

NappyValleyNet

SCHOOLS GUIDE 2023/24

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Open Day
Guide

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25 PAGES

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Single sex v co-ed
Boarding v day schools
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DEAR SOUTH-WEST LONDON PARENTS

Welcome to the ninth annual NappyValleyNet Schools Guide

A new academic year begins this month as schools continue to 'Build Back Better', with child wellbeing at the heart of many new initiatives.

The focus augurs well for pupils' overall development and educational success, which we cover in our introductory feature.

Less fluid are the choices of where children are educated. Single sex or co-ed, boarding or day, private or state, and London or out-of-town schools? We simplify the options for parents bewildered by so many possibilities.

Similarly, should a 16-year-old take A-levels, IB, degree apprenticeships, T-levels or BTECs? We've outlined all their options on page 65.

The impact of AI on every facet of our lives will not escape education, and the challenges are laid bare in page 47's feature on how AI will supercharge learning.

AI has yet to master creative thinking, a key skill employees will need. We track schools already teaching this more open-ended inquiry to match students with the needs of the modern workplace.

Our regular features on affordability, neurodiversity, tutoring, boarding, open days, registration timelines and Early Years education are also crammed into this issue.

We hope all the information and practical advice contained within these pages will lead you to the best educational home for your child.

Warmest wishes

Annabel

Founder, Nextville IP Ltd.

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Cover photograph courtesy of Dolphin School

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INTRODUCTION

STEPPING UP

Sian Griffiths, Education and Families Editor of The Sunday Times, explores if and how schools are meeting the challenge of children's wellbeing across the curriculum, learning styles and exams



Eaton House The Manor

Jemima, a bouncy Jack Russell, is the worry dog at The Roche School, a co-educational prep in south London.

The little terrier, the pet of the school's head of pastoral care, started coming into school during the pandemic. She was so

successful at helping children relax and open up and talk in the classroom that teachers have kept her on.

As schools start a new academic year three years on from the coronavirus pandemic, they are still grappling with how to best help children deal with the biggest upheaval to schooling since World War II. Jemima the worry dog is just one of many items on the agenda for change as teachers across the country continue to 'build back better'.

Building back better for schools is prioritising wellbeing in education, fostering a foundation of physical health, emotional resilience and a flourishing mind. Julie Tyler, Camp Director at Camp Suisse says, "It empowers learners to thrive, inspiring a future where success is measured not just by what we know, but by how we grow.

"When we prioritise the wellbeing of children, we create an environment that supports their physical, mental, and emotional health. This, in turn, has a profound impact on their overall development and academic success."

After long periods in lockdown children arrived back in primary schools less able to maintain friendships, share toys or follow instructions. Older children were behind in their academic work and less used to socialising.

“
Children are assessing below where they should be across all age groups
”

John Preston, MD at Mathnasium UK, has noted a clear impact of Covid learning loss. He says that, "children are assessing below where they should be across all age groups. What we are seeing when children first join Mathnasium is a significant gap between where students are in maths and where they should be for their school year group. We have seen this since the start of Covid, and even now the effects are still clearly having an impact on attainment."

The cracks began to show in nursery where children need support in communication and language. Roosha Sue, Headmistress of Eaton House The Manor



Mathnasium

THE BENEFITS OF OUTDOOR LEARNING UP TO 16

The many benefits of being outdoors speak for themselves, especially in an age when digital devices are the new norm, but outdoor learning doesn't need to stop at primary school.

For children to be outside gives them a sense of freedom beyond the usual classroom environment, where they can be at one with nature, learn key skills and regulate themselves independently. As one of our Year 2-4 teachers said, "they

didn't even need us, we were redundant".

It is just as important to get outside at secondary school and let go of the stresses that start all too early in life. Not all 16-year-olds will be climbing trees and jumping in puddles, but even creating little reading nooks and study spots in the outdoor environment can make the world of difference to the way our brains perceive what we are doing.

Source: Atelier 21 Future School

Nursery School explains, "This may be the result of a lack of socialisation, including a lack of peer talk due to social distancing, and mask-wearing parents and adults, where babies can't see facial expressions, missing social cues and words being formed and said.

"The nuances of language acquisition are lost through online alternatives and are not suitable for babies and young children. In nursery, we are now working hard to support children with any gaps in this area of development."

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Emanuel School

Further along in pupils' educational journey, schools nationwide are still reporting an increase in absenteeism and behavioural issues, including some boys' behaviour towards girls after time online exposed to porn and misogynistic sites such as those of the social media influencer Andrew Tate.

Figures from NHS Digital show that one in six children in England had a probable mental health disorder in 2021 after the pandemic, an increase from one in nine in 2017.

Alicia Drummond, therapist and founder of Teen Tips, a company which trains staff on how to improve children's wellbeing, has set up a wellbeing hub for schools, an online platform open to parents, teachers and pupils.

Drummond, who is advising schools across the country, says "worried children find it difficult to learn" and points out that their development "is badly delayed" in some cases after the coronavirus crisis.

“ Schools nationwide are still reporting an increase in absenteeism and behavioural issues ”

Fourteen-year-olds are operating at the social and emotional level of 12-year-olds and 12-year-olds at the level of 10-year-olds.

While reassuringly saying that 80% of children are coping well and "forging ahead" at school, Drummond notes that some schools are bringing in "more therapists and counsellors" and investing in questionnaires for pupils that are designed to pick up issues before feelings escalate, developments she welcomes.

INCLUSIVITY, EQUALITY AND DIVERSITY

We are committed to creating and sustaining a community in which all people, from all backgrounds and cultures feel included, respected, and able to have their voice heard.

Our commitment to inclusivity, equality and diversity is reflected in our day-to-day approach to school life and underpinned through our policies, procedures, staff and governor training, and pupil education. This is evident in our pupil groups, which meet regularly and have effected tangible change in the school. Each group has a member of staff helping to lead them. Matters raised in these meetings are brought to the attention of the senior management team and governing body, as well as made known to the wider pupil community and parents.

Source: Emanuel School



London Park School Clapham

WELLBEING: BEING COMFORTABLE, HEALTHY OR HAPPY

Wellbeing, kindness and resilience are in the sedimentary layers of our curriculum and several core aspects to our ethos have been in place since the school was founded.

Love for one another comes from a place of respect and tolerance where we celebrate differences in backgrounds, beliefs and identities. Having wisdom as a child is crucial, and when we own our knowledge, we have a better sense of self-assurance and self-care to tackle problems, understand the feelings of others and take action. Similarly, recognising our mistakes or challenges enables us to confront them, allowing positive thought which helps us make progress.

These life skills sit within the curriculum, paving the way for independence in work, mind and thought so that critical thinking comes with much greater ease. Children are comfortable challenging each other, asking questions and developing their sense of agency.

Source: Dolphin School

At The Roche, where 70 children apply for 35 places each year and fees are £6,420 for the upper school, Sophie Roche says “we have put more [resources] in to help children develop socially, separate from their parents, and resolve conflict.”

The 280-pupil school has a drop-in centre staffed by teachers trained in therapy. Parents or staff can refer children there to get advice on issues ranging from missing mum to “more serious worries such as bereavement, divorce, moving school, low self-esteem and anxiety,” says Roche. Children can also self-refer.

EATING DISORDERS

Eating disorders rose by 42% and self-harm by 38% in teenage girls aged 13-16 during the two-year period of Covid according to a study of nine million British adolescents. The study, published in The Lancet from the diagnosed medical records of 1,881 GP practices, also showed a spike in 17-19-year-olds but to a lesser degree. These figures compare with the number of cases that would have been expected.



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Camp Suisse

One tried and tested way of boosting wellbeing is getting children out into healing nature to learn and build confidence.

Woldingham, a leading UK day and boarding school for girls aged 11 to 18 set in 700 acres in the Surrey Hills, a 25-minute train journey from Clapham Junction, has opened a new outdoors education and adventure school since the pandemic.

Dr James Whitehead, headteacher of the school, one of the oldest girls-only schools in the UK, says “we are also making the centre available for use by local prep and primary schools. Access to green space, exercise and fresh air has a range of benefits for young people, as we nurture their wellbeing.”

According to Drummond, schools are also labelling meals in the dining room with lists

WELLBEING AT SCHOOL

We believe that balance is key to creating an educational environment where children flourish. Pupil and staff wellbeing is embedded in the structure of our timetable and the co-curricular and pastoral environment we provide. Children need to live and work in safe and supportive environments, building healthy relationships and discovering their passions in life.

When it comes to strategies that relieve the pressure of exams and academic attainment, we focus on teaching critical

thinking skills that inspire children to take control of their own learning and organisation. This is balanced with a co-curricular programme, providing sport, drama, music and a range of activities and opportunities so every child can follow their own journey and find their talent, supported by their friends. By the time pupils leave us, we hope they are resilient, well-balanced and independent young people, ready to go out and make a difference in the world.

Source: Cranleigh School



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For more information go to www.alleyns.org.uk/admissions
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The Roche School

THE IMPORTANCE OF PLAYTIME

A study of 1,000 parents with two-to-eight-year-olds concludes that playtime sparks imagination, boosts social skills, creativity, original thinking, and builds the skills for children's development. The study, by Disney, says play could help lead to careers from science to performing arts.



One tried and tested way of boosting wellbeing is getting children out into healing nature to learn and build confidence



MUSIC AND PERFORMANCE

Music and performance are key aspects of children's learning at school. Not only are subjects like music and drama fun but they start developing essential life skills from a young age, including public speaking, excellent memory recall and determination.

At The White House Prep, every child learns the ukelele and over 70% of children take up private music lessons. With options from piano to strings, percussion, woodwind and voice, there is an instrument for every child to find their passion. Music is celebrated in assemblies and through dedicated house events for Juniors and Seniors. The annual Year 6 talent show, hosted by the Year 6 pupils, is a highlight where children can show off these skills, even writing their own music and lyrics. We take pride in the music we offer in a broad and balanced curriculum which sees the long-term positive benefits that music and performance bring.

Source: The White House Prep

of ingredients and nutritional values, as well as offering sleep lessons to parents and pupils alike.

One of the boldest initiatives is the opening of a brand-new senior school designed along wellbeing principles.

London Park School Clapham, a secondary school, will be small - no more than 250 pupils: research shows that teenagers can get lost and struggle in very large schools, of which London has many in the state sector. The co-educational school will accept 80 pupils in the first year and will admit pupils at age 11 and 13. Fees for 2023/24 are £7,950 a term.

Suzie Longstaff, former head of Putney High School GDST, is overseeing the setting up of London Park School Clapham, as part of a group of new secondary schools for Dukes Education, which already owns prep schools including Broomwood and Eaton House The Manor.

A site has been bought on Clapham Common and the new school, led by headteacher Paul Vanni, opens this September. "It is small and caring and wellbeing is at its heart," says Longstaff.

"There is a real demand for it because schools in London have been getting bigger and bigger, but post-Covid there is

a shift back to children and their needs, including thinking about and meeting their neurodiversity and learning styles. This is where small can be better; the schools will have a nurturing ethos which is difficult to achieve in larger schools. We want to change the face of education.

“The idea is to have a strong community focus, with students taking part in volunteering locally. It is time for change; post-Covid the landscape of education is shifting.”

Longstaff is among many education leaders now also calling for a new curriculum, away from old rote learning models. “We see a need for a focus on creativity, climate change and cyber skills, giving children the tools to thrive in society in the future.” As in Woldingham, children will be taken out of the classroom to “learn by doing”, including with a link up to the

HOW TO HELP YOUR CHILD DEVELOP RESILIENCE

Resilience is defined as ‘the capacity to withstand or to recover quickly from difficulties; toughness’ and is an essential life skill. Developing confidence is a crucial part of this and schools do all they can to help. So what can parents do?

- Encourage children to try new or ‘difficult’ things that require perseverance and show the benefits of practice, such as sport, drama and music, helping to develop determination.
- Reassure them that failure is part of the learning process; praise them for their attitude and effort, not just their achievement.
- Facilitate and encourage sensible risk-taking; don’t tell them what they can’t do, but be there to support, encourage and celebrate their effort.
- Being away from home on school trips and learning to navigate new adventures can do wonders for building self-confidence.

Adult life is tough and will only get tougher; helping our children build the resilience they need to cope and flourish is crucial.

Source: London Park Schools



Woldingham



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Tall Ships sailing project in which children learn how to sail a tall ship by spending time at sea.

Even before the pandemic, hot-housing and intensive coaching for admissions tests to highly selective senior schools had been blamed for growing levels of anxiety among children in the capital. Up to seven children compete for each fee-paying senior school place.

Just before Covid in 2019 the ISEB announced that Britain's oldest exams were to be reformed. The board brought in online pre-tests to Common Entrance. Pupils in Year 6, aged 10 and 11, can sit the computerised pre-tests in their existing primary and prep schools. Prep and junior schools are still adjusting the way they teach to the new qualifications, which are designed to ease some of the pressures on

“
Senior schools are using the pre-entrance tests to select pupils in different ways
”

young children by allowing them to sit just one set of tests.

Senior schools are using the pre-entrance tests to select pupils in different ways, with some still setting their own additional tests and interviews. Some schools, such as Alleyn's, use the pre-tests to sift out up to

POST-PANDEMIC PERSONAL DEVELOPMENT

International trips for youngsters offer endless opportunities for personal development, especially now. After a prolonged period of restricted travel, young people can explore the world and reap the benefits of new experiences in diverse cultures and environments.

Trips abroad, whether a school trip with teachers, a family holiday, or an independent experience at a summer or ski camp, provide opportunities for self-discovery and personal growth, encouraging youngsters to explore their passions, interests and talents away from their home environments.

Exposure to different cultures, traditions and languages can inspire open-mindedness, new perspectives, and promote empathy and understanding among young people. Stepping out of your comfort zone and facing new and different challenges is a proven pathway to developing resilience.

An international trip can not only boost confidence, but also empower young people to become well-rounded individuals who are more adaptable, culturally aware, and equipped to thrive in an increasingly interconnected world.

Source: Camp Suisse

half of the candidates applying while others look at the results as part of a package that includes English, maths and reasoning tests, and interviews following the pre-tests.

Longstaff says, "I have worried about the impact on wellbeing of exams and tests on kids." At the new school children will be assessed "holistically using fun assessments and reports from their previous schools."

After two years when GCSE and A-level exams were scrapped and teachers awarded children grades, this summer saw another round of traditional examinations and the return of the tougher grading of papers that was in place before the pandemic. Schools have brought in counsellors to help children unused to formal exams - who have also missed days of learning this year due to teachers' strikes - turn up on the day and manage their stress levels.

To help children catch-up on the months of lessons lost due to Covid-19 forcing school closures, the government has also brought in a parent pledge, promising free catch-up tutoring through state schools



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SCHOOL PROFILE

FROM START TO FINISH

Loved locally for its reputation as a family-run school, where every child is known and valued, The White House continues to create opportunities for their children to excel throughout their time at school and beyond the 11+

This unique school has won the hearts of its close parent community by delivering an exceptional experience, where children of all ages can shine in an environment that is always keen to celebrate having a go, whether in class or in the multitude of extra-curricular and events the school offers.

To create a culture like this, opportunities for children at every age and in all areas of the curriculum are key. A recent Inter-House Music competition opened with a Reception child's fantastic performance of a Billy Elliot song which saw the whole school on their feet in rapturous applause. The school is renowned for ensuring every pupil displays their public speaking skills in a performance or assembly. It is this dedication to building every child's

confidence that creates such remarkable children, delighted to share in each other's success.

The school prides itself on their year groups mixing, often with dedicated Prefects to manage this. In Year 6, the House Captains are key together with the Year Group captains who support their allocated classes and help with reading and offer peer pastoral support. The sense of responsibility the older children feel for the younger is something they are incredibly proud of. The younger children benefit hugely from this interaction, looking up to and emulating their role models, creating a culture of positive behaviour which encapsulates the family spirit throughout the school.



The journey ends in Year 6, when pupils leave to go to top London day schools and some boarding schools. Recently, the school has grown from one to two forms per year, and in the coming academic year the first two-form entry will graduate with a full quota of leadership experience, extra-curricular activities, sporting opportunities, performances, charity days and enterprise initiatives under their belts. The school's multi-million-pound investment in facilities over the last couple of years has made this educational experience even better, with an immersive, innovative STEAM classroom built over the summer. Next year their nurseries, Woodentops Nurseries, will see a new opening to join their current locations in SW4 and SW12.

As the last purely family-owned and run school left in Nappy Valley, staff retention is high so as pupils develop, long-standing teachers can spot their interests and talents and help advise parents in how to nurture these skills. Parents are reassured and happy in the knowledge that their child is truly seen by the staff, and the sense of community among parents is strong. It's through both the school's family ethos and the families that make up the school that The White House remains a unique institution offering an unrivalled experience. ■



DID YOU KNOW...

75% of mental ill health develops by the age of 18.

Source: Mental Health First Aid England

play their part in building back better. "We are working hard to support children in COVID-related developmental gaps," she says.

"Practitioners and parents can have a lot of fun with children, while supporting them in the strands of communication and language; understanding, speaking and listening, and attention.

"Take some time out to tune into your little one's language. Have fun, be silly with words, sing songs loudly and make up rhymes together, perhaps involve siblings and grandparents. These small steps can help inspire a love and curiosity of the English language that will last a lifetime." ■

for children who have fallen behind. The tutoring offer is still available though some headteachers have criticised the usability of the online tuition.

With the cost of living crisis hitting parents hard, families will be alarmed to learn that school fees rose on average nearly 5.6% this year, according to a 2023 census of the Independent School Council's 1,395 schools, with some schools hiking fees by as much as 10%. The average annual day fee in senior schools is now £16,656 according to the ISC. At Whitgift in Croydon, senior school fees will rise from £22,269 in 2022/23 to £24,462 in 2023/24; at Alleyn's they will go from £22,860 to £25,020.

Fees at Trinity have risen 11% this year after serious debate, explains Head Alasdair Kennedy. "In considering our fee level for next academic year, we have weighed carefully with our governing body the real needs of the school alongside the pressure on affordability for many families. Trinity's

fees remain below those of our competitor schools, but this requires careful planning and management to ensure we can provide the highest quality of education both now and in the future" (see our feature on affordability on page 94).

Meanwhile in one of the most exciting developments for many years, schools are offering families free parenting classes which include tips on stopping children vaping and enforcing sanctions for misbehaviour - something Drummond says some parents are reluctant to do after many youngsters had such a difficult time in the pandemic.

"Schools are making huge amounts of effort to bring parents on board," says Drummond of Teen Tips. "The best environment for children is when schools and homes are closely aligned. Children need this now more than ever as we all build back better."

Roosha Sue, Head of Eaton House The Manor Nursery School, agrees that parents can

HEAD START



Dulwich College has appointed Andy Threadgold as Deputy Master Academic and a member of the College Leadership Team. He was formerly Acting Deputy Master Academic



Dulwich College has appointed Jo Parker as Head of DUCKS Infant School. She was formerly Deputy Head and Acting Head of DUCKS



London Park Schools has appointed Suzie Longstaff as Principal. She joined in April from Putney High School GDST where she was Head



London Park Schools has welcomed Paul Vanni as Head. He was previously founding Head at Kensington Park School, a co-educational day and boarding school



Putney High School GDST has appointed Jo Sharrock as Head. She was previously Head of Shrewsbury High School, also part of the GDST



Streatham & Clapham High School GDST has welcomed Cathy Elliott as Head. She was formerly Senior Deputy Head at St Mary's School Ascot



SCHOOL PROFILE

A VIBRANT APPROACH TO ACADEMIC EXCELLENCE

Eaton House The Manor has a long upheld and well-respected reputation as an academic powerhouse in south-west London, and this year it has celebrated many generations of academic success at 125 years

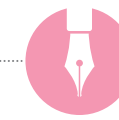
Alongside a first-class approach to education, boys aged two to 13 and girls aged two to 11 enjoy a happy, active learning environment, with inclusivity and diversity at its heart. The latest 2022 ISI Report on the school, which consists of a co-ed nursery and separate boys' and girls' pre-prep and prep schools occupying neighbouring buildings on the same site, said: "Pupils of all ages and abilities achieve highly in all areas of the curriculum. This is a notable achievement given that the school does not select pupils on entry in terms of their academic prowess." The report goes on to say, "The school is a diverse community and one in which pupils delight in each other's differences and celebrate them," and both teachers and parents join them in being proud of their kind and supportive community.

An exciting and vibrant co-curricular and extra-curricular programme gives teachers the opportunity to discover their pupils' talents, so every child has the chance to find their stride, staying true to Principal, Mrs Sarah Seagrave's, mantra, "No child shall pass unnoticed." Sport plays a huge part in daily life and teams regularly win in local and regional competitions at every level. There's plenty of time for fun too! Recently, the playground was turned into a Victorian funfair and at Christmas, snow is blasted from the entrance to create a magical exit for the end of term.

Pupils are encouraged to maximise their potential, and the range of scholarships achieved across academics, music and sport demonstrate this. Scholarships to boys' schools include Dulwich College, Eton College, Westminster School, St Paul's School, Tonbridge School, Radley College, Charterhouse School, Harrow School, Whitgift School and King's College School, Wimbledon.

Girls win places at a number of top schools, including James Allen's Girls' School, Woldingham School, Benenden School, Wycombe Abbey, Streatham & Clapham High School, Alleyn's School, Putney High School, St Mary's School Ascot, St Paul's Girls' School and Cheltenham Ladies' College. Many attain scholarships with 11 gained in 2023.

It's not just the children who are winning accolades. The school is a truly green site with eco-friendly building techniques, living walls and roofs, and an exciting education programme in this area. They are recent Gold Winners in the City Kids Green Awards, 2023. Eaton House The Manor Prep was a runner up in the TES Prep School of the Year Award and the group has been nominated seven times in the Independent School Parent awards. With a new Wellbeing Hub being built in the next academic year, this is a school with a rich past and an eye firmly on the future. ■



CHOICES

RIGHT MOVES

Choosing the appropriate educational path for your child is as challenging as the choice is bewildering. Nicola Woolcock, Education Editor of The Times, guides parents through the maze of opportunities



Sydenham High School GDST

The choice of schools for parents remains as robust as ever - more so for those leaning towards private education according to the figures which show a growth in the number of independent schools in the last year.

Fee-charging schools are certainly not about to disappear, despite Labour's plans to end their tax breaks if they win power in the

general election next year. But the fees they charge have raised eyebrows, particularly in a time when so many are struggling with the rise in the cost of living.

Fees were frozen at many schools during the pandemic but schools are now making up for that loss of income. The latest Independent Schools Council census shows fees increased by 5.6 per cent in this academic year, the highest since the



DLD College London



Alleyn's

“ London and its south-west neighbouring counties are, of course, teeming with strong schools, both state and private ”

financial crash of 2009. Many expect next year's to be even higher, with some boarding school fees north of £50,000 a year.

The average day school fee is £16,656, an increase of 37 per cent in the last 19 years, while the average boarding fee has risen by 41 per cent to £39,000.

Families remain keen, however, and prepared to dig deep. Growing numbers are supported and receive help with fees, £1 billion was received by pupils in 2022 from schools themselves.

“We have access to resources and expertise which is simply not available to our

colleagues in the state sector,” argues Louisa McCafferty, Head of Broomwood Prep - Girls. “This means our children have opportunities to explore beyond what is learnt in the classroom with the aim of educating the whole person - whether this is through specialist sport training, subject specific workshops or the state-of-the-art equipment in our DT suites or cookery school.

“Many of our staff are subject school specialists who have a passion and depth of knowledge you might not usually see at the primary level,” she adds.

Nonetheless, parents considering an

THE WORD

The debate over whether schools watchdog Ofsted should retain the single word overall judgement grade has concluded that it will stay, but changes will be made to school inspections and to the inspection process, with a revised complaints procedure and new wellbeing investment from government. Specifically, inspectors will return more quickly to schools graded ‘inadequate’ where this is only due to ineffective safeguarding.

independent school for their children should ask about school plans if Labour do win the election and implement their policy, which is likely to lead to VAT being charged on fees. Will the entire cost be passed on to parents? What contingency plans or support are in place?

London and its south-west neighbouring counties are, of course, teeming with strong schools, both state and private. Ernest Bevin Academy is the only boys’ state school in Wandsworth, at a time when the overall number of boys’ schools in the country is falling. It has just joined United Learning, one of the biggest academy trusts.

Boys exceed national progress levels and many leavers head to Russell Group universities including, last year, medicine at Cambridge and computer science at UCL.

Of joining United, Tracey Dohel, the principal, said: “We know their aims resonate with our own; a high expectation of the quality of education and pastoral care, preparing students for life, and the quality of the environment and relationships.

“We take pride in our students’ development as well-rounded global citizens, achieved through exceptional pastoral

TRANSITION FROM PREP TO SENIOR SCHOOL

- Attend open days and induction days to get a feel for the school
- Make sure you are prepared for your first day - check the school kit lists and your timetable if available
- Join as many clubs as possible - they're a great way to make friends
- Do your homework the day it is set and pack your bag the night before school
- Drink plenty of water, eat healthily and get a good night's sleep

Source: Streatham & Clapham High School GDST

OPEN MORNING 23/9/2023
OPEN EVENING 28/9/2023

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WHITGIFT

WANDSWORTH STATE SECONDARY SCHOOL ADMISSIONS

- Applications to join Year 7 in September 2024 opened online on 1st September 2023 and close on 31st October 2023
- You can put up to six schools on your application form and must list them in order of preference - just putting one school on the form does not mean you will get a place there
- Check carefully whether the schools you are applying for have any extra admissions requirements, eg. the Wandsworth Test or a supplementary information form
- Offers are made on the evening of National Offer Day, 1st March 2024. You should accept or decline your offered place immediately. If your child is offered a place at a lower preference school, they will remain on the waiting list for the higher preference school(s).

Source: Ark Bolingbroke Academy



The White House

care, academic education and enrichment opportunities.”

Many private boys’ schools have taken girls in recent years but Ernest Bevin Academy has no plans to follow suit, apart from its sixth form which is already co-educational.

“It helps keep a well-balanced community at a crucial time during their adolescent life,” Dohel says. Girls joining in sixth form are welcomed and given help and guidance about settling in, including an induction day to support their transition.

There is a quiet area of the sixth form centre that is just for the girls to meet and talk, knowing that they are in their own environment, and the pastoral support manager talks to the girls about their needs. The school attracts families from across neighbouring boroughs and says many join across generations, welcoming pupils whose fathers, uncles and grandfathers came to the school.

There is no dearth of private schools stretching out of London from Wandsworth and its environs, both single sex and co-educational, day and boarding. Eton, the most famous school in the world, has categorically stated that it won’t be taking girls but other big names are going co-ed. Winchester recently took female

“
Eton, the most famous school in the world, has categorically stated that it won’t be taking girls
”

day pupils and plans to admit girl boarders from next September. Charterhouse now takes girls in all year groups. Westminster is reportedly aiming to become fully co-educational by 2030.

However, another boys’ school, Whitgift, has - like Eton - no plans to take girls. On the border of town and countryside, in South Croydon, it is equidistant from the vibrancy of Brixton and the verdant surroundings of Surrey National Golf Club.

It is a day school that also has around 100 boarders among its 1,500 pupils.

“If it’s a binary choice, we’re a town school rather than a country school,” says its headteacher, Chris Ramsay.



Broomwood Prep - Girls

DID YOU KNOW...

Zoopla estimates that there is a premium of £83,000 on properties within the catchment areas of top performing schools.


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Parent of The Hampshire School Chelsea, 2023

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The Roche School
40 Years of Inspiring Education



36 Scholarships in 11+, 2023
Nursery and Primary Schools, Wandsworth and Putney

"Most of our boys come from Wandsworth, Balham and Clapham but some come up from Surrey and East Sussex. It's one of its big strengths, that we have boys from a lot of geographical locations.

"Going single sex is not in our five-year plan, but that doesn't mean it will never happen. At the moment we're really oversubscribed as a boys' school. We make a big thing of letting boys be boys but take very seriously educating them in their attitudes to women.

"We don't just have sports; boys do dance, drama and jewellery-making." Of the fees - £24,400 for day pupils and nearly £48,000 for full boarders, Mr Ramsay adds: "We've been pretty fortunate that parents are supportive but we have had more requests for fee assistance. The Whitgift Foundation offers a large number of bursaries and we also fund school bursaries as well." About a quarter of pupils receive means-tested fee assistance. Many boarders start as day pupils then ask to board as they get older - "we are our own biggest feeder school for boarding," Mr Ramsay says.

BUILDING MOTIVATION IN BOYS

'It's not that I can't do it, it's that I can't do it yet!' We adopt clear strategies to motivate the boys in our charge to want to expand their own potential.

Champion creativity and independence

We support boys' individuality and freedom of expression, while challenging 'permission culture' and anxious perfectionism in relation to schoolwork

Break down the steps to success

We seek to support every child by breaking each task down into small, achievable steps that form part of a challenging trajectory for that individual

Celebrate small wins

We offer well-judged praise for effort which reinforces self-esteem and motivation

Accept that motivation can ebb and flow

We do not expect our pupils to be robots with equal levels of motivation every hour of every day

Believe that 'Everyone Can'

We run welcoming and inclusive classrooms, with a culture of high expectations for all

Source: Eaton House The Manor

TIPS FOR PRIMARY SCHOOL OFFER DAY

A child starting school for the first time is a huge milestone for every family and a daunting experience for many.

- Read your offer letter carefully to understand your allocation, making notes of any important information
- Consider your options - if you're happy with the school your child has been allocated, congratulations!
- Appeal the decision if you're not happy with your offer
- Join a waiting list

• Consider independent schools

Independent schools can offer your child a customised learning experience based on their needs to ensure they are happy, thrive and achieve the best of their ability. Children benefit from smaller class sizes and more attention from specialist teachers; there is also more emphasis placed on character development which can be nurtured through a broader range of extra-curricular activities.

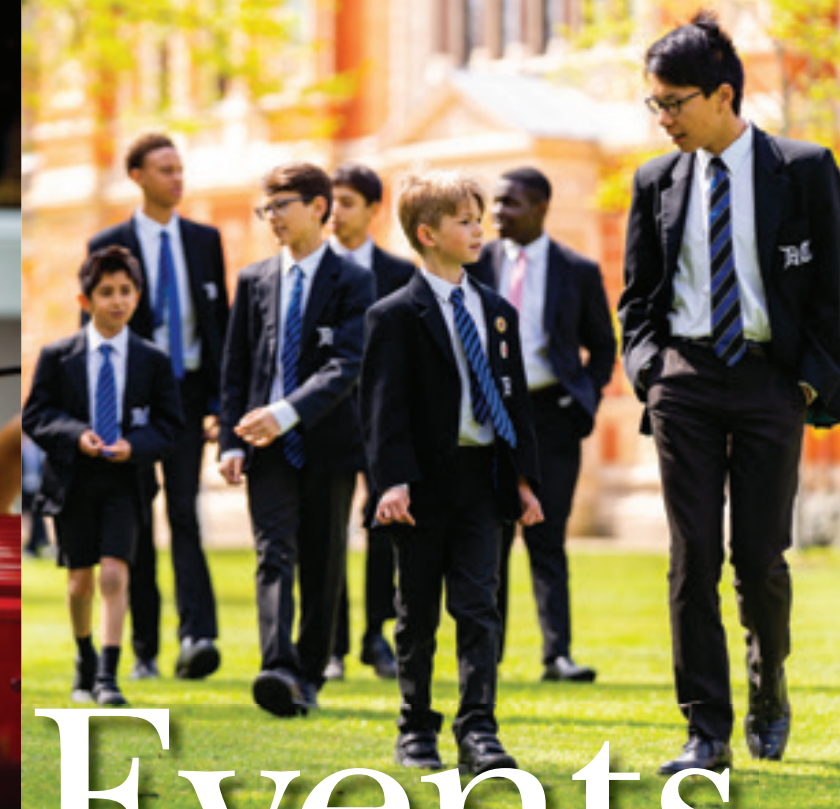
Source: Wandsworth Preparatory School

Girls wanting a single sex education are well catered for in south London with James Allen's Girls' School, Streatham and Clapham High School, Sydenham High School and Wimbledon High School, among others.

There is also a plethora of co-educational schools, both in town and further out - such

as Alleyn's School in Dulwich and Cranleigh School, close to Guildford in Surrey.

Jane Lunnon, Head of Alleyn's, suggests they have the best of both worlds in "beautiful leafy Dulwich with the City twinkling on the horizon". She describes the pupils as grounded, unselfconscious and a joy to work with. Outstanding academic



Open Events



Entry into Years 3 and 5 (ages 7 and 9)

Entry into Year 7 and Year 9 (ages 11 and 13)



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BUILDING A POSITIVE MATHS MINDSET

"Children don't hate maths. What they hate is being confused, intimidated and embarrassed by maths," says Larry Martinek, founder of Mathnasium.

As a parent, embrace opportunities to explore maths in everyday situations - while you're shopping or cooking, for instance. Focus on understanding concepts and processes, not just answers.

Encourage your child to talk about how they approached a problem or ask them to teach you something they've learned. Explore the world around you together, seeking out numbers and patterns. Engage older children in conversations about maths underlying news reports or headlines.

Incorporate maths into activities and games that promote logic, critical thinking, and numerical skills. Maintain a positive approach to maths, fostering a 'have a go' attitude, where mistakes are embraced as part of the learning process, replacing fear with a positive outlook.

Remember, you are the key to unlocking your child's potential in maths!

Source: Mathnasium



cricket, golf, rugby, tennis or just wander around the 280 acres.

"The location makes a difference, especially for London parents, who like the focus on the countryside," he says. "Pupils are out playing rather than sitting on a bus at 6pm."

Around 35 pupils of the 700 are still full boarders showing how widespread flexi-boarding has become. Most hail from Surrey, Sussex and London and Mr Reader says the school would like to attract more foreign

“

I truly believe outstanding education comes in many forms; there is breadth of choice in this area

”

FINDING A SCHOOL PLACE

A survey last year found that a quarter of parents lie, or at least bend the rules, to try to secure places in good schools. Official numbers suggest about 15% of applicants did not get into their first choice of school in the last academic year. For the new academic year, it is estimated that about 100,000 pupils will miss out on their preferred school from the 640,000 pupils who apply for a Year 7 place.



results are not the only focus, music is a "massive thing", as is drama and making pupils feel part of a warm, connected community outside the school.

"Our children are operating in the context of an incredible city and part of a great education enables connection with a whole host of different activities. A tenth of pupils are on bursaries of more than two thirds of fees."

Most children come from only a few miles away and Lunnon adds: "I truly believe outstanding education comes in many forms; there is breadth of choice in this area. The challenge for parents is to take time to find the school that fits their child."

Mark Peters, Diversity & Inclusion Head at Hornsby House in Balham, sees many advantages to a London-based education. "One of the huge benefits of being part of a school community in London is the incredibly diverse nature of our city and all

that brings," he says. He believes a London-based school can work and collaborate with a variety of diverse organisations which help break down assumptions, stereotypes and apprehension in order to accept and celebrate our differences. "We need to educate ourselves in the variety of religions, cultures and heritages around us. We want to help our children to be kind and embrace the diversity of London, to add richness to their lives and allow them to understand and celebrate everyone's uniqueness."

