



## **VISITOR INFORMATION**

**2020 – 2021**

Virtual Open Morning: Saturday 14<sup>th</sup> November 2020

Junior School Reception: 0191 281 8955  
Senior School Reception: 0191 281 5711

*Version updated September 2020*



## **A booklet for Visitors**

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# Welcome to our School, 2020-21

*'One school, one team'*

Strong able calm kind

Welcome to the RGS! I am very proud of our Junior School, and when I say 'our' school I very much mean the one that runs because of students, parents, teachers, caretakers, office staff, Novos, cleaners, ground staff, cooks, supervisors...the list goes on. The RGS community is a very special place, and one where we value the contribution of everyone.

We take great pride in the warmth of welcome that we offer, and this year you may have to experience this virtually, but we will endeavour to communicate our school 'personality' through your screen!

We have an exciting event planned that will allow you to see what we have to offer and give you the opportunity to consider the RGS as the right choice for your child(ren). Open Morning will be held on Monday 9<sup>th</sup> November and is, for the first time, a virtual event. You will be able to drop in to live sessions to find out about various aspects of school life, not least our pastoral care, the admissions process, the academic subjects and sport. Further details will be available via the website and through enquiries at [admissions@rgs.newcastle.sch.uk](mailto:admissions@rgs.newcastle.sch.uk).

Whether I meet you on-line or in person, I will be delighted to answer any questions you might have. Our website <https://www.rgs.newcastle.sch.uk> is a great place to access a range of video clips about various aspects of RGS life.

**Mr J N Miller**  
**Head of Junior School**

# The Entrance Procedure

At the RGS, we understand that the admissions process and, in particular, the assessment element is of considerable importance to parents. It is, for some, an anxious time. We want you to have confidence in our determination to carry out the assessment in a professional and caring manner. We also want you to understand why we do what we do and why we go to considerable lengths in the pursuit of assessing your child's abilities as accurately and comprehensively as we can.

## Admissions

The two main points of entry into the Junior School are into Year 3 and Year 5 although, from time to time, places become available in Years 4 and 6. There are three classes in each year group, with class sizes of 20 in Years 3 and 4. There are therefore 60 places available at the first main point of entry. In Year 5 we increase the class sizes slightly to 24 and this enables us to offer 12 more places (11 this year).

### Boy/Girl Ratios

Generally, from year to year, percentages are within 10% of a 50:50 split. Parents should understand that we **do not** determine who to offer places to on the basis of their sex.

### Entrance Assessment

The assessment programme, developed through many years of experience, is designed to give us confidence in offering able students the opportunity to study at the RGS. The demand for places exceeds availability and so we place great emphasis and value in a carefully structured assessment process. Clearly, we are required to uphold the academic standards of the RGS and, at the same time, we try to do all we can to identify students with the personal qualities that will enable them to, rather simply put, enjoy their time with us and, in the process, succeed. A current school report is requested in advance in order to assist with the assessment process and we approach schools directly about this.

## Year 3 Assessment (7+)

**Below is an outline of our usual process. It is highly likely that there will be amendments in order to comply with Covid-19 guidelines.**

### The Assessment Day

For our youngest applicants, those currently in Year 2, we do all we can to give them the time they might need to relax and show us what they are capable of. So, we take a full day, working with groups of 16 students per day. A team of four experienced teachers, including the Assistant Head in charge of Assessment and Reporting, and also the Head, work with the students. By the conclusion of the process, we aim to have a better insight into each student's approach to work and, in addition, we will have collected much-needed information about their performance levels in different skill areas. We will have given each student the opportunity to tackle a series of activities and also some carefully presented academic exercises. In this way, we will identify with considerable confidence, those best suited to life in the Royal Grammar School Junior School. In this academic year we will conduct assessments from **Monday 11<sup>th</sup> January 2021**.

## **The Process**

So, what do we do? Well, there is nothing secretive or magical in what we do, but it works, and it begins with caring about the student. We are **not** trying to catch children out, merely measuring what they can do and looking at how they work and respond. Parents who ask for 'past papers' in order to prepare for the day might be disappointed because we don't offer any. All they have to do is look at what their children currently do in Year 2 or at the work they have done in the preceding year in their current school, to see the sort of exercises we set and the topics we might choose for the assessment.

