



Thomas's Foundation Vision and Mission Statement

Thomas's Foundation is driven by the belief that every child deserves an enriching education. Our mission is to realise this vision for disadvantaged children, both in our local neighbourhoods in London and in rural communities in Nepal.

We realise this vision through three core programmes:

- Foundation Bursaries

Thomas's Foundation offers bursaries to pupils from Year 7, making possible a Thomas's education for disadvantaged children whose families could not otherwise contemplate independent education for their child.

- Community Partnerships

Thomas's Foundation funds programmes that meet the greatest educational needs of local disadvantaged primary-aged children. Projects focus in particular on the under-funded subjects of art, drama, music and sport.

- CAIRN – Educating children in rural Nepal

Thomas's Foundation funds educational programmes in rural villages in Nepal. These programmes aim to improve literacy and the quality of education. They include teacher training and library installations and are delivered through local NGOs.

All Thomas's Foundation's programmes are needs-driven and are delivered in a sustainable way, with clear accountability for their success in achieving their intended goals.

Thomas's Foundation is governed by a board of trustees who bring their expertise to bear and ensure that maximum positive impact is achieved for our beneficiaries.

Thomas's Foundation is run in the UK by a dedicated Executive Director with a team of local volunteers and in Nepal with established partner NGOs which help to identify, develop and manage our programmes on the ground.

Thomas's Foundation

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1. Background

It was the Thomas's London Day School's founders - Joanna and David Thomas- whose vision for an enriching education for children in London and in Nepal that gave rise to today's Thomas's Foundation

Their desire to make a difference in those parts of the world that they knew well, prompted them to create in 2007 the Thomas's Schools Foundation to operate in London and The Children Aid In Rural Nepal (CAIRN)

These two charitable institutions are the forerunners of today's Thomas's Foundation which brought together their original missions under one Charitable Incorporated Organization (CIO) in 2018

What inspired the Thomas's work is a belief that education which is content rich must be accompanied by the development of the whole person. In this way, a well-balanced child can grow up in knowledge but also in good character, demonstrating kindness and a set of key values which in time will underpin the growth, prosperity and happiness of the communities they live in

2. Vision and mission

2.1 Our belief, mission and vision

Thomas's Foundation believes that every child deserves an enriching education

Our mission is to deliver this vision for disadvantaged children in our local neighbourhoods in London and also into the rural communities of Nepal, with whom we have a historical connection

The Foundation aims to leave a legacy of transformational educational experiences including also in relation to under-funded subjects of art, drama, music and sport which will bring lasting and positive change to the lives of disadvantaged children, giving them a voice, creating opportunities, choices and hope.

2.2 The world we live in today

Thomas's London Day Schools is proud to educate more than two thousand children across its schools in London. These pupils are nurtured and cared for by more than six hundred

members of staff. Many go on to be leaders in our communities, in the arts and many fields of work

However, we have disadvantaged communities on our doorstep and beyond who do not have access to the education required to prepare pupils for a life that will take them to the dawn of the twenty second century with its many challenges and pressures

There are areas of deprivation far and near and education is a recognised route out. This is equally true in London as is in rural communities Nepal -which our founding Principals knew well given their long association with the Gurkhas.

The Foundation is active in these communities today delivering programmes to make access to education possible in many different ways including funding literacy, teacher training programmes, outdoor activities, exposure to the arts, as well as access to Thomas's Battersea school through our bursaries

2.3 The role of Thomas's Foundation

Thomas's Foundation's role is to act as a catalyst of philanthropic efforts by:

- Fund-raising to support the Foundation's programmes
- Grant-giving through the Foundation's programmes which include:
 - Bursaries
 - Fund disbursement to community partners (partner-led programmes in the UK)
 - Fund disbursement to Non-Governmental Organisations (NGOs) to run the programmes in Nepal)
- Self-funding and executing charitable programmes which are directly design and led by Foundation's volunteers (Foundation-led programmes)

2.4 Our intended beneficiaries

The Thomas's Foundation looks to benefit children from primary years on, from disadvantaged backgrounds who live in the local communities where the Thomas's Day Schools operate in London's Southeast in and in Nepal

In relation to London:

It is an aspiration of the Foundation to be able to support children up to the age of 18, as funds permit. As the Foundation continues to grow, the geographical reach will also aim to cover areas of London beyond the southwest where pockets of disadvantaged children still exist and whose access to education have been impacted negatively by the recent COVID pandemic

In relation to Nepal:

It is an aspiration of the Foundation to reach all rural areas in Nepal. As the Foundation continues to grow and the geographical reach has been achieved, the focus will then be to cover all age groups

2.5 Enriching education opportunities

The Thomas's Foundation provide access to education that enriches the individual on a needs-driven basis to ensure the educational opportunity is truly impactful for each individual personally

Understanding the circumstances of each beneficiary, the Foundation offers a range of opportunities which can change overtime to accommodate the current realities of each community, such as the recent earthquake in Nepal or the world-wide pandemic

