

RIPON GRAMMAR SCHOOL



School Prospectus 2018



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Headmaster's Welcome

Thank you for your interest in Ripon Grammar School. By reading this prospectus I do hope that you will capture the essence of what we aim to be: a place of outstanding academic reputation yes, but also so much more. We aim to equip our students with a set of core values we hold to be important: integrity, empathy and care for others, curiosity and aspiration, inclusivity and community-focus. In short, we aim to educate, in partnership with parents, responsible young adults, focused on taking their place in society and contributing positively to that society.

As a maintained, selective, co-educational boarding and day school, Ripon Grammar School holds membership of a small group of schools in the country. As a place of learning and as a community of individuals, it is unique. As a school bound by its catchment, we serve that community and have done so since the seventh century and following our re-founding in 1555. Set in extensive and beautiful grounds in the heart of the historic city of Ripon, the School possesses a strong 'sense of place'. With currently over 90 boarders in two residential houses, boarding inevitably contributes to the vibrant nature and diversity of the School. It adds to the feeling of belonging that students so often display. At just over 900 students we are big enough to challenge, but small enough to know and care for each student individually.

Academic results and 'value added' are exceptionally strong at both A Level and GCSE - a testimony to the hard work of students and high calibre of teaching. Both elements combine to provide a unique learning environment. There is an emphasis on inspiring and challenging students to think both independently and collaboratively. The large majority of our students leave school to pursue further study at university- many to the prestigious Russell Group of universities including Oxford and Cambridge. Our careers service is also outstanding and we ensure that students are guided on the right path they choose, whether it be university, apprenticeship or the world of work.

In addition to the classroom, Ripon Grammar School is proud of its rich co-curricular life. Sport, music and drama are exceptionally strong and the extensive activity and trips programme all contribute to producing well-rounded individuals ready for life beyond the classroom. The House system also contributes to that sense of belonging, albeit with a mix of friendly rivalry too. Above all else, we expect our students to be leaders in whatever capacity they find themselves – in essence to take the right decision at the appropriate point. There are numerous opportunities to take on leadership, whether it be through sporting endeavour, contribution to our drama or music programme or through roles of responsibility such as School Officer, Prefect, Form Prefect or School Council member.

I sincerely believe that Ripon Grammar School can provide the right education for your son or daughter, blending, as it does, a mix of academic and co-curricular challenge, encompassed within a caring and supportive framework. I look forward to meeting you and showing you what the School can offer.

Jonathan M Webb
Headmaster



The Academic Curriculum

The curriculum at Ripon Grammar School is designed to be broad and balanced, blending innovative teaching practices with traditional subject matter.

Lower School Curriculum (Years 7, 8, 9)

- Art
- Design Technology
- English
- French
- Geography
- History
- Information Communication Technology
- Music
- Physical Education
- Science

In Years 7 and 8, science is taught by specialist teachers as the separate subjects of Biology, Chemistry and Physics.

In Year 9, students will take an introductory course in either German or Spanish

Students in the Lower School will also study personal, social, health, citizenship and economic education (PSHCEE), and Religious Studies.

Assessment

The progress and attainment of all students will be assessed and reported to parents annually with grades [9-1] related to GCSE outcomes. Written reports will also be provided each year with an emphasis on providing a clear picture of strengths and weaknesses of individual students in order that appropriate encouragement, support and guidance can be given as well as the opportunity to make appropriate choices at GCSE.

Upper School Curriculum (Years 10 & 11)

Core Programme:

All students study: English Language and Literature, Mathematics*, Science** and a Modern Foreign Language (French/German/Spanish), Computing/ICT, Physical Education/Games and Religious Studies.

*Students in the higher sets will take a GCSE in Statistics and/or Level 2 Certificate in Further Mathematics

**Students study Biology, Chemistry and Physics as three separate sciences in Year 10. In



Year 11 most students will continue to study Biology, Chemistry and Physics although a small number of students will follow a course leading to the award of GCSEs in Combined Science.