We vary what we do, to some extent, each year, constantly improving and reworking, but here is the typical day in a little more detail:

### **● An Assembly**

The children start the day together and, through a story or a teacher-led discussion, they are encouraged by the Head to view the day as a chance to meet new friends and try out the different activities offered. A warm welcome helps a shy child to begin to respond and an anxious child to relax.

### **● A Maths Lesson**

Assuming little prior knowledge of a topic, a thirty-minute lesson is conducted involving teacher-led activities and instruction, as well as small group work and shared tasks. The assessment team works alongside the children: their capacity for, and attitude towards learning are of great interest to us and are as important to us as measured mathematical results.

### **● An English Lesson**

An English topic is taught, leading towards some written creative work at the conclusion of the lesson. Whilst presentation and neat handwriting are valued, it is ideas and literacy ability that we are searching for.

### **● Academic Assessment**

Short exercises are conducted to provide information on spelling, reading, comprehension, mental maths, written maths and creative writing. Some provide 'standardised scores' which are age-adjusted to make allowance for those born later in the academic year. This 'norm referencing' assists us in making comparative assessment against national 'norms'.

### **● Playtime**

A welcome break during the assessment process takes place in the morning when the children have use of our climbing equipment and play zones.

### **● Physical Activity**

We are not intent on measuring their 100m pace! The aim is to see them run, throw and catch, skip, jump and enjoy playing together. It is time to let the children race around, release a little excitement and forget about the morning of mathematics and written work.

And that is it, nothing magical, not rocket science, simply honest endeavour. Each child will have had the same opportunity to shine and each will go home hopefully fulfilled but probably a little bit tired!

# Year 5 Assessment (9+)

## Phase 1: The Assessment Morning – Saturday 21st November 2020

As for Year 3 assessment, entrance to Year 5 is selective and competitive. This situation is inevitable as we have more applicants than places available. The objective of the first stage of the process is to take measure of as many academic abilities as possible in order to provide as complete a picture as we can of each individual student's level of performance. We use a range of exercise papers that we review annually and that provide a variety of challenges throughout the morning. Hopefully, there is something for everyone to excel at and no single exercise is so lengthy that it creates despair in the students! Breaks between the exercises, and the chance to run around on the play zones, provide some respite from mental exertion as we endeavour to give a 'lightness' to the morning's proceedings. We aim to send everyone home with a smile, and not just one of relief!

We assess in the following academic areas: written maths, creative writing, spelling, reading, mental maths, problem solving and comprehension skills.

Once the results are compiled, we move quickly to inform parents of the outcome and to invite some students, but not all, to the second stage of the process.

Please note, that as for the Year 3 entrance procedure, we do not offer sample/past papers. We vary the content of many of the papers regularly and they are based on work covered in Year 3 and 4 of the national curriculum programmes of study. Information on the topics covered in the national curriculum is readily available online and in bookstores for those parents wishing to do a little preparation.

## Phase 2: The Year 5 Activity Day – Tuesday 1<sup>st</sup> December 2020

The object of the day is two-fold. First of all we want to see the students working together, using our excellent facilities, on a range of stimulating tasks. Secondly, an important objective for us is to see the sort of personal qualities that are not visible in an exam setting, but which tell us so much more about a student.

From experience, we know that beyond the fact that the students are all academically bright and quick to learn, they will vary considerably in their likes and dislikes when considering the normal educational day. So we design a programme of engaging activities that require partner or team work, but which also provides time for individuals to take charge of their own responses to a teacher or situation.

An assembly begins the day. For those who arrive with more than their fair share of trepidation, we aim to break the ice and quickly begin the work of helping them raise a smile and to open up. After the assembly, the students will take part in lessons of science, drama, sport, technology and, as we change the format annually, whatever else we think would be fun to do, but not leaping from the edge of space or anything beyond the capabilities of the students. Lunch-time and morning play, using the play zones, provide the students with some free time and time for the teachers to recuperate!

This is something akin to a 'taster-day' as offered by many independent schools, but at the same time it is not! Our Activity Day is certainly about letting the students see what 'we' are like, the teachers, the current students, the facilities, etc. There is, however, no disguising the fact that the day is principally about seeing how our visitors work together, how they respond to each teacher, in a variety of learning situations.

An informal interview is built into the Activity Day. We try hard to find subjects which children can talk about with enthusiasm and we do all we can to put everyone at ease so that we see the children at their best.

