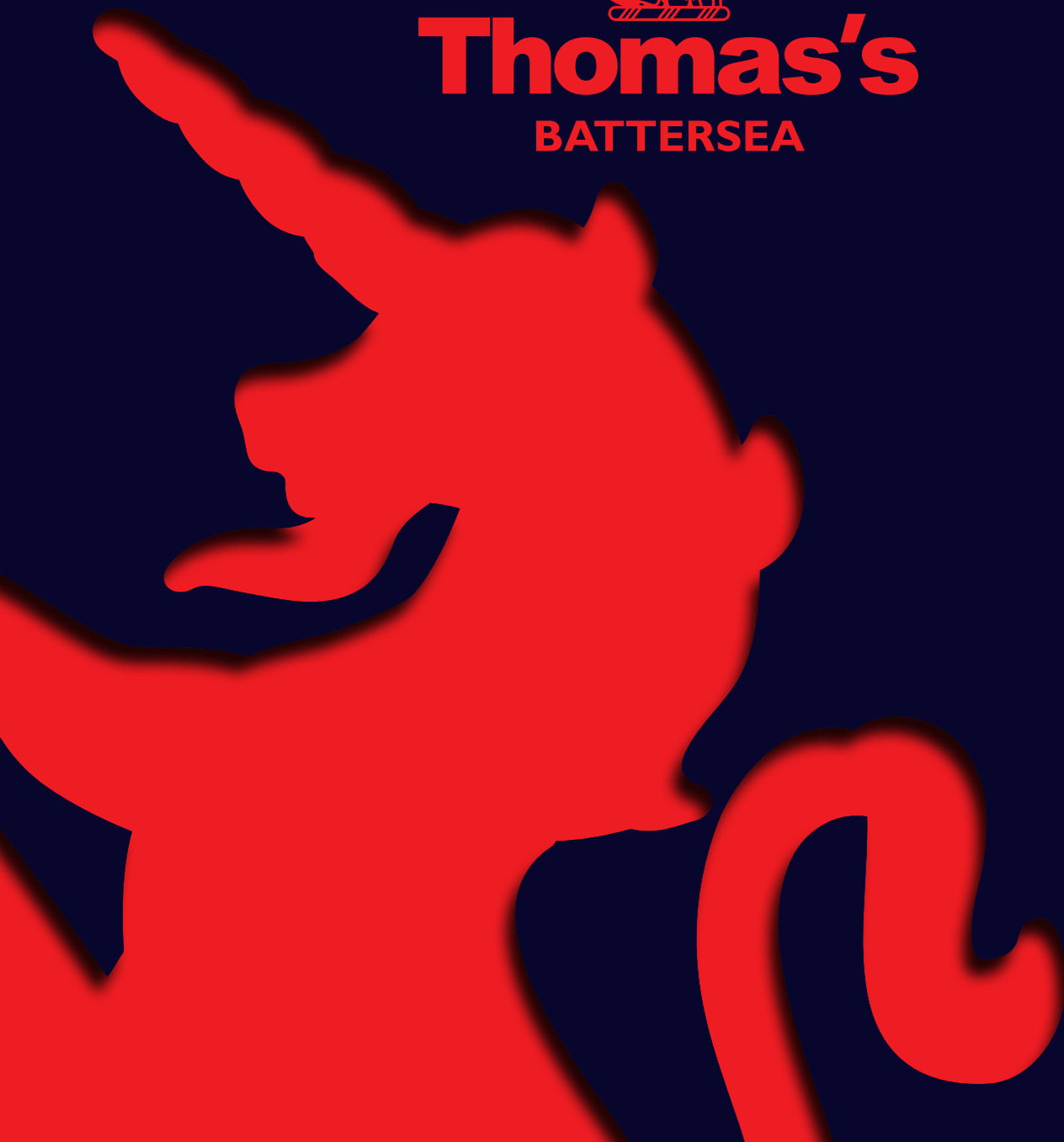




Thomas's

BATTERSEA





An independent, coeducational day
school for pupils aged 4 to 18, which is
forward-thinking and outward-looking,
with values at its heart.



Welcome

Welcome to Thomas's Battersea

With an expanded Year 7 and the arrival of our first pupils in Year 9, September 2021 sees our first significant step towards becoming a 'through school' for boys and girls aged 4 to 18, with entrance and exit points at the ages of 11, 13 and 16.

We are introducing a new structure in which the Prep School runs from Reception to Year 6 (ages 4 to 11) and the Senior School spans Year 7 to Year 13 (ages 11 to 18).

Simon O'Malley is Head of the Prep School and has responsibility for pupils who will leave the school in Year 8. Ben Thomas is Head of the Senior School and has overall responsibility for the whole school.

In the following pages we explain how our vision will turn to reality over the course of the coming years. If you have further questions, do please contact us. We would be very glad to hear from you.

Ben Thomas
Head
Thomas's Battersea
Senior School

Simon O'Malley
Head
Thomas's Battersea
Prep School





Our Aims

We aim to provide an outstanding education

We aim to provide an outstanding education for young people aged 4 to 18 which is forward-thinking and outward-looking, with values at its heart.

We believe in kindness at the core. We are a Christian school, open to families of all faiths. We aim to instil a strong set of values, first by example and also through exceptional pastoral care. We believe that individual wellbeing is of primary importance, with a corresponding commitment to service leadership and community.



We take a four-dimensional approach to education, developing knowledge, skills, character and meta-learning. We offer a curriculum that fosters an enquiry mindset, is inspiring, relevant and contemporary and ensures both breadth and depth of educational experience.

We aim to prepare pupils not only to remember, but also to think creatively; to analyse age-appropriate, complex issues and to be ready for life as well as work in a globalised, digital and connected world.

It is our aim that every pupil leaves Thomas's with core values and a strong sense of social responsibility; inner strength and positive physical and mental health; academic success and a love of learning. We strive to ensure that a Thomas's education equips all of our students with optimism about and preparedness for the future, setting them on a path to become net contributors to society and to flourish as successful, conscientious and caring citizens of the world.



Vision

Our vision is of a childhood filled with kindness

Our vision is of a childhood filled with kindness, a childhood in which students are known and valued for who they are, in which they learn to trust themselves and each other, in which they find and express their voice, discover the difference they can make for themselves, learn to think for themselves, to question, to collaborate, to be independent, to be optimistic, realistic and positive, to own and take charge of their learning and their lives. We believe that pupils can be their best selves and secure the best possible outcomes if we are committed to an educational process which is inclusive, innovative and inspiring.

We believe that this should continue, in age appropriate ways, throughout the important years a young person spends at school.

We recognise the need for our pupils to develop as self-aware, independent and sensitive learners who are curious and reflective listeners. We believe it is our job to inspire them to become adaptable, lifelong learners who show initiative and courage to enquire in depth, whilst collaborating and using appropriate and new technologies to research answers to their questions, and ours. It is our job to ensure that they are willing and able to discern what is true, and what isn't, and to reach sound, objective and balanced view-points. Our pupils are encouraged to become ambitious and courageous thinkers who are unafraid to aspire to leadership by questioning, challenging, collaborating and serving. We provide environments for our pupils to develop good judgement, and to demonstrate direction and initiative by being responsive, critical and responsible thinkers.





