




FOREST SCHOOL

2026



'A flourishing, successful and well-led school in a glorious, green setting with consistently strong results that don't require pupils to sacrifice happiness or wellbeing on the way to achieving them. A must-see option for parents wanting an education that's so genuinely rounded you could make hoops from it.'

The Good Schools Guide

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Forest Welcome

Forest is an extraordinary school. Building on our long heritage, we are proudly ambitious, agile to change, and sufficiently forward thinking to enable us to be at the forefront of all that we do and offer.

With a strong community spirit and emphasis on service, joining Forest means becoming part of an inclusive, supportive and caring School. We want everyone to flourish, fulfil their potential, feel valued and have a sense of belonging. Happiness is positively correlated with motivation and achievement. The strength of the social connections which our pupils develop with their teachers and peers is a testament to this.

We believe that it is important to find the right level of challenge for each pupil so that they are engaged but not overwhelmed. Our focus on the holistic development of the individual ensures they recognise the importance of working hard, being part of a team, and being aspirational for themselves. Through our co-curricular and wellbeing programmes we place great emphasis on the development of soft skills such as problem-solving, resilience, flexibility and self-reflection.

Our academic ethos is simple – we want pupils to master their subjects, be intellectually curious, to think creatively and understand how they learn and subsequently grow into great life-long learners.

We aim to ensure that when our pupils leave Forest to step into a world that is constantly changing, they are confident individuals who are willing to take responsibility and have the right mindset and skills to equip them for success at each stage of their lives.

I very much look forward to welcoming you to the School so that you can experience the warmth and vibrancy of our community for yourself.

Claire Tao
Warden



All Round Excellence

There is no one type of pupil at Forest and we don't want there to be, so our question is always: what will a Forest education add to each pupil to ensure they make the best possible academic progress they are capable of and have the opportunity to develop into the best possible version of themselves? A good school prepares its pupils for life after school and Forest's reputation for building the sort of skills and character that will ensure pupils lead useful and fulfilling adult lives is well known.

How does this happen? Forest School's mission is to provide an absolutely outstanding, distinct all-round education for all pupils which consists of excellent academic teaching and learning, superb pastoral care and extensive opportunities outside the classroom for pupils to learn and develop in individual ways.

Large numbers of families choose Forest because they believe it to be a school that genuinely balances real academic success with exceptional personal development in a way that is evident in the young people walking out of the White Gates at the front of the School aged 18.



Learning made Visible

At Forest we understand the things that have the highest impact on learning in the classroom, the things that make learning happen and allow pupils to progress. Our teaching and learning culture is a strong, clearly understood one ensuring that pupils of all ages learn the habits, satisfactions and rewards of hard work. It's one that highlights the skills required for pupils to make the most of themselves as learners, the result of which is bright, sparky Forest pupils who are engaged and ambitious for themselves.



Knowing the Individual

Forest teachers take great care to identify and address the individual needs of each learner, building learning characteristics and encouraging best learning behaviour. Each pupil is known, liked and valued as a learner.

We firmly believe that as boys and girls approach and then start their teenage years they need to understand how they learn and develop a healthy liking for work that challenges and develops them. For example, we know that many girls tend to take a more step-by-step approach to learning. Forest teachers understand this and encourage girls to take more calculated risks in their work.

This is particularly important at A-level, where pupils need more than just a methodological approach and 'bite size' revision to achieve the very best grades. It is no surprise to us that our girls opt for traditionally male-dominated subjects such as Physics and Three-Dimensional Design.

Equally, many boys will temper their competitive instincts and become more collaborative in a comfortable learning environment, finding it easier to do all the things we want them to do as learners without self-consciousness.

In English, for example, boys will willingly explore their emotional life through writing poetry, and will share creative ideas or readily seek support from the teacher in a supportive, open environment.

Co-educational teaching at Forest therefore enables the School to encourage wider definitions of masculinity and femininity. Through challenging gender stereotypes in the classroom and by encouraging boys and girls to step out of their comfort zones, Forest pupils acquire skills that they will take into all areas of their future lives.



'There was a feeling that the children were happy and confident and there was a vibrancy about the school that had the well-being and nurture of its children at the School's core'

Forest Parent



Preparatory School Welcome

For first steps, and bold leaps

At Forest Prep School, children don't just learn – they enquire, explore, and discover. Guided by *The Enquiring Me*, our distinct approach to curriculum and character development, pupils grow as Curious Enquirers, Collaborative Learners, Confident Communicators, and Creative Explorers.

Our structure is informed by child development, made up of EYFS (Reception), Lower Prep (Years 1–3), and Upper Prep (Years 4–6). Each phase is designed to build strong foundations and foster a mindset of enquiry.

From day one in Reception, pupils are immersed in a joyful and stimulating environment where Discovery Learning is central. Small classes and high adult support mean every child feels known, safe, and ready to explore. Purposeful play, creativity, and hands-on learning nurture resilience, deep thinking, and a love of learning.

Lower Prep blends foundational skills with structure, encouraging collaboration and problem-solving. Upper Prep brings greater challenge and independence, equipping pupils to lead their own investigations and connect learning across disciplines.

Extended learning is woven throughout school life. *Discovery Pathways* and the *Young Forester Programmes* offer opportunities to develop interests – whether performing, designing, debating,



or adventuring. Community links and educational visits add relevance and dynamism.

Pupils benefit from outstanding pastoral care underpinned by strong relationships. We believe children flourish when they feel curious, courageous, and connected. Every voice is heard, and every potential supported.

I warmly invite you to visit, meet our staff, and hear directly from our pupils. They are the best expression of the ambition, joy, and discovery that define Forest Prep School.

James Sanderson FRSA, FCCT
Head of the Preparatory School

A Structure Designed for Growth

Our structure reflects how children develop – socially, emotionally, and academically – and ensures that challenge, nurture, and progression are carefully aligned from Reception through to Year 6.

EYFS (Reception)

Reception marks the beginning of each child’s Forest experience. In small classes of 16, led by a teacher and a teaching assistant, children follow the revised EYFS framework across seven areas of learning. Days are shaped by a balance of structured teaching and discovery-led play, both indoors and outside, with a strong emphasis on literacy, numeracy, and enquiry. Phonics is taught through Little Wandle, supported by Oxford Reading Tree, while number sense and problem-solving are introduced through hands-on activities. Each child is supported by their key worker – the class teacher – who fosters academic progress and pastoral care in partnership with families. In the 2024 ISI Inspection, Reception was recognised as the Significant Strength of the whole of Forest School.

Lower Prep (Years 1-3)

Years 1 to 3 form a distinct stage that bridges the early years with more formal learning. In Years 1 and 2, classes remain small at 16 pupils, rising to 24 in Year 3, with teaching assistant support throughout. Pupils follow the National Curriculum through creative, thematic topics that give context and purpose to learning. Daily phonics and handwriting remain a priority, and Maths continues to focus on deep understanding. From Year 1, pupils begin Mandarin, laying the foundations for broad language acquisition. Year 3 marks a considered transition to more structure and independence, preparing pupils for the expectations of Upper Prep.

Upper Prep (Years 4-6)

As pupils progress into Upper Prep, they are increasingly taught by subject specialists and encounter greater challenge – both intellectually and personally. Class sizes are 24, with teaching assistants supporting for part of each day. Pupils build metacognitive awareness, learning to reflect on how they learn and apply knowledge across different subjects. Preparation is not geared towards an 11+ exit, but towards a longer educational journey: one that nurtures

leadership, adaptability, and confidence, with a clear pathway into Forest Senior School.

Curriculum and Approach

The curriculum is broad and enquiry-led, spanning English, maths, science, humanities, RE, PSHEE, music, dance, drama, PE, games, swimming, art, computing, and engineering. Humanities invites pupils to explore big questions, while RE and PSHEE are underpinned by Philosophy for Children, encouraging respectful dialogue and critical thinking.

Language learning is rich and progressive: Mandarin is introduced in Year 1 and taught from Year 2 onwards. Year 3 introduces Italian; Year 4, French; Year 5, Spanish; and Year 6, Latin and Classics. The aim is to build language acquisition skills and cultural awareness, not simply early fluency.

Through **My Discovery Pathways**, pupils develop confidence and real-world understanding via enterprise and challenge-based learning – from *Mini Medics* to *Grow a Fiver*. Many go on to achieve scholarships and awards, but our true focus is broader: curiosity, kindness, and readiness for what lies ahead.



The Enquiring Me

At the heart of Forest Prep’s curriculum and culture is The Enquiring Me – a whole-school commitment to curiosity-led learning and character development. From Reception to Year 6, pupils grow not only in knowledge but in mindset, developing the confidence, resilience, and curiosity they need to thrive.

We believe that how children learn is as important as what they learn. Across every phase, pupils are supported to become:

Curious Enquirers
who ask meaningful questions
and seek deeper understanding

Collaborative Learners
who lead and contribute within a team

Confident Communicators
who articulate their thinking with clarity and purpose

Creative Explorers
who solve problems with imagination and perseverance

This shared approach gives shape to lessons, assemblies, clubs, and every aspect of school life, making learning purposeful, reflective, and growth-focused.



Six Strands of The Enquiring me

Discovery Learning – nurturing independence, experimentation, and enquiry

Essential Learning – building strong subject knowledge through investigative, meaningful study

Extended Learning – experiences beyond the classroom, including Young Forester Programmes and My Discovery Pathways

Reflective Learning – shaped by our Confidence Framework, helping pupils understand themselves as learners

Persuasive Learning – developing oracy, literacy, and articulation across all subjects

Adaptive Learning – ensuring support and stretch for every pupil through inclusive, individualised approaches



Our Values in Action

The Enquiring Me brings Forest values to life:

Curiosity sparks discovery and thoughtful questioning

Ambition fuels both academic progress and personal development

Strength is nurtured through challenge, resilience, and Adaptive Learning

Balance is achieved through a broad, rich educational experience

Belonging is woven into everything, creating a culture of respect, inclusion, and connection

Inspired by our motto – **In Pectore Robur** – our pupils develop strength to explore, lead, and thrive.

