

EVERYDAY MAGIC

**TRUSTEES' REPORT
&
FINANCIAL STATEMENTS
for
ACADEMIC YEAR
ending 31st August 2018**

Registered Charity No. 1148659

EVERYDAY MAGIC

CONTENTS

Our Aims, How we Work & Our Funding	1
Our Schools' Programmes	2
Our Artists	8
Governance & Financial Review	9
Independent Examiner's Report	10
End of Year Accounts	11

CONTACTS

Registered Office: 15 Deptford Wharf
London SE8 3PA

Director: Anne Johnson

Mobile: 07889 505 608

Tel: 020 8694 5587

E-mail: johnsonannef@gmail.com

Website: www.everydaymagic.org.uk

Facebook: www.facebook.com/everydaymagic

Trustees

Jessica Finer, M.A. - Chair
Carol Keohane, B.Ed
Helen Rai, M.A.
Sarah Wilson, B.Ed

Independent Examiners

Britt & Keehan
Chartered Accountants
33 Grimwade Ave
Croydon CR0 5DJ

Bankers

The Cooperative Bank plc
PO Box 101
Balliol Street
Manchester M60 4EP

Registered Charity No. 1148659

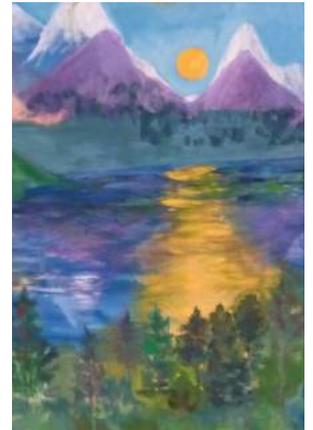
EVERYDAY MAGIC

OUR AIMS

For 17 years, *Everyday Magic* has been bringing storytellers, complemented by musicians and visual artists, to hard pressed, multi-cultural state primary schools in London, introducing them to a treasure trove of traditional, classical and contemporary stories and songs from around the world - in order to:

- Enrich children's learning & enhance their spoken & listening skills.
- Capture and engage the imagination of all the children in the class.
- Provide fun with the English language and confidence in self-expression.
- Stimulate children's ability to write & have stories they want to write.
- Celebrate the school's diversity of cultures, languages and special needs.
- Work closely with teachers to develop skills & confidence using the arts.
- Share & celebrate achievements with parents & the school community.

From Backdrop for



Fire Stories



From Backdrop for

HOW WE WORK



Sea Stories

- Every fortnight, with each participating school, we deliver ½ day performances and workshops with 3 classes selected by the school.
- Several artists – e.g storyteller & musician - work & perform together.
- We devise projects & programmes for all age groups & curriculum topics.
- We create an ever varying range of interactive stories, songs, & music.
- Class teachers build between sessions on the artists' inputs.
- We choose schools to work with where we are most needed & can build long-term relationships with teachers, artists & children to maximise impact.



OUR FUNDING

With school budgets getting ever tighter, we rely entirely on the generosity of charitable trusts and donors to make our programmes affordable to schools. To ensure their funds & the termly fees paid by schools are put to best use, we aim to keep overheads close to zero. All artists are engaged on a free-lance basis, there are no office or premises costs or employer liabilities & the charity's admin., financial management & fundraising are carried out on an unpaid voluntary basis.

Academic Year Ended 31st August 2018

THE STORYTELLER AS FACILITATOR IN SCHOOLS

'The storytellers are here' the children call. A lovely greeting - but we are not the main event. The sessions are at their best when teachers & children are fully involved in playing their full part with the storyteller facilitating. The stories, rhymes and songs we share are our 'tools in trade' but the purpose when working in a school, is to encourage the creativity and confidence of both the children & the teacher. Participation is essential to draw children out to have fun and play with the language, to have their own words and stories which they are bursting to share. To make the best use of each session is to use every opportunity and strategy



to encourage this and to get the children speaking, singing, acting, moving. In addition to getting children participating in direct response to the story, the sessions provide many other opportunities. Here are some of them:

Children in early years often want to repeat a word or phrase they like the sound of just for the fun of it and to experience the fun of saying it. The storytellers are experienced and can incorporate these additions to story time without losing the thread of the story or the attention of the class.