We are committed to rebalancing the pursuit of academic success, wellbeing and character, placing a keen emphasis on entrepreneurship, digital literacy, expressive arts, sport, outdoor and adventurous learning, developing life-long skills, and instilling social responsibility, service learning and citizenship.

Our vision is of young adults who are able finally to step out into a rapidly changing world, equipped both to capitalise on opportunity and to face the extensive challenges that lie ahead in higher education and work, in life and in society. Our students will be armoured for uncertainty and change not only with academic success, but also with optimism and compassion, self-awareness, a can-do attitude and critical 21st century work and life skills.



Values



Kindness



Courtesy



Honesty



Respect



Perseverance



Independence



Confidence



Leadership



Humility



**Givers,
Not Takers**

Kindness

We expect pupils at Thomas's to be kind; to be good friends to those around them, always on the lookout for and ready to support those in need of a word of encouragement or a listening ear.

Courtesy

We expect our pupils to be unfailingly courteous and polite; to have regard for the needs of others; to be responsible for the impact of their behaviour on those around them; to stand back, holding the door open, to allow adults through; to be particularly aware of the very young and the very old; not to 'hog the pavement' on school trips; to say "please" and "thank you" without prompting.

Honesty

We expect our pupils to be honest, to act with integrity at all times and to understand and uphold the rule of law.

Respect

We encourage all members of the community to respect themselves, each other, their learning environment and the wider community. We expect our pupils not just to tolerate but to celebrate difference, to respect the right of others to hold differing beliefs or views and to develop an awareness of individual liberty. As our pupils become old enough to understand the characteristics protected by law, we look to them to challenge discrimination in all its forms and to foster healthy, positive relationships grounded in mutual respect.

Perseverance

We would like our pupils to appreciate the importance of, and to show, perseverance; to acquire a 'growth mindset' by understanding that intelligence can be developed; to embrace challenges; to persist in the face of setbacks; to see effort as the path to mastery; to learn from criticism; to find lessons and inspiration in the success of others and, as a result, to reach ever-higher levels of achievement and a greater sense of free will.

Independence

We would like our pupils to become independent learners; to work hard; to be responsible, organised and to manage their belongings effectively. In the classroom, we would like them not only to make valid contributions, but also to be good listeners, who respect and encourage the efforts of their peers.

We hope that, as a result of their lessons at school, our pupils will begin to take responsibility for their personal learning, reading around subjects that interest them, carrying out their own research and making full use of the many excellent resources available to them.

As a result, we would like our pupils to gain a growing sense of enquiry and wonder about the world around them; about the vast body of knowledge and skills that has brought mankind to where we are today – and about how much there is still to learn.

Confidence

We expect our pupils to acquire self-knowledge by encountering both success and failure in an environment of support and encouragement, both at school and at home. Consequently,

they should be 'comfortable in their own skin', full of self-confidence, yet always free of arrogance, and able to make sound judgements. We would like our pupils to become their best selves, not a second-hand version of someone else.

Leadership

We aim to equip our pupils to lead by example and to recognise service as a powerful form of leadership; to be prepared to stand out from the crowd; to be the first to respond to someone in need; to stand up for what they believe to be right; to challenge what they know to be wrong; to risk making an unpopular decision, if they believe it to be for the greater good; to earn the trust and respect of others. We hope that our pupils will experience at an early age the opportunities and challenges of leadership.

Humility

Notwithstanding their confidence, our pupils are expected to retain a sense of humility; to be without arrogance; to be conscious of the advantages they enjoy and to show gratitude for them by putting them to best use by helping others. We hope that all our pupils will acquire a sense of the eternal and that this will inform their perspective of their place in the world.

Givers, not takers

Above all, we would like our pupils to be givers, not takers; to show generosity of spirit; to use their skills and talents first for the benefit of others. We hope that our pupils will leave their school with a strong sense of social responsibility, set on a path to become net contributors to society and to flourish as successful, conscientious and caring citizens of the world.

Structure

Thomas's Battersea

Thomas's Battersea Prep School encompasses pupils from Reception to Year 6 (aged 4 to 11).

Thomas's Battersea Senior School comprises pupils from Year 7 to Year 13 (aged 11 to 18).

The school has an entrance point at the age of 4 (in Reception), entrance and exit points at the ages of 11 (at the end of Year 6), 13 (at the end of Year 8) and 16 (at the end of Year 11) and a final exit point at the age of 18 (at the end of Year 13).

Year 7 and Year 8 therefore include pupils who will leave at the end of

Year 8 to attend other senior schools, as well as those who join Thomas's Battersea Senior School in Year 7. These pupils follow the same curriculum, are taught in classes and are arranged in pastoral groups together. Specific preparation for entrance and scholarship examinations is given to those who require it.

In September 2021, there will be three forms from Reception to Year 6, six forms in Year 7, four forms in Year 8 and two forms in Year 9.

When it grows to full strength, we anticipate that the school will take the shape shown opposite:

Thomas's Battersea 2027

	R	1	2	3	4	5	6	7	8	9	10	11	12	13
Forms	3	3	3	3	3	3	3	6	6	4	4	4	5	5
Pupils	66	66	66	66	66	66	66	132	132	88	88	88	90	90
	Battersea High Street							Battersea Square						

Leadership



Simon O'Malley
Head
Thomas's Battersea
Prep School

Simon O'Malley is Head of Thomas's Battersea Prep School. He has overall responsibility for all pupils from Reception to Year 6. He is also in charge of external senior school relations and has responsibility for pupils who leave Thomas's at the end of Year 8. The Prep school leadership team is as follows:



Thomas's Battersea Prep School Leadership Team

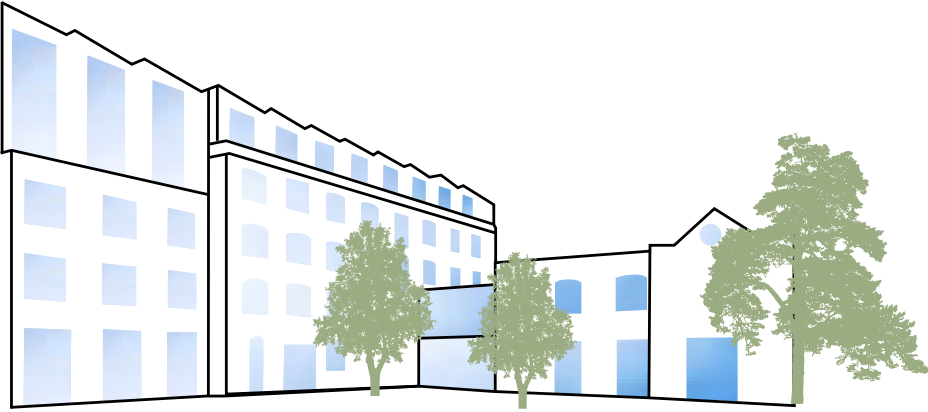
Simon O'Malley, Head
Suzannah Cryer, Deputy Head Pastoral
Emma Maclean Bather, Deputy Head Academic and Senior Schools Admissions
Rachel Turpin, Head of Middle School
Helen Haslem, Head of Lower School
Nick Darmon, Assistant Head - Planning and Operations