INITIATIVE

Start with curiosity.
Step in with confidence.

Pupils will demonstrate initiative by being curious inquirers, adaptable thinkers, and confident communicators.



PERSERVERANCE

Keep going.
Keep growing.

Pupils will demonstrate perseverance by being organised in their approach, resilient in challenge, and ready to problem-solve with courage.



RESPONSIBILITY

Lead with kindness.
Act with purpose.

Pupils will demonstrate responsibility by being respectful of others, collaborative in spirit, and willing to lead with integrity.



Beyond the Classroom

The Enquiring Me extends far beyond formal lessons. Our **Young Forester Programmes** provide a termly menu of clubs and enrichment opportunities from Reception to Year 6. Offered before-school, at lunchtime, and after-school, these programmes help children explore new interests, build friendships, and grow in confidence. Timetables are updated each term, blending familiar favourites with fresh opportunities.

We also recognise that no two pupils learn in exactly the same way. Our **Learning Support** team works closely with teachers and families to ensure that pupils who need support are not only included but understood, empowered, and valued in every part of school life.

A Unified Vision

At Forest Prep, everything is connected. Our structure, curriculum, and culture are united by a single purpose: to help pupils become confident, thoughtful, and curious individuals. It's this consistency – from first steps to bold leaps – that gives every child the strong foundation they need to thrive now and in the years ahead.

'I really enjoy maths as I get to solve problems and the lessons are always fun'

Jack, Year 2





Senior School

*The Senior School consists of three sections:
Lower School, Year 7 and 8;
Middle School, Year 9, 10 and 11; and
Sixth Form, Year 12 and 13.*

Learning

Forest is a busy, happy and inclusive learning environment. Our curricular and co-curricular approach is articulated within the frameworks of The Forest Learner and The Forest Classroom. For each pupil to maximise their potential we foster an understanding of the learning process, encouraging their development into lifelong learners. We expect Foresters to come to appreciate the value of hard work and enjoy the achievements of vigorous learning.

Individualised Support

We believe that for the learning process to be most fruitful, individualised support is key. At Forest we recognise that there are different paths to success, and indeed that the definition of success varies with each pupil. Forest nurtures all pupils to be academically aspirational and provides the support for each pupil to be the best learner they can be. Each pupil has their own support team which includes their Tutor, Head of House, Head of Section and subject teachers who are all on hand to provide direction towards achieving their potential.

Preparation For The Future

Of course, it is not just about what we at Forest can do for our pupils, but what they will be able to do for themselves in the future. They will need a 21st century skill set, incorporating complex problem solving, critical thinking, collaboration and flexibility.

As a School, we are educating young people to be well-informed and knowledgeable, as well as to develop emotional intelligence. Our personal development curriculum in the Lower School and Middle School is a values-led curriculum that allows pupils to develop key skills such as emotional literacy, critical dialogue skills and engagement with the wider world, through an eclectic array of assemblies, bespoke tutor times, Chapel and RSHE, all of which promote issues from wellbeing and current affairs to Futures and EDI education.



Jon Sloan
Head of Lower School



Louise Lechmere-Smith
Head of Middle School

Forest pupils spend their first two years in the Lower School (Year 7 and 8) before transitioning to the Middle School (Year 9, 10 and 11) in preparation for their GCSEs. These sections of the School are distinctive communities within Forest.

The Teenage Brain

Science tells us that the teenage brain is primed for learning, being then at its most flexible and adaptable. At Forest, we see these as formative years of immense possibility, made up of positive risk taking, emotional regulation and establishing a stronger sense of self. Forest provides a safe, structured and challenging environment for this personal and academic exploration.

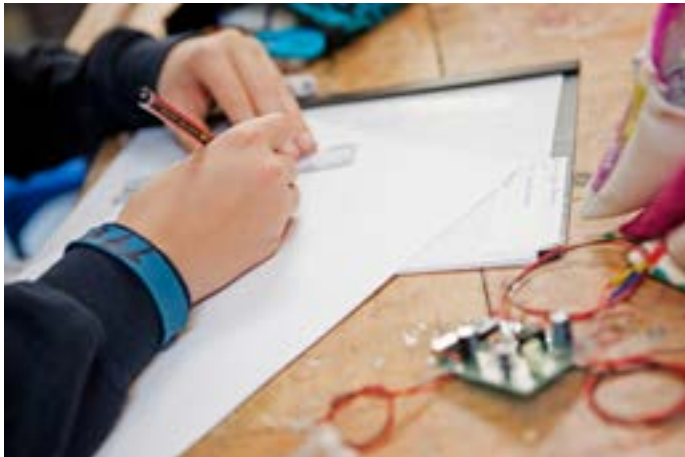
Academic excellence is our priority

Academic enrichment, learning and personal development are the natural outcomes of a holistic approach to education, which enables our pupils to grow in a diverse and progressive community before they move on to the university or other course of their choice. A rich core academic curriculum in the first years of the pupils’ time at Forest is progressively augmented by opportunities to make personal choices and form a more individualised academic curriculum as they progress and grow.

Alongside this, pupils undertake stimulating programmes of study in digital skills, information literacy, oracy and communication, critical thinking, relationship, and health education whilst also developing sophisticated research skills and problem solving. Our advanced and holistic wider curriculum, which encapsulates the Co-Curriculum, also places emphasis on the transferable skills derived from engagement in clubs and societies, co-curricular music, lectures and in games ensure that they are fully rounded and equipped to meet the demands of the 21st Century world.

Forest pupils’ ability to learn with independence is exercised through their constant engagement with the Forest Learner framework and particularly through Project qualifications which we offer at GCSE and A Level.

The consequence of all of this is outstanding public examination results from pupils who are academically motivated and who have learned how best to learn.



‘Academic attainment is high overall, with GCSE and A-level results well above the national average. Pupils, including those who have special educational needs make very good progress from their starting points.’

ISI Report 2024

Academic Ethos

Forest’s academic ethos is simple – we want pupils to master their subjects and grow into great learners.

‘Mastery’ is about more than getting high grades; it’s about mastering the knowledge and skills of any given subject and seeing this as the real outcome of academic education. We want our pupils to leave Forest with both excellent results and the crucial mindset that we learn for the intrinsic value of self-betterment.

When focusing on mastering specific subjects it is easy to forget the idea of mastering the process of learning itself. This too is crucial for us. We want our pupils to know how to learn per se, how our memories work, the most effective forms of study and feedback and how we move through the stages of knowledge from surface content to deep conceptual understanding.

The skills and dispositions of a great learner are articulated in our Forest Learner framework. We want pupils to know and believe that anyone can be a great learner if they:

- Take responsibility for their learning
- Know where they are going
- Know how to get there

These are summarised in the three strands of the Forest Learner – Responsibility, Direction, Strategies. Being a great learner is not simply about character traits such as grit and resilience. It’s about understanding the learning process and using the most effective strategies and techniques which can be taught and practised.

Our approach means that pupils will have the foundational knowledge to reach the highest levels of conceptual thinking in the subjects we do teach whilst also being equipped to approach any new learning with the confidence of expert learners.



Digital Learning

At Forest, we pride ourselves on being pioneers in the explicit teaching of new technologies for learning. We are committed to providing our pupils with the skills and knowledge they need to become confident, independent learners who are not afraid to embrace the ever-changing digital world.

Our emphasis on using digital technology to aid learning ensures that our pupils leave the School with e-learning and digital media skills. Teachers make frequent use of advanced adaptive formative assessment tools and artificial intelligence-powered tools like Chat-GPT, and explicitly model these technologies to pupils which they can then use in life: at home, in later studies, or at work. We want our pupils to be informed, responsible, and active participants in a connected, information-oriented society.

By investing in a wide range of online applications and resources, Forest is able to support lessons and independent learning. Our libraries provide an additional range of top-quality online resources to support assignments and research projects.



As a BYOD school, every pupil is required to have a portable, keyboard-enabled device with them in school. This means that Forest teachers are able to direct pupils to websites and our own online resources during any lesson or as homework. The use of personal devices for appropriate tasks is a natural step in recognition of the prevalence of digital devices in our everyday lives. It also allows us to support our pupils and develop safe and responsible use of information and information technologies as part of their learning.

We recognise the need to integrate and balance teaching, content, and technology to optimize learning in the 21st century. We want our pupils to be prepared for the future, to shape it, and not to learn about living in this emerging society by accident. By embracing new technologies and teaching our pupils how to use them effectively, we are confident that they will become the informed and active participants in society that we know they can be.

The Core Academic Curriculum

The Core Academic Curriculum pursued in Year 7, 8 and 9 enables pupils to maintain breadth whilst also developing specific skills and substantive knowledge to meet the challenges of the modern world.

The Core Curriculum places an emphasis on traditional academic subjects whilst also engaging pupils in creative subjects, debate and oracy, critical thinking and problem solving.

There is also a keen emphasis on co-curricular enrichment and personal development within this integrated curriculum, and dedicated time is given over each week to Games and Activities, with the latter encompassing the six key strands of STEAM, Creativity, Careers, Community, Culture and Challenge. They range from Model United Nations, Physical Theatre and CCF to Robotics, Cycling and Latin American Street Food.

Pupils can begin to specialise and have increased optionality over their subjects as they progress through the curriculum, culminating in a choice of GCSE and A Level subjects in Year 10 and Year 12.



A typical Forester should expect each of the following to constitute their Core Academic Curriculum:

- | | | |
|--|----------------------------|--|
| • English Literature and Language | • History | • RSHE
(Relationships, Sex and Health Education) |
| • Mathematics | • Art | • Classical Studies
(Including Latin, Classical Greek and Classical Civilization) |
| • Science | • Three-Dimensional Design | • Games |
| • Modern Foreign Languages
(Choose from Spanish, German and French) | • Food and Nutrition | • Activities |
| • Religious Studies | • Drama | |
| • Geography | • Computer Science | |
| • Dialectic and Civics | • Physical Education | |
| | • Music | |



‘Forest takes the broadest view of education, which is fantastic’

Rachel Sylvester, Chair of the Times Education Commission, 2022

Year 10 and Year 11 Curriculum

Forest pupils value breadth of opportunity as well as the ability to specialise.