Children do not have to understand the meaning of each and every word straightaway. A good sentence has rhythm and words are fun to play with. Adding actions to the words makes it easier for children who have very little English to join in.

For Nursery where there are many children in all the schools where we work in Ealing who are not speaking any English, introducing 'fun' repartee, rhyme and song, alongside colourful backdrops provides the stimulus for children to use the new vocabulary they have been introduced to in whole sentences.

THE STORYTELLER AS FACILITATOR IN SCHOOLS

Introducing stories with characters that the children have something to say about, say The Fox, initiates all kinds of contributions, both real and imagined.

Children have a lot of fun with role play & after a story is told, children can be encouraged to develop the story and the characters further



'These children do not get stories at home so these sessions are so valuable. They remember the details in the story from week to week. They get totally caught up in the stories. I know these children really well & I can say that each & every one of them is totally engaged in the sessions and that isn't something you can often say about Year 2.

They listen very closely so if there is a pause in the story for the children to contribute their thoughts then they know exactly where the story left off.'

- Magda Loeniacz, Year 2 T.A., Berrymede

After a telling of Buonita, a story from Cape Verde, children of all ages love being given the part of a character that tells another character played by the story teller: 'Don't speak'. After a telling of the Russian story 'The Firebird' Year 1 children were asked to make up a special bird of their own and say something about it. Tianna said: 'Flame bird flies to hot places with her young ones. In the city she is looking for places to nest'. Callum said: 'Snow eagle doesn't fly. He hatches polar bears. When he flaps his wings frost patterns appear on the windowpanes'.



Making a deliberate mistake in the story, such as: 'Red Riding Hood met a dinosaur in the wood', encourages children to call out the correction.

The Shukalaka Shake Song Book & CD - by Anne Johnson, Michele Chowrimootoo & Kate Corkery, published by A&C Black - is one of the many resources created for children & teachers to learn songs & have fun with.



Introducing original rhymes and songs, classic poetry and extracts from Shakespeare all help children to have fun with new words and to retain them - memorable words can stay with a child and like precious treasures can be brought out in later life to relish and enjoy.

A story often prompts a child to recount an anecdote of their own or ask a question such as 'When we dream which is the real world, our dreams or when we wake up?' around which the storyteller can encourage a debate.

PARTICIPATING SCHOOLS IN 2017/18

In Kensington & Chelsea

Marlborough Primary School, SW3

Oratory R.C. Primary School, SW3

Our Lady of Victories R.C Primary School, SW7

Park Walk Primary School, SW10

St Mary's R.C. Primary School, W10

In Ealing

Berrymede Infants School, W3

Lady Margaret Primary School, UB1

Perivale Primary School, UB6

St John's Primary School, W13

LIVES & STORIES FROM ALL OVER THE WORLD



Helping teachers bring curriculum topics to life is another way the storyteller can be a facilitator. It is difficult to impart a sense of history to primary school children: storytelling sessions are an opportunity to encourage their interest in the lives and stories from other times and other places and also in their own particular family stories. So in the schools where we work with children with such a diversity of backgrounds, a good starting point is to prompt them from their own experience to share the very different kinds of lives they are



aware of that are lived or have been lived in different parts of the world – so talk of parents, grandparents, great-grandparents. A child from a rural background may tell us how Grandma selected a chicken from her own backyard to prepare to eat or ‘When my mummy was little she had to go to market with her mummy who was selling things’. Or children can be prompted to share their different cultures by the storyteller introducing ‘roti’, ‘gulabjaman’, ‘rice and peas’ etc. at the point in a story where someone is eating, then the children will contribute names of foods they are familiar with and not just ‘fish fingers’ and ‘pasta’!



TRAVELLING DOWN THE KINGS ROAD

Children can be helped to grow a sense of history by linking with what they know already. In the ‘We Are Londoners’ project, a Schools in Partnership project in Kensington & Chelsea, funded by John Lyon’s Charity, children all know The Kings Road. But did they know that in 1833, 186 years ago it was only Lords and Ladies who could travel on that road? Did they know that they used to ride in a coach pulled by horses because there were no buses with engines? There is still a horse trough, now planted with flowers, that the horses drank from. These snippets of information woven into the stories and connected to places children know help create a curiosity about times past and the connection to times present.



