



Re-founded 1555

# Ripon Grammar School

*Helping shape the future since 1555*



## **GOVERNORS' ANNUAL REPORT TO PARENTS: 2017-2018**

### **Introduction**

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: [www.ripongrammar.co.uk](http://www.ripongrammar.co.uk) .

### **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 & Personnel, Pastoral, Premises and Publicity & Community Liaison. The principal 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 staff. The committees regularly scrutinise the school's 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 formulating improvement and development plans in discussion with the Headmaster and 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 GCSE and A & AS-level content and examinations.

### **Appointment of a new Headmaster**

In addition to the above, following Mr Pearman's decision to retire governors had the important responsibility for recruiting his successor. Mr Jonathan Webb was appointed in December 2016 from a very strong national field of applicants and duly took up post at the start of the academic year. Taking over the leadership of a high achieving school brings its own challenges and Mr Webb has made a very impressive start and an almost seamless transition since his arrival, building on the outstanding success of the school. Mr Webb initiated a strategic planning morning with all governors and senior staff to reassess the priorities for the school over the

next five years. The school strategic planning report will be published for parents later in the year.

### **Public examination results**

Governors were again extremely pleased with the excellent academic results in public examinations. At **A-level** almost 80% of grades were at A\*- B (the highest ever) with 38 out of the 143 students (27%) achieving straight A\* or A grades and 89 of the 143 students (62%) achieving 3 B grades or better. At **AS-level** 64% of all grades were at A-B with a very high (97%) pass rate (A-E). Since the restructuring of A-level examinations with AS-levels no longer counting towards the overall A-level grade, many schools have discontinued entering their students for AS-levels, the result being a large decrease in entry nationally following the 40% reduction in 2017. Governors and the Headmaster will consider carefully whether to continue entering RGS students for AS-levels examinations but if the downward trend in entries continues it can't be long before the examination boards stop offering AS-levels completely due to lack of demand.

It is worth commenting in a little more detail this year about the **Extended Project Qualification (EPQ)**. This qualification is highly valued by universities involving a piece of research of the student's choosing followed by report or essay of up to 5000 words. It develops high level skills which are highly prized by universities such that students who complete an EPQ are frequently offered university places requiring lower A-level grades. Research topics this year included:

***gender inequality in education in Pakistan***, by a student intending to study education at university;

***the ethics and economics of withdrawing treatment from patients***, by a student applying for medicine;

***the impact of anabolic-androgenic steroid usage on the bodies of athletes***, by a student who is a very keen athlete and sportswoman and

***mathematical modelling to predict the spread of ebola***, by a student intending to study mathematics at university.

Graded on an A\*-E scale all 24 RGS students who completed an EPQ secured an A\* or A grade. Nationally just less than 45% of the 40,000 candidates achieved these top two grades. Final year undergraduates would be pleased to produce work of this maturity, sophistication and quality.

The large-scale changes to **GCSE** examinations and grading explained under the results table below, make it difficult to do year on year comparisons at each grade but the equivalence of grades 9-7 to A\*/A and grades 9-4 to A\*-C is accepted by Ofqual, the government's examinations regulator. With that caveat 66% of RGS students' grades were at grades 9-7 (A\*/A) and 97% at grades 9-4 (A\*-C). All students achieved at least seven grades in the range 9-4 (A\*-C) including English and mathematics. The new grade 9 was introduced to reward achievement at the top half of the previous A\* grade; across all reformed subjects

only 4.5% of all grades were at grade 9 compared to 21% at RGS. Of especial note were the results in chemistry where a truly outstanding 54.3% of all grades were at grade 9, surely making the department's achievements among the best in the country. Nine students gained at least nine grade 9s or A\* grades with Anika Schwarze-Chintapatla achieving a clean sweep of 9s and A\* grades in all her 13 subjects. Our congratulations go to her and to all the students on such excellent results.

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

Governors always conduct a detailed review of results and work with the school's leadership team to develop strategies for dealing with any identified areas of underachievement. 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 very 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 full potential. All achievements, not just those of the most able, are celebrated. Governors are also acutely aware that, from time to time, some students face considerable personal, health or family difficulties through their examination courses and the school's commitment is to work with parents and others to strongly support such students through their education so that they can achieve their best. Governors therefore look at **progress measures**, for example Progress 8 at GCSE which is determined by the DfE for the full national cohort. Although Progress 8 data is not yet available for the 2018 cohort (and won't be published by the DfE until spring 2019) data from the 2017 candidates' GCSE results show a Progress 8 measure of +0.81, i.e. on average RGS students achieved nearly 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 was +1.84, almost two grades higher across all their subjects than would have been expected.

