



## **GOVERNORS' ANNUAL REPORT TO PARENTS: 2019-2020**

### **Introduction**

The last academic year has been one of unprecedented challenge and I would like to start this report by, on behalf of the governors, thanking every member of the Ripon Grammar School staff team for the dedication and commitment they demonstrated throughout the year, but particularly during the Covid-19 pandemic. I also pay tribute to the resilience, diligence and motivation demonstrated by students, who have worked so incredibly hard during these times of great adversity. The cancellation of the public examinations, and the loss of the usual school learning environment has brought with it unimaginable stress and uncertainty to our community and as governors we appreciate the support given by parents too.

Despite the sudden closure of the school for routine business in March, we are aware of the huge efforts made by the staff team to deliver a full and inspiring curriculum. Governors learnt that more than 2500 on-line lessons were delivered in addition to the countless imaginative, challenging and relevant learning tasks online. Staff went to huge efforts to ensure that online learning has been as rich and wholesome as it could be.

In addition to the curriculum, governors heard of the massive pastoral efforts; phone calls to students, online group chats, form quizzes, emails and video links offering support and encouragement. We are confident that every student in school was been accounted for and their safety assured. This was a whole school effort - with members of the non-teaching staff phoning students at home to check on their wellbeing.

The school has of course, during the entire year, been as 'open for business' as it could have been. We are extremely grateful to the staff members who have supported students of key workers in the early phase of the lock-down, and then during the summer term delivered face to face lessons for students in Y10 and Y12.

In addition to all of this, the school estate has been maintained, tidied, painted and even developed by the premises and caretaking team. The administrative team have also been working hard to keep the business going - and the telephone has always been answered.

This period has of course posed individual challenges for everyone. There will be many members of the school community who have been shielding; some who have been affected. As governors we are acutely aware of the impacts of this situation on the staff team, students and families; and have been hugely impressed by the work done to ensure everyone has been supported. I would like to pay particular tribute to the members of the Senior Leadership Team who have worked tirelessly through the year. I know that with us, their priority is to ensure the safety and wellbeing of every member of the RGS school community.

This annual report provides parents and others with an overview of Ripon Grammar School's main activities and achievements over the last academic year. Governors are always keen to establish effective communication with parents and provide opportunities for dialogue: one of the characteristics of good and outstanding schools is the feeling of inclusion that all members of the school community have in furthering the achievements of the students and enhancing the success of the school. Should any parent wish to contact a school governor contact details are available on the school website.

## **Governors' Role**

The full governing board (FGB) meets four times each year but governors discharge their responsibilities largely via their committees: Admissions, Boarding, Curriculum, Finance and Personnel, Pastoral and Premises. The principle role of the committees is to look in depth at the work of the school by being analytical, innovative and creative yet challenging and supportive of the Headmaster and the staff team. The committees regularly scrutinise the strengths and weaknesses and, in particular, examine how any identified weaknesses are being addressed. As a full board, governors are responsible for setting the school's strategic direction; ensuring resources are used to maximum effect and participating in the formulation of the Strategic Development Plan in discussion with the Headmaster and the staff.

Governors are also charged with keeping abreast of changes in education nationally and the past year has seen the continuation of an enormous array of changes which will continue to take effect over the next few years, much of it concerned with public examinations, but also changes in how schools are inspected and assessed and important updates and developments to enhance child protection.

Governors are accountable to the role they undertake. Attendance at meetings is recorded, and publically available on the school website. Since 23 March 2020, when the full impact of the Covid- 19 pandemic became apparent, with the national 'lock down' governors have continued to meet both as a full governing board and as sub-committees virtually, and business has continued.

## **Public examination results**

As a direct consequence of the Covid-19 pandemic, public examinations were cancelled this year. For both A levels and GCSEs, students were awarded grades based on 'Centre Assessed Grades' (CAGs) - awarded by the school based on the attainment and predicted outcome of the examinations, should they have been taken. Parents will be aware of the issues regarding the moderation of these grades by an Ofqual generated algorithm. Nationally this resulted in a down grading of around 40% of CAGs for A level. For Ripon Grammar School, the adjustment was far less, which was, governors believe, a consequence of the accurate but also aspirational nature of the grades submitted (which were so carefully analysed and scrutinized by the teaching and leadership teams) when compared with other centres. As it happened, the Department for Education made the decision to award all students their CAGs (if higher than the moderated grade).