Nonetheless, for those with a rural preference, there are plenty of choices not far from the M25. Although principally a boarding school, a quarter of Cranleigh's pupils are day students while most of the boarders go home for the weekend after Saturday sporting fixtures. When interviewed, Martin Reader, the head, had just returned from a nature walk around the grounds with pupils, spotting 20 species of bird and five of butterfly. Pupils can play

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THINKING BEYOND ACADEMICS

With the increased competition for schools at 11, both independent and maintained, it is easy to forget that children won't necessarily peak at the end of primary school. Boys and girls are specialising at younger and younger ages in music and sport, when evidence suggests that trying their hand at a variety of activities develops a greater number of transferrable skills that serve them better as they enter their teens.

Encourage your children to give all the co-curricular areas of school a try, keeping the door open across sport, music, art and drama, and even if they're not top team material or don't make the selective choir by Year 6, they will have the confidence to give it a go at secondary school. It's not just about achievement in these areas but creating shared memories and experiences as well as providing a fantastic way to make friends quickly, so important as they navigate the challenging teenage years.

Source: Source: Hornsby House School

boarders to help pupils become global citizens.

There are equal numbers of boys' and girls' boarding houses and plenty of mixed sports and activities. "We get very good results, but our value added is very important," he adds. "We're a selective school but not super-selective, we give siblings priority and want pupils to be rounded in sports, music and drama."

Some families dip in and out of private education, choosing state primaries followed by independent secondaries or vice versa, depending on the child or what is available in their area.

While south-west London and the adjoining home counties have big name secondary schools, they also have small and nurturing fee-charging preps.

The Roche School, which caters for two to 11-year-olds, says its homely atmosphere is at the core of its mission. Headteacher Vania Adams was a teacher when it was founded in 1983 by Carmen Roche, and she returned 14 years later.

She said: "Our unique selling point is the lifelong happiness of the children. That means not only teaching them with academic rigour but providing as broad and enriching a curriculum as is possible, with

opportunities to challenge and open their minds. It also means developing them as human beings who will do good in the world. A home-from-home feel and high-quality teaching remain at the core of our mission."

The school claims it goes beyond local state primaries and other independent



Cranleigh School



Putney High School GDST

“Boys and girls are specialising at younger and younger ages in music and sport”

schools, with small class sizes, additional maths and English groups from Year 1 upwards, more sport than average and PE lessons with specialist teachers, and a bespoke 11+ service with secondary-trained teachers to provide challenge. Parents attend a series of meetings to help choose the right senior school for their child and three dozen pupils achieved scholarships in the 11+ this year.

The school is very much a London establishment, saying: "We have a diverse cohort that reflects multicultural London (29 languages spoken) and a forward-thinking approach to equality encapsulated in our vision of fostering global citizens." This extends to having a Spanish bilingual stream,

This school could now be judged **OUTSTANDING** (Ofsted, May 2023)



OPEN DAYS

Thursday 5th October 2023
5:15pm - 7:15pm (Evening)
Principal's talks - 5:15pm, 5:45pm & 6:30pm

Saturday 14th October 2023
9:30am - 12:30pm (Morning)
Principal's talks - 9:30am & 10.45am

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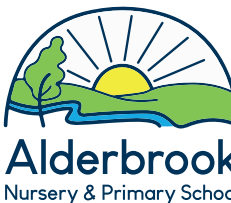
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WHY CHOOSE A BOYS' SCHOOL?

Tailored teaching methods

Catering specifically to the needs and learning styles of male students, teaching techniques used may promote active learning, hands-on activities and competition, which can engage boys more effectively.

A focused learning environment

Without the presence of girls, boys may experience fewer distractions, enabling them to concentrate better on their studies. This can lead to improved academic performance and the development of strong study habits.

A wide range of extra-curricular activities and sports programmes

This fosters a sense of camaraderie and healthy competition, encouraging boys to develop their talents and leadership skills.

A nurturing environment

Boys can freely express themselves, explore their interests, and develop their individuality without fear of judgment or stereotypes.

While the decision depends on personal preferences and educational goals, the unique advantages offered by a boys' school can contribute to a well-rounded education and personal growth.

Source: Ernest Bevin Academy

WHY GIRLS PERFORM BETTER IN SINGLE SEX SCHOOLS

Whilst girls and boys don't differ in terms of their academic potential, there is strong evidence to show that the learning needs and preferences of girls are very different to those of boys.

In co-educational settings, boys can have a tendency towards monopolising discussion and assuming more domineering roles in group work. This can lead to girls feeling less confident at taking on leadership roles or risks. A girls-only classroom gives girls the space to learn in an environment free of gender stereotyping or pressure to conform.

Girls often adapt their behaviour in the presence of boys to their own disadvantage, and feel pressured to conform to prejudicial gender roles, particularly when it comes to subjects traditionally dominated by men such as STEM and sports. Single sex settings allow teachers and schools to focus more effectively on the needs of individual girls, allowing them to learn without limits.

Source: Sydenham High School GDST



starting in Reception and running until Year 2. Three times as many families chose this route as expected in the first year, and few had an existing connection with Spain.

Fees are up to \$6,420 a term and Adams said: "The climate continues to be difficult as we are one of the few remaining schools that is family-owned and run. However, we place our resources where it matters most: with the pupils."

Whether a busy London school, a day school in town or in the countryside, or boarding - there is another option where families see more of their children without having to find the time and the knowledge to home-school.

Virtual schools existed long before the pandemic, but it was only during lockdown that online learning became almost universal through necessity. As restrictions eased and many returned to normal, in-person classes, some families found their children had flourished with remote learning.

Others are coming to it new, for a wide variety of reasons. Minerva's Virtual Academy has seen the number of pupils increase by 50 per cent in the last year, from 200 to 300.

It says: "With every new enrolment, we hear unique stories and motivations. We're seeing students who've experienced

anxiety in traditional school settings finding solace in the supportive and flexible environment we provide.

"They're able to engage with learning at their own pace, without the pressures often associated with physical classrooms. The same is also true for neurodiverse

students, who often struggle to get the correct levels of support from bricks and mortar schools, and who can better focus within a sensitive learning environment that removes many of their triggers."

The school also caters for exceptional athletes or musicians who need to fit their



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creating a very strong community,” Mr Tubb says, “through weekly assemblies, a wellbeing programme and clubs. Every pupil up to Year 11 joins at least one club and may join more - from art to film production, debating to E-gaming.”

The school also hosts virtual talks by inspirational speakers, to which parents are also invited, has in-person meet-ups twice per term at venues around the UK, and organises social drop-in sessions.

Exercise and regular breaks are encouraged, during weekly wellbeing lessons. Mr Tubbs adds: “Families say they did not realise there was an alternative to bricks and mortar school, and would not have thought of it had they not seen how well their child was performing when learning from home during the pandemic.” ■



SCHOOL PROFILE

A UNIQUE MODEL OF EDUCATION

Broomwood Prep has long been known for the exceptional structure of its prep schools, and now it is evolving to maximise the experience for all pupils

“
This academic year we’ll be introducing lessons on the history and implications of AI for all age groups
”

academic work around their commitments in other fields. Fees are £6,950 a year - a third that of many independent schools.

Headteacher Lawrence Tubb says: “Education like this has not been available to these children before now, many of whom are practically forced to stop learning at 16.” A key attraction for many parents is its commitment to personalised learning, he says.

Like growing numbers of independent schools - particularly with fast developments in artificial intelligence throwing doubt on the authorship of homework - Minerva uses flipped learning. This means pupils prepare in their spare time and complete work and discussion in lessons. Mr Tubb adds: “We are preparing our students for a rapidly changing world by equipping them with future-focused knowledge. This academic year we’ll be introducing lessons on the history and implications of AI for all age groups.”

Pupils choose between 21 subjects for their GCSEs and 12 for their A-levels.

While it suits some children, how does the school ensure they are not lonely and isolated? “We place a large emphasis on



CO-CURRICULAR OPTIONS

One of the most exciting parts of moving up to a secondary school is the array of co-curricular activities on offer to your child. From a wide range of sporting clubs to creative, exploratory or performing arts clubs, there will be something to suit all interests.

Although the options can be daunting at first, the best approach can be to sit down and talk through the choices. Finding a combination of some familiar

activities, as well as new clubs and societies to explore is a great starting point. Even though your child will have some staple interests they’ve developed through primary or prep school, trying something new is a great way to meet friends and potentially find a new passion. The best schools will be adept at offering taster sessions and encouraging children to try something outside of their comfort zone, and it is surprising how often they find a talent for something they’d never considered!

Source: Whitgift School

Broomwood Hall Lower and Upper Schools and Northcote Lodge are joining forces to become one school: Broomwood - operating across three different sites, Broomwood Pre-Prep, Broomwood Prep - Boys and Broomwood Prep - Girls, to reflect the alignment of the two schools as they start on a new chapter working more closely together. Alongside this is the introduction of Little Broomwood, a pre-school for three- to four-year-olds who will have the option to automatically continue into Reception at Broomwood Pre-Prep.

As well as a smart new uniform incorporating the trademark ‘Broomwood Blue’, the schools will be united in their academic and extra-curricular endeavours. Offering a unique educational model where pupils are together at Broomwood Pre-Prep from Reception until Year 3, at Broomwood Prep girls and boys separate to different sites but learn the same curriculum under the experienced steer of Kevin Doble, Principal of Broomwood Group and Head of Broomwood Prep - Boys. Louisa McCafferty is Head of Broomwood Prep - Girls.



Working this way gives children the best of both worlds - strong bonds are formed between pupils (and parents) and these friendships remain throughout their school life, when boys and girls come together for debating, performances, trips and occasionally some sports, such as mixed cricket, although girls’ and boys’ teams are maintained for a rich sports programme and fixtures with other schools. Pupils have space to learn and thrive in the classroom, while enjoying each other’s views and attitudes during enriching activities. Some girls leave in Year 6 to go to single sex schools that start at 11 - that said, there is a sizeable intake in Years 7 and 8 to join others going on to co-ed senior schools - whereas boys generally stay and work towards the Common Entrance.

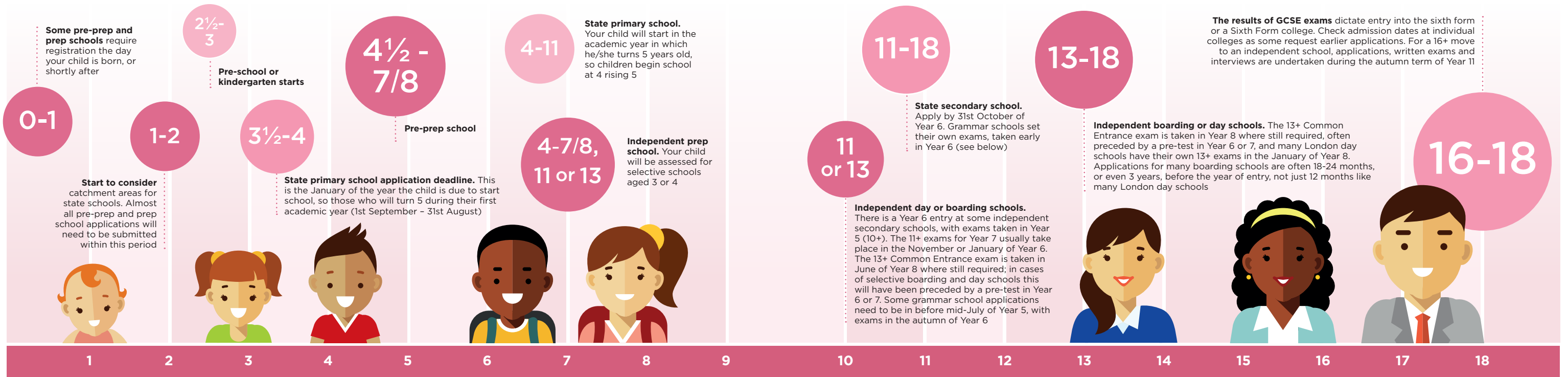
At the Pre-Prep (Reception to Year 3) pupils will also enjoy the new uniform and access to the other school sites. Joining

this nurturing, engaging environment is Little Broomwood, an exciting development for 24 new pupils that will be based at The Vicarage on Ramsden Road. From the age of three, children will be introduced to the joy of learning. With Welly Time and outside kitchens making learning through play interactive and fun, the children will also be involved in some aspects of school life, such as eating lunch with Reception and Year 1. Children from Little Broomwood and Broomwood Pre-Prep move up to the prep schools unless there is a compelling reason why this might not be suitable for the child.

Options for life after Broomwood Prep are rich and varied. Most pupils go on to the country’s top boarding and day schools, many with scholarships - there were 22 awarded this year including schools like Harrow, Brighton, Dulwich, JAGS, Marlborough and Whitgift. ■



ESSENTIAL TIMELINES - Navigating the British education system - key dates and milestones



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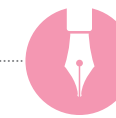
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EARLY YEARS

FUTURE-PROOFED

How do you ensure that you lay down the right foundations for your child's future? Dina Shoukry advises on what to look out for in early years education

Early years education is about the inquisitive child, the inquiry-based learner and developing the critical thinker," says Jo Parker, Head of DUCKS at Dulwich College.

Indeed, the government's new early years foundation stage framework (EYFS) which came into effect on 31st March 2021, has a strong focus on independent and child-led learning and was written with the intention of giving every child the best start in life.



The Woodentops Nurseries



Little Barn Owls Nursery & Farm School

“Child-initiated activities support and develop independent learning skills from an early age,” says Adam Woodcraft, Head of Early Years at Dolphin School. “Specific study skills in children’s work, such as prediction, analysis, hypothesis, comparison and justification support their development as a learner. At Dolphin, children learn to make informed choices during child-initiated activities, where teachers explain the range of options and provide help and guidance.”

There are three prime areas of learning: communication and language; personal, social and emotional development; and physical development along with four specific areas: literacy, mathematics, understanding the world and expressive arts and design. All seven areas are interconnected and used by early years settings to shape their education programmes to ignite the children’s curiosity and enthusiasm for learning.

“Parents should look for a broad, ambitious and inspiring curriculum which fosters independence from the start with a strong emphasis on learning through play,” says Gabriella Emery, Head of The Roche Nursery Schools. “We have mark-making

tools everywhere, whether that be in the role-play area, construction area or mud kitchen outside! The opportunity to write can be introduced everywhere.”

“Evidence shows that a broad vocabulary and an ability to convey meaning to adults and peers are vital for a successful education,” says Peter Weal, Headteacher at Alderbrook Nursery & Primary School. “Our phonics programme begins in Nursery and builds progressively through Reception and on to Year 1, giving the children the tools they need to read. This, combined with our love of reading initiative, means that children grow up with a passion for reading.”

One of the major updates of the new EYFS framework is on literacy and maths. “The EYFS says that by the end of Reception all children should be writing sentences,” explains Charlotte Butterfill, Director of Butterfly Preschool. “To be able to get to that point, by the end of our pre-school curriculum, we expect children to know all their phonics, how to write their own name, be able to recognise and count to ten and match quantities with numerals.”

“At Dolphin, children make excellent progress due to the rigorous assessment process that highlights areas of strength and weakness and identifies children’s next steps,” says Woodcraft. “Early literacy skills develop quickly due to the well-structured phonics programme, enabling children to develop secure pre-reading and writing skills.”

But “an ambitious curriculum should mean in all subjects and not just in maths and language,” warns The Roche’s Emery. When visiting an early years setting, ask how individualised the teaching is. “Tailor-made programmes are the most effective as every child is unique and learns at different rates. What you want to see is that children are being taught according to the pace that is right for them. At the Roche Nursery, our Montessori approach has equipment ranging from simple to complex - something for everyone to explore so differentiation and offering challenge is woven into our school fabric.”

At The Eveline Day Nursery Schools, “The small classes, personalised education with a wonderfully creative emphasis, ensures that all pupils achieve a measure of personal success; it might be academic or on the

“ Parents should look for a broad, ambitious and inspiring curriculum ”

sports field or in the creative arena,” says Director, Eveline Drut.

“The lovely thing about the EYFS is how fluid and flexible it is, and how child-led it is intended to be,” adds Kristy O’Donnell, Reception class teacher and Early Years Co-ordinator at Alleyn’s Junior School. “Planning can move with the children’s interests and curiosities and there is plenty of opportunity to learn through fun, engaging, exciting and practical ways.”

Visit during the school day so you can see how the children react to their environment. “Open days are great to gain a wider picture but ask for an individual tour when the setting is in action to achieve a more in-depth dive,” advises Emery.

“I look at the faces of children,” says Sarah Sanger, founder and principal at The Woodentops Nurseries. “When I see that moment of wonder, I know that this is a really high level of engagement. That is how we know that the activity we are doing with them is developing their learning and understanding.”

Don’t just talk to the teachers but observe how they interact with the children. “Early years educators are excellent role models in allowing the inquisitive (and not so inquisitive) child to take a lead while scaffolding their learning and encouraging critical thinking,” says DUCKS’ Parker. This is why pupil voice is key at DUCKS where changes in the lunch menu and chalkboards in the garden were instigated by the pupils themselves.

While looking around, ask how teachers use their resources to build and support learning and help children feel happy and secure. “Does the space look inviting?” asks Emery. “Are there different areas of low-level table, carpet and quiet areas? Schools offering open-ended resources provide far greater learning opportunities. Conveyor belt activities are a red flag.”

At Little Barn Owls Nursery & Farm School, children are provided with

OUTDOOR LEARNING AND THE BAREFOOT APPROACH

Outdoor learning can consist of a variety of opportunities, from forest school sessions and trips to simply just taking learning outside.

For babies and toddlers especially, being outdoors can enhance physical skills, emotional wellbeing, and an understanding of the world around them. Throw in the barefoot approach and you can reach new levels of outdoor exploration!

Babies’ early understanding of the world is made up of what they can see, hear and feel. To allow them to explore the world around them freely, simply without shoes or socks can open up a wealth of new understanding. The ability to risk assess one’s own environment usually doesn’t come until later in the early years but imagine being able to understand the sense of ‘hard’, ‘bumpy’, ‘soft’ and ‘cold’ underfoot from your very first steps, and therefore move forward with more knowledge and understanding of the world around you.

Source: Little Barn Owls Nursery & Farm School



Noah’s Ark Nursery Schools

‘provocations’ rather than activities, “because they are set out to provoke thought,” says Kristie Dodd, Marketing and Events Manager. Children learn how to use adult tools such as drills and saws to build their own climbing frames at the forest nursery and heat guns and chicken wire to make sculptures in the art sessions, under the watchful eyes of specialist teachers so they “learn valuable life skills that they need to be well-rounded individuals,” continues Dodd.

“Eveline Day Nursery Schools replicate a home-from-home environment, where each young child feels loved, nurtured and secure,” says Drut. “As the children grow in their familiar surroundings and move into the different age-related rooms, they continue to learn, grow and develop their confidence, ready for school life.”

Children should be exposed to different experiences inside and outside of the classroom too. Many early years settings run forest schools and take their children on trips as well as inviting in specialist sports, music and dance teachers.

At Little Barn Owls Nursery & Farm School, children are taught to care for animals in their farm nursery. “The children do a headcount of the animals and count out the scoops of feed for the rabbits and chickens which are early maths skills; they’ll



Butterfly Preschool

in circle time and join in a group activity? Or stand up and do show and tell? Can they listen to their friend talking and ask questions? Can they join in collaboratively?"

Ask how qualified and experienced the staff are. At Butterfly Preschool all teachers have first aid qualifications, and many have had TEACCH training, a programme to help teachers support autistic children with their learning. They also have their own communication language assessment and programme for three-year-olds where they can detect children with communication delays. The preschool will also help with the applications to the council for an education, health and care plan (EHC) to get funding for extra support, a godsend for parents who find the process lengthy and arduous. "We want to get the right infrastructure and support in place early because the earlier you do this, the less trouble the child will have at school and the more they will succeed," says Butterfly's Butterfill. "Now because the expectation at reception is so high, I sometimes even recommend we hold the child back for a year so that we can help them catch-up."

Before making your decision, make sure that you feel heard. Good preschools know

that every child is different so they will support you through separation anxiety and will do home visits to make the child more comfortable. Butterfly Preschool has a YouTube channel so children can familiarise themselves with their teachers before they start. Similarly, many early years settings will have regular communications or an online portal to keep in touch with parents.



The Roche School

Pre-nurseries, nursery schools, forest nurseries, childminders, playgroups and daycare - there is a bewildering array of options for parents to choose from for the first milestone in their child's educational journey. An environment and a curriculum that provokes curiosity, discovery and exploration allows for problem solving and critical thinking, and those are the skills that children need to give them the best start in life.

What am I entitled to?

All families in England are entitled to 570 hours of free childcare or early education per year, which is usually taken as 15 hours per week for 38 weeks.

Working parents of three-to-four-year-olds, where both parents are each earning less than £100,000 pa, are also eligible for a further 15 hours, ie. a total of 30 hours.

In addition, there is a Tax-Free Childcare account - the government pays £2 for every £8 you pay your childcare provider (up to £2,000 per child per year).

Starting from April 2024, existing childcare support will be expanded in phases. By September 2025, most working families with children under the age of five will be entitled to 30 hours of childcare support. More details at: www.childcarechoices.gov.uk

PLAY-BASED ASSESSMENTS FOR 4+

- **Focus and listening:** Read to your child, pointing to the words, and asking them questions on the text including what it means and what might happen next
- **Collaboration and kindness:** Practise please and thank you. Play games that involve collaborating and sharing. Try Cupcake from Orchard Games or do craft projects together
- **Spatial reasoning:** Jigsaws are ideal and try Smart Games - Bunny Boo is excellent
- **Critical thinking:** Sorting and classification exercises; see how many ways you can divide up toys into characteristics like eye colour or animal type; try memory games too
- **Perseverance:** Make sure that games are difficult and keep your child motivated to finish. Don't be afraid to make a game impossible!
- **Talking:** Ask your child to draw pictures and then talk about them.

Source: Mentor Education

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CHOOSING A PREP SCHOOL

Ask yourself the following questions and consider the answers carefully. You'll be paying significant money for this service, so you want to be utterly convinced that this is the best option.

- What are your first impressions? Does the school feel welcoming? Do the children look happy and confident? Do the pupils reflect the kind of individual you hope your child will become?
- Do the aims and values of the school match your own? How confident are you in the pastoral and welfare support?
- What are the facilities like? Is there wraparound care if needed? Is there the option of school transport?
- Where do the children go after leaving the prep? Is there a senior school with which close links are maintained? If so, what is the transition process?

Trust your instincts: you'll know when you have a good fit.

Source: Streatham & Clapham Prep School GDST

Free education nursery providers

Those offering free nursery education for three- and four-year-olds include maintained nursery schools and primary school nursery classes; private nurseries offer the 15 (some 30) free hours as above.

When to apply

Closing date for applications for nursery places in maintained primary schools for entrance in September 2023 was in February 2023. Each year follows a similar timeframe. More details at www.childcarechoices.gov.uk

The Early Years Foundation Stage (EYFS)

The EYFS is how the government and early years professionals describe the time in your child's life between birth and five-years-old. Nurseries, pre-schools, reception classes and childminders registered to deliver the EYFS must follow a legal document, the Early Years Foundation Stage Framework, which sets out: the legal welfare requirement that all those registered to look after children must follow;

the seven areas of learning and development to guide professionals' engagement with your child's play and activities; assessments of your child's progress; Early Learning Goals – the expected levels your child should reach at age five; and the written details the professionals should give you at age two and age five. More details at: www.foundationyears.org.uk ■

NURSERY SCHOOLS

Alderbrook Nursery (& Primary School)

Oldridge Road, SW12 8PP
info@alderbrook.wandsworth.sch.uk
alderbrookprimaryschool.co.uk
 020 8673 4913
 3-5 years

Butterfly Preschool

Two locations:
 32b Webb's Road, SW11 6SF

Wimbledon Montessori
 St Mark's Church, St Mark's Place,
 SW19 7ND
thebutterflypreschool.co.uk
 020 3740 7639
 2-5 years

Broomwood Nursery

Little Broomwood
 192 Ramsden Road, SW12 8RQ
admissions@broomwood.com
broomwood.com
 020 8682 8830
 Pre-school year (3-4) with automatic entry to Broomwood Pre-Prep

Eaton House The Manor Nursery

58 Clapham Common North Side, SW4 9RU
sfeilding@eatonhouseschools.com
eatonhouseschools.com/clapham/nursery
 020 7924 6000
 2-4 years

Eaton Square Nursery Schools

Two locations:
 55-57 Eccleston Square, SW1V 1PH
 32a Lupus Street, SW1V 3DZ
registrar@eatonsquareschools.com
eatonsquareschools.com/nursery-prep
 020 7225 3131
 2-4 years

Eveline Day Nurseries

Seven locations across SW17, SW18, SW19 & SW20

info@evelinedaynursery.com
evelinedaynursery.com
 3 months-5 years

Keswick House Nursery School

42 Keswick Road, SW15 2JE
office@keswickhousenursery.co.uk
keswickhousenursery.co.uk
 020 8704 4857
 2-5 years

Little Barn Owls Nursery & Farm School

Two locations:
 Little Barn Owls Nursery, The Orchard,
 Cowfold Road, West Grinstead RH13 8LY
 01403 916501
 Woodlands, Old Crawley Road,
 Horsham, RH12 4RU
 01403 254413
admissions@littlebarnowls.co.uk
littlebarnowls.co.uk
 3 months-5 years

Noah's Ark Nursery Schools

Two locations:
 Dolphin School, 106 Northcote Road,
 SW11 6QW
 West Side Church, Wandsworth Common

Westside, Melody Road, SW18 2ED
admissions@dolphinsschool.org.uk
noahsarknurserieschools.org.uk
 020 7924 3472 ext 2
 2½-5 years

Streatham & Clapham Prep

Wavertree Road, SW2 3SR
 020 8674 6912
prep@schs.gdst.net
schs.gdst.net/your-journey/early-years/overview/
 3+ entry

The Woodentops Nurseries

Two locations:
 24 Thornton Road, SW12 0LF
 020 8674 9514
nurserymanager@woodentopsnurseries.com
woodentopsnurseries.com
 6 months-5 years

1 Poynders Road, SW4 8NX

020 8675 5033
office@woodentopsnurseries.com
woodentopsnurseries.com
 6 months-5 years

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A PLACE TO THRIVE

Emanuel is a thriving co-ed day school located in a green oasis in Battersea, just 10-minutes from central London. It is an ambitious and aspirational environment, with success in academics alongside sports, music and drama



The vision of the school is for Emanuel pupils to be happy, confident and kind, and to demonstrate high aspirations in all they do. To achieve this, pupils, parents and teachers work together in a three-way framework: teaching and learning - to ensure lessons and daily interactions are full of vitality and inspire endeavour, confidence and ambition; pastoral care - so that every child is recognised, listened to and understood within a community that values the development of spiritual and social understanding; and co-curricular and community life - so that every child enjoys being part of a larger cause, finds friendships and develops life-enhancing interests and passions. The Sunday Times Parent Power placed the school in the top 10 of all fully co-ed day schools in the country, and nearly 60% of Emanuel Oxbridge candidates have received offers this year.

At Emanuel, co-education is integral. Its benefits are seen throughout the campus

in the positive ways in which pupils interact and co-operate with one another. Girls and boys thrive through sharing fresh perspectives and supporting each other in the classroom and through their co-curricular activities.

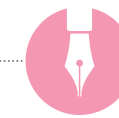
Sport, music, drama, clubs and societies play a significant role. A total of 239 clubs and activities take place outside of lesson time every week. Excellence has been recognised nationally in performing arts and is the envy of schools across the country, with opportunities abundant in eight annual staged theatre performances, seven major concerts and numerous informal events in school and at local venues.

Emanuel is committed to sustaining a community in which all people from diverse backgrounds and cultures feel included, respected and able to have their voice heard. There are several pupil voice groups: The Archer Group (named in honour of the first Black London Mayor, John Richard

Archer) focuses on race and ethnicity; The Bridge explores gender equality; the Athena Society is an academic feminist discussion group; and pupils and staff engage with community-wide events such as Black History Month and Pride Week.

Emanuel is very much part of its local community as evidenced through its diverse and award-winning partnership and outreach programme. The school's aim is to foster aspiration and social mobility through education so that young people are able to make the very best of themselves. ■

The vision of the school is for Emanuel pupils to be happy, confident and kind, and to demonstrate high aspirations in all they do



THE AI REVOLUTION

AI has the power to supercharge learning, but it's not without its challenges, says Dina Shoukry



It's an extremely exciting time to be alive, to be in the world and to be in education," exclaims Jane Lunnon, Head at Alleyn's School. "AI is vexing and challenging but it also provides a vast opportunity to teach our children not to be frightened in the face of new and exciting innovations."

In fact, analytical and creative thinking, AI and big data will be the top-in-demand skills by 2027 according to the World Economic Forum's Future of Jobs 2023 report.

"We must provide an education that's right for this century, not the last one, which sadly, lots of education is based on," says Suzie Longstaff, Principal of London Park Schools.



Alleyn's

So, while there is talk in the education sector about banning AI-driven language tools or bots such as GPT, many believe that the real question is not whether students should be using AI - most will already be using it in their day-to-day lives - but rather how to teach them to use it responsibly. "Pretty much every school will say that they don't teach their kids to give answers, but rather to ask the right questions," says Lunnon. "Well, ChatGPT is that on steroids. It works most effectively and powerfully if you ask it the right questions and are judicious in your use of it."

Stephen Holsgrove, Head of Thames Christian School agrees, "There is a lot of fear about AI because people don't understand what it is or what it can do. Those who are able to think, be creative and problem solve will be able to navigate the world of AI. At the end of the day, it's a tool that'll do what it's told. Using it well will set people apart."

James Mutton, Deputy Head (Curriculum and Digital Innovation) at Putney High School GDST says, "You have to know what you are putting in and what you are getting out and then be able to adapt and change it. At Putney High, we've introduced Python coding language in Year 9 as one of the modern languages. It's a way to upskill students in logical thinking which is what they need to be able to leverage AI."

What about cheating? If students can simply instruct ChatGPT to do their homework - and it can simulate their writing style - then won't everyone be doing it? Of course, cheating will become more difficult to detect, but most teachers know what their students are capable of, so such a



Putney High School GDST

“
**What about cheating?
 Students can simply
 instruct ChatGPT to
 do their homework**
 ”

scenario presents itself with a teachable moment in responsible use. Mostly schools are finding that students just want to learn from it. "Once you inculcate in them a sense of integrity and ownership, then they will do the right thing," says Dr Adrian Rainbow, Head at Eaton Square Senior School.

However, it does raise the bigger question - have online tools like ChatGPT rung the death knell for homework? The answer is no, but educators have to change the way they do that too. "ChatGPT is simply accelerating what has been happening in schools for a long time," explains Lunnon. "At Alleyn's, we've always believed that flipped learning is a fantastic way to use student and teacher time and anchor good learning." Flipped learning is essentially a reversal of how homework has traditionally been done where teachers teach a topic and then children go home and practise it. Flipped learning is where the children do the reading and research before the class - and they can use AI and ChatGPT as part of that. "So, when the children come

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Cranleigh School

into the classroom, there is an established sense of shared knowledge and information which we will then assess through discussion or some kind of written or online task in the classroom,” adds Lunnon.

What about how schoolwork and coursework is assessed? “It is going to put rocket boosters behind the whole conversation about assessment reform,” says Dr John Taylor, Director of Learning, Teaching & Innovation at Cranleigh School. “We have to move from a conception of learning as the recall of right answers to envisaging it as a creative process of response to open-ended questions. Projects, practical challenges, questions that learners choose for themselves – these are going to become the staple diet of ongoing assessment in the AI-assisted educational domain.”

In fact, in March this year, the regulatory body, Joint Council for Qualifications, produced detailed guidelines that apply to all schools nationally, to ensure that AI is acknowledged and recorded in students’

work. “This is an important step because what they are saying is that AI can be used in assessment contexts, but it has to be carefully tracked and monitored,” says Taylor.

Of course, AI is nothing new. Teachers have been using online educational programmes for years, but it’s the speed of its development that has taken us by storm. Used correctly, it can take a lot of the heavy lifting off time-poor teachers. AI can provide simple explanations for complex topics, it can even mark work and provide detailed and extensive feedback, freeing up teachers’ time for higher order thinking, individualised support, debate and teamwork with students. “It will free up time for staff to be able to have these wonderful moments of inspiration in the classroom where they are lighting the spark for their children to think differently,” says Rainbow.

What about original thought? Will AI simply do the thinking for our children? “I worry that dissenting thought will be suppressed,” warns Adam D’Souza, founder of tutoring company,

Commons Education. “If using AI becomes de-facto essential in order to keep up with the relentless pace of the pack, then where will be the space and time to develop original ideas or viewpoints?”

On the contrary, many believe it will empower children to be even bolder with their ideas. “I don’t think AI will stifle creativity because students are able to do more advanced things with it. If they’re writing a creative story, they can evoke an image and then use coding language to modify it in any way they want,” says Mutton.

“It can personalise their education, and introduce new and engaging learning experiences, such as virtual reality and interactive simulations,” adds Sally Maskell, Head of Science & Digital Learning at Streatham & Clapham Prep School.

Social inequality is also a big barrier to AI. “My fear is that those with existing literacy will be able to write effective, precise prompts and massively increase their output, while those who have struggled

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Streatham & Clapham High School GDST

with literacy or who lack financial resources to buy AI-enabled devices will be left even further behind, with widening social and economic inequality between the AI haves and have nots,” says D’Souza.

There is of course a real economic divide with regards to access to devices as well as the cost of AI tools which are often subscription-based, but when it comes to abilities, advocates believe that AI can be a great leveller. “If you are a learner who has difficulty expressing yourself, or communicating in a second language, this tool will help you to organise your thinking, suggest new lines of inquiry, and point you towards new directions for your research,” explains Taylor. AI can also be a game-changer for neurodivergent children or those with a learning need who find it difficult to communicate.

Like any tool, AI has its limitations. ChatGPT scours the internet for information, but as we all know, not everything online is correct, accurate or unbiased. “AI is only as creative and intelligent as it is trained to be,” says Holsgrove. “Use it for what it’s good for, to stimulate your thinking and spur you on in different directions, but never ever let it become your master.”

This raises the issue of safeguarding too. “You must check the facts, the source

“
We need to be aware of the danger of students getting into personal conversations and sharing personal data
 ”

and be confident that it is not dangerous or harmful to children. We do this all the time at Cranleigh through teaching digital literacy and the importance of distinguishing between information and misinformation,” says Taylor. “But AI is much more personalised and so we need to be aware of the danger of students getting into personal conversations and sharing personal data because when they are typing and chatting and receiving responses, they’re going to assume they are chatting to someone.”

In all the hype about AI, both positive and negative, “It’s important that we don’t lose sight of what makes us human, and our own critical thinking skills and faculties.

WHY PYTHON IS A MODERN LANGUAGE

Every year students leave Putney High School to pursue language degrees at the UK’s top universities. Language learning brings enormous cognitive benefits and opens doors to new cultures and creativity.

Global opportunities, along with advances in AI mean that understanding foreign languages, including digital ones, is increasingly important. In recognition of this, coding language Python has now been added to Putney’s long list of Modern Language options.

Python can now be studied as a third language in Year 9 alongside the five modern foreign languages: French, German, Italian, Spanish and Mandarin, and classics such as Latin. Of course, it is still taught in Computer Science and Design Thinking, and coding remains a popular student club; but this innovation in the curriculum gives those favouring STEM subjects even greater opportunity to explore Python in depth.

