



Royal
Wanstead
Children's
Foundation



Transforming young lives

Annual Report 2009





BUCKINGHAM PALACE

These are, of course, especially difficult economic times for all kinds of organizations, including charities. Royal Wanstead feels these challenges directly through pressures on investment income, on donations and also those felt by the boarding schools and partner charities on which this work depends.

Last year, we reported further increases in funds and the numbers of children supported. This year, things are altogether different with reduced funding and inevitable reductions in the numbers of children supported. But we still have plenty to celebrate.

This 182-year-old charity, supported from its inception by Queen Victoria, draws strength from its history. The fact is that economic challenges come and go. Royal Wanstead has grown strong by being able to cope with the changing times over almost two centuries. The history helps us stay determined, positive and optimistic.

This charity continues also to be inspired by growing proof of the effectiveness of Assisted Boarding for increasing numbers of disadvantaged and vulnerable young people. As the Chairman reports, we have carried out research into the outcomes of Assisted Boarding school leavers in 2008, through the eyes of the young people, their parents and head teachers. The research provided yet more clear evidence that – for the right child, at the right school at the right time – boarding really can and does help transform young lives.

I was particularly pleased to read how the majority of the young people themselves felt boarding school had improved their:

- Academic performance (72%)
- Social relationships (100%)
- Enjoyment of sport and leisure (89%)
- Relationships with siblings and parents (61%)

I want to thank our Trustees, staff, donors, partner schools and charities for their support and help during this past year. Most of all, I want to congratulate our foundationers and beneficiaries on all they have achieved so far. Your achievements make us all proud and ever more determined to expand this great work over the long term.



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Charity no. 310916

Established in 1827 by Dr Andrew Reed

Patron	HRH The Princess Royal	
Presidents	His Grace the Lord Archbishop of Canterbury His Grace the Lord Archbishop of York	
Vice President	Derek Thackray, FCIS	
Board of Trustees	Colin Morrison (Chairman) Kevin Parry, MA, FCA (Deputy Chairman) Joan Benyon, BA Robert Dwyer, BSc, FCIPD Jonathan Exten-Wright, Solicitor William Morris Helen Pernelet, Solicitor Clive Richardson, RD, MBA Rev Prof Mary Seller, BSc, PhD, DSc The Rev John Spinks, MTh Helen Starkie, Solicitor	
Foundation Staff	Chris Hughes Linda Moreby Sue Rigby	Assistant Director Office Manager Consultant
Bankers	The Royal Bank of Scotland PLC 63 Threadneedle Street, London EC2R 8LA Barclays Bank PLC Walton-on-Thames, Surrey KT12 2YW	
Solicitors	Forsters 31 Hill Street, London W1J 5LS	
Auditors	Horwath Clark Whitehill LLP 10 Salisbury Square, London EC4Y 8EH	
Investment Managers	Consulta Limited 20 St James's Street, London SW1A 1ES	

Focused on ‘saving’ vulnerable young people

Our mission

The Royal Wanstead Children’s Foundation helps children in the UK whose home circumstances are seriously prejudicial to their normal development and where no other care is available.

Our vision

Our vision is of a world where all children and young people can enjoy a safe, happy childhood in order to help them develop into well-adjusted adults able to fulfill their potential in life.

What we do

We help ensure that the most vulnerable children and young people are able to transform their lives with the security, education and caring support they need during their developmental years.

How we work

We help to fund boarding schooling (‘Assisted Boarding’) for young people with one or no active parents whose normal development is compromised by adverse home circumstances. This situation can arise through the death or serious ill health of one or both parents, divorce, separation and abnormal or particularly adverse home conditions. Many of these young people are living at or below the poverty line and are suffering from serious shortfalls in parenting capacity (though not necessarily parenting ability).

Our values

- We always put the interests of the child or young person first
- We are determined to help these young people transform their lives
- We maintain a prudent long-term view of the interests of existing and future beneficiaries
- We seek to be a supportive, selfless and flexible partner for the charities and schools with which we collaborate
- We seek to achieve the highest levels of governance, accountability and compliance
- We seek to be innovative and flexible in our approach to this work
- We are always helpful and approachable; and we respond professionally, sensitively and quickly to those who contact us
- We aim to be cost-effective, efficient and professional – but always caring

How we measure and monitor our effectiveness

- Formal research into the progress and achievements of our beneficiaries (2007, 2009)
- Close contact with our partner boarding schools
- Continuing contact with beneficiaries and former beneficiaries

Building partnerships with other charities

We collaborate with other charities and boarding schools to provide the funding and support necessary for these vulnerable young people. The charities include some whose work is similar to our own and some with a much wider remit. These partnerships are vital to our success and we are committed to pursuing a strategy of working ever more closely with other charities to maximize the effectiveness of this work for beneficiaries.

Engaging with policymakers

We are supporting some 250 vulnerable young people – a fraction of those who were funded at boarding school solely by local authorities in the early 1970s when Royal Wanstead began this phase of its work. We believe at least 3,000 vulnerable young people could benefit from Assisted Boarding – and could be accommodated at existing schools. We seek to influence policymakers through: research into Assisted Boarding outcomes; active support for the government’s local authority Pathfinder scheme (based on Royal Wanstead’s work); policy discussions with politicians and public officials; and media relations.

Board of Trustees

Colin Morrison, Chairman

Colin is Chairman of Royal Pharmaceutical Society Publishing, and a non-executive director of Centaur Media PLC, TW Group Ltd., British National Formulary, IPCN Ltd., and EQC Ltd. He became a Trustee in 1995 and Chairman in 2001. He is a former beneficiary of the Foundation.

Kevin Parry, Deputy Chairman

Kevin is Chief Financial Officer of Schroders Plc, and a non-executive director of Intermediate Capital Group Plc. He has been a Trustee since 1994 and Deputy Chairman since 2001. He is Chairman of the Finance Committee and a member of the Nominations Committee.

Joan Benyon

Joan is a retired OFSTED trained Inspector and a former governor of King Edward's School, Witley, where she had been Deputy Head and Registrar. She has been a Trustee of the Foundation since 1997 and is a member of the Schools Committee.

Bob Dwyer

Bob was formerly HR Director of Kidde PLC. He is an executive coach and a member of the GMC Fitness to Practise Panel and the Council of the University of Reading. He joined the Board in 2006 and is a member of the Finance, Risk Management, and Administration Committees.

Jonathan Exten-Wright

Jonathan is a solicitor and partner in the law firm DLA Piper, specialising in employment. Jonathan joined the Board in 2006, is Chairman of the Risk Management Committee and a member of the Marketing Committee.

Bill Morris

Bill has been a Trustee since 1985. He was Deputy Chairman, 1989-93 and Chairman, 1993-2001. He is Chairman of the Selection Committee, Deputy Chairman of the Finance Committee and a member of the Nominations Committee. Bill was a Local Director of Barclays Bank PLC.

Helen Pernelet

Helen is a solicitor and has also worked as an investment banker. Helen is a business consultant and a trustee of Combat Stress, and of the National Society for Epilepsy. She joined the Board in 2006, is Chair of the Marketing Committee and a member of the Schools Committee.

Clive Richardson

Clive became a Trustee in 2007. He was formerly Bursar of Wymondham College. He has a Royal Navy background and previously served as a member of HMOCS in Hong Kong. He is Chairman of the Schools Committee.

The Rev Professor Mary Seller

Mary became a Trustee in 1988, is a member of the Selection Committee and judges the Awards for Achievement made annually to foundationers. Mary is Professor of Developmental Genetics at King's College London School of Medicine. She is a non-stipendiary priest in her Surrey parish.

The Rev John Spinks

John was formerly a Vicar in Harrow, and had been a pupil at the Royal Wanstead School. He was ordained in 1982, while in the Metropolitan Police. John joined the Board in 1990 and is a member of the Selection Committee.

Helen Starkie

Helen is a solicitor and partner in a West Country practice, specialising in tax and mental capacity work. Helen became a Trustee in 2006 and is a member of the Finance Committee.

“How amazing it feels to be me”

“Alice” is one young person helped by Royal Wanstead. When she was nine, her mother became ill and her frequently-absent father was violent, almost whenever he was home. Alice was a frightened lonely little girl, miserable at home, falling badly behind at school and too frightened to take friends home. "I now know I was being watched very closely by social services. Perhaps if I had bruises, they would have stepped in. But my scars were all inside me. I used to cry every night and sit in school dreading the bell to go home," she says.

At 12, Alice became an Assisted Boarder. She believes it turned her life around. After a shaky start, she excelled academically and gained social confidence. She has just graduated from university with an Upper Second.

"Boarding offered a safe haven for me to grow and start to enjoy a life full of excitement and without fear," she says.

"I had zero confidence when I became a boarder, now I am chasing my dream of becoming a doctor. And my mother is well again and able to work. So, in a way, boarding school turned us both round. Now, the only time I cry with Mum is when we talk about how good life has become. How different it is, how special."

"Boarding school allowed me to succeed where I would almost inevitably have failed. I know it sounds cheesy but it really did change my life, I know it did. I am so grateful to Royal Wanstead and to all your supporters who know it is within their power to help others like me. If only they knew how amazing it feels to be me..."