Some of these opportunities include:

In Nepal:

- Provision of basic education and access to the appropriate learning resources in rural areas
- Teacher training programmes
- Construction and

In the UK:

- Bursaries for Thomas's Battersea independent school
- Funding of educational activities which are community partner-led such as provision of key curricular educational content and access to extra-curricular activities in the fields of art, drama, music, sport, outdoor learning and academic support (STEM, literacy, language)
- Incepting Foundation-led programmes in areas of education often under-funded in the local community
- Access to once in a lifetime activity which can be transformational for selected individuals

2.6 Impact achieved

The Foundation's philanthropic efforts are designed to achieve the maximum impact possible, so that all contributions reach the intended beneficiary as fully as possible



For the Foundation, maximum impact for the beneficiary means that the access to the educational opportunity granted by the Foundation is personally transformational as well as for the communities they live in

For the Foundation's donors, maximum impact means that programmes are executed which:

- Have clear beneficial outcomes
- Show strong accountability for achieving its intended goals on the ground
- Manage the programmes with transparent processes
- Are cost effective
- Can sustain the intended benefit overtime

The aim is to direct the investment in a manner that is personally relevant for each young child bringing to bear all that the Foundation can offer at every point to maximise their true potential

3. The Thomas's Foundation Programmes

We deliver this vision through three core programmes:

3.1 Foundation Bursaries Programme

The Foundation offers bursary awards from Year 7 to attend Thomas's Battersea, with the option of attending Thomas's Putney Vale ay Year 9, making possible a Thomas's education for disadvantaged children, whose families could not otherwise contemplate independent education for their child

3.2 Community Partnerships Programme

The Foundation funds initiatives, also called programmes, to meet the greatest educational needs of local disadvantaged primary-aged school children in London including also under-funded subjects of art, drama, music and sport

Partner-led programmes:

Needs-driven initiatives that are intercepted and delivered by and through local partners and their volunteers. The Foundation awards grants and oversees that the intended programme's objectives have been achieved

Foundation-led programmes:

Needs-driven initiatives that are intercepted and delivered to the Foundation with the help of volunteers. The Foundation self-funds these programmes and oversees that the intended programme's objectives have been achieved

3.3 The Child Aid in Rural Nepal (CAIRN) Programme

The Foundations funds through local NGOs educational activities in relation to literacy, local teacher training and library installations including in the remotest areas of Nepal

The Thomas family have an association with Nepal that goes back over 60 years when David Thomas, the principal founder of the Thomas's London Day Schools, served as an officer in 2nd King Edward VII's Own Gurkha Rifles and he and his wife, Joanna, took their young family on an adventurous hike through the Himalayan foothills where they were first hand witnesses of the realities of education in the area

4. Approach to grant giving and programme design

Every donation is precious and the stated intent to maximise its total impact means that programmes selected by the Foundation must satisfy design requirements

Together with the values underpinning the Foundation, these design principles are also intended to guide the decision making by the Board of Trustees and the Grant Giving Committee to ensure the aims of the Foundation are met for the benefit of underprivileged children reached through each selected charitable initiative

4.1 Needs driven

The Foundation supports programmes that are tailored to the specific educational needs of the intended beneficiaries

4.2 High impact

The Foundation supports programmes that deliver clear beneficial outcomes. For the Foundation, this means achieving a positive and transformative result for each intended beneficiary at an individual level

The Foundation believes that through high individual impact, the benefits of each programme will also reach the community that the young children -and adults of tomorrow- will live in

4.3 Sustainable

The Foundation supports programmes that empower children to help themselves. This means that the investment made in each individual must help them self-sustain their development and be meaningful in its own right

4.4 Cost-effective

The Foundation support programmes with a transparent allocation of resources and an accountability for results

4.5 Collaborative

The Foundation support programmes that take advantage of community partners and volunteers that are best placed in the UK and Nepal to achieve the charitable aims of each charitable initiative

5. Foundation governance

The CIO is authorised by the Charity Commission. It is governed in accordance with Charity Commissions and Regulator Fundraising guidance.

It adheres to the Charity Governance Code and executes its activities in line with good corporate governance practice

5.1 Board of Directors

The CIO is governed by a Board of Trustees elected in accordance its Constitution

Thomas's Foundation Trustees oversee that the Foundation operates in line with Charity Commission regulation and in line with the Fundraising Regulator guidelines

The Trustees attend a minimum of four board meetings annually. Its main objective is to ensure the Charity deliver to its stated aims and delivers educational opportunities to its intended beneficiary

Sub committees, chaired by an appointed Trustee, have been set up with delegated authority to undertake detailed oversight of a key aspect of the Foundation including grant giving, bursaries and finance

The Foundation's day to day activities is led by a dedicated Executive Director

5.2 Executive Director

The Foundation's day to day activity is led by a dedicated Executive Director and a small team of assistants

The ED coordinates all activities of the Foundation and steers the activities of volunteers supporting each active programme on the ground

5.3 Volunteers

The Foundation's programmes operate thanks to our volunteers who generously give their time and contribute their talents to the success of the charity's programmes

They come from the local community or are parents and alumni of the Thomas's London Day School, and support the Foundation in a number of different ways including:

- Identification of educational needs in the community
- Design and execution of educational programmes which are either partner-led or Foundation-led
- Sharing their own skills, knowledge and abilities as part of the funded programme themselves
- Acting as trustees of the Foundation

6. The journey so far

Through Thomas's Foundation CIO now – and the Thomas's Schools Foundation and The CAIRN Trust before - many thousands of children have received support to access educational programmes, activities and life experiences that are designed to enhance their potential and increase their opportunities in life.

