



FRANCIS HOLLAND
REGENT'S PARK

INFORMATION 2024/25

WELCOME

HISTORY

Francis Holland, Regent's Park, was founded by the Reverend Francis Holland, Canon of Canterbury, in 1878 and has a younger sister school called Francis Holland School, Sloane Square. It has been located in its Ivor Place site for over one hundred years, moving there in 1915.

OUR AIM

Francis Holland School, Regent's Park, aims to provide an excellent, balanced education within a supportive, friendly and happy community.

OUR VALUES

COMPASSION | KNOWLEDGE | PERSEVERANCE | SPIRIT

OUR KEY STRATEGIC VISION

To maintain and enhance our position as a leading academic day school. At Francis Holland School, learning, teaching and pastoral care are of the highest quality.

WHAT DOES OUR VISION MEAN FOR FRANCIS HOLLAND?

- We are a **community** committed to working together, consistently evaluating and re-evaluating progress, celebrating success, developing leadership and setting new targets for improvement.
- We have **exceptional pastoral care**, ensuring pupils learn in a safe and inclusive environment. Each pupil is treated as an individual, their strengths are nurtured and they are equipped to thrive in the world of today and tomorrow.
- We are **outward-looking**; we engage in activities whole-heartedly with a sense of enjoyment and passion; we work to support those who are less fortunate than ourselves both locally and further afield.
- Our **excellent academic provision** encourages self-knowledge, resilience and determination equipping the school community with a lifelong love of learning.
- Our **co-curricular programme** offers both breadth and quality of opportunity, to develop individual strengths and talents.
- We make informed and relevant use of **technology for learning**, encouraging thoughtful decisions and a healthy relationship with the online world.
- We have **ambitious plans** for the buildings; developing high quality new facilities, exemplary learning spaces and a programme of investment in the existing accommodation.

PASTORAL CARE

Francis Holland has long been known for the emphasis that is placed on excellent pastoral care: the happiness and wellbeing of every pupil is our priority. Each class has a Form Teacher and Sixth Form prefects. In Year 7, each girl has a friendly Fifth Former assigned to her as a mentor for the first year.

The Heads of Year and Heads of Section (Head of Junior School and Head of Middle School) have overall pastoral responsibility for the pupils during the first five years. The Head of Sixth Form has responsibility for both the Lower and Upper Sixth Forms and the Deputy Head Pastoral oversees Pastoral Care throughout the school.

Mobile phones of pupils in the III, LIV and UIV are collected in on a daily basis, before school starts and returned at the end of the day. Responsible use of social media and devices is taught throughout the School, with a particular focus in the younger years, preparing them for social and academic challenges.

At all stages, any individual problem is quickly identified, and a consultation with parents will be arranged when this is thought to be advisable. There are regular meetings between staff and parents, when each girl's progress is discussed in detail. Reports and progress cards are frequent, and each year group has at least one Parents' Evening per year.

The School has a robust counselling service, whereby one-to-one appointments may be pre-arranged with the School Counsellor on two days a week, or a drop-in service is available with the School's well-being practitioner. All appointments are confidential unless the safety of the child is at risk.





THE CURRICULUM

For their first three years in the School, pupils receive lessons in Art and Design, Biology, Chemistry, Drama, English, Modern Languages, Geography, History, Information Technology, Latin, Mathematics, Music, Physics, Physical Education and Religious Studies.

During the first half term, pupils get taster sessions in French, Spanish, Italian and German, continuing with two of these languages until the end of Year 9. Throughout the School, pupils follow courses in Personal, Social and Health Education.

At GCSE level (Years 10-11), every pupil follows a core curriculum in English Literature, English Language, Mathematics, a Modern Foreign Language and the three Sciences. To this, a choice of three other subjects is added where at least one is a humanity chosen from Classical Civilisation, Geography, History and Religious Studies. Art, Computer Science, Greek, Latin, Music, Drama and Physical Education are also offered at GCSE level. Many students study two Modern Foreign Languages. The Year 10 'Global Perspectives' carousel provides all pupils to explore and deepen their understanding of global issues and develop skills for the future, including research skills, collaboration and critical thinking.

All GCSE subjects are also available at A Level, apart from Physical Education. History of Art, Economics, Politics, Drama & Theatre and Psychology can also be chosen at A Level. The School prides itself on its ability to offer a wide choice of combinations in the Sixth Form where groups can be very small, and much individual attention can be given. In addition to their chosen subjects, all Sixth Form students follow a general course including Current Affairs, Ethics and Physical Education. Students doing three A Levels can choose from a range of short-course Electives to supplement their studies. There are lectures each week given by distinguished outside speakers on a wide range of topics. Many pupils in the Sixth Form also complete a Level 3 Extended Project Qualification.

At all crucial decision-making stages, parents and girls are involved in discussions with the staff so that individual needs are met and an appropriate programme of study is planned for each pupil. For pupils who need more help with learning strategies, support is available.

