



FRANCIS HOLLAND
SLOANE SQUARE

INFORMATION 2024/25



WELCOME

HISTORY

Francis Holland School, Sloane Square, was founded by the Reverend Francis Holland, Canon of Canterbury, in 1881 and is a sister school to Francis Holland School, Regent's Park. It has been at the Graham Terrace site since 1884 and has grown in size over the years.

OUR VALUES

In keeping with our Christian foundation, we value love, humility, compassion, courage, hope and thankfulness.

OUR VISION

Shaped by our values we provide:

an inspiring education in a community which empowers girls to become the leaders, thinkers, innovators, designers, entrepreneurs and game-changers of tomorrow.

OUR AIMS

We achieve our vision by fostering:

- a love of learning and enquiry
- the curiosity to discover and uncover
- a sense of fun and creativity
- the ability to innovate and collaborate
- skills of research and craftsmanship
- the confidence to be effective communicators
- an understanding of diversity and difference
- a commitment to serving and supporting others
- the courage to strive, to fail, to persevere and to succeed

OUR MOTTO

May our daughters become the cornerstones of the temple
(Psalm 144:12)

CURRICULUM

YEAR 7

Theology and Philosophy, English, French, Mathematics, Physics, Chemistry, Biology, History, Geography, Art, 3D study, Drama, Music, Physical Education, Computing, Latin and Life Skills.

YEAR 8

Theology and Philosophy, English, French, Latin, Mathematics, Physics, Chemistry, Biology, History, Geography, Art, Drama, Music, Physical Education, Computing, Debating, a second Modern Foreign Language (Spanish or German) and Life Skills.

YEAR 9

Theology and Philosophy, English, French, German or Spanish, Latin, Mathematics, Physics, Chemistry, Biology, History, Geography, Art, Music, Physical Education, Computing and Life Skills.

YEAR 10 AND 11 GCSE COURSES

Compulsory subjects: English Language, English Literature, Mathematics, the Sciences (from a choice of three separate sciences or Double Award Science) and a Modern Foreign Language (French, German or Spanish).

Optional subjects: choices are made from Art, Classical Civilisation, Classical Greek, Computing, Drama, Geography, German, History, Latin, Music, Physical Education, Theology and Philosophy and Spanish. All pupils have lessons in Physical Education.

SIXTH FORM A LEVEL COURSES

Subjects offered: Art & Design, Biology, Chemistry, Classical Civilisation, Computer Science, Drama & Theatre, Economics, English Literature, French, Further Mathematics, Geography, German, History, History of Art, Latin, Mathematics, Music, Physics, Politics, Psychology, Spanish and Theology & Philosophy.

We also offer the Extended Project Qualification as part of an extensive enrichment programme that includes lectures and taught electives.

WELLBEING

Alongside their other subjects, all pupils receive a programme of Wellbeing which complements the academic curriculum. Wellbeing occupies a single period every week, with occasional extended lectures. Topics include health education, relationships and sex education, study skills, citizenship, environmental education and careers. Full details of this curriculum are available from the school office via [email](#).

PASTORAL ARRANGEMENTS

Every girl, from Year 7 to the Upper Sixth, is a member of a form group which meets together daily for registration and on other occasions for more extended form time. Each form has two tutors who get to know their tutees well and are closely involved in monitoring and supporting their progress. Any girl who would like advice can talk to her form tutor or Head of Year, who oversees the welfare of all pupils in the year group. The Head and Senior Deputy Head Pastoral are available during the day and their doors are open whenever possible.

There is also our six-person school counselling team, ContemPlace, which is based in our Wellbeing Suite in the heart of the School. ContemPlace offers two different ways to support girls – firstly, a One-to-One Counselling Service where ongoing support is provided to those girls with a greater level of need, which we discuss with parents if we think a girl would benefit from it. Secondly, we offer a Drop-In Service open to all girls during break and lunchtime or during a private study period. A crucial seventh member of the team is Kanga, our Hungarian Vizsla therapy dog, who draws in those less sure about accessing the service as well as those who just need the comfort and warmth of physical touch which she so keenly offers.

The ContemPlace door is always open and girls can be comforted by the knowledge that they can drop in any day for a chat with someone in the Wellbeing Suite.

HOUSES

The school is divided vertically into houses named after famous women: Ashcroft, Fonteyn, Franklin and Woolf. House meetings are held one morning each Half Term during assembly time and Houses compete against each other on Sports Day, at the Swimming Gala, in Inter-House sports and in other non-sporting competitions, such as the House Drama Competition. House points are awarded for other school competitions and for Stars and Commendations.

BIG SISTERS

Each Year 7 girl is buddied with a girl in the year above. The Year 8 Big Sisters meet their Little Sisters at the end of the Summer Term before the new Year 7s start. Before they join, Big Sisters get in touch with their Little Sisters via letters or cards to ensure that each new pupil will feel she already knows someone who cares for her and who is able to reassure her about joining Francis Holland. Similarly, each Year 11 girl is paired with a Year 12 girl in the Spring/Summer Term in preparation for entering the Sixth Form. Through our Daffodils Buddy System, each Year 7 pupil is assigned a buddy in the Lower Sixth who will remain their buddy in Year 8.

PASTORAL AMBASSADORS

The Sixth Form’s Student Leadership Team has two Pastoral Ambassadors who support the Senior Deputy Head Pastoral at events, Open Events, with the induction of new girls and in other pastorally related areas. There are also Lower School and Upper School Ambassadors who further support the girls in each section of the school.

MOBILE PHONES

Pupils are allowed to bring a mobile phone to school but they are not needed once they are in school. Therefore, pupils in Years 7-11 are issued with a Yondr pouch to securely lock their mobile phones away on arrival to school. Their mobile phones remain locked away for the duration of the school day and the girls unlock their pouches before they go home or to their co-curricular club.

The Sixth Form may use their mobile phones only in their year group areas at break or lunchtimes. Smart watches are only permitted in the Sixth Form and they must not be a distraction in lessons. If you need to contact your daughter during the school day, please contact our school office who will be happy to help you.

LEARNING SUPPORT DEPARTMENT

Francis Holland is committed to ensuring that girls with a special educational need and/or disability experience equal opportunities within an inclusive school environment. Learning support for pupils is offered as a graduated response and may include in-class support, attendance at subject surgeries, small group or 1:1 support. Skills taught and practised in learning support sessions are aimed at improving outcomes in class. Parents are involved in all stages of identification, assessment, provision and review.

Lessons focus on teaching effective study skills and may cover aspects such as note-taking, essay writing, reading assignments, revision and organisation. All support lessons aim to promote active learning and to enhance self-esteem. There is no additional charge.