DATABASE

Royal Wanstead foundationers (beneficiaries)

	2008/09	2007/08	2006/07	2005/06	2004/05
No. of Foundationers start	262	240	221	228	251
No. of Foundationers finish	276	262	240	221	228
Average no. Foundationers	269	251	230.5	224.5	240
Total grants	£893,481	£795,898	£545,880	£468,200	£424,463
Average grant	£3,322	£3,171	£2,368	£2,085	£1,770

Profile (as at 31 July 2009)

No of pupils 11 and under
12 (17 in 2008)

Pupils 12-14 years
116 (119 in 2008)

Pupils over 14
148 (126 in 2008)

Boys
146 (147)

Girls
130 (115)

Leavers & Joiners during 2008/09

No of Foundationers at year end 2008	-	262
No of leavers	-	40
No of starters	-	54
No of Foundationers at year end 2009	-	276

Principal partner schools

School	No of beneficiaries	
	2008/09	2007/08
King Edward's School, Witley*	50	43
Royal Alexandra & Albert School*	34	30
Lord Wandsworth College*	15	15
Kingham Hill School*	14	13
Reed's School	13	13
Old Swinford Hospital	7	4
Royal Wolverhampton School*	5	3
De Aston School	4	4
Framlingham College	3	4
Sexey's School	0	4
Total (% of all RWCF Foundationers at year-end)	145 (55%)	133 (51%)

* Schools with a charitable foundation

A time to be heard

Pendulum years

These are testing economic times for the most prudent of organizations. For the Royal Wanstead Children's Foundation, it has been the most difficult year in recent memory, with major losses in operating income and investments. What our results highlight, though, are the strategic challenges facing Royal Wanstead, which provides long-term funding for young people. Much of our grant-making is to beneficiaries who will be Assisted Boarders for the entire 5-7 years of their secondary schooling, with an annual 'churn' of some 15% as foundationers leave and join.

We seek to maintain grants to beneficiaries for as long as they are wanted, needed and justified, so this charity is the metaphorical supertanker that takes time to change course and adjust speed. That is why foundationer numbers might, on first glance, be perplexing in a year when our finances have been ravaged by the investment crisis.

The first table shows we finished the 2008-9 year with 276 foundationers – 5% up on the previous year and the highest total for six years. However, the real story will be clear only from our most recent activity. This past summer, we had some 40 school leavers and, in order to reduce our growing deficit, we have had to reduce the 2009-10 intake to 14 young people – producing a net reduction of some 26 in the number of foundationers for this next year - a decrease of some 10% in total beneficiaries, as the necessary first response to the 2009 slowdown.

Financial pressure points

This table identifies some other challenges:

- Average grants have increased by 83% since 2002, costing the Foundation 45% more in 2009 to support 17% fewer beneficiaries than it did in 2002. This is largely due to: school fees inflation; Royal Wanstead needing to assume a proportionately larger share of the fees for each beneficiary as a result of pressures on other funding charities including schools; and our success in attracting much-needed donations, grants and subscriptions.
- The 2002 total of 332 foundationers was 14% lower than the peak of this recent cycle, reached in 2000. So, at a time of perceived greater need for Assisted Boarding, we have been able to support fewer young people than during the previous cycle. This reflects not only our own economics but also the state of the boarding school 'market', to which I refer later in this report.

Our grant-making

Year ended 31 July	2009	2008	2007	2006	2005	2004	2003	2002
Year-end no. foundationers	276	262	240	221	228	251	295	332
Total grants	£894k	£796k	£546k	£468k	£424k	£454k	£552k	£618k
Average grant	£3.3k	£3.2k	£2.4k	£2.1k	£1.8k	£1.7	£1.8k	£1.8k

These, then, are extremely challenging times for Royal Wanstead. The nature of our work and the need to have cash deposits in order to pay school fees each term, drives our investment policy. In good times, we have benefitted from having a substantial share of our portfolio invested in dividend-earning and capital-growing equities, with just a proportion in lower-yielding but steady government bonds, and a cash deposit itself earning good rates of interest. Throughout, our

emphasis has been on sterling-based equities (to minimize the charity's exposure to currency fluctuations) and on investments (mainly equities) that can be freely traded.

The prudent thinking behind this investment strategy has prompted us to switch funds between safe interest-earning deposits/bonds and volatile (often high-yielding) equities. But these past 12 months have shown that, sometimes, there is no hiding place from the strongest of economic storms. In the event, our funds have suffered at the hands of:

- Highly volatile stock markets and declining dividends
- Low interest rates
- Low-yields on government bonds

That 'perfect storm' (where, not even bank deposits, could compensate for the loss of investment revenue and the lack of 'safety' in the equity markets) produced the following grim result for Royal Wanstead, with net income (before investment losses) down 13% on the previous year – and an aggregate two-year loss of £879k:

Financial performance

£ '000	<u>2008-2009</u>	<u>2007-2008</u>	<u>+/- %</u>
Total income	705.7	643.1	+10%
Total costs	1,172.4	1,055.6	+11%
Net income (loss) before investment gains or losses	-466.7	-412.4	-13%
Charitable costs as % of total costs	94%	95%	-1%

Our beneficiaries

	<u>2008-2009</u>	<u>2007-2008</u>	<u>+/- %</u>
Year-end total of foundationers	276	262	+5%
Total grants £'000	£893.5k	£795.9k	+12%
Average grant per annum £'000	£3,322	£3,317	-----

After realized and unrealized investment losses of £2.7m (previous year loss: £1.1m), our total fund was reduced at year-end from £21.08m to £17.95m. Our Finance Committee anticipated the stock market collapse quite smartly and moved a large proportion of the Foundation's assets into gilts (74% of our investments at year-end) and cash. In previous cycles, this switch would have been rewarded with interest rates and bond yields increased to attract investors away from equities.

This time, as we know, interest rates have fallen to historically low levels and have stayed there. So, while we are relatively content that we were able to contain the erosion of our investment portfolio (total value at 31/7/09: £16.1m) and cash deposits to an aggregate total loss of "just" 15%, the investment crisis has ushered us into what may become a four-year period of substantial income losses, which we will seek to reverse by 2011-2012.

For all the time, energy and skill applied by the Finance Committee and our adviser Consulta to react quickly to unprecedented events, our charity's 3-4 year "recession" is unavoidable evidence of the supertanker "steering time" – and our concern to ensure the continuity of grant-making to vulnerable young people.

As far as income is concerned, it is clear that we must continue to increase the level of donations, subscriptions and legacies to fill the gap left by reduced investment returns that may take years to

recover fully – if they ever do. Such voluntary income, at £280.6k in 2008-9, was 9% up on the previous year. We ask donors, subscribers and grant-making supporters to continue to do all they can to help us “compensate” for the loss of investment income so that we can support as many vulnerable young people as possible. If only the worst financial crisis of at least 80 years was all Royal Wanstead had to worry about. Our other preoccupation remains the one that continues to threaten the long-term survival of Assisted Boarding. Once again, the numbers tell the story:

Boarding places in decline

	2008	1998	1988
Boarding school places	70,000	100,000	125,000
% Decline in prior decade	30%	20%	25%
Estimated % of boarding school pupils funded by local authorities and/or non-school charities	0.8%	1%	3%

The stark reality is that there are now 44% fewer boarding school places throughout the UK than there were 20 years ago. So, in an era of fractured families, when so many young people (whether vulnerable or not) might benefit from the “home from home” represented by boarding school, there are many fewer opportunities to do so.

Boarding schools are on the brink

While the rate of contraction may now have slowed substantially, the current total of 70,000 boarding school places is a very low point indeed. Boarding, which once accounted for the majority of independent school places, is now just 7% of them. This alarming decline has probably been due to:

1. **The loss of revenue from local authorities** which, until the mid-1970s funded and part-funded boarding school places for thousands of young people, most of them not ‘in care’. In 1971, the year of the closure of our own Royal Wanstead School, there were 216 children wholly or partly funded by local authorities at this school alone and that was the pattern repeated all over the country. Nationally, at that time, there were an estimated 10,000 boarders supported by local authorities. By 1998, that total had fallen to perhaps 3,000 (including those children supported by independent charities like Royal Wanstead). In 2009, local authorities are helping fund a mere 35 Assisted Boarders, with independent charities making up an estimated total of 600 places. This shift in local authority support has constituted a dramatic loss of total demand for boarding school education during the past 30 years. Put another way, if local authorities were today supporting 3,000 young people in Assisted Boarding (as they did 20 years ago), schools would have additional revenue of £70m. – equivalent to perhaps 4 additional boarding schools.
2. **The popular swing against boarding** (perhaps slowed in recent times, courtesy of Harry Potter) and towards independent day school places. This trend may have been exacerbated by the fact that the “premium” charged for boarding over and above day school fees at most independent schools is about 20% (or £5,000). Whether day schooling is over-priced or whether the boarding “premium” is too low is a moot point. But it seems clear enough why many school governors have been turning away from boarding provision.

This major decline in boarding cannot easily be reversed and makes grim reading for all who recognize the social value of these schools for 21st century Britain. Our own research shows just how effectively Assisted Boarding helps turn round ‘the right child at the right school at the right time’.

That does depend, however, on these young people being able to fit into a regular boarding school environment with most of their peers being unaware of the extent of their disadvantaged backgrounds. They need to be able to blend into their new peer group, benefit from their fresh

start, and feel at home in a more structured environment than most had previously known. That, of course, is why Assisted Boarding will never be suitable for all young people, whether vulnerable or not.

Campaigning for the boarding school ‘tradition’

However, even *if* there is no further reduction in the number of boarding school places, the structural changes in boarding provision could threaten the growth of Royal Wanstead’s work, notably:

- The erosion of full termly boarding in favour of weekly boarding or even ‘flexi boarding’, in which many pupils divide their time more evenly between home and school, may be popular with many fee-payers, but it may also be helping to undermine the boarding school ethos on which Assisted Boarding depends. In schools with more than one boarding house, the small number of boarders left at weekends could be left feeling remote and isolated, scattered between each of the boarding houses. This would clearly be so much less satisfactory for “our” young people than a boarding-only school where weekends are a major part of school life for most pupils.
- The declining importance of boarding generally is, disconcertingly, leading to a situation where boarders of what were once traditional boarding schools now sometimes comprise as few as 15% of the total number of pupils. This, too, risks making Assisted Boarders a minority group in a school experience which is intended to build their self-esteem and help them fit into a world, away from their troubled past.