Source: Putney High School GDST

More than ever, there’s a need for emphasis on soft skills as well as the technological skills,” says Paul Vanni, Head of London Park School Clapham. Indeed, the World Economic Forum also highlights curiosity for life-long learning, resilience and agility among the top ten job skills needed in the future. A machine simply can’t teach those, but a human can. ■



Commons Education



SCHOOL PROFILE

A BREATH OF FRESH AIR

This autumn sees the long-anticipated arrival of a new local senior school - and with it a visionary approach to education



News of a new senior school opening this September is creating a buzz, as local families look to embrace a fresh approach to education. London Park School Clapham (LPS Clapham) is opening at the old Oliver House prep school site by Clapham Common, which has undergone extensive refurbishment. It will have a two-form entry from Year 7, with another entry in Year 9, ultimately resulting in a community of approximately 240 pupils.

The intention behind the school is to create a new kind of senior school which combines the scale and opportunities of a bigger school with the warmth, camaraderie, and bespoke attention of a smaller school, where exams are part of the journey, not just the destination. LPS Clapham will be for Years 7 to 11. Pupils can then transfer to the London Park School Sixth Form in Belgravia, which shares the same values as the new school and is under the leadership of the same principal to ensure a smooth transition. LPS Clapham will have its own staff, its own head, and its own individual clubs, events, and co-curricular programme. It will, however, be able to combine with pupils and staff on

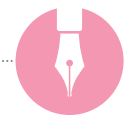
other LPS sites occasionally to participate in activities, such as competitive sport and overseas trips and tours - including marine conservation studies on a tall ship in the Med and geological studies in an alpine chalet.

Suzie Longstaff, previously Head of Putney High School GDST, has been appointed as the founding Principal of London Park Schools. Leading LPS Clapham as Head is Paul Vanni, who has 25 years’ experience working in independent schools in London, including time at St Paul’s Girls’ School as Director of School. Together with their staff, these experienced heads have an innovative vision to fill the gaping hole that currently exists in the local senior school offering. “We’re challenging outdated ideas to build a new and better way to inspire

and engage young people through smaller and more personalised learning,” Longstaff explains. “At London Park Schools we believe in education that prepares children for a new world of work, and where exams are part of that journey - but not the destination. We’re creating smaller and supportive school environments in which every child is known, every child is heard and every child matters. We’re championing a more bespoke, caring, and personalised way of learning.”

With a bold mission to educate, inspire and empower a generation of inquisitive minds to think big and to embark on life after school as thoughtful, articulate, and kind global citizens, London Park Schools is the breath of fresh air many families and pupils have been waiting for. ■





TUTORING

TIME WELL SPENT

Dina Shoukry investigates how perceptions are changing and why a good tutor can be worth their weight in gold



Mathnasium

I'm everyone's dirty little secret," chuckles Tash Rosin, founder of Teatime Tutors, who like many private tutors, was herself once a teacher in the state and independent sectors. "The problem is that there are still old school tutors out there charging extortionate amounts of money and promising secondary school places to parents. As an industry, that's simply not how we work anymore."



Emanuel School

For years tutors have been criticised for hot-housing children into top-notch private schools and in their defence, the demand often comes from parents themselves, as well intentioned as they are. "It's about educating parents," explains Mary Lonsdale, founder of tutoring agency, Mentor Education. "Parents overwhelmingly bias tutors who say they've got children into certain schools rather than understanding if they have the tools to teach their child." A crucially important job of a good tutor is to advise parents on which schools their children will be suited to depending on their academic ability, interests and personality. Sometimes, this means having tricky conversations with parents who are aiming too high.

Like any other industry, there are good and bad tutors. "Bad tutoring only focuses on the exam as the one outcome you are working towards," explains Adam D'Souza, founder of tutoring company, Commons Education. "These tutors don't have the teaching background to break down the different skills that a child needs. As a result, they end up doing endless past papers which are a total drudgery for the child and if they do pass, they haven't got the capability to thrive in that learning environment."

“
Most tutors will spend one hour a week with a child and homework depends on needs and abilities
”

“You can always spot the child that has been over-tutored a mile away,” says Dr Adrian Rainbow, Headmaster at Eaton Square Senior School. “They may get into a great school but how is that sustainable? And what is the impact of that going to be on their mental health? You want children to be in a school where they can naturally access the curriculum without too much help.”
Suzie Longstaff, Principal at London Park Schools agrees, “Secondary schools, grammar or otherwise, are increasingly disinterested in the 11+ test. They really want to see the whole child.”

“Schools are moving away from the model of exams at point of entry,” adds Paul Vanni,

EXAM PREP - A MARATHON NOT A SPRINT

You wouldn't run a marathon every day to train for the race or play an entire five-set tennis match. Similarly, your child's entrance exam prep needs careful long-term planning, because endless past papers are a sure way to switch your child off studying.

Instead, think about which skills need more practice. How can your child build up their stamina and fitness for exams, such as their attention span, vocabulary and accuracy in maths and reasoning? We have been piloting the Academic Profiling Test, an AI-powered assessment tool that gives parents detailed, topic-by-topic data that benchmarks a child's likely performance in entrance tests and areas where they might benefit from some additional 'training'. Good tutors add huge value as they know your child's academic performance and can advise on what focused prep work would be most effective.

Source: Commons Education

Head at London Park School Clapham. "Our process is structured around something that is broader, more holistic, looking at the whole child, and their ability to think critically, interact and work with their peers. So, we are looking at the skill sets, rather than trying to get an artificially curated snapshot of ability at one moment in time."

Good tutors welcome this. Their primary goal is to enhance a child's education, not to pass exams. Charlotte Hyde, founder of Hyde Tutoring says, "We are just teaching children the syllabus which is exactly what the school does. It's not voodoo. The goal is not to create a false impression of the child's abilities but to build their confidence, so they're not overwhelmed by the exams, and to increase the chances that they manage to show their full capabilities on the day."

Lonsdale agrees, "The aim is to put children at ease, so they are not completely thrown by the process. We are seeing even more of an emphasis every year on the interview aspect of the common entrance. Group activities and even taking part in lessons for the day are big at the moment. Group tasks and discussions enable the school to see how the child behaves. They are looking for children who can collaborate." To help with this, Mentor



Eaton Square Schools

Education run practice group sessions. "In one exercise, we tell the children they are stranded at sea. Someone has water, someone has water purification tablets, someone has sunscreen, and someone has a fishing rod - what should they do? It's all about practice and behaviour, there is no right or wrong answer."

Most tutors will spend one hour a week with a child and homework depends on



London Park Schools

“
The problem is that
there are still old
school tutors out there
charging extortionate
amounts of money
and promising
secondary school
places to parents
”

needs and abilities. "I suggest a child receives one hour a week tutoring from me," says Rosin who tutors up to the 11+, "with 30 minutes of homework to consolidate what we did in the lesson," she adds. "At times I will extend these lessons as we near exams so that I can fit in some reasoning and often ask parents to revise at home, but this boils down to the importance of choosing the right school and not 'hot-housing' to attain the best exam result for what might not be the most suitable school for the child."

PREPARATION FOR 11+

If you decide to engage with the 11+ system, a certain amount of preparation is inevitable. Keep academics steady since maths, English and reasoning play their part in entrance exams as well as good presentation and interview skills. Beware of hot-housing and over-tutoring which can be counter-productive. Prioritising a happy child with individuality and varying interests is more important than squeezing the pips out of them to the point that they don't enjoy learning.

If your child attends an independent school, it should be a given that you receive excellent, tailored advice and that your child is thoroughly prepared. Elsewhere, consultants can help you, but with your research and a good understanding of your child, you can create a shortlist. There are many options: co-ed, single sex, day, boarding and a range of state schools. Schools vary so dig deep, checking out the values, pastoral care and commitment to equality as well as results.

Source: The Roche School



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HOW TO CHOOSE A GOOD TUTOR

- Ask for qualifications and teaching experience - many tutors are themselves qualified teachers but not all are. An Oxbridge student or a young graduate may seem an attractive and cheaper option, but it doesn't mean they know how to teach
- Make sure your child has good chemistry with the tutor - a good tutor will have a meeting with your child before taking them on in order to ensure they have a strong rapport. Anyone who guarantees they can tutor your child into getting into a specific school without even meeting them should set alarm bells ringing
- More alarm bells should start ringing if all the tutor is doing is endless past papers with your child
- Ask about their knowledge of the school landscape - many tutoring agencies also run school consultancies, but most good tutors will have strong, up-to-date knowledge of the academic prowess and culture of a school and will be able to advise on which schools would better suit your child
- Schools are looking at a broader set of skills today, and not just the ability to pass an exam, so a good tutor will want to enhance a child's education, boost their confidence and ability to collaborate as well as provide interview practice.

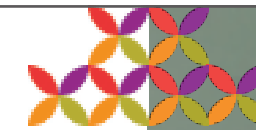


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Mentor Education

There is a plethora of reasons that parents invest in tutors; their child may be falling behind in a subject at school, or they may have a special need and benefit from one-on-one attention, or they may just not gel with their teacher that year. “We have quite a lot of students who are disengaged with school and who are struggling,” says Hyde. “And so, what the parents want is someone to really make learning fun. That’s the number one priority. Or we have home-schooled children who are out of school for bullying or health reasons. Once again, it’s about getting them re-engaged with learning.”

The beauty of one-to-one tuition is that tutors can really personalise their teaching to engage students. “I find materials and resources that are going to speak to a child’s interest and captivate them and then build on that,” says D’Souza. “My aim as a tutor of nine-, 10- and 11-year-olds is how I can help them become really fantastic GCSE or A-level students. It’s about giving them those foundational skills, capabilities and knowledge that they can build on.”

“
There is a plethora of reasons that parents invest in tutors
 ”

The pandemic also has a lot to answer for in terms of academic and social skills gaps. “I am seeing some serious gaps in children’s education - especially in maths - filtering through and that is my primary focus,” says Rosin. “The school places become secondary to the child’s educational needs.”

“The capabilities of my Year 7 and even my Year 9 students in terms of how they organise themselves, how they manage their time, how they relate to people and the kind of language and concepts they use in their

daily lives is not as sophisticated or grown-up as it was pre-Covid,” adds D’Souza. “I feel that I’m as much a coach as I am a teacher now, coaching around how to do things - rehearsing and practising.”

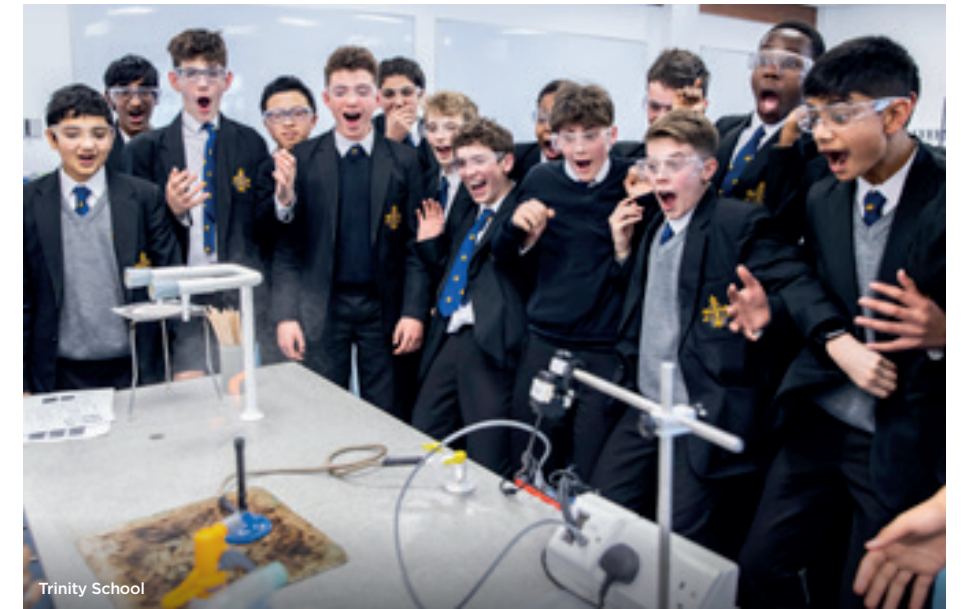
Even LPS’s Longstaff and Eaton Square Senior School’s Rainbow concede that tutoring can be great for children that need extra help. “I’m not really a fan of tutoring at all,” says Longstaff, “but the only time it works is if the student needs a little bit of catch-up and reinforcement to give them confidence with their reading, phonics, spelling or comprehension.” Both schools are part of the Duke’s Education group which includes tutoring agencies JK Educate and Oxbridge Applications, and therefore have qualified and well-trained tutors at their fingertips.

Once the preserve of high-earners, tutoring is now also accessible to disadvantaged pupils through the National Tutoring Programme (NTP). Although not without its flaws, this is a government scheme that provides extra help for

“
Their primary goal is to enhance a child’s education, not to pass exams
 ”

disadvantaged pupils through their schools. Research by the Sutton Trust, which campaigns for greater social mobility through education, has shown that the NTP has almost eradicated the gap in access to tuition enjoyed by wealthier families. The trust found that 32% of children in the worst-off households reported taking up extra tuition in school, compared with 22% in the most well-off families and once private tuition was included, the trust found that 39% of those from the most well-off households were tutored in 2022, compared with 37% from the worst-off households.

The message is clear both from schools and tutors: the fixation on common entrance exams as the end goal is wrong, but realistically in the arms race for secondary places, it is simply not going to abate. Instead, every parent’s aim should always be the child’s learning and wellbeing. Are they tutoring their child to engage them with learning and prepare them for the future or simply to pass an exam? Whilst tutoring may no longer be a ‘dirty little secret’ and is far more normalised now than ever before, parents still need to be deliberate in their choices as to why their child needs a tutor and who to hire. A good tutor who enhances their learning and helps them thrive can be worth their weight in gold. ■



Trinity School



Dulwich College



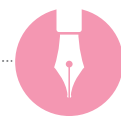
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DYSLEXIA

Dyslexia affects around 10% of the population. Common characteristics include difficulties with language processing, oral reading/spelling skills, listening comprehension, interpretation of language, copying, handwriting, eye-hand coordination, and organisation/time management.

If you suspect your child may have dyslexia, ask teachers to send key vocabulary for the week, so your child can practise reading and spelling. When reading aloud to them, ask them to jot down any word they do not understand or know how to spell onto colourful sticky notes. You can write down the correct spelling later. (A dyslexic child may not be able to find the word easily in the dictionary). Younger children may find deconstructed words, written out onto jigsaw shapes, really useful. They can practise putting the words back together and reading the spelling aloud. Then they can practise writing the words, tracing over them using tracing paper.

Source: Exceptional Academics



NEURODIVERSITY

A 360 APPROACH TO MANAGING ADHD

It takes more than one approach to nurture a child with ADHD - nutrition, coaching, therapy, educational support, possibly medication, and lots of parental love all play a part. Wondering how to build a toolkit that covers it all? Georgina Blaskey spoke to the experts



ADHD is the most diagnosed and talked-about condition of educational special needs and one that can be eased with multiple approaches. One of the first areas to consider when understanding ADHD is nutrition. The nutrient that crops up most often as a deficiency in children with attention deficit is Omega-3. "Specifically,

DHA is an essential Omega-3 fatty acid for the brain that helps with neurodevelopment and eye development, which needs to be gained through diet," explains Lucinda Miller, nutritionist and founder of NatureDoc. "Over 90% of the Omega-3 in our brain is made of DHA which you can mainly get from eating oily fish and seafood. DHA feeds the frontal lobes which enable executive function such



as planning, problem solving and sustained attention. Omega-3 is also a key nutrient for the prefrontal lobe of the brain, which is important for social, emotional and behavioural development."

Minerals such as iron, zinc and magnesium are also important for the synthesis and release of the ADHD brain hormone dopamine and these nutrients are frequently low in children with ADHD. "Iron is abundant in foods like red meat and beans. Zinc is also available in meat, as well as shellfish, nuts and seeds. Good sources of magnesium include green vegetables, dark chocolate and nuts. Usually, there are shortfalls in other key vitamins such as vitamin D and a broad spectrum of B vitamins, all vital brain nutrients derived from a balanced diet and, in the case of vitamin D, from summer sunlight. These all support optimal brain cell nourishment."

When genetic testing is performed on people with ADHD, inherited difficulties with making and synthesising dopamine and norepinephrine are usually identified. Nutrients such as magnesium and zinc are necessary building blocks for creating these brain hormones. Therefore, if a child is genetically predisposed to slow dopamine production or excessive norepinephrine

production, they may require higher levels of these nutrients than other children to support their production and synthesis. This, in turn, can help manage lack of focus, impulsivity, procrastination, and other symptoms associated with ADHD.

"My approach to feeding children with ADHD is to focus on incorporating nutrient-dense foods into every meal. It is best to aim for a diet that is high in protein and healthy fats, with a lower carbohydrate content, as this helps to balance blood sugar levels, regulate energy and focus, and can prevent 'hangry' moments, meltdowns, and overwhelm," advises Ms Miller, who also runs an online course on Nutrition and ADHD.

Vania Adams, educational consultant with Exceptional Academics, stresses how important it is to do your homework if you have a neurodiverse child: "Check if a school can meet your child's needs, either through their facilities or their policies. Ask how those provisions are embedded in everyday school life. Can they accommodate regular movement and rest breaks, quiet time, or a fiddle toy?"

Self-esteem has a huge role to play for all students but more so with neurodiverse students. "The one single thing that makes the biggest difference is praise," says Kirstie

Richardson, Head of Learning Support at Whitgift. "If a student thinks they can do something, or moreover they know they will be praised for trying, they are much more likely to stay engaged - this needs lots of extra individual time though. Lessons must be very organised and have a clear pattern that can be followed. The content will change but the expectations need to be clear to all. Having both verbal and visual instructions helps when working memory is overloaded, which enables students to find their place when they have drifted off or been distracted."

Finally, listen to them and spend time with them whenever they ask, try to find a shared interest that is not school-related that you can both enjoy so they know your love is unconditional. "Praise effort over results every time. They may take longer and feel more exhausted than neurotypical students - understand this and build in support for them, be their cheerleader whilst they learn to advocate for themselves," adds Richardson.

Coaching focuses on the future with a key emphasis on goals, creating change and empowering clients with behaviours and strategies for everyday situations. It is 'action-based', which means it helps to address practical problems, helping the child

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Self-esteem has a huge role to play for all students but more so with neurodiverse students

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to shift in the here and now. “An ADHD coach takes the role of mentor, teacher, role model and personal cheerleader,” explains Ben Isaacson from ADHD Confident. “Many ADHDers grow up with a huge lack of confidence and self-esteem, so providing this positive energy is crucial to their progress from week to week. ADHD-specific coaches have a specialist knowledge of the specific challenges of ADHD, which is something many practitioners, coaches and clinicians are not familiar with, particularly in areas such as RSD (Rejection Sensitive Dysphoria) and emotional dysregulation.”

Normally, coaching sessions are 45 minutes long, once a week. While some children will require several months of coaching to get through their studies, others are better suited to a long-term coaching relationship. “When it comes to ADHD coaching, there has to be a certain level of maturity,” advises Isaacson. “This is why I usually coach children from the age of 11, and the child has to want to be there. From my experience, the only way to change a child’s behaviour is for them to find the motivation to do so. I aim to help them find that path, which is what leads to sustainable lasting change. Each week, we spend time exploring your child’s challenges through an ADHD lens and find ways to make the changes they’re looking for. I use the coaching space to see what is and isn’t working, and explore strategies unique to the individual needs of the child.”

Behavioural therapy for both children and parents should aim to support the child in the family setting and school environment. Cognitive behavioural therapy (CBT) focused on ADHD specifically should be delivered by a trained psychotherapist or psychologist. “Dependent on the age of the child, therapy varies: from role

NatureDoc runs an online course on Nutrition for ADHD presented in seven modules, with over six hours of video learning. See the YouTube introduction here: <https://www.youtube.com/watch?v=2pJXRoEciBM> Lead-in price of £129.

play to play therapy, and utilising senses depending on what the child responds to, be it a more tactile approach or drawing,” says Sol Matossian, Integrative Child & Adolescent Psychotherapist at The Soke. “Working collaboratively with the school, we would focus on the current challenges the child is navigating in order to devise suitable behavioural strategies. For children between 10 and 12-years-old, session time with a therapist is usually split 50/50. This means that there will be a session alone with the child to gain a sense of the child’s experiences, and separately a session with the parents to gauge their feedback. This arrangement may vary according to each individual family depending on the dynamics. Sometimes if there are siblings, it may be beneficial to allow them to join.”

A typical session would look at current behaviour that the parents may find



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THE TELL-TALE SIGNS OF ADHD

The symptoms of ADHD in children fall into two groups. Some children experience both groups of symptoms. The condition may present differently in girls and boys.

Inattentiveness:

- Short attention span
- Getting distracted easily
- Constantly switching tasks
- Difficulty with organisation
- Forgetting or losing things
- Not finishing more involved tasks
- Having trouble listening or following instructions
- Making careless mistakes

Symptoms of hyperactivity and impulsiveness include:

- Interrupting people
- Trouble waiting their turn
- Constantly fidgeting
- Running or climbing aimlessly
- Talking excessively
- Trouble sitting still
- Acting without considering consequences
- Unaware of danger

Source: Kove mental healthcare clinic

annoying or want to change, for example, playing less video games. The therapist, child and parents may look for cues or clues to see what it is that the child is engaging with, reinforcing and harnessing the positives of the behaviour. It may be that the child is highly effective at problem solving and executive functions when playing video games, which can be useful if transferred to real life experiences. Ultimately, it is about empathising with the parents and the child and ensuring that boundaries are more flexible to ensure success for both.

Both therapy and medication can help children manage ADHD, and often a combination of the two works best. Dr. Jenna Vyas-Lee, clinical psychologist and co-founder of mental healthcare clinic Kove, explains the process. “For your child to receive an ADHD diagnosis, they need to be formally assessed by a child ADHD specialist. This could be a clinical psychologist, a psychiatrist, or a paediatrician. A GP can’t formally diagnose ADHD, but they can refer you to a specialist. There isn’t one simple test for ADHD. A health professional can only reach a diagnosis after a detailed assessment. Assessment for medication is a collaborative approach and decision by all the key stakeholders - parents, doctors, teachers

“

Cognitive behavioural therapy focused on ADHD specifically should be delivered by a trained psychotherapist or psychologist

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and the child. A psychiatrist prescribes the medication. Medications available to treat ADHD include Methylphenidate, Lisdexamfetamine, Dexamfetamine, Atomoxetine, and Guanfacine.”

Medication can be tweaked to fit the individual. “Many people only take it during term time, or in the week. It really depends on symptoms and any potential side effects. Some people take it everyday. As with all medications there are a range of side effects that the psychiatrist will discuss with you so you can make an informed decision. The main one is potentially issues with appetite and making sure the child stays a healthy weight as many of the medications have an appetite suppressant effect.” ■

MAKING LIFE EASIER IN THE CLASSROOM

The integration of puzzle games into the classroom routine can be a beneficial strategy to enhance children’s attention and listening skills. Examples are puzzles such as Sudoku, Wordle or Dot to Dot. The mental stimulation offered by such games helps shift the mind from a state of boredom to one of productive and focused thinking. Children with ADHD possess the capacity for ‘dual attention’. This allows them to allocate cognitive resources to multiple tasks simultaneously. While listening to someone talk, ADHDers can often engage in activities that require moderate cognitive demand, without compromising their ability to process auditory information.

Source: Ben Isaacson, ADHD Coach at ADHD Confident



A SCHOOL FOR FUTURE GLOBAL CITIZENS

Whitgift School, a boys' secondary day and boarding school in South Croydon, has a strong reputation across academics, sport and the arts, and now it is encouraging its pupils to take on the world



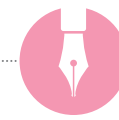
With 1,550 pupils across eight year groups, Whitgift is a big school with opportunities to match, but what drives this south London institution is an approach to education that extends far beyond the school gates. To create a cohort where each student takes responsibility for his role as a global citizen starts from day one with the Whitgift 7 programme.

Inspired by the ethos of the IB (which is offered in Sixth Form alongside A-levels), every boy is taught the Global Citizenship programme, built around the UN charter. The Whitgift 7 programme is uniquely designed to help pupils with their transition into the new environment, from the very first day to each part of the ongoing journey at the school. Through the breadth of the school's curriculum, pupils develop the skills of social and technological responsibility, collaboration and creativity, alongside resilience, self-awareness and emotional intelligence. Every boy studies 17 subjects in this first year, including three languages. Cultural engagement is ignited through trips and events, and co-curricular societies linked to religion, ethnicity and belief, in which students are enlightened to new ideas and discoveries which may trigger thought, debate and evolution of their views.

Exploration is the theme in the Junior Years when the school aims to create opportunities for pupils to explore new skills, with a set of free fencing and golf lessons during Year 7, and a free term of music lessons on an instrument of their choice. The music and drama offering is phenomenal, with excellent productions and plenty of clubs in which pupils can discover new talents in the arts. In Year 7, there is a two-hour lunch break, one hour of which is spent at a co-curricular club, ranging from apiarian society to climbing. Sport is integral to the education and wellbeing of all Whitgiftians, with 1,300 of 1,550 pupils participating in Saturday sport at all ages and levels. Facilities are top class, with cricket nets, a shooting range, a driving range, hybrid sports pitch and variable depth pool in a purpose-built sports centre all on-site, and the school's record at local and national level is outstanding.

“
Educating bright and talented young men, whatever their background, to become independent learners and thinkers
”

With over 425 years of exceptional educational experience, the school continues to develop its vision for the future: “Educating bright and talented young men, whatever their background, to become independent learners and thinkers, to achieve beyond what they believed they could, and to leave us ready to give back to the society in which they will be leaders.” ■



SWEET 16

A-levels have traditionally been the route to take at 16 but there is so much more out there. Dina Shoukry explores the myriad 16+ courses available to young people today

It can be difficult to choose the right academic path post-GCSEs, especially when there are so many qualifications to choose from and a multitude of ways to get to university or work.

Essentially there are two main routes to go down, academic or vocational. Students who enjoy academia and want to keep



Sydenham High School GDST

their options open may opt for A-levels or the International Baccalaureate (IB), and students who prefer more hands-on experience and already know what industry they want to join may go for a vocational course such as the newly introduced T-levels (Technical Levels) or BTEC (Business and Technology Education Council) diplomas.

Academic qualifications

Historically A-levels have been the norm, but increasingly the IB is being adopted by schools who then offer both options, although students cannot mix and match these qualifications.

Explaining A-levels

Most students take three or four subjects, which they can also combine with vocational qualifications like BTECs. They are a great option for students who want to continue subjects at a rigorous academic level or want to focus on specific subjects they would like to pursue at university.

At Thames Christian School, which



Ark Bolingbroke Academy



Dulwich College

“
The workplace link
will develop maturity
and life skills, both of
which will be a focus
of our sixth form
”

opened its sixth form this month (September 2023), the future of work is very much top of mind when it comes to its A-level offering. “We believe that by giving our sixth form students significant workplace experiences and being mentored by someone from their chosen career path, they will be inspired, or even change their mind about a career they thought they wanted. The workplace link will develop maturity and life skills, both of which will be a focus of our sixth form programme thus opening the door to alternative avenues such as degree apprenticeships,” says Head, Stephen Holsgrove.

Many schools ready their students for university and work through the Extended Project Qualification (EPQ), equivalent to half an A-level. This is an independent project, usually an extended essay of about 5,000 words, but it can be a performance

or artwork in any subject of the student’s choosing, outside of the regular curriculum. “It’s basically a massive research project, which helps students develop the independent research and study skills that they’re going to need at university,” says Dr Adrian Rainbow, Head of Eaton Square Senior School, who encourages all his A-level students to do an EPQ.

A-levels are supplemented at Eaton Square Senior School with experiential learning too, such as debating, the Model United Nations, Duke of Edinburgh’s awards and community outreach. “The end result is we want our students to be prepared for life, so they go to university with the confidence

to thrive in that environment and beyond,” says Rainbow.

Some schools focus solely on their sixth form results, steering students towards subjects they are likely to score higher marks in rather than doing what they enjoy most. “We don’t agree with that,” says Holsgrove. “We take a more flexible approach, looking at the individual student and what they need to do to succeed, and that comes first.”

“The most important reason to study at A-level is that you enjoy the subjects and that they will keep doors open to the future,” adds Kate Molan, Director of Sixth Form at Putney High School GDST. “Some



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THE
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GUIDE



Ernest Bevin Academy

undergraduate courses require certain A-level subjects, but many Year 11 students have no idea what they want to do after A-levels, so in that case it's important to choose subjects that they enjoy and that will keep them motivated, engaged and growing in curiosity and skills."

Explaining the IB

The IB is an academic alternative to A-levels. Instead of doing three or four subjects, IB students do six (although not as in-depth as each A-level subject). Three are at a higher level and three at a standard level. The idea of the IB is to enable students to keep their options open so they can study a breadth of subjects until 18. "Somebody graduating now is going to have something like eight careers in their lifetime," says Edmund White, Director of International Baccalaureate at Whitgift, which offers both A-levels and the IB. "It seems potentially risky to cut off maths, English and all sciences at 16. To believe that at 16 somebody's capable of knowing the three things that they want to do - that seems like the biggest risk of all."

Students take maths, their native language (so English in the UK), a foreign language, a humanities subject like history, economics



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“
The advantage of
IB is to zoom out
and build something
that is holistic
and cohesive
”

or philosophy, a science subject which can include computer science, and an arts subject which can be visual arts, theatre or dance.

As part of the IB, students also do Theory of Knowledge (a course which questions the basis of knowledge), write a 4,000-word research extended essay (on a subject of their choice), and take part in over 150 hours of non-academic activity covering creativity, physical activity, and service to the community.

"The advantage of IB is to zoom out and build something that is holistic and cohesive," says Whitgift's White. "A-levels run parallel to each other - you could swap any of them out for anything else and the courses would

remain the same, whereas with IB, the idea is that you're deliberately looking for links between subjects. What comes out at the end is somebody who's got a greater appreciation, not just for the individual subjects that they're working on, but also of the education process as a whole."

Many universities seek to recruit IB students because they offer both breadth of knowledge and depth, particularly in their higher-level subjects, and have proven that they know how to write analytical essays and think critically.

Vocational qualifications

There are a number of vocational courses and apprenticeships available to students at 16 and 18, the main differences being how they prepare students for work - some are through work placements of varying degrees, and some through work readiness programmes at school. Here we delve into the new T-levels, the popular BTECs, and degree apprenticeships too.

Explaining T-levels and BTECs

Similar to BTECs, T-levels are the new vocational qualifications introduced by government in 2021 to meet the demands of

FINDING WORK EXPERIENCE

Be prepared: Identify your interests and start thinking about work experience early, ideally in Year 10. Remember that the summer after your GCSEs comes round very quickly

Be bold: Don't be put off if you see something you really want but you only fulfil some of the criteria. You should still go for it. Remember that nobody fits the role perfectly first time and that you are there to learn

Be open-minded: If you find you can't get into something that fully matches your interests, you should still take a job. Remember that every opportunity is a chance to learn and will give you pointers for the future

Be brilliant: Try to do a great job and keep colleagues in your network; you never know when you may need their help again

Source: Wetherby Senior School

various industries that require a highly skilled and practical workforce such as engineering, science, health and social care, art, architecture, business and management, law, media, sport, IT, Early Years education and more.

Still in their infancy, these will eventually replace BTECs as more courses are rolled out. The two qualifications are very similar, the main difference being that T-levels require industry placements whereas BTECs can be taught solely in schools or colleges. T-levels cannot be taken in conjunction with A-levels whereas BTECs can.

At Ark Bolingbroke Academy, there is a strong focus on the applied sciences offering a BTEC programme that includes biology, physics and chemistry and is equivalent to three A-levels. However, students may also take BTECs in business, IT, sports science, and music in combination with their A-levels. "What's great about the Applied Science

course is that students have to do so many experiments, learning how to collect, use and reference their data, and that actually sets them up better for university, for dissertation and report writing," says Victoria Hill, Director of Sixth Form at Ark Bolingbroke Academy.

The focus is very much on preparing students for the practical world of work. "In a world where gaining information is really easy," continues Hill, "surely the focus should be on using that information, rather than memorising it."

The school also has a comprehensive 'work readiness' programme where students learn to write CVs and cover letters as well as attend careers conferences and networking events. Many go on to study sciences at top third universities like Exeter, Loughborough and Manchester, or go on to England's leading apprenticeship employers.

Unlike A-levels, T-levels and BTECs are more coursework-based which is an important consideration for students who don't like exams.

Explaining degree apprenticeships

Regardless of which 16+ route they take, students at 18 can apply for degree apprenticeships as well as applying for university through UCAS.

A degree apprenticeship enables students to gain a full undergraduate or master's degree whilst they work. They take three to six years to complete, depending on the course level, and students spend 80% of their time working and 20% studying at university.

The application process for degree apprenticeships is fairly gruelling as students go through a full graduate training assessment process. "Companies are looking to recruit somebody who can start working

TIPS FOR PROSPECTIVE DEGREE APPRENTICESHIP CANDIDATES

1. Know yourself well enough to be sure that going to work at 18, and the responsibilities that entails, is right for you
2. Try work shadowing or a part-time job to gain experience and build relevant skills for applications
3. Learn about the industry you want to join by reading, talking to people, attending events
4. Assess your skills and attributes against those employers are commonly look for: starting early gives you time to plug gaps
5. Be prepared for the tough road ahead - it's a highly competitive option
6. Sign up to several websites for details of relevant apprenticeships; track those to which you want to apply
7. Be open-minded about the level of apprenticeship and accrediting university you're considering
8. Set up a LinkedIn profile - keep it relevant and active, and review other social media accounts viewable by prospective employers
9. Keep talking to your parents/carer through the process

Source: Trinity School



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SCHOOL PROFILE

EDUCATIONAL PARTNERSHIPS

The Master of Dulwich College, Dr Joe Spence and Dr Cameron Pyke, Deputy Master External, discuss the school's prolific engagement with local schools and community and the benefits that brings to all involved



Wetherby Senior

straight away," says Eloise Maclean, Head of Careers and Employability at Emanuel School. "So, there's a certain level of maturity that's needed."

The beauty of degree apprenticeships is that students go to university debt free, earning on average £25,000 in the first year of study, which increases incrementally, and are pretty much guaranteed a job at the end of it. Not just any job either as companies that offer degree apprenticeships include top accountancy firms, Magic Circle law firms, global banks, financial institutions, pharmaceutical giants, large tech and engineering companies and public bodies such as the NHS and the Met Police.

"Degree apprenticeships offer the opportunity to both learn in the workplace and get a degree which is funded. Top graduate opportunities are something that

we're really proud to encourage our pupils to aspire to," says Maclean.

The choices seem endless at 16, and that in itself can be overwhelming, but many schools now, regardless of the qualifications they offer, are very much focused on preparing their students for the future of work and guiding them through the best qualifications to suit their abilities and aspirations. The main thing is that whatever they do, they enjoy it. ■

A report from the Policy Exchange think tank reveals that the government's apprenticeship levy scheme - designed to increase the supply of skilled workers - is not currently delivering the number of high-quality apprenticeships that the UK needs. This is due to the high level of dropouts, at 40%. Apprenticeship completion rates dropped from 65% in 2019 to 58% in 2021. Reforms called for include allowing shorter and more flexible courses of high immediate value to the economy, such as coding, to be eligible for funding from the levy.

“
The choices seem endless at 16, and that in itself can be overwhelming
”

How would you describe your approach to educational partnerships?