The department also manages access arrangements for internal and public examinations. Specialist staff within the department keep up to date with current research regarding new approaches or strategies to support pupils’ needs.

CO-CURRICULUM

CLUBS AND SOCIETIES

Francis Holland prides itself on the holistic development of its students. We believe that students’ skills and talents outside the classroom are as essential to their education as academic life in the classroom. We often say that our academic results come in the slipstream of co-curricular activities and our trips programme. Co-curricular activities take place before school, during lunchtimes and after school (in two sessions). Popular clubs include Choir, Makery, Drama, STEAM (Astronomy, Robotics, Coding, Mathematical Challenges), Ballet, Pottery, Photography, Swimming, Tennis, Horse-riding in Hyde Park, Rowing in Putney, Fencing, Yoga, Gymnastics, Debating, Young Entrepreneurs, Tycoon in Schools, Mindfulness, Environment Club, Mandarin, Exploring Christianity, Strategy Board Games and, of course, Animal Club. All girls have the chance to attend the Co-curricular Fair in September, at which they can find out more and sign up for their chosen activities.

During school time, girls may learn a musical instrument. There are usually ten lessons per term and their cost is charged, in arrears, on the school bill. More information is sent to all new parents at the beginning of the academic year. Speech and Drama is popular, with girls taking Trinity and Guildhall examinations.

ACADEMIC ENRICHMENT

The curriculum is complemented by a plethora of academic enrichment activities, ranging from Mathematics Challenges and Science Olympiads to creative writing workshops and cross-curricular collaboration. All Francis Holland girls are bright and inquisitive and this is fostered through a wide range of opportunities which fuel intellectual curiosity and creativity. The Lower School Enrichment Programme includes the Curious Club and TIPS Week (Thinking Innovatively and Problem Solving) for Years 7 and 8 which you can read more about [here](#). Year 9 participate in an interdisciplinary and collaborative project in conjunction with Harrow School.

The core and elective components of the Upper School enrichment programme provide important opportunities for girls to choose electives from a range of disciplines and topics beyond the curriculum, as well as using the 7 Cs to think innovatively and solve contemporary problems regarding topics such as climate change and sustainability. Girls are encouraged to approach themes such as the Good Society in an interdisciplinary way that moves from philosophical foundations through to social entrepreneurship to bring about positive change in the real world.

In the Sixth Form, the enrichment programme continues and expands to include a superb Speaker Programme, to which pupils from all year groups are invited as appropriate. We also hold a TEDx license, affording our Sixth Formers fantastic public speaking and leadership experience alongside the opportunity to partake in an Extended Project Qualification. Our Academic Ambassadors each year publish Catalyst, their Academic Journal.

There is also a wide range of societies relating to nearly every academic subject which feed the intellectual passion of students and staff alike. There is bespoke provision for university entrance and this includes Oxbridge preparation classes and enhanced support for girls applying to competitive courses such as PPE, Medicine and Law.

EXPLORATION SOCIETY AND THE DUKE OF EDINBURGH AWARD SCHEME

Girls in Years 9 and 10 are encouraged to participate in the Duke of Edinburgh Award Scheme. The School accompanies expeditions and provides support for all aspects of the Award. The Expeditions Society runs trips, both in the UK and abroad, for Years 7–11 during our compulsory annual Expeditions Week. We encourage our girls to raise money for their trips, particularly those which involve a local community project. Strengthening links with our partnership school, Mvumi in Tanzania, provides wonderful opportunities for our girls to travel to East Africa for short projects as well as gap years. Our more adventurous pupils can sign-up to our annual ski trip or expeditions further afield.

FUNDRAISING AND OUTREACH

Making a difference within the local and global community is central to Francis Holland’s Christian ethos. Throughout their time at School, girls will be actively involved in both charitable fundraising and community volunteering. Girls raise thousands of pounds each year for local charities by organising Christmas fairs, talent shows, fashion shows, bake sales, sponsored sporting challenges, mufti days and much more. All girls are encouraged to give their time, talent and treasure to support those in need; with younger students visiting local elderly groups; our Sixth Form volunteering in local primary schools, old people’s homes and with local youth groups; and our entire school community pulling together for regular foodbank collections and responses to global and local crises. We have longstanding relationships with, and cherished commitments to raise money each year for, The Katherine Low Settlement, In-Deep and St Barnabas School, and each year our students, led by our Sixth Form Charity Ambassadors, also select a local charity where we can have a positive and measurable impact. There is a strong desire across the whole Francis Holland community to widen access to the outstanding education FHS offers. During the year girls join parents, alumni and other supporters in raising funds to grow the School’s provision of life-changing bursaries through the Promise Campaign.

PHYSICAL EDUCATION & SPORT

All girls are encouraged to participate to the best of their ability. Girls can try-out for the competitive squads and represent the School in regular netball, hockey, swimming, tennis, gymnastics and cricket fixtures.

In the winter, we train girls in netball, hockey and swimming and in the summer, girls are coached in tennis, cricket, athletics and swimming.

ON-SITE FACILITIES

We have one netball court on site as well as a well-equipped gymnasium for indoor PE sessions, including gym, dance, yoga, fencing and judo.

There is a co-curricular Gymnastics Club, with specialist coaches, and girls are encouraged to perform in the annual Gym and Dance Display.

OFF-SITE FACILITIES

Most outdoor sports take place in Battersea Park, where there are extensive grass and all-weather pitches, seven all-weather netball courts and nineteen all-weather tennis courts. Many of the courts are floodlit as is the all-weather hockey pitch, and this allows for after-school matches throughout the year. Years 7-10 use the track and field facilities at the Millennium Arena in the park for athletics and running club. Sports Days are also held here in the Summer Term.

Swimming is held at the Queen Mother Sports Centre. Annual Senior Swimming Galas also take place in the main pool along with Co-curricular Swimming Clubs.

We operate a very effective bus service to transfer girls efficiently to and from our various off-site facilities, so that minimal time is lost in travelling.

PE IN YEAR 11 AND THE SIXTH FORM

All girls in Year 11 upwards are expected to take part in activities which promote lifelong participation in physical activity. Sixth Form girls have daily access to our brand new Fitness Suite and have greater freedom to explore sports and activities of their choice. Examples include attending the gym, Pilates, boxing, yoga, spinning and badminton, as well as traditional team sports such as netball, hockey and rounders.

An extensive fixture list provides the opportunity for the senior sports teams to engage in competitive matches against a range of London schools, both during the week and at weekends.