A current school report is requested to assist with the final decision and offers of places for the next autumn term are then made via letter. All applicants will receive their results by post.

## **Supplementary Assessment**

We occasionally have some spaces available at different age groups. Parents interested in applying for such places should contact the Head of Admissions for details and place their child's name on a waiting list for assessment.

With 'supplementary assessments' we cannot offer the full Assessment Day as offered to Year 3 entrants, nor the Activity Day and Academic Assessment described above for Year 5. However, we have designed an assessment routine that provides time in school and incorporates assessment in the areas already designed.

### **Retesting**

It is not unheard of for a student to miss out on the offer of a place at one point of entry and then return at the next point and be successful. We are always willing to welcome back students for a retest, but our policy is not to do so within one year of their initial assessment.

### **Feedback**

It is impossible to provide detailed feedback on the results of our assessments because we simply have too many applicants, but some general indicators can be given in reply to email or telephone enquiries. We do not release papers to parents as some of our assessment tools need to be used each year in order to have continuity and benchmarking within the assessment process.

# **Beyond the Assessment Routines** **some facts about the school**

## **School Structure**

Size – Maximum of 264 students

## **School Class Sizes**

Year 3 will consist of 3 classes of 20 pupils

Year 4 will consist of 3 classes of 20 pupils

Year 5 will consist of 3 classes of 24 pupils

Year 6 will consist of 3 classes of 24 pupils

The places available at the two points of entry are as follows:

Year 3      60 places

Year 5      11 places

## **Buildings**

Lambton House accommodates Years 3 and 4

Brandling House accommodates Years 5 and 6

Junior School facilities include: a science lab, computer suite, iPads, Surface Pros, art room & design technology room, two libraries, two assembly halls, networked Wi-Fi computer systems, two visiting music teacher rooms and three playgrounds. In addition, a pastoral care suite was added in 2018.

Whole School facilities include: the dining hall, swimming pool, two sports halls, main hall, performing arts centre and the Miller Theatre, school fields, artificial turf pitch, a teaching kitchen, Jesmond Cricket Ground, Intake Field and Mooracres field.

## **The School Day**

The School is open by 7.45am for 'early birds' where they can play outside (in good weather) or join one of the before school clubs. Entry into the classrooms is from 8.15am (8.00am when wet).

Children are expected to be on site by 8.30am for personal organisation and registration before the first lesson at 8.45am.

Lessons conclude at 3.20pm for all classes and students are dismissed at 3.30pm. On Mondays, Year 6 are taught until 3.50pm. Those who are not collected at the end of the school day join a late room to await collection by their parents. They are supervised by Mrs Helen Sisterson and Mrs Sabina Shaw, until 6.00pm, by which time all students need to have been collected.

# Pastoral Care

*“The pastoral care successfully meets the school’s aim to ensure that pupils feel happy, safe, valued and respected. Care and courtesy are a significant part of the school philosophy. Pastoral care is strengthened by the school’s pastoral leaders, who now bridge the learning and support responsibilities to form a close connection with the academic side of school life.*

*The school has robust policies in place to promote good behaviour and guard against bullying, including cyberbullying. Parents’ responses to the pre-inspection questionnaire indicated that they feel the school achieves high standards of behaviour.” (ISI)*

*“Pupils are supported by excellent pastoral care and welfare systems together with carefully managed health and safety and risk assessment procedures.” (ISI)*

Karen Wall, Assistant Head (Pastoral), oversees the pastoral care within the Junior School whilst the school’s student centred approach places the form teacher at the heart of the pupil’s well-being.

Your child’s form teacher will be their (and your) first point of contact and we encourage you to get to know them and to let them know how things are going: a note in the planner, drop them an email or pop in to see them.

In addition, we are blessed with a team of teaching assistants who support children in a variety of lessons throughout Junior School. We have supervisors on duty before school as well as break and lunch-times who know the children well and are adept football referees and skipping rope turners! Our two after school supervisors run the late-room every evening until 6.00pm, along with a member of staff - here children can do a variety of activities, including, with permission, homework. Finally, two full-time nursing staff in our medical centre, a school doctor on site once a week and a fully-trained counsellor complete the pastoral team.