Options Programme:

In addition, all students choose optional courses from a list which includes:

- Art
- Astronomy
- Classical Civilisation
- Design Technology
- Food Preparation and Nutrition
- Geography
- German
- History
- Latin (available as an additional subject outside of the school timetable)
- Music
- Religious Studies
- Spanish

The policy is to enter all Year 11 students for GCSE examinations in the courses followed.

Sixth Form Curriculum (Years 12 and 13)

All candidates are entered for General Studies and students usually take four other subjects, chosen from the following list, to AS Level in the Lower Sixth, continuing with three subjects to A Level in the Upper Sixth:

Art and Design
Biology
Business
Chemistry
Classical Civilisation
Design and Technology - Product Design
Economics
English Literature
French
Further Mathematics
Geography
German
History
Mathematics



Music
Music Technology
Physics
Physical Education
Psychology
Religious Studies
Spanish

Additional Curriculum Notes

Homework

Homework is an important aspect of school life:

- It is designed to support the work of children in class.
- It provides opportunities for students to extend their studies into new areas.
- It gives students the chance to take responsibility for the organisation and quality of their work outside the classroom.
- It provides the opportunity to show that students can consistently produce work of the highest quality.

We place great emphasis on the value of homework in the development of self-confident learners and we recognise the tremendous benefits gained from the interest and support of parents.

Religious Studies

In the first five years, all students will receive lessons in Religious Studies, following the North Yorkshire Agreed Syllabus. In the Lower School, there is an introduction to philosophy and ethics, and a study of the aspects of Buddhism, Christianity, Hinduism, Islam and Judaism.

In the Upper School, the focus is upon the study of contemporary ethical issues and philosophical ideas. The work complements that done by the students following the GCSE Religious Studies course.

Parents who wish for their children to be excused from religious studies lessons should write to the Headmaster.



Careers Education and Guidance

Careers education begins in the Lower School and helps students make their GCSE options. During Year 9 and 10 students are shown how to use the available sources of information and have talks from visiting speakers on general or vocational topics. Year 11 and Sixth Formers receive individual attention and guidance so they can make an informed choice about their options.

Work Experience

We believe that work experience makes a valuable contribution to a student's all-round education and preparation for later life, whether it is directly related to future career plans or a more general acquaintance with the world of work. In the Upper School, as part of our work-related activity under the 'Connexions/IGEN' programme, we organise a co-ordinated programme of work for all Year 10 students. This lasts for one or two weeks and begins in the week before the summer half term break. All Lower Sixth students participate in a work experience week at the end of the summer term.

PSHCEe

PSHCEe (Personal, Social, Health, Citizenship and Economic Education) at Ripon Grammar School is delivered by experienced teaching staff through the curriculum at KS3, with one lesson a week dedicated to exploring current topics that impact on teenagers lives. These include health and wellbeing, relationships and life in the wider world (Economics and Financial capability). At KS4 and KS5 the programme is delivered through form time and aims to prepare our students for life after RGS.



The Pastoral System at Ripon Grammar School

A central principle underlying the pastoral care system is that young people are most likely to be successful academically if they feel secure in their school environment. To this end, Ripon Grammar School gives great weight to the importance of effective induction and on-going guidance for each student in order to try to ensure that each young person is both happy and successful. The school pastoral system is divided into three main sections:

Lower School	KS3
Upper School	KS4
Sixth Form	KS5

Relationships with Staff

As well as the Heads of School and their deputies, a key referral point for other members of staff and for parents is the student's form tutor. Students meet with their form tutor twice daily, and the form tutor will play a central role in guiding and supporting each student to achieve their full potential.

Induction Process

Links with primary schools are of paramount importance in terms of the initial induction of students into the secondary-school environment. The Head and Deputy Head of Lower School aim to visit all students in their primary schools before a Welcome Evening and Induction Day in the summer term.

