



# Thomas's

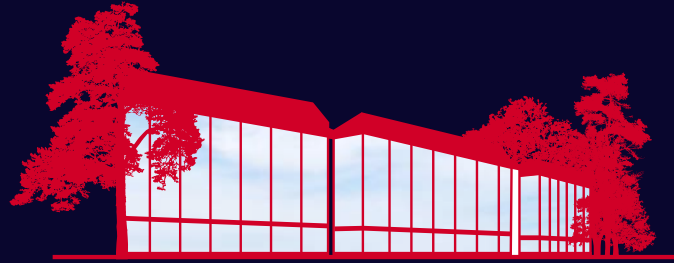
PUTNEYVALE





**An independent, coeducational day school  
for pupils aged 13 to 16, which is forward-thinking  
and outward-looking, with values at its heart.**





# Welcome

## Welcome to Thomas's Putney Vale

Thomas's Putney Vale is a school for pupils aged 13 to 16. It opened in 2021 as a natural and timely extension of our successful, child-centred approach to junior education.

Thomas's Putney Vale is also our response to a changing educational landscape, within which we seek to empower Thomas's pupils and their parents by giving them a greater freedom of choice about when to move on to the next stage of their education.

Thomas's London Day Schools was established more than fifty years ago and developed into a group of four prep schools and a kindergarten, which educate more than 2,000 boys and girls aged 2 to 13. In addition, we are proud of our partnership with Thomas's Academy, a state primary school for pupils aged 3 to 11.

The founding vision of the schools embraced a broad curriculum and a strong set of values, with kindness at the core. It is a vision which has stood the test of time, yet which has also come under increasing pressure as a result of a disproportionate emphasis on high stakes assessments, linked to senior school admissions.

True to our founding vision, Thomas's is dedicated to giving our pupils the best possible preparation for the lives that lie ahead of them by having the highest expectations of our pupils and teachers and aspiring to the strongest academic outcomes, whilst ensuring that these are always set within the context of a broad understanding of what it means to be educated. We want to prepare our pupils superbly not only for their next schools, but also for the adult lives that lie ahead of them.

Equally, we recognise that all our pupils will, and should, eventually leave us. We believe that their further development and education beyond 16 are best served by ensuring they gain entry to a wide selection of outstanding sixth forms in London day schools, boarding schools

and sixth-form colleges to broaden their educational, social and pastoral experiences before launching into the wider world beyond.

We are therefore delighted to have opened up an educational pathway which gives freedom of choice to our pupils and their parents and allows them to decide to take the next step in their education at the ages of 11, 13 or 16.

All of our prep schools educate children from the ages of 4 to 11. Pupils may continue at Thomas's Battersea and Thomas's Clapham to the age of 13. Thomas's Putney Vale is our school for pupils aged 13 to 16.

As a result, there are now formal entry points to Thomas's at the ages of 2, 4, 11 and 13, with occasional places in the intervening years.

In the following pages we give more detail about Thomas's Putney Vale, the most recent addition to our family of schools. If you would like to know more, do please contact the school or come and pay us a visit. You will be assured of a warm welcome.

**Ben Thomas and Tobyn Thomas**  
Principals  
Thomas's London Day Schools





# Our Aims

## We aim to provide an outstanding education

We aim to provide an outstanding education for children and young people aged 2 to 16 which is forward-thinking and outward-looking, with values at its heart.

We believe in kindness at the core and are Christian schools, though open to families of all faiths. We aim to instil a strong set of values, first by example but 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.