Rec-Y6



Ben Thomas
Head
Thomas's Battersea
Senior School

Ben Thomas is Head of Thomas's Battersea, with overall responsibility for the whole school. He is also Head of Thomas's Battersea Senior School, with responsibility for pupils in Year 7 and above. The senior school leadership team is as follows:



Thomas's Battersea Senior School Leadership Team

Ben Thomas, Head
Anthony Douglas, Deputy Head
Therese Andrews, Director of Curriculum Innovation
Emma Oliver, Director of Teaching and Learning
Angela McDonald, Director of Admissions
John Haythornthwaite, Assistant Head - Planning and Operations, Director of Music

Y7-Y13

Leadership



Reception to Year 13

Ben Thomas
Head

Reception to Year 6

Simon O'Malley
Head

Suzannah Cryer
Deputy Head
Pastoral

Emma Maclean Bather
Deputy Head Academic &
Senior Schools Admissions

Helen Haslem
Head of
Lower School

Nick Darmon
Assistant Head
Operations

Rachel Turpin
Head of
Middle School

Year 7 to Year 13

Ben Thomas
Head

Therese Andrews
Director of
Curriculum Innovation

Anthony Douglas
Deputy Head
Pastoral

Emma Oliver
Director of
Teaching & Learning

John Haythornthwaite
Assistant Head
Operations

Angela McDonald
Director of
Admissions

Subject Leaders

**Head of
Learning Support**
Anne Sheppee

**Assistant Head
Academic**
Clare Oswald

Digital Lead
Aarti Malani

Heads of Year





Leadership

Teaching Staff

In 2021 - 2022:

- The Lower and Middle Schools continue as now
- David Turpin becomes Head of Year 6 and Year 8
- Anthony Douglas becomes Head of Year 7 and Year 9
- Emma Maclean Bather takes on curriculum responsibility for Reception to Year 6
- Clare Oswald becomes Assistant Head Academic for the whole school
- Current Upper School teachers teach from Year 6 to Year 9

In 2022 - 2023:

- The Lower School continues as now
- The Middle School expands to include Year 6
- Three new Form Teachers are appointed to Year 6
- Senior School teachers teach from Year 7 to Year 10

New subject leader appointments have been made for September 2021 in Maths and Design and Technology. Additional appointments will be made in the senior school as the school grows over the course of the next five years.



Locations

Thomas's Battersea is located on three campuses

Battersea High Street

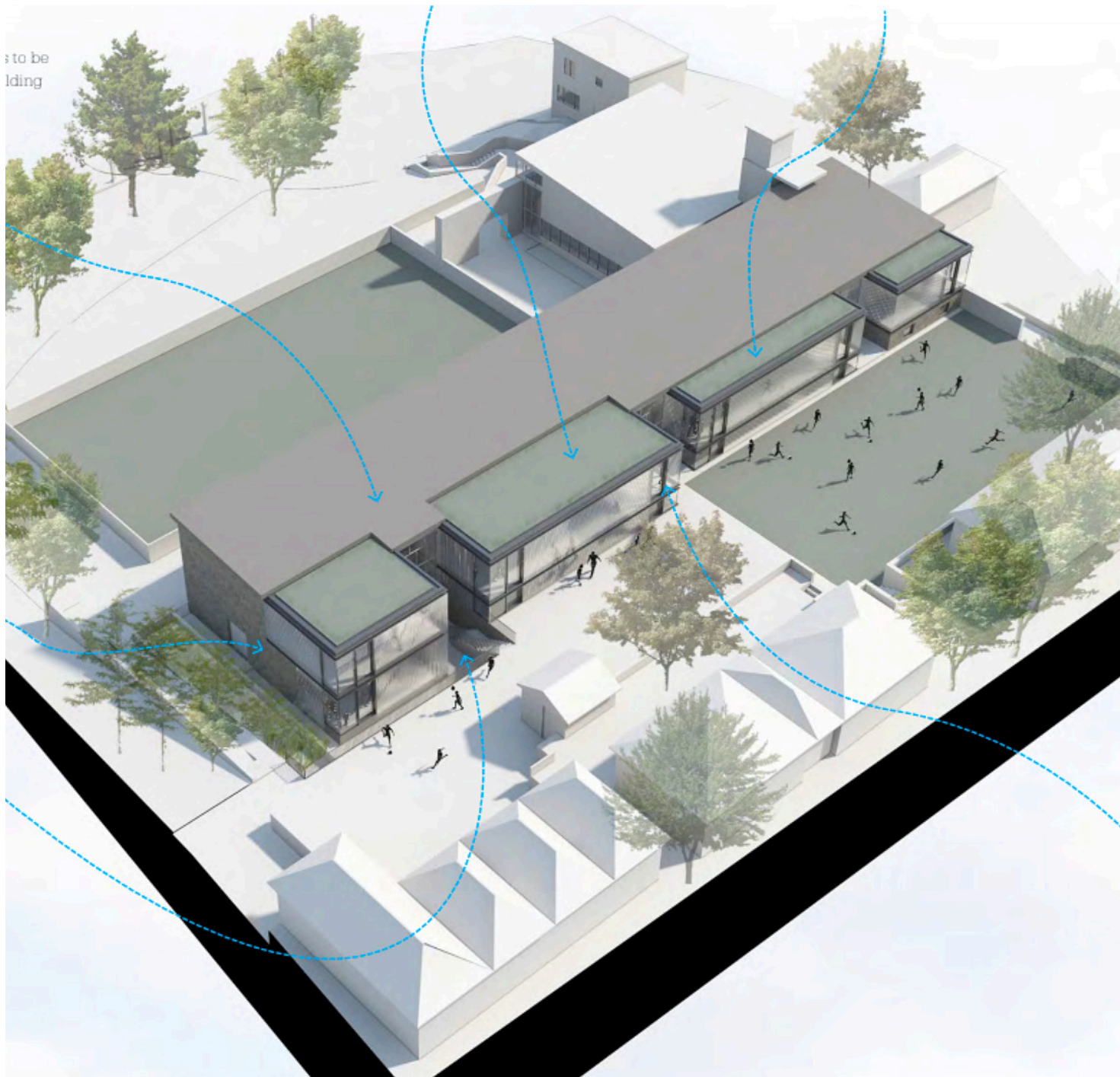
28 - 40 Battersea High Street has been in educational use since Sir Walter St John founded a school on the site in 1700. Thomas's opened in Cadogan Gardens in 1977 and moved to Battersea High Street in 1990. The building is a Grade II listed former grammar school, with modern additions and plenty of playground space. The buildings are arranged around a courtyard garden and there is a one-acre playground, a children's play area and a quiet garden. Facilities include a Great Hall equipped as a theatre, a purpose-built dining hall and kitchens, a gymnasium and ballet room, art rooms, a pottery room, a drama studio, two ICT suites and a Music School which comprises two Music recital rooms and nine individual teaching rooms.