With this in mind, the curriculum in Year 10 and Year 11 enables pupils to make choices to maintain breadth or to specialise according to their desires, whilst continuing to receive an education giving a good grounding in Mathematics, Science, English (Language and Literature) and a Modern Foreign Language.

What makes our curriculum unique, however, is the opportunity for all pupils to study for a GCSE standard Higher Project Qualification (HPQ).

As well as incorporating the teaching of study, research and independent learning skills, the HPQ also allows pupils to exercise intellectual curiosity, and their individual enthusiasms, since it can be focused on any subject area of the pupil’s own choosing.

In order to maintain a suitable breadth of education during the GCSE years, we make the following subjects a compulsory part of the core curriculum studied by all GCSE pupils at Forest: Mathematics, English Language, English Literature, Science, either Double Award Science (a course combining study of all three sciences), or at least two separate sciences (Biology, Chemistry and Physics), at least one Modern Foreign Language (French, German or Spanish) and the Higher Project Qualification (Level 2).

On top of these seven subjects, pupils choose three full GCSE options. Higher achieving Mathematicians will also have the opportunity to study for a further qualification in Mathematics.



GCSE Results

This summer, our Year 11 pupils achieved the best GCSE results in the history of the School. While nationally 2024 GCSE results were similar to summer 2023, Forest pupils achieved even stronger results than last year’s outstanding outcomes.

In a large cohort of 165 pupils, the most common grade was the top Grade 9 (A**), with 30% of all grades awarded at this level. 58% of all grades were awarded the top Grade 8 or 9 (equivalent to A*/A**), representing 853 individual Grade 9s and 8s out of 1,486 grades awarded in total.

Grade	9/8 (A**/A) Forest	9/8/7 (A**/A*/A) Forest	9/8/7 (A**/A*/A) England
2017 GCSE Exam	n/a	69%	19.8%
2018 GCSE Exam	18.1%	77%	20.3%
2019 GCSE Exam	23.6%	75%	20.6%
2020 (Internal CAGS)	29%	84%	25.9%
2021 (Internal TAGS)	35%	85%	28.5%
2022 (Covid Adjustments)	41%	85%	26%
2023 GCSE Exam	50%	71%	21.6%
2024 GCSE Exam	58%	78%	22%

A remarkable 78% of all GCSE grades at Forest were at Grade 7 (A) or above, placing us among the highest-performing schools in the country. This compares to 21.7% of pupils achieving Grade 7 (A) or above nationally and places us among the highest-performing schools in the country. Seven of our pupils achieved straight Grade 9s, while 62 pupils achieved a GCSE mean score of a Grade 8 (A*).

Higher Project Qualification

All Forest pupils pursue the academically demanding Higher Project Qualification which sees pupils undertake an independent research project or the production of an artefact. 72% of HPQs were awarded A*-A.



‘Results in GCSE have been well above the national average for maintained schools and in IGCSE examinations they are higher than world-wide norms’

Independent Schools Inspectorate

Deputy Head Academic:

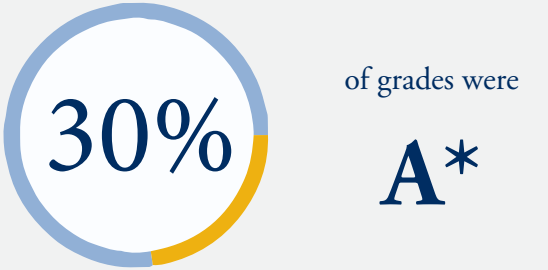
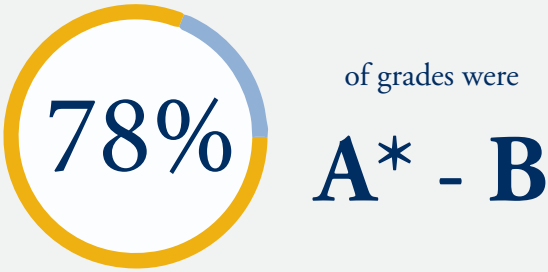
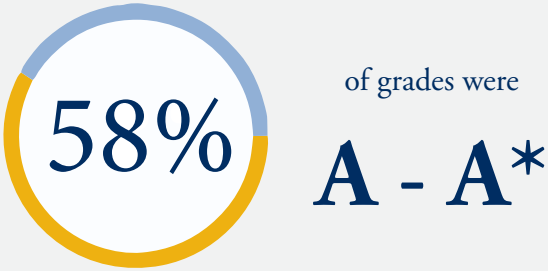
“We are rightly proud of our pupils’ outstanding successes in public examinations, and Forest learners achieve excellent grades each year. Our Year 11 pupils have not only flourished academically, receiving the best results in the history of the school, but have also been fully engaged across all areas of Forest life, embracing the outstanding all-round education offered by Forest. This is a cohort of pupils who will continue to grow and develop as a result of the extensive opportunities they enjoy inside and outside the classroom at Forest.

A Forest education is about far more than these outcome grades – as outstanding as they are – and we are rightly proud of this group of Foresters who have demonstrated tenacity, resilience, and excellent levels of personal development throughout their time here. We are excited to welcome the majority back to Forest’s Sixth Form, where they will continue to be challenged and grow.”



‘Highly stimulating and engaging teaching’

Independent Schools Inspectorate



Grade 9 (A)**
The most common grade achieved



Pastoral Care

Pastoral at Forest is underpinned by our five Pastoral Foundations. The foundations are built upon a holistic education and are driven through the very best of Attachment Awareness and Trauma Practice. Relational practice focusses on relationships being one of the most important parts of a Forest education. Pastoral care at Forest is everyone's responsibility. The growth and development of our pupils is one of the most important things we do as teachers. Pupils at Forest have the opportunity to develop their sense of self, understanding of others and the wider world to ensure a well-rounded educational provision. Respect for self, others and the community are woven into every micro-connection and learning opportunity at Forest. Success at Forest is measured in a variety of ways and looks different for everyone. No pupil is the same at Forest and we wouldn't want it to be any different. Personal development at Forest is purposeful and meaningful; it sits at the heart of all learning opportunities, every day and in every moment. Personal Development is diverse, offering breadth and depth from discussing healthy relationships, to futures, sustainability and equality and diversity; ensuring Forest pupils are prepared for life beyond the White Gates.

Pupils are placed into one of the 14 Houses made up of 7 boys' and 7 girls' Houses. The Heads of House are instrumental in the pastoral support network having oversight for the "whole child". Pupils at Forest have a vast support network including a core team of their Tutor, Head of House and Head of Section. We pride ourselves on

our vast support offerings available to pupils at Forest including our on-site counselling service Place2Be or Place2Talk, our Digital Partners and our online reporting form. The Houses at Forest are a second family and provide opportunities to collaborate with other members of the community from all year groups. Competition and leadership are two of the many skills embodied in the Houses.

Open dialogue is key when working with our parents/carers. We foster transparent, trusting and positive relationships ensuring communication is triangular in nature involving School, parents/carers and the pupil.

Forest is extremely proud of its excellent pastoral care, but it does not sit on its laurels. We are acutely aware of the ever-evolving world beyond the White Gates and need to constantly review what we do, how we do it and why we do it to ultimately support the pupils in our care. Our pastoral journey at Forest is one that does not stand still but one that will always have the pupils at the center of its decision making.



The Co-Curriculum

The Co-Curriculum is a crucial part of the life and learning at Forest. While expecting our pupils to demonstrate a strong work ethic in their timetabled lessons, we also recognise how important it is for both practitioners and pupils to develop learning outside of the classroom.

We ask our pupils to try new things, explore new places, learn new skills and experience a real challenge. Visiting a new country, joining a new club or team, or being part of an ensemble or society is a great way to get the most out of life at Forest.

The Co-Curriculum is there to support every pupil, Year 7 to Year 13, providing them a springboard to discover new skills and develop existing ones.

Clubs and Societies run regularly before school, at lunchtime, and afterschool, and cover a wide range of interests, from sport, to music, to drama.

The consistent distinction of our longer-running clubs encourages these newer clubs to succeed, with our CCF celebrating its hundred and fortieth birthday this year.



Forest continues its history of inspiring excellence within and beyond the curriculum with its work with subject experts and external partners: including elite sports coaches, music concerts performed at sold out venues, and regular talks given by experts in their fields.

As part of our broad curriculum, we believe that the opportunity to learn and develop beyond our school gates is crucial to our pupils' academic and personal progress. We have a vast programme of educational visits that take pupils from the classroom to destinations both domestic and abroad, working in partnership with the Co-Curricular programme and subject curriculums.

We invite you to explore Co-Curricular at Forest and challenge you to extend your horizons with us.



Music at Forest

The Music Department at Forest is here to help pupils have fun as they learn and achieve their musical ambitions, whatever form of music they are passionate about. We are very proud of what our pupils achieve and foster serious academic study as well as excellence in all aspects of performed music.

Our aim is to ensure that young people have the chance to discover their talent and make the most of all their musical opportunities. Pupils have the chance to join one of the School's many ensembles or choirs, which include the Big Band, Soul Band and Chapel Choir.

Sport at Forest

Sporting excellence is part of our heritage and Forest is well known for the quality of its sport. As well as fielding strong teams, our pupils are regularly selected at district, county and national level. What we value most, however, is that everyone, whatever their level, is encouraged to join in and to enjoy sport.

The sports we offer include the mainstream – football, hockey, netball, cricket, basketball, athletics, gymnastics, tennis and swimming – as well as others such as climbing, table tennis, and fencing.



Drama at Forest

Drama is a central element of the Co-Curricular Programme. Each year there are two major drama productions. Recent shows include the groundbreaking musical “Les Misérables” and the heartwarming “A Christmas Carol”.

Our innovative and supportive Drama Department provide our pupils with endless opportunities to take ownership for their own creativity, encouraging pupils to put on their own plays and theatrical evenings.