Transition between Key Stages

Great care is taken as students move from one key stage to the next to ensure a smooth transition. The transition from Key Stage Three to Key Stage Four is marked by the transfer of responsibility to the Upper School and by a comprehensive transition programme which begins in Year 9. The Sixth Form office oversees the transition from Key Stage Four to the Sixth Form. A comprehensive induction programme is provided for students before entry to Sixth Form. Nearly all of the GCSE students at Ripon Grammar School progress into the Sixth Form where they are joined by students from other schools from the UK and abroad. We feel that the intake of new students into the Sixth Form enriches our school community, contributing to the vibrant and inclusive atmosphere which pervades our student body.

At Ripon Grammar School we believe the pastoral organisation of the school is very effective in what it sets out to achieve: a secure environment in which all students are valued as individuals, and in which they can be successful and reach their potential.



Effective Communication with Parents

Ripon Grammar School is committed to the individual achievement of each student. We work hard to make a success of the three-way partnership between the family, the student and the school. Effective communication between parent and school is essential to ensure the safety, well-being, motivation and all-round development of each child.

Students here are closely monitored while enjoying the freedom to develop as young adults and to take increasing responsibility for their own lives. We hope that parents will get to know the school and the staff who are responsible for the education of their son or daughter. We ask you, as parents, to support your son's or daughter's learning by providing guidance and encouragement and somewhere for them to study at home. Our students share a strong sense of identity and ethos, and students are expected to have a great deal of pride in their school; this is nurtured by high-quality tutoring, guidance and personal development.

Form Tutors are the first point of contact between home and school. The Form Tutor's primary responsibility is to monitor the welfare of each student to ensure their academic and social development. The tutor meets the members of the form daily to establish and articulate clear expectations to each student, in order to cultivate appropriate standards and attitudes for engagement and success in all areas of school.

Each key stage has assigned to it a Head of School and a Deputy Head of School who meet regularly with the Form Tutors to discuss pastoral issues. Heads and Deputy Heads of School can be contacted by parents with any matter concerning their child by telephone or e-mail and appointments can be arranged. Every student receives three reports during the course of each academic year. A full written report and two brief reports giving an indication of each student's effort and achievement. A Parents' Evening is arranged for each year group once per year and parents may also consult members of staff by arrangement at other times.

In addition to formal procedures we maintain contact with families in a variety of ways:

- There is a Home School Agreement to ensure that parents and staff work together to encourage the best possible development of each child.
- The school website contains the most up-to-date information on various aspects of school life, including copies of letters home, sports results, forthcoming events, calendars, etc.
- Every student is issued with a Personal Planner to assist them in organising their work and to provide a readily accessible point of reference between staff and parents regarding homework.
- The School maintains links with parents via a termly newsletter from the Headmaster.
- RGS News, our termly magazine, is brought home by every student each term.
- Our active and supportive parents' association, 'The Friends of Ripon Grammar School', works very closely with the school.
- There is informal contact at school events such as welcome evenings, plays, concerts and sporting fixtures.



The Sixth Form at Ripon Grammar School

The co-educational Sixth Form supports over 300 students, a considerable number of whom have joined the Sixth Form from other schools. A wide range of A Level courses is offered in a friendly and welcoming environment, providing an outstanding educational experience alongside an array of enrichment, co-curricular and leadership opportunities.

Each student is encouraged and assisted by an experienced tutor to reach their full potential. The dedicated Sixth Form team is responsible for the academic and personal development of every student to prepare them for the opportunities, responsibilities and experiences of life in higher education and employment. Students also have access to the excellent guidance provided by our careers department as part of a thorough programme of post-school preparation.

The vast majority of students go on to study degree courses at their first choice universities across the UK, predominantly at Russell Group universities as well as at Oxford and Cambridge; however a significant number of students are also supported in choosing a range of different routes beyond school, including studying on foundation degree courses, degree apprenticeships, higher apprenticeships and study abroad. Through the Sixth Form careers programme all Sixth Form students are provided with a broad programme of careers advice, addressing a range of post-school options from university to apprenticeships; gap years to employment training programmes and, of course, student finance. All students attend the UCAS university subject fair and a major local university open day, whilst a range of subject and faculty 'taster days' are also available to help each student to make the choices that are best for them.