We address these concerns as part of our schools and selection policies. However, we are having to face the prospect of fewer boarding school places actually available for “our” young people who need a semi-permanent “home from home” and not (as with some fee-paying pupils) simply an optional weekday bed after eating dinner and doing their homework. That is the cold reality behind statistics that project the illusion of stability in boarding places after decades of decline.

Given those ‘flexi boarding’ trends and the swing towards “sixth form-only boarding” (also outside the scope of most of our foundationers), it is clear that the number of places suitable for Assisted Boarders has been continuing to decline. It is a pressure point exacerbated by the continuing emphasis on league tables and the consequent “risks” some schools clearly perceive in admitting vulnerable young people at a time when their true potential can be difficult to gauge.

A clear measure of the crisis is that, even in 1988 (well after the peak years of the 1960s and 1970s), the estimated 3,000 Assisted Boarders were equivalent to 0.2% of the 1.8m children in all lone-parent families. Twenty years later, in 2009, the mere 600 Assisted Boarders are equivalent to just 0.02% of the 3 million young people in lone-parent families. Lone-parent families are not, of course, a proxy for vulnerable children. But it is, nonetheless, from this large and growing group that most of Royal Wanstead’s vulnerable beneficiaries are drawn, so that trend does have significance.

These estimates tend to support the view of many children’s professionals: that the supply and funding of appropriate Assisted Boarding places has been shrinking almost as fast as the ‘need’ for them has been growing. This is a real crisis but, at last, there is some real hope of change.

Could it *really* all be about to change?

It is only four years since a Conservative shadow minister told Royal Wanstead that he supported our call for government investment in boarding schools “but we could never say that in a manifesto”. Now, that really has changed. Labour investment in State boarding schools and the establishment of the Pathfinder on Assisted Boarding have seemingly given the Conservatives “permission” openly to support again the schools that divided the two main political parties for a whole century.

At this point, in the months before a general election, we can relish the once-unimaginable reality that **all three main political parties at Westminster** explicitly support:

1. Assisted Boarding and recognize the wider social role of boarding schools
2. The recent 10% expansion in State boarding schools, pushed through by former Assisted Boarder Lord Adonis, as Schools Minister
3. The idea that the 'next generation' of City Academies should include boarding houses, especially for vulnerable young people

What a difference a few years makes in politics and education! Savour the words of these leading politicians, suddenly competing to extol the social virtues of boarding school:

Labour

Sarah McCarthy-Fry, Education Minister

"This report shows that boarding schools can be the right place for vulnerable children to thrive, both socially and academically. It's also clear that these children need to be carefully selected and supported throughout the process. Boarding schools often have a long history of supporting vulnerable children, with specific needs. They can provide young people with a stable environment, which allows them to maintain links with family who can't care for them full-time."

Conservative

Michael Gove, Shadow Secretary of State, Children, Schools & Families

"I believe there is considerably further we can go in expanding state provision of boarding school places. The Government has a pathfinder scheme to provide residential school places for children in need but so far only 17 children have been placed (as at January 2009). There are many, many, more children who could benefit from the expansion of residential education and I believe that this uniquely deserving group should also be able to take advantage of the improvements pioneered by academy schools."

"That is why I want to explore setting up new, State-funded and supported, residential academies to allow academy providers and other organizations with a background in education and child welfare to open schools with a residential facility so that children in the greatest need can secure a placement which offers them the very highest standards of education and care. Working with local authorities, the money which follows looked after children through the care system could be channelled, alongside our pupil premium, to provide new provision for those we have failed in the past."

Liberal Democrat

David Laws, Spokesman for Public Service Reform

"Children in care might be better if the State funded them to attend private boarding schools. "There might be a minority of pupils where we could allow money to be taken out and used in the private sector. It might be a radical way to make a difference to their lives," he said. It shouldn't only be (those) parents who can afford it who can send their children to boarding school."

These political words, which we hope will become momentarily bipartisan paragraphs in 2010 election manifestos, show that the measurable success of Assisted Boarding in transforming the lives of many young people has (finally) had a real impact on parliamentary opinion. Lobbying, research, media coverage, and conferences have made their mark. First, came the establishment of the Pathfinder (and its very slow road back, hopefully, to the 1960s and 1970s when local authorities understood how socially valuable boarding schools could be). Now, The Big Push must come from closer to the centre of government.

The Pathfinder is an important (almost symbolic) part of the progress towards reversing the decades-long decline in boarding school places; and successive civil servants have worked enthusiastically at the task. But the current total of 35 local authority-supported children from some 30 local authorities (just 20% of the total number of LAs) tells its own story, sadly, of limited success. The bigger battle, though, is for the re-establishment of boarding provision in the mainstream of British schooling.

There still does need to be more growth in State boarding schools where, for all the progress of recent years, the supply of these commendably low-cost boarding places still only totals 4,000 places nationally. But government must realize that this part of the social agenda will have to involve stimulating the expansion of *independent* boarding schools, which account for 94% of all UK boarding places. That is recognizably still a huge step for a government of any complexion.

Politicians should, though, draw their inspiration from other countries where boarding schools have long been recognized as a key part of education and social provision (e.g. Canada, Australia, and Switzerland). Such governments have variously ensured the health of independent boarding through tax breaks to schools and fee payers. A new UK approach might be incentivizing “recognized” schools to build (or take out of mothballs) additional boarding capacity which could be offered at low-cost for Assisted Boarding.

The future depends on it

At a time when politicians freely use phrases like “broken Britain” to describe family disruption and vulnerable children, it should be possible to find the political and real capital to invest in the substantial expansion of boarding schools.

On the basis of Royal Wanstead’s long-term experience, it is no exaggeration to say that the very future of many of the country’s vulnerable, disadvantaged and potentially disenchanted young people may depend, quite literally, on the renewed expansion of the boarding system. Assisted Boarding is not (and never could be) the whole answer for some of society’s most deep-rooted problems. But we know that, for many young people, it is a proven (and cost-effective) option.

On the basis of those seismic shifts in education politics, it is easier now to feel optimistic and to believe that we are at a pivotal point when so much **can** be achieved to reverse the decline of boarding schools in general and Assisted Boarding in particular. But, after decades of disappointment, we know we cannot take anything for granted. We must keep producing the Assisted Boarding “proof” and shouting about it, especially to our newest supporters.

Management of the Foundation

Royal Wanstead’s Board of Trustees is committed to a policy of strong management and robust governance, and is seeking to be as accountable as possible to all stakeholders. Our 182 years of history is far from being a hindrance to progressive management and change: rather, it provides the incentive and inspiration to do all we can to ensure that this charity is able to continue its work indefinitely, as our founder Dr Andrew Reed would have wished. As a charity and as a strong, committed team, we are ambitious, impatient and driven.

Strategy

Our strategy is guided by a formal plan, reviewed and approved annually by the Board, which calls for the Foundation to aspire to the highest standards of probity, and to be able to prove it is:

- Highly effective, disciplined and compassionate
- Cost-effective and productive
- Progressive and forward thinking
- Compliant and accountable to a high level

We continue to work closely with an increasing number of charities and seek to be a selfless, supportive partner. We believe partnerships and alliances are increasingly important especially for

small and medium-sized charities. Combinations of charities working together can: increase overall cost-effectiveness; help provide more holistic support for beneficiaries; and can also be more successful in the fund-raising on which we must increasingly depend.

Committee structure

Our Board committee structure provides strength for a charity whose activity depends heavily on the efforts of Trustees. The focus of these committees during the past year has been as follows:

<u>Committee</u>	<u>2008-9 achievements</u>	<u>Chair</u>
Finance	Timely switch out of equities into cash/gilts restricted losses to 15%.	Kevin Parry
Selection	Managing the reduced intake to ensure the most urgent cases were supported	Bill Morris
Schools	Continued prospecting for 'new' schools with bursaries and help for vulnerable children	Clive Richardson
Risk Management	Continuing review	Jonathan Exten-Wright
Fund-Raising	Fund-raising and donations up by 9%	Helen Pernelet
Administration	Managing while short-staffed during the year	Bob Dwyer
Nominations	Identifying future Trustees	Colin Morrison

An enduring partnership

Royal Wanstead's work is the ultimate partnership with boarding schools, fellow charities, funding partners and literally hundreds of supporters and friends. We would like to thank some of our closest friends for their excellent support again this year: Richard Link and David Ives, chairmen respectively of The Reedham Trust and the Joint Educational Trust, and Gerri McAndrew, chief executive of Frank Buttle Trust. On behalf of trustees, I wish to thank the enthusiastic and supportive Trustees of The Sofronie Foundation for their wonderful support for our cause, and also Imogen Wild of the British & Foreign School Society for sharing our mission on behalf of vulnerable young people, along with The Mercers Company and the Charles S. French Charitable Trust. I would like also to convey our thanks to Eraj Shirvani of Credit Suisse. Your support is deeply appreciated.

While Assisted Boarding continues to be heavily concentrated in a handful of very good schools, there has been much change among head teachers. Three of "our" five leading headmasters have changed posts in the past 18 months and a fourth leaves soon. I would like to thank the "survivor", the inspirational David Jarrett, one of our closest partners as headmaster at Reed's School. I would also pay tribute to Kerr Fulton-Peebles who is leaving King Edward's Witley this year after 10 highly successful years as Headmaster. Kerr has played a key role in Royal Wanstead's work and has also been alongside us in the development of the Pathfinder. We wish Kerr every success in his new role in Singapore and thank him (on behalf of the hundreds of our foundationers supported during his tenure) for his support and friendship during the past decade.