Pupils are also given the opportunity to participate in a variety of other dramatic performances for both the stage and screen, most recent examples include our short monologue film ‘The Party’ and the annual Forest Scholars play, directed by our very talented 16+ scholars. Our pupils benefit from an excellent range of high-quality, purpose-built facilities, including the 350-seat Deaton Theatre with its state-of-the-art lighting and sound equipment, and Theatre Manager.

There is always exciting work taking place in the Drama Department which allow pupils to develop their talents, whether it be in acting, writing, directing or technical theatre.



Art at Forest

At Forest we encourage everyone to enjoy exploring the huge number of artistic possibilities available.

Art and Design at Forest flourishes in well-resourced studios and workshops in the centre of the School.

The facilities are always buzzing with activity as pupils dedicate as much time as they wish to their creative passions outside normal classroom hours. Pupils are encouraged to take part in the School's annual Art and Design Exhibition which takes place every year in June.





The Sixth Form

At the end of Year 13 Forest Sixth Formers leave well qualified and ready for the world beyond the White Gates. Forest Sixth Formers are characterised by their love of learning, strong values, a sense of fun and a willingness to take risks. The energy and optimism of the Sixth Form is developed through outstanding academic opportunities and an innovative personal development curriculum.

Sixth Formers have exclusive use of the Sixth Form Centre, as well as enjoying privileges and responsibilities that set them apart from younger pupils. Sixth Formers often remark on the fact that they are trusted as young adults and, as such, play a central role in the life of the whole School. All students in the Sixth Form are developed as leaders.

The Sixth Form curriculum gives Sixth Formers the opportunity to discover and explore their interests and strengths. Sixth Formers do three A levels and the Extended Project Qualification (EPQ). Examinations are taken at the end of Year 13 and the EPQ is completed in Year 12. Year 12 and 13 can expect to be in small classes taught by enthusiastic and highly skilled subject specialists. Excelling at A level and beyond is about learning how to think and not just what to think. Sixth Formers can expect to be more independent in their learning and are always encouraged to go beyond the boundaries of the specifications towards the super-curricular. The EPQ allows each student to set the agenda and pursue a rigorous project that relates to their interests.

The Sixth Form is a community where, whatever your talent, you will find an outlet for it. Sixth Formers engage fully in co-curricular opportunities. There are opportunities for the elite to perform, and the adventurous to 'have a go'. Many Sixth Formers try things in their final two years at school that they would not have thought possible at the end of Year 11. There is also a healthy culture of



Sixth Formers leading their own societies to pursue their interests alongside their peers and to engage in constructive dialogue with those with whom they might not agree. With Lookout! Lectures every two weeks, Sixth Formers are encouraged to broaden their perspectives further by hearing speakers on a range of topics from international relations to scientific innovation. Students are also supported to undertake community action and work experience.

We know that life in the Sixth Form can sometimes present challenges. Year 12 and 13 receive gold-standard pastoral care from their tutor and Head of House, as well as a specialist Sixth Form Team.

Through the personal development curriculum, Sixth Formers will have structured opportunities to gain knowledge and skills – as well as develop their own views - on a variety of themes from managing relationships, to professional skills, to financial literacy, personal safety and sustainability. These experiences, alongside our 'Next Steps' programme, help them make informed decisions about their future.

Kate Spencer Ellis
Head of Sixth Form

Academic Curriculum

Qualification

A levels are academically demanding. To qualify for Forest’s Sixth Form you will need a minimum of three grade 7s and three grade 6s. To ensure that your foundations are sufficiently strong, individual subjects have GCSE requirements as well (please see page 36 of the Sixth Form Prospectus).



Subjects

- | | |
|------------------------|-------------------|
| Art | Geography |
| Biology | History |
| Business | Latin |
| Chemistry | Mathematics |
| Classical Civilisation | Music |
| Classical Greek | Music Technology |
| Computer Science | PE |
| Design Technology | Philosophy |
| Drama | Photography |
| Economics | Politics |
| English Literature | Psychology |
| French | Religious Studies |
| Further Mathematics | Physics |
| German | Spanish |
| | Textiles |

A Levels

A levels provide the core academic element of the Sixth Form Curriculum. Forest Sixth Formers can choose from 29 different A level subjects. All Sixth Formers study three subjects, except those who choose Maths and Further Maths, who can do two additional subjects.

The EPQ (Extended Project Qualification)

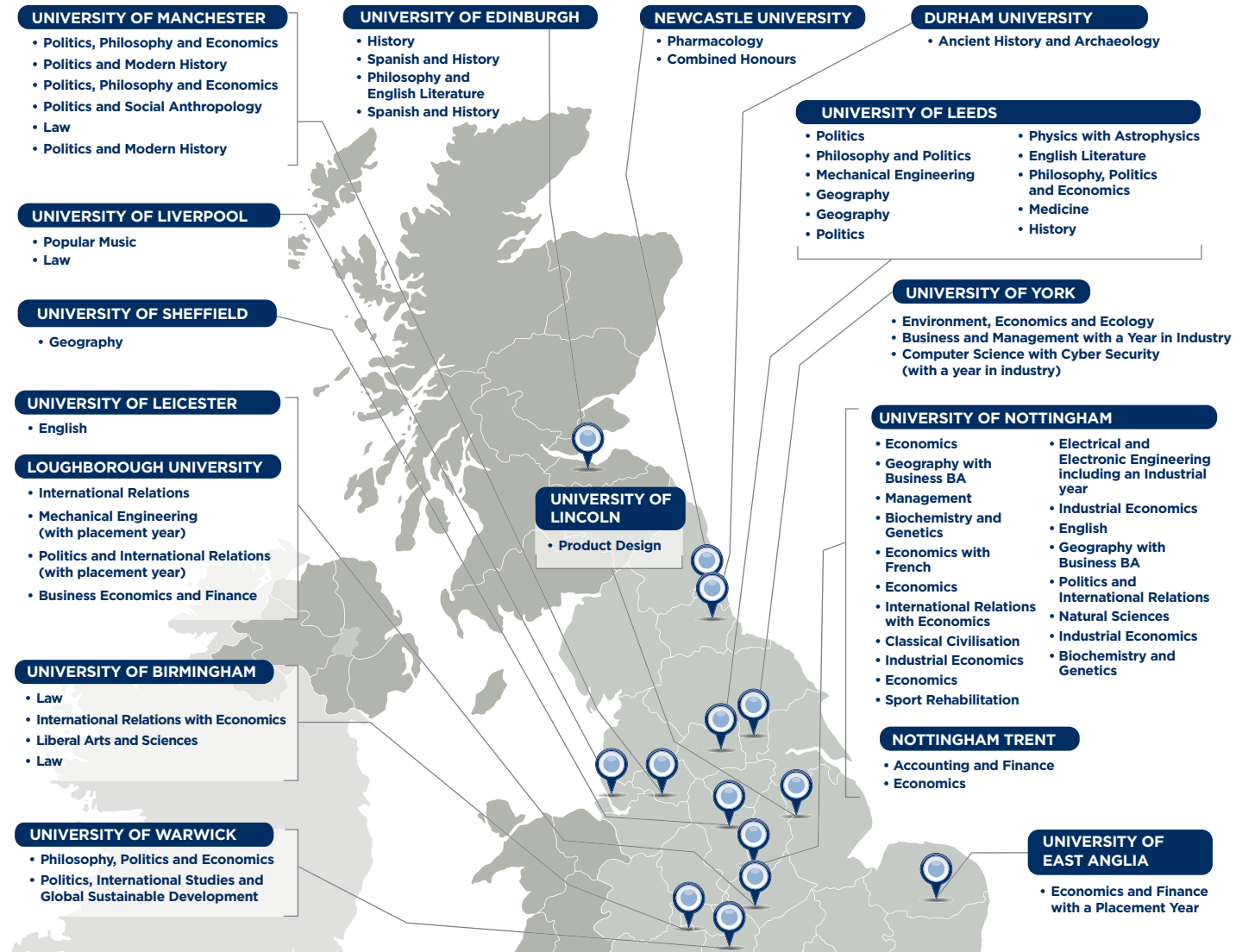
Forest students have been getting top grades in Project Qualifications (HPQ at GCSE, EPQ at A level) for several years. Universities and employers alike love the fact that it allows applicants to demonstrate independence, originality and self-motivation - so much so that top ranking universities make lower A level offers to students offering an EPQ. You can develop your interest in a subject you are studying for A level, or give your academic profile more breadth by choosing something completely different.

All students take a course in project skills in Year 12 and will continue to produce an EPQ which may take the form of a dissertation-style essay, or perhaps a ‘creative artefact,’ such as a film, composition or even a computer program.