Battersea Square

The Battersea Square site, housed in the former home of the Royal Academy of Dance, is due to come on stream in September 2022. This historic building offers a further 40,000 sq ft of educational space, immediately adjacent to the Battersea High Street campus. It will provide 26 classrooms, a fitness centre, assembly and performance hall, cafeteria and school dining hall. Battersea Square will house the senior school's faculties of Maths, English, Modern Foreign Languages, Humanities and the Performing Arts.





Putney Vale

Putney Vale is our centre for Science, Technology and Art. It is undergoing refurbishment and, when complete, will provide secondary science laboratories, Art rooms and facilities for the teaching and learning of resistant materials, computer-aided design and manufacture, computing and food technology. Putney Vale includes outdoor recreation areas, catering facilities and a dedicated dining hall. It is also the home of Thomas's Outdoors, our specialist outdoor learning department, and provides immediate access to the Richardson Evans Memorial playing fields and Wimbledon Common, both of which are adjacent.



Locations

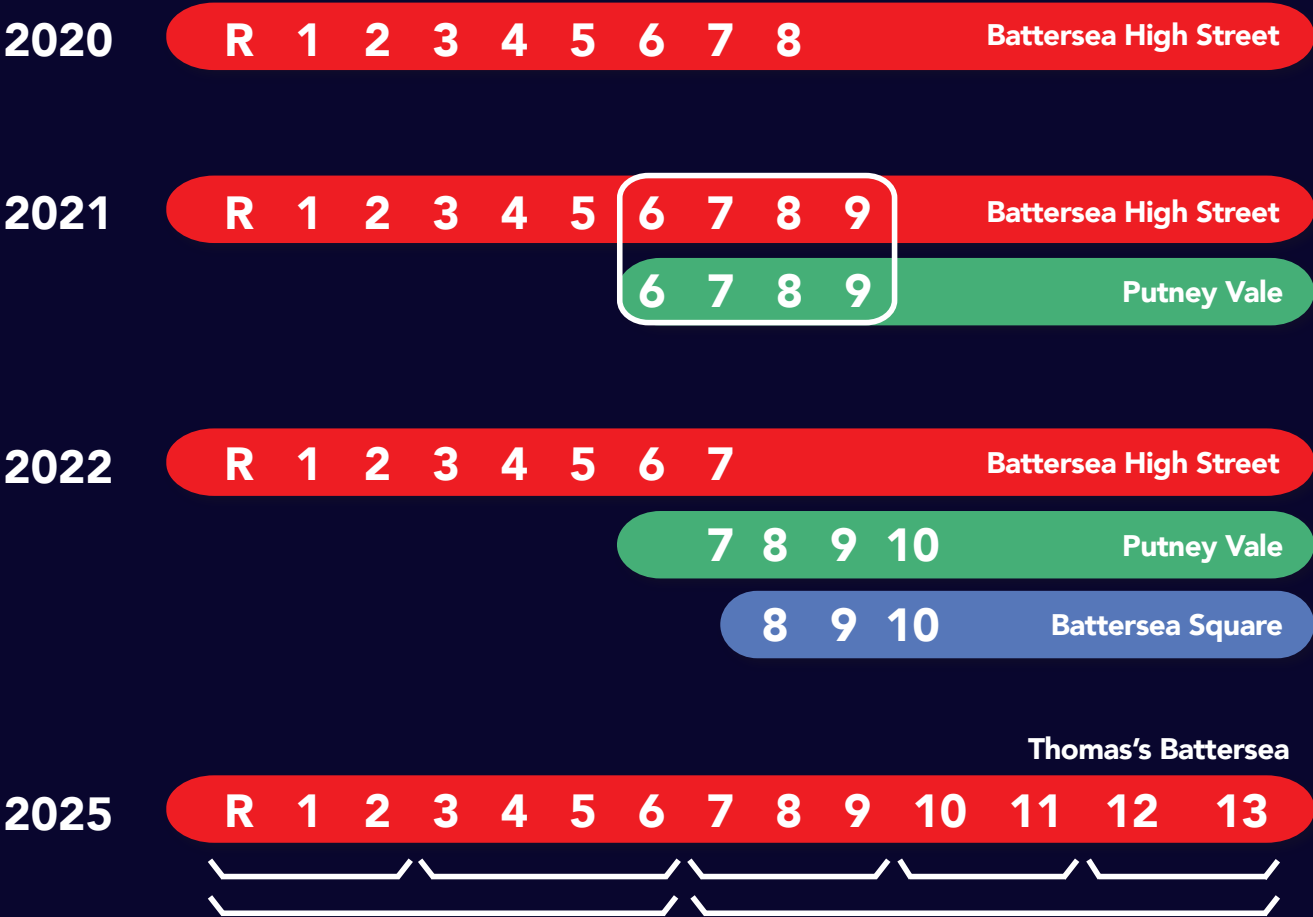
Thomas's Battersea

In 2021 - 2022:

- All pupils from Reception to Year 9 will be based in Battersea High Street.
- Pupils from Year 6 to Year 9 will make use of the facilities at Putney Vale

In 2022 - 2023:

- Pupils from Reception to Year 7 will be based in Battersea High Street
- Pupils from Years 8 to 13 will be based in Battersea Square
- Pupils from Years 7 to 13 will use the facilities at Putney Vale



Timetable

From September 2021

From September 2021, pupils in Year 6 will have a double lesson at Putney Vale before Games and pupils in Year 7 and above will be there on two days each week. They will be transported to and from Putney Vale in school minibuses. Exemplar timetables are shown below.

7BN					
Timing	Monday	Tuesday	Wednesday	Thursday	Friday
0820	Registration				
0840 - 0925	Classics	English	Drama	Church	Travel to Putney Vale Break
0930 - 1015	PE	English	Maths	History	Computing
1020 - 1040	Break		1015 Travel to Putney Vale	Break	Exhibition
1045 - 1130	Geography	Maths	Break 1115 Art/DT	Theology, Philosophy & Ethics	1100 Break
1135 - 1220	English	Music		Maths	1115 Chemistry
1225 - 1255	Lunch		Lunch at Putney Vale	Lunch	1200 Physics
1255 - 1325					1245 Lunch at Putney Vale
1325	Registration				1310 Games
1335 - 1420	Spanish	Global Studies	Biology	English	
1425 - 1510	Maths	Global Studies	Science Project	French	
1515 - 1600	Inspiring Living	Crew	1510 Travel to Battersea	Crew	
1600	Dismissal				

8BN					
Timing	Monday	Tuesday	Wednesday	Thursday	Friday
0820	Registration				
0840 - 0925	History	Classics / Spanish	English	Church	Drama
0930 - 1015	Global Studies	Maths	French	French	English
1020 - 1040	Break	1015 Travel to Putney Vale	Break	1015 Travel to Putney Vale Break	Break
1045 - 1130	Maths	Break 1115 Chemistry	Geography	1115 Computing	Maths
1135 - 1220	Classics / Spanish	1200 Physics	Theology, Philosophy & Ethics	1200 Study Skills	Maths/English
1225 - 1255	Lunch	1245 Lunch at Putney Vale	Lunch	1245 Lunch at Putney Vale	Lunch
1255 - 1325					
1325	Registration		1300 Games	Registration	
1335 - 1420	Music	Art/DT		Biology	Global Studies
1425 - 1510	English			Science Project	PE
1515 - 1600	Inspiring Living	1510 Travel to Battersea		1510 Travel to Battersea	Crew
1600	Dismissal				