Closer to home, I express my personal thanks to fellow Trustees, close friends and colleagues who have again worked tirelessly in pursuit of the Royal Wanstead mission in seemingly unpromising times. The Board is a very strong team of individuals with substantial skills and

experience, which they selflessly apply (unpaid) for the benefit of vulnerable young people. Each of the Trustees is devoting in excess of 4 hours per month to this charity, and many contribute even more than that to the cause for which we all care so passionately.

Thanks also are due to our Patron The Princess Royal for her enthusiastic support and for again agreeing to host our annual conference this year. Finally, grateful thanks to our fantastic team, Assistant Director Chris Hughes and Office Manager Linda Moreby for their hard work, inspiration and good humour during what has been an exceptionally difficult year. Thanks also to Sue Rigby, our former leader, for coming out of retirement to help us in a time of need.

The collective efforts of this marvelous partnership help to change the lives of hundreds of vulnerable young people. On their behalf, I give you our heart-felt thanks.

Let's keep fighting to do even more...



Colin Morrison
Chairman,
On behalf of the Board of Trustees

John Hall, a special friend, colleague and Trustee

Royal Wanstead Trustees were shocked this year by the death of our longest-serving and universally popular colleague John Hall.

John, who grew up a stone's throw from the old Royal Wanstead School, became a Trustee in 1980 at a time when the foundation was struggling to carve out a new role for itself after the closure of the school. Throughout the 29 years that made him the longest-serving Trustee in the history of this charity, John's contribution to our cause was characterized by a unique blend of enthusiasm, humour, hard work and sound judgment. John put all his energy and commitment into everything he did for Royal Wanstead and never allowed even the fiercest of debates to dent his good humour and generosity of spirit.

To say John Hall was invariably the first Trustee to volunteer for any assignment no matter where, when and how long it would take does not even do justice to the huge efforts John put into his work on behalf of Royal Wanstead and our beneficiaries. Even when he was more seriously ill than we knew and living two hours' travelling time from our office, John was the first to offer to make a home visit or consider an urgent application from a vulnerable child. He continued to make his energetic contribution to our work almost until the day he passed away.

This was the happy, positive, generous John Hall we have all been so proud and grateful to know. What many of us did not know is that, throughout his life, John had so quietly been a generous supporter of, and worker for, many more causes than just our own. As a JP, mental health manager, and local volunteer, John was always giving his time and his energy to causes big and small, local and national. He worked tirelessly for a wide range of causes including Royal Wanstead before, during and after a successful business career as a business travel agent. Hundreds of our beneficiaries this past 29 years have many more reasons to be grateful to John than they will ever know. For those of us who knew and loved him, a meeting without his infectious laughter is still something that is difficult to endure. We miss him so much.

We are all better and happier people for having known John Hall as a friend and colleague, and we send our condolences to his wife Nina and family.

The measurable impact of our work

OUR BENEFICIARIES: “Boarding changed our lives”

Royal Wanstead’s latest market research comprised ‘triangulated’ interviews with the parent/guardians, head teachers and the young people themselves who completed their schooling as Assisted Boarders in July 2008. The study revealed that over two thirds (69%) of Royal Wanstead ‘leavers’ in 2008 believe that Assisted Boarding “transformed our lives and prospects”. Most also believe that boarding school dramatically improved their:

- Academic performance (72%);
- Social relationships (100%);
- Sense of independence (100%);
- Enjoyment of sport and leisure (89%);
- Relationships with siblings and parents (61%)

THE HEAD TEACHERS: “Achievement way above average”

	<u>On admission to boarding school</u>			<u>On leaving boarding school</u>		
	Above average	Average of peers	Below average	Above average	Average of peers	Below average
Self-esteem	9%	24%	67%	80%	14%	5%
Social skills	14%	43%	43%	86%	14%	--
Academic ability	24%	38%	38%	71%	14%	14%

THE PARENTS: “Transformed our family relationships”

Parent/guardians are shown in the report to be equally positive about the merits of ‘assisted boarding’ and believe it has:

- Been beneficial for their children (100%);
- Transformed their lives and prospects (94%);
- Improved family relationships (65%).

The research was conducted by Royal Wanstead Children’s Foundation into the cases of 30 young people (14girls, 16 boys) whom it had supported at 21 different boarding schools throughout the UK. The young people, all of whom left school in the summer of 2008, had attended boarding school for an average of 4.5 years. All have either one or no active parents. 65% were in the care of their mothers, 11% their fathers, 8% grandparents, 16% other relatives.

Corporate governance

The Trustees of the Royal Wanstead Children's Foundation seek to be at the forefront of moves to ensure charities are transparent and fully accountable to all stakeholders. This Annual Report and Accounts, for example, seeks to provide as full a picture as possible of the Foundation's activity and how it operates, beyond the limits of what is required by legislation.

The Foundation's grant-making is managed closely within tightly-regulated limits and consistent controls on discretionary spending, marketing and administrative cost. This robust cost-conscious strategy is pursued while ensuring flexibility and sensitivity in responding to cases justifying Royal Wanstead support.

Trustees are elected to the Board for renewable five-year terms. The Chairman and Deputy Chairman are elected by Trustees each year. The full Board meets four times a year. The six Board committees meet at least twice-yearly and often more frequently. The Board reviews and approves:

- The annual Budget
- The 3-year Strategic Plan
- Grant-making policy and authorization limits
- Appointment of Trustees
- The Board's own performance
- Appointment of non-Trustees to Committees
- Appointment of external advisers (currently: investment, legal, fund-raising)
- The Annual Report and audited accounts
- Filings to the Charity Commission
- Investment Policy
- Schools Policy
- Child Protection Policy
- Risk Management Policy
- Employment, performance and remuneration of members of staff
- Exceptional types or levels of expenditure

All trustees and staff are required to undergo enhanced screening by the Criminal Records Bureau at least every three years.

New Trustees undergo an Induction Programme. All Trustees are encouraged to attend training courses and briefings in order to keep up-to-date with developments in the charity and child welfare/ education sectors. Professional advisers occasionally brief the whole Board on important issues. All Trustees serve on one or more of the Board Committees. Some Trustees make home visits to applicants, and some review, assess and approve grants. All grant-making is approved by at least two Trustees.

The Trustees are content that the Foundation's objectives and activities conform to the Charity Commission's guidance on 'public benefit'.

During the year, the Royal Wanstead Children's Foundation was the victim of an alleged fraud, which is the subject of current criminal proceedings. The alleged fraud was identified quickly and the Foundation incurred no losses, financial or otherwise.

What the media said about Assisted Boarding

Assisted Boarders become ‘stars’

A report last November from the Royal Wanstead Children's Foundation into the progress of 97 children from deprived homes sent to state and private boarding schools found that 39% of those who had been there for three years became "star performers" in terms of social, emotional and academic criteria within that time. **BBC Television News**

‘Lives transformed by boarding’

Research by the Royal Wanstead Children's Foundation, which helps fund boarding places for vulnerable children, found that 69 per cent of 30 young people interviewed said the places had ‘transformed our lives and prospects’. **Daily Mail**

‘Need for many more boarding school places’

Colin Morrison, chairman of the Royal Wanstead Children's Foundation, said: "At a time of concern over impoverished one-parent families with literally millions of children at risk, there is a clear need for boarding schools to play a major (not the current minor and declining) role in education and social policy. These figures show the start of a reversal of decades of decline in places but there is still a long way to go." Nationally, there are 70,000 boarding places, so a 3 per cent increase means an extra 2,100 pupils. The research also revealed there were still 2,000 empty boarding places throughout the country which could be made available to vulnerable children. **The Independent**

‘Government not moving fast enough’

The government's latest scheme to place vulnerable children in boarding schools has received a broadly good Press. But specialists in the field argue that ministers have not gone nearly far enough.

Last week, the government released an evaluation report of its Boarding Pathfinder - a programme aimed at getting local authorities to consider boarding school as an option for children in or on the edge of care. The report, by the Thomas Coram Research Unit, was largely positive, concluding that boarding school can be an environment where some vulnerable children will flourish. But uptake has been slow placed.

The Royal Wanstead Children's Foundation, a charity that has been supporting vulnerable young people through boarding school for over 30 years, is working closely with the government on Pathfinder. Last week the Royal Wanstead released a five-year study on the outcomes of 30 young people it supported at boarding school, which showed dramatic improvements in self-esteem, social skills and academic performance. "The research shows how so many of these children grasp their golden opportunity with both hands and become star performers by all measures," says Morrison. **The Guardian**

‘80% of Assisted Boarders recommend it’

Research by the Royal Wanstead Children's Foundation found “assisted boarders” – those given a charity funded place at boarding school – believe it dramatically improved their academic achievement and relationships with parents and siblings. Having seen the benefits first-hand, eight in 10 say they would recommend all vulnerable children are offered the opportunity to go to boarding school.