Joe: We are delighted to have an extensive partnerships programme embracing primary and secondary schools, teacher training, and support for the community. Our consultative approach aims to match a partner's needs to our strengths, and our teams set high expectations for achievement and sustainability, hoping our experiences can serve as a model of national best practice.

Can you share some examples of your primary partnership activities?

Cameron: We have a strong relationship with Dulwich Wood Primary School, and our regular activities include weekly music lessons, which this year led to a wonderful O2 performance at Young Voices, and sports, science, and swimming lessons. In addition, at Saturday Science School Year 5 pupils from 11 Southwark schools are introduced to practical laboratory Physics, Chemistry and Biology, and at Creative School pupils learn ceramics, drawing, sculpture, printmaking, painting and DT. Our partnership with Tulse Hill and Dulwich Hockey Club provides free weekly hockey coaching including facilities and equipment.

And can you tell us about how you work with the secondary school sector?

Joe: As part of our City Heights partnership, our educational partner since 2013, a maths teacher is seconded weekly and Year 13 students mentor KS3 pupils; we hold practical-based science in the College's laboratories for Year 8 pupils; Year 10 City Heights Portuguese speakers teach Dulwich students as part of their Language Leaders Award; and Year 7 pupils join sports lessons.

SCITT (School Centred Initial Teacher Training) offers career changers and recent graduates the opportunity to train as a teacher to join state and independent schools; Dulwich is the lead training school for Modern Languages, Mathematics and Physics and over the past five years we have trained over 100 new teachers.

Dulwich is proud to be a founding member of and contributor to the activities of Southwark Schools Learning Partnership, an alliance of 18 state and independent schools across Southwark and beyond whose pupils and staff share ideas, resources and facilities and learn from each other as equal partners.

In addition, Dulwich staff hold 33 positions of governorship or trusteeship, enriching outcomes through shared

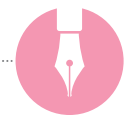
learning and skills. Cameron, for example, is Vice Chair of E-ACT, a national multi-academy trust whose social mission and holistic ethos parallel ours.

And what sort of links do you have with the community?

Cameron: Dulwich pupils engage weekly in 45 volunteering opportunities and on our annual Service Day 800+ pupils volunteer at schools, care homes, foodbanks, centres for disadvantaged children, and environmental projects.

Joe: We are delighted to share our facilities and welcome hundreds of local pupils to view our archives and the James Caird, the explorer Ernest Shackleton's famous lifeboat. We are our strongest when we learn together. ■





BOARDING

STAYING POWER



Boarding continues to grow in popularity with increasing numbers of pupils choosing to embrace a 24/7 school life. Here, Georgina Blaskey investigates why so many families are opting for this path

Woldingham School

Despite the grim economic outlook, boarding numbers are up. The most recent report from the Independent Schools Council showed 66,325 boarders, making up 12% of total pupil numbers in independent schools,



Cranleigh School

and an increase on the 65,232 boarding pupils reported in 2022. Boarding numbers based on pupils who boarded or will board at any point during the academic year 2022/23 were 70,123, an increase of 186 compared with 2022. So even with households under growing financial pressure, why are many families choosing to embrace a boarding education?

One of the reasons for its enduring popularity is the array of possibilities available. “When considering boarding there’s a whole range of options, from full boarding, to flexible, to weekly boarding where pupils spend weekends with family. Which option you choose depends on the family’s lifestyle,” explains Simon Bird, Deputy Head, Cranleigh School. Flexi-boarding has become increasingly common

and it is here where the most change is happening because it is an excellent fit for 21st-century families.

Florence Corran, Senior Deputy Head at Woldingham, explains: “Woldingham introduced flexi-boarding, where students can board for one or two nights per week, in September 2016. Its popularity has grown from around 15 day students opting to flexi-board to around 100 per term in 2022-2023. The original idea behind it was to offer day students a taste of the independence – and the fun – that boarding offers and to fit around their schedules of school sports matches and activities. However, it’s become increasingly clear that many parents value the flexibility that flexi-boarding gives them during the busy working week – or even the opportunity to have a night out, knowing

“
It’s become increasingly clear that many parents value the flexibility that flexi-boarding gives them
”

their daughter is safe and happy at school.”

When pupils are at school, communication between parents, their children and the school is another area which has evolved. As well as most pupils



DLD College London

having their own phones with them at certain times of day, making it easy to speak to their parents, channels between house staff and parents are always open.

William Chaloner, Senior Boarding Housemaster at Whitgift, explains: "Boarding staff are always contactable during term time and can be called upon at any time to discuss any emerging concerns. We aim to be as proactive as possible, and regular opportunities to discuss their son's progress are provided through remote calls and gathering of feedback from academic staff. Each term a written report is sent home, on which parents are encouraged to provide feedback."

Independence is one of the key skills a boarder develops, whether that's managing their day-to-day requirements, such as

“ Boarding staff are always contactable during term time and can be called upon at any time ”

remembering sports kit or learning to do their own laundry. "Many of the skills developed by the young men at Whitgift come from the independence that naturally emerges from the boarding environment," says Chaloner. "Our ethos is one of 'create

the child for the path, not the paths for the child' and we aim to create a platform where opportunities are abundant and yet pupils are encouraged to take responsibility for their personal standards and organisation."

Alongside independence, boarders develop other life skills such as confidence and resilience. Communal living offers many positive experiences and a second family, which lots of pupils value enormously. "The primary aim of any boarding house is to create a warm, supportive sense of community which feels like a home when at school, where there is a natural sense of fun and camaraderie," says Cranleigh's Bird.

But with life in a boarding house, like in any home, there are moments where a pupil will need to adjust their own behaviour or expectations to accommodate those

around them. "Cohesion, compromise, conflict resolution, respect and tolerance; all of these are developed and nurtured in a boarding environment," believes Shirley Mitchell, Assistant Principal (Boarding and PSHE), DLD College London.

A boarding day is set up to maximise everything the school has to offer. In addition to timetabled lessons there is designated time before school, during lunchtime, after school and into the evening to spend time studying, partaking in co-curricular pursuits, meeting with tutors and quite simply making the most of each and every day. "The additional hour or two each day that is afforded to boarders, compared to pupils who may need to travel to and from school, means more time for activities and studies, but also the all-important rest, relaxation and sleep that adolescent boys need in order to be at their best," says Whitgift's Chaloner.

Despite the busy day, the range of activities and the house camaraderie, one of the pitfalls of boarding for some pupils will be feeling homesick. Preparing to leave home and board is a huge step - emotionally

and practically - but there are ways to help mitigate this. Chaloner advises a few nights away from home beforehand on a summer camp or an educational tour, where there is no contact with home, as well as some time spent talking and listening. "There will be an intense mixture of excitement and nerves at being away from home that can be managed. Spend

“ Despite the busy day, the range of activities and the house camaraderie, one of the pitfalls of boarding for some pupils will be feeling homesick ”



Whitgift School

PREPARING YOUR CHILD FOR BOARDING

How should you start preparing them?

- Create opportunities to stay away from home
- Take them on a tour of the school, real or virtual. Better still let them spend a taster day and night there
- Show them photos of the bedrooms
- Explain how exciting the environment will be

What practical steps to take?

- Teach them how to put on a duvet cover and pillowcase
- Explain how to manage sending dirty clothes to the laundry on the right days

How do you ensure good habits around food and meal times?

- Make sure your child is in the habit of eating three meals a day
- Make sure they are aware of a good range of healthy snacks so they don't always reach for the more unhealthy ones

How do you create good personal hygiene habits?

- Children should be able to wash their own hair in a shower
- They should also be in the habit of brushing their teeth for a full two minutes

How do you prepare children for sharing a room?

- Discuss with your child in positive terms about how to be respectful around others' personal space, boundaries and belongings and to consider how they would like to be treated by others
- Sharing with a sibling may also help

How do you support a child who is homesick?

- Explain that it is OK to feel this way
- The boarding school will likely buddy up your wobbly child with another child with the same issue
- Encourage them to personalise their bedroom as they would at home and surround themselves with home comforts such as cuddly toys

Source: Cranleigh, Mayfield, Royal Russell, Woldingham and Windlesham

some time discussing them. Do reassure your child regarding their worries and be compassionate towards their feelings.”

Another key piece of advice is encouraging your child to talk to their house staff about any concerns or worries they have. Building up that trust and communication from the start is vital. “Discuss how they are going to address or manage any concerns and prepare them to seek different avenues of support in addition to you, as parents,” advises Chaloner. “The boarding staff within the house are always on hand to help students, and your child should become used to and comfortable with turning to them with any concerns they may have. As a parent, being away from your child can feel disempowering – encourage them to engage with the support available.”

Learning to ask for help, be it from a teacher, a peer, or a senior prefect, is an underrated life skill, and understanding when to offer support is just as important. Everyone was new and nervous once and looking up to the pupils at the top of the school can be a game-changer. “The best boarding schools have a culture where senior students take prefecting and role modelling responsibilities seriously and develop a strong sense of duty and service,” says Cranleigh’s Bird. ■

“
There will be a
mixture of excitement
and nerves at being
away from home
”

TYPICAL BOARDING SCHOOL FEES

Average per term fees are £9,320 for Juniors, £12,787 for Seniors and £13,676 for Sixth Formers.

Source: ISC Census



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BECOMING ALL WE CAN BE

Alleyn's pupils follow the school philosophy in aspiring to be 'All We Can Be' across all aspects of school life, leaving ready to be engaged citizens of the future world

With the school's philosophy at the heart of all they do, Alleyn's is proud of its well-rounded and forward-thinking young people. In this ambitious and progressive co-educational school born from 400 years of history, the air is abuzz with a sense of excitement, enterprise, and possibility.

The core school values, known as the Alleyn's ROCCK - Respect, Opportunity, Curiosity, Courage, and Kindness - are central to life at school, guiding staff and pupils, and giving them power and purpose.



Academically impressive, Alleyn's provides a holistic education that prepares pupils for success in the modern world, understanding that excellent exam results are just one part of the puzzle. Beyond the classroom, the extensive co-curricular offering gives pupils the space to nurture and pursue their passions. With 60 weekly sports clubs and more than 180 exciting and diverse co-curricular options from water polo and gymnastics to philosophy and rocketeering - there is something for everyone. The Alleyn's House system also sees lots of exciting interhouse events throughout the year. From ballroom dancing and Lip Sync to Battle of the

Bands and Sports Day - a fun sense of competition runs throughout the school.

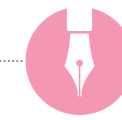
The school's founder Edward Alleyn was a famous Shakespearean actor of his time, with a passion for performing arts. It forms a huge part of life at Alleyn's, from the student-devised pieces in the "Bear Pit", to regular Edinburgh Festival tours, to musicals and the three major productions every year, most recently Shakespeare's 'As You Like It' and Roald Dahl's 'The Witches' and 'Matilda'.

Extensive partnership, enrichment and outreach programmes ensure pupils are well engaged with the community beyond the school. Alleyn's was founded in 1619 as a charitable foundation giving the gift of education to those who could not otherwise access it in Jacobean London. This ethos remains today with the Alleyn's Academy - a student-led, staff-supported programme of after school activities for local school children to expand their skills in sport, music, maths, and the digital world.



Mental, spiritual, and physical wellbeing is also integral to life at Alleyn's. The school recently completed The Well, a holistic wellness centre in the grounds featuring a garden-based meditation space and expert provision to give pupils the support they need. Parenting and pastoral care go hand in hand, so there is investment in parents as well as pupils, with expert-led evenings on topics such as online safety and self-esteem.

Head, Jane Lunnon is honoured to be paving the way in educating the next generation of movers and shakers. "We can't even begin to imagine the whirlwind of opportunities and challenges that this generation will be thrown into over the course of their lifetimes. At Alleyn's, we equip our young people to be all they can be - kind, happy, inspired and - having found 'their thing' - in the best possible position to take on the world and make a positive difference, whatever form that might take." ■



A LIFE LESS ORDINARY

Problem solving is a key skill needed for employees if they are to succeed in the future world of work, and schools need to wake up to the demand from employers, which some already have, finds Gillian Upton

The acceptance by educationalists that academic prowess alone doesn't make for an all-rounded child needed for today's workplace is rippling through curriculums throughout the country. The pandemic forced a new focus on mental

health, wellbeing and pastoral care, and then STEM - science, technology, engineering and mathematics - gave way to STEAM - adding visual arts, language arts and physical arts - as a way of using those softer skills to solve problems.

Industry observers believe schools now

need to teach children how to think. Schools have traditionally taught critical thinking which is based on debating and argument and usually driven through RS and PHSE, but the next evolution is to teach lateral thinking, to give children the skills to think creatively, in multiple perspectives, and



Streatham & Clapham Prep School GDST



JAGS

to solve problems more effectively and collaboratively.

One of the key findings from the World Economic Forum's 2023 Future of Jobs Report, published in May this year, highlighted that analytical and creative thinking remain the most important skills for workers in 2023. These two cognitive skills ranked higher than three self-efficacy skills (resilience, flexibility and agility), motivation and self-awareness, and curiosity and lifelong learning – all in recognition of the importance of employees' ability to adapt to disrupted workplaces.

Helen Loach, Head of Streatham & Clapham Prep School, points to another driver: "It's a fundamental talent that AI can't do. This will be the way of the future - thinking out of the box and drawing on experiences and the ability to draw on skills from elsewhere."

The good news is that some schools are already ahead of the curve but not necessarily labelling the lessons as thinking classes nor teaching it in isolation. The move is far more prevalent in the independent

schools sector, less restricted by government edicts and funding issues and generally more easily able to veer off the curriculum.

Instead of linear or vertical thinking which relies exclusively on logic, lateral thinking challenges traditional thinking 'inside the box' to think creatively and differently 'outside the box', to question what's in front of you and free up your imagination. STEAM is introducing this new way of bringing arts and sciences together but it needs to go further.

Dr Howard Peacock, Assistant Head (Director of Studies) at JAGs, explains the value of teaching pupils to think more creatively: "In education there is a clear difference between a pedagogical approach based on rote learning and narrowly defined skills, as opposed to more open-ended enquiry and challenges which invite many different 'correct' solutions. A central value of this creative pedagogy is the way it empowers students to take ownership of their own learning, building a culture of lifelong learning as opposed to simply 'prepping for the test'."

JAGs designed its own Thinking Skills course when A-level critical thinking was withdrawn nationally, taking the best elements of that qualification. "What we've learned from this is the value of teaching clarity and analytical skills which can cut across academic disciplines. For example, the ability to identify logical fallacies and errors in reasoning, and to understand the formal structure of argument," explains Dr Peacock.

“ Lateral thinking challenges traditional thinking 'inside the box' to think creatively and differently ”

"With those crucial building blocks, students are well placed to make the most productive use of the content they encounter in their subject lessons." The success of this course has led the school to develop an equivalent programme for GCSE students, a Topical and Contemporary Argument (TCA) course for Year 10.

In addition, JAGS is launching a Curriculum Plus course this month (September) for Years 7-9 designed with the explicit aim of fostering a spirit of open enquiry among all students.

"Outcomes here will be measured via a competency framework which puts the emphasis back on the individual and their development as a learner; tasks will be project-

based, open-ended, and collaborative," says Dr Peacock. "The experience of following this path through multiple different subjects across Key Stage 3 (including sustainability, art, storytelling, Politics, Philosophy and Economics to name a few) will enable learners to embed their understanding that there are multiple paths to a solution – the essence of lateral thinking."

JAGS is not alone in this new approach to teaching. Thames Christian School, for example, sees the benefit of arts and sciences co-existing harmoniously with the creative disciplines, "thus fostering creative thinking – an essential skill in the age of AI and the demands of the modern workplace," says Head, Stephen Holsgrove.



Eveline Day Schools

COMBINING ACADEMIC EXCELLENCE WITH A CAREER-ORIENTATED EDUCATION

Many leave school with strong academic results but little notion as to what industry they want to enter. An education is not just about good grades; a forward-thinking school will also provide their students with the foundations to succeed in their chosen career.

Creative industries are worth more than £115bn to the UK economy every year and, with one in eight UK businesses being arts-focused or part of the creative industries, there are a range of exciting career opportunities.

If students have a predisposition towards creative arts, selecting a school that has an emphasis on delivering academic excellence alongside a strong focus in the creative arts would be wise. They will receive a well-rounded education while being immersed in the arts and enabled to develop their passions, abilities and talents.

Students will leave school with excellent academic results but also fully equipped with the skills, knowledge and contacts necessary for success in the UK's burgeoning creative industries.

Source: Wetherby Arts School



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Some schools are introducing tangible, real-life problems to the style of teaching, and starting young. At The White House Prep School every lesson starts with a real-life problem.

“Each child has five minutes to have a go and talk to their partners and then we start the lesson. It shouldn’t be just the art subjects which allow children’s minds to run free,” says Vice Principal, Grace McCahery.

Similarly, at Eveline Day Schools (EDS), comprising seven nurseries and a primary school, the Head Eveline Drut believes in the benefits of teaching lateral thinking. “Problem solving activities provide opportunities for pupils to work collaboratively with others and achieve common goals. At EDS we notice that as pupils become more confident at lateral thinking they view problems as challenges and life experiences.”

Putney High School GDST is another educator embracing change in this way. The



The White House Prep School

EMBRACING INNOVATION IN EDUCATION

We need to equip students with the skills they need in order to thrive in a rapidly changing workplace. The World Economic Forum published the top ten skills of the future:

1. Analytical thinking and innovation
2. Active learning and learning strategies
3. Complex problem solving
4. Critical thinking and analysis
5. Creativity, originality and initiative
6. Leadership and social influence
7. Technology use, monitoring and control
8. Technology design and programming
9. Resilience, stress tolerance and flexibility
10. Reasoning, problem solving and ideation

When you’re looking at schools, make sure to ask how they are developing and rising to these changes beyond the traditional curriculum. How are they embracing technology? What is innovative about their curriculum offer? What additional opportunities do they offer students for them to grow and develop?

Source: DLD College London

“ Schools should be producing children ready for this exciting new world ”

school has introduced Design Thinking in Year 9 as a mash-up between Product Design and Computer Science. It’s a six-week course which rotates throughout the year and widens out to Year 12s.

“It’s a hybrid which bridges the gap between the two disciplines,” says James Mutton, Deputy Head Digital Innovation and Curriculum, adding, “it’s design thinking in action”. Pupils may use Big Data to undertake a project using coding, or design something, test it out, re-evaluate it and see it in action as a tangible example of resilience.

Putney is trying to build a faculty to bring together computer science, art and design technology and for pupils to work more collaboratively between those disciplines. “There is usually a blunt differentiation between science and art and it’s now becoming more accessible because of AI,” says Mutton. He sees many opportunities for pupils to be creative as AI develops. “We might have a child who doesn’t want to draw but who could paint a picture with the help of AI-powered software, plus we will have more time to be creative as we’ll be spending less time on data entry.”

Schools should be producing children ready for this exciting new world, doing jobs that none of us can even imagine. “Careers aren’t linear anymore. It’s all about transferable skills today and making sure pupils are equipped to thrive,” says Mutton.

Jack Paterson, Assistant Head of Futures at Trinity, says that a lot of teaching is linear too and what you lose is thinking around a problem. He believes that all lessons should be based on teaching how to think but that often issues of resources and funding get in the way.

“Having lateral thinking classes in isolation is counter-intuitive but having a humanities lesson in Key Stage 3 combining history, geography and RS skills would trigger a different way of approaching a problem. We’re trying to encourage that style of thinking, asking children to think of lots of different answers rather than one.

“We’re starting that cross-curricular element, to share ideas across specialist areas and link things to other disciplines,” says Paterson. For example, the school plans to trial cross-curricular support with sixth formers. “We’ll say, ‘Here is an issue - how can we tackle it’, and hopefully they will debate social, historical and financial factors, among others.”

With no space to do that on the timetable currently, Trinity runs an annual Festival of Ideas during the penultimate week of the summer term which merges STEAM elements - sciences and the arts. For example, last year first year Classics students created a six-foot-high model of Icarus in DT, complete with individual wooden feathers, and were taught the

WHY DEVELOP CREATIVE THINKING

In the evolving world of AI, being able to harness creativity and to think creatively is more important than ever. To help parents do this, here are some ideas:

Curiosity: Curiosity is essential for a child’s intellectual and personal growth. When children ask questions, it demonstrates their active engagement with the world around them. Encourage them to ask exploratory questions to develop critical thinking skills, expand their knowledge and develop a lifelong love of learning.

Connect: Building a strong connection with your child is vital for their emotional wellbeing and development. Take the time to engage in conversations about their interests, hobbies and passions, as well as current affairs.

Challenge: Enabling your child to step out of their comfort zone is instrumental in their personal growth and development. Encourage them to engage in new experiences and challenges that expand their horizons and give them opportunities to learn how to negotiate risk successfully.

Source: Thames Christian School

meaning of Icarus in lessons as a symbol of human endeavour and ingenuity (see photo on page 86). The 2023 theme was ‘Imagine’ and inspiring events took place across all departments, including creative writing, wheelchair rugby, interactive workshops such as a mock trial and Chinese cake-making.

“Soft skills and communication skills are inadequate in the workforce according to the World Economic Forum survey so we need to

give children these skills,” says Paterson.

It’s a point not lost on The White House Prep School. Three years ago The White House introduced Enterprise lessons with different forms each term. For Years 3-6 it was built into the curriculum. Grace McCahery, Vice Principal, explains: “We wanted to develop thinking in the school as we have to give children so many tools today. It’s junior business studies and brings maths, writing, public speaking and

collaborating together so they learn to embrace change.”

For example, a class of seven-year-olds planned their own school trip, presented it to the class, costed it out, worked out how much money they had to raise and how to do that, and finally enjoyed the trip. Another group created Christmas gift bags and learned how to market them. This year Years 5 and 6 will think up ideas for podcasts, understand how to monetise them, pitch the ideas to parents and finally record them in a local studio.



Sydenham High School GDST



Putney High School GDST



SCHOOL PROFILE

FINDING THE RIGHT PATH

Thames Christian School is dedicated to nurturing the gifts and talents of every pupil, seeing each one as unique and a story waiting to be told

“What we found was that some children had been taking these learnings outside the classroom

“What we found was that some children had been taking these learnings outside the classroom. One group had created a website for an online shop and raised money for our charity.”

Another benefit of Enterprise is that it is helping the pupils enjoy all parts of the curriculum. “Maths might not be a favourite part of the curriculum but working out a budget for a school trip means that they are suddenly inspired in the lesson.” It was this initiative which added a problem to solve at the beginning of each class.

The father of lateral thinking was world-renowned writer and philosopher Edward de Bono. He was a great proponent of the teaching of thinking in schools. He wrote more than 60 books including Six Thinking Hats, Teach Yourself How To Think and Lateral Thinking, and is now the subject of a biography*. Authored by Sarah Tucker, she is using the book launch to call for a re-introduction of thinking classes.

“There was incredible success in the UK with the thinking classes at the height of de Bono’s fame. His work was used in schools and teachers used his practice, but as is the way with most things in education, one ‘way of thinking’ replaced another - as one new government and education secretary replaced the next.”

Tucker is keen for schools to realise the benefits of lateral thinking. “Lateral thinkers question, they are curious and do not accept what they are told. They understand how narratives are manipulated and have the curiosity to do something about it. They are above all else unafraid.”

She believes that children are natural lateral thinkers but that often, education knocks it out of them. “It narrows their perception. Courage and curiosity is what they need.” Her opinion echoes educationalist Sir Ken Robinson’s famous TED talk in 2007 when he posed that same question - Do schools kill creativity? He made the point that children will take a chance, unafraid of being wrong, but that by



Trinity School

adulthood they have lost that quality. “We need to educate their whole being,” he said.

Hopefully, schools will be doing just that with the current changes in the curriculum, which augurs well for job seekers and employers alike. ■



Edward De Bono
Love Laterally
The Life of the Original Thinking Man

Written by Sarah Tucker
Foreword by Baroness Helena Kennedy

*Love Laterally - the life and loves of Edward de Bono, the world’s greatest lateral thinker. Published by Anoeica. ISBN 978-1-7393459-0-7. Hardback £25.

THE IMPORTANCE OF LATERAL THINKING

Lateral thinking means being able to think creatively or ‘outside the box’ to solve a problem; it requires resilience and perseverance - essential skills in a child’s educational journey.

Within a school environment, lateral thinking opportunities ensure that pupils can connect, combine and restructure information efficiently. It allows them to hypothesise and synthesise and apply their knowledge in a collaborative situation.

Opportunities for lateral thinking are facilitated with problem solving activities that use logic, analysis and imagination to make sense of a situation and achieve an intelligent, reasonable solution. These skills can be learned at primary level and are transferable through the next phase of school life.

We know that problem solving activities provide opportunities for pupils to work collaboratively with others and achieve common goals. We notice that as pupils become more confident at lateral thinking, they view problems as challenges and life experiences.

Source: Eveline Day Schools



Founded over 20 years ago and recently relocated to a state-of-the-art building next to Clapham Junction, Thames Christian School is an established independent school with a proven track record of excellence both pastorally and academically. The school takes pride in pupils’ achievements, and distinguishes itself as an ‘and’ school, rather than an ‘either/or’ school. The wide and flexible choice of options at GCSE and A-level allow for specialisation in the sciences, the arts, or a mix of the two. Staff believe that subjects like maths and science can co-exist harmoniously with the creative disciplines, thus fostering creative thinking - an essential skill in the age of AI and the demands of the modern workplace.

A wide range of subjects from Year 7 provides pupils with ample opportunity to explore and pursue their unique talents. This broad curriculum is supplemented by a varied array of co-curricular clubs,

societies, camps and overseas travel including the school’s award-winning trip to Tanzania, enabling pupils to develop life skills far beyond the academic.

Central to the school’s ethos is an atmosphere of trust which underpins pastoral care. This helps pupils develop their responsibility and resilience. The Thames Wellbeing Programme places emphasis on personal development, fostering healthy relationships and nurturing constructive engagement in society.

Head, Stephen Holsgrove says, “We are excited to have opened our long awaited Sixth Form which focuses strategically on subjects that open doors to diverse degree choices and other pathways. Recognising that students have varied aspirations, we prepare them for life beyond school by facilitating in depth connections to the workplace in their chosen career paths. Alongside this is a strong co-curricular of workplace and

“Our teaching staff comprise highly skilled subject specialists

life skills including leadership, financial planning, first aid, real world IT skills and cooking.” He adds, “Our teaching staff comprise highly skilled subject specialists, a number of whom bring industry expertise into the classroom.”

The school’s aims revolve around ensuring that each pupil understands their inherent value, embraces good character and personal responsibility, and cultivates a sense of purpose within and beyond the school community. Students at Thames develop the necessary skills, gifts and talents to succeed and make positive choices as they navigate life.

Thames Christian School is committed to providing an enriching educational experience that prepares your child for a fulfilling and successful future - navigation for life. ■





MINDING THE GAPS

Since opening its doors on Northcote Road in 2019, Mathnasium has been abuzz with children of all ages problem solving, number-crunching, getting stuck and unstuck and, perhaps surprisingly for most, having fun



Leaving learning by rote in its wake, Mathnasium heralds a fresh approach. Its proprietary curriculum focuses on helping children initially build their number sense, then once the foundations are in place, teaching increasingly complex mathematics all the way through to GCSE using mental, verbal, visual, tactile and written techniques. With careful questioning, instructors understand how students think, identify any problems, and guide them through the right thought processes to reach the right answer.

By learning how to think logically, children can solve any problem they face. As one mother commented, "Not only have we noticed an improvement in maths, but also greater levels of enthusiasm and a willingness to accept challenges across all academic areas. There has been a noticeable increase in self-belief and it's lovely to witness."

Unlike many supplementary education providers, every child has a bespoke education plan based on their ability rather than school age, so they are sufficiently challenged but not overwhelmed. "Reinforcement is key," says John Preston, MD of Mathnasium UK. "Once students

have mastered a topic, it doesn't mean they will never see it again. We'll revisit it, but it will be slightly more complex the next time."

Children come to the centre for various reasons. Some to fill in gaps in their knowledge, some, who are already passionate about numbers, come to get ahead (Mathnasium gives them the challenge they need to excel) and some for the all-important Common Entrance exam preparation. The centre delivers specialised 11+ and GCSE exam preparation courses aligned to the curriculum and tailored to the schools in question. "Many parents ask if their children should start preparing for the 11+ in Year 3 or 4," says John. "The reality is all children are different and what we can do is assess them, so that parents can make an informed choice as to when to

start." Assessments are free and there is no obligation to sign up.

Children from Year 1 through to Year 11 are welcome, and Mathnasium also provides places to families who otherwise couldn't afford it at their centres on Northcote Road and in Fulham, Wimbledon and Chiswick, and are actively looking for partnerships with local state schools to expand their offering. Recently, new centres opened in Richmond, Twickenham and Muswell Hill - with plans for four more in the autumn.

Walk past Mathnasium on any given afternoon and you will see children piling in and out, smiling and laughing. There is a real passion amongst the team to inspire, build confidence and help children perform better at school, and thousands of families across south London will happily attest to that. ■



STEEP LEARNING CURVE

This autumn schools open their doors to prospective parents. Go prepared if you hope to whittle down your choices to find the right school for your child, says Gillian Upton

Over the next few months schools will fling open their doors and parents should go prepared to glean as much as they can.

Websites, school publications, and online open events and talks are initial ways of discovering about prospective schools but there really is no substitute for an open day, when parents can get a real feel for what the school has to offer.

"They provide an opportunity for parents to get a first-hand experience of the school's environment, interact with staff members, and gather information about various aspects of the school," says Angela Ramcharan, of the Fundraising and Marketing Office at Ernest Bevin Academy. "Open days allow parents to assess whether the school aligns with their values, educational goals, and overall suitability for their child," she adds.

Open days are an opportunity to ask searching questions about school life, academic prowess, sporting choices, facilities, logistics, pastoral care, the diversity of the school's staff and pupils, and extra-curricular options. Moreover, to find out the entry requirements, what chances your child has of getting a place, what percentage of pupils are offered a place, what you'll have to pay if it's an independent school and if there are payment plans or bursaries. It's a long list!

"We find many parents have done plenty of 'homework' before attending an open morning and come armed with informed questions on a range of topics," says Linda Underwood, Director of Admissions at Woldingham.

Polly Twisk and Alison Williams, registrars at Dulwich College, revealed that, "one of the most frequently asked questions from

children is what is the food like!" They advise that the child should visit too, "as they will have opinions and a strong sense of whether they could see themselves at the school."

They also recommend enquiring about the school's commitment to sustainability. "And, importantly, it is a good idea to work out travel logistics to a school to ensure the journey is not too arduous."

The choice of school is bewildering for parents as it must begin with the fundamental choice of type of school - single sex or co-ed, boarding or day, and private or state.

The key is to visit only those schools that meet your criteria. If a school doesn't cater for your child's passion for a particular subject or sport, or the logistics of travelling there make it untenable, there is no reason to waste your time on a visit.

"A great deal of information can be gathered prior to the visit from websites, so do as much research as you can beforehand," advises Vania Adams, Headteacher of The

Roche School. "This enables parents to focus on questions," she says.

Demand is great for open days so book early to ensure a place. Some schools will limit visits only to those children joining the following year, so don't be over-zealous if your child is a few years off applying.

LOWERING THE STRESS OF ADMISSIONS

- Make a shortlist by attending senior school fairs or exhibitions, where you can speak to staff in person. Applying to too many schools will up the stress levels.
- Visit your top choices. Choosing a school for your child is a big decision and will often come down to gut feeling gauged during a school visit.
- Find the best fit. Be aware of your child's strengths and find a school that fits them rather than trying to make your child fit a particular school.
- Do some entrance test preparation, but not too much. Your child will ideally feel confident going into their tests, so it is worth looking at past papers or familiarisation tests if available, but spending hours on revision can lead to anxiety.
- Use school admissions staff who are there to guide you through the process and are always available to help.

Source: Woldingham School



Dolphin School



Open days should be a glimpse of a normal school day and should reflect the type of school, but some will be highly orchestrated, with strict and tight timetables, and others more relaxed where you are free to wander around unfettered and soak up the atmosphere. In essence, schools are presenting themselves at their best.

“The approach taken by the school in organising the event can reflect its culture, values and overall educational philosophy, says Ramcharan of Ernest Bevin Academy. “A strict and tightly scheduled open day may suggest a more structured and disciplined environment, while a more relaxed and free-flowing event could indicate a more flexible and student-centred approach. It’s important for parents to consider their own preferences and the needs of their child when interpreting the style of the open day.”

Where and who you can access during your time there will also speak volumes about the school. Red flags are no-go areas around the school, not being able to talk directly to pupils, and the head scurrying off after a presentation and not hanging back to answer one-to-one questions.

The head, senior staff, subject-specific teachers, key form tutors and pupil ambassadors should all be available.

“Our students love the opportunity to take prospective families around the school,” says Sarah Adams, Registrar of Putney High School GDST. “A student-led tour is a great way to hear first-hand what the experience of a new school is really like.”

Listen to the head, question members of the senior leadership team and key form tutors and decide whether the pupil ambassadors showing you around are how you would like your child to turn out. These first-hand impressions will bring to life the ethos of a school that often a brochure or website cannot.

“Try to speak to a member of the admissions team too; they are best placed to give you the key information you need and are usually helpful and reassuring,” adds Adams at Putney High.

Be aware that pupils are prepped before being let loose on a group of potential new parents but they will nonetheless be an indicator of the sort of pupils that school nurtures and develops. “I suggest parents should be wary if students appear over-prepared and rehearsed,” says Linda Underwood of Woldingham.

Nonetheless, Vania Adams of The Roche believes pupils are the biggest indicator of the school’s truth. “If pupils are lacklustre or disengaged it could be a warning sign. Similarly, if the head and/or senior leaders are not properly engaged, I would see it as a flag,” she says.

“Parents should be able to access classrooms, look at the quality of teaching and learning, check out displays and so on, and not feel that they are being rushed,” adds Adams. “The ability to have one-to-one conversations with the leadership team is as important as a group presentation. It’s a big decision after all.”

Dulwich registrars Twisk and Williams point out that it may not be possible to access all areas on a weekday visit as the school has to balance showing off the school and respecting the impact on pupils and lessons. “There is usually more of an opportunity to wander around the school during a Saturday open morning,” they advise.

Wander around, notice how staff and pupils behave and make sure you don’t leave with unanswered questions. DLD College’s Janay Morrison, Admissions Manager, lists a wide range of questions: “How are the pupils grouped? Setting? Streaming? Mixed

DIVERSITY IN CHILDREN’S LITERATURE

They say books are either mirrors or windows - they let readers see themselves or offer glimpses into others’ lives. Recently, there’s been an exciting boom in diverse literature, allowing more children to see themselves and others in their reading. Where to start?

- Websites like BookTrust, National Literacy Trust, Stonewall and Waterstones offer useful lists of recommendations.
- It’s not just ‘issue’ books: a book about a diverse character doesn’t have to have a plot driven by that characteristic. Whatever kind of story your child loves, you’ll find books centred around diverse characters.
- Look for ‘own voices’: often, the richest and most well-realised diverse characters will be written by authors who share those traits (avoiding the all-too-prevalent stereotyped, tokenistic sidekick). A quick search on the internet or an author bio in the back of the book will often point the way.
- When in doubt, ask a school or public librarian for recommendations.

Source: Dulwich College

ability? Vertically? Horizontally? Or a mix of methods? What are the school’s strengths? What is the school’s ethos? How diverse is the student and staff body? What are your results and destinations?”