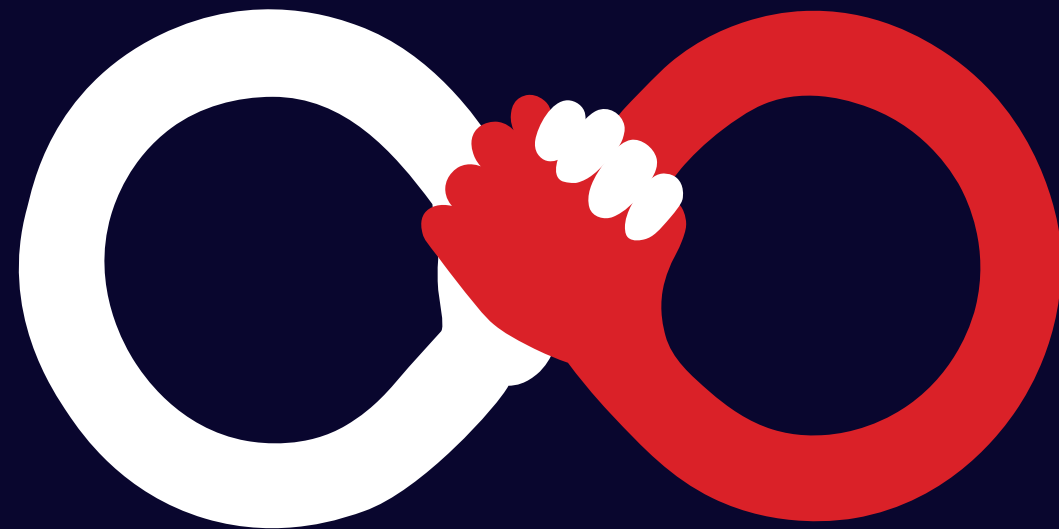
We place emphasis on developing skills of

communication, collaboration, creativity and critical thinking. 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 pupils 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 pupils 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 viewpoints. 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 lifelong skills, and instilling social responsibility, service learning and citizenship.

Our vision is of young adults who are finally able 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

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**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.







# Thomas's Putney Vale Co-Heads

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**Therese Andrews**

Therese studied Geography at the University of Nottingham before completing her PGCE. After teaching in North London, she moved to the British International School of Boston where she became Head of Middle School, and subsequently to Shanghai where she was Deputy Head at the Nord Anglia International School. Therese was Head of the International Curriculum before joining Thomas's, based in London but working with schools globally. Therese holds a Master's degree from the Harvard Graduate School of Education and is completing doctoral studies at the University of Bath.



**Emma Oliver**

Emma studied history at the University of Exeter before embarking on a career in teaching with Teach First. Emma holds a Master's degree in Education and Leadership from the UCL Institute of Education and a Master's degree in Early Modern History from Birkbeck College, University of London. She has been a Head of Department and was Deputy Director of Sixth Form at ARK Bolingbroke Academy. Emma joined Thomas's as Director of Teaching and Learning from Harris Academy, St John's Wood. Emma is currently completing her National Professional Qualification for Headship.







# Location

## Putney Vale

Putney Vale came into use for the Senior School in September 2021 and was formerly the centre for Art, Computing, Computer-Aided Design and Manufacture, Design Technology, Science and Outdoor Learning in the Senior School. The site includes outdoor

recreation areas and a dedicated dining hall. It also provides immediate access to the Richardson Evans Memorial Playing Fields and Wimbledon Common, both of which are adjacent. The campus underwent a second phase of development in September 2022.



## Structure of the day

- 08:20 - Registration
- 08:30 - Pastoral
- 09:00 - Lesson 1
- 09:50 - Lesson 2
- 10:40 - Break
- 11:00 - Lesson 3
- 11:50 - Lesson 4
- 12:40 - Lunch
- 13:20 - Lesson 5
- 14:10 - Lesson 6
- 15:00 - Lesson 7
- 15:50 - Dismissal/Clubs





# Pastoral Care and Wellbeing

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## Thomas's Putney Vale has a strong set of values at its heart

Thomas's Putney Vale 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 Putney Vale 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.

The school is committed to safeguarding and promoting the wellbeing of children and young people, and expects all staff and volunteers to share this commitment. Safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development at the school.

We have a strong pastoral system where each pupil meets with their tutor and tutor group regularly. Each form comprises up to 22 pupils and a Form Tutor. Our pupils are not only supported by their Form Tutor but also their Head of Year. Heads of Year have pastoral responsibility for their year group.

Our pastoral system reinforces the school's values and fosters a spirit of collective responsibility within which each individual can thrive.