A separate prospectus, giving full details of curriculum opportunities and how to apply for a place in the Sixth Form, is published annually. Entry to the Sixth Form requires a minimum of six grade '6's at GCSE and satisfactory academic references from the student's current school. Details about our sixth form can be found on our website www.ripongrammar.co.uk

Our Sixth Form Centre provides an excellent facility for sixth-form students. The building includes a studio, a learning centre, an independent-study base and additional laboratories, together with an engineering suite. The students are also able to make use of an extensive range of sports facilities, including our swimming pool, sports hall, climbing wall and Astro turf all-weather pitch.

Leadership and Responsibility

The school encourages students to take on leadership roles from a very early stage, with the appointment of Form Captains in each form, the opportunity to represent the year group on the School Council, and a variety of school teams and activities both as part of curriculum



work and beyond the classroom. The Bewerley Park outdoor activity week each summer is another invaluable opportunity for students in Year 9 to test and develop their teamwork and leadership skills, whilst there is a thriving Duke of Edinburgh Award Scheme programme for students in the Upper School and Sixth Form.

As a school Sixth Form, it is expected that the students will play a central role in the leadership of the school, whether through lunchtime supervision, contribution within the house system, or undertaking a variety of activities to support younger students such as paired reading, peer listening, academic mentoring or acting as form prefects supporting each Lower School form. The Sixth Form students lead the school's Charity Week, choosing the school's nominated charity and organising and running a range of daily activities to fundraise during a week in the Autumn term.

Sixth form students may apply to undertake additional roles of responsibility as school prefects or as a school officer, which includes the Head Boy and Head Girl, or one of ten other specialist roles comprising the heads of the two boarding houses, the heads of each of the four day houses, and the school officers responsible for New Students, Student Welfare, Publicity, and the School Community. The school officers also meet with the Headmaster and Head of Sixth Form.

The Sixth Form Committee is the student voice for the Sixth Form, consisting of Representatives from each form and meeting regularly to discuss issues relevant to Sixth Form students.

Sixth Form students can also volunteer in the local community as part of the enrichment programme, working in local primary schools, care homes, charity organisations and projects. Sixth Form activities such as Young Enterprise and the Prince's Trust also offer excellent opportunities for students to develop their leadership qualities, whilst the biennial World Challenge expedition is open to students from Year 10 upwards, and offers a unique opportunity to travel as part of a close-knit team, sharing responsibility for the team's decision-making and planning.

"The Sixth Form is Outstanding. Students attain high grades at A Level and leave school very well prepared for further study or training." Ofsted



Boarding at Ripon Grammar School

“There is a strong boarding community that supports boarders to realise their full potential and provides them with a good springboard to the next step in life” Ofsted May 2017

Our two boarding houses, Johnson House, for girls, and School House, for boys, aim to provide a warm, supportive and caring background for the educational development of our boarders. The house staff, a good mix of teachers and support staff, work together to promote and safeguard the welfare of all our young people in an atmosphere of commitment to equal opportunities and of sensitivity to all their needs. We aim to provide our boarders with a real home, where they thrive and are safe, secure and happy.

*“Boarders appreciate the difference that the school makes on their education and they like having teachers that also work as house parents. Boarders consider that this arrangement gives them extra help and support with their studies that day pupils do not get”
Ofsted May 2017*

Pastoral care is the essential ingredient of any successful boarding experience and we believe that Ripon Grammar School excels in this area. Both houses make the individual welfare of each and every boarder the top priority. Our staff aim to make boarding a fun, familiar, and rewarding experience for students of all ages and backgrounds.

“Boarders are part of a strong school community that recognises their individuality and supports them to fulfil their potential. They take an active role in contributing to their progress reports and setting their own targets. This helps them take ownership of and responsibility for their achievements, which is particularly important for sixth formers in preparation for university life”. Ofsted May 2017

Our houses provide either weekly or termly boarding and they provide comfortable accommodation in a beautiful setting of the 23 acres of school grounds. Boarders have their own programme of activities and access to the wide range of co-curricular activities.