Alderbrook School

Joe Silvester, Headmaster at Wetherby Senior, has more advice: “I encourage visiting parents to ask lots of questions, since I know our pupils will give honest and thoughtful answers about their experiences. Our boys are not on commission!”

Woldingham also recommends either an individual visit or a smaller group session after an open day, when you are getting close to a final decision or choosing a shortlist of schools.

“On individual visits, we can tailor tours to visitors’ particular areas of interest, be that boarding, drama, sport or specific academic subjects,” says Underwood.

What is a good school? The Dulwich College registrars sum it up: “A good school is a place where a pupil feels they can be any type of student and enjoy all that is available to them, with access to excellent teaching and facilities in all areas of the curriculum and co-curricular activities.” Ultimately, the best school is the one that is right for your child so it will be different for every parent.

QUESTIONS TO ASK PUPILS:

- What are you most proud of about your school?
- Does the school celebrate achievements?
- How does the school prepare you for exams?
- Do you think the school offers a stimulating and challenging learning environment?
- Are you enjoying your time at school?

QUESTIONS TO ASK TEACHERS:

- What do you look for in a child?
- What are the chances of being offered a place?
- What is the school’s academic curriculum and how is it tailored to individual student needs?
- What characterises a child from this school?
- How involved are parents?
- How well-rounded is the curriculum?
- How do you promote student wellbeing and engagement?
- What are the extra-curricular options? Are there clubs, societies and enrichment programmes?
- Is there a waiting list? What percentage of pupils are offered a place?

Read on for our list of Open Day dates for your diary. ■

Check school websites at the start of the new school year. Entry numbers refer to map on page 102.

WANDSWORTH STATE PRIMARY SCHOOLS (2-11)

2 Alderbrook Primary & Nursery School
September 26th, October 17th, November 10th & 27th, December 12th, January 12th & 30th, & February 12th, 9am.

4 Allfarthing Primary School
September 21st, October 10th, November 16th & December 5th, 9.30am.

7 Beatrix Potter Primary School
Open morning every Thursday, 9.30-11am. Email jewins.212@lgflmail.org to arrange.

8 Belleville Primary School
Small group tours booked via school office 020 7228 6727 or email enquiries@belleville.qle.org.uk.

9 Belleville Wix Academy
Enquire at admin@bellevillewix.qle.org.uk.

15 Fircroft Primary School
School tours each Wednesday, 9.30am. Call to book.

16 Floreat Wandsworth
Book on a school tour via the website: floreatwandsworth.org.uk/admissions/school-nursery-tours.

24 Hillbrook Primary School
October 5th & November 16th at 9.15am; October 11th at 5.30pm. Book via admin@hillbrook.primary.wandsworth.sch.uk.

26 & 27 Honeywell Infant & Primary School
Annual open morning in November, date tbc. Parent tours every other week. Book online.

35 Ravenstone Primary School
September 27th, October 11th, November 8th, December 6th, January 10th & June 26th, 9am.

39 Rutherford House School
September 21st, October 12th, November 9th, December 7th & January 11th, 9.30am. September 28th & November 16th, 1.45pm. Book via opendays@rutherfordhouseschool.co.uk.

54 Smallwood Primary School
Check website.

61 Westbridge Academy
Check website.

WANDSWORTH & MERTON PRIVATE PRIMARY SCHOOLS (UP TO 11/13)

62 Broomwood Pre-Prep
October 6th. Plus regular Friday morning tours.

63 Broomwood Prep - Boys
October 13th. Plus regular Friday morning tours.

64 Broomwood Prep - Girls
October 13th. Plus regular Friday morning tours.

65 Dolphin School
October 3rd, March 5th & May 7th, plus individual tours by appointment on 020 7924 3472.

66 Eaton House The Manor
Boys - September 20th, October 4th & 11th, November 8th & December 6th, 9-10.30am. Girls - September 19th, October 3rd, 10th & 31st & December 5th, 9-10.30am. Registration via website.

68 Finton House
September 20th, October 12th, November 16th. Complete booking form online.

MAKING THE MOST OF AN OPEN DAY

Open days are an important opportunity for prospective parents and pupils to get a flavour and feel for a school. They can hear a head’s vision for the future directly from the source, helping them to understand the specific ethos of a school and make an informed decision.

- Parents should carefully consider what they want out of a school and most importantly which school would be the best fit for their child.
- Researching prospective schools, their facilities and what each school offers prior to an open day will allow parents to get the most out of the event.
- The day provides an opportunity to ask any burning questions, whether parents are looking for technical advice or simply need reassurance.
- Take time to reflect carefully on the experience once back home rather than making knee-jerk decisions. That said, do trust your instincts!

Source: James Allen’s Girls’ School



70 Hornsby House
October 12th, 9am. Book by calling 020 8573 7573.

75 Newton Prep
Small group tours on term-time Fridays. Book online.

78 Putney High School GDST
Junior School: October 7th & 9th.

79 The Eveline Day School
School tours throughout the year. Call 020 8673 3188.

80 The Roche School
September 23rd, 9.30am to 12pm. October 13th, November 15th, January 19th, February 22nd, May 3rd & June 12th, 9.15-11.30am. March 13th, 9.15-10.30am.

84 Wandsworth Prep
September 19th, November 9th, January 9th, March 5th & May 14th.

85 Wimbledon High School Juniors
September 16th, 9am, 10.15am & 11.30am. Book online.

OTHER PRIVATE PRIMARY SCHOOLS POPULAR WITH CHILDREN LIVING IN NAPPY VALLEY

Dulwich College Junior School
September 23rd, 9.30am and 11.15am. October 11th, 1.30-3.30pm, only for families considering entry to Year 3 and Year 5 in September 2024. Tours on some Wednesday and Friday mornings. Reservations via 020 8299 8432 or norfolk@dulwich.org.uk.

James Allen's Girls' School (JAGS)
October 7th.

Royal Russell School
February 23rd.

Sydenham High Prep School GDST
September 16th, 9am-1pm.

The Hampshire School Chelsea
Private/personalised tours on a book-only basis.

Wetherby Prep School
October 11th, 6pm.

WANDSWORTH STATE SECONDARY SCHOOLS

86 Ark Putney Academy
September 26th, 5-8pm.

88 Bolingbroke Academy
October 5th, 5.15-7.15pm. October 14th, 9.30am - 12pm.

89 Burntwood School
September 20th, 6-8pm. September 26th & October 5th, 9-11am.

90 Chestnut Grove Academy
September 19th & October 10th, 9-11am. September 28th 5-8pm.

91 Ernest Bevin Academy
September 27th, 5.30pm. September 29th & October 6th, 9am.

92 Graveney School
Daytime tours October 11th & 12th, plus October 12th, 5.30-8.30pm.

97 South Thames College
September 26th & 27th, 8.30am- 2.30pm.

WANDSWORTH & MERTON PRIVATE SECONDARY SCHOOLS

100 Emanuel School
Open days for September 2024 entry fully booked. Join waitlist for September 16th online tour.

101 Hall School Wimbledon
Apply online.

103 King's College School (KCS)
Apply online.

104 London Park School Clapham
Meet the Team sessions every Friday morning in the autumn term, Open Morning September 28th

105 Putney High School GDST
September 16th, 11+ music taster. October 5th, Open Morning & 11+ tours. October 6th, 11+ Open Morning.

106 Thames Christian School
September 19th, September 26th, October 4th, 10.30am-12pm. September 23rd, 10-11.15am & 11.30am-12.45pm. September 19th, Sixth Form, 7-8.30pm.

WHAT QUESTIONS TO ASK THE HEAD

One of the best ways to get a feel for the schools you are considering is to visit, and it is always a great idea to prepare all the questions you have ahead of time.

- What is the atmosphere of the school? Is it friendly and welcoming?
- What extra-curricular activities are available?
- What opportunities are there for your child?
- What are the school's leavers' destinations?
- How focused are they on sports, music and other arts subjects?
- What are the students like? Are they well-mannered, smartly dressed, and attentive in class?

Ultimately, it is important that your child attends a school which suits their needs and wants, so make sure you ask these questions and many more to ensure you are picking the right option for your child.

Source: The Hampshire School Chelsea

108 Wimbledon High School GDST
September 20th, 8.45-10.30am & September 30th at 9am, 10am & 11am, and October 10th, 8.45-10.15am.

LAMBETH STATE PRIMARY SCHOOLS

115a & 115b Henry Cavendish Primary School
Small group tours. Register for events online.

126 Telferscot Primary School
Book a visit at office@telferscot.co.uk.

LAMBETH PRIVATE SCHOOLS (UP TO 11/13)

127 Streatham & Clapham Prep School GDST
October 7th, 10am- 12pm.

128 The White House Prep School
October 7th, 9.30am-11.30am

LAMBETH STATE SECONDARY SCHOOLS

130 Dunraven School
September 19th, 5.30-8pm, September 21st, 23rd & 28th, at 9.15-10.30am.

131 Harris Academy, Clapham
Check the school's website in September/ email admisisions@harrisclapham.org.uk.

LAMBETH PRIVATE SECONDARY SCHOOLS

135 DLD College London
September 28th, 5-7pm.

136 Streatham & Clapham High School GDST
September 30th, 10am-1pm & October 12th, 9-11am. September 20th, Sixth Form, 6-8.30pm.

OTHER PRIVATE SENIOR SCHOOLS & THROUGH SCHOOLS POPULAR WITH CHILDREN LIVING IN NAPPY VALLEY

Alleyn's School
September 20th, Open Afternoon for prospective 11+. September 26th, Open Evening for prospective 16+. September 30th, whole school Open Morning.

Atelier 21 Future School
October 10th, primary, September 26th, secondary, all 10am-12pm.

Cranleigh School
September 26th, October 10th & November 7th, afternoon visits for 2026 entry only. December 6th, afternoon visit for 16+ 2024 entry only. March 5th, 12th & May 14th, afternoon visits for 2026 place offered only. June 18th, afternoon visits for 16+ 2025 entry only. Saturday welcome mornings on September 9th, 16th, October 7th, 14th, November 4th, December 2nd, February 24th, March 2nd, 16th, April 27th, May 18th, June 8th & June 22nd (16+ entry only).

Dulwich College
September 12th & 22nd, Year 7, 10.30am. September 13th & 26th, Year 9, 2.15pm.

Eaton Square Senior School
September 23rd, 9.30-11am. Sixth Form, September 23rd, 10.30am-12pm. For bespoke tours email admissions. senior@eatonsquareschools.com/ or call 020 7491 7393.

James Allen's Girls' School (JAGS)
September 20th & 27th, October 12th, 10.30am-12pm; October 7th at 9am, 10am, 11am and 12pm.

Royal Russell School
September 23rd, 8.30am-1pm.

Sydenham High School GDST
September 16th, 9am-1pm; September 28th & November 9th, Senior School, 9.30-11am; October 5th, Sixth Form, 6.30-8.30pm; November 2nd & 6th, Year 7 Taster Day for current Year 6 pupils; May 16th & 19th, Year 7 Taster Day for current Year 5 pupils.

Trinity School
September 30th.

OPEN DAYS

- Visiting in person gives a sense of the atmosphere and the chance to observe how staff interact with parents and children, and pupils with each other. The best advocate of the school will be its pupils and you should be able to talk to them.
- Most schools work to a timetable to ensure visitors see everything on offer; a genuine welcome should involve some flexibility and personal attention.
- Ask about the teaching environment, the provision for pastoral care, academic results, sporting, creative and extra-curricular opportunities. You may also ask about specialist topics, such as bursaries, as not all schools publish details.
- You should expect senior staff - ideally the head - to be on hand to answer questions.
- We advise children to go for a Taster Day to see the activities and approach of the school. The final decision is your responsibility, but we encourage children to take an intelligent part in the decision-making process.

Source: Broomwood Prep

FROM NURSERY TO 'BIG SCHOOL'

Starting a new school can be daunting, especially when you're just four-years-old and joining Reception. The weeks leading up to a child starting school are some of the most important times for parents and staff to work together to make this transition as smooth as possible.

Our Reception team visits nurseries in mid-June to meet the children before 'Moving Up Morning', held in early July, when the children spend a couple of hours meeting their new class and teacher. Fast-forward to September and new Reception children attend school for half-days for the first two weeks, which helps them adjust to school life and the exhaustion it brings! We, alongside many other schools, learnt during Covid that saying goodbye at the school gate works better for separation anxiety versus parents entering the classrooms.

Some of the best things you can do with your child are: help them learn how to dress independently, teach them how to recognise their name in print, and develop their gross and fine motor skills with games like throwing, catching and Lego.

Source: Finton House

Wetherby Senior School
October 7th. Book via school website.

Whitgift School
September 23rd & 28th.

Woldingham School
September 23rd, Open Morning; January 24th & March 6th, Information Mornings.



AFFORDABILITY

COST CONTROL

Schools are extremely conscious of the pressure parents are under to find private school fees and are extending the range of help on offer, says Gillian Upton



Broomwood Prep - Girls

With cost per term soaring to as much as \$8,000 for day pupils and almost twice that per term for boarders, it's no wonder that many parents are having to think hard about how to find the fees.

There is no doubt that the financial commitment is daunting. Adding up the total

cost of private education from reception to sixth form is an eye-watering figure. Research from think tank Civitas reckons it would cost £217,000 to send a child to an independent day school from the ages of four to 18. If fees continue to increase at a similar rate to the last decade that figure would rise to nearer £300,000.

According to their research, day school fees have risen by 77% in real terms since 2000. Boarding fees are little better, having risen by 66% over the same period after adjusting for inflation.

But find the fees parents do, judging by the fact that pupil numbers are up 1.6% across the independent schools' sector, with

“
Schools are acutely aware of the cost of living crisis impacting teachers and parents when fixing 2023/24 fees
”

the largest increase of 2.2% in the south-east of the country.

Why? “The independent sector delivers value,” explains Julie Robinson, Chief Executive of the Independent Schools Council (ISC). “If it didn't parents wouldn't waste their money,” she says.

Schools are acutely aware of the cost of living crisis impacting teachers and parents when fixing 2023/24 fee hikes and staff pay, and have pitched the former between 6-7% on average for this next academic year. Some schools have increased by more, namely Dulwich College by 7.5%, Whitgift by almost 10% and Trinity increasing from £20,437 to £22,685 which is 11%. Last year's average fee increase was 5.6%. Surprisingly some schools, namely Wandsworth Prep and the Hampshire School Chelsea, have retained 2022 fees for this academic year. Wandsworth Prep stays at £5,165 per term.

Schools are tackling a perfect storm of events: rampant inflation which is just starting to slow down, petrol prices, and the increasing cost of teachers' pension schemes (TPS) which has forced several hundred independent schools to withdraw from TPS to control staff benefits packages. On top of that is Labour's threat of putting 20% VAT on school fees from 2025, predicated on them winning the election and with a big enough majority to be able to do so. “Schools are alert to the VAT issue and will mitigate the hike; fees won't necessarily go up by 20%,” reckons ISC's Robinson. “The trend is for schools to do as much as they can.” Lastly, schools are struggling to recruit staff in such a competitive labour market.

Trinity, for example, has postponed planned major capital work on new classrooms to help them through the period of high energy costs. “Our staff body remains the most important element in shaping the experience of our students day-to-day, and we want the best teachers to come to Trinity and to stay here. In the current climate there is a particularly competitive market for teacher recruitment,



Dulwich College

and we must be able to reward and retain the right people,” says Alasdair Kennedy, Headmaster at Trinity School, Croydon.

Incremental income streams such as building hire help ameliorate schools' rising fixed overheads, but these have been decimated over the pandemic and are only just recovering. One school looking forward to this new income stream is Thames Christian School, having moved into a new building in February 2022. Apart from providing a fabulous facility for the school's regular performing arts group and holiday acting and dance courses, the school has secured a church booking every Sunday morning from Hillsong South West.

Schools are actively working to increase the fee assistance they offer and more generous bursaries are the big winner, some at 75% and 100%, plus easier payment terms for those paying fees to help spread the cost.

Whitgift offers a range of payment terms, including termly, monthly or spread across payment plans and the fee office spends “lots of time talking and re-packaging,” says Head Chris Ramsey. London Park Schools

offer a monthly direct debit option.

Eaton House the Manor is another school which offers easier payment terms, specifically a monthly payment scheme. Finton House School started offering monthly direct debits pre-pandemic “having seen affordability as a potential long-term issue,” explained the school's bursar.

It's worth checking the website of the London Fee Assistance Consortium (LFAC), which lists 33 member schools offering free and subsidised places to children with the potential to excel. The list comprises both single sex and co-ed schools. It may be a bursary, scholarship, assisted place or sponsored award although bursaries and scholarships remain the most popular forms of support. Among the member schools are Alleyn's, Emanuel, Godolphin and Latymer, KCS, Knightsbridge School, Newton Prep, Putney High School GDST and St Paul's.

“Thousands of young people benefit from financial support – in many cases fully-funded places – that allows them to flourish in our schools,” says Michael Bond, Chair of LFAC.

“
Schools are actively working to increase the fee assistance they offer and more generous bursaries are the big winner
 ”

The big transformational bursaries are going up this year. According to ISC figures, the total value of means-tested bursaries and scholarships countrywide is £483m, as at January 2023, which is a 4.1% increase on the previous year. The average bursary now stands at £11,800 pa.

Bursaries take account of full family circumstances and are aimed squarely at fostering greater social mobility and cohesion. The 100% bursaries take all the

pain away so, for example, at Wimbledon High, they include the cost of uniforms, laptops, school trips, music lessons, rowing clubs and so on.

London Park Schools plan to offer bursaries in the future, funded through a Dukes Fund that will cover more than just the fees, such as the cost of trips to universities.

“Widening access to a Woldingham education through funded places nurtures diversity and inclusion within our thriving school community,” says Camilla Mair, Foundation Director at Woldingham.

“They have a lifelong impact on students and their families.

“Woldingham bursary students have a strong work ethic, drive and passion for learning. Many achieve positions of responsibility such as Head Girl or Ribbon and go on to Oxbridge and other top universities. Five of our nine most recent head girls have been bursary recipients, demonstrating the enormous impact and opportunity a funded place at Woldingham affords.”

The school’s development team has

a long-term goal of providing 30 100% bursaries by 2030. Emanuel set a goal of reaching 43 bursaries in its 430th anniversary year in 2024 and “have exceeded that,” says Tammy Parks, Acting Head of Admissions, “with 54 pupils for 2022 entry and 51 pupils for 2023 entry.”

Alley’s is on the same path, explains Claire Morgan CFO: “We are delighted that 10% of our pupils are bursary recipients, who enter at 11+ or 16+. We will have more next year than ever before and, in the longer term, we’d like to double the number. We’re very lucky that a number of bursaries are funded by the Dulwich Estate as well as by the Worshipful Company of Saddlers and other donors.”

Dulwich College provides one of the most generous bursary schemes, with 220 pupils on bursaries this year up from 214 last year, funded by a £4.4m bursary pot. “Dulwich bursaries are funded by the generosity of The Dulwich Estate and philanthropic giving, and from income from our commercial operations and overseas schools,” explains Dr Cameron Pyke. The majority are offered on entry to Year 7 (11+)

DID YOU KNOW...

Dulwich College won the Independent School of the Year Award 2022 for Contributions to Social Mobility, awarded by the Independent Schools Magazine.

and are usually 75% and 100% bursaries. The College has a strong commitment to growing that number. “Our ultimate aim is to be need-blind,” says Dr Pyke.

The push on means-tested bursaries means that scholarships have shrunk to an average of 10% at most schools but not to be scoffed at if your child excels in art, music, sport and academically. Wimbledon High, for example, offers scholarships at three points of entry 11+, 13+ (Year 9) and Sixth Form, with discounts of between 5-20%.

The ‘state ‘til eight’ route is a popular way to ease the financial burden for those who see the full schooling run as being a stretch too far. Negotiating an early inheritance from grandparents is another possibility. Alternatively, start saving by arranging a savings plan with a finance company as that will soften the blow. Brokering a second charge mortgage on your home over a long term is another route to consider.

All schools advise parents to be proactive and approach them for a conversation on fees. “We hold several open events for families who are considering a bursary application which, among other things, involves some help and support with our interview and group experience process,” explains Emanuel’s Parks. Remember that all schools are focused on helping you, but you do need to ask. ■



Wandsworth Prep

“
Transformational bursaries are going up this year according to ISC figures
 ”

APPLYING FOR A BURSARY

- Identify the three or four schools you feel would be the best fit for your child – for example, do you want a school whose philosophy is to welcome families from many different and interesting backgrounds?
- Before visiting the schools and registering your child, explore the websites for details of their bursaries offer ie. means-tested awards that pay all or part of the fees.
- Many schools share full details about how many bursaries are awarded every year, eligibility criteria (eg. household income and assets), the range of bursaries on offer (from 10% to 100%), what extras are included (eg. uniform, lunches, trips), and how to apply.
- If your child is academically very bright, they might also be awarded a scholarship after sitting the entrance examinations in addition to a means-tested bursary.
- Always contact the registrars with any questions; they will be happy to advise.

Source: Dulwich College



Eaton House The Manor



Finton House



ADVICE FROM THE TOP

THE DELICATE ART OF PERSUASION

Ever wondered what those at the forefront of education tell their own children to help them navigate school life? We asked teachers for their top tips - and whether they've been successful!

EFFORT OVER RESULTS

Sophie Clegg, Geography teacher, Putney High School GDST

"My advice was, the effort you put in to a task means far more than the end result. When preparing for exams or any other events that feel pressurised, it helps to create a constructive atmosphere around revision and to formulate a timetable. She appreciates that we value hard work over results. Some of her friends feel a huge amount of pressure to achieve top grades in everything all the time. This is unachievable and can lead to anxiety and feeling fearful of opening up to parents about perceived failure. She has just sat her first end of year exams and certainly put plenty of effort in. Results have been a mixed bag so I am trying to stay true to my word!"

DON'T BE AFRAID OF FAILURE

Suzy Woolaway, Deputy Head and Maths teacher, Woldingham School

"I don't want you to get everything in life - or maths - 100% correct. If you do,

the challenge, or problem you faced was probably too easy. Think carefully about a problem, weigh up the different strategies you have for solving it, then try one. You will soon find that you learn a lot more from your failures than finding the perfect solution the first time. Perseverance and resilience are superpowers that will serve you well through your whole life. Don't be afraid to fail, be afraid not to try!"



Streatham & Clapham High School GDST

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The White House Prep School

FIRST IMPRESSIONS COUNT

Mary McCahery, Principal and founder, The White House Prep School

"Children will always make their own paths in life, but I have always told my daughters, and indeed my pupils, over 40 years of teaching, that first impressions matter. A friendly smile and being courteous always go a long way. People never comment on good manners but they always notice bad manners and this is a core value at The White House Prep. Modelling good manners is the best way to encourage your children to do the same, and I'd like to think I have raised my girls and pupils with the same ethos!"

BE ACTIVE AND ENGAGE

Aurélie Sciamma, Maths tutor and member of Commons Education

"As a parent and a teacher, I think the best piece of advice I gave my own children was to be active listeners in lessons. By this,

I mean focusing fully when the teacher is explaining something in class and engaging in the lesson by asking questions or offering their opinion in class.

At our family evening meal, I would ask my children what they learnt at school that day (often the answer would be 'nothing!') and might give them some tips then. It is really hard as a teacher to give advice to your own children without sounding boring, so we have always tried not to make a big deal of our suggestions. It worked really well with my two sons - my two daughters were too chatty in class for it to work!"

TRUST YOUR INSTINCTS

Katherine Beith, Year 4 teacher, Alleyn's

When my three daughters were approaching the age when their friends became more crucial than their parents and having a social life was of prime importance, the time was right to have a serious chat. My advice was, 'Do things that you want to do. Never be pressurised into engaging in any activities that you are

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uncomfortable with or just because your friends are doing it. You are in control'. My preference is to deliver advice in the car. Only ever attempt to have serious conversations when you're both looking in the same direction and there is no danger of eye contact. I wouldn't say the advice was well received, in that there was acute embarrassment and a realisation that I was using words teenagers cannot imagine that their parents know, and even more unthinkable was that I had ever experienced the trials that they were engaged with! All I can say is that they have grown up to be well-adjusted young women, so maybe it worked!"

GROW INTO INDEPENDENCE

Madeleine Champagnie, Head of English, Thames Christian School

"As a parent who is a teacher, I have resisted the urge to 'helicopter parent' or

micromanage every little detail. My advice was more of an ongoing attitude of, "What are you going to do about x...?". With a firm but loving and supportive expectation that their problem was not my problem to fix for them, my concern was not focused on their reaction, rather their growth into independence. All humans sometimes kick back at boundaries. This does not mean that we should not set them. As a teacher and a parent, we need to be resilient within ourselves and not give in to emotions-driven dialogue. Both of my now adult children are successfully functioning and independent."

WORK HARD, PLAY HARD

Adele Crabtree, Head of Design and Technology for London Park School Clapham

"Asking my boys this question they both said, 'Work hard, play hard'. It was different for each boy but mostly drip-feeding advice into general conversations as a way of



Thames Christian School



Alleyn's

approaching life. It was never a sit down and deliver it. I find chatting while dog walking or driving is a good time as we are side-by-side and not face-to-face, so not confrontational. I'm a big believer in that it's not what you say but how you say things. I try to pick my time and say, 'I have found that I.....' rather than 'I think you must.....'"

AIM HIGH

Helen Loach, Head of Streatham & Clapham Prep School GDST

Do your best - aim high and never think anything is impossible. Remember that exams and assessments are only one aspect of educational success - more fundamentally, compassion and empathy along with a strong moral compass will ensure you achieve success as you move into the wider world, beyond education. Trust your gut. If you know something is wrong, don't do it!

FOLLOW YOUR HEART

Carmen Roche, founder of The Roche School

"My piece of advice to anyone would always be...follow your heart. I have always told my daughter that I would have been perfectly happy if she had chosen to work

with flowers, dogs or anything else. Work occupies so many hours of one's life and it is better, in my opinion, to do a job one enjoys, if possible. I tried to embed the advice into our general conversations. To some extent it worked, but she has always had her own ambitions and skills; I was delighted when she decided to embark on the Teach First graduate scheme. I very much enjoyed helping my daughter with her studies but I don't think parents can really choose their child's future."

KEEP YOUR LOVE OF LEARNING

John Taylor, Director of Learning, Teaching & Innovation, Cranleigh

"What matters most as you make your way through education is keeping your love of learning. I might have a conversation from time to time, such as when my daughter received her latest set of grades. I remind her how important it is to love learning and go on loving learning. This matters more than whether the grades go up or down. And when she has a ballet exam, I don't know my rond de jambe from my arabesque, but I can tell her to let her love of ballet shine through. She says that it takes some of the stress away when she is about to do a test, knowing that what matters to her parents ultimately isn't how well she does but why she is learning." ■



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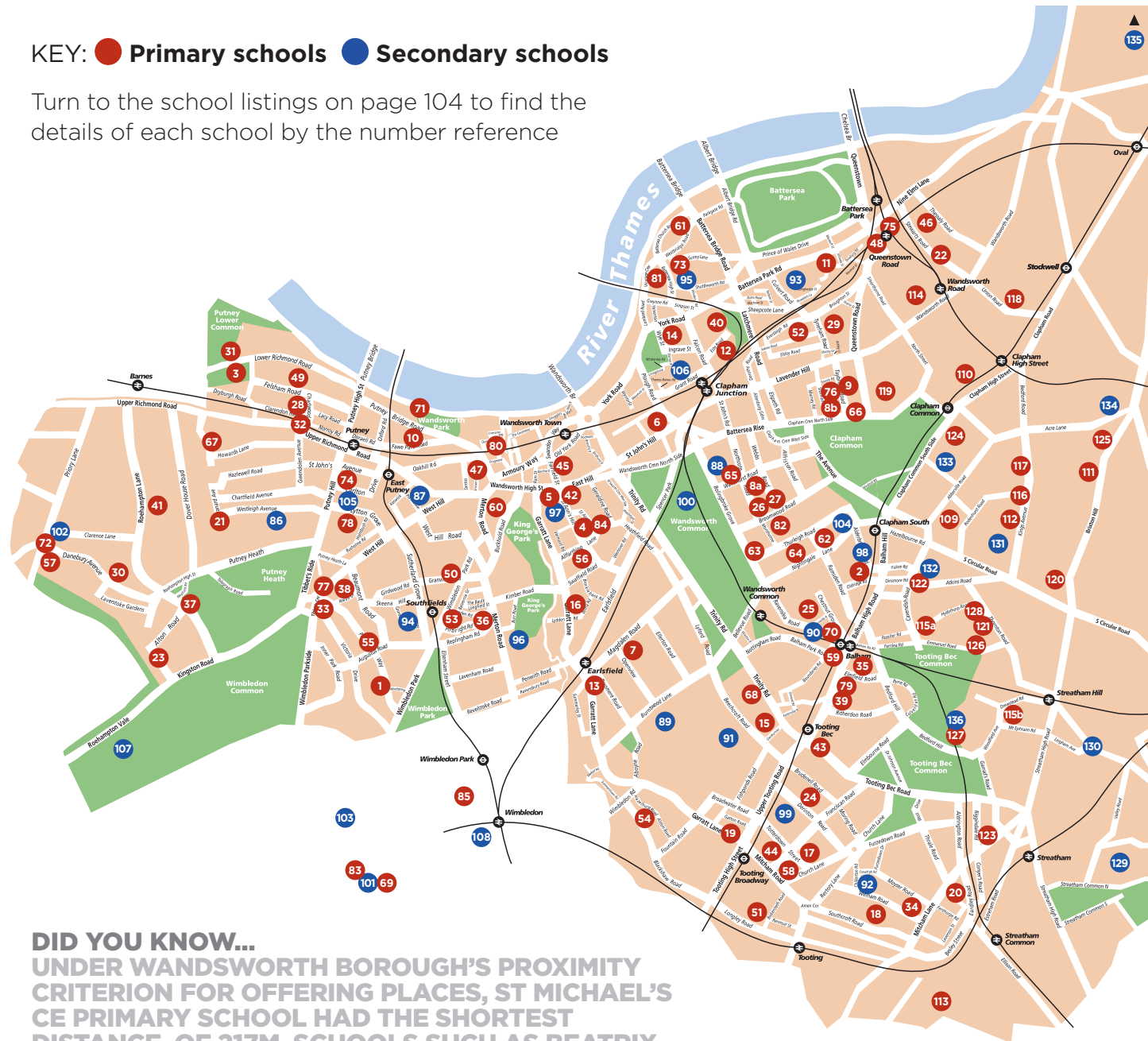
Source: Based on TwentyCI Exchanged data in the 12 months to 21st June 2023 in the following postcode sectors: SW11 1, SW11 2, SW11 3, SW11 4, SW11 5, SW11 6, SW12 0, SW12 8, SW12 9, SW16 1, SW16 6, SW17 6, SW17 7, SW17 8, SW17 9, SW18 1, SW18 2, SW18 3, SW18 4, SW2 4, SW4 0, SW4 6, SW4 9, SW8 1, SW8 2, SW8 3, SW8 4, SW8 5)

FIND YOUR LOCAL PRIMARY AND SECONDARY SCHOOLS

State and private schools in Nappy Valley

KEY: ● Primary schools ● Secondary schools

Turn to the school listings on page 104 to find the details of each school by the number reference



DID YOU KNOW...
 UNDER WANDSWORTH BOROUGH'S PROXIMITY CRITERION FOR OFFERING PLACES, ST MICHAEL'S CE PRIMARY SCHOOL HAD THE SHORTEST DISTANCE, OF 217M. SCHOOLS SUCH AS BEATRIX POTTER AND BELLEVILLE WERE 625M AND 1206M RESPECTIVELY, WHILE RIVERSDALE WAS THE MOST GENEROUS, AT 2901M.

Source: Wandsworth Borough Council's Annual Admissions Report 2023

WANDSWORTH STATE PRIMARY SCHOOLS

- 1 Albemarle
- 2 Alderbrook
- 3 All Saints (CE)
- 4 Allfarthing
- 5 Anglo Portuguese School of London (APSoL)
- 6 Ark John Archer
- 7 Beatrix Potter
- 8a Belleville (Webbs Road site)
- 8b Belleville (Meteor Street site)
- 9 Belleville Wix Academy
- 10 Brandlehov
- 11 Chesterton
- 12 Christchurch (CE)
- 13 Earlsfield
- 14 Falconbrook
- 15 Fircroft
- 16 Floreat Wandsworth
- 17 Franciscan
- 18 Furzedown
- 19 Gatton (Muslim)
- 20 Goldfinch Primary
- 21 Granard
- 22 Griffin
- 23 Heathmere
- 24 Hillbrook
- 25 Holy Ghost (Catholic)
- 26 Honeywell Infant
- 27 Honeywell Junior
- 28 Hotham
- 29 John Burns
- 30 Mosaic (Jewish)
- 31 Oasis Academy Putney
- 32 Our Lady of Victories (Catholic)
- 33 Our Lady Queen of Heaven (Catholic)
- 34 Penwortham
- 35 Ravenstone
- 36 Riversdale
- 37 Roehampton Church (CE)
- 38 Ronald Ross
- 39 Rutherford House
- 40 Sacred Heart Battersea (Catholic)
- 41 Sacred Heart Roehampton (Catholic)
- 42 St Anne's (CE)
- 43 St Anselm's (Catholic)
- 44 St Boniface (Catholic)
- 45 St Faith's (CE)
- 46 St George's (CE)
- 47 St Joseph's (Catholic)
- 48 St Mary's Battersea (Catholic)
- 49 St Mary's Putney (CE)
- 50 St Michael's (CE)
- 51 Sellincourt
- 52 Shaftesbury Park

- 53 Sheringdale
- 54 Smallwood
- 55 Southmead
- 56 Swaffield
- 57 The Alton
- 58 Tooting Primary
- 59 Trinity St Mary's (CE)
- 60 West Hill
- 61 Westbridge Academy

WANDSWORTH & MERTON PRIVATE SCHOOLS (UP TO 11/13)

- 62 Broomwood Pre-Prep
- 63 Broomwood Prep - Boys
- 64 Broomwood Prep - Girls
- 65 Dolphin School
- 66 Eaton House The Manor
- 67 Falcons School for Girls
- 68 Finton House School
- 69 Hall School Wimbledon
- 70 Hornsby House School
- 71 Hurlingham School
- 72 Istock Place School
- 73 L'Ecole de Battersea
- 74 Merlin School
- 75 Newton Prep
- 76 Parkgate House School
- 77 Prospect House School
- 78 Putney High School
- 79 The Eveline Day School
- 80 The Roche School
- 81 Thomas's Battersea
- 82 Thomas's Clapham
- 83 Ursuline Prep School
- 84 Wandsworth Preparatory School
- 85 Wimbledon High Juniors

WANDSWORTH STATE SECONDARY SCHOOLS

- 86 Ark Putney Academy
- 87 Ashcroft Technology Academy
- 88 Bolingbroke Academy
- 89 Burntwood School
- 90 Chestnut Grove Academy
- 91 Ernest Bevin Academy
- 92 Graveney School
- 93 Harris Academy Battersea
- 94 Saint Cecilia's C of E School
- 95 St John Bosco College
- 96 Southfields Academy
- 97 South Thames College
- 98 St Francis Xavier Sixth Form College

WANDSWORTH & MERTON PRIVATE SECONDARY SCHOOLS

- 99 Al-Risalah
- 100 Emanuel School

LAMBETH STATE PRIMARY SCHOOLS

- 101 Hall School Wimbledon
- 102 Istock Place School
- 103 King's College School
- 104 London Park School Clapham
- 105 Putney High School
- 106 Thames Christian School
- 107 Thomas's Putney Vale
- 108 Wimbledon High School
- 109 Bonneville
- 110 Clapham Manor
- 111 Corpus Christi
- 112 Glenbrook
- 113 Granton
- 114 Heathbrook
- 115a Henry Cavendish, Balham site
- 115b Henry Cavendish, Streatham site
- 116 Iqra (Muslim)
- 117 Kings Avenue
- 118 Lark Hall Primary
- 119 Macaulay (CE)
- 120 Richard Atkins
- 121 St Bede's (Catholic)
- 122 St Bernadette's (Catholic)
- 123 St Leonard's (CE)
- 124 St Mary's (Catholic)
- 125 Sudbourne
- 126 Telferscot

LAMBETH PRIVATE SCHOOLS (UP TO 11/13)

- 127 Streatham & Clapham Prep School
- 128 The White House Prep School

LAMBETH STATE SECONDARY SCHOOLS

- 129 Bishop Thomas Grant School
- 130 Dunraven
- 131 Harris Academy Clapham
- 132 La Retraite Roman Catholic Girls' School
- 133 The Elms Academy
- 134 Trinity Academy

LAMBETH PRIVATE SECONDARY SCHOOLS

- 135 DLD College London
- 136 Streatham & Clapham High School

Nappy Valley Schools Directory

KEY FOR STATE SCHOOLS

- A** Academy school
- C** Community school
- F** Foundation school
- V** Voluntary aided school
(C of E, Catholic, Muslim)

Class size: maximum 30
Gender: mixed

WANDSWORTH STATE PRIMARY SCHOOLS (4-11)

1 Albemarle Primary School **F**

Rated outstanding by Ofsted
Princes Way, SW19 6JP
T: 020 8788 3170

E: info@albemarle.wandsworth.sch.uk
albemarle.wandsworth.sch.uk

Head: Mr Rob Farrell
Pupils: 209

Ages: Nursery to Year 6

Clubs: Pre- & post-school care plus holiday clubs

Leavers' destinations: St Cecilia's, Ashcroft Technology College, Southfields Academy

2 Alderbrook Nursery & Primary School **C**

Rated good by Ofsted
Oldridge Road, SW12 8PP

T: 020 8673 4913
E: info@alderbrook.wandsworth.sch.uk
alderbrookprimarieschool.co.uk

Head: Mr Peter Weal

Pupils: 250

Ages: 3-11

Clubs: Pre- & post-school care and a range of school clubs

Leavers' destinations: Ark Bolingbroke, Burntwood, Chestnut Grove, Emmanuel, Graveney, James Allen's Girls' School, Streatham & Clapham High, Whitgift and a range of other state and independent schools.