DIGITAL LEARNING

Every pupil at FHS has their own one-to-one device. We recognise the value that technology can bring to the classroom and prioritise its thoughtful and intentional use, ensuring it enhances rather than replaces meaningful learning. From Year 7, pupils are gradually introduced to digital tools with their use increasing each year as they develop the skills to integrate technology effectively into their learning. We do not assume pupils are naturally proficient with technology; instead, we actively guide them in making informed decisions about when and where it is appropriate, helping them use digital tools with purpose, confidence, and discernment. We are aware of the threat that technology currently poses to critical thinking, creativity and independence of thought. Our staggered approach to technology counters this threat and ensures that our pupils leave Francis Holland as adaptable modern learners who are digitally literate while possessing all the qualities technology cannot replicate such as creativity, independent thought, and the ability to engage critically with the world around them.

On a practical note, we have partnered with an external provider through which you can purchase your daughter’s device.

THE SCHOOL DAY

8:20	Registration
8:25	Assembly/Tutor Time
8:55	Period 1
9:30	Period 2
10:10	Period 3
10:45	Break
11:05	Period 4
11:45	Period 5
12:20	Period 6
12:55	Lunch
14:05	Registration
14.15	Period 7
14:50	Period 8
15:25	Period 9
16:00	End of the school day
16:15	Co-curricular Session 1
16:50	Co-curricular Session 2

CATERING

Years 7-11 girls have lunch in the dining room. All food is prepared and cooked on the premises. The School is renowned for its varied and imaginative menus, seasonal local (or British) produce, free range British meat where possible, delicious vegetarian options, outstanding salad bar and fresh bakery.

The weekly menu is displayed on the School website and girls are welcome to give their opinions and suggestions about food. Themed and topical menus feature regularly and the school cookies are legendary. There is also a tuck shop available to pupils at break time.

The Sixth Form have their own dedicated refectory in our Sixth Form Centre, the Old School House, offering breakfast, lunch and tea.

GCSE & A LEVEL RESULTS

GCSE	2024	2023	2022	2021	2020
% A* / 9 - 8	68%	75%	81%	75%	70%
% A* to A / 9 - 7	88%	90%	94%	91%	89%
% A* to C / 9 - 4	99%	100%	100%	100%	100%

A LEVEL	2024	2023	2022	2021	2020
% A*	25%	29%	40%	45%	28%
% A* to A	66%	62%	75%	80%	63%
% A* to B	94%	89%	97%	99%	87%
% Pass	100%	100%	100%	100%	100%

DESTINATIONS OF RECENT LEAVERS (2020-24)

UK	
Anglia Ruskin	Medicine
Bath	Economics and Mathematics, Physics, Chemistry, Business, Psychology in Education, Natural Sciences, Education with Psychology, Mathematics, Statistics and Data Science
Birmingham	Psychology, Drama and English Literature, Liberal Arts and Sciences, Business Management
Bristol	Anthropology, Classical Studies, Law, French, Sociology, Modern Languages, International Business Management, English, Physics & Philosophy, Film and Television, Economics, Classical Studies, Politics and Spanish, Social Policy and Politics, English with Study Abroad, Business Management, Psychology
Cambridge (Newnham, Robinson, Queen's)	Natural Sciences, Law
Cardiff	Neuroscience, International Relations, Chinese, Chemistry, Architecture
Central St Martins	Art Foundation
City	Business Management
City & Guilds	Art Foundation
Durham	Computer Science and Maths, Music, Chemistry, Visual Arts and Film, Archaeology, Psychology, Visual Arts and Film, Anthropology, Finance, Computer Science, Sociology, English Literature, Modern Languages and Cultures (with Year Abroad)
Edinburgh	Sociology & Social Anthropology, Philosophy and Politics, Psychology, History of Art & Architecture, English and French, Architecture, Biological Sciences, Celtic & English Literature, Arabic and Politics, Art, Computer Science, Veterinary Science, Economics, English Literature, Chemistry, German and Politics, Social Anthropology, Spanish and Politics, History of Art, History, English Language and Literature, Philosophy and Theology, Economics with Management Science, Biological Sciences (Biochemistry), Biological Sciences with Management, English Literature and Classics
Exeter	English, English & Creative Writing, Geography, Psychology, Art, Neuroscience, Politics, Maths with Finance, Modern Languages, Anthropology, English with Study in North America, Accounting and Finance, Politics, Drama, Business and Management with Industrial Experience, Sociology, Biology

DESTINATIONS OF RECENT LEAVERS

Goldsmith’s	Music, Psychology
Hull York Medical School	Medicine
Imperial Engineering	Medicine, Chemical Engineering, Physics with Theoretical Physics, Materials Science and
King’s College London	English, International Relations, Computer Science, Law, Management and Modern Language, Maths, Psychology, Physics, Mathematics and Philosophy, Music, Medicine, Natural Science, Electronic Engineering, English with Film Studies, European Studies, Maths and Philosophy, Classical Studies with English, Comparative Literature, English Law & French Law, Geography, European Politics, History and International Relations, General Engineering,
Natural Sciences MSci	
Leicester	Ancient History, Medicine
Leeds	International Relations
Liverpool	Veterinary Science, Medicine
Loughborough	Economics, Product Design Engineering, Criminology
LSE	International Relations, Law, Philosophy, Politics and Economics, International Relations and History, History
Manchester	American Studies, History, History of Art, Modern History with Economics, Medicine, Music, International Business, Finance and Economics, Liberal Arts with International Study, Politics and Modern History, Computer Science, Social Anthropology, Management (Marketing) with Industrial/Professional Experience, English Literature, Sociology and Criminology
Manchester Metropolitan	French and Arabic
Newcastle	Marketing and Management, Music, Geography and Business, Geography, Computer Science, Architecture, Marketing, English Literature, Business Management, Classical Studies
Nottingham	Mechanical Engineering, Physics, Medicine, Accountancy
Medway School of Pharmacy	MPharm (Pharmacy) with Preparatory Year
Oxford (Lady Margaret Hall	History, Physics, Classics with Oriental Studies, English, Theology and Religion,
Oriel, St Hilda’s, St John’s, Pembroke, St Edmund Hall)	Engineering, English Language and Literature, Classics
Oxford Brookes	History of Art, Social Anthropology, Economics and Finance, Psychology, Sociology, Real Estate
Queen Mary, London	Neuroscience, Dentistry, Maths, English, Finance & Statistics
Reading	Archaeological Science, Agriculture
Royal Holloway	Management with Marketing, Classical Studies, Business/Management, Psychology and Criminology, Management with Accounting, Biology, Ancient, Classical and Medieval Studies
SOAS	History, International Relations, Law, Chinese and World Philosophies, Korean Studies, Creative
Arts and Cultural Industries	
Sheffield	Mechatronics and Robotics
Southampton	Medicine
St Andrews	Geography, Medicine, Computer Science, Mathematics, German and Philosophy, Biology, Film Studies, Psychology
St George’s, University of London	Biomedical Science
Surrey	Acting
Sussex	History of Art, Anthropology
Swansea	Aeronautical Engineering
UCL	Chemical Engineering, Human Sciences, Maths, Modern Languages, Arts & Sciences, Global Humanitarian Studies, Urban Planning, Design and Management, Politics and International Relations, Russian Studies, Comparative Literature, Maths, Neuroscience, Bioprocessing of New Medicines, European Social and Political Studies, History of Art, Bioprocessing of New Medicines (Business and Management), Biochemical Engineering, Physics
University of the Arts, London	Art Foundation, Photography, Graphic Design, Strategic Fashion Management, Fine Art
University of East Anglia	Creative Writing and English Literature
University of Law	Law
Warwick	History of Art, Psychology, International Management, Sociology, English Literature, Biomedical Science
York	Law, English, Music, Politics with International Relations, Education