Governors are extremely pleased with the superb academic results at both A level and GCSE. The 2020 A level results were excellent, in keeping with previous years with 100% pass rate (A\* - E). A phenomenal 83% of grades were A\*- B with 59% of grades being A\* or A. There were 128 A\* grades which is exceptional.

AS level examinations are no longer offered, and the majority of sixth form students now undertake a three A-level option; allowing time for detailed mastery of the subject matter whilst participating in additional enrichment activities and lessons. The sixth form curriculum remains broad, with the intention of offering a bespoke education that prepares students for their post-18 experiences – whether that is higher education or in the workplace.

The Extended Project Qualification (EPQ) continues to be highly valued by universities. This year 53 students completed the EPQ which involves students undertaking a piece of research of their choosing, followed by a report or essay of up to 5000 words. Graded on A\*-E scale 90% of the RGS students who completed an EPQ secured an A\*-B grade, with 72.5% achieving the A\*/A grade. Given that nationally 43% of the total 19456 candidates achieved these top two grades, the performance of RGS students continues to be exceptional. We hope that the change in sixth form curriculum will result in an increase in uptake of this valuable qualification.

The new grading system for the GCSE examinations where the grading follows a grade 9-1 structure is now well established. In this system, grades 9-7 are equivalent to the previous A\*/A and grades 9-4 to A\*-C. These boundaries, accepted by Ofqual, the government's examinations regulator, provide a tool to enable some year on year data comparisons to be made.

RGS GCSE results compared extremely favourably to national results. The grade 9 was introduced to reward achievement at the top half of the previous A\* grade. With only 4.8% of all grades nationally at grade 9, the 25% A\* grades awarded to RGS students in summer 2020 is outstanding.

These excellent GCSE, AS & A-level results again place RGS as one of the highest achieving schools, both maintained and independent, in the North of England.

The information below summarises the headline data for the current and previous years. Detailed information by subject is available on the school website. Governors would emphasise strongly that high achievement in public examinations is only one aspect of the wide education that the school provides. RGS values all its students as individuals, irrespective of their ability, and strives to support everyone to achieve their maximum potential, through a love of learning. All achievements, not just those of the most able are celebrated. Governors are also acutely aware that, from time to time, students will face considerable health, family or personal difficulties. The impact of these cannot be overestimated, and the school remains utterly committed to work with parents and others to strongly support students through their education so that they can achieve their best with the highest amount of pastoral support.

Governors look at progress measures to assess how groups of students have progressed during their time at RGS based on exam data on entry and at GCSE. Progress 8 at GCSE, determined by the DfE for the full national cohort is one such measure. For the 2020 cohort Progress 8 data is unavailable (and may not be published by the DfE because of the absence of the examination process). Data from the 2019 candidates' GCSE results show a Progress 8 measure of +0.92. This means that, on average, RGS students achieved just short of one grade better across all subjects than expected from a national comparison. For those students who were classified by the DfE as 'middle attainers' at the end of their primary schooling, the Progress 8 measure for RGS was 1.42 – meaning students achieve on average, just short of 1.5 grades higher across all their subjects than would be expected – ranking RGS 3rd out of the 55 'similar schools' (identified by the DfE as comparable to RGS) which is exceptional.

		2020 <sup>§</sup>	2019	2018	2017	2016	2015	2014
A-level	Pass rate (A*-E)	100%	98.9%	99.8%	100%	100%	99.7%	100%
	Grades A*A & B	82.7%	76.1%	79.7%	79.1%	76.2%	71.5%	75.9%
	Grade A*	29.1%	20.4%	19.4%	23.0%	20.5%	16.4%	20.8%
GCSE	Grades 9 - 4	99.6%	96.9%	97.0%	98.5%	97.4%	96.9%	98.2%
GCSE	Grades 9 – 7	67.7%	61.6%	65.8%	64.4%	60.7%	63.0%	68.5%

§ Results are provisional until all appeals have been completed.

# In 2017 revised grading on a 9 to 1 scale (where 9 is the highest and 1 is the lowest) was introduced in England for GCSE English, English literature and mathematics, followed by a further 20 subjects in 2018. At the same time the syllabuses and examinations for these subjects were made more demanding. Whilst the general intention was to align grades 9, 8 & 7 with the former A\*/A grades and a grade 4 or above to be the equivalent of grades C or above, the regulator (Ofqual) advises that the results in subjects with the new grading should not be compared with

previous years. However, to maintain some semblance of comparability, albeit with the caveat above, numerical grades have been compared with Ofqual's approved equivalences and these results should therefore be understood in that context.