“Boarders learn to become more responsible, be trusted to be self-disciplined and commit to the daily routines of boarding life. Their experiences contribute to a marked improvement in confidence and independence, which will be a strong benefit for later life. Sustained improvement in their lives is evident in their achievement records, academic results and their higher education plans after A Levels”. Ofsted May 2017

Being a boarder at Ripon Grammar School offers young people the opportunity to learn about themselves and other people. Boarders learn how to live and work with others and become part of a community. Boarders develop a strong sense of self and form strong friendships with their peers. Within a relatively small and caring community they learn to manage themselves and get on confidently with other people. Boarders at Ripon Grammar



School become part of an extended family and students from the local area, the UK and overseas bring an extra dimension to the school. Boarding gives students a sense of stability, self-belief and confidence which enable them to fulfil their potential both academically and socially.

“The school environment is welcoming and friendly. Boarders make strong and lasting friendships. They enjoy a wide range of leisure activities”. Ofsted May 2017

What our students say!

‘I can’t believe I’m leaving. Although I’ve only been here for two years, I feel part of a large extended family that I feel I have known for ever. It only feels two seconds ago though when I arrived in the lower sixth scared and nervous about the idea of living away from home. I think that boarding has been a fantastic experience which has totally changed me as a person. The staff here have been amazing and helped through the difficult times.’

Sixth Form student

‘My years in boarding have been the best of my life so far, because of the people and staff. I have made so many good friends who I know will remain friends for ever’.

Year 11 student

‘Boarding is really fun. It’s just like having a second family! I love it because everyone gets along well and we do loads of fun activities’. *Year 7 student*

‘Boarding at Johnson House has been an amazing experience, providing me with everlasting memories and friends. The daily routine allows you to plan your time for working, along with social time but also allows you to take more responsibility for your own work. Boarding is helpful in that it acts as a stepping stone to university life as you learn to live away from home and become more independent. The boarding staff are brilliant and always there for you if you need them. I would definitely recommend boarding; it is an experience which I know I will never forget’. *Sixth Form student*

‘It’s a warm and friendly place and I was made to feel very welcome. The sixth formers helped me find my way around school. It was good knowing people from the other years.’

Year 7 student

‘He has so many more interests now, from being here. He chooses what he wants to do. They are very good at tailoring to an individual’s needs.’

Parent of a Year 10 boarding student



Ripon Grammar School Prospectus 2018

Ripon Grammar School has much to offer: an outstanding academic record, a beautiful location, steeped in history and excellent facilities which provide many opportunities for children to learn, and achieve first-class results.

Not many boarding schools can achieve this within a state-maintained school and at such an affordable cost for boarding. As one of the rare maintained boarding schools, the only one in the whole of Yorkshire, no tuition fees are payable, so the actual cost to parents is low. Boarding at Ripon Grammar School represents good value for money!



Co-Curricular Life at Ripon Grammar School

Co-curricular activities are an integral part of life at Ripon Grammar School. Being involved in co-curricular activities allows students to pursue their interests in a community that shares the same passion for those interests. These activities are not extra activities but complementary and supplementary and they help to enhance the all-round development of the students.

Sport

The school has very attractive and extensive playing fields, including full size rugby and football pitches and cricket square. An Astro-turf and six tennis courts complete the outdoor facilities. The school also benefits from a swimming pool and a five badminton court-size sports hall complete with a climbing wall and small fitness suite, allowing a fine tradition of sporting excellence to be maintained.

Inter-school and house competitions occur in:

- Rugby
- Football
- Cross-country
- Biathlon
- Cricket
- Badminton
- Hockey
- Netball
- Tennis
- Athletics
- Rounders
- Swimming
- VX
- Volleyball

Regular practice sessions are held both at lunchtime and after school. There is a comprehensive fixture list in many sports throughout the year and students consistently gain district and county and occasionally national colours.