Library

The School has a very well-stocked library, offering a range of fiction and nonfiction books as well as DVDs, periodicals and online subscriptions. It is managed by a professional librarian who is always happy to assist pupils with their studies and research. Computers with internet access are available. The library also subscribes to the London Library, enabling access for Sixth Form students to a collection of more than one million volumes, 750 current academic journals and a wide range of electronic resources that will enhance their studies.

Art

Art is a popular subject at the School taken by all in the first three years, and by sizeable numbers at GCSE and A Level. A broad diverse curriculum of big ideas and creative approaches is fostered within the department. Students explore drawing, painting, 3D, print-making, mixed media and photography at Lower School. Pupils in all year groups have the opportunity to take extra photography courses provided by professional photographers from The Von Herkomer Arts Foundation. Examination students study Life Drawing as part



of their course and there are many extended opportunities for GCSE and A Level students to explore their ideas through new media, including animation and film. Each year a number of students progress to leading Art Schools.

Music

Music is a subject upon which we place great emphasis. Class music is an integral part of the curriculum throughout the first three years. As well as a range of instrumental ensembles, there are two orchestras, senior and junior choirs and two auditioned chamber choirs. The Music Department collaborates regularly with the Drama Department in the production of musicals and school plays. Our choir also joins that of Harrow School to sing a major choral work during the Spring Term each year. Individual lessons are available in a full range of musical instruments, and most of the pupils learn at least one. Girls are encouraged to form chamber groups, and pupils' own compositions are frequently played at concerts. There are regular opportunities to perform in concerts throughout the year.

Drama

Drama is taught as a subject in the first three years and is a popular subject at both GCSE and A Level. A large number of pupils pursue Speech and Drama as an extra subject, taking Trinity graded examinations. Each year there is a major school production, either a play or a musical, as well as a junior play. All girls have the opportunity to perform or work backstage in the Inter-House Drama Competition. There are opportunities at every stage of production, from conception to performance, writing and choosing plays, building and painting sets, designing costumes, lighting and stage management as well as acting.

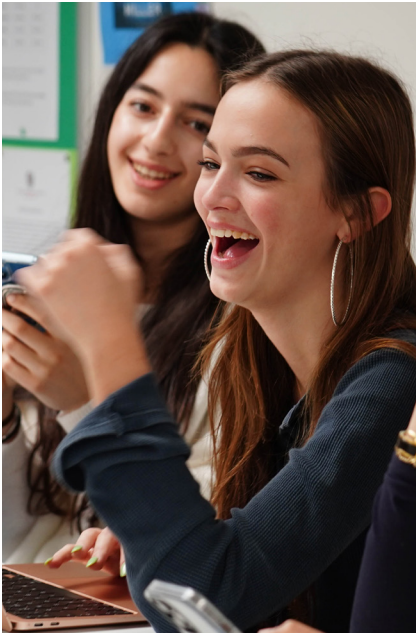
The Sixth Form

The Sixth Form Centre, Linhope House, opened in the Autumn Term 2022 and has increased the dedicated Sixth Form space by 300% (to 663sqm) providing the perfect transition between school and university. Linhope House offers our Sixth Formers a state-of-the-art facility, featuring flexible space, integrated technology, a dedicated Think Lab and the Reading Room. Located in Linhope Street, just two minutes' walk from the main School site in Ivor Place, it encourages girls to be independent, growing from school pupils into students.

Life in the Sixth Form is distinct in many ways from that in younger years. Sixth Formers do not wear uniform and they may leave the premises at lunchtime. In Linhope House, the girls have a large Common Room with sound-proof silent study booths, interactive screens, an indoor bio-plant farm wall and excellent facilities for making drinks and snacks. There is a café, dining area and coffee machine and they have the use of the Common Room throughout the day when they are not in lessons.

We see the two years of Sixth Form life as a time to take on greater responsibilities and develop important leadership skills. Girls help to elect the Head Girl and her team. Members of the Lower Sixth act as Form Prefects to younger forms. This gives valuable help with organisation and provides a useful link between the junior and senior girls. Members of the Lower Sixth can also be elected on to the School Prefect team to represent the School. In addition, members of the Sixth Form organise many of the clubs and societies for younger girls. They also form the editorial board of the school magazine and school newspaper, and many participate in the Young Enterprise Scheme.

All students go on to some form of Higher Education, and they are helped with their applications by the Director of Higher Education, their tutors, the Careers team, those members of staff who teach them, and the Head. A small number decide to take a gap year between school and university, which the School can help them to plan if desired.



CAREERS EDUCATION AND GUIDANCE

Careers education is embedded throughout our curriculum, beginning in Year 7. We aim to inspire our pupils and support their aspirations as they explore their potential career path. In addition to these regular Careers sessions, there are several talks, workshops, and networking events. We have a Director of Careers, a Deputy Director and a Careers administrator who co-ordinate events.