The research examined the cases of 30 young people supported by the Foundation at 21 boarding schools for five years. It included interviews with headteachers which highlight how boarding school boosted self-esteem, social skills and academic performance. It found nine per cent of the children had good self-esteem when they joined, this rose to 80 by the time they left. The study found more than two thirds (69 per cent) of vulnerable children believe schools “transformed our lives and prospects”. Just under three-quarters (72 per cent) say it improved academic performance, all say it improved social relationships and independence while six in 10 say it improved relationships with parents and siblings (61 per cent). **Birmingham Post**

‘Boarding is booming’

...at least partly due to bursaries and to the work of charities like the Royal Wanstead Children's Foundation which helps support disadvantaged children in boarding schools throughout the UK. **Daily Telegraph**

"My life has been transformed a thousand times over. Royal Wanstead enabled me to escape from hell and go to a place to learn, achieve and make lifelong friends in a safe, friendly place. Thank you, thank you, thank you."



royalwanstead.org.uk

FINANCIAL REPORT

YEAR ENDED 31 JULY 2009

Statement of Trustees' responsibilities

Law applicable to charities in England and Wales requires Trustees to prepare financial statements for each financial year, which give a true and fair view of the charity's financial activities during the year and of its financial position at the end of the year. In preparing financial statements that give a true and fair view, the Trustees should follow best practice and:

- select suitable accounting policies and apply them consistently;
- make judgements and estimates that are reasonable and prudent;
- state whether applicable Accounting Standards and Statements of Recommended Practice have been followed, subject to any departures disclosed and explained in the financial statements, and
- prepare the financial statements on the going concern basis unless it is inappropriate to assume that the charity will be able to continue in operation.

The Trustees of the Royal Wanstead Children's Foundation are responsible for safeguarding the assets of the charity, and hence for taking reasonable steps for the prevention and detection of error, fraud and other irregularities. They are also responsible for keeping accounting records which disclose, with reasonable accuracy, the financial position of the charity at any time, and which enable them to ascertain the financial position of the charity and ensure that the financial statements comply with the Charities Act 1993.



Colin Morrison
Chairman

2 November 2009

INDEPENDENT AUDITORS' REPORT

We have audited the financial statements of Royal Wanstead Children's Foundation for the year ended 31 July 2009, which comprise the Statement of Financial Activities, the Balance Sheet, and the related notes. These financial statements have been prepared in accordance with the accounting policies set out therein.

This report is made solely to the charity's Trustees, as a body, in accordance with section 44 of the Charities Act 1993. Our audit work has been undertaken so that we might state to the charity's Trustees those matters we are required to state to them in an auditors' report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charity or its Trustees as a body, for our audit work, for this report, or for the opinion we have formed.

Respective responsibilities of Trustees and auditors

The Trustees responsibilities for preparing the Trustees Annual Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) are set out in the Statement of Trustees' Responsibilities.

We have been appointed as auditors under section 43 of the Charities Act 1993 and report in accordance with regulations made under section 44 of that Act. Our responsibility is to audit the financial statements in accordance with relevant legal and regulatory requirements and International Standards on Auditing (United Kingdom and Ireland). We report to you our opinion as to whether the financial statements give a true and fair view and are properly prepared in accordance with the Charities Act 1993.

We also report to you if, in our opinion, the information given in the Trustees' Report is not consistent with the financial statements, if the charity has not kept proper accounting records, or if we have not received all the information and explanations we require for our audit. We read the Trustees' Report and consider the implications for our report if we become aware of any apparent misstatements within it. Our responsibilities do not extend to any other information.

Basis of opinion

We conducted our audit in accordance with International Standards on Auditing (UK and Ireland) issued by the Auditing Practices Board. An audit includes examination, on a test basis, of evidence relevant to the amounts and disclosures in the financial statements. It also includes an assessment of the significant estimates and judgments made by the Trustees in the preparation of the financial statements, and of whether the accounting policies are appropriate to the charity's circumstances, consistently applied and adequately disclosed. We planned and performed our audit so as to obtain all information and explanations which we considered necessary in order to provide us with sufficient evidence to give reasonable assurance as to whether the financial statements are free from material misstatement, whether caused by fraud or other irregularity or error. In forming our opinion we also evaluated the overall adequacy of the presentation of information in the financial statements.

Unqualified opinion

In our opinion the financial statements:

- give a true and fair view, in accordance with the United Kingdom Generally Accepted Accounting Practice, of the state of the charity's affairs as at 31 July 200₉, and of its incoming resources and application of resources for the year then ended; and
- have been properly prepared in accordance with the Charities Act 1993.

Horwath Clark Whitehill LLP

Chartered Accountants and Statutory Auditor
10 Salisbury Square
London EC4Y 8EH

STATEMENT OF FINANCIAL ACTIVITIES

YEAR ENDED 31 JULY 2009

	Notes	Total 2009 £	Total 2008 £
INCOME			
Voluntary income	2	280,621	256,533
Activities to generate funds		2,000	6,000
Investment income	3	<u>423,060</u>	<u>380,610</u>
Total incoming resources		<u>705,681</u>	<u>643,143</u>
EXPENDITURE	4		
Cost of generating funds			
Investment management fees		33,391	24,446
Cost of generating voluntary income		8,941	6,658
Charitable activities			
School fee grants		1,100,238	1,003,893
Governance		<u>29,854</u>	<u>20,567</u>
Total resources expended		<u>1,172,424</u>	<u>1,055,564</u>
Net outgoing resources for the year		(466,743)	(412,421)
Other recognised gains and losses			
Realised losses on investments		<u>(1,826,877)</u>	<u>(798,607)</u>
Net loss for the year		(2,293,620)	(1,211,028)
Unrealised losses on investments	8	<u>(841,893)</u>	<u>(302,532)</u>
Net movement of funds		(3,135,513)	(1,513,560)
Balances brought forward			
At 1 August 2008		<u>21,080,852</u>	<u>22,594,412</u>
Balances carried forward			
At 31 July 2009		<u>17,945,339</u>	<u>21,080,852</u>

All amounts relate to continuing operations. All incoming and outgoing resources relate to unrestricted funds.

The notes on pages 23 to 26 form part of these financial statements.

BALANCE SHEET

AS AT 31 JULY 2009

	Notes	Total 2009 £	Total 2008 £
FIXED ASSETS			
Tangible fixed assets	6	449	899
Investment property	7	133,000	133,000
Investments	8	16,125,267	12,728,431
Cash deposits		<u>1,458,243</u>	<u>8,110,006</u>
		17,716,959	20,972,336
CURRENT ASSETS			
Debtors	9	157,038	15,392
Cash at bank		<u>89,239</u>	<u>114,658</u>
		246,277	130,050
CREDITORS: amounts falling due within one year	10	<u>(17,897)</u>	<u>(21,534)</u>
NET CURRENT ASSETS		228,380	108,516
TOTAL ASSETS LESS CURRENT LIABILITIES		17,945,339	21,080,852
FUNDS (All unrestricted)			
General Fund	12	17,826,989	19,838,834
Designated Funds			
Investments revaluation reserve	12	-	1,123,668
Property revaluation reserve	12	<u>118,350</u>	<u>118,350</u>
TOTAL FUNDS	13	17,945,339	21,080,852

Approved by the Trustees and authorised for issue, and signed on their behalf by:



Colin Morrison
Chairman

2 November 2009

NOTES TO THE FINANCIAL STATEMENTS

1. ACCOUNTING POLICIES

a) **Basis of accounting**

The financial statements have been prepared under the historical cost convention, as modified by the inclusion of investments at market value. The financial statements, incorporating a Statement of Financial Activities, have been prepared in accordance with the Statement of Recommended Practice, Accounting and Reporting by Charities (SORP 2005) and applicable Accounting Standards and the governing instruments of the Foundation and the Charities Act 1993.

b) **Incoming resources**

Rent receivable is accrued on a day to day basis. Interest on deposits is accounted for on an accruals basis. Other investment income is credited as it is declared. Donations are included at the time of receipt. Legacies are recognised when there is adequate certainty and reliability of receipt and their value can be accurately measured. Grants are recognised when they become receivable.

c) **Resources expended**

Costs of generating funds comprise those costs directly attributable to managing the investment portfolio and fundraising and publicity costs which are those incurred in seeking voluntary contributions for the charity. Charitable expenditure comprises of direct expenditure including direct staff costs attributable to the charity's activity. Where costs cannot be directly attributed they have been allocated on a basis consistent with the amount of staff time spent on each activity. Support costs comprise all services supplied centrally, which are identifiable as wholly or mainly in support of the charity's work and include an appropriate proportion of overheads. Governance costs are those incurred in connection with the administration of the charity and compliance with constitutional and statutory requirements.

d) **School fee grants**

Grants towards the school fees of Foundationers are recognised in the financial year to which they relate. Grants towards school fees relating to future years are not recognised as all future grants are subject to an annual review of each Foundationer's circumstances. Estimated future costs of existing Foundationers are disclosed in note 11.

f) **Pension costs**

Pension costs represent contributions payable to employees' personal pension schemes and are charged to the Statement of Financial Activities as they are incurred.

g) **Tangible fixed assets and depreciation**

Depreciation is provided at the following annual rate in order to write off the cost of each asset over its estimated useful life: Computer and office equipment - 25%; and all items with a value greater than £500 have been capitalised.

h) **Investment properties**

The investment property is included in the financial statements at open market value as at the balance sheet date. Revaluations are carried out periodically in accordance with the requirements of SORP 2005 or if the trustees consider that there is an indication of a significant movement in the property's market value.

i) **Investments**

Listed investments are stated at market value at the balance sheet date. Investments are revalued to current market value at the end of the year and both realised and unrealised gains/losses are included in the Statement of Financial Activities.

Unrealised gains/losses are calculated as the difference between the market values of investments at the beginning and end of the year. Realised gains/losses represent the difference between the sales proceeds and the opening market value of an investment or the cost if acquired during the year.

j) **Fund accounting**

General funds are available for use at the discretion of the Trustees in furtherance of the objects of the Charity. Designated funds comprise the revaluation reserves. These represent the difference between the year end valuation of investments and the original purchase cost.