9BN					
Timing	Monday	Tuesday	Wednesday	Thursday	Friday
0820	Registration	0840 Registration	Registration		
0840 - 0925	Maths	Travel to Putney Vale / Break	Classics / Spanish	Church	Maths
0930 - 1015	French	Art/DT	English	English	Maths
1020 - 1040	Break		Break	Travel to Putney Vale / Break	Break
1045 - 1130	English	1100 Break 1115 Physics	Classics / Spanish	1115 Chemistry	History
1135 - 1220	PE	1200 Biology	Geography	1200 Science Project	Drama
1225 - 1255	Lunch	1245 Lunch at Putney Vale	Lunch	1245 Lunch at Putney Vale	Lunch
1255 - 1325		1305 Travel to Battersea	1300 Games		
1325	Registration	Registration			
1335 - 1420	Global Studies	1345 Maths		Exhibition	Music
1425 - 1510		1430 TPE		Computing	English
1515 - 1600	Inspiring Living	1515 Crew		1510 Travel to Battersea	Crew
1600	Dismissal				

CURRICULUM FACULTIES & SUBJECTS	
English	PERFORMING ARTS
Mathematics	Drama
Science	Music
GLOBAL STUDIES	SPORTS
History	PE
Geography	Games
Theology, Philosophy & Ethics	Outdoor Learning
LANGUAGE & CULTURE	INSPIRING LIVING
French	PSHE
Spanish	
Classics	
CREATING & INVENTING	
Art	
Computing	
Design & Technology	

Pastoral Care and Wellbeing

Thomas's Battersea has a strong set of values at its heart

Thomas's Battersea has a strong set of values at its heart. We believe in kindness at the core and outstanding pastoral provision underpins everything that we do. We treat each pupil as an individual and hold their social and emotional development to be as important as their academic success. We encourage our pupils to develop mind, body and soul, to become 'fully human', to have regard for their wellbeing and for that of others, to remain connected to and in tune with the natural world.

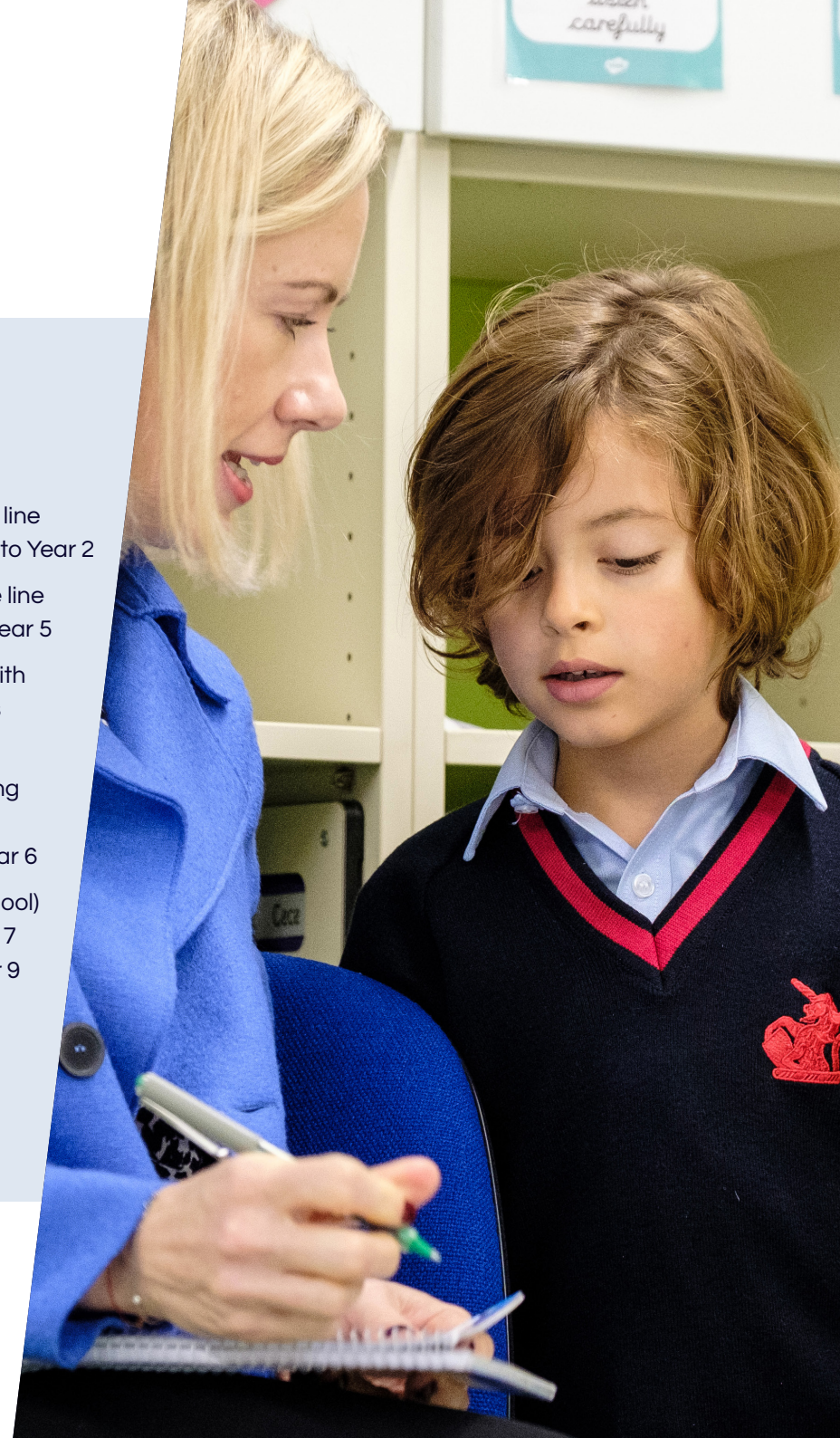
The ethos of the whole school is one which continues to promote and protect emotional wellbeing and good mental health. A focus on spending quality time in nature - both through our Putney Vale campus, and through our extensive Thomas's Outdoors programme, helps provide time for reflection and a genuine connection with the natural world, which promotes emotional wellbeing and resilience.

Aligned with our focus on wellbeing is a commitment to our local community and to the concept of service learning. Pupils at Thomas's Battersea seek to make a meaningful contribution to our local community and to society as a whole, whilst applying knowledge, skills and character in real-world situations.

From Reception to Year 6, a pupil's Form Teacher takes immediate pastoral responsibility for each child in school and is the first port of call for any parental question or concern. From Year 7 we introduce a system of 'Crew'. Each student is assigned a Tutor, who meets regularly with their 'crew' throughout the week, reinforcing the school's values and fostering a spirit of collective responsibility within which each individual can thrive.