On The King’s Road - by Anne Johnson

Until 1833 you had to be gentry
To travel on the King’s Road was not for you or me.
You might meet a Lord or a Lady or two
They’d travel in coaches pulled by a horse or two.

Hey ho, Hey ho

A riggetty, jiggetty away they’d go.

But from 1857 you could catch an omnibus
Wait at ‘The Goat in Boots’, wasn’t any fuss
You could travel to Fleet Street or Piccadilly
You could go to Hoxton or to Bethnal Green

Hey ho hey ho

A riggetty jiggetty away they’d go.

There was even a tramway from 1909
Ran every five minutes, always on time.
From Beaufort Street you could go to Battersea
From the no. 34 the river you would see

Hey ho, hey ho

A riggetty jiggetty away they’d go.

But now on the King’s Road it’s hard to travel far
The traffic is atrocious, everybody has a car
You see Jaguars, Porsches and four by fours
You are better off walking door to door.

But hey ho, hey ho

A riggetty jiggetty away we go.

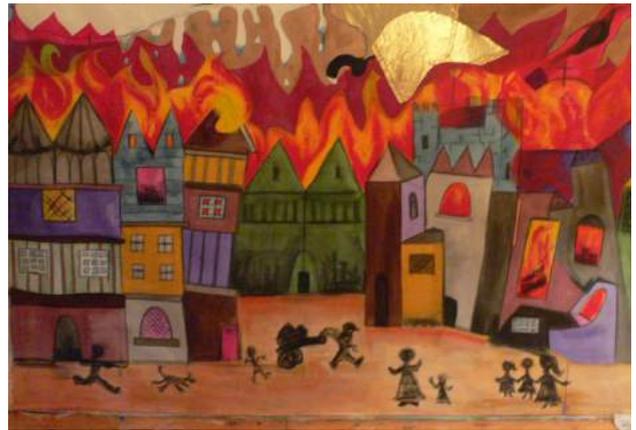
LIVES & STORIES FROM ALL OVER THE WORLD

We have run many storytelling sessions on the theme of London both with the 'We Are Londoners' project – for which we have written rhymes and songs, made available to teachers and parents through *Everyday Magic Storytelling* on YouTube - and connecting with school curriculum topics. Some examples:



The connection with Ancient Greece and Rome.

Stories of Victorian rat catchers, mudlarks, ragged schools, flower girls .



The Year 1666, the Great Fire and the Plague



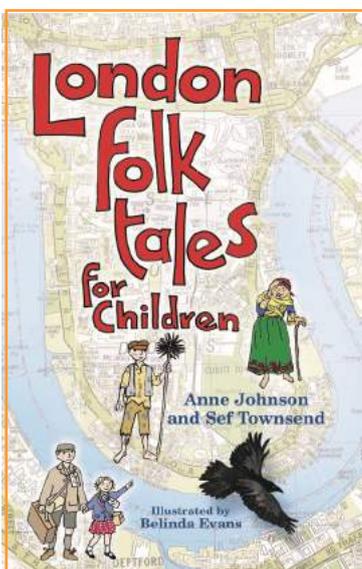
The influence of Ancient Egypt upon Victorian style, fashion and preoccupations



Explorers who set out from London

***'The sessions have been fantastic for engaging the children in genres of texts which they may not have explored before. The music adds a wonderful, immersive extra dimension and the stories are delivered with such enthusiasm that the children have been enthralled by every tale. The stories have also both complemented and supplemented our learning about the Anglo-Saxons perfectly.'* - Abigail Gardiner, Year 4 teacher, Marlborough.**

Black History Month in October gives us the added opportunity to highlight the history of the diversity of London, weaving in stories of real people with the story telling - such as Ira Aldridge, an African/American who played Othello, Richard III, Macbeth and Shylock on the stage in London in the 1830s. (we select pieces from Shakespeare's plays such as the witch's spell from Macbeth.)