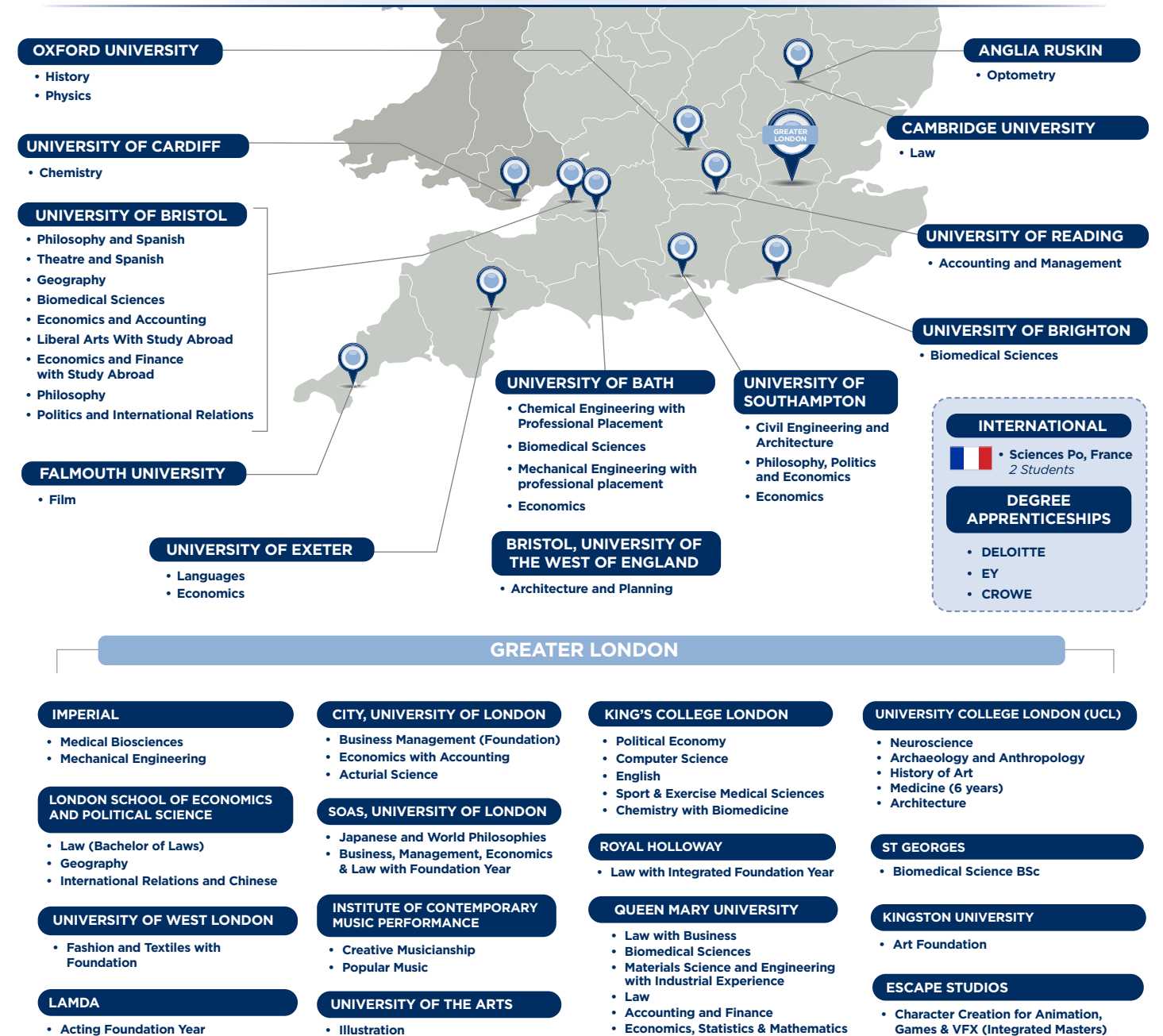


UNIVERSITY DESTINATIONS OF SIXTH FORM STUDENTS 2024

SCOTLAND, WALES & THE NORTH OF ENGLAND



THE MIDLANDS & THE SOUTH OF ENGLAND



A Level Results



Summer 2024’s A Level results are the best in Forest School’s history. The exceptional accomplishments of Forest’s large Year 13 cohort, made up of 135 students, highlight the school’s rapidly increasing academic success in recent years. These record-breaking results are a clear indicator of the school’s growing momentum in academic excellence.

These results open doors to some of the finest universities, conservatoires and degree apprenticeships in the country and represent a huge diversity of talent, achievement, and expertise.

A Level Headlines:

- 59% of all grades at A-A* and
- Nearly 23% at the coveted A*.
- At least 15 Foresters achieved A*A*A* or better, the highest outcome possible.
- 55 Foresters achieved the equivalent of AAA or better.

The majority of Forest students were placed at the university destination of their choice, with 77% taking up places at Russell Group institutions. Others secured prestigious and highly competitive degree-level apprenticeships, musical conservatoires, and drama schools. A well-established tradition of Foresters going on to Oxford and Cambridge and the top medical programmes in the country continues.

The diversity of achievement across a broad range of subjects further highlights the well-rounded education we provide at Forest, which not only focuses on academic excellence but explicitly focuses on the all-round personal development of our pupils.

In today’s rapidly evolving world, the most competitive careers, top-tier universities, and rewarding life paths demand a diverse array of competencies that transcend the narrow confines of academic performance. Our commitment lies in equipping our students with the tools to thrive in this dynamic landscape, cultivating not only intellectual prowess but also resilience, complex problem solving, collaboration, creativity, emotional intelligence, and a lifelong love for learning.

By fostering a nurturing and enriching environment, we empower our learners to explore their passions, push boundaries, and develop the essential qualities that will serve as the foundation for their personal and professional success.

Grade	A/A*	A*/B
2018 A Level Exam	48%	72%
2019 A Level Exam	39%	65%
2020 (Internal CAGS)	59%	80%
2021 (Internal TAGS)	62%	85%
2022 A Level Exam	69%	85%
2023 A Level Exam	50%	78%
2024 A Level Exam	59%	81%

School Grounds



‘The facilities are astonishing’

The Good Schools Guide

A London school like no other, our pupils experience a taste of two very different worlds: a busy city school set within 50 acres of grounds, surrounded by Epping Forest.

Forest is well connected to central London with fantastic transport links close to the school. We are a 10-minute walk from Snaresbrook tube station which is just 15-minutes away from Bethnal Green and 28-minutes away from Oxford Circus on the Central line. We are also a short bus journey away from Walthamstow Central, which is served by the Victoria line and London Overground.

The school owns 20 acres of sports grounds, known as The Park, which is accessed through the forest. Pupils have use of our football and cricket pitches, athletics tracks and an allweather AstroTurf facility which support over 77 sports teams across the School.

Some interesting facts about the School grounds

- In 1830 the School was originally opened as Exeter College but was reestablished as Forest Proprietary Grammar School by a new group of founders in 1834, which included William Morris’ father
- The first new addition was the Chapel of St John Baptist, built in 1857 along with the adjoining Cloisters. Inside there is 17th Century panelling from Jesus College, Oxford, and a stained glass window from the William Morris workshop
- In 1881, as the School grew, the new Dining Hall was built moving pupil lunch-time out of what is now the Upper Library
- The 1950s saw the building of the Aston Block, and the Whitmore Building, the latter a replacement for the building that was flattened by the V1 bomb in August 1944
- In 1981, the Gilderdale Building was built, originally housing the Girls’ School but now houses the tutor rooms for our Lower School pupils
- More recent additions include the Sylvestrian Leisure Centre in 2008, the magnificent Martin Centre for Innovation in 2013, and a fully refurbished Science block in 2016
- Our most recent addition is the rebuild of our Prep School with its stunning roof-top play area, finished 50 years after the original Prep School was founded in 1970





‘The first-rate sports facilities and grounds at Forest allow us to provide an outstanding sports programme which promotes excellence and participation. With over 1500 fixtures annually, across nearly 300 teams’ students have a variety of opportunities with sport an integral part of a Foresters life’

Director of Sport



‘Since opening its doors in 1967 the much-loved Deaton Theatre has played host to everything from Shakespeare to House Darts and from the Pre-Prep nativity to Cabaret. At the heart of Forest School most of our pupils will have graced its stage, and it has launched the careers of many a star of stage and screen’

Director of Drama



Admissions

Joining Forest 2026

We believe that choosing the right school for your child is one of the most important decisions you can make. To help you make that decision and to guide you through the admissions process at Forest, we warmly invite you to come and visit us.

We hold a number of events where you can meet and talk to staff and be given a tour in order to help you get to know the School and pick up on the distinct feel of Forest.

Our pupils are always keen to meet prospective families and chat about their experiences at school; we believe they are our best ambassadors. You will find them friendly, open and welcoming.

Please look through the admissions information and do not hesitate to contact us if you have any queries. We look forward to meeting you and welcoming you to Forest School.

Registering your Child

If you wish to send your child to Forest School you should in all cases complete the registration form and make payment of the £180 non-refundable registration fee via our website: www.forest.org.uk.

Learning Support/Reasonable Adjustment

Please be advised that any additional needs, including medical, special educational needs and disability, should be disclosed as soon as possible and any information regarding these needs should be submitted to the School, so we are best placed to support each applicant.

Please note that exam access arrangements are facilitated in line with Joint Council for Qualification regulations. As such, a report written by an appropriate professional should be submitted along with an accompanying letter from the School SENCo detailing current exam access arrangements.

Please indicate any Special Educational Needs on the admissions form and send a copy of the relevant up-to-date documentation to the Admissions Office before the admissions deadline of the entrance examination. Documentation received after this date cannot be processed in time for the exams.



Deborah Cleveland-Hurley
Registrar



Rumana Begum
Assistant Registrar



Calvin Cheung
Admissions Administrator

Contact our
Admissions Team
admissions@forest.org.uk

4+

Key dates for 4+ entry September 2026

4+ Open Morning
Saturday 17 May 2025

Open Morning
Saturday 20 September 2025

Closing Date for 4+ Registrations
(Midday) Tuesday 23 September 2025

4+ Assessments
Monday 29 September - Friday 10 October 2025

4+ Offers Emailed
w/c Monday 13 October 2025

4+ Deadline for Acceptance of Offer
(Midday) Tuesday 4 November 2025



4+ Entry

64 pupils join the Pre-Preparatory School. Each of the 4 Reception classes has one full-time teacher and teaching assistant.

How old does my child need to be?

4 years old by 1 September in the year of entry.

What is the assessment procedure?

A series of low-key activities which include picture recognition, some letter recognition, following a pattern, knowing colours, counting, drawing, naming simple shapes, sequencing, listening to a story, playing and responding sensibly to the adults who are present.

What are we looking for?

- Language development and understanding
- Interest and involvement
- Concentration
- Interaction with adults and peers
- Co-operation
- Co-ordination and motor skills
- Maturity

We want to see if this will be the best place for your child and if we feel they are and will be ready for the type of education that we offer at Forest. For this reason we would request you do not specifically prepare your child for the 4+ assessment procedure.

Early Years Foundation Stage

In Reception, there is a balance of structured activities and free-play learning activities, both indoors and outdoors each day. We follow the Little Wandle Phonics Programme and the Oxford Reading Tree, supported by many well-known reading schemes to develop reading skills.



Developing pupils' social skills is also a major part of the Reception curriculum.

Siblings

The competitive entry procedure to the School means that each child is assessed on his or her individual merits, relative to all other candidates applying in that particular year. Whilst we appreciate the desire to keep families together, parents should be aware that there is therefore no guarantee or expectation that a sibling will be offered a place. There are numerous fun activities to prepare Reception pupils for more formal work in literacy and numeracy in Years 1 and 2.