In 2021 - 2022:

- **Helen Haslem**, Head of Lower School, is the line manager of Form Teachers from Reception to Year 2
- **Rachel Turpin**, Head of Middle School, is the line manager of Form Teachers from Year 3 to Year 5
- **David Turpin** is Head of Year 6 and Year 8 with pastoral responsibility for those year groups
- **Suzannah Cryer**, Deputy Head Pastoral (Prep School) is the Designated Safeguarding Lead for the whole school. She has overall pastoral responsibility from Reception to Year 6
- **Anthony Douglas**, Deputy Head (Senior School) has overall pastoral responsibility from Year 7 upwards and is the Head of Year 7 and Year 9





Curriculum

Our curriculum at Thomas's fosters high expectations of our pupils and ourselves

Our curriculum at Thomas's fosters high expectations of our pupils and ourselves. We seek to raise levels of attainment for all pupils, enabling them to achieve their personal best.

We aim to develop a growth mindset and a positive attitude to new challenges; to develop confident, creative and curious learners who are able to make informed choices; to foster a deep love of learning and to develop skills of independent enquiry; to nurture emotional intelligence and facilitate considerate and positive relationships between all members of the school community.



We seek to ensure equal opportunities in relation to gender, race, class, special needs, and belief and to value and respect all cultures. In a rich, dynamic, rewarding and enjoyable learning environment. We uphold fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We ensure that staff are aware that the school precludes the promotion of partisan political views in the teaching of any subject in the school.

We promote a thoughtful attitude towards the local and wider environment and a sense of social responsibility. We prepare pupils for entry to senior schools suited to their abilities and character, whether at Thomas's or further afield.

Throughout our curriculum, we aim to equip pupils with the skills, knowledge and understanding to approach the next stage of their education and to support their future lives.

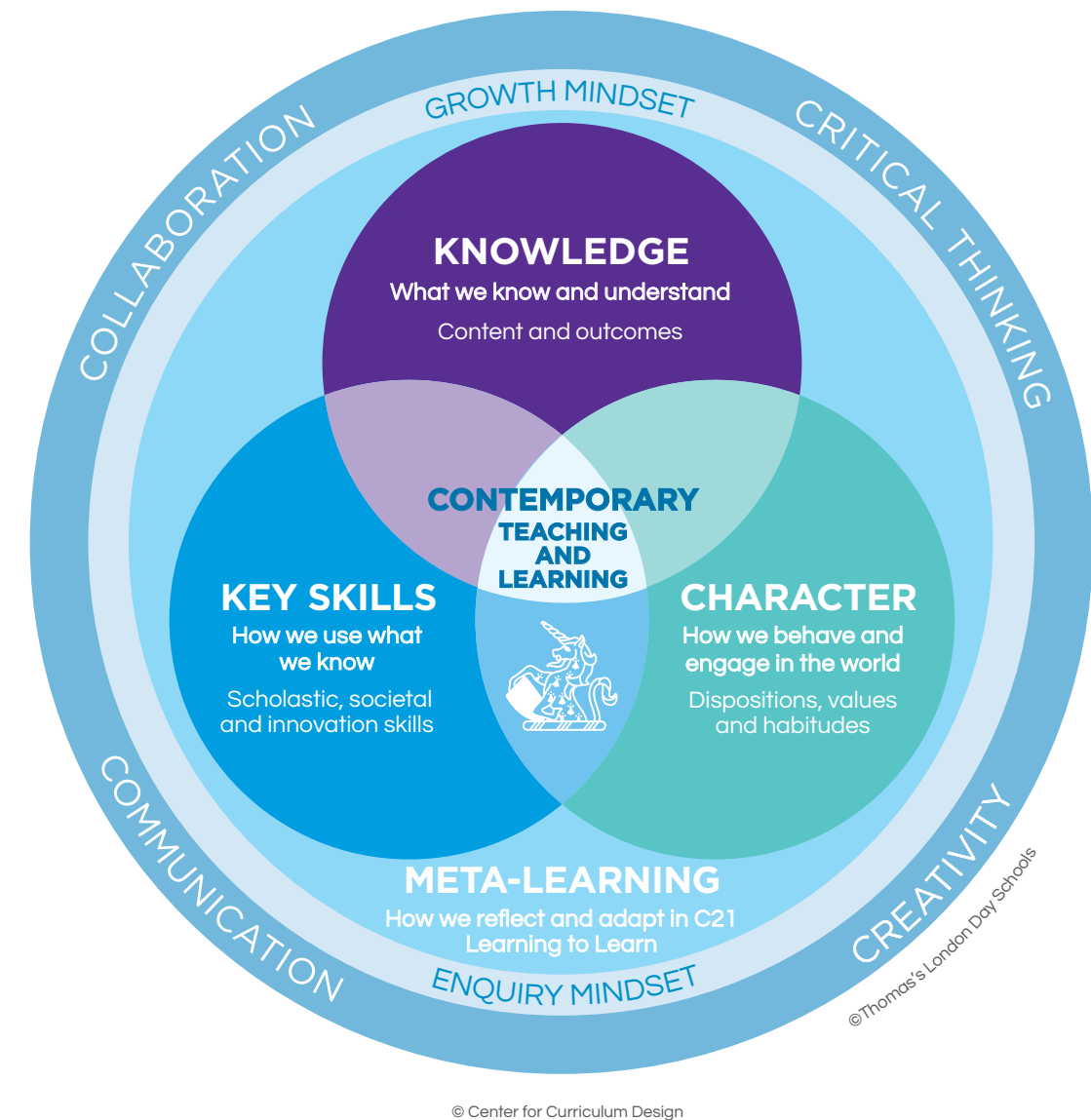
A four - dimensional approach

We believe in a broad curriculum

We believe in a broad curriculum which fosters an enquiry mindset and equips today's pupils to become the adults of tomorrow. Links are made constantly between areas of learning and to real-world contexts.

Our provision is four-dimensional:

- **Knowledge** - content taught is relevant, contemporary and engaging. Instead of simply imparting knowledge, our teachers encourage manipulation and synthesis, so that acquired knowledge can be applied to new situations
- **Key Skills** - our learners develop a breadth of scholastic and societal skills. Thinking and questioning skills are highly valued. Societal skills are centred on the vital 4Cs: creativity, collaboration, communication and critical thinking
- **Character** - our curriculum is underpinned by a strong set of values, which inspires learners to develop core character traits, such as resilience, along with key capabilities, including broad questioning and deep thinking. We encourage the belief that identifying and learning from mistakes is crucial
- **Meta-learning** - through dynamic and captivating teaching and learning we encourage the ability to reflect and adapt and instil in our pupils a clear understanding of how they learn





We place a strong emphasis on specialist taught areas of learning, often from the earliest years including Art, Dance, Drama, Computing, MFL & Classics, Music and PE & Sport.

Pupils' spiritual, moral, social and cultural (SMSC) development is given strong emphasis and underpins the aims and the delivery of the curriculum.

We believe firmly in the benefits of learning beyond the classroom. Outdoor education offers pupils unique opportunities and experiences that cannot be taught within the classroom environment and is therefore integral to our curriculum at all stages.