The impact so far is staggering both in London and abroad. It is estimated that:

- Since 2006, more than 50 bursaries have been awarded to pupils from local schools into years 7 & 8 at Thomas's Battersea. The pupils have continued their educational journey at schools such as Dulwich College; Whitgift; JAGS; Westminster; Radley; Wycombe Abbey and Bradfield amongst others. Since 2021 bursaries have been awarded from Year 7 at Thomas's Battersea, with the option to continue through to Year 11 at Thomas's Putney Vale.

- An average of 80 projects annually across more than 20 partner schools and more than 16 Community centres have benefited from Foundation's support
- In Nepal, the Foundation has supported the construction of 23 educational buildings providing 115 classrooms and improved access to infrastructure for over 6000 children through school construction. More than 65 libraries have also been built to date, supporting over 18,000 students and placing more than 100,000 books into rural communities
- Mobilise around volunteers to deliver the programmes, some examples include 100 reading volunteers and 40 other volunteers which contribute to the Foundation via the activities sponsored through our partners in the local communities

6.1 Success stories

Since its inception, the Foundation has successfully delivered its programmes without interruption even through the COVID pandemic. This is a selection of success stories that illustrate how the donor's money has been invested and the results achieved in each case:

COVID relief and summer catch up programme

The Foundation reacted swiftly to community need during COVID - 19, in the UK with its Summer catch up programme to address the widening education gap for the most vulnerable and in Nepal, distributing self-learning activity booklets and providing online teacher training

Foundation Pathway

An annual learning enrichment programme supporting up to 30 pupils each year. The programme raises horizons for pupils and runs a senior school fair. Many pupils go on to be awarded bursaries to independent senior schools

Music Scholarships

The Foundation supports 32 music scholarships over 4 years. Since 2013, 78 scholarships have been awarded to 42 girls and 36 boys. All recipients are in receipt of free school meals or have been identified by the Headteacher to confirm that the family would not otherwise be able to afford music lessons. 15 different instruments have been played by the scholars.

The music lessons have helped many of the pupils gain entry to their favoured choice of secondary school. One scholar went on to be accepted into the junior programme at the Royal Academy of Music and perform at La Scala.

CAIRN Teacher Training

High quality teacher training has been provided to 178 teachers in 23 schools and CAIRN has renovated and equipped over 100 classrooms to create a stimulating environment for interactive lessons, benefiting over 2500 children.

7. Looking forward and ambition for the future

The Foundation is on a journey to grow its reach in the community. So far has relied heavily on the extraordinary levels of fundraising and volunteering undertaken by local volunteer and by parents, friends and alumni of the London Thomas's Day Schools

Our ambition in to double our donor contributions every 5 years to:

- Double the number of bursaries
- Expand the geographical footprint for community partnership programmes outside of London's Southwest
- In Nepal, redress the effects of the pandemic in the communities we currently serve. Education has fallen back years with the threat to the economy, the gender balance in rural villages has taken a backwards step.

As the Foundation looks forward to the next 50 years, it would like to design new programmes to continue tackle the child poverty , which prevent some children to develop to their full potential in our communities

Their needs are ever growing and the educational requirements are more demanding as society expects children's education to remain relevant for our complex "real world"

In the years of recovery following the pandemic, the need for active community involvement, support for local community centres and addressing the widening education gap means the Foundation's programmes must develop to address this. We hope to continue to enjoy the support of our donors and to welcome many more

8- A call to contribute

Thomas's Foundation supports the advancement of education in the UK and Nepal works for the public benefit of the communities we live in and beyond

Its key contributions so far include the provision of:

- means tested bursaries for children from challenging socio-economic backgrounds
- educational initiatives for pupils in local schools, principally through art, drama, music and sport, developing teaching links, developing local community through partner-led and Foundation's own programmes
- poverty relief and educational programmed supporting literacy to improve social welfare and health through educational programmes in Nepal

As educational trends and society's priorities evolve, Thomas's Foundation will continue to provide a vital resource for holistic learning, rooted in kindness. As a community, the Thomas Foundation believes passionately that the minds of young children should be free to imagine, explore and create. Over the next decade and beyond, the Foundation will work hard to ensure that as many children as possible have the opportunity to experience life and learning in a way which will have a positive impact on the rest of their lives.

If you are interested to contribute please call us now

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