## Results

		2018 <sup>‡</sup>	2017	2016	2015	2014	2013
<b>A-level</b>	Pass rate (A*-E)	99.8%	100%	100%	99.7%	100%	100%
	Grades A* A & B	79.7%	79.1%	76.2%	71.5%	75.9%	79.2%
	Grade A*	19.4%	23.0%	20.5%	16.4%	20.8%	17.7%
<b>AS-level</b>	Pass rate (A-E)	97.1%	97.9%	98.8%	98.1%	94.5%	97.1%
	Grades A & B	64.0%	66.1%	64.4%	60.7%	58.3%	63.9%
<b>GCSE<sup>†</sup></b>	Grades 9-4 (A*-C)	97.0%	98.5%	97.4%	96.9%	98.2%	97.9%

	Grades 9-7 (A*/A)	65.8%	64.4%	60.7%	63.0%	68.5%	62.4%
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‡ Results are provisional until all re-mark requests have been completed.

γ 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 and above to be the equivalent of grades C and above, the regulator (Ofqual) advises that results in subjects with the new grading should not be compared to those of 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.

### Destination of leavers

All 5<sup>th</sup> form (Year 11) students proceed on to post-16 education, the vast majority at RGS but a smaller number at other schools or colleges which offer particular subjects or courses that RGS does not offer.

Upper 6<sup>th</sup> (Year 13) students are rightly ambitious in their career aspirations with the majority of the applying for university, others taking up prestigious apprenticeships, going directly into employment or taking a planned gap year. Whatever their intentions students are given full support and expert guidance from sixth form tutors and careers staff so they can make fully informed decisions. The school is not narrow in its careers advice; the aim is to encourage all students to be appropriately ambitious and to support them in achieving their ambitions whatever they may be.

**University destinations:** this year's 149 UCAS applicants (including 17 post A-level applicants) applied to 83 different universities with the 24 Russell Group universities representing almost 70% of the preferred institutions. Success rate at gaining offers to these very competitive universities was 79%. Many students again selected northern universities with Newcastle, Leeds, Sheffield and Durham as the favourites but universities across the whole of Britain are represented among their destinations. Most students (109 out of the 149 applicants) achieved entry to their first choice university reflecting their careful and well-prepared applications and the academic standards that RGS students reach. Of those applying for medicine, three of the four who held offers successfully achieved their places as did one of three applicants for Veterinary Medicine and all three of the applicants for dentistry. All eight Oxbridge applicants who were given offers achieved their places (5 to Oxford and 3 to Cambridge).

### School Admissions

The school's main points of entry for both day and boarding students are into Year 7, Year 9 and the Sixth Form (Year 12). North Yorkshire County Council (NYCC) is responsible for administering admissions into **Year 7**. The governors' Admissions

Committee closely monitors the NYCC entrance test arrangements to make sure potential applicants and the school are not disadvantaged in any way. Governors were satisfied the new arrangements introduced in 2015 are fair and effective.

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 tests taken at the school in early February**. This entry point again proved very popular this year.

Every year the school admits a large number of new entrants into the Sixth Form (**Year 12**) based on their achievements at GCSE. This year was no exception when around 50 new students joined RGS. They quickly feel part of the school, contribute widely to various activities and achieve excellent results. They also bring a range of talents and experiences which benefit those of our own students who have been at RGS since the age of 11. 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 RGS's success results from the expertise, dedication and commitment of both teaching and support staff. Sincere thanks are therefore due to all staff members. 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 strongly to RGS over their time at the school. They were: **Mr Spiers** (Head of History), **Mr Margerison** (Mathematics and Deputy Head of Upper School), **Ms Bennett** (Modern Languages and Deputy Head of 6<sup>th</sup> Form), **Mr Astley** (German & Boarding House Tutor) and **Mrs Schofield** (Design Technology and STEM co-ordinator). **Mrs Wright** (English and Head of Upper School) is retiring but will return temporarily to cover Mrs Marr's maternity leave. We thank all these colleagues most sincerely.

### **Governance**

During the academic year three governors: **Mrs Louise White** (co-opted governor), **Mrs Jane Redfern and Mr Richie Groves** (both associate governors) stepped down due to work commitments. At the end of the year three governors: **Ms Helen Suckling, Dr Michelle Day and Mr Philip Ratcliff** (all elected parent governors) also stood down. Our grateful thanks go to each of these colleagues for all the many and various ways in which they have contributed to the work of the board.

Dr Peter Mason, our chairman of the board decided to retire at the end of the academic year. During his six year tenure as chair, Peter has worked tirelessly to support the school and has brought a wealth of educational expertise, energy, drive and vision. His immense contribution to the work of the governors and the school, and his dedication to prioritising the needs of the students, above all else, has been appreciated by everyone. We all wish him well in his retirement.

During the year we welcomed **Mr David Ball** (elected parent governor) and **Mr Stephen Williams** (co-opted governor) to the board. Both are already making a significant contribution to the work of the board. Our constitution deliberately makes provision for a large governing board, principally a mixture of elected parent and co-opted governors. Each year there are vacancies which we try to fill matched against 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 Clerk to the Governors in an e-mail via the school office.