Lenses

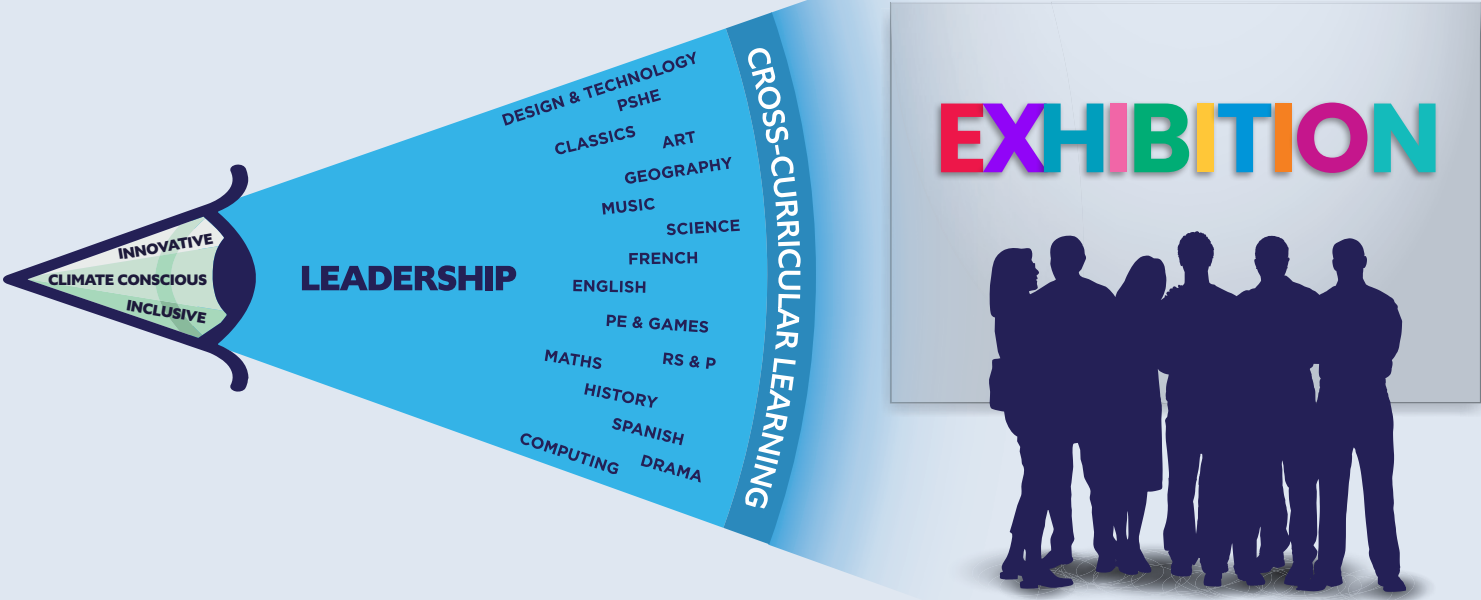
Inclusion, innovation and climate consciousness



We seek to develop an enquiry mindset throughout our curriculum and pupils are continuously encouraged to make links between subjects. From Year 7 to Year 9, a different theme applies each term and learning is arranged through three lenses of inclusion, innovation and climate consciousness.



Also in these years, pupils work towards a termly exhibition which encourages independent study and provides an opportunity for the application of cross-curricular knowledge and skills to real world problems.



Examinations and Outcomes

Our inspirational approach

We firmly believe that outstanding examination results can be, must be, the by-product of a first-class, broad education. Our inspirational approach enables students to achieve their best possible academic outcomes. We value and celebrate successes far beyond the narrow limits of exam grades, with students producing work of exceptional quality, evidencing deep and purposeful learning.

Reception to Year 6 - Within the contexts of personal growth and academic success, we prepare our pupils thoroughly for their next educational step. This may be through competitive senior school entrance examinations and 'pre-tests' at 11+ in Year 6, or by assessment at the same stage for entry and continuation to Year 7 at Thomas's Battersea.

Years 7, 8 and 9 - Those leaving at the end of Year 8 (13+) are given thorough preparation for competitive senior school entrance and scholarship examinations, tailored towards their chosen senior school route. In addition, all pupils engage in relevant, contemporary and engaging learning, with an increasing focus on developing independent learning habits and cross-curricular links, through termly themes and exhibitions.

Year 10 - The GCSE syllabus content is taught as much as possible through enquiry, although this balance changes over time. Pupils are encouraged to study a broad, creative curriculum. They are not expected to sit examinations in all subjects and, free of the examined curriculum, can enjoy a depth and breadth of learning that enables them to achieve outcomes of exceptional quality.

Year 11 - Pupils study for eight GCSEs and consolidate the knowledge and skills required for success in their external examinations, with particular emphasis on students' wellbeing.

Years 12 & 13 - In the Sixth Form, our students work towards the A Levels of their choice and prepare for national and international higher education both in the UK and abroad. They continue to attend a regular series of career-oriented lectures, engage in programmes of service to the community, undertake residential trips abroad to further their study and are encouraged to explore the world around them and the choices which lead to their first steps as fully-fledged and contributing members of society.



School Uniform

A senior school uniform is available to pupils in Year 7 and above, from September 2021

In 2021 - 2022:

- all pupils in Year 7 to 9 are required to wear the new sports kit
- all pupils in Year 9 are required to wear the senior school uniform
- pupils in Years 7 & 8 may choose to wear either the senior school or the prep school uniform

From 2023:

- all pupils in Year 7 to Year 11 will be required to wear the senior school uniform
- there will be a dress code for students in the Sixth Form (Years 12 and 13)

For full details please contact Kate Thomas
kate@thomas-s.co.uk or 07779620859





The Wider Life of School

“The glory of God is the human being fully alive”
St Irenaeus

All pupils are given a wide array of opportunities and are strongly encouraged to develop interests, hobbies and passions beyond the timetabled curriculum.



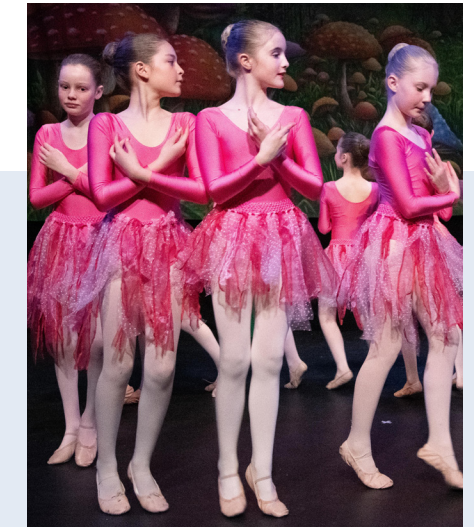
Art

Beyond formal lessons, there are opportunities at lunchtimes and after school to develop skills in 2D and 3D Art, through a wide range of clubs and ‘drop-in’ sessions.



Clubs and Societies

We offer a huge range of extra-curricular clubs and societies through which pupils can discover new passions and explore their physical, creative, social, global, moral and cultural interests with other enthusiasts. These offer an ideal way for pupils to find new friends outside their year groups, while enabling them to learn discipline, leadership and teamwork. Clubs and societies become increasingly student-led in the senior years.



Dance

Both contemporary Dance and Ballet are taught within the curriculum. From the age of six, pupils can commit to additional lessons after school, working primarily towards the curriculum of the Royal Academy of Dance.