Other useful information

The School day is from 8.30am - 3.30pm. Pupils are welcomed to their classrooms from 8.00am and supervised in the playground after school until 4.00pm.

An extended School day is available (at extra cost) with **Breakfast Club** from 7.30am - 8.00am and **After School Care** from 4.00pm - 6.00pm.

Visit our website, which contains further information about the Pre-Preparatory School. www.forest.org.uk



Key dates for 7+ entry September 2026

Open Morning

Saturday 20 September 2025

Closing Date for 7+ Registrations

(Midday) Monday 17 November 2025

7+ Assessments

Thursday 11 December 2025

7+ Offers Emailed

Thursday 12 February 2026

7+ Deadline for Acceptance of Offer

(Midday) Friday 6 March 2026

7+ Entry

Forest Preparatory School will offer approximately 8 places for boys and girls at age 7 for September 2026 entry. Each of the 3 co-educational classes (24 pupils) has one full-time teacher and teaching assistant.

How old does my child need to be?

7 years old by 1 September in the year of entry.

What is the assessment procedure?

During the assessment session, the children will undertake a standardised assessment on a computer, a reading comprehension, a short piece of writing, an age-appropriate maths test and some group activity for children to meet and spend time with other boys and girls sitting for entrance to Forest Preparatory School.

What are we looking for?

- Language development and understanding
- Interest and involvement
- Mathematical understanding
- Interaction with adults and peers
- Co-operation
- Co-ordination and motor skills
- Maturity

We want to ensure that Forest will be the best place for your child and if we feel they are and will be ready for the type of education that we offer at Forest. For this reason we would request you do not specifically prepare your child for the assessment procedure.

The schoolwork your child will be undertaking in numeracy and literacy at their current school in Year 2, is the correct preparation for this examination. We do not recommend extra tuition.

Our computer-based assessments are specifically designed so that children cannot prepare for them as it is important to us that children enjoy the level of the work at Forest School and are happy, confident learners. We need to be able to assess that this is the case and not a consequence of a child having received extra tuition.

Offers & Acceptance

Offers will be emailed on Thursday 12 February 2026, and places must be accepted by the deadline given, accompanied by a deposit.

A small number of candidates who meet the entrance criteria, but who are not initially offered places, may be offered a place on a short waiting list. The status of each candidate on the waiting list can usually be confirmed by the end of Lent Term.

Due to the limited number of places available, there is no appeal procedure; we do take great care in our selection process. Places are limited, and when a child is not offered a place, this does not necessarily indicate a lack of ability or potential. Many candidates successfully re-apply for entry at 11+, where the number of places available is significantly greater.

Siblings

The competitive entry procedure to the School means that each child is assessed on his or her individual merits, relative to all other candidates applying in that particular year.

Whilst we appreciate the desire to keep families together, parents should be aware that there is no guarantee or expectation that a sibling will be offered a place.

Other useful information

The School day is from 8.30am - 3.40pm. Pupils are welcomed to their classrooms from 8.00am and supervised in the playground after school until 4.15pm.

An extended School day is available (an extra charge applies) with **Breakfast Club** from 7.30am - 8.00am and **After School Care** from 4.00pm - 6.00pm.

Visit our website, which contains further information about the Preparatory School. www.forest.org.uk



Key dates for 11+ entry September 2026

Open Morning Saturday 20 September 2025	11+ Academic Scholarship Interviews w/c Monday 12 January 2026
Senior School Summer Tours June 2025	11+ Shortlisted Art Assessments Monday 19 January 2026
The Forest Experience Group Tours October - December 2025	11+ Shortlisted Drama Auditions Monday 19 January 2026
11+ Information Morning Saturday 11 October 2025	11+ Shortlisted Music Auditions Tuesday 20 & Thursday 22 January 2026
11+ Information Morning Saturday 8 November 2025	11+ Shortlisted Sports Assessments Friday 23 January 2026
Closing Date for Registrations (Midday) Wednesday 12 November 2025	Offers Emailed Thursday 12 February 2026
11+ Non-Academic Scholarship Deadline (Midday) Friday 21 November 2025	Taster Mornings for candidates holding offers Wednesday 25 February, Friday 27 February & Wednesday 4 March 2026
11+ Art Scholarship Assessments Wednesday 3 December 2025	Q&A for Parents of offer holders Wednesday 25 February, Friday 27 February & Wednesday 4 March 2026
11+ Sport Scholarship Assessments Thursday 4 December 2025	Tours offered to candidates holding offers Wednesday 25 February - Wednesday 4 March 2026
11+ Drama Scholarship Assessments Friday 5 December 2025	Deadline for Acceptance of Offer 10am on Friday 6 March 2026
11+ Receipt of School Reference Deadline (Midday) Friday 28 December 2025	
11+ Bursary Application Form Deadline (Midday) Friday 12 December 2025	
11+ Entrance Assessment Day Thursday 11 & Friday 12 December 2025	

11+ Entry

Forest School offers approximately 120 places for boys and girls at age 11 in September each year. Our aim is to have an equal split of boys and girls to create an inclusive, diverse and collaborative learning environment. Competition for places is high; 500 candidates applied for places in 2025.

Entry Requirements

Candidates should have reached the age of 11 before 1 September in the year of entry.

Selection Criteria

- Entrance Assessment Test
- Interview
- Collaborative task
- Reference - a written, confidential report from the candidate's current school.

Entrance Assessment Day

Pupils applying for a place at Forest will be invited to an assessment day on-site at Forest in December. This day will run for approximately four hours and will include:

An Entrance Assessment

The entrance assessment which will take the form of digital and written tests.

Part one will be a digital test and we will provide a desktop computer for the applicant to access the test. They will also be supplied with scrap paper for working out and notes.

Part One (1 hour 10 minutes)

- **Mathematics (non-calculator - 20 minutes)**
- **English (15 minutes)**
- **Verbal reasoning (10 minutes)**
- **Non-verbal reasoning (10 minutes)**
- **Puzzles and problem-solving (15 minutes)**

Part Two (30 minutes)

A written, paper-based, assessment of written English. There will be one question giving candidates the opportunity to write creatively, either in a short piece of fiction or non-fiction. Here, we are looking for original and accurate writing. Candidates who do well write in an imaginative and engaging manner.

An Interview

To ensure that our entry procedures are rigorous but remain inclusive and fair to all candidates, we will be interviewing ALL registered pupils on the assessment day.

This interview will allow us to conduct a more holistic assessment of the pupil and to understand whether Forest would be the appropriate setting for them to grow and thrive. The interview will focus on personal development and will be conducted by a senior member of Forest staff lasting no more than 20 minutes.

A Collaborative Task

Students will take part in a collaborative group task. This will assess their ability to work with peers to explore a problem and consider possible solutions. The task will culminate in a presentation of ideas.

Familiarisation materials for Part One and a sample paper for Part Two of the entrance assessment can be found on our website:
<https://www.forest.org.uk/admissionsoverview/11-entry/>

Scholarships

Academic, Music, Sport, Drama and Art Scholarships are offered at 11+ entry. Scholarships are not means tested and are awarded in percentage increments up to 20% of full fees.

Academic Scholarships

Following the Entrance Assessment Day, high-achieving applicants will then be invited back to Forest for scholarship interviews.

Music Scholarships

One of the largest and liveliest Music Departments in London. Our pupils regularly go on to study music at top universities and conservatoires, often winning scholarships.

Entry - What we look for

Although we are looking for future potential and ongoing commitment, most pupils who receive 11+ Music Scholarships are of Grade 4-5 standard and beyond in their main instrument or voice, and show competence at technical skills, including sight-reading. They may offer a second instrument and will have a secure knowledge of music theory.

Although not an official requirement, all our Music Scholars tend to continue with Music as an academic subject until at least GCSE.

All recipients of a Music Award are expected to contribute fully to the musical life of the School, which will be monitored in an annual scholarship review meeting.

Applications

- Application can be made by ticking the appropriate box on the online registration form.
- Candidates will then be sent a link to an online music application form. They will need to upload a recording of ONE piece on their main instrument only, as well as certificates and copies of mark forms from their most recent practical examinations taken, and any competitions entered.
- A music report from each instrumental/vocal teacher should also be attached - this must include an assessment of the candidate’s musical ability, experience and potential for the future.

Auditions

The **first round** will be assessed by submitting a recording of **one piece** on the candidate’s main instrument. The piece must be played with a piano accompaniment if the score requires it. Backing tracks should only be used for pop/rock instruments. The panel will assess this recording together with all recent exam certificates and mark forms, as well as references provided by their music teacher.

Those who impress the Director of Music and the panel, will be invited for an individual **second round** audition on Tuesday 20 January or Thursday 22 January 2026.

Applicants will perform two pieces on their main instrument (which may be voice) and one piece on their second instrument (if offered).

They will also complete sight-reading and aural tests, and answer questions on music in general given by the interview panel.

Sport Scholarships

Entry - What we look for

Successful candidates must be able to demonstrate significant potential to perform at a high level and, ideally, each candidate must excel in one or two of the major School sports (football, hockey, netball, cricket, swimming and athletics).

As a guide, candidates will usually be performing at regional, county or district level or equivalent, however, we understand that some candidates may not have had this opportunity at this age.



Applications

Application for a Sport Scholarship can be made by ticking the relevant box on the registration form. Candidates will then be sent a link to the online sport application form, which will ask for detailed sporting achievements.

Assessment

- Candidates will choose to be assessed in two of the School’s major sports and will also take part in other sporting activities in order to assess athletic potential.
- Candidates will need to complete an online sport scholarship application form, giving details of sporting ability and involvement.
- Assessment will take place on Thursday 4 December 2025.
- Shortlisted assessments will be held on Friday 23 January 2026.

Art Scholarships

Entry - What we look for

Forest Art Scholars will show a natural propensity for art in one or a variety of mediums. They could be exceptional painters or photographers, be skilled potters or have a strong sense of fashion design and a love of textiles. Regardless of their preferred artistic style we are looking for potential, talent and a dedication to the subject.