# Code of Conduct



*The following code of conduct was developed in conjunction with our founding pupils:*



- We take care of our environment
- We hold the door open for others
- We take only what we need
- We challenge inequality and discrimination and accept everyone for who they are
- We respectfully listen to others
- We support others when they are in need



## **For ourselves...**

- We walk around the school building
- We take responsibility for our actions
- We work hard



## **Which means...**

- We uphold the school's values







# 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. 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 a wide range of senior schools, colleges and sixth forms for 16+ entry.

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

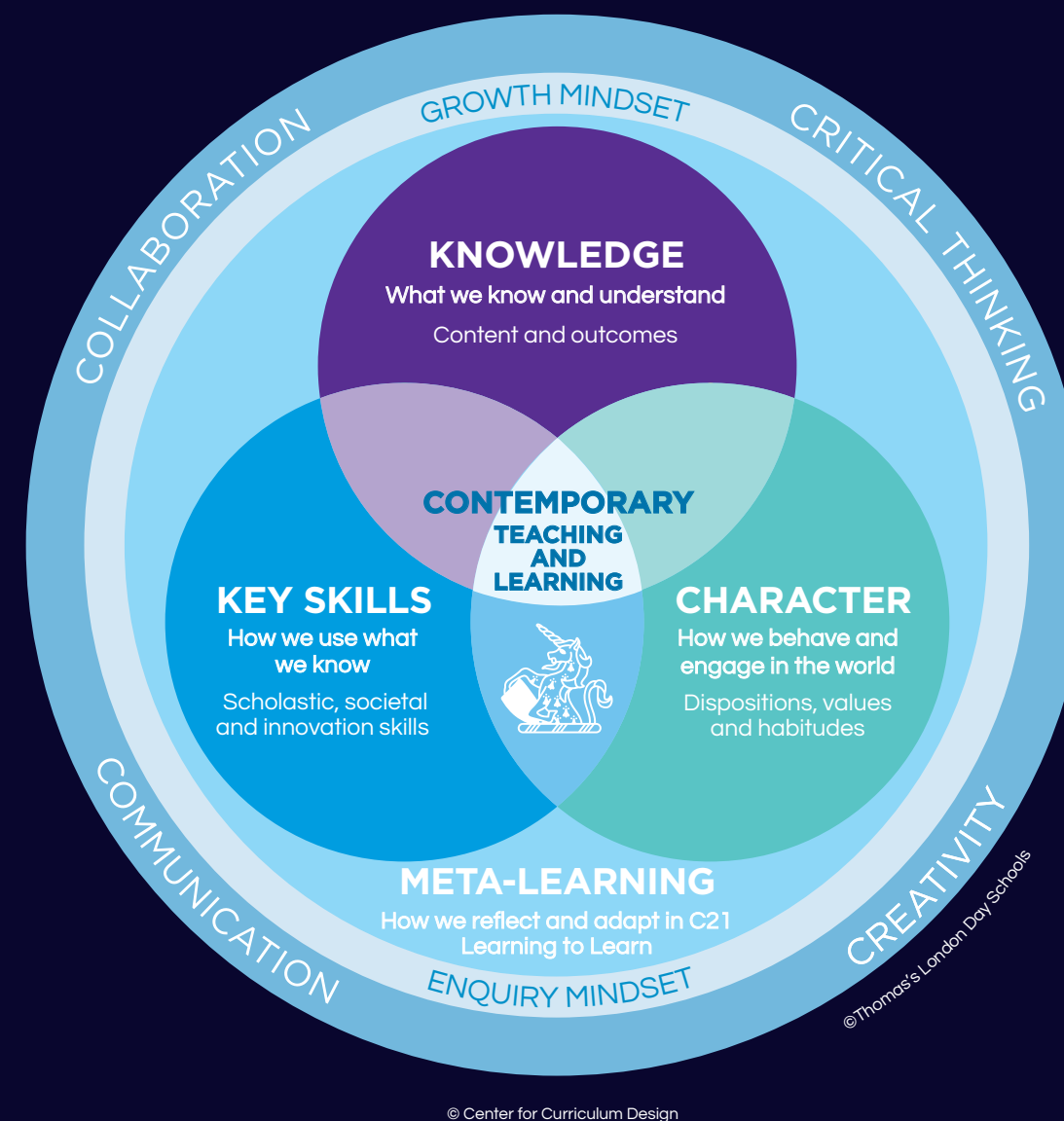
# A Four-Dimensional Approach

## 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 ASSEMBLE CHALLENGING EXPERIENCES FOR ALL



We place great importance on specialist-taught areas of learning, including Art, DT, 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