Year 9 pupils take part in a Take Your Daughter to Work Day, where they shadow one of their parents for the day, allowing them to get a feeling for the workplace environment. Pupils will then complete a report on their placement and discuss their discoveries with their form.

Year 11 pupils are invited to complete a psychometric test, called MyCareerChoices, to clarify potential fields of employment. They also have the opportunity to meet with an independent career advisor from MyFutureChoices, who interviews them to explore A Level options and possible work experience placements during our annual Work Experience Week that takes place after the GCSE examinations.

All pupils in Years 10-13 are encouraged to attend our biennial Careers Fair. This is a major event where parents, friends and alumnae come to the School as visiting consultants to share professional insights and offer one-to-one advice. Careers talks in Fifth Form tutor periods as well as the career-specific talks which are scheduled throughout each year complement this event.

Departments also offer pupils additional specialist guidance for those interested in a specific career path, such as Medicine, ensuring that they receive the best support possible; and pupils can conduct their own research in the library, which has a dedicated Careers section with a wide selection of books covering everything from starting a business to university entry and beyond. This is all supported by specialised careers software, Launchpad and Kudos, which are accessible to all pupils via the school's intranet.

PARENTS AND ALUMNI

The Parents' Association fosters close links between home and school. The alumni association (Quondam) regularly holds events in school and publishes an annual newsletter. Our online alumni network can be found at www.alumni.fhs-nw1.org.uk.



HIGHER EDUCATION

In Year 12, students attend the Higher Education Evening in March, an event dedicated to introducing higher education pathways to students. There are specialist breakout sessions on STEM, Drama, and Art school applications, degree apprenticeships, overseas applications, and applying to Oxford and Cambridge. There is also a presentation on the FHS process and a Q&A panel with university experts. At the start of March, each student also opens an account with Unifrog, a higher education platform for browsing, comparing and shortlisting courses, colleges and careers. In June, the students attend our Higher Education Day, a whole-day event devoted to the university application process, and including a workshop from an expert on personal statements. Many pupils will also be encouraged to join our Oxbridge programme, which begins in the Spring term of Year 12.

All Year 12 students are expected to write their personal statements over the summer and return to school with their first drafts, fully prepared to meet form tutors to run through final details. The Director of Higher Education oversees the UCAS application process, holding one-to-one student meetings and providing bespoke advice. We have a dedicated teacher in charge of international applications, who also meets students one-to-one and offers bespoke advice; a teacher in charge of Oxbridge applications, and a teacher in charge of STEM applications. Students who have an interview as part of their application process are offered mock interview practice. On A Level Results Day, we have a team of teachers available for support in school, if needed. Every year about 10 -20% of our Year 13 students will apply for courses at American Ivy League Colleges.



CO-CURRICULAR ACTIVITIES AND VISITS

The School makes full use of its location in Central London and there are frequent visits to museums, theatres and other centres of educational value within easy reach. There are also opportunities to travel further afield in this country on day and residential trips, and there are regular visits abroad, for example to Italy, Spain, France, Greece, Iceland, and the USA, to complement particular courses of study. Skiing trips, activity holidays and visits of general interest are also arranged during the school holidays. Girls are able to pursue the Duke of Edinburgh's Award Scheme from Year 10.

There are numerous clubs and activities which meet mainly during the lunch hour. Lower school students are expected to join at least two, while senior students organise many of the activities. Clubs may include Robotics, Gymnastics, Classics, History of Art, Dungeons and Dragons, Old News Club, Mock Trials, Feminist Society, Art and Coding. There are also many co-curricular sporting and musical activities. The School has a very strong tradition of debating, and there are junior and senior debating clubs. Senior pupils enter national competitions and have achieved considerable success. There is a very strong commitment to raising money for charity, overseen by the School's Help Fund. Each form has a charity representative who helps to plan and fundraise for charity events, ranging from cake sales to dance contests. The School also votes each year to select the charity to support with our annual sponsored walk in fancy dress around Regent's Park.



GENERAL INFORMATION

Attendance, Absence and Exeats

The hours of attendance are from 8.25am until 3.30pm for the younger girls or 4pm for the older ones. Pupils are expected to adhere strictly to the term dates and, except in the case of illness, no pupil may be absent without written permission previously obtained from the Head. If a girl is absent through illness the School Office should be informed by telephone without delay, and on her return to school the girl should produce a letter of explanation from her parent or guardian. Term dates and details of half term breaks are published well in advance and holiday arrangements should always be made to fit in with these.

Catering

There is a self-service cafeteria which provides a choice of hot meals, salads, sandwiches and soup (included in the school fees), with a vegetarian alternative always available. All pupils are expected to have lunch, though the students in the Sixth Form are free to go out for lunch, to bring their own sandwiches or to use the deli bar in their Common Room.