In addition, we have several elements of our pastoral care that help children make the most of their time with us:

Our house system provides a way for children to build team spirit and to develop friendships with children in other year groups and classes through a variety of events, from house music to cross country. The friendly competition builds team spirit and it also teaches valuable lessons in defeat.

Teachers’ merits are collected by children over the course of the year and help generate points for their house. Merits are awarded for a wide variety of things: a good piece of work; acts of kindness and friendship to name two.

Student Council meets on a regular basis throughout the year with 2 children from every class elected by their peers to represent them. The chair and secretary are elected Year 6 students and they lead the meetings to give them a sense of responsibility and ownership of their school.

We also have a prefect system, whereby all Year 6 students take responsibility for a job around school. The aim is to give our oldest children that extra level of responsibility, to help them to set the example to the younger students and to give them a sense of pride in being the oldest in the school.

Together, these elements combine to create a pastoral system we are proud of.

# The Curriculum

*“In the Junior School, pupils are focussed and keen learners so that their progress is rapid. Results in national tests at the age of eleven are excellent, far above the national average for maintained primary schools in all areas of the curriculum. This level of learning and of progress is maintained throughout the senior school, both by boys and by girls.” (ISI)*

Kat Clappison, Assistant Head (academic), is in charge of our curriculum, which is free from the restraints of the National Curriculum, enabling us to pursue interests and activities which lead to an exciting, inspiring and enriched curriculum. As RGS Junior School students are usually literate and numerate beyond their years, we are able to spend more time on the humanities, creative arts and sport, leading, we believe, to the ‘well-rounded’ education that parents desire for their children. Moreover, this approach helps us to make sure we maximise every child’s chance of finding their passion.

We are confident that the children’s superb Standardised Assessment Test (SATs) results are the consequence of expert teaching combined with an enriched and challenging curriculum.

In the initial years, subject teaching is predominantly in the care of the Year 3 or 4 class teacher, although specialists are used in subjects such as swimming, games, science, music, drama, French and computing. In Year 5, greater use is made of specialist teachers, as the children learn to adapt to differing teaching styles, and this also adds to the variety of the school day.

Subject specialists take full control in Year 6 and this lends itself well to the preparation of pupils for a smooth transition to the Senior School and where curricular and timetable arrangements differ.

Ultimately, our aim is to deliver a rich, ambitious, well-structured and inspiring curriculum. A curriculum that imparts powerful knowledge and skills whilst building strong foundations for each child, enthusing a curiosity and love for learning that will open up endless opportunities for them.

*“The pupils’ achievements and learning throughout the school are exceptional, as a result of the outstanding curricular and extra-curricular provision.” (ISI)*

# The Subjects Taught

The breadth of our curriculum is seen as one of the many strengths of the RGS Junior School and we constantly review both its content and structure.

We are eager to provide and maintain a curriculum of breadth and opportunity. Consequently, music, singing, art, drama, French or Spanish, art, design technology and computing have their place, weekly, on our timetable. Those subjects that come under academic scrutiny in later school life also have their fair share of allocated time, whilst Physical Education, in its varied forms, accounts for around four hours of teaching per week. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, a meaningful Personal, Social and Health education (PSHE) programme forms the final cornerstone of our well-rounded curriculum in which pupils’ are delivered Relationships education (RSE) each Spring term.

*“Standardised assessments show that those in the junior school make progress well above the national average. The results of pupils with SEND and the more able indicate excellent progress in relation to their starting points, due to the individual support that they receive.” (ISI)*

# School-Based Extra Activities

The following lists indicate the breadth of opportunity made available to pupils in the Junior School (some clubs may vary and are seasonal, others on-going throughout the year).

Before School	Lunchtime	After School
Fitness Football & Hockey Cricket Y3/4 Junior Choir Y5/6 Junior Choir Junior Orchestra Swimming RGPL Cricket Guitar Ensemble	Art Athletics Brass Ensemble Climbing Cookery Cricket Cross country running Dance Drama English Workshop Fencing Girls' Football Girls' Multi-Sports Girls' Rugby Hockey	ICT Lego Maths Netball Recorder Group Rugby Sewing Soccer Spanish Story Corner Swimming Top Trumps Brass Ensemble String Group Wind Group
		Chess Cricket Fencing Film Fitness Training Girls' Hockey Gym History Netball Sewing Swimming Rugby Tennis Chamber Choir