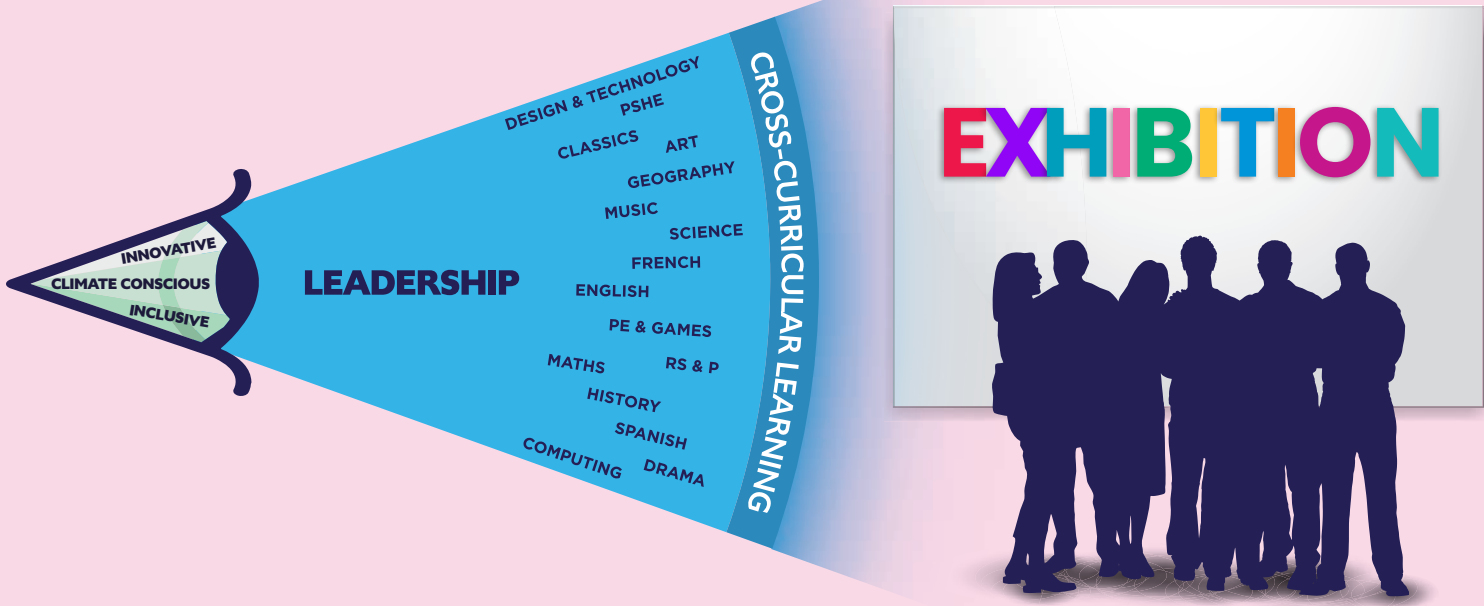
## Inclusion, innovation and climate consciousness



We seek to develop an enquiry mindset throughout our curriculum and pupils are continuously encouraged to make links between subjects. 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 pupils 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.

**Year 9** - 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. Pupils also choose to learn two languages from French, Spanish and Latin.

**Year 10 and 11** - 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. Pupils study for eight GCSEs and consolidate the knowledge and skills required for success in their external examinations, with particular emphasis on pupils' wellbeing.