INTERNATIONAL AND US UNIVERSITIES

Babson College, USA	IE, Spain	Tulane, New Orleans, USA
Bard, Berlin	Johns Hopkins, USA	UCLA, USA
Bocconi University, Milan	McGill, Canada	Universidad Francisco de Vitoria, Madrid
Boston University, USA	New York University (‘NYU’), USA	University of Chicago, USA
University of Boulder, Canada	Northeastern University, USA	University of Miami, USA
University of Brisbane, Australia	Parsons, The New School, NYC	University of Notre Dame
Chapman University, USA	Polimoda, Florence	University of Queensland, Australia
Columbia, USA	Princeton University, USA	University of Santa Clara, USA
Davidson College, North Carolina	Sciences Po, Paris	University of Southern California, USA
Duke University, USA	Southern Methodist University, USA	University of Toronto, Canada
EHL, Singapore	Stanford University, USA	University of Virginia, USA
Georgetown University, USA	Swedish School of Economics	

UNIVERSITY & CAREERS ADVICE

Careers education, advice and guidance are important aspects of pupils’ time at Francis Holland, Sloane Square. The vast majority of Francis Holland Sixth Formers progress to study at universities or at art, music or drama colleges either in the UK or abroad. Applications to North American universities are common and we happily support girls applying simultaneously to UK, North American and European institutions.

Our Director of Futures & Innovation works closely with our Heads of Sixth Form, Head of Upper and Head of Lower School. Through a programme of one-to-one careers appointments, group sessions and assemblies, our aim is to provide the girls with a detailed understanding of all the pathways available to them when they leave Francis Holland.

Our strong links with local, national and global organisations enable us to connect with experienced professionals within their respective fields. A biennial Careers Fair exposes students to a wide range of different options and speakers are invited in on a regular basis to talk to the girls about their chosen career path. Aside from university applications, we also wholeheartedly support applications for degree level apprenticeships. In the Sixth Form, every student is given the opportunity to start her own business and is partnered with a mentor to help her to launch it.

In their younger years, pupils are exposed to the widest range of academic opportunities and career opportunities. We help them to develop key skills to prepare them to flourish at school, but more importantly shine at interview and through their early career paths. A bespoke programme for each year group includes visiting speakers, assemblies and career discussions. We take preparing the girls’ skills very seriously and continue to build enterprise, entrepreneurial vision and computing and financial skills which will serve them well into the future.

In the Sixth Form, our assistance with UCAS personal statements and references of all kinds is second to none. Alongside a comprehensive, ongoing programme of preparation for applying to university, each girl is given one-to-one support and advice from her tutor, the Heads of Sixth Form and the Director of Futures & Innovation. Additional sessions are available for students aspiring to study medicine and law, and we arrange mock interviews and preparation for girls applying to Oxbridge.

FHS ALUMNI ASSOCIATION

When you pay your daughter’s fee deposit, £150 is for her life-time membership of the Old Girls’ Association. After she leaves school, she will be invited to social events at School via our **online alumni network** (alumni.fhs-sw1.org.uk) and sent regular news updates. There is an annual general meeting and reunion around the time of the School Birthday in March and a series of other networking and social events for alumni of all ages. Many alumni become Careers Champions, supporting our Sixth Formers and young alumni in their university and career choices.

PARENTS OF FRANCIS HOLLAND

The Senior School Parents’ Association is active and lively, organising outings and social events to support the School and their charitable causes throughout the year. More information can be found here: **Senior School Parents’ Association**.

ENTRANCE PROCEDURES 11+

For entry at 11+, we suggest that you contact the School when your daughter is in Year 5 or early in the Autumn Term of Year 6 and book a place on one of our Open Events.

We hold a competitive entrance examination for which children should be registered by **Friday 7th November 2025**.

11+ OPEN MORNINGS

Summer Term 2025	Autumn Term 2025
Friday 29 th April	Thursday 18 th September
Tuesday 10 th June	

Parents and their daughters are welcome. The sessions include an opportunity to meet staff and girls. Talks by the Head, Sixth Formers and Year 8 pupils are followed by a Q&A then pupil-guided tour of the School and an opportunity for questions afterwards.

To reserve a place, please book online through our [website](#) (www.fhs-sw1.org.uk) or [email](#) (registrar@fhs-sw1.org.uk). Priority will be given to those who have registered with us for the 11+.

SENIOR SCHOOL OPEN EVENING

Our Senior School Open Evening, which will be held on **Wednesday 8th October 2025**, provides an invaluable opportunity to meet members of staff and pupils, have a pupil-guided tour and experience the unique qualities of each department, as well as hear a talk by the Head.

To register for any of the above, please book online through our [website](#) (www.fhs-sw1.org.uk/admissions/open-events/) or [email](#) the Registrar (registrar@fhs-sw1.org.uk).

LONDON 11+ CONSORTIUM

The following London independent schools form the London 11+ Consortium:

Channing School, Francis Holland (Regent’s Park), Francis Holland (Sloane Square), More House, Northwood College for Girls, Notting Hill and Ealing High School, Queen’s College, Queen’s Gate School, St Helen’s School, St James Senior Girls’ School, South Hampstead High School, St Margaret’s School, St Augustine’s Priory, The Godolphin and Latymer School.