2. VOLUNTARY INCOME, DONATIONS, LEGACIES		2009	2008		
		£	£		
		280,621	256,533		
3. INVESTMENT INCOME		2009	2008		
		£	£		
Property rents		9,675	6,755		
Interest on cash deposits and bank accounts		18,102	69,004		
Dividends and interest from investment portfolio		395,283	304,851		
		423,060	380,610		
4. EXPENDITURE					
	Grants	Support costs	Other costs	2009	2008
	£	£	£	Total	Total
				£	£
a) Cost of generating funds					
Investment management					
Fees (including property)	-	-	33,391	33,391	24,446
Cost of generating voluntary income	-	-	8,941	8,941	6,658
Charitable activities					
Grants payable	893,481	206,757	-	1,100,238	1,003,893
Governance	-	-	29,854	29,854	20,567
Total resources expended	893,481	206,757	72,186	1,172,424	1,055,564
b) Analysis of support costs				2009	2008
				£	£
Staff costs				118,203	119,293
Premises costs				21,000	21,000
Office costs				57,529	58,274
Bank charges				641	304
Travel costs				8,934	6,031
Depreciation				450	3,093
				206,757	207,995
c) Analysis of other costs					
Staff costs				4,288	4,552
Auditors' remuneration					
- Audit				9,315	9,165
- Other services				6,976	1,204
Other costs				9,275	5,646
Governance costs				29,854	20,567
Property costs				1,754	2,696
Fundraising costs				8,941	6,658
Investment manager's fees				31,637	21,750
Total other costs				72,186	51,671

5. STAFF COSTS

	2009 £	2008 £
Employee costs during the year were:		
Salaries	102,385	104,672
Social security costs	11,038	11,150
Pension costs	9,068	8,023
	<u>122,491</u>	<u>123,845</u>
	No.	No.
The average number of employees during the year was:	<u>3</u>	<u>4</u>

No employees received emoluments above £60,000.

The Trustees received no remuneration during the previous or current year. An amount of £3,455 (2008: £4,680) has been reimbursed to 6 Trustees (2008: 6) in respect of travel and expenses incurred on the Foundation's activities.

6. TANGIBLE FIXED ASSETS

	Computer and office equipment
Cost	
At 1 August 2008 and 31 July 2009	<u>30,807</u>
Depreciation	
At 1 August 2008	29,908
Charge for the year	450
At 31 July 2009	<u>30,358</u>
Net book value	
At 31 July 2009	<u>449</u>
At 31 July 2008	<u>899</u>

7. INVESTMENT PROPERTY

	2009 £	2008 £
Valuation at 31 July	<u>133,000</u>	<u>133,000</u>

The Foundation's investment property comprises a domestic property in North London. This property was valued at open market value as at 9 December 2005 by Clarke Hillyer, independent chartered surveyors. In the opinion of the Trustees, the value is not significantly different as at 31 July 2009. The historical cost of the investment property at 31 July 2009 was £14,650 (2008: £14,650).

8. FIXED ASSET INVESTMENTS

	2009 £	2008 £
Quoted investments		
Market value at 1 August 2008	12,728,431	19,568,196
Additions at cost	45,306,558	2,000,000
Disposals at opening market value	(41,067,829)	(8,537,233)
Unrealised investment losses	(841,893)	(302,532)
Market value at 31 July 2009	<u>16,125,267</u>	<u>12,728,431</u>
Historical cost at 31 July 2009	<u>17,156,139</u>	<u>11,604,763</u>
	2009 £	2008 £
The investments comprise:		
UK	13,193,373	8,674,890
Property	897,671	1,338,194
Overseas	2,034,223	2,715,347
Total investments	<u>16,125,267</u>	<u>12,728,431</u>

Investments representing 5% or more of the total portfolio are as follows:

	Market Value
	£
UK Gilts	11,912,143
Schroder Indirect Real Estate	897,671

74% (2008: None) of the portfolio is invested in UK Gilts, 8% (2008: 68%) UK equities; 6% (2008: 11%) is in property; 13% (2008: 21%) in overseas equities.

9. DEBTORS	2009	2008
	£	£
Prepayments and accrued income	<u>157,038</u>	<u>15,392</u>
	2009	2008
	£	£
10. CREDITORS: amounts falling due within one year	17,897	21,534
Accruals and deferred income		

11. FUTURE GRANTS TO FOUNDATIONERS

The projected cost of existing and new Foundationers for the year to 31 July 2010 is approximately £750,000 (2009: £912,000). Costs anticipated to be incurred to fund these children to complete their education amount to approximately £3m - £4m (2008: £3.5m - £4.4m).

12. FUNDS MOVEMENTS

	Opening Balance at 1 August 2008 £	Incoming Resources £	Resources Expended £	Losses and Transfers £	Closing Balance at 31 July 2009 £
General	19,838,834	705,681	(1,172,424)	(1,545,102)	17,826,989
Investment revaluation	1,123,668	-	-	(1,123,668)	-
Property revaluation	118,350	-	-	-	118,350
	<u>21,080,852</u>	<u>705,681</u>	<u>(1,172,424)</u>	<u>(2,668,770)</u>	<u>17,945,339</u>

13. ANALYSIS OF NET ASSETS BETWEEN FUNDS

	General Fund £	Investment Revaluation Reserve £	Property Revaluation Reserve £	Total Funds £
Tangible fixed assets	449	-	-	449
Investments (including investment properties)	16,138,743	-	118,350	16,257,093
Cash deposits	1,459,417	-	-	1,459,417
Net current assets	228,380	-	-	228,380
	<u>17,826,989</u>	<u>-</u>	<u>118,350</u>	<u>17,945,339</u>

Awards for Achievement

Royal Wanstead Foundationers are young people who overcome considerable odds, triumph over adversity and seize with both hands their golden opportunity of Assisted Boarding. We congratulate the 2009 winners of these annual awards for their *special* achievements - in honour, respectively, of: our illustrious former Patron Queen Elizabeth The Queen Mother, and our distinguished former Chairmen John Wilson Hope and Derek Thackray

The Queen Mother's Award

The Queen Mother's Award, currently worth £250, was launched on the 60th anniversary of Her Majesty's Patronage and is given annually to a maximum of three Foundationers – this year four – who are leaving school to embark on the next phase of their lives. The nominees, submitted by Headteachers or their representatives, have overcome difficulties in their lives with courage, perseverance and determination. The nominees were judged this year by the Foundation's Chairman Colin Morrison.

A's mother died very suddenly and she went to live with her mother's sister, who became her legal guardian. Father had left the family three months after A's birth and had no contact with his daughter. Her aunt had a full time job travelling - often over weekends - so initially shared A's care with her elderly mother, but grandmother found managing a ten year old too much. Occasionally A had to flexi-board at her school when her aunt was away, and enjoyed it. As foster care was the only alternative, it became clear that that Boarding was the way forward. "A has overcome the problems in her personal life and has emerged from being a rather unhappy adolescent into a confident young woman who is learning to use her considerable talents to serve the community. She is a leading light of our School community as Head of School, in Drama and in Music; she has initiated a Christian Society; she leads assemblies and is Head



of House. She has been a real asset to the School. A is committed to a nursing career. I believe A is a most worthy candidate for the Award and I commend her to you."

B's parents lived together for ten years before father left the home for another woman. Mother is physically frail and suffers from severe depression, exacerbated by father's drunken abuse during the last months of the relationship. The situation was complicated by the fact that father owns the flat where they live and kept some belongings there, creating insecurity. Mother found it very difficult to maintain her poorly-paid job and meet her daughter's needs. It was a sad and strained household.

"During her time at the School, B has shown courage in overcoming diffidence and a lack of self-assurance, allowing her to set a fine example to other pupils through her kind and caring approach, her dogged determination to succeed in all that she does and her selfless work for those less well off in the School and wider community."

*C lived with mother and younger sister in a shabby disorganized council flat in Hackney, where drug culture was rife. He and his sister were bullied by local children (and mother's car was burnt out) because mother reported any drug dealing she witnessed. Father, who had left the family, had a prison record for drug dealing and was violent. Mother was one of eight children herself, all of whom were in care from birth. She was a hard worker, suffered from depression and felt that C needed to get away if he were to have any chance in life. He was dyslexic and his behaviour could be worrying – the children were alone after school until mother returned from work each evening. **"C has truly made the most of the opportunity given to him by the kind support of the Foundation. He has progressed from an angry and resentful young man to a truly reliable role model in the School here. He has allowed his gifting to shine in sport and the performing arts, and has battled hard in areas in which he is less strong such as academically. Not only has he developed individually, but he is now investing himself into the community to help uphold the ethos of the School, and to support young people who are themselves going through some challenging times."***

*D's mother has serious and enduring mental health problems. His father was an entertainer and also the principal carer for his wife. The conflict between the two roles eventually led to bankruptcy and when father suddenly died the family was left virtually destitute, with mother's schizophrenia spiralling downwards. D and his older sister remained affectionate and respectful to their mother, despite the fact that she was totally incapable of addressing, or even recognising, their needs. Both children were able to continue at their different independent schools, thanks to Head teachers' efforts to obtain bursarial funding for boarding. When the time came for D to change schools, his junior school was active in finding a suitable senior school that would give a 50% bursary. Charitable funding was then needed to meet the balance. **"D is a young man who has overcome great personal challenges. He has maintained his courage, dignity and wonderfully kind personality throughout his time at school. Despite these challenges he is warm, a great entertainer, an honest, reliable and above all kind young man – of whom I am immensely proud."***

The Hope Award

Commemorating the generous support and dedication given to the Foundation by its most distinguished former Chairman, John Wilson Hope and his wife, The Hope Award is given to a maximum of six Foundationers in Year 11 who display qualities such as courage, kindness and strength of character in their school lives. The Foundation Chairman selected the following Foundationers from recommendations by Headteachers. They each received £150:

E is the eldest of three children and his role is that of father to his toddler siblings and carer to his mother, who has health and mobility problems. He had no local friends. Home was a chaotic and overcrowded council house with no stimulation for the children. E's father was a violent schizophrenic who eventually had to be forced from the home when he refused to continue his medication. E was terrified of him, becoming withdrawn at home and aggressive at school.