*"Pupils in lessons demonstrate high levels of learning skills. They gain excellent results academically and achieve consistently high levels of success in an extensive range of extra-curricular activities, resulting in regional, national and in some cases international success." (ISI)*

## Excursions

In recent years, groups have visited:

<u>Year 3 Visits</u>	<u>Year 4 Visits</u>	<u>Year 5 Visits</u>	<u>Year 6 Visits</u>
Newcastle's War Memorials	Christmas Theatre	Oriental Museum	Ingram Valley
Christmas Theatre	Patterdale	HMC Music Day	Beamish Museum
Great North Museum	Great North Museum	Christmas Theatre	Christmas Theatre
Arbeia	House of Objects	Beamish Museum	HMC Music Day
		Newcastle Cathedral	Victoria Tunnel
			Oriental Museum

### Residential Trips

<u>During Holidays</u>	<u>During Term Time</u>
Year 3 - 6 Skiing to Serre Chevalier	Year 3 & 6 Kirknewton
Year 6 Patterdale Hall	Year 4 Patterdale Hall Activity Centre
	Year 5 Robinwood Activity Centre
	Year 6 London trip

# Visitors to School

*“The pupils’ cultural awareness is excellent. It is promoted by displays and events within the school and by visits and expeditions beyond it.” (ISI)*

**We use an ever-changing list of guests to bring expertise to School. Recent visitors have been:**

The Salvation Army, Jennifer Bell (author), Sophie Anderson (author), Michelle Harrison (author), Kiran Millwood-Hargrave (author), Robin Stevens (author), Chris Cook (Olympic Swimmer), Steve Judge (Paralympic athlete), Technology Tom, LEGO Wedo, Anna Turnbull (silk painter), Ian Roberts (Director of Music at St. Nicholas Cathedral), Barclays Bank (money skills team), NSPCC and the Newcastle City Council Road Safety Team, Ricky Munday (mountaineer and Antarctic explorer).

## Music

Music is a very important part of both the timetabled curriculum as well as our extra-curricular provision. Many of the pupils learn to play an instrument at home or through the tutelage of one of the many ‘Visiting Music Teachers’ (VMTs) who make excellent use of our superb ‘VMT’ rooms within the Junior School buildings and the Performing Arts Centre. Our ‘String Trial Scheme’ for Year 3, and ‘String, Wind and Brass Trial Scheme’ for Year 5, offer pupils a term of free group tuition at school as an encouragement to begin learning to play an instrument.

Our talented musicians perform in assemblies, Open Day, Friday Cafés and dramatic productions, whilst there are five most important formal occasions when their music is enjoyed:

- The House Music Competition
- The Carol Service
- The Spring Concert
- Prize Giving
- The Year 6 Summer Production

All students are welcome to take part in the many musical ensembles on offer, including Recorder Group, Junior School Choir, Junior School Chamber Choir, Guitar, String, Wind and Brass Ensembles

Especially talented musicians are able to extend their experience in Senior School concerts and our very best singers are traditionally linked to St Nicholas Cathedral, Newcastle, where they can become choristers, if selected.

To prove that a musician’s life is not all formality, our music teachers ensure that various groups of musicians escape from the bounds of school. Over the years they have taken part in:

- various carol singing sessions for charity in Eldon Gardens and Eldon Square and Great North Children’s Hospital,
- Chamber Choir tour of Shrewsbury
- HMC Music Days

# School Sports Fixtures

In the major sports, we send teams at each age group to play matches in HMC Championships in Yorkshire and also at schools in Bradford, York, Harrogate, Wakefield and Leeds. Our local fixture list includes most of the independent schools on Tyneside. We also enter teams in the Newcastle and regional schools championships in swimming, cross country, hockey, netball and athletics. Our boys and girls are regular City Champions in hockey, netball and athletics, with many going on to compete at County level.

Our House system allows all of the boys and girls to compete against one another in most of the sports that we offer. The House swimming, gymnastics, dance and cross-country championships and of course, Sports Day, are major events in our calendar.

In gymnastics, we send teams to regional and national schools championships. Their record is very impressive, and over the years many national champions have been trained to standards of excellence in our gym.