MISSION STATEMENT

We aim to provide an application process which is fair, clear, robust and accessible to children from all schools and backgrounds. We are concerned about the pressure the 11+ application system can place on young children and the damage to learning which relentless ‘teaching to the test’ produces. We therefore seek to run a simple process with just one test, which provides a good tool of assessment to elicit information which can match candidates to schools best fitting their profile. We are interested not only in verbal and mathematical potential, but also in non-verbal ability, which often signifies the sort of creative and visual intelligence relating to problem-solving and design. The changing landscape of work needs all these aptitudes.

Our selection process covers three complementary assessment approaches:

An age-standardised measure of ability assessed through an online, adaptive, cognitive test followed by a non-adaptive section testing problem solving and creative and critical thought. The test is taken when the child is in Year 6 and should be sat at the child’s current school if possible. For those not able to take the assessment in their own school, it will be possible to sit the test at any Consortium school. The results will be shared with all schools at which the candidate is registered.

A common reference form requiring, amongst wider contextual information on attitudes and character, detailed commentary on the candidate’s academic performance. Although not compulsory, it is hoped that this form will be widely used but feeder schools may use their own reference forms.

An imaginative interview experience (individual to each senior school) which explores the skills, aptitudes and intellectual acuity of the candidates. Please note Francis Holland, Regent’s Park, South Hampstead High School and The Godolphin and Latymer School will select for interview from the assessment.

INTERVIEW

All applicants are invited into Francis Holland, Sloane Square for a half day of interviews on **Friday 9th January 2025** to assess their skills in problem-solving, critical thinking and creativity.

AGREED CODE OF PRACTICE FOR ENTRY AT YEAR 7 FOR SEPTEMBER 2025

The following London independent schools form the London 11+ Consortium: Channing School, Francis Holland (Regent’s Park), Francis Holland (Sloane Square), Godolphin and Latymer, More House, Northwood College for Girls, Notting Hill and Ealing High School, Queen’s College, Queen’s Gate School, South Hampstead High School, St Augustine’s Priory, St Helen’s School, St James Senior Girls’ School, St Margaret’s School.

The London 11+ Consortium introduced a bespoke assessment process for Year 7 2023.

The assessment for September 2025 applicants will be held on Friday 29th November, Tuesday 3rd December and Thursday 5th December for pupils in Year 6 at that time.

The assessment includes cognitive reasoning, English comprehension, Maths and some creative components to assess problem-solving and analysis skills.

Any prior knowledge assessed in the entrance examination will be based on the National Curriculum for Year 5, but with opportunities for additional challenge built into the assessment.

The assessment will be taken as an online assessment.

Candidates eligible for additional time will be granted this if supporting evidence is provided, in accordance with JCQ rules, when requested by Consortium schools.

Candidates will either sit the assessment in their current school or at one of the Consortium schools to which they have applied, if their current school is unable to provide this facility.

Familiarisation materials are available on the Consortium website. We recommend that all candidates look at these before taking the assessment.

Each Consortium school to which a candidate applies will seek a reference separately from the Head of the candidate’s current school, prior to the entrance examination.

For the Autumn 2024 testing series, The Consortium will be guided by the 2023-24 JCQ regulations with respect to examination access arrangements. This is because schools, professionals and families will have been working to these regulations for the past year. Candidates who have been assessed by a professional and identified with a learning difficulty or particularly uneven learning profile may have 25% extra time, as long as they have:

two below average standardised scores of 84 or less;

or one below average standardised score of 84 or less and one low average standardised score (85-89).

In either scenario, the two standardised scores must relate to two different areas of speed of working as below: speed of reading and speed of writing; or speed of reading and cognitive processing; or speed of writing and cognitive processing; or two different areas of cognitive processing which have a substantial and long-term adverse effect on speed of working.

In either case, the current school should be aware of the need and allow extra time in tests wherever feasible.

Submission of appropriate written evidence, from both specialist and school, will be required in support of all access arrangements by **Friday 8th November 2024**.

LONDON 11+ CONSORTIUM FAQs

What are the key dates and times I need to know?

The deadline for applications to any Consortium school is **Friday 8th November 2024**.

Test dates are **one of Friday 29th November, Tuesday 3rd December and Thursday 5th December 2024**. Candidates only sit the assessment once, irrespective of the number of Consortium schools to which they are applying.

Offers will be sent out to arrive on **Friday 14th February 2025** with acceptances due by **Thursday 6th March 2025 at noon**.

If she is sitting at a Consortium school, she may have **either** a morning **or** an afternoon assessment on one of the three assessment dates. Schools will advise of the exact start time for their sitting.

When was the new Consortium entrance examination introduced?

The first candidates for the new Consortium entrance examination were pupils sitting the test in December 2022 for entry to Senior School in September 2023.

Why did the Consortium introduce a new test?

The Consortium wants to continue to assess mathematical and verbal ability, but also to assess deeper thinking. We worked hard with our test provider, ATOM Learning, to design creative questions to assess problem-solving and analysis skills, something our previous assessment did not do. The assessment is innovative and candidates find the questions stimulating.

Who designed the entrance examination for the Consortium?

The assessment is a collaboration between the Consortium and ATOM Learning. We selected ATOM as our test provider because of their evident passion for assessment and ability to innovate in this area. ATOM is familiar to many primary schools through their online Maths and English learning platform which provides children with opportunities to consolidate and extend their skills in these two critical areas. The assessment designed for the Consortium is almost entirely **bespoke** and designed in partnership with a group of primary and secondary curriculum specialists in Consortium schools.

How long will the Consortium exam take? How will candidates manage their time?

The exam is **100 minutes** long (1 hour 40 minutes). There will be a 30-minute break in the middle. During the exam, candidates will see a clock on their screen that will count down in minutes showing them how long they have left for each section. It will be visible but not so large as to distract them from their work. We have deliberately chosen for the clock not to count down in seconds as we thought this might distract some candidates. They will not be given any additional time warnings.

What about candidates eligible for extra time?

Candidates eligible for extra time will be asked to indicate their entitlement at the point of application to Consortium schools. Admissions teams will then ask families to provide evidence of this entitlement in accordance with JCQ rules. Candidates eligible for extra time will be granted their extra time on each section of the exam rather than taking it all as one block of time. This is because once a section has been completed, candidates cannot go back to amend it.

What will be tested in the new entrance examination?

There will be **five distinct components**, taken in the following order:

20 minutes for Maths

10 minutes for Non-Verbal Reasoning

30 minutes for English comprehension and Verbal Reasoning

BREAK for 30 minutes

15 minutes for Problem Solving

25 minutes for the Analysis component

Is the assessment adaptive or non-adaptive? What does this mean?