Registration

The registration fee is non-refundable. Girls normally enter the School in the Autumn Term at the 11+ stage though some are accepted at a later stage. The deadline for 11+ applications is Friday 8th November 2024. There are opportunities to visit the School at Open Events held in the Autumn, Spring and Summer Terms. There is an online entrance exam which girls take in their Prep school or, if at a Primary school, the exam can be taken in one of the 11+ London Consortium schools. We are a selective school and not all girls are invited to interview. Interviews take place before term starts in January. Occasionally the School has vacancies in other year groups - please enquire to the [registrar](#) for details. For the Sixth Form, tests and interviews are held in November. The Council of the Francis Holland Schools Trust reserves the right to refuse a candidate for admission without furnishing reasons.

Religious Affiliation

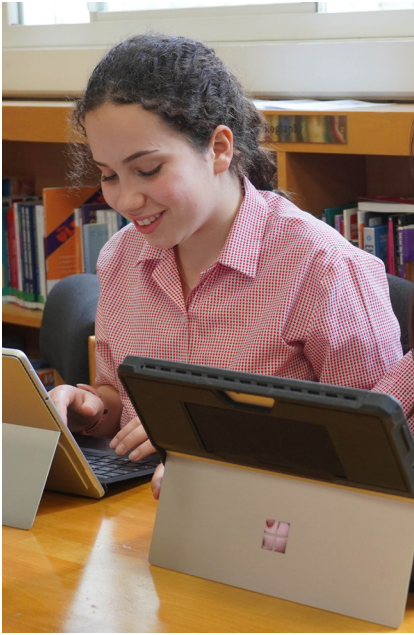
The School is affiliated to the Church of England. Naturally, girls of all faiths, and none, are equally welcome. A variety of faiths is represented in every year group. All girls attend school and form assemblies, and occasional church services.

Access to the School

The School is within five minutes' walk of Baker Street and Marylebone stations. Several bus routes pass the school.

Uniform

All girls from Year 7 to Year 11 are required to wear the school uniform which is kept as simple and inexpensive as possible and is available from Stevensons online. The Sixth Form wear their own clothes. All clothes and personal belongings should be marked with the owner's name. Lockers are provided, but the School can take no responsibility for the loss of personal belongings. A second-hand uniform sale is held twice a year, where clothes in good condition may be obtained.



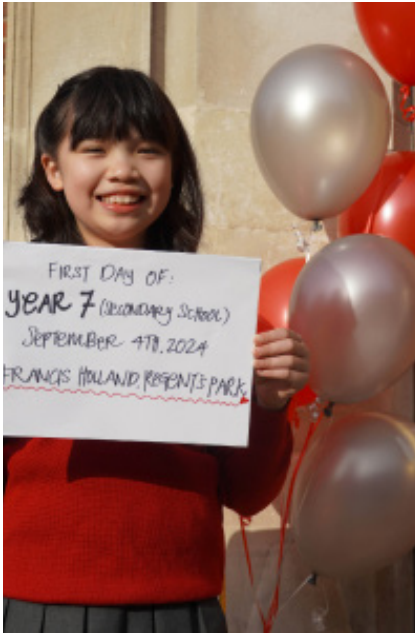
Digital Learning

Inspired by the School's vision to empower girls to become leaders, thinkers, innovators, designers, entrepreneurs, and game-changers, FHS has adopted a Microsoft digital devices provision for pupils. All FHS pupils will be expected to have Microsoft Surface Pros when they join the school in the Thirds. The School wants to give pupils the digital literacy skills and understanding to confidently and safely navigate the wider world in which they live and will work.

There are numerous benefits to having a single device type, not least that teachers are able to design creative and engaging learning activities confident that everyone will be able to access them fully. The expertise in our IT Department is focused on the Surface Pro, meaning we can support these devices at school. We selected the Surface Pro because it offers, in the School's view, the perfect platform for learning, combining the best features of laptops and tablets. It is equipped with a large screen, full keyboard, touch screen, and front and rear cameras; it is portable and has excellent battery life which can last a full school day.

FHS has chosen to partner with Freedom Tech, who specialise in providing competitively priced finance and repair services for computers in Schools. Freedom Tech offers the option to purchase a device outright, spread the cost of the device or lease a device with the option to change to trade in for a newer model after three years.

As part of our commitment to offering a top-class education to children who would not otherwise be able to afford it, the cost of purchasing a Surface Pro will be subsidised for families in receipt of a bursary. Please address any queries about the bursary programme to the bursary@fhst.org.uk.



11+ ENTRY PROCEDURES

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 8th November 2024**.

Open Events are held throughout the year. To reserve a place, please book through our [website](http://www.fhs-nw1.org.uk/admissions) (www.fhs-nw1.org.uk/admissions) for any of the above dates or [email](mailto:registrar@fhs-nw1.org.uk) the registrar (registrar@fhs-nw1.org.uk).