## Year 10 and Year 11 Curriculum

GCSE Core	GCSE Options	
English Literature English Language Maths Combined Science	<b>Option 1</b> (choose 1 second language)	French Spanish Latin
	<b>Option 2</b> (choose 1)	Geography History Religious Studies
	<b>Option 3</b> (choose 1)	Art Computer Science Design and Technology Drama Music Physical Education Triple Science
Thomas's Core	Thomas's Options	
Higher Project Qualification Global Studies Careers and Higher Education Outdoor Learning PSHE Sports	Can be rotated termly: <ul style="list-style-type: none"><li>• Drama Option</li><li>• Music Option</li><li>• Art Option</li><li>• Computing Option</li><li>• DT Option</li><li>• Science Option</li></ul>	





## School Uniform

Wearing uniform is compulsory at Thomas's, but the pupils tell us that they are proud to wear it and enjoy the sense of identity and belonging it confers.

There is a choice of a plaid navy and red skirt or plain navy trousers with a navy jumper and a white shirt with a collar lined in red, plus a comprehensive range of sports kit, also in navy and red, for all weathers.

Uniform and sports kit are available from our online supplier, Perry. For full details please contact Kate Thomas: [kate@thomas-s.co.uk](mailto:kate@thomas-s.co.uk) or 07779 620 859







# The Wider Life of School

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

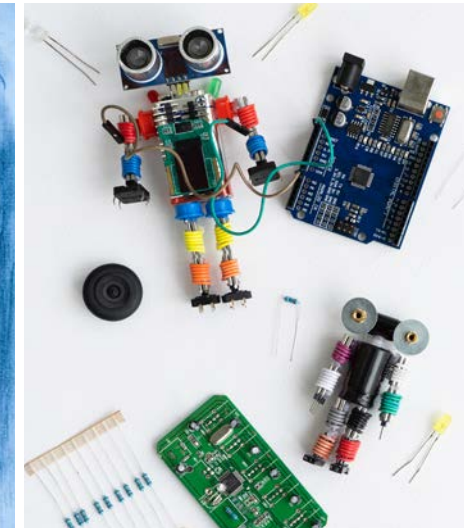
***St Irenaeus***

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



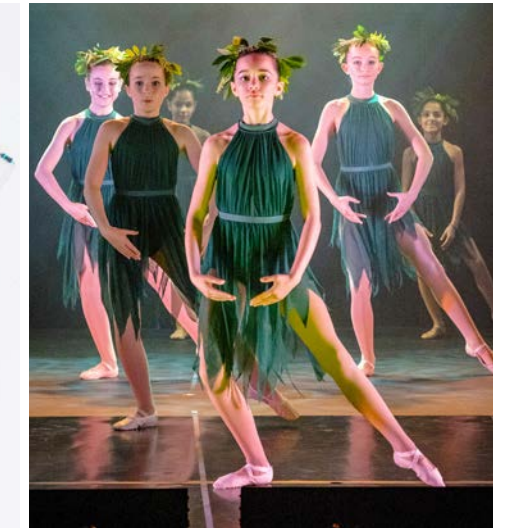
## Art

Beyond formal lessons, there are opportunities at lunchtimes and after school to develop skills in 2D and 3D Art and Design Technology.



## Clubs and Societies

We offer a wide 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 pupil-led as the pupils get older.



## Dance

Pupils may pursue their interests in both contemporary Dance and Ballet through after-school clubs in Battersea, 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. Pupils have the opportunity to participate in additional Drama and 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. As the school grows, as in the prep schools ensemble groups will include formal and informal choirs, a school orchestra, jazz ensemble, string group, brass group, 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 community and find mutually beneficial ways to involve our pupils, particularly in the lives of the very young and the very old in our neighbourhood.



## Sport

There is a very strong commitment in the timetable of time and resources towards our pupils' physical development, with a skills-based curriculum which prepares pupils for a wide range of team and individual sports. To complement this commitment, a range of opportunities is available at weekends, particularly on Saturday mornings, both for those who seek enjoyment and additional participation and for those who wish 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. Outdoor education includes a residential trip to Thomas's Daheim, our outdoor centre in Austria, in the Summer term of Year 9.



## 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. 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 school holidays, in support of the school-based curriculum.



# Admissions & Contact

## How to register

Entry to Thomas's Putney Vale is at 13 years old into Year 9. Please see our website or contact the Registrar for full details.