Mother subsequently remarried (unsuccessfully) twice and used her savings and contributions from her third husband to send **E** to a state boarding school, to distance him from his father. Contributions ceased after a year and it seemed **E** would have to leave the school. With the goodwill of the school and charitable help, **E** was able to remain and hopefully build confidence and maturity, and regain his lost 'spark'. **"E is very keen to please and will volunteer for most sporting activities. He is a sensible and reliable young man who has made good academic progress. He is friendly and personable, with an increased sense of focus."**

F and her father had always been very close and she adored him. He suffered from deep depression and when the marriage broke down he hanged himself. Home is on a rough council estate, opposite a pub where mother does night time bar work. She is not interested in her daughter. Father had always taken **F** to school and seen that she was presentable but after his death she began turning up unwashed and in dirty uniform. Realising **F** was being neglected, her paternal aunt opened her home to care for her niece, sending her to a school nearby. This placement was unsuccessful so her aunt paid for **F** to board back at the school who knew her. Unfortunately the aunt's marriage then broke down, leaving her in debt and fully responsible for her own three children, so she could no longer afford the fees. **F**, disliking her mother's new boyfriend and regarding her school as family, was terrified at the thought of having to leave. **F** spends most of her holidays with her aunt, grandmother or friends and needed the stability and support offered at the school. **"F has had to cope with many difficulties in her life, which are above and beyond what most children deal with. As she has been learning to come to terms with them, she has continued taking a full and active part in all areas of school life, including keeping her academic work up to a very high level. She is a worthy candidate for a Hope Award."**

G's parents separated, and two months later, her mother was diagnosed with leukaemia. Father eventually moved abroad, remarrying after the divorce and when their mother died **G** and her sister were taken in by their maternal aunt and her husband, who had children of their own but opened their hearts and home unreservedly. As guardians they received no financial help and the house was overcrowded. **G** was greatly affected by her mother's death and her father's perceived rejection. A boarding school was found that offered generous support for the children, but further help was needed from trusts. **"G is an inspirational, delightful and selfless young woman. She will make her world and others successful, always."**

H and her mother were devoted to one another – **H** had contact with her father only at birthdays and Christmas and was not part of their lives. Mother had a casual approach to life and **H** had few boundaries. At age nine **H** found her mother collapsed at home – the diagnosis an inoperable brain tumour. Mother died just over a year later. The following year, **H**'s much loved maternal grandmother also died.

H went to live with an uncle and his wife, who became her guardians. For the first time she encountered boundaries and strong family values and she fought them. She had uncontrollable temper outbursts when the family were seriously concerned for her wellbeing. It began to tear them all apart. **H** herself suggested boarding and, although aunt and uncle initially dismissed the idea, they realised this was possibly the answer even if they had to borrow the money. **"H still suffers greatly from her mother's death – a quality in itself. The progress that she has made since I have known her – three years – has made me truly respect all that she has already achieved and hopefully will continue to do so, in her future."**

I's mother has serious health problems. Her husband had an accident and was discharged from hospital – she felt – without adequate care being put in place. When he died the family struggled on without any help. One daughter suffered a nervous breakdown. The youngest child requires full-time care as she suffers from several disorders including spina bifida. The other three children are dyslexic and **I** himself has a long list of other health conditions. He was bullied at primary school. Mother felt **I** to be at risk living at home because he saw it as his duty to look after her. She remortgaged her house so that he could board but, with university fees for the other daughters, money was being "soaked up". **I is described by the school as "a model pupil" and "has overcome both his learning difficulties and health issues. He is held in high regard by staff and pupils alike. He has an excellent sense of humour which is enjoyed by all."**

*J's mother had a significant alcohol problem and J witnessed much of the resulting domestic abuse. She was aware of everything that went on, but escaped into books. Mother went off with another man and continues to drink. J is the eldest of six children – siblings and stepsiblings – and her father looked after them all. Due to ill health he felt unable to continue caring for more than four of the children and the maternal grandmother was able to help with the other two – including J – for a while. Father watched J becoming withdrawn and increasingly isolating herself from social integration, and realised that she needed the security and pastoral care a good boarding school could offer. He continues to be devoted to the children. **“J is worthy of a Hope Award because of her dedication and drive to ensure a successful future for herself.”***

The Thackray Award

Derek Thackray became a beneficiary of this charity in 1937 when he joined his three brothers and two sisters as pupils at what, shortly after, became the Royal Wanstead School. He left the school in 1946. In 1979 he became a Governor of the then Royal Wanstead Foundation. Over the next 25 years Derek was a Trustee, and was Chairman and Deputy Chairman for a period of over 15 years.

The Thackray Award is made annually to two Foundationers (but this year five) aged between 11 and 13 years who have settled well into their first year of boarding and achieved some distinction. The award recognises the resilience and determination needed to adapt to boarding school successfully and rewards Foundationers for taking every opportunity to achieve academically and socially. This year's winners received cheques for £50 each. Mary Seller, Trustee, selected the award winners after considering school reports received during the Summer Term 2008.

***K** Lived in a one bedroom flat with her father and two teenage brothers. **K** slept on an old mattress on the floor in their living room and the father slept on the sofa. Dirty pans remained stacked in the tiny kitchen and old papers were piled around their cramped living room. Her father suffers from depression and is unable to work due to lack of motivation and low self esteem.*

*Although concerned for **K**'s welfare he was incapable of looking after her and appeared unaware of the anxieties and personal space that **K** would require as she approached her adolescent years. The home is in a deprived area, gang crime is high and her brothers who were left to feed and fend for themselves were actively involved. One brother had been shot and wounded, but their lifestyle remained unchanged. **K**, an energetic and articulate child, is non-judgemental of her home circumstances but was seen to be vulnerable. It was recognised that she would benefit from being in a safe and structured boarding school environment. **K** was described in her school report as “a lively, popular member of her class who is a caring, mature and intelligent student”. The report went on to say “I think she has good leadership skills and is an excellent communicator ... I was so impressed with her organisation of our recent assembly. She not only wrote a clever, entertaining script but she managed to deliver her vision clearly to all the class.”*

***L** lived with her grandparents who struggled to cope with her hyperactive and boisterous energy levels. Her parents lived disjointed lives travelling and working in bars while **L** was left to her own devices, often unsupervised and chatting to locals on foreign beaches. Her parents became distanced from each other and created new lives for themselves. Neither wanted the responsibility of their daughter and locals voiced concerns to the grandparents, who brought **L** back to England and offered her a loving home with boundaries and structure - an exhausting and challenging task. Their health deteriorated and a boarding school placement has now provided **L** with continued pastoral care while holidays are spent with her devoted grandparents. Although initially a difficult transition into a structured boarding environment, the school now reports that **L** “has become more aware of the qualities required to live within a community although she still finds it difficult to be compliant at times”. The final comment from the Head of the school reads that **L** “is a delight to have around the place. I hope she continues next year with a little more focus on her studies. We know what she can achieve!”*

M lived with his mother and younger half brother. His mother suffers from Hepatitis B and is addicted to alcohol. She enjoys going out and has left her sons at home alone overnight on numerous occasions, when they became distressed and frightened. ***M***'s father left the family shortly after ***M*** was born. He was a violent cruel man who abused ***M***'s mother and is in prison serving a life sentence for murder. He now writes to ***M*** who, under the guidance of loving grandparents and support from counsellors, is gradually learning to cope and coming to terms with his difficult home life. A boarding school has provided him with a safe and caring environment. ***The latest school report shows his progress. . . "M has been an interesting figure to tutor over the last two years. He was a very quiet boy in the 1st Form, yet he is now flourishing into his own unique individual person and is showing that he will continue to thrive at the school."***

N Living in a deprived suburb a mother with many ailments struggled to care for her daughter. Knife crime was common as gangs terrorised the local residents, making the streets unsafe for lone children to walk to and from school. ***N***'s father left the family years ago and the mother, in very poor health with abdominal problems, required constant medication. Two operations had been unsuccessful and she was awaiting a third, needing analgesics to allow even the restricted mobility necessary to take ***N*** to school. ***N***, acutely aware of her mother's distressing condition, was taking on more of a carer's role, which was excluding her from friends and normal social life. ***Her School Tutor writes "She has grown in confidence over the year showing real commitment to her studies and producing some outstanding work" and "this year in our tutor session we have discussed many sensitive and difficult subjects" and went on to say that N has great insight and good judgement on difficult issues. The House Mistress from the boarding school wrote at the end of her first year "I am always impressed by her self-assured and confident approach to boarding life" and N "has formed many good friendships offering her help and support when needed".***

Q's father lives locally and has a history of drug abuse and violence. ***Q*** has witnessed his father holding a knife to his mother's throat. He was petrified, though now visits his father who has little concern for the welfare or safety of his son. When three years old ***Q*** nearly died from meningitis and septicaemia. His mother attempted to relocate to the coast, but just as ***Q*** was settling into a school they returned to their former town, again within close proximity of ***Q***'s father. ***Q*** became a school refuser after a bout of bullying and started to hang around with gangs on the street. His safety was in question as he became more of a recluse and chose to distance himself from his former friends. Communication between ***Q*** and his mother deteriorated as his mother struggled to manage and understand his behaviour. ***At the end of Q's first term his House Master wrote that Q has "maintained a steady friendship group, though on occasion can get embroiled in arguments usually about table tennis or snooker. . . . as Q grows in himself gaining confidence as time goes by he will do well here, embracing all that is on offer". At the end of the year it was nice to read from his later report that Q "has continued to forge friendships and seldom if ever is not busy with some activity or other".***



“Thank you, Royal Wanstead”

The proof of the effectiveness of Assisted Boarding comes in several forms: the smiles on the faces of confident, happy young people; the reports and research on their progress and achievements; and the heart-warming and touching letters from appreciative relatives and, frequently, the young people themselves. This small sample of letters received during the past few months explains the Royal Wanstead mission better than we can...