In the assessments the candidates will have the opportunity to explore and demonstrate their ability and their general understanding and appreciation for art.

Our Art Scholars will have access to many opportunities throughout their time at Forest to develop not only their art skills but their wider understanding of the genre and various disciplines.

Applications

Application for an Art Scholarship can be made by ticking the relevant box on the registration form. Candidates will then be sent a link to the online art application form, which will ask for detailed reasons why an Art Scholarship is right for your child.

Assessment

- First-round of assessments will take place on Wednesday 3 December 2025.
- Shortlisted candidates will be invited to an assessment on Monday 19 January 2026.

Drama Scholarships

Entry - What we look for

We are predominantly looking for future potential and ongoing commitment to the theatre, rather than past achievements. We are looking for pupils who are confident, curious, and keen to learn and develop their drama skills.

We ask that all Drama Scholars joining the School at 11+ continue with Drama as an academic subject until at least GCSE.

All recipients of a Drama Award are expected to contribute fully to the theatrical life of the School, which will be monitored in an annual scholarship review meeting.

Applications

Application can be made by ticking the appropriate box on the online registration form. Candidates will then be sent a link to an online drama application form, to explain their experience and/or passion for drama and theatre.

Assessment

- First-round of auditions will take place on Friday 5 December 2025.
- Shortlisted candidates will be invited to auditions on Monday 19 January 2026.

All candidates applying for a Non-academic Scholarship must meet the academic standard for entry into the School.





13+

Key dates for 13+ entry September 2026

Open Morning
Saturday 20 September 2025

Closing Date for Registrations
(Midday) Monday 19 January 2026

13+ Entrance Exam
Thursday 29 January 2026

13+ Fee Paying Interviews
w/c Monday 9 February 2026

Offers Emailed
Monday 23 February 2026

Deadline for Acceptance of Offer
(Midday) Monday 9 March 2026

13+ Entry

Forest School will offer a small number of fee-paying places for new entrants into Year 9 who meet the selection criteria for September 2026 entry.

Entry Requirements

Candidates should have reached the age of 13 before 1 September in the year of entry.

Applications must be received by midday Monday 19 January 2026.

Parents are required to complete the online registration form via our website www.forest.org.uk and submit a nonreturnable registration fee of £180 (overseas registrations are £240).

Selection Criteria

- Examination
- Interview – those candidates who perform strongly in the exam will be invited for interview.
- Reference – a written, confidential report from the candidate's current school

Entrance Examination

Pupils applying for a place at Forest will be invited to an entrance exam on-site at Forest for 1 hour and 40 minutes and will take the form of digital and written tests.

Part one will be a digital test and we will provide a desktop computer for the applicant to access the test. They will also be supplied with scrap paper for working out and notes.



Part One (1 hour 10 minutes)

- **Mathematics (non-calculator - 20 minutes)**
- **Non-Verbal Reasoning (10 minutes)**
- **Verbal Reasoning (10 minutes)**
- **English (15 minutes)**
- **Puzzles and Problem-Solving (15 minutes)**

Part Two (30 minutes)

A written, paper-based, assessment of written English. There will be one question that will allow candidates the opportunity to write creatively in a short piece of non-fiction. Here, we are looking for original and accurate writing. Candidates who do well write in an imaginative and engaging manner.

Interview

The interview will allow us to conduct a more holistic assessment of the pupil and to understand whether Forest would be the appropriate setting for them to grow and thrive. The interview will focus on personal development and will be conducted by a senior member of Forest staff lasting no more than 25 minutes.

Familiarisation materials for Part One and a sample paper for Part Two of the entrance assessment can be found on our website:
<https://www.forest.org.uk/admissions-overview-13-entry/>

16+

Key dates for 16+ entry September 2026

Open Morning

Saturday 20 September 2025

Sixth Form Open Evening

Monday 6 October 2025

Closing Date for Registrations

Midday Monday 13 October 2025

16+ Entrance Exam

Saturday 1 November 2025 (AM)

16+ Non-Academic Scholarship Assessments

Sport

w/c Monday 3 November 2025

Music

Monday 3 November 2025

Art

Tuesday 4 November 2025 (AM)

Drama

Tuesday 4 November 2025 (PM)

16+ Co-Curricular Interviews for shortlisted candidates

Art, Drama, Music and Sport

Monday 10 November to Friday 21 November 2025

16+ Academic Scholarship Interviews

w/c Monday 10 November 2025

16+ Fee Paying Interviews

Monday 10 November to Friday 21 November 2025

Offers Emailed

Monday 1 December 2025

Deadline for Acceptance of Offer

Midday Monday 5 January 2026



There is a specific 16+ prospectus which is available to download on our website: www.forest.org.uk/admissions-overview/view-our-prospectus/

Joining Forest at 16+

External candidates wishing to join Forest at 16 must first register online to sit the 16+ entrance and scholarship examination.

Candidates should select the scholarship/s they wish to apply for and whether they wish to be considered for a bursary.

Entrance Examination

The assessment for Sixth Form Entrance and Scholarship consists of two elements:

- A 1 hour 15 minute computer based test to assess the critical thinking skills required for A Level study.
- A 45 minute written paper in which students will write two mini-essays in response to prompts. These will be about aspects of candidates' academic and personal development.

The entrance exam will be held at Forest on Saturday 1 November 2025.

Interview

The type of interview (if offered) will depend on whether the applicant has applied for a fee-paying place or for a scholarship. The result of the online exam and essay responses, predicted grades, references and most recent report will determine whether a candidate is offered:

- An interview for a fee-paying place at Forest
- An interview for a scholarship at Forest

At 16+ an interview is not always guaranteed following the entrance examination. 16+ applicants who were previously unsuccessful may re-apply for a fee-paying place in the sixth form if they have subsequently met the School's academic entry requirements for I/ GCSE results.

GCSE Requirements

- At least three grade 7s
- At least three grade 6s
- At least grade 5 in English and Maths
- The required grade at I/GCSE in the qualifying subject/s required for their chosen courses

Interview for Fee-Paying students

Successful candidates will be invited to the School for an interview with members of the Sixth Form team. During this interview, they will have the opportunity to talk about their academic work, interests and why they want to come to Forest.

Interviews for Academic Scholarships

Candidates will have an academic interview where they will be required to demonstrate intellectual curiosity and willingness to think about unfamiliar problems.

During this interview candidates will have subject specific questions. These will probe their understanding further of the subjects they nominated. They will also have a general interview to assess their overall potential contribution to Forest Sixth Form.

Candidates should choose two subjects from the list below that they are confident to discuss during an academic scholarship interview with a subject specialist should they be shortlisted.

The two subjects need not be the A level subjects the candidate subsequently takes at Forest. The subjects are: Biology, Chemistry, Computer Science, English Literature, French, Geography, German, History, Latin or Classical Greek, Mathematics, Physics, Religious Studies and Spanish.



Predicted Grades and References

Forest School will request a reference from the candidate's school, asking about academic standard, commitment to study, attendance and co-curricular contributions.

The candidate's current school will also be asked to provide predicted grades for all GCSEs to be taken. Parents will be asked to submit the most recent report, most probably from the end of Year 10.

We are looking for candidates who are academically able, punctual, committed and willing to get involved with a broad range of activities.

Scholarships and Bursaries

Scholarships are awarded for outstanding academic ability and exceptional attainment in Art, Drama, Music and Sport.

Forest School offers a number of scholarships annually to both current pupils and new entrants into Year 12 who meet the scholarship criteria.

Scholarships are not means-tested and are awarded in percentage increments up to 20% of full fees and are subject to annual review. The maximum non-means-tested fee remission awarded in respect of any one pupil, whether in one area of excellence or in a combination of one or more areas of excellence is 20% of full fees.

Shortlisted candidates in Music, Sport, Drama and Art will be invited in to attend an interview with a member of the sixth form team.

Candidates who receive scholarships in non-academic areas are strongly encouraged to take the subject at A level. Candidates who hold non-academic awards are expected to make a significant contribution to the relevant area, which will be monitored in an annual scholarship review meeting.

Bursaries are means-tested and are awarded in addition to scholarships, up to and including the total remission of fees; in other words, a free place.

Candidates are only considered for a bursary if they meet the criteria for either an Academic, Art, Drama, Music or Sport scholarship (or combination of these) meaning bursaries are awarded in conjunction with a scholarship (which as above are awarded in increments up to a maximum of 20% though the majority will be smaller awards). *Parents are asked to refer to the income bands on the School website to determine eligibility for bursarial assistance.*





School Fees

Fees effective from 1 September 2025

Reception to Year 2	£7,525 per term
Year 3	£8,009 per term
Years 4 to 6	£8,655 per term
Years 7 to 13	£10,690 per term

Forest School is committed to attracting the ablest and most talented pupils to join an environment where they will be challenged and stretched and to which they can make an exciting contribution.

We are also committed to ensuring that able and talented children have access to this environment even when parental income is not sufficient to pay the full cost of fees.

The maximum non-means-tested fee remission awarded in respect of any one pupil is 20% of full fees, whether in one area of excellence or in a combination of one or more areas of excellence.

Bursaries are means-tested and are awarded in addition to scholarships, up to and including the total remission of fees; in other words, a free place. Bursaries are only given in conjunction with a scholarship. Please refer to the income bands to determine eligibility for bursarial assistance.

Scholarships

For full details of assessment criteria and required levels of expertise or attainment please refer to the School website. All candidates applying for a non-academic scholarship must sit the entrance examination and meet the academic standard for entry into the School.

[Click here](#)
for information on scholarships and bursaries

Forest Exhibitions

Forest Exhibitions are awarded in recognition of potential present in those candidates who may not have qualified for a scholarship.

In the case of Music, the Exhibition covers the cost of individual music lessons in one or more instruments, and may be awarded in addition to a Music scholarship. In Drama, the Exhibition covers the cost of speech and drama lessons.

In Sport and in Art, the Exhibition is awarded to the value of £200 per annum. The purpose of the award is to assist candidates with the procurement of sports equipment and art materials.