Drama

We fully recognise the power of Drama to develop oracy, presentational skills, confidence and teamwork and to encourage philosophical reflection on the human condition. Thanks to the legacy of Joanna Thomas, an actress and Founding Principal of Thomas's, Drama takes a central place both in and outside the formal curriculum. In the Prep School, every year group works towards a drama production every year. From the age of eight onwards, pupils have the opportunity to participate in Extra Drama and, in the senior school, to audition for small-scale and full-scale productions.



Music

There are very many musical opportunities in addition to Music's place as a curriculum subject. Ensemble groups include formal and informal choirs, school orchestras, jazz ensembles, string groups, brass groups, singing groups and student-led bands. Participation is very strongly encouraged and appropriate performance opportunities are made available at every level of confidence and proficiency.



Service

In pursuit of our school values, and with the support of Thomas's Foundation and many parent volunteers, we forge strong links with our local primary schools and local community and find mutually beneficial ways to involve our pupils, particularly in the lives of the very young and the very old within our neighbourhood.

Senior school pupils will also maintain and develop our commitment to global service by building on our long-standing support of education in Nepal through the CAIRN Trust, part of Thomas's Foundation.



Sport

There is a very strong commitment within the timetable of time and resources towards our pupils' physical development, with a skills-based curriculum in the early years which prepares boys and girls for a very wide range of team and individual sports. To complement this commitment, a wide range of opportunities is available at weekends, particularly on Saturday mornings, both for those who seek enjoyment and additional participation and for those who strive to engage in sports at an elite level. We engage in a busy fixture programme involving other schools, offering opportunities for those who are prepared to commit to weekend and holiday fixtures, tournaments, competitions and, in some years, national and international tours.



Thomas's Outdoors

We believe in the benefits of learning beyond the classroom, recognising that outdoor education offers children unique opportunities and experiences which cannot be taught within the constraints of the school day and surroundings. We believe that every pupil should enjoy a broad range of learning experiences during their school careers. These begin in a child's first year in Reception and progress to residential trips from Year 5 at Thomas's Daheim, our own international outdoor learning centre in Upper Austria.



Trips

We believe in making the most of London, one of the world's greatest capital cities, as well as other locations further afield, to enhance our pupils' learning and to help them to make real-world connections. Day trips beyond the boundaries of school start in Reception, with our first residential trip offered in Year 4, at the age of eight - for many, their first experience of an extended time away from home. As our pupils progress through the school, there is an increasing range of opportunities to participate in national and international trips, during both term-time and during school holidays, in support of the school-based curriculum.



Admissions

How to register

There are points of entry to Thomas's Battersea at the ages of 4, 11, 13 and 16. Please see our website or contact the Director of Admissions for full details.

Financial assistance

Financial support in the form of bursaries is available from Thomas's Foundation, a Charitable Incorporated Organisation established in 2018, and the philanthropic arm of Thomas's London Day Schools. Please visit their website for further details at www.thomassfoundation.org.uk

Contact

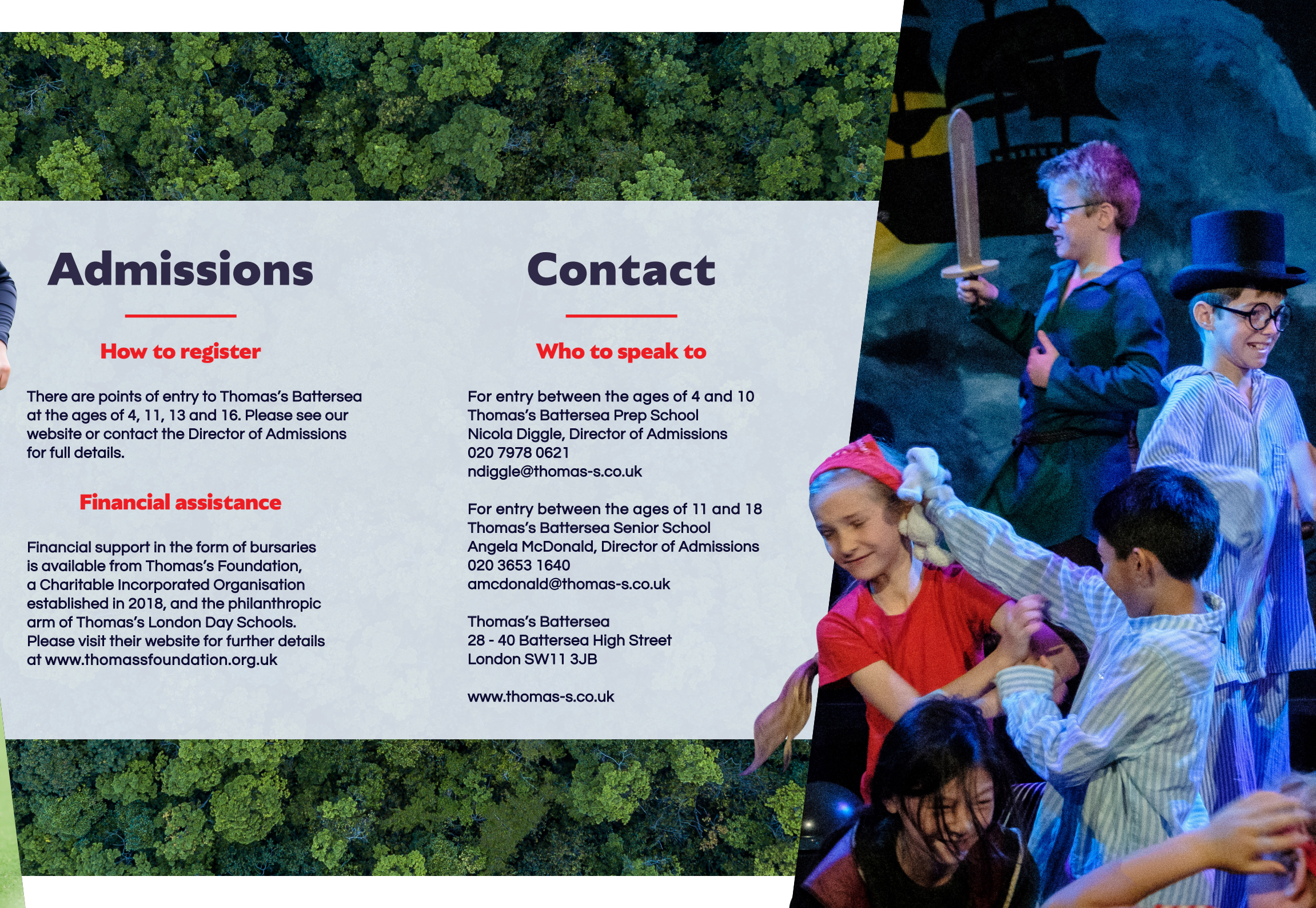
Who to speak to

For entry between the ages of 4 and 10
Thomas's Battersea Prep School
Nicola Diggle, Director of Admissions
020 7978 0621
ndiggle@thomas-s.co.uk

For entry between the ages of 11 and 18
Thomas's Battersea Senior School
Angela McDonald, Director of Admissions
020 3653 1640
amcdonald@thomas-s.co.uk

Thomas's Battersea
28 - 40 Battersea High Street
London SW11 3JB

www.thomas-s.co.uk







**Be Kind
Be Thomas's**

www.thomas-s.co.uk