The first **three** parts of the examination will be **adaptive**. The adaptive nature ensures every child can have a good experience completing the assessment as the questions will be tailored to their performance. Adaptive assessment is a tried and tested method of assessment that yields reliable results, especially in assessing cognitive reasoning ability.

The final **two** sections of the examination (problem-solving and analysis) will be **non-adaptive**, meaning all candidates will see exactly the same questions but with different content on each of the three exam days.

The English comprehension passage will also be the same for all candidates on any one exam day, but the questions will be adaptive. We will change the non-adaptive parts (the comprehension passage and the content for the problem-solving and analysis sections) for each of our three exam days to ensure the security of the test.

I would like to know more about each section. What can you tell me?

You should look at the familiarisation materials on the [consortium website](#). We hope the information below is helpful to learn a little more about each section:

Maths section:

The questions will be based on the National Curriculum for Year 5 and we will not test anything on the Year 6 curriculum. This is to make things fair as different schools will teach the Year 6 curriculum in different orders. Because we have many very able candidates taking the Consortium exam, we will provide stretch and challenge through the style and depth of the questions we ask. This section is **adaptive**, with questions suited to the performance of each candidate.

Non-Verbal Reasoning (NVR):

This will involve assessment of the candidate’s ability to identify patterns and think logically. NVR is a tried and tested component of many cognitive reasoning assessments. The questions can seem strange to candidates who have never seen those sorts of questions before, so we recommend that all candidates look at our familiarisation materials. We do not, however, recommend intense preparation as any gains quickly become very marginal. This section is **adaptive** (see above for an explanation).

English Comprehension and Verbal Reasoning:

The text will be a piece of fiction specially written for the Consortium examination. Questions will be adaptive depending on a candidate’s performance. There will be no extended writing required. Candidates should not be thrown by vocabulary they do not know as one of the things we are assessing is the ability to infer meaning from context. The questions are **adaptive**. Comprehension will be followed by an assessment of a candidate’s ability to identify the correct use of standard English in context. This section will not require any recall of grammar, and candidates who read widely will be well prepared for this section.

Problem-solving:

This section tests the ability of candidates to use words and numbers

to solve multi-step problems. The section is **non-adaptive** but candidates are likely to complete different numbers of questions in the time available.

Analysis component:

Candidates have to use information from a variety of different sources to answer questions. The information provided is given to them in a range of different formats and they may have to look at several different sources simultaneously to answer questions. The context is likely to be unfamiliar to all candidates but in the event of a candidate being familiar with the context, this will not confer any advantage on them. This section is **non-adaptive**.

Why is the entrance examination online? Does this not put candidates unused to typing at a disadvantage? What type of device do candidates use?

Many secondary schools are now running online assessments, so we are not unusual in this respect. There is no extended writing required for our exam so typing ability does not impact on results. Putting the assessment online significantly reduces the risk of human error, leading to results all our Consortium schools can trust. Even GCSE examination boards are now piloting online assessments and we believe this is where the future of assessment lies.

The entrance exam can be taken on many different types of device including iPads, PCs, laptops and chrome books. The device used does not make any difference to a candidate’s performance.

Why do you offer three test dates? Why don’t all candidates sit the test on the same day? Why do you not allow the test to be taken within a certain timeframe?

Some elements of our assessment are non-adaptive which means we cannot allow candidates to take the test whenever they wish. They have to take it on one of three selected dates – **Friday 29th November, Tuesday 3rd December and Thursday 5th December 2024**. We allow three dates to enable as many primary and prep schools to host the tests themselves as possible, giving them flexibility to work around their calendars. To ensure security, different non-adaptive content is produced for each of the three sitting dates. Our Consortium schools accommodate pupils who cannot take the exam in their own school.

Why do you allow some candidates to take the exam in their own school and some in Consortium schools? Is this fair?

All schools will have to abide by strict rules set out by the Consortium to make things fair for all candidates:

The exam must start within a certain time frame within the day. This is to preserve the security of the exam.

The exam can only be taken on three selected dates – **Friday 29th November, Tuesday 3rd December and Thursday 5th December 2024**.

The break must occur at the same point for ALL candidates - after the Verbal Reasoning section. Candidates must resume the exam after a break of 30 minutes.

Only Consortium schools are allowed to run afternoon sittings. We allow this to increase capacity for candidates to take the assessment at Consortium schools if required, and because our schools ensure there is no possibility of afternoon candidates finding out the questions from morning candidates.

Is the exam the same on each of your three exam days?

The adaptive sections change for each candidate as they work their way through the relevant section of the examination. This means that every candidate answers different questions on the adaptive parts of the assessment. The adaptive parts of the assessment are therefore intrinsically secure. As a reminder these are: the Maths section, the Non-Verbal and Verbal Reasoning section, as well as the questions (but not the passage) on the English comprehension.

The non-adaptive sections change for each of the three sittings of the exam: the comprehension passage, the problem-solving and the analysis sections. This ensures that candidates do not gain any advantage by sitting the test on a later test date. Results are standardised across the three sittings to ensure parity between

candidates taking the assessment on different days. However, the pitch has been carefully checked for all three sittings.

My daughter’s school does not offer the facility to take the exam. What should I do?

We recognise that not all schools have the capacity or time to offer this facility. If your daughter’s school does not offer this facility, the Consortium schools you apply to will ask you to indicate a 1st and 2nd choice Consortium exam centre when you apply. The 1st and 2nd choice must be a Consortium school to which you have applied.

The location at which a candidate sits the exam has **no bearing on the outcome** of the application. Candidates will not be at any advantage whether sitting at a Consortium school or in their own school. If sitting at a Consortium school, we do not mind which schools a family selects as their 1st and 2nd preference exam centre, as long as they have made an application to both of these schools.

My daughter’s school offers the facility to take the exam there but I would rather she sat at a Consortium school. Is this possible?

No. If your daughter’s school offers the facility for her to take the exam there, for important logistical reasons we ask that you take up this facility. The ability to run an effective online assessment is dependent on the number of available devices in each school, including in Consortium schools. We need to keep our exam sittings free for those who can only take the exam in a Consortium school.

My daughter is an overseas applicant. Where will she take the exam?

Your daughter is welcome to travel to sit the test in one of our schools: please indicate to us if she can do this. If you would prefer your daughter to sit the exam overseas, please contact the Admissions team at one of your Consortium schools to find out how to proceed.

What if my daughter is ill on the day of the exam?