Many opportunities exist for students to develop coaching and leadership skills through sport, including opportunities to achieve the RGS Sports Leader Award. In recent years students have achieved outstanding success in tennis, swimming, diving, golf, rugby, cricket, hockey, netball and badminton.



Outdoor Education

Outdoor education is highly valued at Ripon Grammar School and Year 9 students take part in a five day residential course at Bewerley Park Outdoor Education Centre near Pateley Bridge experiencing a range of activities supervised by fully qualified centre staff, including:

- Sailing
- Pot holing
- Hiking
- Canoeing
- Climbing
- Gorge walking

Many students take up the challenge of the **Duke of Edinburgh Award scheme** in Year 10 and continue with it for the rest of their time in school.

Expeditions and training exercises take place in the following areas:

- Bronze Award - Yorkshire Dales
- Gold Award – The Lake District

Many extra-curricular activities are available throughout the school. The opportunity to take up a new challenge and to develop skills to a high level is a major attraction to many students. This can be a good way to make new friends through common interests and to start on what may become lifelong hobbies.

Music

Music is extremely popular and many students attend regular practices and performances run by the department. A wide range of abilities and interests are catered for through the music groups on offer:

- Chamber Choir
- Man Choir & Junior Man Choir
- Senior Girls' Choir
- Junior Choir
- Chamber Orchestra
- String Ensemble
- String Quartet
- Wind Band
- Percussion Ensemble
- Guitar Ensemble
- Brass Ensemble
- Music Technology Club



The school regularly hosts and enters local and national music competitions and festivals such as:

- Harrogate Festival
- National Festival of Music for Youth
- The Battle of the Bands
- Music Awards Evening
- Harrogate International Youth Festival

Drama

Drama enjoys a high profile throughout the school over the whole year with events taking place each term.

Autumn - The House Drama Competition. Each House puts on a short play, directed and produced entirely by senior students including all ages, if appropriate, on stage.

Spring - The annual school production is the highlight of the drama year. Students and staff work together for months to achieve a polished and enjoyable event. Recent productions have included 'Murder on the Nile', 'An Inspector Calls' and 'Billy Elliot'.

Summer - The Junior Drama Club, which meets most Monday evenings for workshop activities and improvisations, puts on a major production in the summer term, with a large cast and a massive audience, invariably to great critical acclaim. Recent productions have included 'Alice in Wonderland', 'The Tempest' and 'Charlie and the Chocolate Factory'.

Sixth Form Co-Curricular

The Sixth Form offers a wide variety of co-curricular opportunities for students, including:

- Work experience: all sixth-form students are expected to undertake one week's work experience towards the end of the summer term. This is intended to enhance their preparation for university and/or the world of work.
- There are a range of trips abroad including curriculum-based visits, and also leadership and personal development opportunities such as World Challenge expeditions.
- Sport: a broad range of competitive and non-competitive sport is on offer. Many sixth formers represent the school at various sporting events and county-level competitions.
- Drama: there is a Senior Production each year, with a biennial musical. Recent productions have included: *Billy Elliot*, *She Stoops to Conquer*, *Les Miserables* and



An Inspector Calls. There is also an annual House Drama competition where sixth-form students are responsible for directing and producing house productions to be performed over two evenings.

- Music: a wide variety of opportunities to become involved in school music are available, with the opportunity to play or perform at a broad range of events from assemblies to concerts and choral evensong in Ripon Cathedral.
- There is a varied enrichment programme, involving external speakers on a range of topics, as well as student-run study groups, presentations and interview workshops, community service and a wide range of other opportunities, including university visits.

The House System

The House System at Ripon Grammar School involves a lively programme of co-curricular competitions, activities and events for all students during the course of the school year, from sport and drama, to quizzes, music and the 'Masterchef' competition.

All students will, on their arrival, join one of the four houses: De Grey, Hutton, Porteus and School. Each house is led by an experienced member of staff and by a team of student leaders (both junior and sixth form), headed by one of the Deputy School Officers with special responsibility for that House.