Anne & Sef have written a collection of London Tales published by the History Press. 'London Folk Tales for Children' informs and celebrates the history of the cultural diversity of London. The book is dedicated to the children and teachers of Marlborough and Park Walk Primary Schools.

CONNECTING CHILDREN WITH NATURE

Why is it so important for children to feel a connection with nature? Our planet is in danger. Caring for nature is more important than ever before and caring will only come if we have knowledge and understanding of the nature around us. Many of the traditional stories we tell are built around humankind's connection with nature. So many of the stories we tell younger children are centred around anthropomorphic characters with earth, sea and sky, forests, seas, rivers, deserts as their setting,

We thank you for organising and delivering the Everyday Magic for the children. I love sitting in on some of the sessions. I find it fascinating to watch the children, as they move from being engaged to being enthralled by the songs and storytelling. You take them with you to a time and a place, it is mesmerising. There have been times when I've been transported with you and lost all sense of present time. - Paula Evans, Acting Head, Park Walk.

There is a growing understanding by those who study nature of how intricate and intelligent all forms of life are. Trees communicate and care for each other. Primates and elephants show that they have strong emotions, as we do. There is more knowledge now that can be imparted to children about the complexity and ingenuity of all life forms. The wonder is that the traditional tales embody that wisdom. A young child has an instinctive curiosity about living things – only suppressed if the adults around them pass on a sense of revulsion, fear or disinterest.



Story of the Forest song by Anne Johnson

These giants of the forest recline
Each year a new ring and
Time passing, time passing.
Beech, oak, chestnut and lime
Time passing, time passing
Each year a new ring marks the time.

Heavy heads of leaf
Bake in the summer heat.
Catkin, nut and fruit
These giants let their roots
Lift a little from the earth
To support their growing girth
Refrain: Time passing etc.

They rock and gently sigh
As the summer months slip by
Home to beetle, moth and fly
Living snug in the thick dark
Of rough and rutted bark
These creatures make their mark
Refrain: Time passing etc.

Spiders hang from silken threads
Squirrels make their beds
Badger burrows deep
Takes his rest and sleep
While the giants shelter all
From heat and fierce rainfall
Refrain: Time passing etc.

CONNECTING CHILDREN WITH NATURE

Schools display an increased awareness of the need to connect the children with nature and teachers in the Early Years ask us to link with topics such as 'Growing and Changing'. Many schools hatch chicks, pay visits to farms and outdoor classrooms. We are truly working in partnership with teachers over this and we have the treasure chest of traditional stories to help us. We have run storytelling sessions on themes such as:

Paws & Claws & Whiskers



Spring Watch



Stories from the Forest

Nature in the City



*At dusk and dawn fox is on the prowl.
From the park you might hear an owl
The owl's silent feathered flight
Scares little mouse who is out tonight.*

Minibeasts



The Turning Year



We have written new songs and rhymes and also set classic rhymes to music to making them easier to remember, such as 'Cats Sleep Anywhere' by Eleanor Farjeon and 'A Tiger Has Stripes' by Daphne Lister. We have recorded original songs, such as 'The Forest', 'Mysterious Woods' to make up a CD as a resource for schools.



Season Blues by Anne Johnson

*January's sleet, February's a puddle,
March is breeze and April is a muddle,
May is blossom, June is leaf,
July is rose, August is heat,
September is sunflower, October marigold,
November is mist, December is cold.*



TALK BOX is a small group activity which was run with Reception children at Park Walk with the focus on children becoming more familiar with the vocabulary that relates to the theme of the box and the items within it. So in the Autumn Box there were conkers, acorns, pine cones, beech masts as well as pictures of autumn leaves and the creatures we associate with the season. A little story was read to the children with a rhyme or two, then the children told their own little story (sometimes only a sentence or two) which was written down for them.

OUR ARTISTS

STORYTELLERS



Anne Johnson, Director of *Everyday Magic*, is a storyteller and songwriter committed to bringing storytelling & music into schools and making songs & rhymes for the project. She has a background in education, community publishing & voice tutoring.