If your daughter is unwell on the day of her exam, please alert the Consortium schools to which she has applied as a matter of urgency. A medical certificate will need to be provided to all the Consortium schools to which she has applied. We will aim to organise for her to sit the exam on one of the other exam dates. If this is not possible (for example because her test date was the last of the three possible dates), we have contingency plans in place and you should liaise with the Consortium schools to which she has applied to make arrangements.

What if my daughter is late on the day of her exam?

You should ensure you leave plenty of time for travel as we cannot guarantee being able to give your daughter the full assessment time she needs if she arrives late. However, we do understand that sometimes even the best-laid travel plans can go wrong and we aim to show kindness and flexibility wherever possible.

Will the results affect whether my daughter is invited to interview at the schools to which she has applied?

Some Consortium schools select for interview, and some do not. You need to check the details on the individual schools’ websites. If the school selects for interview, how they make their decision and how many candidates they invite to interview are matters at their discretion.

How much preparation does my daughter have to do for the Consortium entrance examination?

We recommend that all candidates look at the familiarisation materials available on the Consortium website. Beyond that, the exam tests knowledge of the Year 5 Maths National Curriculum, and candidates will need to know how to read an extended passage of fiction and answer questions on it. These are all skills that your daughter will be developing in school anyway, so your daughter does not need special tuition or intensive practice for this assessment.

We actively discourage preparation for the interview. Our interviewers can easily identify the candidate who has been coached for this part of the process. They are also experienced in putting nervous candidates at their ease. We are looking for evidence of creative and independent thinking, and suitability for our schools.

ENTRANCE PROCEDURES 13+

If you are considering entry at 13+ for your daughter please contact our Registrar, Mrs Rowena Kibblewhite, on 020 7824 5005 or via [email](mailto:registrar@fhs-sw1.org.uk) (registrar@fhs-sw1.org.uk).

Candidates should be registered using our online registration platform. Your daughter will be invited to take entrance examinations in English, Mathematics and Science in **February 2026**. Successful examination candidates are then invited to proceed to an interview with the Head, or a member of the Senior Leadership Team.

It is possible for candidates to sit examinations at their present school if it is some distance from London.

ENTRANCE PROCEDURES 16+

If you are considering entry at 16+ to our Sixth Form, please contact our Registrar, Mrs Rowena Kibblewhite, on 020 7824 5005 or via [email](mailto:registrar@fhs-sw1.org.uk) (registrar@fhs-sw1.org.uk) to arrange a school visit and to meet the Head of Sixth Form.

Entrance examinations are scheduled for **early November 2025** for September 2026 entry and applicants for the external Sixth Form Scholarship must take the examinations then. It is possible to take entrance examinations papers at other stages in the year.

Candidates take entrance examination papers in their proposed A Level subjects and have an interview with the Head and Head of Sixth Form.

Candidates wishing to study Art & Design A Level will be invited to bring in their portfolio and have a short interview with the Head of Art. Similarly, candidates wishing to study Drama & Theatre will be invited to prepare a short monologue and perform it for the Head of Drama by way of an audition.

We request a reference from the Head of an applicant’s existing school. Places are conditional on good GCSE grades.

SIXTH FORM INFORMATION EVENING

We welcome prospective pupils and parents to our Sixth Form Information Evening which will be held on **Wednesday 17th September 2025**. You will be able to hear presentations, meet staff and members of our Student Leadership Team, tour our inspirational Old School House (our state-of-the-art Sixth Form Centre) and meet Heads of Department.

To reserve a place, please book online through our [website](http://www.fhs-sw1.org.uk) (www.fhs-sw1.org.uk) or [email](mailto:registrar@fhs-sw1.org.uk) (registrar@fhs-sw1.org.uk).

ENTRY TO OTHER YEARS

Places may occasionally occur in other years in the Senior School so it is worthwhile contacting the Registrar to see if there are any suitable vacancies. We do not take girls at 15+ (Year 11), who would be in the middle of their two-year GCSE course.

FEES

REGISTRATION FEE

UK Residents	£180
Overseas Residents	£240
Fee Deposit (£2,500 returned on final school bill) and Francis Holland Old Girls’ Life Subscription £150	£3,150

SCHOOL FEES PER TERM 2024-2025 (REVIEWED ANNUALLY) (excl. VAT; inclusive of lunch, Books and Personal Accident insurance)

Year 7 to 13	£10,538
Withdrawal Without Due Notice Fees	£10,538

SAMPLE OF FEES FOR EXTRA SUBJECTS PER TERM (Full List Is Available From School Office)

Music – Instrumental, Singing, Theory	
Individual	£305
Group of Two	£200
Dance – Ballet - Group Lessons.....	£170
Dance – Ballet - Individual Lessons.....	£400
Chess	£115
Pottery	£135
Speech and Drama	
Individual	£210
Group	£105

OTHER OPTIONAL CHARGES PER TERM

School Bills are due for settlement before the start of the term. Fees must be paid by direct debit. New joiners will be sent a direct debit form as part of the admission process. Please contact directdebits@fhst.org.uk for further information.

Fees for Extra Subjects and all other Extras are billed in arrears (thus when a pupil leaves there will be one further bill in respect of Extras for the final term). Extra Subjects may be started only at the beginning of term, and given up only at the end of term. At least half a term’s notice to terminate an Extra Subject must be given in writing to the Head; in default of such notice, a term’s fee is payable.

School Fees and the premiums under the School Fee Refund and AXA PPP Healthcare are payable in advance. Please inform the Bursary **BEFORE** the first day of term if you wish to withdraw your daughter from these schemes.

A full term’s notice of the intention to withdraw a pupil must be given in writing to the Head; in default of such notice the Withdrawal Without Due Notice fee is payable.

BURSARIES

Francis Holland is committed to providing a service to the local and wider community. In particular, one of the Trust’s key objectives is to offer a top class education to able children who would not otherwise be able to afford it. Our provision of bursary awards has always been a priority to the Trust and over the years we are delighted that so many girls have been able to benefit from a Francis Holland education, despite their financial circumstances.

Bursary awards are typically offered at Year 7 and on entry to the Sixth Form and are reviewed annually. Our decisions about the award of bursaries take account of a number of factors, including:

- The individual talents and ability of the girl
- The overall financial circumstances of the fee payers, both income and assets
- The family circumstances of the applicant
- The financial position of the Trust

Remission on a third of the fees is available to places offered to daughters of the clergy. Guidance on the award of financial support for prospective Francis Holland parents can be found [here](#).

London Fee Assistance Consortium

Francis Holland is also part of the **London Fee Assistance Consortium**, offering free or subsidised places for children who do well in their entrance exams, but whose families may need support to pay the fees.