3 All Saints' C of E Primary School, Putney **V**

Nurtures individuality, provides challenge, develops self-esteem and promotes respect and care for each other

Putney Common, SW15 1HL

T: 020 8788 5196
E: admin@allsaints.wandsworth.sch.uk
allsaints.wandsworth.sch.uk

Head: Ms C Wood

Pupils: 260

Ages: 3-11

Clubs: A range of school clubs

Leavers' destinations: Christ's School,

St James Senior Boys' School, Emanuel, Ibstock Place, St Cecilia's

4 Allfarthing Primary School **C**

Rated good by Ofsted

St Ann's Crescent, SW18 2LR

T: 020 8874 1301
E: info@allfarthing.wandsworth.sch.uk
allfarthing.org.uk

Head: James Heale

Pupils: 397

Ages: 3-11

Clubs: Pre- & post-school care available, plus a range of school clubs

Leavers' destinations: Ashcroft Technology College, Wallington Grammar, Burntwood, London Oratory, Ernest Bevin, Graveney, Lady Margaret's, Ricards Lodge, Fulham Boys, St Cecilia's, Southfields Academy

5 Anglo Portuguese School of London (APSoL)

Opened in September 2020 with a cohort of Reception children. England's first school to provide a bilingual curriculum in English and in Portuguese

25 Courthouse Way London SW18 4QG

T: 020 3417 0905

E: info@angloportugueseschool.org
angloportugueseschool.org

Principal Designate: Marta Correia

Pupils: 420 when at full capacity

Ages: 4-11

6 Ark John Archer **C**

Motto: "Together as one", providing the best all-round education

Plough Terrace, SW11 2AA

T: 020 7228 1710

E: admin@highview.wandsworth.sch.uk
highview.wandsworth.sch.uk

Head: Moira Cruddas

Pupils: 358

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

7 Beatrix Potter Primary School **C**

Rated good by Ofsted

Magdalen Road, SW18 3ER

T: 020 8874 1482

E: info@beatrixpotter.wandsworth.sch.uk
beatrixpotterschool.com

Head: Amanda Robertson

Pupils: 339

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

Leavers' destinations: Burntwood, Ernest Bevin, St Cecilia's, Emanuel, Whitgift,

Streatham & Clapham High School, Dulwich College, Wallington Grammar, Lady Margaret's, Alleyn's School

8 Belleville Primary School **A**

Rated outstanding by Ofsted

Webbs Road, SW11 6PR

Meteor Street, SW11 5NZ

T: 020 7228 6727

E: enquiries@bellevilleschool.org
belleville-school.org.uk

Executive Head: John Budden

Pupils: 1,012 available places across the 2 sites

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

Leavers' destinations: Bolingbroke Academy, Graveney, Saint Cecilia's C of E School, Burntwood, Streatham & Clapham High School, Emanuel, Alleyn's, Dulwich College

9 Belleville Wix Academy **C**

English and bilingual school which shares its site with Ecole de Wix French primary, an annexe of the Lycée Français Charles de Gaulle in South Kensington. 14 places per year group available in each bilingual class via Wandsworth and 14 available via the Lycée. Rated good by Ofsted

Wix's Lane, SW4 0AJ

T: 020 7228 3055

E: admin@wix.wandsworth.sch.uk
wix.wandsworth.sch.uk

Executive Head: John Grove

Head: Ms Séana Henry

Pupils: 283*

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

Leavers' destinations: Bolingbroke Academy, Lycee Charles de Gaulle, St John Bosco College

*14 bilingual French/English and 30 English-only places

10 Brandehow Primary School **C**

Rated outstanding by Ofsted

Brandehow Road, SW15 2ED

T: 020 8874 5429

E: info@brandehow.wandsworth.sch.uk
brandehowschool.org.uk

Head: Ms E Loughnan MA

Pupils: 330

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

11 Chesterton Primary School **C**

Shares a vision of individuals who exceed expectations and enjoy education. Rated outstanding by Ofsted

Dagnall Street, SW11 5DT

T: 020 7622 1619

E: office@chesterton.wandsworth.sch.uk
chesterton.wandsworth.sch.uk

Executive Headteacher: Mr Siswick

Head of School: Miss Smith

Pupils: 394

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

Leavers' destinations: Harris Academy, Wallington Grammar

12 Christ Church C of E Primary School **V**

Rated good by Ofsted

Batten Street, SW11 2TH

T: 020 7228 2812

E: info@christchurch.wandsworth.sch.uk
christchurchbattersea.co.uk

Head: Mrs C Morris

Pupils: 179

Ages: 3-11

Clubs: A range of school clubs

Leavers' destinations: St Cecilia's, St John Bosco, Harris Academy Battersea, Ashcroft Technology College, Burntwood

13 Earlsfield Primary School **C**

Rated outstanding by Ofsted

Tranmere Road, SW18 3QQ

T: 020 8946 5452

E: admin@earlsfield.wandsworth.sch.uk
earlsfield.wandsworth.sch.uk

Head: Mr S Trow

Pupils: 485

Ages: Nursery to 11

Clubs: Pre- & post-school care plus a range of school clubs

Leavers' destinations: Burntwood, Ashcroft Technology Academy, Southfields Academy, Ark Putney Academy, Graveney and also various independent schools

14 Falconbrook Primary School **C**

Rated good by Ofsted

Wye Street, SW11 2LX

T: 020 7228 7706

E: admin@falconbrook.wandsworth.sch.uk
falconbrook.wandsworth.sch.uk

Head: Mrs S Smith

Pupils: 269

Ages: 3-11

Clubs: A range of pre- and post-school clubs

Leavers' destinations: Harris Academy Battersea, Burntwood, Bolingbroke Academy, Chelsea Academy, Hurlingham Academy, Ark Putney Academy, Saint John Bosco College

15 Fircroft Primary School **C**

Rated good by Ofsted

Fircroft Road, SW17 7PP

T: 020 8672 6258

E: officemanager@fircroft.wandsworth.sch.uk
fircroftprimarieschool.sch.uk

Head: Mrs Denise York

Pupils: 415

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

Leavers' destinations: Burntwood, Graveney, Chestnut Grove, Dunraven, Ernest Bevin and various Harris Academies

16 Floreat Wandsworth **A**

305 Garratt Lane, SW18 4EQ

T: 020 8353 4195

E: office@wandsworth.floreat.org.uk
floreatwandsworth.org.uk

Head: Mr M Custance

Pupils: 420 ultimately

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

17 Franciscan Primary School **C**

Rated good by Ofsted

221 Franciscan Road, SW17 8HQ

T: 020 8672 3048

E: admin@franciscan.wandsworth.sch.uk
franciscan.wandsworth.sch.uk

Head: Mrs P André-Watson

Pupils: 412

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

18 Furzedown Primary School **C**

Mission is to make every child feel valued and to experience the thrill of learning

Beclands Road, SW17 9TJ

T: 020 8672 3480

E: admin@furzedown.wandsworth.sch.uk
furzedownschoo.co.uk

Head: Dionne Morris

Pupils: 410

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

19 Gatton Primary School **V F**

First Muslim voluntary-aided primary school in UK to be rated outstanding by Ofsted

SW17 0EU

Tooting site: 13E Broadwater Rd, SW17 0DS
Balham site: 47A Balham High Rd SW12 9AW

T: 020 8682 5570

E: info@gatton.wandsworth.sch.uk
gatton.wandsworth.sch.uk

Head: Majid Ishaque

Pupils: 420

Ages: 4-11

Clubs: Pre- & post-school care, plus a range of school clubs

Leavers' destinations: Al-Risalah Secondary School, Burntwood, Ernest Bevin

20 Goldfinch Primary School **F**

Cunliffe Street, SW16 6DS

T: 020 8769 6486

E: info@goldfinchprimary.org.uk
goldfinchprimary.org.uk

Head: Mrs Emilie Haston

Pupils: 450

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

Leavers' destinations: Chestnut Grove, Southfields Academy, Graveney, Dunraven, Ernest Bevin

21 Granard Primary School **C**

Rated good by Ofsted

Cortis Road, SW15 6XA

T: 020 8788 3606

E: info@granard.wandsworth.sch.uk
granardprimary.co.uk

Head: Mrs C Grigg

Pupils: 516

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

Leavers' destinations: Ashcroft Academy, Ark Putney Academy, Richmond Park Academy, Ricards Lodge



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22 Griffin Primary **A**

A vibrant multicultural school with aspiring global learners, nurturing students to develop their individual talents

Stewarts Road, SW8 4JB

T: 020 7622 5087

E: info@griffinprimary.org.uk
griffinprimary.org.uk

Executive Head: Ms Karen Bastick-Styles
Pupils: 360

Ages: 3-11

Clubs: Pre-school care plus a range of school clubs

Leavers' destinations: Harris Academy Battersea, Burntwood, Southfields Academy, Platanos College, Ashcroft Academy, Graveney, Chestnut Grove

23 Heathmere Primary School **C**

Rated good by Ofsted

Alton Road, SW15 4LJ

T: 020 8788 9057

E: sbm@heathmere.wandsworth.sch.uk
heathmereprimary.org

Head: Mrs E Lewis

Pupils: 285

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

24 Hillbrook Primary School **F**

Rated outstanding in all features

Hillbrook Road, SW17 8SG

T: 020 8672 3957

E: admin@hillbrook.wandsworth.sch.uk
hillbrookschool.org.uk

Head: Mrs D Hart

Pupils: 700

Ages: 3-11

Clubs: Pre- & post-school care on site, a wide range of school clubs, an autistic base nursery and a children centre on site

25 Holy Ghost Catholic Primary School **V**

Rated outstanding by Ofsted

Nightingale Square, SW12 8QJ

T: 020 8673 3080

E: olivia@holyghost.wandsworth.sch.uk
holyghost.wandsworth.sch.uk

Head: Mrs B McCann

Pupils: 206

Ages: 5-11

Clubs: Pre- & post-school care plus a range of school clubs

26 Honeywell Infant School **C**

Rated outstanding by Ofsted

Honeywell Road, SW11 6EF

T: 020 7228 6811

E: office@honeywell.wandsworth.sch.uk
honeywellschools.org

Head: Fiona Arnold & Jane Neal

Pupils: 270

Ages: 3-7

Clubs: Pre- & post-school care, plus a range of school clubs

Leavers' destination: Honeywell Junior School

27 Honeywell Junior School **F**

Rated outstanding by Ofsted. Through-school that encourages children to enjoy learning and to be successful

Honeywell Road, SW11 6EF

T: 020 7223 5185

E: office@honeywell.wandsworth.sch.uk
honeywellschools.org

Head: Jo Clarke

Pupils: 360

Ages: 7-11

Clubs: Pre- & post-school care, plus a range of school clubs

Leavers' destinations: Dulwich College, Alleyn's, JAGS, Emanuel and Whitgift

28 Hotham Primary School **C**

Develops independence, confidence and celebrates achievements and diversity

Charlwood Road, SW15 1PN

T: 020 8788 6468

E: info@hotham.wandsworth.sch.uk
hothamprimaryschool.org.uk

Head: Richard Byrne-Smith

Pupils: 377*

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

Leavers' destinations: Ashcroft Technology Academy, Richmond Park Academy, Ark Putney Academy, St Cecilia's and Whitgift

* 30 bilingual French/English places and 30 English-only places offered

29 John Burns Primary School **C**

Rated "good with outstanding features" by Ofsted

Wycliffe Road, SW11 5QR

T: 020 7228 3857

E: office@johnburns.wandsworth.sch.uk
johnburns.wandsworth.sch.uk

Executive Head Teacher: Ms C Grigg

Head: Brian Grogan

Pupils: 180

Ages: 3-11

Clubs: Pre- & post-school care plus a range of a school clubs

30 Mosaic Jewish Primary School **A**

Judged as outstanding by Ofsted. Moving to new premises, as below

170 Roehampton Lane, SW15 4EU

T: 020 8944 8731

E: info@mjps.org.uk or admin@mjps.org.uk
mjps.org.uk

Head: Jo Gordon

Pupils: 22

Ages: 4-11

Clubs: Pre- & post-school care plus a range of school clubs

Leavers' destinations: Ark Putney, Ashcroft, Christ's Richmond, Coombe Boys, Harris Academy, Kingston Academy, Richmond

Park Academy, Saint Cecilia's plus the private sector

31 Oasis Academy Putney **A**

Brand new academy opened in September 2016 as an inclusive, non-selective, co-ed school

184 Lower Richmond Road, SW15 1LY

T: 020 7884 6000

E: info@oasisputney.org
oasisacademyputney.org

Interim Executive Principal: Glenn Lillo

Pupils: 200

Ages: 4-11

32 Our Lady of Victories Catholic Primary School **V**

Developing full academic, personal and social potential

1 Clarendon Drive, SW15 1AW

T: 020 8788 7957

E: info@ourladyofvictories.wandsworth.sch.uk
ourladyofvictories.wandsworth.sch.uk

Head: Ms A Madden

Pupils: 195

Ages: 4-11

Clubs: Pre-school care plus a range of school clubs

Leavers' destinations: London Oratory, Sacred Heart, Cardinal Vaughan, Ursuline High School, Lady Margaret's, Tiffin

33 Our Lady Queen of Heaven RC School **V**

Rated outstanding by Ofsted

Victoria Drive, SW19 6AD

T: 020 8788 7420

E: info@ourladyqueenofheaven.wandsworth.sch.uk
ourladyqueenofheaven.wandsworth.sch.uk

Head: Jeremy Tuke

Pupils: 212

Ages: 3-11

Clubs: Pre- & post-school care, plus a range of school clubs

Leavers' destinations: Ursuline High School, Sacred Heart, Holy Ghost, Wimbledon College



Camp Suisse

34 Penwortham Primary School **C**

Rated good by Ofsted

Penwortham Road, SW16 6RJ

T: 020 8769 3949

E: admin@penwortham.wandsworth.sch.uk
penwortham.wandsworth.sch.uk

Head: Mrs S Andrews

Pupils: 491

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

35 Ravenstone Primary School and Nursery **C**

Rated good by Ofsted

Ravenstone Street, SW12 9SS

T: 020 8673 0594

E: info@ravenstone.wandsworth.sch.uk
ravenstoneschool.co.uk

Head: Francis O'Kane

Pupils: 408

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

Leavers' destinations: Chestnut Grove, Graveney, Burntwood, Ricards Lodge plus private schools such as Streatham & Clapham High, Whitgift

36 Riversdale Primary School **C**

Rated good by Ofsted

302a Merton Road, SW18 5JP

T: 020 8874 6904

E: info@riversdale.wandsworth.sch.uk
riversdaleprimaryschool.co.uk

Head: Amy Roberts

Pupils: 257

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

37 Roehampton Church School **V**

Rated good by Ofsted

245 Roehampton Lane, SW15 4AA

T: 020 8788 8650

E: info@roehampton.wandsworth.sch.uk
roehampton.wandsworth.sch.uk

Head: Lyn Anderson

Pupils: 200

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

38 Ronald Ross Primary School **C**

Commended by Ofsted for "very effective help with learning in Early Years Foundation Stage". Rated outstanding by Ofsted

Beaumont Road, SW19 6RY

T: 020 8788 5233

E: info@ronaldross.wandsworth.sch.uk
ronaldross.org.uk

Head: Abigail Brady

Pupils: 204

Ages: 3-11

Clubs: No pre- & post-school care, but a range of school clubs

39 Rutherford House School **A**

Focus on literacy and numeracy

Balham High Street, SW17 7BS

T: 020 8672 5901

E: info@rutherfordhouseschool.co.uk
rutherfordhouseschool.co.uk

Head: Ms M Mallett

Pupils: 180 at present, with full capacity by 2020

Ages: 4-7

Clubs: Pre- & post-school care plus a range of school clubs

Leavers' destinations: Dulwich College, Old Palace, Royal Russell, Streatham & Clapham High, Alleyns, Graveney, Whitgift

40 Sacred Heart Catholic Primary School, Battersea **V**

Giving firmest-possible grounding in the core academic subjects

Este Road, SW11 2TD

T: 020 7223 5611

E: admin@sacredheart-battersea.wandsworth.sch.uk
sacredheartschoolbattersea.co.uk

Head: Mr J Brading

Pupils: 454

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

41 Sacred Heart Catholic Primary School, Roehampton **V**

Recently commended by Ofsted for "exceptional progress across Key Stage 2"

Roehampton Lane, SW15 5NX

T: 020 8876 7074

E: info@sacredheart-roe.wandsworth.sch.uk
sacredheart-roe.wandsworth.sch.uk

Head: Mr A Gibbons

Pupils: 429

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

Leavers' destinations: St John Bosco College, Richmond Park Academy, Wimbledon College, Ashcroft Technology Academy, St Cecilia's, Ursuline High School, Holy Cross School, Gumley House RC Convent School, Christ's C of E School Richmond

42 St Anne's C of E Primary School **V**

Main focus on excellent academic progress and achievement

208 St Ann's Hill, SW18 2RU

T: 020 8874 1863

E: admin@st-annes.wandsworth.sch.uk
st-annes-wandsworth.sch.uk

Head: Mrs L Steward

Pupils: 148

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

43 St Anselm's Catholic Primary School **V**

Teaching and learning firmly centred on Christian values within a culture of love and respect for others

19 Tooting Bec Road, SW17 8BS

T: 020 8672 9227

E: admin@stanselms.wandsworth.sch.uk
stanselms.wandsworth.sch.uk

Head: Ms H Elwes

Pupils: 201

Ages: 4-11

Clubs: Pre-school care only, plus a range of school clubs

Leavers' destinations: Ursuline High School, Coloma Convent Girls' School, London Oratory, Wimbledon College

44 St Boniface RC Primary School **V**

Strong Catholic ethos that values good manners, respect for others and hard work

Undine Street, SW17 8PP

T: 020 8672 5874

E: admin@stboniface.wandsworth.sch.uk
stboniface.wandsworth.sch.uk

Head: Lisa Platts

Pupils: 314

Ages: 3-11

Clubs: Post-school care plus a range of school clubs

Leavers' destinations: Ursuline High School, St Philomena's High School for Girls, Wimbledon College, Graveney plus a selection of the Sutton grammar schools

45 St Faith's C of E Primary School **V**

Belief in success coming from a safe, nurturing and purposeful learning environment

Alma Road, SW18 1AE

T: 020 8874 2653

E: admin@stfaiths.wandsworth.sch.uk
stfaiths.wandsworth.sch.uk

Acting Head Teacher: Julie De Silva

Pupils: 205

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

46 St George's C of E Primary School **V**

Attainments well above national expectations in a calm, learning-focused environment

Corunna Road, SW8 4JS

T: 020 7622 1870

Greycoats, Harris Academy Battersea, Westminster City School

47 St Joseph's RC Primary School **V**

Rated good by Ofsted

90 Oakhill Road, SW15 2QD

T: 020 8874 1888

E: info@stjosephsrc.wandsworth.sch.uk
stjosephsrc.wandsworth.sch.uk

Head: Emma Cashier

Pupils: 228

Ages: 3-11

Clubs: Pre-school care only plus a range of school clubs

48 St Mary's RC Primary School (Battersea) **V**

Rated good by Ofsted

St. Joseph's Street SW8 4EN

T: 020 7622 5460

E: admin@st-marys-pri.wandsworth.sch.uk
stmarysschoolbattersea.co.uk

Head: Mr J Brading (executive)

Pupils: 217

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

49 St Mary's C of E Primary School (Putney) **V**

Belief that all children are capable of achievement within inclusive and nurturing Christian environment

Felsham Road, SW15 1BA

T: 020 8788 9591

E: admin@st-marys-putney.wandsworth.sch.uk
stmarysschoolputney.co.uk

Head: Ms C Payne

Pupils: 208

Ages: 4-11

Clubs: A range of school clubs



Little Barn Owls Nursery & Farm School

50 St Michael's C of E Primary School **V**

Christian values that include humility, endurance, thankfulness, reverence and wisdom
Granville Road, SW18 5SQ

T: 020 8874 7786

E: info@stmichaels.wandsworth.sch.uk
stmichaels.wandsworth.sch.uk

Head: Mrs A M Grant

Pupils: 410

Ages: 4-11

Clubs: Pre- & post-school care plus a range of school clubs

Leavers' destinations: Ashcroft Technology College, St Cecilia's, Lady Margaret's plus private schools such as Wimbledon High, Whitgift

51 Sellincourt Primary School **C**

Vision is to "Aim high and achieve your full potential"

Sellincourt Road, SW17 9SA

T: 020 8672 6796

E: info@sellincourt.wandsworth.sch.uk
sellincourt.wandsworth.sch.uk

Head: Hayley Clayton

Pupils: 406

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

Leavers' destinations: Burntwood, Graveney, Chestnut Grove

52 Shaftesbury Park Primary School **C**

"A Local School with a Global Perspective"

Ashbury Road, SW11 5UW

T: 020 7228 3652

E: info@shaftesburypark.wandsworth.sch.uk
shaftesburypark.wandsworth.sch.uk

Head: Bunmi Richards

Pupils: 345

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

Leavers' destinations: (for English-only stream) Lambeth Academy, Graveney, Southfields Academy, Burntwood, Harris Academy, Chestnut Grove

* Number of places split into 30 bilingual French/English and 30 English only

53 Sheringdale Primary School **C**

Rated outstanding by Ofsted

Standen Road, SW18 5TR

T: 020 8874 7340

E: info@sheringdale.wandsworth.sch.uk
sheringdale.org

Head: Ms S Jones

Pupils: 346

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

Leavers' destinations: Ashcroft Technology Academy, St Cecilia's, Burntwood, Ricards Lodge, Graveney plus private schools such as Emanuel and Putney High

54 Smallwood Primary School **C**

Celebrating all achievement, developing confidence, self-belief and sense of worth
Smallwood Road, SW17 OTW

T: 020 8672 6024

E: admin@smallwood.wandsworth.sch.uk
smallwood.wandsworth.sch.uk

Head: Mrs F Loudon

Pupils: 302

Ages: 3-11

Clubs: Pre-school care plus a range of school clubs

55 Southmead Primary School **C**

Rated "making good progress, with children growing in confidence and happiness" by Ofsted

Princes Way, SW19 6QT

T: 020 8788 8901

E: office@southmead.wandsworth.sch.uk
southmeadschool.co.uk

Head: Sarah Parry

Pupils: 372

Ages: 3-11

Clubs: Pre-school care plus a range of school clubs

56 Swaffield Primary School **C**

Creative and inclusive environment for children to develop both academically and socially
St Ann's Hill, SW18 2SA

T: 020 8874 2825

E: swaffield@swaffield.wandsworth.sch.uk
swaffield.wandsworth.sch.uk

Head: Ms Julia Hamilton

Pupils: 450

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

Leavers' destinations: Ark Putney Academy, Ashcroft Technology Academy, Blenheim High School, Bolingbroke Academy, Burntwood, Chestnut Grove, Ernest Bevin, Fulham Cross Girls' School, Harris Academy Battersea, Ricards Lodge, Southfields Academy, St Cecilia's, Wimbledon College

57 The Alton School **C**

Works hard to develop children's self-esteem. 'Give me a firm place to stand and I will move the Earth.' Rated good by Ofsted
Danebury Avenue, SW15 4PD

T: 020 8876 8482

E: admin@thealton.wandsworth.sch.uk
thealtonprimaryschool.co.uk

Head: Lindsay Thomson

Pupils: 225

Ages: 3-11

Clubs: Pre-school care and a range of school clubs

Leavers' destinations: Ark Putney Academy, Ashcroft Academy, Richmond Park Academy

58 Tooting Primary **A**

Provides a first-class education for all
Franciscan Road, SW17 8HE

T: 020 3700 0790

E: admin@tootingprimary.org
tootingprimary.org.uk

Acting Head: Miss Kelly Dixon

Pupils: 63

Ages: 4-11

Clubs: Pre- & post-school care plus a range of school clubs

59 Trinity St Mary's C of E Primary School **V**

Friendly, family-oriented church school. Creative curriculum. In top 1% of schools for academic achievement nationally and top in Borough of Wandsworth. Rated good by Ofsted

6 Balham Park Road, SW12 8DR

T: 020 8673 4166

E: sao@tsm.wandsworth.sch.uk
tsm.wandsworth.sch.uk

Head: Miss Lynn Anderson

Pupils: 179

Ages: 2-11

Clubs: Wraparound care from 7.45am to 5.30pm. Full range of enrichment clubs run from 2.00pm - 4.15pm

60 West Hill Primary School **C**

Rated good by Ofsted

5 Merton Road, SW18 5ST

T: 020 8874 5900

E: info@westhill.wandsworth.sch.uk
westhillprimaryschool.org

Head: Richard Milsom

Pupils: 266

Ages: 3-11

Clubs: Pre-school care plus a range of school clubs

61 Westbridge Academy **A**

Part of Step Academy Trust
Bolingbroke Walk, SW11 3NE

T: 020 7228 1293

E: info@westbridge.wandsworth.sch.uk
westbridgeprimaryschool.com

Executive Head: Misbah Mann

Pupils: 189

Ages: 3-11

Clubs: Pre- & post-school care plus a range of school clubs

WANDSWORTH & MERTON PRIVATE SCHOOLS
(UP TO AGES 11/13)

62 Broomwood Pre-Prep

Co-educational pre-preparatory school for ages 4-8: the first stage of Broomwood's prep experience offering children aged

4-13 an excellent all-round education that is academically ambitious, with superb pastoral support. Wrap around care options available. Entry by random ballot

Pre-School, Reception & Year 1: The Old Vicarage, 192 Ramsden Road, SW12 8RQ

Years 2&3: 50 Nightingale Lane, SW12 8TE

T: 020 8682 8830

E: admissions@broomwood.com
broomwood.com

Head: Mrs Caron Mackay

Pupils: 250

Ages: 4-8, co-ed

Clubs: Broad and varied range available

Term fees: £6,600

Leavers' destinations: Automatic entry to second stage of Broomwood: boys to Broomwood Prep - Boys; girls to Broomwood Prep - Girls

63 Broomwood Prep - Boys

Boys' preparatory school for ages 8-13: the second stage of the Broomwood experience offering children aged 4-13 an excellent all-round education that is academically ambitious, with superb pastoral care. Boys collaborate with Broomwood Girls for a variety of co-curricular activities. Automatic entry from Broomwood Pre-Prep; others by assessment

26 Bolingbroke Grove, SW11 6EL

T: 020 8682 8830

E: admissions@broomwood.com
broomwood.com

Head: Mr Kevin Doble

Pupils: 220

Ages: 8-13, boys

Clubs: Broad and varied

Term fees: £8,100

Leavers' destinations: At 11 & 13 to a mix of London day schools eg Dulwich College, Whitgift, Emanuel, Royal Russell, Trinity, St Paul's, and boarding eg Bradfield, Marlborough, Harrow, Tonbridge, Wellington, Charterhouse, Eton, Cranleigh, Radley, Winchester

64 Broomwood Prep - Girls

Girls' preparatory school for ages 8-13: the second stage of the Broomwood experience offering children aged 4-13 an excellent all-round education that is academically ambitious, with superb pastoral care. Girls collaborate with Broomwood Boys for a wide range of co-curricular activities. Automatic entry from Broomwood Pre-Prep; others by assessment

68-74 Nightingale Lane, SW12 8NR

T: 020 8682 8830

E: admissions@broomwood.com
broomwood.com

Head: Mrs Louisa McCafferty

Pupils: 200

Ages: 8-13, girls

Clubs: Broad and varied

Term fees: £8,100

Leavers' destinations: At 11 & 13 to a mix of London day schools eg. JAGS, Emanuel, SCHS, Francis Holland, Alleyn's; and boarding eg. Benenden, Bradfield, Woldingham, Cranleigh, Wellington, Marlborough

65 Dolphin School (incorporating Noah's Ark Nursery Schools)

Dolphin aims to nurture children's potential in academic and creative work and sport and develop character according to a Christian understanding

106 Northcote Road, SW11 6QW

T: 020 7924 3472

E: admissions@dolphinschool.org.uk
dolphinschool.org.uk

Heads: Mr S Gosden

Senior Deputy Head: Mr J Schmidt

Pupils: 150+

Ages: 2-11

Clubs: Early Bird, After-School Care, range of school clubs and music

Term fees: Noah's Ark £2,405

Dolphin £4,805 - £5,260

Leavers' destinations: Alleyn's, Dulwich College, Emanuel, Francis Holland, Ibstock Place, JAGS, Kew House, Royal Russell, Streatham & Clapham High School, Thames Christian School, Trinity, Whitgift, Woldingham

66 Eaton House The Manor

A group of nurturing, academic single-sex schools based on one Clapham Common site, embodying traditional values with a modern perspective. We provide a safe and inspiring learning environment that enables every child to flourish academically, culturally, and socially. We are ambitious for every child and take an individual approach to support academic growth, wellbeing, and the whole child's development. Our diverse body of pupils, parents and staff shares a sense of belonging and community

58 Clapham Common North Side, SW4 9RU

T: 020 3917 5050

E: sfeilding@eatonhouseschools.com
eatonhouseschools.com

Heads: Mrs Sarah Segrave

Pre-Prep: Mr David Wingfield

Girls: Mrs Claire Fildes

Nursery: Mrs Roosha Sue

Pupils: Boys 510, Girls 260, Nursery 48

Ages: Boys' Pre-prep 4-8, Boys' Prep 8-13, Girls' 4-11, Nursery 2-4

Term fees: Pre-Prep £6,740, Prep £8,090, Girls (Reception - Year 3) £6,740, Girls (Year 4 - 6) £7,875, Nursery £3,330 (varying with number of sessions)

Leavers' destinations: Boys: Eton, Westminster, St Paul's, Dulwich College, King's College School, Tonbridge, Harrow, Radley, Charterhouse, Whitgift, Winchester College, City of London

Girls: James Allen's Girls' School, St Paul's Girls' School, Wycombe Abbey, Woldingham,

Benenden, St Mary's Ascot, Streatham & Clapham High School, Alleyn's, Putney High School, Cheltenham Ladies' College, Francis Holland, St Swithun's

67 Falcons School for Girls (Incorporating Peregrines Nursery School)

An independent school for girls with a reputation for academic excellence, creativity and lifelong learning
11 Woodborough Road, SW15 6PY

T: 020 8992 5189
E: admissions@falconschoolgirls.co.uk
falconschoolgirls.co.uk

Head: Mrs Sara Williams-Ryan
Pupils: 250
Ages: 2-11

Gender: Girls with co-ed Nursery (2-4)

Clubs: Before school care from 8:00am (7:30am for Nursery) and after school care until 6:00pm. We also offer a range of extracurricular clubs and a homework club every day

Term fees: Nursery £3,075 - £5,145, Reception £5,190, Year 1 to Year 6 £6,025

Fees are inclusive of learning resources, term-time day trips, and food provided on site, including lunch and after school snacks. We take part in the Universal 15 hours free childcare for Early Years scheme provided by Wandsworth Council

Leavers' destinations: Putney High, Wimbledon High, Surbiton High, Francis Holland, City of London School for Girls, Ibstock, Marymount, St Paul's Girls' School, St James Senior Girls

68 Finton House School

An inclusive co-ed prep school that offers a broad and inspiring education, embracing outdoor learning and technology, which is based on the belief that kindness, resilience and self-belief are the foundations of success
171 Trinity Road, SW17 7HL

T: 020 8682 5757
E: admissions@fintonhouse.org.uk
fintonhouse.org.uk

Head: Mr Ben Freeman
Pupils: 340
Ages: 4-11

Clubs: Pre-school care from 8.00am and post-school care until 5.30pm plus wide range of clubs at all ages

Term fees: Reception - Year 2 £6,287, Year 3 - Year 6 £6,405

Leavers' destinations: Alleyn's, Dulwich College, Emanuel, Epsom College, Ibstock Place, James Allen's Girls' School, King's College School, More House Farnham, Royal Russell, Streatham & Clapham, Trinity, Whitgift, Woldingham and Wimbledon High

69 Hall School Wimbledon Junior School

Aims to provide an inclusive education based on practical learning and a passion

for knowledge. By developing pupils' imagination, they grow into well-rounded pupils ready for the next stage
17 The Downs, SW20 8HF

T: 020 8879 9200
E: admissions@hsw.co.uk
hsw.co.uk

Head: Mr A Hammond
Pupils: 50
Ages: 4-11

Clubs: A range of school clubs plus the Duke of Edinburgh's Award Scheme

Term fees: Years 3-6 £5,940

Leavers' destinations: Junior School feeds into the Senior School

70 Hornsby House School

A warm, nurturing and inclusive co-ed prep school situated between Wandsworth Common and Balham with a focus on traditional values and strong 11+ outcomes
Hearnville Road, SW12 8RS

T: 020 8673 7573
E: school@hornsbyhouse.org.uk
hornsbyhouse.org.uk

Head: Mr E Rees
Pupils: 440
Ages: 4-11

Clubs: Wraparound care from 7.30am to 6pm plus an extensive range of clubs.