## **Destinations of leavers**

All Year 11 students proceed on to post-16 education, the vast majority at RGS but a smaller number at other schools and colleges which offer particular subjects or courses that RGS does not offer.

Year 13 students continue to be ambitious in their career aspirations with the majority applying for university but others taking up prestigious apprenticeships, going directly into employment or taking a planned gap year. Many of the latter group do so with a firm university offer for next year, but there are a larger number than usual who have elected to take a 'gap year' to consider their options for next year. This is a direct consequence of the Covid-19 pandemic which left students uncertain regarding their likely attainment and the university offering. The careers staff and sixth form team provide support and expert guidance to all students, whatever their intentions, so that they can make fully informed decisions. Over the last year there has been a particular focus on ensuring that the careers advice given to students is neither narrow nor focussed entirely on university application processes, to ensure that all students are encouraged to be appropriately ambitious and are supported in achieving their ambitions, whatever they are.

## **University Destinations**

This year 154 UCAS applicants (including 26 former students of the school who were making post A-level applications) applied to 84 different universities with the 24 Russell Group universities representing 76% of the preferred institutions. Success rate at gaining offers to these very competitive universities was over 65%. In common with previous years, many students selected northern universities with Newcastle, Northumbria, Durham and York as the favourites but also this year a higher number of students taking up places in Nottingham, Birmingham and Manchester and universities all over Great Britain were represented - as far away as Bristol and Exeter. In this very difficult year 104 of the 154 applicants achieved entry to their first choice institution which is a reflection of their careful work and well prepared applications plus the very high academic standards that the RGS students reach.

Of those applying to read medicine, 7 of the 8 who held offers successfully achieved their places, as did both applicants to Veterinary Medicine and all 8 of the applicants to Law. 7 of the 8 Oxbridge applicants who were given offers achieved their places.

## **School Admissions**

The school's main points of entry for both day and boarding students are into Year 7, Year 9 and Sixth Form (Year 12). North Yorkshire County Council (NYCC) is responsible for administering admissions into Year 7. The governors' Admissions Committee closely monitors the entrance test arrangements to ensure that the potential applicants and the school are not disadvantaged in any way. In 2019 NYCC changed the testing format to one of a single day, which, on the basis of the evidence the committee has analysed, did not impact significantly on those Y6 pupils sitting the test. Due to the pandemic, the test for entry in September 2021 has been deferred to November 2020.

Admission into Year 9 is managed by the school and aims to provide additional places for able boys and girls who, for whatever reason, did not gain a place at age 11. The application deadline is late January with test taken at the school in early February. This entry point again proved popular this year.

Every year the school admits a large number of new students into the Sixth Form (Year 12) based on their achievements at GCSE. This year was no exception when around 54 new students joined RGS. They quickly feel part of the school, contribute widely to co-curricular activities and achieve excellent results. They also bring a wealth of experience and talent which enhances the school community, and often become school office holders when they move to Year 13. The Sixth Form Open Evening takes place in late January each year with applications due by mid February.

## **Staffing**

Governors are only too well aware that the success of the RGS is a consequence of the expertise, dedication and commitment of both teaching and support staff. At the end of each academic year a number of governors usually have the pleasure of interviewing a group of the Y13 students just prior to their departure from RGS. This is always an uplifting experience and, without exception, each year students describe the unending support they have received from the staff team who go that extra mile to ensure that students can reach their full potential. We were not able to undertake this exercise this year, because of the school closure, but we have received numerous notes of thanks from leavers who have echoed those comments previously received. We hope very much to be able to talk to our Y13 students at the end of this academic year.

Each year a number of staff leave RGS to pursue their careers in other schools, often in promoted posts, or through retirement. This year saw the departure of five members of staff, each of whom has contributed hugely to RGS over their time in school. They were: Mr Chamberlain (Head of Modern Foreign Languages and Boarding House Parent) who has taken up a senior teaching post in Switzerland and Dr Linklater (Head of Biology) who is moving to Vietnam to teach biology. Mrs Etherington (Inclusion Manager) has also left the school - her husband has taken up an exciting post in Washington DC, and she and her children are relocating with him. Ms Sutcliffe (Teacher of Mathematics) has taken up a post teaching students where English is a foreign language. We wish them every success with their overseas adventures and thank them most sincerely for their huge contribution to the life of the school. Mrs Addis, the greatly respected Senior Houseparent for School House also retired at the end of the year. She has been held in fond and high regard by our boy boarders and will be missed greatly. We wish Mr and Mrs Addis a happy and peaceful retirement.