Means-Test Income Bands effective from September 2025

Gross Annual Income	Fee Reduction
£0 - £66,125	100%
£66,126 - £69,458	90%
£69,459 - £72,792	80%
£72,793 - £76,125	70%
£76,126 - £79,458	60%
£79,459 - £82,792	50%
£82,793 - £86,125	40%
£86,126 - £89,458	30%
£89,459 - £92,792	20%
£92,793 - £96,125	10%

Please see the table to determine eligibility for bursarial assistance.

Regulations

Scholarships

All scholarships are awards made on the basis of assessed merit at the discretion of the School, and the School’s decision is final. All internal materials relating to assessment, such as examination scripts, interview notes and results, whether for award or place, remain the confidential property of Forest School.

All scholarships are awarded for the full duration of the pupil’s life at the School, subject to annual review of performance and conduct relevant to the scholarship held. The School reserves the right to reduce or remove the level of scholarship where there are significant concerns about the pupil’s commitment or progress; at least a term’s notice will be provided of any such decision.

Bursaries

All bursaries are awarded in light of information provided via an online means-test application form, along with supporting documents. The assessment includes an interview, which may be carried out in person or online. The School will also take into consideration parental assets, investments and savings when assessing applications.

Bursaries are only given in conjunction with a scholarship. The level of bursary is as stated in the offer letter. Bursaries will be reviewed annually and the School reserves the right to increase, reduce or remove means-tested fee remission should parental income change. If a scholarship is reduced or removed as in the above, any bursarial monies attached to that scholarship will be reduced or removed accordingly. The School’s decision concerning eligibility for bursaries is final.

Forest Exhibitions

Exhibitions may be removed at any stage if the pupil’s commitment or progress no longer merits this recognition.

What the fees include

- Lunches
- Resources
- Off-site visits, excluding residential trips
- Co-curricular activities



Reductions

- For pupils who are children of clergy: 5% of basic fees
- For younger siblings in a family: 5% of basic fees
- No reductions apply to pupils in Reception, Year 1 and Year 2

Siblings at the School

The application from a sibling of a current pupil will be viewed sympathetically but a sibling must win a place at the School on the same basis as any other applicant. Whilst we appreciate the desire to keep families together, parents should be aware that there is no guarantee or expectation that a sibling will be offered a place.

Parents of twins or other multiples applying for places together should also be aware that the outcome of each child’s application may differ from the other(s).

Likewise, siblings applying at the same time for different entry points may receive different outcomes. If we have to decide between two or more candidates who meet our entrance criteria, we may give preference to twins (or other multiples), siblings or children with a particular skill, talent or aptitude.

Nonetheless Forest is proud of its reputation as a family school and pleased to admit siblings.

Subsequent children are offered a reduction of 5% of the basic fee after deduction of any awards or fee allowances that may be applicable. The reduction will be applied to the older child’s fee account.

Schedule of fees effective from 1 September 2025

School fees are payable in advance on the first day of term by direct debit, together with any other charges incurred. Interest is charged on overdue accounts. School fees cannot be refunded for any part of a term for which a pupil is absent through illness, accident, quarantine or other cause.

Hardship Funds

Up to the equivalent of a minimum of 2 places are reserved to retain pupils in Year 6, Year 11 or Year 13, whose parental income has suddenly and unexpectedly reduced, to enable them to complete that key stage of their education. The amount of support is determined by means-test. Exceptionally, the School will consider hardship funding for pupils in Year 5, Year 10 or Year 12. Eligibility is not transferable into the next key stage. The School’s decision concerning eligibility for hardship funding is final.

Notice of Removal

Notice of the intention to remove a pupil, or not to accept a place offered, must be given in writing before the first day of the previous term or a term’s fees must be paid in lieu of notice. Provisional notice of leaving must be given if an examination result will determine whether or not a pupil leaves. Parents are also reminded that they must give a full term’s notice in writing before ending any special tuition given by visiting teachers. A full term’s notice in writing is also required to withdraw from the School Bus Scheme.

Increases

Every effort is made to give a term’s notice of fee increases but the Governors reserve the right to increase the fees without such notice if necessary. Fees are usually adjusted once a year in September.

Insurance

Whilst the School takes all proper steps to safeguard pupils’ personal belongings on school premises, no liability whatsoever can be accepted for any loss of or damage to them.

Parents are therefore recommended to check whether their own insurance policy covers articles taken to school and, if it does not do so, to arrange for the policy to be appropriately extended. A deposit locker system operates at school for those pupils who wish to use it but the School cannot be held liable for any loss of or damage to articles left in these lockers.

A Personal Accident Insurance Scheme is included in the fees. This insurance provides a benefit payment to a pupil or their parent/ guardian should the pupil suffer an accidental bodily injury which results in one of the injuries specified in the policy, or the pupil’s death. The School holds full Public Liability insurance cover in respect of pupils, staff, parents and visitors.

Finally, via our insurers, Forest offers a School Fees Insurance Policy. It is designed for school fee payers who require cover for contractually payable school fees should a pupil be unable to attend school due to an accident, illness, or closure of the school, or following the accidental death of the pupil or fee payer. Parents choosing to take up this cover will be charged on a termly basis. Information on both these policies will be available, via the parent portal, from July.

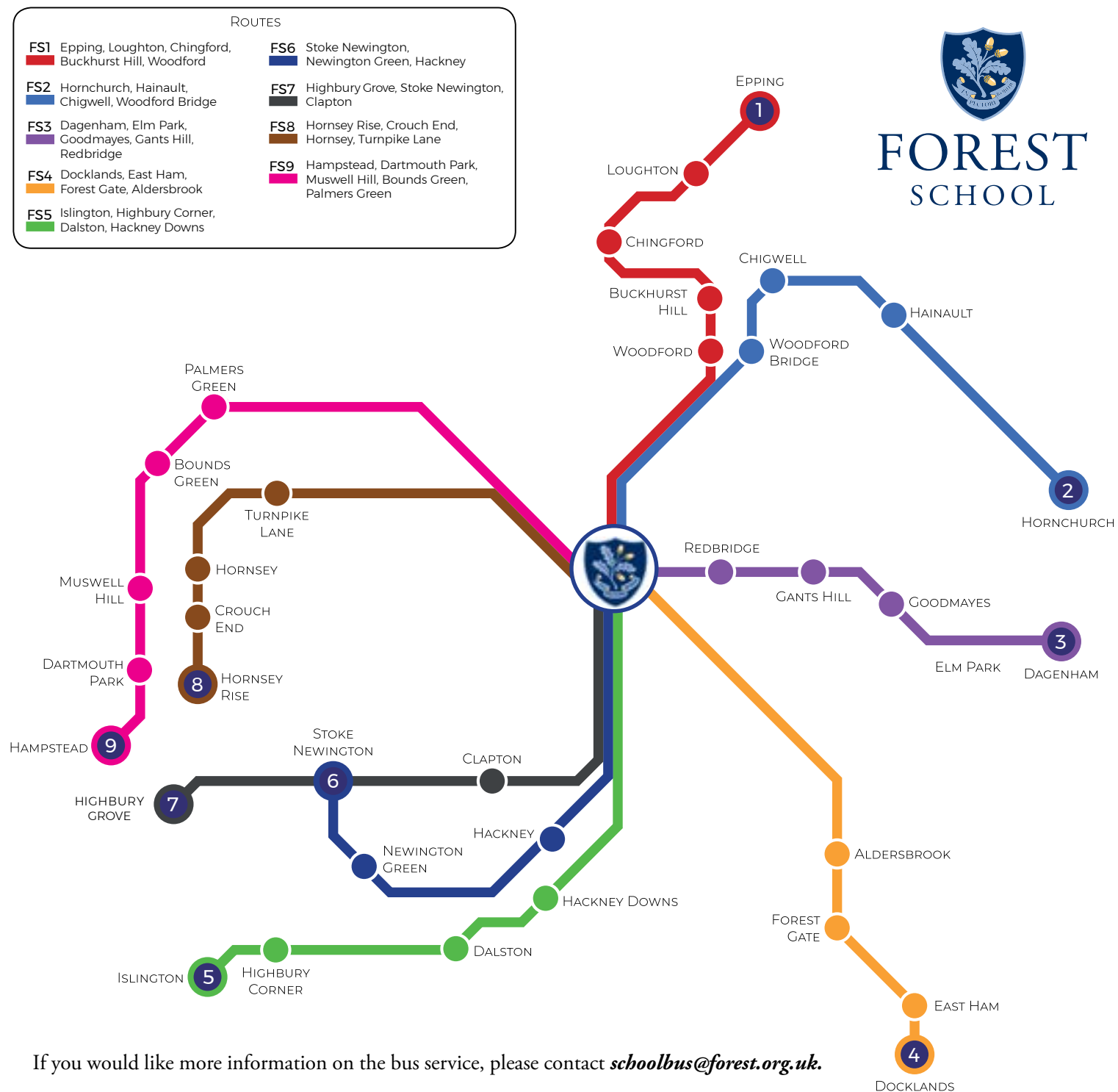
Extras

A £1400 fee is payable on acceptance of a place. The cost of entry for public examinations is charged in addition to the basic school fees. Text books are issued on loan - a charge will be made if they are damaged, lost or not returned by the due date. For certain subjects, pupils may be advised to subscribe to specialist magazines and/or periodicals; the cost of these publications will be charged on the termly fee account if they are supplied by the subject teacher.

Individual Music Lessons:

- 10 full lessons (40 minutes): £390.21 per term
- 10 full lessons (30 minutes): £292.65 per term
- 10 half lessons (20 minutes): £195.10 per term

Special charges are made for membership of the CCF and various clubs. Breakfast is available between 7.30am – 8.15am at extra cost.



Visit Forest

Open Morning
Saturday 20 September 2025

Sixth Form Open Evening
Monday 29 September 2025

11+ Information Morning
Saturday 11 October 2025

11+ Information Morning
Saturday 8 November 2025

To book your place,
please visit:
www.forest.org.uk

‘Pupils are confident, articulate, and show a determination to keep trying even when something is challenging. They are very aware of their strengths, exhibit good self-control and are highly motivated to succeed’

ISI Inspection Report





FOREST SCHOOL

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