Term fees: Lower School £6,010, Upper School £6,450

Leavers' destinations: Alleyn's, Dulwich College, James Allen's Girls' School, Whitgift, Streatham & Clapham High School, Emanuel, Epsom College, Royal Russell, Woldingham, Graveney, Trinity, Wimbledon High and King's College School

71 Hurlingham School

Experienced, dedicated and enthusiastic staff provide opportunities which strongly promote creativity and independence of thought, essential attributes for the 21st century
122 Putney Bridge Road, SW15 2NQ

T: 020 8874 7186
E: office@hurlinghamschool.co.uk
hurlinghamschool.co.uk

Head: Simon Gould
Pupils: 326
Ages: 2-11

Clubs: Post-school care and a range of school clubs

Term fees: Reception, Years 1 and 2 £6,575, Years 3 to 6 £6,800

Leavers' destinations: Alleyn's, Dulwich College, Emanuel, Epsom College, Godolphin and Latymer, Ibstock Place, Kingston Grammar, King's College School, Lady Eleanor Holles, Latymer Upper, Putney High, Queen's Gate, St Paul's Girls', Surbiton High, Whitgift and Wimbledon High

72 Ibstock Place School

Lots of extracurricular activities aim to produce happy, well-rounded, socially



Mentor Education

responsible, honest, resilient young people with determination, ambition and self-confidence

Clarence Lane, SW15 5PY

T: 020 8876 9991
E: registrar@ibstockplaceschool.co.uk
ibstockplaceschool.co.uk

Head: Christopher J Wolsey
Pupils: 960
Ages: 4-11

Clubs: Prep to 5pm plus a range of school clubs

Term fees: Kindergarten/Prep 1 £6,715, Prep 2 - Prep 6: £6,910

Leavers' destinations: Ibstock Place secondary school. A few leave at 11+ and 13+ but the vast majority stay; however, no automatic entry

73 L'Ecole de Battersea

English-French preparatory school, opened in 2005. A strong emphasis on its French/English bilingual context, aiming for all pupils to be immersed in both cultures and becoming fluent in both tongues

Trott Street, SW11 3DS

T: 020 7924 3186
E: battersea@lecoledespetsits.co.uk
lecoledespetsits.co.uk/lecol--battersea/

Head: Mme Frederique Brisset
Pupils: 255
Ages: 3-11

Clubs: Pre- & post-school care

Term fees: £5,395

Leavers' destinations: Automatic right of entry to the AEFÉ French schools network. Some pupils go onto English schools and are tutored in CM2 to achieve the required standard

74 Merlin School

Aims to encourage a sense of excitement about learning that nurtures children and ensures individual attention in order to reach full potential

4 Carlton Drive, SW15 2BZ

T: 020 8788 2769
E: secretary@merlinschool.net
merlinschool.net

Head: Violet McConville
Pupils: 200+

Ages: 5-8

Clubs: A variety on a Monday only.

Term fees: £5,500

75 Newton Preparatory School

Bright children, exceptional opportunities and a commitment to children enjoying their precious childhood years, which doesn't stop them achieving a sweep of scholarships to senior schools across the board. Aims to inspire independent learning, encourage diversity and academic commitment and create considerate citizens of a wider world

149 Battersea Park Road, SW8 4BX

T: 020 7720 4091/1207

E: registrar@newtonprep.co.uk or
hmpa@newtonprep.co.uk
newtonprepschool.co.uk

Head: Mrs A Fleming. Deputy Head Lower School: Mrs Wendy Smith

Pupils: 620+

Ages: 3 (Nursery), 4-13

Gender: Boys and girls

Clubs: 100+: combination of external activities and FREE staff-run clubs

Term fees: Nursery £3,525, Lower School £6,520, Upper School £7,465

Leavers' destinations: Alleyn's, Brighton College, City of London, Dulwich, Emanuel, Eton, Francis Holland, Godolphin & Latymer, Harrow, JAGS, King's College School, Latymer Upper, Putney High, St Paul's, Tonbridge, Wellington, Westminster, Wycombe Abbey

76 Parkgate House School

Opened 1987 to provide a warm, welcoming and nurturing atmosphere with strong educational ethos

80 Clapham Common North Side, SW4 9SD

T: 020 7350 2452
E: office@parkgate-school.co.uk
parkgate-school.co.uk

Head: Principal: Ms Catherine Shanley, Head: Mr Malcolm McKinley
Pupils: 200
Ages: 2.5-11

Clubs: A range of school clubs

Term fees: Nursery £1,929 - £5,656, Reception to Year 2 £6,159, Year 3 to Year 6 £6,431

Leavers' destinations: Alleyn's, Dulwich College, Emanuel, Ibstock Place, Jags, King's College School, Putney High, Wimbledon High, Whitgift, Woldingham

77 Prospect House School

Aims to create an atmosphere where children feel valued and secure in an educational experience that is both challenging and fun

75 Putney Hill, SW15 3NT

T: 020 8780 0456
E: info@prospecths.org.uk
or registrar@prospecths.org.uk
prospecths.org.uk

Head: Mr Michael Hodge

Pupils: 315
Ages: 3-11

Clubs: A range of school clubs

Term fees: Nursery £3,490 - £6,975, Reception, Years 1 and 2 £6,975, Years 3 to 6 £7,510

Leavers' destinations: Benenden, Colet Court, Emanuel, Harrodian, King's School Canterbury, Putney High, St Paul's Girls' School, Tiffin, Westminster Under, Wimbledon High

78 Putney High School GDST

"The quality of the pupils' academic and other achievements is excellent. Pupils love to learn and to challenge themselves intellectually, physically and creatively," concluded ISI report 2023

35 Putney Hill, SW15 6BH

T: 020 8788 4886

E: admissions@put.gdst.net
putneyhigh.gdst.net

Head: Mrs Pippa Page-Roberts

Pupils: Junior School - 320

Ages: 4-11

Gender: Girls

Clubs: Art, Music, Coding, Drama, Fencing, Judo, Football and Gymnastics. Individual music lessons are also available for all orchestral and band instruments

Term fees: £6,386

Leavers' destinations: The vast majority of girls go on to Putney High Senior School

79 The Eveline Day School

A warm and welcoming co-educational and non-selective family-run school, featuring smaller class sizes and a rich, creative and stimulating curriculum. Open 51 weeks a year from 7:30am-6:30 pm. The Eveline Day School is ideal for working parents who desire both an excellent education and high-quality wrap-around pastoral care

Swan House, 207 Balham High Road, SW17 7BQ

T: 020 8673 3188

E: eveline@evelinedayschool.com,
office@evelinedayschool.com
evelinedayschool.com

Head of School: Sarah Gillam

Executive Head: Eveline Drut

Pupils: 120

Ages: 3-11

Clubs: Pre- and post-school care clubs and prep-club, including compulsory strings orchestra for KS2

Term Fees: £5,660

Leavers' destinations: Alleyn's, JAGS, Streatham & Clapham High School, Wimbledon High, Dulwich College, King's College School, Whitgift, Trinity, Royal Russell, Wilson's, Wallington and Graveney

80 The Roche School

Family-owned nursery and primary school providing academic, sporting and artistic challenge in a warm, diverse environment. Pupils achieve excellent outcomes and achieved 36 scholarships in the 11+ in 2023

11 Frogmore, SW18 1HW

T: 020 8877 0823

E: admissions@therocheschool.com
therocheschool.com

Head: Ms V Adams

Nursery Head: Mrs G Emery

Pupils: 300

Ages: 2-11

Clubs: A wide range of clubs, over 50 each week

Term fees: Lower School: Reception to Year 2 £6,260, Upper School Year 3 to Year 6 £6,420. Nursery 5 mornings per week £2,995, Full time (5 mornings & 4 afternoons) £4,943

Leavers' destinations: Latymer Upper, Alleyn's, King's College School, Dulwich College, Tiffin, Ibstock Place, Wimbledon High, Emanuel, JAGS, Whitgift, Putney High School, Woldingham

81 Thomas's Battersea

Opened in 1977, it aims to embed kindness and understanding in which pupils' strengths are identified and supported
28-40 Battersea High Street, SW11 3JB

T: 020 7978 0900

E: Battersea@thomas-s.co.uk
thomas-s.co.uk

Head: Ben Thomas

Pupils: 600

Ages: 4-11

Clubs: No pre/post school care but a range of after school clubs and sports activities

Term fees: Reception-Year 2 £7,826, Year 3-8 £8,847

Leavers' destinations: Bradfield, Brighton College, Bryanston, Harrodian, Marlborough, Wellington, Westminster, King's College School, Downe House, Francis Holland, Dulwich College, Eton, Harrow, St Paul's Boys', St Paul's Girls', Radley, Alleyn's, Latymer Upper and JAGS.

82 Thomas's Clapham

Ethos of kindness and understanding in which pupils' strengths are supported

Broomwood Road, SW11 6JZ

T: 020 7326 9300

E: clapham@thomas-s.co.uk
thomas-s.co.uk

Head: Nathan Boller

Pupils: 650

Ages: 4-13

Clubs: No pre/post school care but a range of after school clubs

Term fees: Reception - Year 2 £7,320, Year 3 - Year 8 £8,270

Leavers' destinations: Alleyn's, Brighton College, Emanuel, Marlborough, Wellington, Benenden, St Mary's Ascot, Woldingham, Dulwich College, King's College School, Eton, Radley, St Paul's, Tonbridge, Whitgift, Westminster, JAGS, Wimbledon High

83 Ursuline Prep School

A non-selective independent catholic prep school for girls aged 3-11 (and boys up to age 4 and co-ed nursery)



Wetherby Arts School

18 The Downs, SW20 8HR
T: 020 8947 0859
E: office@wups.co.uk
ursuline-prep.merton.sch.uk

Head: Caroline Molina
Pupils: 250
Ages: 3-11

Term fees: Pre-school £2,865 - £4,660, Reception-Year 6 £4,660

Leavers' destinations: Emanuel, Kingston Grammar, The Laurels School, Lady Eleanor Holles, Putney High School, Sutton High School, Ursuline High School, Ibstock Place, Royal Russell, Streatham & Clapham High School, Wimbledon High School, Woldingham

84 Wandsworth Preparatory School

Believes that education should not simply be about exam results, reading, writing or arithmetic but also spark learning by developing the courage to take risks, the confidence to ask questions and the desire to know not just 'what' but 'how' and 'why'

The Old Library, Allfarthing Lane, SW18 2PQ

T: 020 8870 4133
E: office@wandsworthprep.com
wandsworthprep.com

Head: Mrs Laura Nike
Pupils: 90
Ages: 4-11

Clubs: Free wraparound care pre and post-school and a vast range of school clubs

Term fees: £5,165

Leavers' destinations: Alleyn's, City of London Boys' and Girls', St Paul's Boys' and Girls', Dulwich College, Emanuel, Ibstock Place, JAGS, Kew House, Ewell Castle, Reeds, Whitgift, St John's, Trinity, Kneller, Royal Russell, Sylvia Young Theatre School, Old Palace, Thames Christian School, Hall School Wimbledon, Lady Eleanor Holles School, The Laurels School, More House

85 Wimbledon High Juniors

Running an innovative curriculum, harnessing and embracing a cross-curricular approach to learning, with a strong pastoral focus to nurture success and happiness. Main entry point into Reception through 4+ admissions process

Mansel Road, SW19 4AB

T: 020 8971 0902
E: info.juniors@wim.gdst.net
wimbledonhigh.gdst.net

Head: Ms Claire Boyd
Pupils: 340
Ages: 4-11

Clubs: A wide variety of music, drama, sport, language, multi-skills and many more

Term fees: £5,999

Leavers' destinations: The vast majority of Juniors transfer to Senior school, sitting the same 11+ assessments as external candidates

OTHER JUNIOR SCHOOLS POPULAR WITH CHILDREN LIVING IN NAPPY VALLEY

Alleyn's Junior School

A warm and caring community providing co-educational excellence within an academically selective setting in which pupils flourish. Takes pride in its holistic approach to wellbeing. Judged excellent in an ISI report, which concluded, "The quality of the pupils' academic and other achievements is excellent." Automatic entry to Alleyn's Senior School

Townley Road, SE22 8SU

T: 020 8557 1519
E: juniorregistration@alleyns.org.uk

Head: Simon Severino
Ages: 4 - 11
Pupils: 298

Term fees: £7,650 for all years

Leavers' destinations: Alleyn's Senior School

Cameron Vale School

A boutique prep school in the heart of Chelsea

4 The Vale, SW3 6AH

T: 020 7352 4040
E: info@cameronhouseschool.org

Head: Alison Melrose
Ages: 4-11
Gender: Co-ed

Term fees: Reception-Year 2 £7,995, Year 3-6 £8,150

Leavers' destinations: King's College School, Godolphin and Latymer, Francis Holland, City of London, Latymer Upper, Queen's College, The Harrodian, Dulwich College, Woldingham

Dulwich Prep London

Independent prep school founded in 1885. Formerly known as Dulwich College

Preparatory School

38-42 Alleyn Park, SE21 7AA

T: 020 8670 3217
E: admissions@dulwichpreplondon.org

Head: Louise Davidson
Pupils: 850
Ages: 3-13

Term fees: Nursery and reception £5,375, Year 1-2 £6,135, Years 3-4 £6,960, Years 5-8 £7,795

Leavers' destinations: Dulwich College, Alleyn's, Trinity, Whitgift, Westminster, Tonbridge, Marlborough, Eton, Harrow

Eaton Square Prep School

55-57 Eccleston Square, London SW1V 1PH

T: 020 7225 3131
E: registrar@eatonsquareschools.com
eatonsquareschools.com

Principal: Sebastian Hepher
Head: Trish Watt
Pupils: 330
Age: 2-11

Term Fees: £6,610 - £8,245

Leavers' destinations: Alleyn's, JAGS, Queen's Gate, Westminster, Francis Holland, Godolphin and Latymer, Dulwich, Eaton Square Senior School, Radley, Downe House

Hill House International Junior School

A family-owned and run school with the guiding ethos of "A child's mind is not a vessel to be filled but a fire to be kindled"

Hans Place, SW1X OEP

T: 020 7584 1331
E: info@hillhouseschool.co.uk
hillhouseschool.co.uk

Head: Richard Townend
Ages: 4-13
Pupils: 800

Term fees: From £5,200 for Reception to £7,200 for Year 8

Leavers' destinations: Girls to More House School, Putney High School, Queen's Gate School, Latymer Upper School, JAGS, Francis Holland, Alleyn's School and Cheltenham Ladies' College. Boys to Dulwich College, Wetherby Senior School, Westminster School, St Paul's, Emanuel, The London Oratory, Eton, Stowe, Harrow and Bradfield College

James Allen's Girls' Junior School

Offering an outstanding and nurturing education whilst fostering the values of kindness, commitment and generosity. An environment of happiness, fun and warmth in which girls are motivated to work to the best of their abilities and to learn through play.

Pre-Prep 2 Dulwich Village SE21 7AL
 Prep 144 East Dulwich Grove SE22 8TE

T: 020 8693 0374
E: prep@jags.org.uk

Head: Victoria Goodson
Ages: 4-11
Gender: Girls

Pupils: 300

Term fees: £6,705

Leavers' destinations: James Allen's Girls' Senior School

Latymer Prep

Latymer Prep School is an academically selective independent prep school. Prep pupils automatically transition to the Upper School in Year 7. Pupils, parents and teachers work together to create a learning environment which is intellectually exciting, academically engaging and imaginatively stimulating. The curriculum ranges across 16 subject areas - including cookery, mandarin, design, science, art, history, philosophy and literature. The prep aims to nurture intellectual curiosity and confidence

T: 020 7993 0061
E: registrar@latymerprep.org

Principal: Andrea Rutterford
Ages: 7-11
Gender: Co-ed
Term fees: £7,353

Leavers' destinations: Latymer Upper School

Oakwood School

Independent education with a Catholic ethos. A Sunday Times Top 100 Preparatory School, part of the PACT Educational Trust
 Crystal Palace SE19 1RS

T: 020 8668 8080

E: admissions@oakwoodschool.org.uk

Head: Debbie Morrison
Pupils: 160
Ages: 4-11
Gender: Co-ed

Term fees: Infants £3,600, Juniors £3,900

Leavers' destinations: Cardinal Vaughan, Caterham School, Coloma, Croydon High, JAGS, London Oratory, Nonsuch, Old Palace, The Cedars, The Laurels, Trinity, Wallington High for Girls, Whitgift, Wilson's, Woldingham

Parsons Green Prep School

Opened 2001. Rated Excellent in all areas in their 2022 ISI inspection. The teachers deliver an exciting and contemporary curriculum in a unique setting, with an abundance of inside and outside space in which to learn and play. New Reception classroom and STEAM room in 2022 and moving towards becoming a major STEAM school. 'Those who are searching for somewhere to nurture and inspire happy, confident children - look no further.' (Good Schools Guide)

1 Fulham Park Road, SW6 4LJ

T: 020 7610 8085
E: admissions@parsonsgreenprep.co.uk
parsonsgreenprep.co.uk

Head: Dr Pamela Edmonds
Pupils: 160
Ages: 4-11

Clubs: Chess, coding, Young Engineers Lego Club, Chelsea Foundation football etc

Term fees: £6,983 - £7,925

Leavers' destinations: King's College School, St Paul's Girls', Godolphin and Latymer, City of London Boys, Fulham Boys, Putney High, Wimbledon High, Ibstock Place, Lady Margaret's, The Harrodian and many others

Royal High Nursery and Prep School GDST

A beautiful setting which allows girls to fully immerse themselves in learning. All year groups focus on an immersive and holistic curriculum model following the Reggio Emilia approach, which has been designed to be diverse, engaging and girl-centered. Specialist teachers and a wide variety of learning activities beyond the classroom provide the perfect environment for pupils to shine

Weston Park East, Bath, BA1 2UZ

T: 01225 422 931
E: royalhigh@rhsb.gdst.net

Head: Kate Reynolds
Ages: 3-11
Gender: Girls

Term fees: £3,898 - £4,107

Leavers' destinations: Royal High School Bath

Royal Russell Junior School

Independent co-educational school in Croydon, Surrey, set in 110 acres of stunning private parkland, creating a wonderful learning environment for our girls and boys. Academic excellence is nurtured through our broad curriculum and co-curricular programme. Seamless transfer to our Senior School at Year 7

Coombe Lane, Croydon, Surrey CR0 5RF

T: 020 8651 5884
E: juniorschool@royalrussell.co.uk
www.royalrussell.co.uk

Head: Mr John Evans
Ages: 4-13
Pupils: 360 pupils

Clubs: Breakfast club, broad range of after school clubs and activities

Fees: Nursery £2,668-£4,444* Reception - Year 2 £4,444, Year 3-4, £5,444, Year 5-6, £5,665

* Less Early Years Universal Funding entitlement (children aged 3 & 4)

Leavers' destinations: Pupils transfer to Royal Russell Senior School

Sydenham High Prep School GDST

An independent girls' day school delivering a first-class education through academic and pastoral excellence. The school motto, Fear Nothing, lies at the heart of the school. Prep pupils are affectionately known as 'Giraffe Girls'. They stand tall, stick their necks out and always try new things

15 Westwood Hill, SE26 6BL

T: 020 8557 7070
E: prep@syd.gdst.net
sydenhamhighschool.gdst.net

Head: Ms Antonia Geldeard,
 Head of Prep: Mrs Gillian Panton

Ages: 4-11

Gender: Girls

Term fees: £5,204

The Hampshire School, Chelsea

Inspiring children to aim high and be the best they can be through an enriching and personalised education

15 Manresa Road, London, SW3 6NB

T: 020 7352 7077
E: admissions@thehampshireschoolchelsea.co.uk
thehampshireschoolchelsea.co.uk

Head: Richard Lock
Pupils: 110
Ages: 3 - 13 years

Clubs: Pre- and post-school care and a vast range of school clubs

Term fees: Pre-Nursery/Nursery Half Day £4,922, Full Day £6,470, Reception £6,470, Year 1-3 £6,790, Year 4-8 £7,140

Leavers' destinations: City of London School for Girls, City of London School for Boys, Dulwich College, Canford School, Emanuel School, Frances Holland, St Pauls, Harrow, Benenden School, Putney High School, Charterhouse, Queens' Gate, Ibstock School, Wetherby, Wellington, plus a further range of Independent Schools

Windlesham House School

Independent co-ed boarding and day school, set in 65 acres of the South Downs National Park. There is full, weekly and flexible boarding. It's an hour and 15 minutes from London and 15 minutes from the coast. A bus runs to Putney at the weekends. Academic excellence and numerous extra-curricular activities to choose from

Washington, West Sussex, RH20 4AY.

T: 01903 874701
E: admissions@windlesham.com
windlesham.com

Head: Ben Evans
Pupils: 320
Ages: 4-13

Term Fees: Day from £3,643 - £9,177, Full-time boarding £11,050 - £11,373, Weekly/part-time boarding £10,424 - £11,114

Leavers' destinations: Over 35 different schools last year, including Brighton College, Oundle, Marlborough, Eton, Lancing and Bryanston

WANDSWORTH STATE SECONDARY SCHOOLS

86 Ark Putney Academy

Ensures outstanding progress through a well-designed curriculum, a broad range of enrichment and extension programmes and excellent pastoral care

Pullman Gardens, SW15 3DG

T: 020 8788 3421
E: receptionist@arkputneyacademy.org
arkputney.org

Head: Ms A Downey
Pupils: 449

Ages: 11-18
Clubs: A range of school clubs

87 Ashcroft Technology Academy **A**

Offers excellent opportunities to achieve the highest possible standards of learning in a technology-rich environment, including the IB Diploma

100 West Hill, SW15 2UT

T: 020 8877 0357
E: info@ashcroftacademy.org.uk
atacademy.org.uk

Head: Mr D Mitchell
Pupils: 1,000
Ages: 11-18

Clubs: Wide range of school clubs

88 Bolingbroke Academy **A**

Prepares all pupils for university courses or a career of their choice. Specialisms are maths and music

Wakehurst Road, SW11 6BF

T: 020 7924 8200
E: admissions@arkbolingbrokeacademy.org
arkbolingbrokeacademy.org

Head: Ms C Edis
Pupils: 800

Ages: 11-18

Clubs: Wide range of school clubs

Leavers' destinations: Russell Group universities including Bath, Bristol, Cambridge, Durham, Edinburgh, Exeter, Lancaster, Loughborough, Oxford, Warwick and York.

89 Burntwood School **A**

Encourages students to be independent, articulate young women who take power and control over their lives in an informed and intelligent way

Burntwood Lane, SW17 0AQ

T: 020 8946 6201
E: info@burntwoodschool.com
burntwoodschool.com

Head: Ms Helen Shorrocks
Pupils: 1,779
Ages: 11-18

Gender: Girls

Clubs: A range of school clubs

Leavers' destinations: 70% go on to university, of which 35% go to Oxbridge & Russell Group universities

90 Chestnut Grove Academy **A**

A culture of high aspiration for all is central to the school's vision and ethos

Chestnut Grove, SW12 8JZ

T: 020 8673 8737
E: info@chestnutgrove.wandsworth.sch.uk
chestnutgrove.wandsworth.sch.uk

Head: Mr C Kingsley
Pupils: 958
Ages: 11-19

Clubs: A range of school clubs

91 Ernest Bevin Academy **C**

Community School that specialises in Science, Technology, Engineering, Computing & Maths (STEM) subjects and offers a wide range of extracurricular activities, including opportunities for elite sport

Beechcroft Road, SW17 7DF

T: 020 8672 8582
E: mail@ernestbevinacademy.org.uk
ernestbevinacademy.org.uk

Principal: Ms Tracy Dohel
Pupils: 950 including 250 in the Sixth Form
Gender: Boys

Clubs: A range of school clubs

Leavers' destinations: 100+ to universities every year, approx. two-thirds to study STEM subjects

92 Graveney School **A**

Ofsted remarked in March 2015 on the pupils' "positive attitude to learning", their outstanding results and how the school develops the whole person

Welham Road, SW17 9BU

T: 020 8682 7000
E: info@graveney.wandsworth.sch.uk
graveney.org

Head: Cynthia Rickman
Pupils: 1,949
Ages: 11-18

Clubs: A range of school clubs

Leavers' destinations: Oxford, Cambridge & Russell Group universities

93 Harris Academy Battersea **A**

Part of the Harris Federation, the motto is "head, heart and heroism" in order to promote curiosity, endeavour, skills and knowledge ready for an ever-changing world

401 Battersea Park Road, SW11 5AP

T: 020 7622 0026
E: info@harrisbattersea.org.uk
harrisbattersea.org.uk

Head: Miss P Leigh
Pupils: 1,150 including 250 in sixth form
Ages: 11-18

Clubs: A range of school clubs

94 Saint Cecilia's Church of England School **V**

Outstanding teaching within a caring and supportive Christian environment. "The distinctiveness and effectiveness of Saint Cecilia's as a Church of England school are outstanding" SIAM report, November 2016

Sutherland Grove, SW18 5JR

T: 020 8780 1244
E: admissions@saintceciliass.london
info@saintceciliass.london
saintceciliass.london

Head: Mrs Renata Joseph
Pupils: 950
Ages: 11-18

Clubs: A range of school clubs

Leavers' destinations: Oxbridge, Durham, Exeter, Leeds, Liverpool, Birmingham, Royal Academy of Music, LSE and universities abroad

95 St John Bosco College and School **V**

Rated good with outstanding leadership by Ofsted

Parkham Street, SW11 3DQ

T: 020 7924 8310
E: info@sjbc.wandsworth.sch.uk
stjohnboscobattersea.org

Head: Mr P Dunne
Pupils: 446
Ages: 11-18

Clubs: A range of school clubs

96 Southfields Academy **A**

Rated good by Ofsted. Excellent A-level results. Achievement-focused in all areas of its broad curriculum, allowing students to achieve their potential in academic subjects and applied-learning disciplines

333 Merton Road, SW18 5JU

T: 020 8875 2600
E: info@southfields.wandsworth.sch.uk
southfields.wandsworth.sch.uk

Head: Ms W Golinska
Pupils: 1,741 including 391 in sixth form
Ages: 11-19

Clubs: A range of clubs, societies and after-school booster sessions

Leavers' destinations: Oxbridge and Russell group universities, apprenticeships in banking, IT and telecommunications, work-related training, further education and employment

97 South Thames College

Offers a wide range of courses, including BTECS, HNDs, apprenticeships and leisure courses

Wandsworth High Street, SW18 2PP

T: 020 8918 7777
E: info@south-thames.ac.uk
south-thames.ac.uk

Head: Peter Mayhew-Smith
Pupils: 20,000+

Ages: 16+

Leavers' destinations: Russell Group universities & London-based universities

98 St Francis Xavier Catholic Sixth Form College

Offers 50 courses; one out of three students achieved grades A* - B in 2014

Malwood Road, SW12 8EN

T: 020 8772 6000
E: enquiries@sfx.ac.uk
sfx.ac.uk

Head: Graham Thompson
Pupils: 1,400
Ages: 16+

Leavers' destinations: Around 15% go to Russell Group universities

WANDSWORTH & MERTON PRIVATE SECONDARY SCHOOLS

99 Al-Risalah

A faith school that aims to equip students with life skills in order to be role-model citizens and ambassadors for Islam as well as good Muslims

145 Upper Tooting Road, SW17 7TJ

T: 020 8767 6057
E: admin@alrisalahschool.co.uk
alrisalahschool.co.uk

Head: Mr S Lee
Pupils: 210
Ages: 11-16

Clubs: No pre- or post-school care but a range of school clubs

Term fees: Check with school

Leavers' destinations: Burntwood, Graveney, Virgo, Ashcroft

100 Emanuel School

An inspiring educational experience where boys and girls are guided towards their varied aspirations by motivated staff. The school is rooted in the local community with an ethos that promotes kindness and mutual respect. The Good Schools Guide says, "Emanuel is clearly on the up, and there is a tangible buzz about the place"

Battersea Rise, SW11 1HS

T: 020 8870 4171

E: admissions@emanuel.org.uk
emanuel.org.uk

Head: Mr R Milne
Pupils: 1,000+
Ages: 10-18

Clubs: A range of school clubs, including rowing and the Duke of Edinburgh's Award scheme

Term fees: £7,687

Leavers' destinations: Russell Group universities, Oxbridge, music/art/drama colleges and conservatoires, and universities overseas

101 Hall School Wimbledon

Aims to provide an all-round education through a balanced curriculum, in which art, music, sport and drama play a valuable role alongside core academic subjects. Believes that learning should be a pleasure. Pupils also benefit from high-quality pastoral care. HSW opened a Sixth Form in September 2022

17 The Downs, SW20 8HF

T: 020 8879 9200
E: admissions@hsw.co.uk
hsw.co.uk

Head: Mr A Hammond
Pupils: 125
Ages: 11-18

Clubs: A range of school clubs plus the Duke of Edinburgh's Awards scheme

Term fees: £6,690 - £6,870

Leavers' destinations: HSW Sixth Form

102 Ibstock Place School

Aims to produce happy well-rounded children with lots of extracurricular activities to become socially responsible, honest and resilient with determination, ambition and self-confidence

Clarence Lane, SW15 5PY

T: 020 8876 9991
E: registrar@ibstockplaceschool.co.uk
ibstockplaceschool.co.uk

Head: Christopher J Wolsey
Ages: 11-18

Clubs: A range of school clubs plus the Duke of Edinburgh's Awards Scheme

Term fees: £8,595

Leavers' destinations: Oxbridge, Bristol, Durham, Exeter, Nottingham, Imperial College, King's College London, LSE, St Andrew's

103 King's College School (KCS)

King's College School offers outstanding academic and pastoral provision for boys aged 7-18 and for girls aged 16-18. Set opposite the beautiful Wimbledon Common, it combines convenient access with a peaceful environment and strong sense of community

Southside, Wimbledon Common SW19 4TT

T: 020 8255 5300

E: **Junior:** hmsjsec@kcs.org.uk; **senior:** reception@kcs.org.uk
kcs.org.uk

Head: Dr Anne Cotton
Pupils: 1,477
Ages: 7-18

Gender: Boys 7-18; girls 16-18

Term fees: Junior £7,250 - £7,805, Senior £7,805 - £8,630

104 London Park School Clapham

A new model of secondary education that offers a more personal education within a smaller setting whilst being part of a broader group thus providing pupils with the best of all worlds: a modern, forward-facing education with the warmth of a smaller school and the ambition and opportunities of something larger. Experiential learning includes tall-ship and ski chalet. Pupils have the option to move on to stand alone sixth form in Belgravia. Entry by combination of digital data, interview, and school report. Main entry in Year 7 with some additional places at Year 9

7-11 Nightingale Lane, Clapham South, London SW4 9AH

T: 020 8161 0301
E: admissions@londonparkschools.com
londonparkschools.com

Principal: Suzie Longstaff

Head: Paul Vanni
Ages: 11-16 (Clapham) 16-18 Sixth Form (Belgravia) Co-ed
Pupils: Two form entry. c.45 places per year
Fees: £7,950; (Sixth Form - £9,330)

Curriculum: Broadbased - all the main key GCSE subjects plus options for additional subjects. Emphasis on a transformative, dynamic educational experience within a smaller and pastorally excellent setting



Dulwich College

105 Putney High School GDST

Academically high-achieving, rounded and responsible, Putney is as down-to earth as it is dynamic. An ethos of 'modern scholarship' makes learning challenging, fun and relevant. Lessons are inspiring, with so much on offer from debating to design thinking

35 Putney Hill, SW15 6BH

T: 020 8788 4886
E: admissions@put.gdst.net
putneyhigh.gdst.net

Head: Ms Jo Sharrock
Pupils: 1,060 (including junior school)
Ages: 11-18
Gender: Girls

Term fees: £7,718

Leavers' destinations: Oxford, Cambridge, LSE, UCL, Imperial, USA, Russell Group, music conservatoires, art colleges

106 Thames Christian School

The school aims for pupils to understand their innate value, both as an individual and as a member of the community, so that they become well rounded and compassionate young people, who embrace good character, personal responsibility and academic excellence. "The quality of the pupils' academic and other achievements is excellent" and "The quality of the pupils' personal development is excellent." ISI April 2022

12 Grant Road, SW11 2FR

T: 020 7228 3933
E: admissions@thameschristianschool.org.uk
thameschristianschool.org.uk

Head: Dr Stephen Holsgrove
Pupils: 190

Ages: 11-16 with Sixth Form starting Sept 2023

Term fees: £7,440

Academic, art, drama, music and sports scholarships available into Year 7, Year 9 and sixth form. Limited bursaries available

Clubs: Wide range of sports, academic clubs, competitions, trips, overseas trips, Duke of Edinburgh's Award

Leavers' destinations: Thames Christian School Sixth Form and a range of independent, grammar and state sixth forms

107 Thomas's Putney Vale

An independent, co-educational day school for pupils aged 13 to 16, which is forward-thinking and outward-looking, with values at its heart

Stroud Crescent, SW15 3EQ

T: 020 3653 1640
E: admissions@thomas-s.co.uk

Principal: Mr B Thomas
Co-Heads: Ms T Andrews & Ms E Oliver
Pupils: 127
Ages: 13-16
Clubs: A range of school clubs including Duke of Edinburgh's Award Scheme
Term fees: £8,976

108 Wimbledon High School GDST

A beacon school of the Girls' Day School Trust. Keen to provoke intellectual curiosity and help students equip themselves for the challenges of 21st-century life

Mansel Road, SW19 4AB

T: 020 8971 0900
E: info@wim.gdst.net
wimbledonhigh.gdst.net

Head: Ms Fionnuala Kennedy
Pupils: 700
Ages: 11-18
Clubs: Some 140 clubs a week
Term fees: £7,718

Academic, Sports & Music Scholarships for Year 7; For Sixth Form: Academic, Sports, Music, Drama, Art Scholarships. Means-tested bursaries available

Leavers' destinations: UK-wide destinations and beyond: USA and Canada

LAMBETH STATE PRIMARY SCHOOLS (4-11)

109 Bonneville Primary School

Rated good by Ofsted

Bonneville Gardens, SW4 9LB

T: 020 8673 1183
E: admin@bonneville-primary.lambeth.sch.uk
bonneville-primary.lambeth.sch.uk

Head: Andrea Parker
Pupils: 397
Ages: 3-11

110 Clapham Manor Primary School and Nursery

Outstanding by Ofsted

Belmont Road, SW4 0BZ

T: 020 7622 3919
E: admin@claphammanor.lambeth.sch.uk
claphammanor.lambeth.sch.uk

Head: Mr James Broad

Pupils: 453

Ages: 3-11

Clubs: A range of school clubs

111 Corpus Christi Catholic School

Rated outstanding by Ofsted

Trent Road, SW2 5BL

T: 020 7274 4722
E: office@corpus-christi.org.uk
corpuschristischool.co.uk

Co-Heads: Mrs J Connery & Mr R Coyle
Pupils: 413
Ages: 3-11

112 Glenbrook Primary School

Part of Gipsy Hill Federation. Ofsted rated it good in terms of overall effectiveness

Clarence Crescent SW4 8LD

T: 020 8674 2387 / 020 8674 1407
E: glenbrook@ghf.london
gipsyhillfederartion.org.uk