## **Governance**

At the end of the academic year Dr Chris Preece came to the end of his term as elected parent governor. Chris has chaired the boarding sub-committee and contributed hugely to the pastoral work of the Board. He continues to have a large role in organising mock interviews for potential medical and dental applicants, so will still be very contributing to school life.

During the year we welcomed Mr Matthew Bean as a co-opted member of the board, bringing particular expertise from his background as a senior lawyer. Matthew has been previously involved in school governance at a local primary school, and he will be chairing our boarding sub-committee.

Our constitution deliberately makes provision for a large governing board, principally a mixture of parent-elected and co-opted governors. Each year there are vacancies which we try to fill matching the needs identified from our skills audit. We would encourage all parents to consider putting themselves forward either for election as a parent governor when vacancies arise or making their interest known to the Chair of the Governors in an email.

## **Governors' Committees**

This is a snapshot report giving an overview of the work undertaken within our governor sub-committees. Accepting the limitations of this, below are synopses of governor priorities for the last year.

### **a) Boarding**

The primary focus of the Boarding Committee remains to ensure that boarders are well cared for, happy, safe and secure within the school community - and clearly these questions have been brought even further into the spotlight since the onset of the pandemic. Whilst it is tempting to focus on this immediate challenge, it is worth reflecting that the committee has continued to apply a high level of scrutiny to all aspects of boarding at Ripon Grammar School throughout the whole academic year. There have been regular reports from House Parents on the wellbeing of students, reviews of maintenance and catering requirements, and updates on relevant policies. There has also been wider strategic oversight with respect to the long term development of boarding within the school.

One key element of this has been the monitoring of the school's progress with respect to the Boarding Development Plan, which lays out the vision for the next 10 years. Already several key stages of this plan have been implemented,

from the appointment of Mrs Day as Assistant Head (Boarding), to the planned development of accommodation in Johnson House and changes to catering provision. Despite the undeniable challenges of Covid-19 it remains the committee's ambition to continue this growth, expanding and improving upon the already excellent boarding facilities, always returning to that defining focus on the wellbeing of all within this community.

## **b) Curriculum**

Each year we review and analyse GCSE and A level results, measuring them against a variety of benchmarks. The GCSE results in Summer 2019 were once again excellent overall. The Progress 8 score for each school, based on a comparison of GCSE results with the attainment data for each student on entering the school, is a measure of how students have progressed in secondary education. RGS P8 was 0.92 indicating that, on average, each student in each subject attained nearly a whole grade better than would be expected from National data. This fine result placed RGS 81st out of all English state schools. While celebrating this creditable achievement, governors delved into the few less impressive results, seeking explanations and remedial actions from the School leadership.

The A Level results in summer 2019, though still very good indeed, were not a School record. Governors had a number of questions to ask the School leadership concerning a few U grades (very unusual at RGS) and focusing on the results for certain subjects. Most important, though, is that the vast majority of students were able to take up places for their first-choice course and university.

The committee has monitored progress with the academic strands of the Strategic Development Plan and with the School's leaders we identified three priorities for 2019-20. The new sixth form curriculum, to commence in September 2020 for Lower Sixth, was approved. Importantly this responds to the rapid demise of AS level exams and uses the time gained from their removal to give students the opportunity to choose and engage in wider educational activity. Some of this is non-examined but we also anticipate a larger number being able to complete an Extended Project Qualification. The EPQ is what it says, an extended, in-depth study, by any means, of a topic which may or may not be connected to the student's A level subjects. Crucially it allows the student to push the boundaries of learning and exploration beyond the confines of the A level specifications. The final, lengthy report and presentation are assessed and graded by the exam board.

A second priority, a restructuring of Assessment and Reporting for all Year groups has been completed and is up and running. Governors receive regular reports on how it is received.

The third priority, a re-consideration of the curriculum for Years 7-11 started well but was put on hold when the Covid-19 epidemic caused the School and the governors to have to change focus.

At our May 2020 meeting, held using a digital remote conferencing application, we asked for detailed reports on the School's response to the enforced closure. We wanted to hear how students' learning had been maintained, of course, but we were equally concerned how the School had monitored and supported student well-being. What we were told was very reassuring and, with several of our committee being parents of students in the School, we could get first-hand accounts of what it was like "at the receiving end". It was obvious that teachers had made exceptional efforts to provide the usual service as far as possible and that our students, unlike many we heard about in the media, had shown their customary application and enthusiasm and made the very best use of the learning opportunities provided.