LONDON 11+ CONSORTIUM

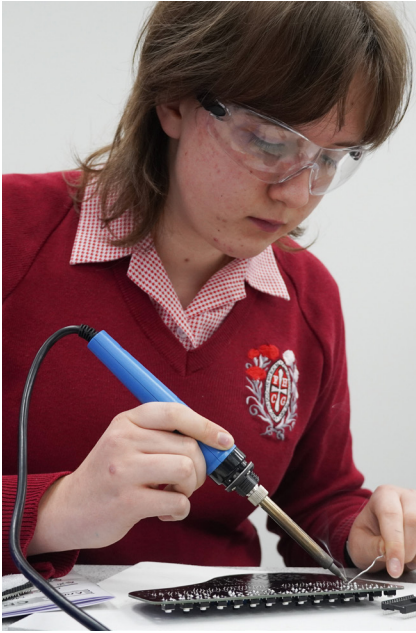
The following London independent schools form the London 11+ Consortium. Channing School, Francis Holland (Regent's Park), Francis Holland (Sloane Square), Godolphin and Latymer, More House, Northwood College for Girls, Notting Hill and Ealing High School, Queen's College, Queen's Gate School, South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

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:

- 1. 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.
- 2. 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.
- 3. 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

You will receive notification before Christmas if your daughter has been selected for interview. Interviews will take place on 3, 4 and 6 January 2025. Your daughter will be allocated a one-hour slot where she will have an individual interview and undertake a group exercise. Parents will be invited into School to meet the Head during this time.

AGREED CODE OF PRACTICE FOR ENTRY AT 11+ FOR SEPTEMBER 2025

The London 11+ Consortium introduced a bespoke assessment process for Year 7 2023. The assessment for September 2025 applicants will be held on Friday 29 November, Tuesday 3 December and Thursday 5 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 last year's 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 8 November 2024**.

If you have any problems or queries at any stage in the procedure, the Registrars of the schools in the London 11+ Consortium will be pleased to help you.

LONDON 11+ CONSORTIUM FAQs

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.

WHAT ARE THE KEY DATES AND TIMES I NEED TO KNOW?

- The deadline for applications to any Consortium school is **Friday 8 November 2024**.
- Test dates are one of **Friday 29 November, Tuesday 3 December or Thursday 5 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 14 February 2025** with acceptances due by **Thursday 6 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.

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 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 are **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) are **non-adaptive**, meaning all candidates see exactly the same questions but with different content on each of the three exam days.

The English comprehension passage is also the same for all candidates on any one exam day, but the questions are adaptive. We 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 are based on the National Curriculum for Year 5 and we do 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 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 involves 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 is a piece of fiction specially written for the Consortium examination. Questions are adaptive depending on a candidate's performance. There is 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 is followed by an assessment of a candidate's ability to identify the correct use of standard English in context. This section does 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 – **29 November, 3 December, 5 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 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 one of three selected dates – 29 November, 3 December, 5 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.



16+ ENTRY

If you are considering entry at 16+ to our Sixth Form, please contact our Registrar via [email](mailto:registrar@fhs-nw1.org.uk) (registrar@fhs-nw1.org.uk) to arrange a school visit and to meet the Head of Sixth Form.

Entrance examinations are scheduled for early November 2024 for September 2025 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.

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

SIXTH FORM OPEN EVENING

We welcome prospective pupils and parents to our Sixth Form Open Evening, which will be held on **Thursday 19th September 2024 at 6pm**. You will be able to hear presentations, meet staff, tour Linhope House (our Sixth Form Centre) and meet Heads of Department.

To reserve a place, please book online through our [website](http://www.fhs-nw1.org.uk/admissions) (www.fhs-nw1.org.uk/admissions) or you can [email](mailto:registrar@fhs-nw1.org.uk) our Registrar (registrar@fhs-nw1.org.uk).

ENTRY TO OTHER YEARS

Entry into other years are called occasional vacancies. We sometimes have vacancies in Years 8, 9 and 10 and we will assess candidates via our Spring and Summer Assessments.

Please [email](mailto:registrar@fhs-nw1.org.uk) the Registrar (registrar@fhs-nw1.org.uk) for further details.



BURSARIES AND SCHOLARSHIPS

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 children who would not otherwise be able to afford it. Our provision of bursary awards has long been a priority and over the years 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 of one third of the fees is automatically offered to daughters of the clergy.

Guidance on the award of financial support for prospective Francis Holland parents can be found [here](#).

Scholarships

Francis Holland award scholarships in recognition of excellent achievement in particular disciplines and we provide a scholars' programme to those who hold such awards.

Academic

11+ Academic Scholarships are available to the value of 5% of school fees.
16+ Academic Scholarships (internal and external) are available up to the value of 10% of school fees.