The top of our “pyramid of talent” is extremely high but it is founded on a broad base and a philosophy of sport for all. The gymnastics club, for example, involves around 100 children each week. Traditionally, we have provided ample opportunity for pupils to represent the school at various sports we offer, often taking whole year groups to fixtures in hockey, netball, football and rugby.

An example of our annual fixture list, subject to minor changes depending on year groups:

<b>Rugby</b>	<b>Football</b>	<b>Hockey</b>
Barnard Castle School QEGS, Wakefield St Olave’s, York Bradford Grammar Newcastle Prep School Newcastle School for Boys Bronte House School Dame Allan’s Hymer’s, Hull The HMC 7’s	Yarm School Newcastle School for Boys Newcastle Prep School Barnard Castle School The HMC Championships (Hull) ISFA ESFA Championships Newcastle County Cup	Newcastle Prep School Yarm School Newcastle High School for Girls Dame Allan’s School Mowden Hall School Barnard Castle School HMC GSAL St Olave’s Longridge Towers Bede Academy
<b>Netball</b>	<b>Swimming</b>	<b>Cricket</b>
Newcastle Prep School Yarm School Newcastle High School for Girls Dame Allan’s School Mowden Hall School Westfield School Brönte House School	Newcastle High School for Girls Dame Allan’s English Schools Championships St Olave’s School Newcastle Prep School The HMC Championships IAPS Championships	Yarm School Newcastle School for Boys Newcastle Prep School Championships Dame Allan’s School The HMC 6-a-side
<b>Athletics</b>	<b>Cross Country</b>	
Newcastle Championships County Championships Northumberland County Finals The HMC Championships	Newcastle Championships The HMC Championships Northumberland Schools’ Championships Mowden Hall	

# Academic Performance

Happy children learn quickly and enjoy the process!

We are convinced that our excellent facilities, extensive programme of activities and visits, broad curriculum and talented teachers, provide an inspiring environment for the pupils which leads to a love for learning and an ambition to succeed - two of our core school values. This 'love' and 'ambition' provides both the secure base on which confidence can develop and the energy to tackle work with determination. A rapid pace of learning is the result.

Our SATs results for 2019 were reported in the Sunday Times "Good School's Guide" Magazine recently and we can be justifiably proud of our placing of 10<sup>th</sup> in the national ranking of Independent Junior and Preparatory Schools for last year as we are the largest school (by some distance) in the top 90.

*"Results in national curriculum tests at age 11 are well above the national average for maintained junior schools. Mathematics and reading results have been exceptional." (ISI)*

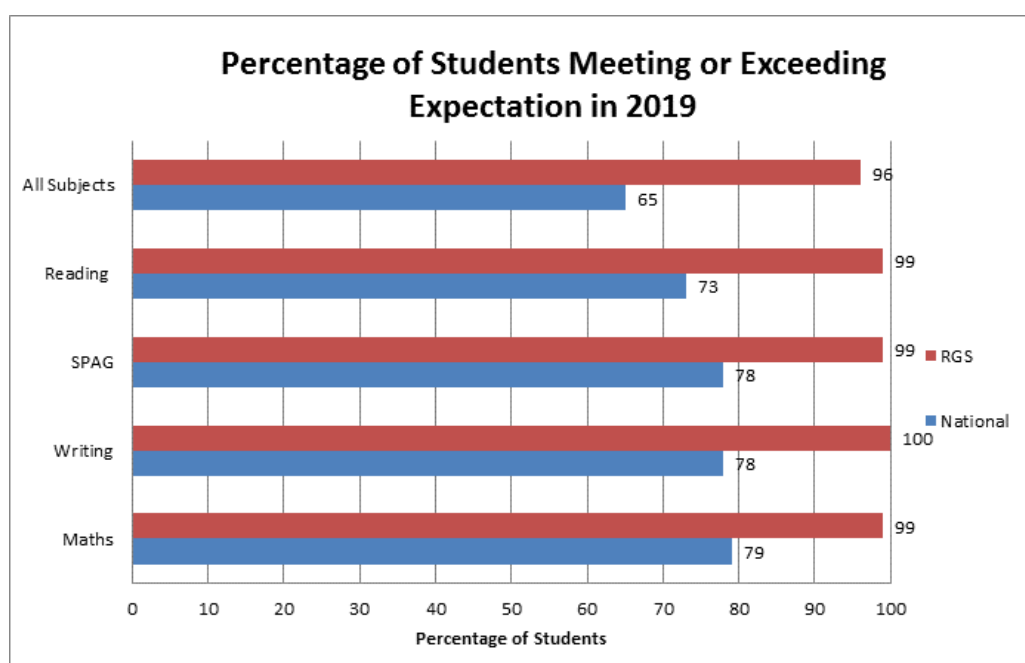
## Key Stage II SATs Results 2015 – 2019\*

\*No Sats held in summer 2020

Percentage of RGS Children Achieving Level 5, compared to National figures in brackets (%).

