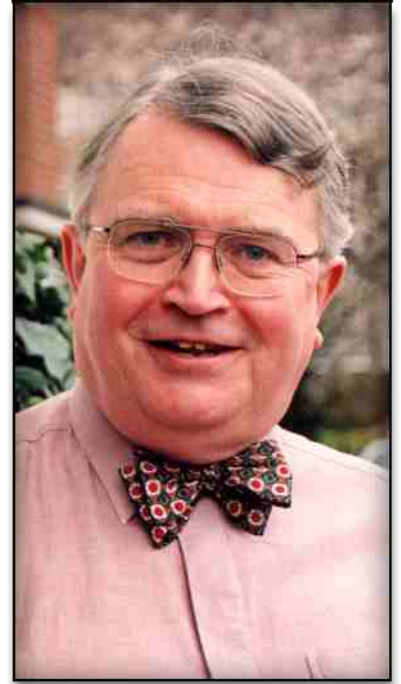
The interior had been commissioned by W. J. Bassett-Lowke, whose company manufactured high-quality trains and other mechanical toys. From the start of the tour, Roger and Norman were passing intelligent observations on everything we saw: the merits of Bassett-Lowke trains compared with Hornby; Mackintosh's other buildings and his alcoholism; the aesthetic issues involved in creating striking interiors in small rooms; structural matters involved in joining the house to its neighbour, which had become the administration offices. Our guide asked if they were architects, to which they answered no but didn't volunteer any further information. At the end of the tour, she asked what they did as she wanted to know how they had such wide-ranging knowledge. There wasn't really an answer to that, as their knowledge didn't relate to their careers. It came down to the ability of educated people to be interested in and talk intelligently about a range of topics. They shared what E. D. Hirsch calls the literate culture, which we are introducing into our schools through Core Knowledge. Roger would have been so pleased.

When Roger turned 50, he gave a lunch for his friends at which the toast was proposed by TV presenter Peter Marshall. Peter said that the reason we all loved being with Roger was that he regarded everything in life as great fun. This was certainly true. I remember having Sunday lunch with Roger at Shakespeare's Globe in Southwark. There was building work in the area, causing some confusion about where you could and couldn't park. When we got back to Roger's car, he had received a ticket. Most of us would regard that as spoiling the day out, but Roger's response was: 'How wonderful, I haven't received one of these for ages.' Roger never, ever, paid parking fines. He could tie up local authority traffic officers in legal knots for so long that they lost the will to pursue it.

Roger bore a strong resemblance to Mr Toad, not just because of the bow tie he always wore but because he shared Toad's amazing self-confidence and positivity about future prospects. I was too polite ever to mention this, but when I visited Roger's home in Colwyn Bay I realised that his family had not been so reticent: every room contained pictures, china figurines and cuddly toys in the image of Mr Toad.

But Roger was Toad, Tigger and Mr Pickwick rolled into one. In a world in which most of us feel oppressed by the ever-encroaching tentacles of regulation into every aspect of our lives, there seems to be a shortage of free spirits. He will be sadly missed.

Robert Whelan



# 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 is a member of the Court of the Fishmongers' Company, a City of London livery company, is a governor of Gresham's School in Norfolk and was High Sheriff of Greater London 2013-14. He is Director of National Volunteer Police Cadets and of National Crimebeat.

## Directors

**Peter Meyer** is the Chief Executive Officer of NMS. He trained as an accountant with PwC and after qualification held positions as Financial Controller, then Financial Director, at a number of different City institutions over 30 years, spending 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.

**Simon Philips** runs his own advisory business, helping companies with marketing strategy and planning issues. He is also a Trustee of Stoll, the veterans' housing charity. He was formerly UK Marketing Director for the Grosvenor Group, and before that Global Head of Communications and Marketing at UBS Investment Bank and European director of an internet firm, DoubleClick; even earlier, he held a number of senior positions at the Economist Group in various markets around the world.

**Robert Whelan** is the author of a number of books on education and the history of voluntary action, including *The Corruption of the Curriculum* and *From Two Cultures to No Culture*. He was formerly Deputy Director of the think-tank Civitas (2000-2009) and director of the Family Education Trust (2000-2004). He edited the UK edition of the Core Knowledge primary school textbooks, published by Civitas and used in NMS schools. He is acting director of Civitas Schools, a network of supplementary schools teaching English and maths to children from less advantaged backgrounds.

**Peter Wolton** was CEO of NMS from June 2009 to August 2013 and is now Executive Vice-Chairman. Past roles include membership of the Group Management Committee of Schroder Investment Management Limited and Chief Executive of Baring Asset Management Limited. He was also a member of the Council of Queen Mary, University of London and a Trustee of the Charities Aid Foundation (CAF). He is an ordained Anglican priest serving as Assistant Curate in the United Benefice of Holland Park and is also a director of Dunedin Income Growth Investment Trust plc.





## Advisors

**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 BSA. 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 Queen's 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.

**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 Chairman of Wraysbury 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 busy with preparations for the 800th anniversary of the Magna Carta in 2015.

**Justin Shaw** was chairman of NMS 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** is one of the pioneering Maple Walk parents. She has been with the school since its inception and her son was in our first Year 6 graduation. Her daily attachment to the school remains as her daughter is in Year 5. Maureen offers a wealth of practical support to the school, head teacher 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.





**Directors**

David Jones (Chairman)  
Peter Meyer (Chief Executive Officer)  
Peter Wolton (Executive Vice-Chairman)  
Robert Whelan (Proprietor and Deputy Chairman)  
Simon Philips

**Advisors**

Justin Shaw  
Dan Connolly  
Jonathan Cubitt  
Margaret Lenton  
Maureen Vivian

**Audit Committee**

Jonathan Cubitt (Chairman)  
Peter Meyer  
Peter Wolton  
David Jones  
Robert Whelan  
Simon Philips

**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  
Justin Shaw

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