Music

11+ Music Scholarships are available to the value of 10% of school fees.
16+ Music Scholarships are available up to the value of 10% of school fees.

Art

11+ Art Scholarships are available to the value of 10% of school fees.
16+ Art Scholarships are available up to the value of 10% of school fees.

Sport

16+ Sport Scholarships are available up to the value of 10% of school fees.

For further information please do not hesitate to contact the Registrar on 020 7723 0176 or [email](mailto:registrar@fhs-nw1.org.uk) (registrar@fhs-nw1.org.uk)



FEES

Registration Fee

There is a non-refundable fee of £150 (£200 for overseas residents) which is payable when registering online.

School Fee Deposit

On acceptance of a place in the School a deposit of £2,500 is payable; this is not refundable if the place is not taken up, but otherwise it is credited on the final school bill. The Quondam (The Alumni Association) Life Subscription of £150 is payable with the School Fee Deposit.

School Fees 2024-25 (reviewed annually; excl. VAT)

These include books, lunch and Personal Accident Insurance.

All forms - per term £8,650

Withdrawal without due notice £8,650

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.

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. For more information, please contact the [Bursary](#).

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.

For the most up to date list of
Leavers' Destinations please visit
the school website.

LEAVERS' DESTINATIONS 2020-2024

UK	
Bath	Architecture, Mechanical Engineering with Professional Placement, Modern Languages, Politics & International Relations, Social Policy
Birmingham	Biomedical Science, Criminology, Electrical and Electronic Engineering, Economics, History, History of Art, Liberal Arts and Sciences, Modern Languages, Psychology
Birmingham City	Jewellery & Objects
Brighton	Economics, Fashion Communication with Business, Geography, Psychology & Criminology
Bristol	Anthropology, Biomedical Sciences, Criminology, English, Fashion Communications with Business Studies, Geography, History, Pharmacology, Philosophy & Politics, Psychology in Education, Psychology & Neuroscience, Social Policy
Brunel	Journalism (Politics)
Cambridge	Classics
Cambridge (Corpus Christi)	Theology, Religion & Philosophy
Cambridge (Fitzwilliam College)	Linguistics
Cambridge (Girton College)	English
Cambridge (St Catharine's)	Modern and Medieval Languages
Cardiff	Biological Sciences, French & Spanish, Geography, Spanish
Central St Martins	Art Foundation
City	Law, Mathematics with Finance & Economics
City & Guilds	Art Foundation
Courtauld Institute of Art	History of Art
Durham	Anthropology, Archaeology & Ancient Civilisation, Biological Sciences, Classics, Economics with Management, English Literature, Geography, Mathematics, Natural Sciences, Psychology, Sociology
Edinburgh	Biomedical Sciences, Cognitive Science, Computer Science, Ecological and Environmental Sciences, Engineering, English Literature, History, History of Art, Italian & English, Mechanical Engineering, Sociology, Sociology & Anthropology, Spanish & English Literature
Exeter	Art History and Visual Culture, Biological Sciences, Business & Management, Geography, History with Study Abroad, Liberal Arts, Marine Biology, Mathematics with Finance, Mechanical Engineering, Politics with Study Abroad, Psychology
Falmouth	Animation
Guildhall School of Music	Music
Imperial College, London	Electronic and Information Engineering, Material Science & Engineering, Mechanical Engineering, Medicine, Physics
Kent	Drama & Theatre Studies, Ecology & Conversation, Psychology
King's College London	Economics, English Law & German Law, Film Studies, History and Political Economy, International Management, International Relations, Neuroscience & Psychology, Political Economy, Philosophy, Social Sciences
Kingston	Art Foundation, Music Technology
Lancaster	German Studies & Geography, Psychology and Sports & Exercise Science
Leeds	Biochemistry, Biological Sciences, Business Management with Marketing, English Literature, Geography, Geography & Transport Studies, International Relations, Liberal Arts, Mechanical Engineering, Psychology, Sociology
Liverpool	Biological Sciences, Geography, Media & Culture, Veterinary Science
London School of Economics	Environmental Policy with Economics, Geography, Government & Politics, Law
London Screen Academy	Film Production
Loughborough	Biological Science, Bioengineering, Graphic Design, Product Design Engineering, Psychology
Manchester	Biochemistry, Classics, Economics, Geography, Mechanical Engineering, Medicine, Modern Language & Business, Politics & International Relations, Psychology, Sociology & Philosophy
Manchester School of Art	Art Foundation
Newcastle	Chemistry, Combined Honours, Geography, International Relations, Marketing & Management, Politics & International Relations, Psychology, Sport & Exercise Science
Nottingham	German, History of Art, International Media & Communication, Medicine, Pharmacy, Politics & International Relations, Psychology
Nottingham Trent	Textile Design

UK (CONT'D)