Kate Corkery is an international Irish storyteller with a background in acting and fluent in French, Spanish & Gaelic. She has recently done storytelling tours of Mexico, Uruguay and Argentina and re-launched her 'Round the Fire' storytelling club at the Irish Centre in Hammersmith.

Sef Townsend has spent many years animating children and adults through story, language, rhythm and song. He has worked extensively with refugee, peace & reconciliation and inter-faith projects. He has recently toured Chile & Argentina and developed storytelling skills with EAST, a group bringing London's East Enders together to celebrate their cultural diversity.



Xanthe Gresham-Knight has been working as a performance storyteller for 26 years. The year before last she performed the Persian epic, *Shahnameh* at the Smithsonian in Washington & was commissioned by the British Museum to perform for the opening of the Asia Gallery and to create a family show in celebration of Chinese New Year.



TUUP has been telling traditional stories for over 30 years. He is also a percussive musician and songwriter with the band *Transglobal Underground*.



Rachel Rose Reed is a national storyteller working with children & adults in theatres & museums and in festivals.



June Peters has worked for the last 30 years as a storyteller in schools, museums & historical sites & internationally in South American schools.

MUSICIANS



Michele Chowrimootoo is a drummer, percussionist and sound engineer, working with children and adults as a performer & as a tutor at MIND. Alongside performing and recording songs for *Everyday Magic*, she also looks after its social media and films & edits videos of school performances.



Charlotte Higgs is a violinist who is particularly drawn towards theatre & story telling, playing with the English Touring Opera and National Theatre.



Hugo Terva is a French drummer and percussionist, playing with his own band *Metasoma* & touring internationally with a wide range of other bands & also tutoring and performing in schools.

ARTISTS FOR BACKDROPS

Joanna Sellam & Nella Novy-Johnson

GOVERNANCE & FINANCIAL REVIEW

FINANCIAL SUMMARY FOR THE YEAR

The year opened with total funds of £29,875 carrying forwards from Academic Year 2016/17 of which £19,875 was unrestricted and £10,000 was restricted for funding from John Lyon's Charity for 4 Ealing schools for Autumn term '17 and Spring term '18. During the year, thanks to the generosity of our 3 charitable funders, an extra £5,320 was raised alongside £27,610 from fees from schools and the £22,000 commission from Marlborough School for the 'We are Londoners' project, a Schools in Partnership project funded by John Lyon's Charity. Together these funded £63,555 expenditure on the schools programme and met the organisation's reserves policy by carrying forwards £21,249 unrestricted funds. Aside from the Independent Examiner's fee for the previous year and the annual domain fee for our website, there were no overhead expenses for the schools' programme (see p1 Our Funding). Consequently apart from these two items the funds raised all went on direct delivery.

OUR BIG THANKS TO FUNDERS WHO HELPED TO MAKE IT HAPPEN

- John Lyon's Charity
- Thomas's Schools Foundation
- Fagus Anstruther Memorial Trust

RESERVES POLICY / RISK MANAGEMENT

As its reserves policy, *Everyday Magic* aims to hold a minimum of one term's funds and fee commitments to ensure continuity in its ability to plan and deliver its programmes and activities. As its risk management policy, *Everyday Magic* budgeting is done on a termly basis and programme commitments are only made for the following term where school fees have been confirmed and all necessary additional funds have been secured to ensure a positive working balance is achieved. With minimal overheads *Everyday Magic* has in-built flexibility to grow or contract according to available funding.

TRUSTEES / MANAGEMENT COMMITTEE

All four current trustees are experienced teachers and educationists, who are able to contribute their knowledge of the age groups and school contexts in which *Everyday Magic* works and to advise on the value and usefulness of proposed initiatives. The recruitment of any additional trustees in the future is likely to be based on their ability to contribute in these areas.

PUBLIC BENEFIT

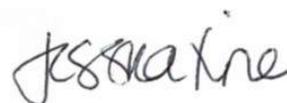
Trustees act in an entirely voluntary capacity and meet as a committee once a term – when the activities, finances, policies, strategies, feedback and impact of the charity are reported and reviewed and fresh programmes and projects agreed for the coming term. The trustees have reviewed the main activities undertaken by the charity during the year and are satisfied that they are in furtherance of its charitable objectives and have complied with the duty in Section 4 of the Charities Act 2006 to have due regard to the guidance on public benefit published by the Charity Commission.