At this meeting we also challenged the Deputy Head (Academic) about the methodology the School was employing to generate Centre Assessed Grades for GCSE and A Level entries. As expected, RGS strove to provide grades which were a fair and accurate assessment of each student's work to date and potential.

Governors have continued to monitor a wide range of curriculum related matters, including regular checks of student progress; health & safety in lessons; the uptake of courses and set sizes; the provisions made for students with specific learning needs; and the support given to students in receipt of Pupil Premium.

### **c) Finance & Personnel (F&P)**

One of the major responsibilities of the governors is careful oversight of the School's finances with much of the detailed monitoring work delegated to the F&P committee.

The overriding issue for the School's finances, especially during the latter half of the Year, has all been associated with dealing with the effects and consequences of Coronavirus. The School has had to manage a set of extremely challenging circumstances. For example, it did not receive sizeable budgeted income including at least one full Term's worth of boarding fee income and over 6 months of lettings income. To at least partially compensate it has managed down variable and other discretionary costs as effectively as possible with the most notable and significant development being a year's deferral on a major loan commitment.

Another adverse consequence of Coronavirus has been the placement into Administration of the School's letting agent, SLS. SLS was appointed by the School in October 2019 (then the leading independent and state school letting agency) to assist the School in maximising its letting potential, especially in light of the then recently completed 3G pitch. Unfortunately, a combination of SLS' operational business model and the closure of all schools for an extended period has rendered its on-going business unsustainable. The School is recognised as an unsecured creditor and amounts outstanding have been registered with the Administrator.

The net effect of all these impacting Coronavirus elements is an erosion of the School's financial Reserves of approximately [£125,000] and this has meant certain early feasibility plans for development of potential capital projects on the School estate have had to be temporarily deferred. The School has however still been able to undertake critical capital works, especially as these relate to necessary renovations to Johnson House in order to improve the School's boarding proposition.

State funding for schools has improved across the board – both in terms of the per pupil grant (for all age groups) and teachers' salaries. By far the biggest expense in the School budget is staff pay, and governors are proud to demonstrate their commitment to maintaining the excellent staff team within RGS – who, as previously described, are the key to the success of the RGS community.

The F&P Committee also monitors staff appointments and staff welfare, as well as staff performance. In a climate where the recruitment and retention of teaching staff nationally is challenging, governors remain very pleased with the appointments made during the last year, a reflection of the reputation of the School in attracting strong applications. The appraisal process for all staff in RGS is robust, and governors are again pleased to note the very positive outcomes for staff as a result of this.

Governors are grateful for the expertise of our School Bursar, Mrs Alison Balsdon, who, in association with the Headmaster, ensures careful and prudent management of financial resources.

### **d) Pastoral**

The pastoral committee has an overriding responsibility to ensure the highest standards of care and welfare of students in the school including their safeguarding. The wellbeing of the RGS students and the RGS community, as a whole, is the focus of our meetings. The committee meets with and receives reports on pastoral matters from the leadership team within the school – which includes Heads of Years 7, 8 and 9, Head of Upper School, Head of Sixth Form the Senior Leadership Team.

The year fell into two distinct halves. During the first half, the committee reviewed the new pastoral management and leadership structure, and the benefit of the Pastoral Centre. We heard evidence of the integration of form tutor leadership and the reduction in time wasted on simple administrative tasks thanks to support from this office, allowing for better support to students by the tutor groups. Co-curricular and house activities are a second focus of the committee. We heard evidence of improved opportunities for co-curricular and house-based activities, such as inter-house music, that provide balance to the academic workload. We regard it as important to provide a diverse range of

activities as part of a healthy overall learning environment. The committee approved updates to school uniform policy and heard a review of the school Mental Health Action Plan.

The second half of the year was dominated by coping with Covid matters. The committee met remotely and heard individually from each Head of Year and Head of School on the issues facing form and year groups. We had reports on the extra levels of support provided during lockdown and on efforts to support the whole school community during a very unsatisfactory and disruptive time. As it became apparent that schools would not be returning to normality, new teaching methods and pastoral approaches had to be developed and implemented, and new arrangements put in place for the key exam year groups and new entrants to Years, 7,9 and 12 and to monitor vulnerable groups. Evidence from student wellbeing surveys was used to improve the arrangements during this challenging time for staff and students. Finally, we reviewed a comprehensive risk assessment for re-opening the school during the last few weeks of the summer term.