Oxford (St. Catherine's College)	History
Oxford School of Drama	Acting Foundation
Queen Mary University, London	Biomedical Sciences, FICC & Equities Degree Apprenticeship with Goldman Sachs, Finance, Mathematics & Statistics with Professional Placement, Medicine, Neuroscience, Politics and Sociology
Reading	Physical Geography
Regent's Business School	Drama, Global Management (Enterprise & Innovation)
Royal Drawing School	Art Foundation
Royal Holloway, London	Business Management, English, English & Film Studies, Law
Royal Veterinary College	Biological Science (Wildlife Health Science), Veterinary Medicine, Veterinary Science
SAE Institute	Audio Production
Sheffield	Applied Social Sciences, General Engineering
SOAS	International Relations, Law, Politics and International Relations
Southampton	Geography, Law, Midwifery, Population and Geography
St. Andrews	Biochemistry, English, History of Art, Mathematics, Marine Biology, Philosophy, Psychology
Surrey	Psychology
Sussex	Anthropology & International Development, Arts & Humanities, Chemistry, Criminology, Film Making, History & Politics, Neuroscience, Psychology, Politics & International Relations, Psychology, Social Sciences
UCL	Archaeology & Anthropology, Architecture, Biochemistry, Classics, German & Philosophy, History with a Year Abroad, History of Art, Pharmacy, Pharmacology, Physics, Psychology, Social Sciences
UEA	Drama & Creative Writing
Warwick	Biomedical Science, Chemistry with Medicinal Chemistry, English Literature, French & Italian, History of Art, History & Sociology, Liberal Arts, Sociology & Criminology
Westminster	Computer Science, Pharmacology & Physiology
Writtle University College	Equine Sports Therapy & Rehabilitation
York	Biology, Bioarchaeology, English Literature, Natural Sciences, Philosophy, Politics & Economics, Politics with International Relations

USA & CANADA

Barnard, USA	Liberal Arts, Pre-Med
Boston College	Liberal Arts
Cornell, USA	Architecture
Dartmouth College, USA	Liberal Arts
FIT, USA	Fashion Business Management
Georgetown, USA	Liberal Arts
McGill, Canada	Liberal Arts
Northeastern, USA	Communications, Liberal Arts
NYU, USA	Business & Communications, Liberal Arts, Psychology
Tisch School of Arts, NYU	Liberal Arts
University of California, USA	Biology, Human Biology (Pre-Med)
University of Notre Dame, USA	Chemical Engineering, Liberal Arts
University of Pennsylvania, USA	Pre-Med
University of Southern California, USA	Biochemistry
University of Virginia, USA	Liberal Arts

EUROPE

Charles H. Cecil Studios, Florence, Italy	Art
Erasmus University, Rotterdam	International Relations
IE Business School, Madrid	Business Administration
KULeuven, Belgium	Business Administration
Trinity College, Dublin	Geography & Sociology



PUBLIC EXAMINATION RESULTS 2022 - 2024

RECENT GCSE STATISTICS

	% Grade A*/9 - 8	% Grade A* - A / 9 - 7	5 GCSEs Grade A* - C
2024	65	86	100%
2023	56	77	100%
2022	60	86	100%

We are very proud of this cohort of students who have worked exceptionally hard to achieve these grades, displaying tenacity and perseverance. These results are testament to the hard work of our students and their teachers, and we look forward to welcoming them to Linhope House for Sixth Form in September.

RECENT A LEVEL STATISTICS

We are extremely proud of our Class of 2024 and we congratulate them on their extraordinary achievements during their time at Francis Holland Regent's Park, as well as their outstanding A Level results.

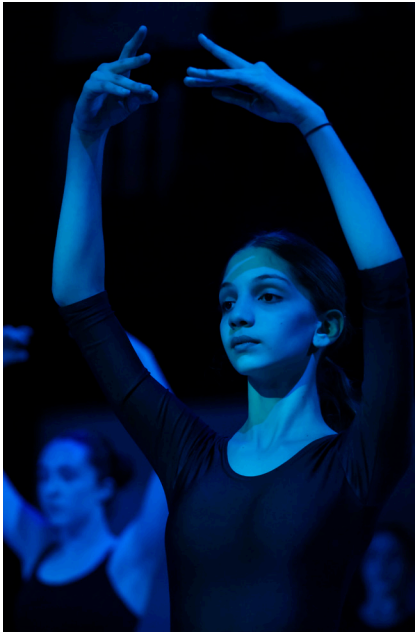
	% Grade A*	% Grade A* - A	% Grade A* - B	% Grade A* - E
2024	24	54	91	100
2023	26	60	82	99
2022	33	73	90	100

Please note the above table includes Extended Project Qualification (EPQ) results equivalent to half an A Level (also indicated separately below).

EXTENDED PROJECT QUALIFICATION

In addition to A Levels, Sixth Formers can take the EPQ, which is a research based examination, beyond A Level standard.