STATEMENT OF TRUSTEES' FINANCIAL RESPONSIBILITIES

In accordance with their responsibilities, trustees have:

- Prepared a financial account and statement for the charity's financial year which fairly represents the receipts and payments for the period and are on a going concern basis.
- Selected suitable accounting policies and applied them consistently.
- Made judgements & accounting estimates that are reasonable & prudent.
- Ensured proper accounting records are kept and internal controls to ensure their accuracy.
- Regularly reviewed financial and operating performance.
- Made available to the charity's Independent Examiner all of the charity's accounting records and related information necessary to carry out her work and made a full disclosure of all relevant information.

This report was approved by trustees on 24th May 2019 and signed on their behalf by:



Jessica Finer, Chair

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF EVERYDAY MAGIC

Respective Responsibilities of Trustees & Examiner

I report to the trustees on my examination of the accounts of *Everyday Magic* for the period ended 31 August 2018.

The trustees are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 (the Act).

I report in respect of my examination of the charity's accounts carried out under section 145 of the Act and in carrying out my examination, I have followed the applicable Directions given by the Charity Commissioners under section 145(5)(b) of the Act.

Independent Examiner's Statement

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination which gives me cause to believe that in, any material respect:

- accounting records were not in accordance with section 130 of the Act;
and
- the accounts do not accord with the accounting records.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in order to enable a proper understanding of the accounts to be reached.


Jill Keehan, FCA

Date: 24 May 2019

Britt & Keehan
Chartered Accountants
33 Grimwade Avenue
Croydon CRO 5DJ



END OF YEAR ACCOUNTS FOR ACADEMIC YEAR Ending 31st August 2018

INCOME	2018	2017
	£	£
Charitable Trusts		
John Lyon's Charity	-	15,500.00
The K&C Foundation (<i>*with funding from Delanceys</i>)	-	3,000.00
Thomas's Schools Foundation	2,820.00	2,820.00
Fagus Anstruther Memorial Trust	<u>2,500.00</u>	<u>2,500.00</u>
	5,320.00	23,320.00
Fees & Commissions		
Fees from Schools – Autumn, Spring & Summer Terms	27,610.00	30,300.00
'We Are Londoners' Commission from Marlborough Primary School (a 'Schools in Partnership' project funded by John Lyon's Charity)	<u>22,000.00</u>	<u>22,000.00</u>
	49,610.00	52,300.00
Donations & Bank Interest		
Donations	-	50.00
Bank Interest	-	<u>2.11</u>
		52.11
TOTAL INCOME	54,930.00	75,672.11
EXPENDITURE		
	2018	2017
	£	£
Artists' Payments for Schools Programme	45,548.00	49,096.00
Creative Development/ School & Artist Liaison/ Evaluation/ Feedback/ Reports	14,300.00	14,350.00
Project promotion, website, materials	3,383.21	2,153.63
Independent Examiner	<u>324.00</u>	<u>318.00</u>
TOTAL EXPENDITURE	63,555.21	65,917.63
Excess of Income Over Expenditure for Period	(8,625.21)	9,754.48
Funds Carrying Forwards at 1st Sept: - <i>Restricted</i>	10,000.00	11,392.50
- <i>Unrestricted</i>	<u>19,874.51</u>	<u>8,727.53</u>
TOTAL FUNDS CARRIED FORWARDS	<u>21,249.30</u>	<u>29,874.51</u>
of which:		
- <i>Restricted Funds:</i> John Lyon's Charity	-	10,000.00
- <i>Unrestricted Funds</i>	21,249.30	19,874.51
REPRESENTED BY:		
Cash at Bank at 31 August	21,249.30	29,941.51
Late income received	-	1,000.00
Late payments	<u>-</u>	<u>(1,067.00)</u>
	21,249.30	29,874.51

Approved by the Trustees on 24th May 2019 and signed on their behalf by:


 Jessica Finer, Chair

EVERYDAY MAGIC



Website: www.everydaymagic.org.uk

Facebook: www.facebook.com/everydaymagic