Head: Jane Scarsbrook
Pupils: 315
Ages: 3-11

113 Granton Primary School

Rated good by Ofsted

Granton Road, SW16 5AN

T: 020 8764 6414
E: admin1@grantonprimary.org.uk
grantonprimary.org.uk

Head: Lisa Bosse
Pupils: 492
Ages: 3-11

114 Heathbrook Primary School

Rated good for overall effectiveness by Ofsted

St Rule Street, SW8 3EH

T: 020 7622 4101
E: admin@heathbrook.lambeth.sch.uk
heathbrook.org

Head: Mr Ben Roberts
Pupils: 409
Ages: 3-11

115 Henry Cavendish Primary School Balham and Streatham

Rated outstanding by Ofsted

Hydethorpe Road SW12 OJA
Dingley Lane SW16 1AU

T: 020 8673 3376
E: office@henrycavendish.co.uk
henrycavendish.co.uk

Head: Matthew Apsley
Pupils: 761
Ages: 3-11

116 Iqra Primary School

Rated good for overall effectiveness by Ofsted

127 Park Hill, SW4 9PA

T: 020 7622 3630

E: admin@iqra.lambeth.sch.uk

iqra.lambeth.sch.uk

Head: Mrs H Saleem

Pupils: 211

Ages: 4-11

117 Kings Avenue Primary School

Requires improvement according to Ofsted

Kings Avenue, SW4 8BQ

T: 020 7622 1208
E: office@kingsavenue.lambeth.sch.uk
kingsavenueschool.co.uk

Head: Joy Clarke
Pupils: 452
Ages: 3-11

118 Lark Hall Primary Campus

Rated good by Ofsted

Smedley Street, SW4 6PH

T: 020 7622 3820
E: admin@larkhall.lambeth.sch.uk
larkhall.lambeth.sch.uk

Head: Mr Gary Nichol
Pupils: 450
Ages: 3-11

119 Macaulay CE Primary School

Rated outstanding by Ofsted

Victoria Rise, SW4 ONU

T: 020 7720 9378
E: admin@macaulay.lambeth.sch.uk
macaulaycofeschool.co.uk
macaulay.lambeth.sch.uk

Head: Miss Jo Samways
Pupils: 222
Ages: 3-11

120 Richard Atkins Primary School

Rated good by Ofsted. 'Inspiring curiosity & the courage to succeed'

New Park Road, SW2 4JP

T: 020 8674 0156
E: admin@richardatkins.lambeth.sch.uk
richardatkins.lambeth.sch.uk

Head: Nadia Macintosh
Pupils: 372
Ages: 3-11

Clubs: Breakfast Club & a range of after school clubs

121 St Bede's Catholic Infants School

Rated good for overall effectiveness by Ofsted

Thornton Road, SW12 0LF

T: 020 8674 7292
E: office@st-bedes.lambeth.sch.uk
st-bedes.lambeth.sch.uk

Head: Ewa Ostrynska
Pupils: 226
Ages: 3-7

122 St Bernadette's Catholic Junior School

Rated good by Ofsted

1-4 Atkins Road, SW12 0AB

T: 020 8673 2061
E: office@st-bernadette-rc.lambeth.sch.uk
stbernadette.co.uk

Head: Ewa Ostrynska
Pupils: 241
Ages: 7-11

123 St Leonard's CE Primary School

Rated good by Ofsted

42 Mitcham Lane, SW16 6NP

T: 020 8769 2712
E: mgr@st-leonards.lambeth.sch.uk
st-leonards.lambeth.sch.uk

Head: Mr Simon Jackson
Pupils: 207
Ages: 4-11

124 St Mary's RC Primary School

Rated outstanding by Ofsted

Crescent Lane, SW4 9QJ

T: 020 7622 5479
E: office@st-marys.lambeth.sch.uk
st-marys.lambeth.sch.uk

Head: Miss Karen Pluckrose
Pupils: 348
Ages: 3-11

125 Sudbourne Primary School

Rated outstanding by Ofsted

Mandrell Road, Brixton SW2 5EF

T: 020 7274 7631
E: shardy@sudbourne.lambeth.sch.uk
sudbourne.com

Head: Holly Kingshott
Pupils: 350
Ages: 3-11



Eaton House The Manor

126 Telferscot Primary School

Rated outstanding by Ofsted

Telferscot Road, SW12 OHW

T: 020 8673 7362
E: office@telferscot.co.uk
telferscot.co.uk

Head: Mr David Cooper
Pupils: 455 including nursery
Ages: 3-11

Leavers' destinations: Burntwood, Chestnut Grove, Dunraven, Graveney, Harris Academy Clapham, Kingsdale Foundation School, La Retraite, Lambeth Academy, Putney Academy, The Norwood School plus the private sector

LAMBETH PRIVATE SCHOOLS (UP TO AGES 11/13)

127 Streatham & Clapham Prep School GDST

Unravalled in empowering our girls to discover, nurture and project their unique identities and character in a vibrant family environment. An academically inclusive school where targeted interventions ensure girls of a range of abilities, including gifted and able, excel beyond expectations. 'Excellent' in all areas (ISI, 2019)

Wavertree Road, SW2 3SR

T: 020 8674 6912
E: prep@schs.gdst.net

Head: Ms Cathy Elliott
Head of Prep: Mrs Helen Loach
Pupils: 230
Ages: 3-11
Gender: Girls

Clubs: Over 30 clubs at no charge

Term fees: £5,441 per term (inclusive of non-residential trips and extras). Nursery Full-time places, less EYFS funding, start at £2,373.34

Wrap-around care: 7.30 am to 5.55 pm. Transport: 9 Minibus routes available

128 The White House Prep School

With a strong family ethos, the school allows children to fulfil their potential through a vibrant and broad curriculum that stimulates, challenges and excites. Excellent pastoral support. Rated outstanding by Ofsted and excellent by the Independent Schools Inspectorate. Children leave the school happy and confident with a love of learning

24 Thornton Avenue, SW12 0LF

T: 020 8674 9514
E: admissions@whitehouseschool.com
whitehouseschool.com

Head: Tony Lewis
Pupils: 200
Ages: 3-11

Clubs: Wrap-around care from 8am-6pm. A range of before, during and after school

clubs including Sports, Engineering, Science, Gymnastics, Quiz and Flower arranging

Term fees: Reception - Year 2 £5,725, Years 3-6 £6,210

Leavers' destinations: Dulwich College, JAGS, Alleyn's, Emanuel, Woldingham, Trinity

LAMBETH STATE SECONDARY SCHOOLS

129 Bishop Thomas Grant School

Rated outstanding by Ofsted. A specialist maths and computing school

Belltrees Grove, SW16 2HY

T: 020 8769 3294
E: info@btg-secondary.lambeth.sch.uk

Head: Ms Bernadette Boyle
Pupils: 180 Year 7 intake
Ages: 11-18

130 Dunraven Secondary School

An all-through school aiming to offer an exciting and enriching learning experience for all its students. Rated outstanding by Ofsted

94/98 Leigham Court Road, SW16 2QB

T: 020 8696 5600
E: info@dunraven.org.uk
dunraven.org.uk

Co-Heads: Michaela Christian & Guy Maidment
Ages: 11-18

Clubs: A range of school clubs

131 Harris Academy, Clapham

Opened in 2020. A co-educational secondary school in a state-of-the-art building

Part of the successful and well-established Harris Federation

Clarence Avenue, London SW4

T: 020 8253 7777
E: info@harrisclapham.org.uk

Principal: Ms D Gostling
Ages: 11-16

Sixth Form: Affiliated to the Harris Clapham Sixth Form opening in September 2021

132 La Retraite Roman Catholic Girls' School

Rated outstanding by Ofsted. Specialises in science. Achieves very high exam results

Atkins Road, SW12 0AB

T: 020 8673 5644
E: schsec@laretraite.lambeth.sch.uk
laretraite.lambeth.sch.uk

Head: Dominic Malins
Pupils: 168 Year 7 intake
Ages: 11-18

Clubs: A range of clubs, including hockey, gymnastics and Music School

Leavers' destinations: 90% of students go to university, including Russell Group and Oxbridge

133 The Elms Academy

Part of United Learning, it is committed to bringing out the best in everyone to achieve their potential as confident, well-rounded individuals

Elms Road, SW4 9ET

T: 020 7819 4700

E: admin@lambeth-academy.org
lambeth-academy.org

Head: Amy Welch

Pupils: 1,039

Ages: 11-18

Clubs: A range of school clubs

134 Trinity Academy

Relentless focus on academic rigour and style of education associated with grammar schools and the independent sector. Brand new campus being built

56 Brixton Hill, SW2 1QS

T: 020 3126 4993

E: info@trinityacademylondon.org
trinityacademylondon.org

Head: Antony Faccinello

Pupils: 120 Year 7 intake

Ages: 11-18

Clubs: A range including Capoeira, steel pans and fencing

LAMBETH PRIVATE SECONDARY SCHOOLS

135 DLD College London

A distinctive, multi-award-winning boarding and day school, described by the Good Schools Guide as "one of the most unique and exciting schools in Britain" and recommended by Tatler as "pioneering a modern alternative to traditional boarding schools" Year 9 opening September '23.

199 Westminster Bridge Road, SE1 7FX

T: 020 7935 8411

E: dld-admissions@dld.org

Head: Irfan Latif (Principal)

Ages: 13-19

Gender: Co-ed

Term fees: £8,500 for GCSE, A-levels/BTEC

Leavers' destinations: Oxbridge, Russell Group and US universities, Arts Institutions

136 Streatham & Clapham High School GDST

In the top stratum of independent schools nationally. Member of HMC and GSA, the school promotes academic excellence and strives to empower young women to discover, nurture and project their unique identity and character. 'Excellent' in all areas (ISI, 2019). Recipient of 2021 TES Independent School of the Year Award

42 Abbotswood Road, SW16 1AW

T: 020 8677 8400

E: senior@schs.gdst.net
schs.gdst.net

Head: Ms Cathy Elliott

Pupils: 900

Ages: 3-18

Gender: Girls

Clubs: A range of clubs including Scholars' Society, Duke of Edinburgh's Awards, Combined Cadet Force

Term fees: £7,001 (inclusive of non-residential trips and extras). A range of scholarships and bursaries are available

Leavers' destinations: Cambridge, Oxford, Bath, Birmingham, Bristol, Durham, Edinburgh, Exeter, Glasgow, Leeds, Manchester, Newcastle, Nottingham, Reading, St. Andrew's, UEA, University of London (UCL, Kings, Royal Holloway, SOAS, Queen Mary) Warwick, York

OTHER SCHOOLS & THROUGH SCHOOLS POPULAR WITH CHILDREN LIVING IN NAPPY VALLEY

Alleyn's School

Co-educational excellence for boys and girls in a caring community. Judged excellent in an ISI report concluding "Pupils demonstrate exceptional knowledge, skills and understanding for their age across all areas of learning"

Townley Road, Dulwich SE22 8SU

T: 020 8557 1500

E: registrar@alleyns.org.uk

Head: Mrs Jane Lunnon

Ages: 11-18

Term fees: £8,340

Leavers' destinations: Oxbridge, Russell Group Universities, US and European Universities, Conservatoires and Art Foundation Courses

Ardingly College

In Tatler list of top public schools. Excellent results and Top 10 IB school in the UK

College Road, Haywards Heath RH17 6SQ

T: 01444 893000
ardingly.com

Head: Ben Figgis

Prep Head: Harry Hastings

Ages: 4-18

Gender: Co-ed

Term fees: Reception - £3,670, Years 1-2 £3,811 - £3,883, Years 3-6 £5,197 - £6,522, Years 7-9 £6,885 - £8,995, Year 10-Sixth Form £9,445 - £9,625, Boarding £8,350 - £14,737

Leavers' destinations: Russell Group universities

Atelier 21 Future School

Enables high levels of self-directed learning, fosters innovation, curiosity and creativity. The UK's first Reggio Emilia inspired, enquiry-based learning, Future

School for 5-16 years. We deliver the IB as a world-leading exam system which fits our approach to learning. This ensures pupils build skills and the broad range of knowledge and interests needed to compete and thrive in the modern world

Pease Pottage, RH11 9RZ

T: 01293 265417

E: admissions@atelier21schools.co.uk

Head: Becci Gooding

Pupils: 100+

Ages: 5-16

Clubs: A range of school clubs, including horse riding, and the Duke of Edinburgh's Award scheme

Term fees: Reception-Year 2 £3,250 - £3,850, Year 3-6 £4,550 - £5,250, Year 7-11 £6,150 - £6,850

Leavers' destinations: Collyer's College, Horsham. Other neighbouring colleges

Box Hill School

A day, weekly and full boarding school for girls and boys aged 11-18, situated in the Surrey hills with good transport links from SW London. Rated good for the "quality of the pupils' academic and other achievements" by the ISI Inspectorate Report 2019, with the "quality of the pupils' personal development" excellent. Sixth Form offers both A-level and IB

London Road, Dorking RH5 6EA

T: 01372 373 382

E: Admissions@boxhillschool.com

Head: Mr C Lowde

Ages: 11-18

Pupils: 425

Activities: Diverse range of over 50 extracurricular activities

Term fees: Day from £7,040, flexi-boarding from £8,680, weekly boarding from £10,320, full boarding from £11,715

Sixth Form Day £7,915, flexi-boarding from £9,680, weekly boarding £11,600, full boarding £14,290

Leavers' destinations: Brighton, Edinburgh, Coventry, Westminster, Royal Holloway, Exeter, Southampton, Warwick, Munich Business School, Oxford Brookes, Hotelschool the Hague and many others

Cranleigh

A modern co-ed day and boarding school set in a 280 acre campus in the Surrey Hills, Cranleigh develops pupils into global citizens, excelling in academics, sports and co-curricular activities alike. A school large enough to afford a wide-range of opportunities and experiences to all pupils, but small enough for each pupil to be known and celebrated

Cranleigh, Horseshoe Lane, Surrey, GU6 8QQ

T: 01483 276377

E: admissions@cranleigh.org
cranleigh.org

Head: Mr Martin Reader

Pupils: 696

Gender: Co-ed

Ages: 13-18

Term Fees: Prep School: Boarding £28,515, Day £23,610, Day (Junior - Forms 1&2) £18,195, Senior School: Boarding £46,035, Day £37,905

Leavers' destinations: 99 per cent of pupils go on to higher education, with around 80 per cent getting into their first-choice university, including Oxbridge, Bristol, Durham, LSE and UCL

Dulwich College

An academically-selective independent school with an ethos of equity, excellence and service; diverse in our social mix, breadth of talents, character and backgrounds. Dulwich has a distinguished tradition of inspired teaching and genuine scholarship

Dulwich Common, SE21 7LD

T: 020 8693 3601

E: enquiries@dulwich.org.uk
dulwich.org.uk

Head: Dr Joseph Spence (Master)

Ages: 3-18

Gender: Boys

Term fees: £8,231 (Day), £16,108 (Weekly Boarders), £17,182 (Full Boarders)

Leavers' destinations: Leavers' destinations: Russell Group universities, Oxbridge, Holland, Hong Kong, Canada and USA

Eaton Square Senior School

Co-ed senior school for ages 11-16 with automatic entry to stand-alone sixth form 16-18. A new model of secondary education that offers a more personal education within a smaller setting whilst being part of a broader group thus providing pupils with the best of all worlds: a modern, forward-facing education with the warmth of a smaller school and the ambition and opportunities of something larger. Experiential learning includes tall-ship and ski chalet. Entry by combination of digital data, interview, and school report. Main entry in Year 7 with some additional places at Year 9

106 Piccadilly, London W1J 7NL (Senior School); 79 Eccleston Square London SW1V 1PP (Sixth Form)

T: 020 7491 7393

E: admissions.senior@eatonsquareschools.com
eatonsquareschools.com

Principal: Suzie Longstaff

Head: Dr Adrian Rainbow

Ages: 11-16 (Mayfair) 16-18 Sixth Form (Belgravia) Co-ed

Pupils: Two form entry. c.45 places per year.

Term fees: Years 7-11 £9,330, Sixth Form £9,330

Curriculum: Broadbased - all the main key GCSE subjects plus options for additional subjects. Emphasis on a transformative, dynamic educational experience within a smaller and pastorally excellent setting

Eaton Square Sixth Form Centre

(For other details see Eaton Square Senior School)

Co-ed sixth form offering entry to pupils from Eaton Square Senior, London Park School Clapham along with other schools. A dynamic purpose-built sixth form centre within a beautiful Grade 2 listed building, minutes from Victoria station, The Sixth Form Centre offers pupils the opportunity to step-up and enjoy a more adult approach to learning - with a huge variety of subjects on offer. Pupils should have achieved six GCSEs at grade 4 or higher, with ideally grade 6 or higher in the subjects they wish to study through to A-level

Pupils: c.50 places per year

Term fees: £9,330. Some scholarships available - please ask

Curriculum: A broad mix of subjects plus options for additional subjects if demand is strong. Emphasis on a modern and dynamic educational experience within a smaller and pastorally excellent setting that provides a bridge to further education

Harroddian School

Harroddian is a friendly educational community which encourages pupils' individuality and excellent academic results

Lonsdale Road, SW13 9QN

T: 020 8748 6117

E: admin@harroddian.com
harroddian.com

Head: James Hooke

Ages: 4-18

Pupils: 282

Term fees: Pre-prep £6,136, Prep £7,041, Seniors £8,139, Sixth Form £9,426

Leavers' destinations: Bournemouth, Bath, Birmingham, Bristol, Cambridge, Durham, Edinburgh, Exeter, Glasgow, Leeds, Kings College London, Loughborough, Newcastle, Nottingham, Oxford, St Andrews, UCL

James Allen's Girls' School (JAGS)

JAGS aims to help all pupils fulfill their potential by stimulating their intellectual curiosity, enthusiasm and imagination

144 East Dulwich Grove, London SE22 8TE

T: 020 8693 1181

E: admissions@jags.org.uk
jags.org.uk

Head: Mrs Alex Hutchinson

Ages: 11-18

Gender: Girls

Term fees: £7,575

Leavers' destinations: Oxford, Cambridge, Edinburgh, Imperial College London, Bristol, UCL, Warwick, York, Durham, Kings College London, Manchester and USA

Latymer Upper School

Academically selective Independent School. Pupils joining the prep go 'all through' to the Upper School. Latymer is academically excellent and the School prides itself on its



London Park School Clapham

'rounded and grounded' ethos. Modern and forward-thinking, combining the highest academic achievement with excellence in the arts and sport

T: 020 8148 4519

E: admissions@latymer-upper.org

Head: David Goodhew

Ages: 11-18

Gender: Co-ed

Term fees: £8,074

Leavers' destinations: Oxbridge, Ivy League, Russell Group, leading music and art schools

Mayfield

Leading independent Catholic boarding and day school for girls aged 11 to 18. The Independent Schools Inspectorate rated the quality of education as excellent

The Old Palace, Mayfield, East Sussex TN20 6PH

T: 01435 874642

E: registrar@mayfieldgirls.org

Head: Miss Antonia Beary

Ages: 11-18

Gender: Girls

Term Fees: Day Years 7 - 13 £9,100, Full boarding Year 7-13 £14,100

Leavers' destinations: Bristol, Cambridge, Durham, Edinburgh, Exeter, King's College London, LSE, Oxford, UCL

MPW

Independent fifth and sixth form college with non-selective intake, offering A-level, GCSE and specialised retake and revision courses. Set up by ex-Cambridge graduates Mander Portman Woodward

90-92 Queen's Gate, SW7 5AB

T: 020 7835 1355

E: london@mpw.ac.uk

Principal: Steve Boyes

Ages: 16-18

Gender: Mixed

Term fees: Basic fee is £10,765 at both A-level and GCSE

Leavers' destinations: Manchester, Exeter, King's College London, Bristol, UCL, Warwick, SOAS, Bournemouth, Goldsmiths, Imperial, Loughborough, St Andrews, Glasgow

Portland Place School

A leading independent day school located in central London close to Regents Park. The school ethos is to be small, nurturing, and inspirational, encouraging and enabling pupils to achieve their very best personally, socially and academically, with space to develop and express their creativity and athleticism. Portland Place has also extended this ethos into a new hybrid school, with specialist online learning and one day on site in London for more practical subjects

T: 020 7307 8700
E: admissions@portland-place.co.uk

Head: David Bradbury
Pupils: 210
Ages: 10-16
Gender: Co-ed

Term fees: £8,395 (Day School), £4,280 - £5,350 (Hybrid School)
Clubs: An extensive range of clubs and activities including fencing, LAMDA, Mandarin, horse-riding, cricket, choir

Leavers' destinations: UCS, DLD College, Fine Arts College, Ashbourne, Woodhouse College, The St Marylebone CE School, St Pauls, Wetherby Senior, Brit School

Royal High School Bath GDST

Independent day and boarding school where every girl makes her mark. Offers both the A Level and IB pathways. Excellent facilities, flexible boarding options, an extensive co-curricular timetable, Steinway Music School and state of the art recording studio. Exceptional pastoral care with a focus on wellbeing. Our expert teachers are specialised in a wealth of subjects which feed pupils' curiosity and challenge them in new ways

Lansdown Road, Bath, BA1 5SZ
T: 01225 313 877
E: royalhigh@rhsb.gdst.net

Head: Kate Reynolds
Ages: 11-18
Gender: Girls

Term fees: From £5,294

Leavers' destinations: Bath, Bristol, Birmingham, Cambridge, Edinburgh, Exeter, Imperial College, London, King's College London, Nottingham, Oxford, Queen Mary University of London, Royal Holloway, Sheffield, St Andrews, Warwick

Royal Russell School

Independent co-educational HMC day and boarding school in Croydon, Surrey, set in 110 acres of stunning private parkland with extensive modern facilities for science, sport, music and drama. Excellent public transport links - Less than 30 minutes from many SW London prep schools

Coombe Lane, CR9 5BX
T: 020 8657 4433

E: admissions@royalrussell.co.uk

Head: Mr Chris Hutchinson
Ages: 3-18
Gender: Co-ed

Term fees: Senior Day Fee £7,520. Day fees include lunch and optional supper if staying after school for an activity. Full Boarding £14,864

Leavers' destinations: Bath, Cambridge, Durham, Edinburgh, Exeter, Imperial College London, Leeds, Loughborough, Manchester, UCL, Westminster, Warwick, York

Sutton High School GDST

Independent day school for girls. Students do better because they feel better. Balances top examination results with exceptional pastoral care and maintains an unrelenting focus on good mental health

55 Cheam Road, SM1 2AX

T: 020 8642 0594
E: office@sut.gdst.net
suttonhigh.gdst.net

Head: Beth Dawson
Ages: 3-18
Gender: Girls

Term fees: Years 7-13 £6,771

Leavers' destinations: Bath, Bristol, Cambridge, Exeter, Imperial College London, King's College London, Nottingham, Oxford, Queen Mary University of London, Royal Academy of Music, Sheffield, York

Sydenham High School GDST

An independent girls' day school delivering a first-class education through academic and pastoral excellence. The school motto, Fear Nothing, lies at the heart of the school. Pupils have independence of mind, the courage to take risks, a strong moral compass as well as a social conscience, and are accepting and respectful of themselves and others. They have been described as having 'self-confidence without arrogance'

19 Westwood Hill, SE26 6BL

T: 020 8557 7004
E: admissions@syd.gdst.net
sydenhamhighschool.gdst.net

Head: Ms Antonia Geldeard
Ages: 11-18
Gender: Girls

Term fees: Senior £6,619

Leavers' destinations: Oxbridge and Russell Group universities, Art Foundation courses, Degree Apprenticeship

The Cedars School

Independent education with a Catholic ethos, part of the PACT Educational Trust. A character-based education with a rigorous academic curriculum and an outstanding personalised tutorial system

147 Central Hill, Upper Norwood, SE19 1RS



Streatham & Clapham Prep School GDST

T: 020 8185 7770
E: enquiries@thecedarsschool.org.uk
thecedarsschool.org.uk

Head: Mr R Teague
Pupils: 212
Ages: 11-18
Gender: Boys

Term fees: £5,650, Sixth Form £5,950

The Laurels School

Independent education with a Catholic ethos, part of the PACT Educational Trust. A character-based approach strives to develop qualities of greatness to achieve academic potential and also help in every other aspect of life

Our Lady's Close, Upper Norwood, SE19 3FA

T: 020 8674 7229
E: admissions@thelaurelsschool.org
thelaurelsschool.org

Head: Mrs L Sanders
Pupils: 105
Ages: 11-18
Gender: Girls

Clubs: A range of school clubs

Term fees: £5,650, Sixth Form £5,950

Trinity School

A Sunday Times top 25 Independent School for boys aged 10-18 with co-educational Sixth Form. Shortlisted for Senior School of the Year at TES Independent School Awards 2019

Shirley Park, Croydon CR9 7AT

T: 020 8656 9541
E: admissions@trinity.croydon.sch.uk
trinity-school.org

Head: Alasdair Kennedy
Ages: 10-18

Gender: Boys with co-educational Sixth Form

Term fees: £7,562

Leavers' destinations: Cambridge, Oxford, UCL, LSE, Imperial College London, Edinburgh, Exeter, Bristol, Durham, Warwick, Southampton, Loughborough

Wetherby Arts School

(opening September 2025)

An exciting and innovative new co-ed senior school opening in September 2025. Located in Olympia, London, Wetherby Arts School will deliver the academic excellence which Wetherby is famous for, combined with a strong focus on the arts. Classrooms will use cutting edge technology to reach beyond the walls of a classroom, making full use of Virtual Reality, Augmented Reality, and the Meta Classroom. Students will develop the skills and knowledge required to access the growing industry of the arts business

Emberton House, Olympia, London, W14 8UX

E: enquiries@alphaplusgroup.co.uk
www.wetherbyarts.co.uk

Head: To be appointed December 2023
Pupils: 450
Ages: 11-18
Gender: Co-ed

Term fees: To be in line with Wetherby School

Leavers' destinations: School opening in September 2025; no leavers yet

Wetherby Senior School

An independent day school for boys, aged 11-18, in Marylebone, London, that has built a strong reputation as a vibrant, caring and successful community. A rigorous academic curriculum is complemented by extensive co-curricular activities, guidance on applying to universities in the UK and overseas, a rich careers programme, and strong pastoral support. Pupils are encouraged and supported to realise their potential, which is reflected in the places that alumni hold at top universities in the UK, continental Europe and North America

T: 020 7535 3530
E: registrar@wetherbysenior.co.uk

Head: Joe Silvester
Pupils: 415
Ages: 11-18
Gender: Boys

Term fees: £9,695

Clubs: Alongside timetabled games lessons for each year, there is a variety of co-curricular activities with options in music, drama, art, sport and more. Clubs include boxercise, board games, cookery, coding, Young Enterprise and yoga

Leavers' destinations: UPenn, NYU, NYU Stern, IE Madrid, Cambridge, Durham, Edinburgh, Imperial, King's College, LSE, UCL

Whitgift School

Day and boarding school for boys aged 10-18 years old and winner of Independent School of the Year in 2020. Whitgift is located in a serene parkland site and has exceptional academic standards, a comprehensive pastoral support structure centred around the tutor, and a broad and vibrant co-curricular programme - all complemented by outstanding on-site facilities. Whitgift7 is the school's new and unique programme that all Year 7 students follow ensuring they have the fullest

experience possible as they begin their journey through the school

Haling Park, South Croydon CR2 6YT

T: 020 8633 9935
E: admissions@whitgift.co.uk
whitgift.co.uk

Head: Mr Chris Ramsey
Pupils: 1,550
Ages: 10-18
Gender: Boys

Term fees: Day pupils £8,154, Weekly boarding £13,490, Full Boarding £15,997

Leavers' destinations: Bath, Bristol, Cambridge, Durham, Edinburgh, Exeter, Harvard, King's College London, Leeds, Loughborough, Manchester, Newcastle, Nottingham, Oxford, Stanford, UCL, Warwick and York

Woldingham School

Leading day and boarding school for girls aged 11-18, set in 700 acres of beautiful Surrey countryside. Woldingham is an inspiring place for students to become confident, compassionate and courageous young women and achieve excellent exam results. It's a place where students learn to 'write your own story' through excellent teaching, boundless opportunities and first-rate pastoral care. Woldingham's peaceful location is remarkably easy to get to from London. Direct trains from Clapham Junction take 25 minutes

Marden Park, CR3 7YA

T: 01883 654206
E: registrar@woldinghamschool.co.uk

Head: Dr James Whitehead
Ages: 11-18
Gender: Girls

Term fees: Day - £8,030-£9,130, Weekly Boarding - £12,470-£13,610, Full Boarding £14,195-£15,450

Leavers' destinations: Exeter, Bristol, Durham, Warwick, UCL, Edinburgh, Cambridge, Bath, Birmingham, UAL, Parsons (USA)

STATE SCHOOLS AND COLLEGES WITH SEN UNITS

Ashcroft Technology Academy

Autistic Spectrum Disorder

T: 020 8877 0357

Eastwood Nursery

Autistic spectrum disorder and social communication disorders

T: 020 8876 3976

Hillbrook Resource Base

Autistic spectrum disorder and social communication disorders

T: 020 8672 3857

Sacred Heart Primary School

Autistic Resource Base

T: 020 7223 5611

Sellincourt School

Hearing Impaired Unit

T: 020 8672 5982

Smallwood School

Language Unit

T: 020 8672 6024

Southfields Community College

Hearing Impaired Unit; Speech, Language and Communication Needs

T: 020 8874 0585

Southmead School

Autistic Resource Based Provision

T: 020 8788 8901

St John Bosco College

Autistic Spectrum Disorder Unit

T: 020 8246 6000

The Alton School

Resource Based Provision for moderate learners

The Livity Special School

A special school for children with complex needs

T: 020 8769 1009

Tooting Primary School

Autistic Spectrum Disorders

T: 020 3700 0790

SEN SCHOOLS

Bradstow School, Kent

Supports children with severe and complex learning difficulties or an Autistic Spectrum Disorder with Severe Learning Difficulties

T: 01843 862123

Centre Academy

Provides support for all students with special needs and specific learning difficulties

T: 020 7738 2344

Garratt Park School

Caters for children with moderate learning difficulties with associated complex needs including Autism Spectrum Disorder

Head: Mr Mike Reeves

T: 020 8946 5769

Greenmead School

Mixed day school for physically disabled and profound and multiple learning difficulties

T: 020 8789 1466

Linden Lodge School

Day and weekly boarding school for children with severe sight impairment, multiple disability and profound needs

T: 020 8788 0107

Nightingale Community Academy

Caters for boys with social, emotional and behavioural difficulties

T: 020 8874 9096

Oak Lodge School

Residential and day school for deaf and language impaired pupils

T: 020 8673 3453

Paddock School

Caters for pupils with severe and complex learning difficulties or an Autistic Spectrum Disorder with severe learning difficulties

T: 020 8878 1521

PRIVATE SCHOOLS FOR LEARNING DIFFICULTIES

Burlington House School

SEN School. Rated Outstanding by ISI

A focus on Dyslexia, Dyscalculia, ADHD and other SpLDs makes this school a unique environment for all children to achieve

3 Garrad's Rd, London SW16 1JZ (opening September 2024)

T: 020 7610 9018

E: admissions@burlingtonhouseschool.com
burlingtonhouseschool.com

Principal: Mr K Claeys

Pupils: 182

Ages: 7-19

Clubs: Comprehensive timetabled enrichment programme

Leavers' destinations: Burlington House Sixth Form (Hammersmith), William Morris, DLD, Southampton University, University of Cambridge, Brunel University, Falmouth University

Fairley House School and Fairley House Assessment Clinic

Specialist day school for children with dyslexia and dyspraxia

30 Causton Street, SWIP 4AU

T: 020 7976 5456

E: ps@fairleyhouse.org.uk
fairleyhouse.org.uk

Beyond Autism Schools

Run independent special schools for children and young people with autism and related communication disorders aged 4-19. Teaching is based on the principles of Applied Behaviour Analysis (ABA) and Verbal Behaviour (VB)

Head of Park House School (R-Yr 8) Mr K Bird

Park House School: 48 North Side Wandsworth Common, SW18 2SL

T: 020 3031 9700

E: parkhouseschool@beyondautism.org.uk

Head of Tram House School (Yr 9-14) Mr J Ascot

Tram House School: 520 Garratt Lane, SW17 ONY

T: 020 3031 9707

E: tramhouseschool@beyondautism.org.uk
beyondautismschools.org.uk

The McLeod Centre For Learning

A tutorial centre for touch-typing, handwriting, literacy, maths, study skills, dyslexia, dyscalculia and dyspraxia

74A Lupus Street, SW1V 3EL

T: 07866 552767

E: amanda@amandamcleod.org
amandamcleod.org



Plan your child's future

Where to find help and information

Childcare & Business Consultancy Services (formerly Wandsworth Primary Play Association)
For a list of Wandsworth pre-school playgroups and holiday play schemes for three and four-year-olds, www.cbcservices.org.uk, tel 020 7738 1958.

Department for Education
Find a list of school and college performance tables and find and compare schools and colleges using a map, www.education.gov.uk

Independent Schools Show November 2023
The show brings together the leading independent schools, the brightest thinkers and the most respected heads to help you make the right decisions for your child.
Battersea Evolution, London, SW11 4NJ
11 - 12 November 2023
Tickets free if you register in advance. www.schoolsshow.co.uk

Ofsted
The Office for Standards in Education, Children's Services and Skills. Find an Ofsted inspection report at www.reports.ofsted.gov.uk

State Boarding Schools' Association
Rather than paying £25,000+ pa on a private boarding school, a state boarding school would cost nearer £10,000 pa. www.sbsa.org.uk, tel: 020 7798 1580.

The Good Schools Guide
A guide to independent and state schools. www.goodschoolsguide.co.uk

The Independent Schools Council
Includes a search facility for the 1,400 independent schools it represents, www.isc.co.uk, tel: 020 7766 7070.

The Independent Schools Inspectorate
Browse school reports, www.isi.net

Wandsworth Children's Services
Department/Multi Agency Safeguarding Hub (MASH)
Tel: 020 8871 7899/4
www.wandsworth.gov.uk or email: mash@wandsworth.gov.uk

Parenting Education & Advice

The Parent Team
A team of certified and experienced parent educators teaching positive parenting skills and providing practical support and advice to parents to help children thrive at home and school. www.theparent.team
hello@theparent.team

Local authority websites

Wandsworth
www.wandsworth.gov.uk/schoolsandadmissions
Tel: 020 8871 6000/7.

Lambeth
www.lambeth.gov.uk/eadmissions, tel: 020 7926 9503.

Merton
www.merton.gov.uk/admissions, Tel: 020 8274 4906.

Merton play areas
www.merton.gov.uk/environment/openspaces/play-areas.htm

Independent SCHOOLS Show

Saturday 11 November
Sunday 12 November
Battersea Evolution, SW8 4NW



#GIVEUS2HOURS

From Nursery to Sixth Form

Meet over 250 London schools, boarding schools, specialist schools, schools within commuting distance.

4 theatres for parents to get answers. Find out how to: find the right school, prepare for entry tests, start boarding, transfer from a state school, see if you qualify for fee assistance.

Plan your child's next steps from nursery to sixth form.

Advance tickets are free at SchoolsShow.co.uk



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220 pupils at Dulwich have free or subsidised places

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and how to apply by scanning the QR Code below.

dulwich.org.uk/bursaries



*"I knew it was right for him
when we visited the school.
Something just felt right,
like he belonged there."*

Parent