Subject	2015	2016	2017	2018	2019
English	Reading 93% (49%) SPAG 94% (52%)	Reading 99% (66%) SPAG 100% (72%)	Reading 100% (71%) SPAG 100% (79%)	Reading 100% (75%) SPAG 99% (78%)	Reading 99% (73%) SPAG 99% (78%) Writing 100% (78%)
Maths	Maths 90% (43%)	Maths 100% (70%)	Maths 100% (75%)	Maths 100% (76%)	Maths 99% (79%)

SPAG = English, Grammar, Punctuation & Spelling



# Charitable Service and PSHE

The children quickly settle into the way of life in the Junior School and are introduced to issues in the wider local community and to the needs of others through lessons of personal, social and health education. (PSHE). This subject incorporates a short programme of religious education.

*“Through PSHE, assemblies, lectures from outside speakers and form time discussions, the school promotes an understanding of shared values that characterize modern multicultural Britain, knowledge of public institutions and respect for the English law, which permeates all aspects of school life.” (ISI)*

Encouraged to play their part at all times in ensuring that our school community is a happy and supportive environment, the pupils do what they can to help others elsewhere who are less fortunate. In addition, the local charity, Dyslexia North East, operates from the Junior School by providing independent support for those with dyslexia and their families.

In recent years, amongst others, we have supported:

St Oswald’s Hospice

The NSPCC

The Royal British Legion

The North East Children’s Cancer Run

The Salvation Army

Children in Need

Comic Relief

Sports Relief

Great North Children’s Hospital

The Newcastle East Food Bank

Whilst supporting some of these charities through dedicated days, children are also encouraged to organise their own fundraising activities in school in response to current events, such as international disaster appeals.

# Transition to Year 7 and Beyond

*“Relationships between pupils and staff throughout both the junior and senior schools are excellent.” (ISI)*

Good academic performances and acceptable behaviour are requirements and very much the norm once children enter our Junior School.

It is not necessary to take a further examination to enter the Senior School. It is, however, expected that Junior School pupils will work hard in order to be offered a place in the Senior School by Mr Geoffrey Stanford, Head. Guidance towards that aim is given via regular feedback to parents through our reporting and assessment system. A programme to assist and support students towards and through transition is in place to help our current students and those joining Year 7 from other schools.

## **Financial Consideration**

Junior School fees for the academic year 2020-21 are £3,896 per term (£11,688 per annum). Fees for 2021-22 will be announced at Easter 2021.

Further information concerning fees and bursaries is available on the school website. Any queries concerning fees or bursaries should be directed to the School Bursar or a member of the finance staff using the email address: [finance@rgs.newcastle.sch.uk](mailto:finance@rgs.newcastle.sch.uk).

## **The Future and a Little History**

The Royal Grammar School is an ancient institution but not a dinosaur. A modern outlook and great vision by successive head teachers have brought the school to where it is today. We never intend to allow progress to falter. Girls joined the sixth form in 2001, and co-education rapidly extended to the whole school.

In addition, in 2006 the Junior School opened its doors to Year 3 children and then increased the size of entry into Year 5 (9+) the following year by adding another class. In 2007, the Junior School was selected by the Sunday Times as, 'School of the Year' – an accolade we haven't forgotten and one that ensures that we are determined to maintain our standards. In 2011, Year 3 was expanded to three classes. For these developments to occur, it required an extension to the Junior School and total refurbishment of the existing building. In conjunction with the use of the extensive modern facilities of the upper school, our students benefit from using the very best of educational facilities to be found on Tyneside.

The Royal Grammar School is certainly a school of considerable tradition but those who lead it have their mind's eye on the future. Perhaps, your vision of your son or daughter's future will involve this school and their success in the admissions procedure might not be too distant.

**Mr J N Miller**  
**Head of Junior School**