#### **e) Premises**

The early part of the year saw the completion of the 3G pitch and associated changing facilities. This has been a large, complex project which has required significant oversight. Careful planning has ensured that the RGS funded elements came in on-time and within budget and that the facility will be a major asset to the school and the wider community. A number of other new premises projects have also been completed this year including a new pastoral centre, new IT suit and a major redevelopment of the staff accommodation in Johnson House to ensure that we can attract and retain staff to support our boarding student community.

Significant progress has also been made developing a longer-term strategic vision for the school estate. An architect has been appointed to develop this with a key focus on accommodating a new dining facility and new performance space on the site, alongside consideration for improving pedestrian access and optimising boarding accommodation. This work will conclude shortly and will provide the basis to explore options for funding these major developments going forward.

Covid-19 has provided an unusual opportunity to bring forward some work that would only normally be possible at very specific times on such an intensively used site but inevitably it has also required additional work to support the safe reopening of school to all students for the new academic year. The Committee extends particular thanks to school premises manager, Andy Hogg, for all his work to bring about these projects in this challenging year.

#### **School Publicity and Marketing**

Mrs Ruth Savage continues to work extremely actively in her role of Marketing and Publicity Manager for the School. Ruth has been instrumental in the online publication of RGS News, and the continued production of Clocktower – both of which are well received by current students, alumni of the school and our Community. Over the course of the year there has been a presence associated with RGS on social media with regular updates and advertisements on Facebook and Twitter. Since August 2018 – the RGS Twitter Reach has continued to increase exponentially to over 200,000 in July 2020. These platforms are now being utilised as main areas for marketing our school and in particular the boarding facilities. The absence of ‘real’ open evenings has meant the increased use of online resources for virtual open evenings for new Y7 and Y12 students this year.

#### **Co-curricular Activities and Achievements**

The breadth of co-curricular activities on offer at RGS continues to increase, and Governors are extremely grateful to staff who undertake these voluntarily to ensure an excellent educational experience for all at RGS, with the key focus being on helping all our students develop as all round individuals. Covid-19 has of course prevented the vast majority of co-curricular work since March. The School production of ‘Little Shop of Horrors’ which was performed at the end of March was a resounding success and those who had the privilege of attending were left in no doubt as to the talent,



expertise and professionalism of the RGS community The production justifiable reaped the most outstanding comments not only from our own community, but from external media reports too. The musical and drama profiles of our school continue to be at the highest level.

School trips and educational visits have continued to flourish. Governors have been delighted to see the uptake increase over recent years. The Pupil Premium funding the school receives, enables all students to access these opportunities. Covid-19 means that at the moment there is no ability to undertake overnight trips, and school trips during the summer term (including the World Challenge Trip to Ecuador) were sadly cancelled. However once safe to do so, I have no doubt of our continued commitment to World Challenge and our other popular overseas trips. Last year saw a record number of students participating in the Duke of Edinburgh Award Scheme, and governors welcome the opportunities this gives our students and are grateful to all those staff members who lead these programmes.

Last year, Charity Week, held before the Autumn Half Term Break, resulted in more than £8k being raised by students for the work of Surfers against Sewage; a charity chosen by students focussing on the environmental impact of plastic in our oceans.

Within the Headmaster's half-termly newsletters, RGS News and our social media presence, the wide range of opportunities plus the exceptional commitment of staff and students to the co-curricular life of the school is detailed. Governors are delighted at the strength and success of the co-curricular life at RGS, and the value that the school places on the array of wider curricular engagement and success. We hope that as we move through the current restrictions imposed by the COVID pandemic, we will see a gradual ability for the resumption of the activities outside the classroom.

### **Communication with Parents**

The school website continues to be developed. The implementation of 'My child at school' – an electronic record of an individual student life at RGS, along with the website, means that communication with parents is now paperless. All letters which are sent home are hosted on the website as a matter of course.

We would ask parents to check the website on a regular basis to ensure they are fully informed.

E-mail communication is routinely used, **so it is of course vital that the school has an up to date email address.** Many parents follow the school's achievements via social media. RGS news is published at least termly, updating parents and students on the activities taking place within school. The Headmaster writes a newsletter half termly to ensure that events of importance are communicated with parents. Governors therefore hope that parents do feel that they are fully informed about all aspects of school life. If this is not the case please do let us know.

Despite the huge challenges we have all faced, governors are delighted to report another exceptionally successful year for Ripon Grammar School. On behalf of the Board, I would like to express my sincere thanks to the Headmaster and the staff team for their professionalism and commitment to the education and care of the students, and all parents for their continued support to the school.



Elizabeth Jarvis  
Chair of Governing Board  
September 2020