The four Houses meet regularly, offering an opportunity for the whole range of year groups to mix and socialise together, as well as to share responsibility for leading and participating in the wide range of activities that make up the annual house competition. The House programme is designed to offer the opportunity for all students to participate in activities beyond the classroom; to share ideas, experience and mutual support, and to develop key team and leadership skills.



Appendix (i)

Examination Results
(Three year summary – 2015 to 2017)

School details

	2015	2016	2017
Size of cohort (boarders)	888 (75)	919 (84)	937 (89)

GCSE

	2015	2016	2017
Size of cohort (boarders/SEN)	111	119	130
%A/A* or 9-7 (all subjects)	63.0	60.7	64.1
%A*-C or 9-4 (all subjects)	96.9	97.4	98.5
% of pupils gaining 5A*-C (inc. EM)	95.5	97.5	100
% of pupils achieving the Ebacc	63.1	67.2	82.3
% with 5 or more A-A* or 9-7	65.8	65.5	67.7
Average Total Capped8 inc. EM	419.1	410.5	417.6
Attainment 8	68.9	68.7	71.3
Progress 8	0.63	0.47	0.82
English (Expected progress)	95.0%	97.5%	95.3%
English (More than expected progress)	60.0%	72.3%	75.6%
Mathematics (Expected progress)	96.0%	99.2%	96.1%
Mathematics (More than expected progress)	75.0%	88.2%	75.2%

AS

	2015	2016	2017
Size of cohort (boarders)	134 (15)	140 (17)	151 (22)
%A-B	60.7	64.4	66.1
%A-E	98.1	98.8	97.9
% of pupils with 3 or more A-B grades		58.6	54.7

A2

	2015	2016	2017
Size of cohort (boarders)	123 (16)	128 (16)	148 (22)
%A-B (excluding GS)	71.5	76.2	79.1
%A-E (excluding GS)	99.7	100	100
Level3VA	0.06	0.08	0.25
% of pupils with 3 or more A*-B grades	59.3	64.1	61.1

Further information is available on the school website

<http://www.ripongrammar.co.uk/about/ex-exam-reslink/>

Link to Performance Tables (Gov.uk) –

<https://www.compare-school-performance.service.gov.uk/school/121694/ripon-grammar-school>

Date of last inspection: 8 February 2012

Full report available here –

<http://www.ofsted.gov.uk/inspection-reports/fmd-inspectionreport/provider/ELS/121694>



Appendix (ii)

The School Day

Morning Registration	08:50 - 08:55
Morning Assembly/Form Period	08:55 - 09:15
Lesson 1	09:15 - 09:50
Lesson 2	09:50 - 10:30
Lesson 3	10:30 - 11:10
Morning Break	11:10 – 11:30
Lesson 4	11:30 - 12:10
Lesson 5	12:10 - 12:50
Lunch	12:50 – 13:45
Afternoon Registration	13:45 - 13:55
Lesson 6	13:55 - 14:35
Lesson 7	14:35 - 15:15
Lesson 8	15:15 - 15:55

All students should be in school by 08:45 for the morning session and at 13:45 for the afternoon session

Term Dates 2018/19

School Closes

School Opens

Summer Term Ends	Thursday 19 July 2018 (12:30pm)	Tuesday 4 September 2018
Autumn half-term	Friday 26 October 2018	Monday 5 November 2018
Christmas	Thurs 20 December 2018 (3:55pm)	Tuesday 8 January 2019
Spring half-term	Friday 22 February 2019	Monday 4 March 2019
Easter Friday	12 April 2019 (3:55pm)	Monday 29 April 2019
May Bank Holiday	Monday 6 May 2018	
Summer half-term	Friday 24 May 2019	Monday 3 June 2019
Summer	Friday 19 July 2019 (12:30pm)	

Please note that the school will be closed for Staff Training on:
Monday 3 September 2018, Friday 21 December 2018, Monday 7 January 2019,
Friday 8 March 2019 and Monday 22 July 2019