SCHOLARSHIPS

Francis Holland awards scholarships in recognition of excellent achievement in particular disciplines and we aim to provide opportunities for enrichment to those who hold such awards, in addition to the fee discount referred to below.

11+ ENTRY

- ACADEMIC Scholarships are available to the value of 5% of fees.
- MUSIC Scholarships are available to the value of 5% of fees.
- DRAMA Scholarships are available to the value of 5% of fees.
- ART Scholarships are available to the value of 5% of fees.
- SPORT Scholarships are available to the value of 5% of fees.
- BALLET One scholarship is available to the value of £1,500.
- FOUNDATION SCHOLARSHIPS offering up to 100% fee remission.

16+ ENTRY

- ACADEMIC Scholarships are available to the value of 25% of fees. (internal and external)
- MUSIC Scholarships are available to the value of 25% of fees.
- DRAMA Scholarships are available to the value of 25% of fees.
- ART Scholarships are available to the value of 25% of fees.

For further information please do not hesitate to contact the Registrar, Mrs Rowena Kibblewhite, on 020 7824 5005 or **email** (registrar@fhs-sw1.org.uk)

HOW TO FIND US

Francis Holland, Sloane Square, is located at 39 Graham Terrace, SW1W 8JF. The main school building is easily identifiable by its distinctive blue railings on the corner of Graham Terrace and Bourne Street.

BY TUBE

Just two minutes’ walk from Sloane Square tube station on both the District and Circle lines.

BY RAIL

Just ten minutes’ walk from Victoria mainline station.

BY BUS

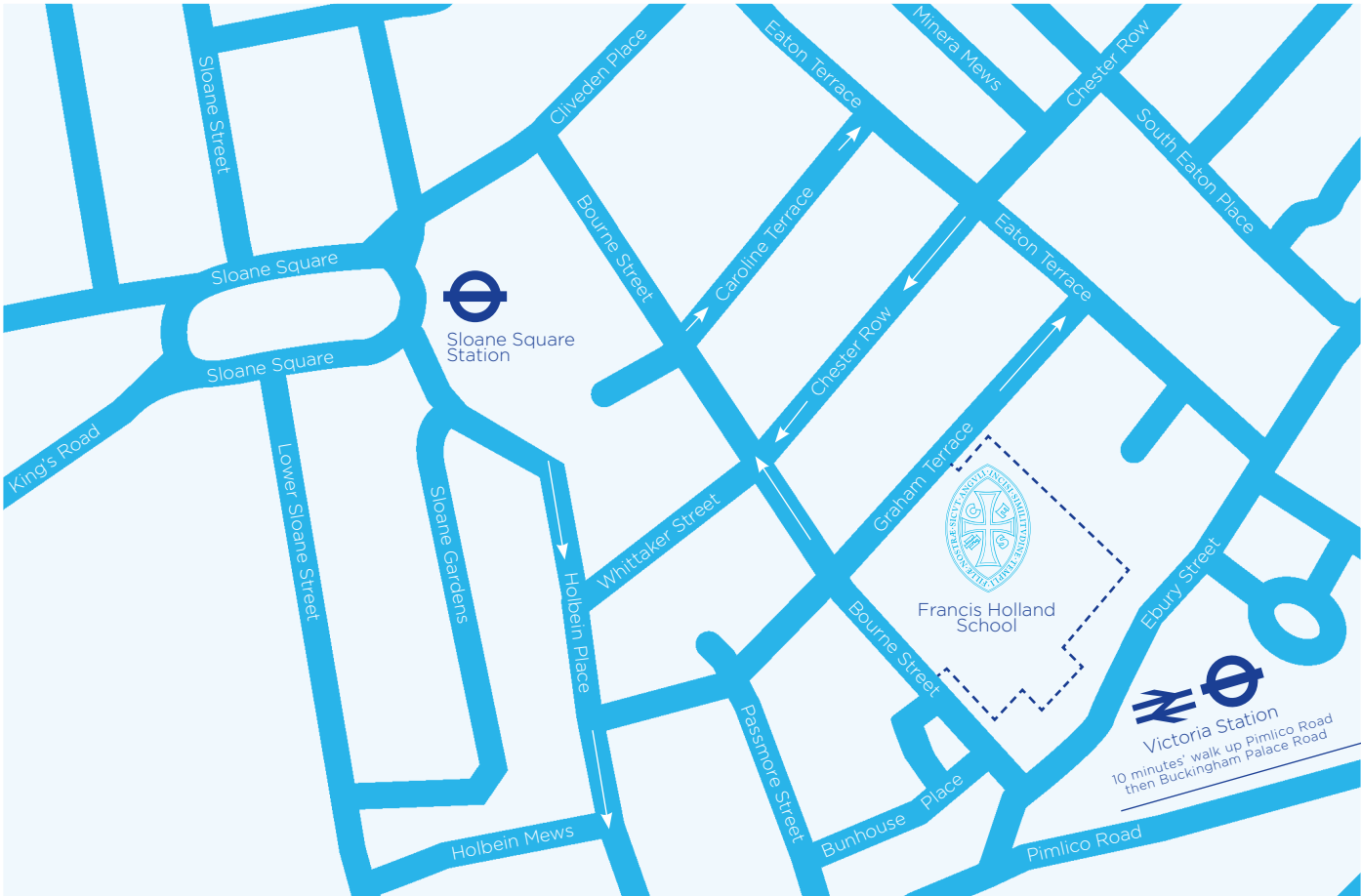
Easily accessible via bus routes from all parts of London. From South London the area is served effectively by bus routes 19, 137, 170, 319 and 452. There is also a school bus service organised by the Senior School Parents’ Association.

BY ROAD

Bourne Street is a one-way street and the School can be approached from the Ebury Street end. The School is on the right hand corner at the junction with Graham Terrace. Graham Terrace is also one-way and the School is to be found on the right hand side as one approaches from Holbein Place. Unfortunately we do not have the facility for on-site parking but the neighbouring roads provide both residents and non-residents parking bays.

ON FOOT FROM SLOANE SQUARE

Take the south easterly exit from Sloane Square, passing the tube station on your left, into Holbein Place. Turn left into Whittaker Street and right into Bourne Street. The School is immediately in view on the next corner where Bourne Street crosses Graham Terrace. The main school entrance is 39 Graham Terrace.



CREATIVITY | INNOVATION | ENTERPRISE



39 Graham Terrace
London SW1W 8JF

020 7730 2971

registrar@fhs-sw1.org.uk

www.fhs-sw1.org.uk