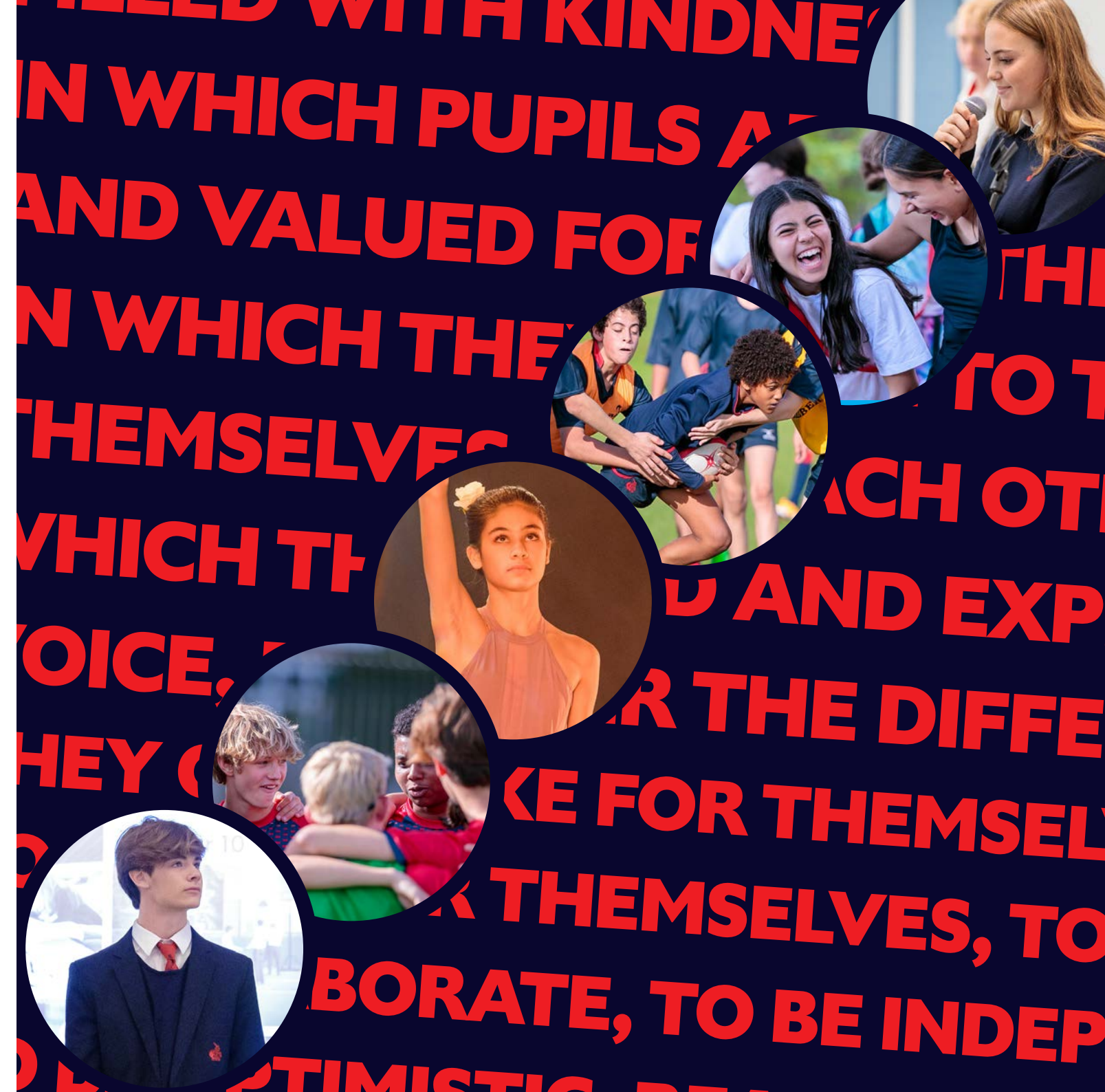
## Who to speak to

Jennifer Kiaer  
Registrar

020 3653 1640  
admissions@thomas-s.co.uk

Thomas's Putney Vale  
Stroud Crescent, London SW15 3EQ

thomas-s.co.uk





**Be Kind  
Be Thomas's**

**[thomas-s.co.uk](http://thomas-s.co.uk)**