	% Grade A*	% Grade A	% Grade B	% Grade A* - E
2024	30	50	20	100
2023	36	40	24	100
2022	85	15	0	100



FREQUENTLY ASKED QUESTIONS

What are you looking for in an FHS pupil?

We are looking for an all-rounder. Not only a girl with an enthusiasm for learning but also one who really wants to get involved with school life, take advantage of the many co-curricular clubs and activities we offer and go on to represent FHS.

What is the food like?

The food is excellent. We have a choice of hot meals and salads, baked potatoes, freshly-made soup, and always a vegetarian option. Every day there is a choice of desserts, home-made yoghurt and fruit. There is also a 'grab and go' option for those girls attending fixtures or lunchtime clubs.

Are the girls allowed out at lunchtime?

Not in the first and second year, but we do have what is called, 'Walk in the Park' when a teacher takes groups of Thirds and Lower Fourths (Years 7 and 8) out to Regent's Park every lunchtime. In the Upper Fourth, Lower Fifth and Upper Fifth (Years 9, 10 and 11) the girls are allowed out in groups of three.

Do you have a school bus?

No. Our girls come from all over London and we are well served for public transport links to Baker Street station as well as numerous bus routes running in all directions. We also encourage girls to enjoy the many after-school clubs and activities, so girls may leave at different times each day.

What is the pastoral care like?

The pastoral care at Francis Holland, Regent's Park was graded "outstanding" in our recent ISI Inspection Report. All the forms have Sixth Form Prefects attached to their Form, as well as a Form Tutor and a Head of Year. Our Deputy Head (Pastoral) is in charge of pastoral care and has regular meetings with the Heads of Year. We also have a school counsellor whom girls can see confidentially.

How big are the class sizes?

In the Thirds (Year 7) the classes have around 24 girls in each. By the time the girls are opting for GCSEs classes are much smaller and in the Sixth Form smaller yet again.

What are the school hours?

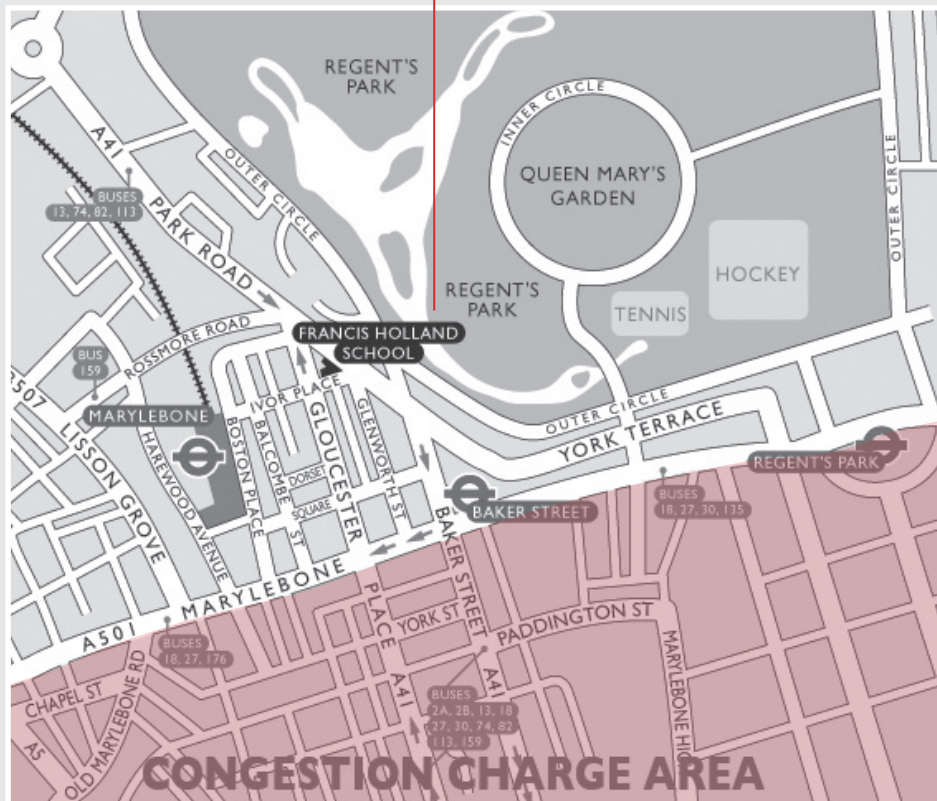
School is open at 7.30am and registration is 8.25am. Lunch is 12.15pm to 1.25pm and school finishes at 3.30pm or 4.00pm (year group specific). However, there are many after-school and lunchtime clubs and activities. Girls are allowed to stay in the library after school until 5.00pm.

Do you have any Bursaries or Scholarships?

Yes, we have a number of external Bursaries at 11+ and in the Sixth Form. We also have Music, Art and Academic scholarships at 11+ and 16+ as well as Sport at 16+.



FRANCIS HOLLAND REGENT'S PARK



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