From grandparents

A 14 year old girl witnessed as a toddler domestic violence between her parents who were both reliant on drugs and alcohol. The mother left the home 12 years ago after a violent fight between herself and her husband. He claims he was left bleeding on the floor unconscious with a fractured skull. The father lives in squalor. Older siblings have left home and Q has been identified as a neglected child; her father is wrapped up in his own upside-down world and lacks the ability to care for his youngest daughter. The grandfather, who initially contacted the Royal Wanstead wrote:

“It was a great pleasure to read that the trustees have agreed to continue to make an award at the same level in the coming academic year towards Q’s boarding fees. We are delighted that this continues as it contributes towards a different future for Q. Although it is a huge change of circumstance that she is experiencing, Q is the one making the effort. She looks so much more composed and happy. It is a joy to witness the change in her! Our heartfelt thanks goes to the trustees for this generosity.”

“A beautiful caring school where her difficulties are understood.”

A young child was abandoned by her mother who leads a promiscuous lifestyle and suffers from depression. She was rescued by her grandparents who have for the last 4 years struggled to cope with her challenging behaviour. S has been diagnosed with Asperger’s Syndrome but with the caring ethos and pastoral care she is receiving at the boarding school, progress is positive. The grandparents wrote:

“This year has been an amazing experience for our granddaughter. She has the advantage of a beautiful and caring school where her difficulties are understood, not just criticized or condemned... We love her dearly even though she severely tries our patience at times, and we are so proud of her efforts and courage... Thank you for all your help in this. Without the support, both financial and emotional, of the RWCF and other children’s charities, the school bursary, the Old Boys Association and the caring staff none of this would be possible. Although [my wife] works full-time to help finance our granddaughter it would be impossible for us without your help and we are so grateful for this. We don’t really know how to say ‘thank you’ but pray the day will come when our granddaughter’s emergence as a healthy-minded, caring and useful member of society will be the thanks.”

S’s parents are both heroin addicts. Her father is in prison after mugging an 82 year old lady and her mother lives a separate and detached life without thought or concern of her daughter. S has lived with her grandparents for the past 2 years who are struggling to cope. Her grandfather has senile dementia and requires 24 hour supervision. The grandmother, also looks after the great grandmother (in her 90’s) visiting her on a daily basis. She is now suffering from exhaustion and near to a nervous breakdown.

The staff at the boarding school are delighted to report that S is integrating well with other pupils. Home life has become less frantic for the grandmother, who now looks forward to seeing S during a weekend visit, and has cheerfully told us recently that she has even been able to allow S to invite a friend for a sleepover, with late night snacks! She said that without the help of assisted boarding she could not have continued, though would not have given up on her granddaughter.

From a Mum...

A and her sisters lived in an abusive household and knew no other way of life. Their father was violent, intimidating and controlling and was awaiting trial for a road rage incident. The divorced mother now found herself without the skills to manage the children or her domestic situation. Father had controlled the family by undermining their self-esteem and the girls copied his bullying ways in their treatment of their mother. Boarding was urgently needed for the older girls.

“Just can’t believe how A has changed. Three years ago she was the child from hell with one big attitude and no trust whatsoever in anyone. The school has been her life line, she is a lovely girl, who actually has respect and understanding now... she is so focused on doing well, she now has a future;; the school has given and shown her a normal life. My sincere thanks for all your kind help and support my children now have a chance in life. Thank you”.

... and a Founder

The family had moved on numerous occasions to escape the mother’s violent and abusive ex-partner. **B** had witnessed domestic violence within the home towards his mother and had been assaulted by his mother’s ex-partner. **B** had a psychiatric history where a misdiagnosis of schizophrenia led to errors in medication. Weight gain in 2005 and then diagnosed with ADHD, ODD and OCD his behaviour deteriorated. Refusing to attend school a further report recognised him being a child in need as mother was near to a mental breakdown.

“I would like to say a very big thank you for what you have done for me... There’s not many people who would help someone achieve a better education and life style. You have helped me with so much more than that... It has been an amazing journey so far and it has all had a big effect on me, the way I have got rid of all the bad things and the way I have quickly moved all the good things in... And I also feel honoured that I am liked by you and would like to say another thanks for your support and for this opportunity. My mum has helped me too and we would like to say thanks for everything.”

Joint thanks

This family was in crisis. The mother was crying out for help for fear of losing her self control. She had admitted to hitting the children and had severe suicidal thoughts. Having heard of the Pathfinder project, she contacted Social Services who offered respite care. All three children were in need of a secure, disciplined environment with support and pastoral care; this was not being given at home due to mother’s mental state.

“My family now is calm and relaxed and happier. Not so much shouting and the fighting has stopped! The food is delicious and yummy and my teacher is really nice, I’ve never seen him unhappy. Thank you so so much, school is great!”

and from Mum

“Your help just in this short time has made such a difference to our family, words fail me currently... Life now feels so very different – I am looking forward to each day now and not dreading all the battles and frustrations... The main thing is the children are exceptionally happy. They look different somehow or perhaps it’s the way I am now looking at the world – thank you so much for your support.”

Partner Schools

“Caring, supportive boarding schools marked out in a world of league tables”

Our great thanks go to the teachers, bursars, staff and governors of the schools attended by Royal Wanstead Foundationers during 2008-9. Our work in helping to “transform young lives” relies on the talent, energy and dedication of all the teams at these “Assisted Boarding” schools.

Abberley Hall	Kingham Hill School	St Bede's School
Ashby School	King's College Taunton	St Bees School
Auckland College	Kingsmead School	St Christopher School
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Bethany School	Leighton Park School	St Edmund's College
Blundell's School	Lime House School	St Felix School
Boundary Oak School	Llandoverly College	St George's VA School
Box Hill School	Lord Wandsworth College	St John's School
Brandeston Hall Jnr School	Malvern College	St John's-on-the-Hill
Bredon School	Malvern St James	St Joseph's College
Brymore School	Mark College	St Lawrence College
Burford School	Marlborough College	St Mary's Hall
Cambridge International School	Milton Abbey School	St Peter's School, York
Cheltenham College	Monkton Combe School	St Swithun's School
Chichester College	Moreton Hall	Stanbridge Earls School
Chilton Cantelo School	Mount School, York	Stowe School
Clayesmore School	Old Swinford Hospital	Summerhill School
Cranbrook School	Pangbourne College	Terrington Hall School
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Denstone College	Prior's Field	The Towers Convent School
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Ellesmere College	Repton Preparatory School	Westonbirt School
Exeter Cathedral School	Ringwood Waldorf School	Windermere St Anne's School
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Thanks for your support

Royal Wanstead Children's Foundation wishes to thank the following individuals and organisations whose generous donations, subscriptions, legacies and grants have helped us support 276 vulnerable young people this year. We ask all supporters to consider legacies and donations and to encourage companies, friends and relatives to help us support vulnerable, disadvantaged children whose future life and prospects may depend on whether we can help them.

Our research shows that Assisted Boarding helps transform the lives and prospects of hundreds of vulnerable, disadvantaged young people. But the cost of Assisted Boarding has been rising at a time when our income from investments has been reduced substantially.

Over the next few years, Royal Wanstead will need to attract increased levels of donations, legacies and grants if we are even to sustain current levels of support for vulnerable young people, let alone increase the number of beneficiaries as needed. We invite existing supporters, who appreciate the value of our work, to consider ways in which you can increase your support and also introduce Royal Wanstead to your friends, family and colleagues. Your support has never been more important to the vulnerable young people who are depending on us all for a future free from fear, disenchantment and disadvantage. For details of ways in which you can support our work, please email: director@royalwanstead.org.uk or phone: 01932-868622.

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In memory of John Hall

We are grateful to the following friends and relatives of John Hall who made donations to the Foundation in memory of our longest-serving Trustee who served this charity with enormous distinction for 29 years

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Please help us

Help more children in 2009

For 182 years, the **Royal Wanstead Children's Foundation** has been helping children whose potential for normal, happy development can only be unlocked by the provision of boarding care in a suitable school. These are vulnerable young people with one or no active parents. Some are carers themselves and are living in seriously adverse home circumstances.

Research proves that our 'Assisted Boarding' support helps transform the lives and prospects of literally hundreds of vulnerable, disadvantaged young people. Most of these young people seize with both hands the 'golden opportunity' to change their lives and succeed socially and academically at boarding school and beyond. Most see not only their own lives but also their whole family's situation transformed.

We are a low-cost charity with long-term stability and a proven role in helping transform the lives and prospects of vulnerable young people. Will you help us do even more?

4 ways you can help 'save' vulnerable children - TODAY

1. **Make a donation**
2. **Make an annual or monthly payment by standing order, direct debit or by cheque**
3. **Make a legacy in your will**
4. **Suggest your company or employer makes a tax efficient donation to *Royal Wanstead* as a registered charity**

Please help us by making a tax effective donation or legacy. If you are a UK taxpayer, making a Gift Aid Declaration enables Royal Wanstead to claim back the tax you have paid on your donation. For further information on giving, please contact:

Chris Hughes,
Royal Wanstead Children's Foundation
Sandy Lane Cobham, Surrey, KT11 2ES
Phone: 01932 868622, Email: director@royalwanstead.org.uk
or visit our web site: www.royalwanstead.org.uk

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