### **Governors' Committees**

Accepting the limitations of a snapshot report, governors highlight the following:

#### **Admissions**

Applications to the school remain very strong for our main entry points in the 1st form (Year 7), 3rd form (Year 9) and the sixth form, including boarding. Consequently, we have been able to make offers of places such that we are likely to reach our target numbers next year. This will bring us some security in times of dwindling school budgets. We are committed to our role as the selective community school for Ripon and the surrounding villages. Consequently, the committee scrutinises closely the arrangements made by NYCC for the Year 7 admissions test and does everything possible to ensure that all in-catchment children have the opportunity to take the test. This is an important aim which we will continue to work upon. We have asked the leadership team to review the Year 9 entrance assessments and procedures to make them more precise and clearer for students and parents. Our analysis shows that our Year 9 entry is giving a second chance to many in-catchment children and our larger sixth form is providing an important educational resource both for the Ripon community and a wider area of rural North Yorkshire.

#### **Boarding**

The governors' Boarding Committee meets termly, taking a close interest in all aspects of RGS boarding. The primary focus is always to ensure boarders are well cared for and are happy, safe and secure within the boarding community. Thus boarding governors regularly take meals in the boarding houses to sample the food, ensure facilities are kept to a high standard and are involved in a host of other aspects of boarding life, including appointing House prefects and staff appointments. However, the committee's remit is far wider than boarders' personal and social well-being and the committee also takes an interest, alongside the Curriculum Committee, in how boarders are achieving academically and in the wider curricular opportunities RGS provides.

#### **Curriculum**

At each meeting the committee reviews the attainment and progress of students in every year group, looking at data for the whole cohort and for various important subgroups of students. This year we have worked with the leadership team to improve the precision and reliability of the data we receive. Sometimes we have to challenge the leadership or a

department about results that should have been better and ask for details of remedial action. Much more often, and especially at GCSE and A-level, we congratulate the staff and students on truly excellent progress and attainment, as you will read in greater detail elsewhere in this report. We have taken steps to enable us to monitor the quality of teaching and learning more widely and frequently. Reports from five departments have been received this year together with outcomes from numerous lesson visits. While it is impossible for every lesson to be outstanding, governors are confident that the overall standard of teaching and learning is. We have enquired about the successful implementation of the new GCSE and A Level courses and scrutinised the developing proposals for a new sixth-form curriculum to take account of the accelerating demise of AS-level courses. Governors have continued to monitor a wide range of curriculum related matters, including 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.

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

Careful oversight of the school's finances is one of the governors' major responsibilities and much of the detailed monitoring work is delegated to the F&P Committee. This is always important but especially so at a time of very tight government funding. Post-16 funding in particular has been frozen and this impacts significantly on RGS and other grammar schools which have a high proportion of students in the Sixth Form all following academic courses.

In outline, at the end of the financial year 2017-2018 the revenue surplus was +£34,212, the brought forward amount from 2016-17 was +£141,574, totalling an uncommitted balance of +£175,785.

The capital deficit for 2017-18 was -£20,267 combined with the brought forward surplus from 2016-17 of +£21,825, totalling an overall capital surplus of +£1,558. The school received a capital loan of £1,159,000 from North Yorkshire County Council to fund the Johnson House boarding extension which is being repaid over 13 years.

The F&P Committee also monitors staff appointments and welfare, as well as staff performance. Whilst recruitment of good staff is always a challenge, governors have been very pleased with the appointments made during the year, a reflection of the reputation of the school in attracting strong applicants. RGS has a rigorous staff appraisal procedure in place, both for teaching and support staff, and governors have been especially pleased to note the very high performance of staff from these appraisals.

**Pastoral**

The Pastoral Committee meets termly to fulfil its overriding responsibility which is to ensure the highest standards of care and welfare of students in the school, including their safeguarding. All meetings are focused on

monitoring students' well-being and the well-being of the RGS community as a whole. Thus the committee receives regular reports from heads of school and the senior leadership team but also from students about the work of the School Council. It covers in depth topics such as the house system, mental health, and form time. Whilst the committee will receive outline reports on disciplinary issues, its focus is on ensuring that a very positive culture of behaviour and respect is evident and that all RGS students are developing as respectful, positive and responsible young people.

### **Premises**

Improving the school buildings and grounds is a key priority for the committee. This year has seen ongoing investments, including replacing windows in the science block. Investments related to health and safety issues are also a particular priority. Despite limited budgets, significant security work has been undertaken, especially in the Boarding houses.

A major focus of the Committee this year has been ensuring that the outline plans for the 3G pitch development are translated into a financially viable facility that is a long-term asset for both the school and wider community. Negotiations about detailed aspects of the development, such as changing facilities and access infrastructure, are ongoing but it is anticipated that a final agreement will be reached shortly.

A working group has been established to progress a strategic vision for the school estate. This is to ensure that there is a 'master plan' for any major future development that is consistent with the school's longer-term priorities, and can be planned/coordinated in the most efficient way. Funding remains a major barrier to such strategic development, but a comprehensive, costed and future proofed plan should provide the basis from which to explore funding options.

### **Publicity & Community Liaison (P&CL)**

2018 is a year of transition for P&CL. There have been significant changes in personnel and in Ruth Savage and Jane Redfern, P&CL has lost key members responsible for significant areas of the Committee's responsibilities. P&CL remains indebted to them for their contributions.

Despite retiring from the governing body earlier in the year, Ruth has been instrumental in enabling the Committee to deliver two more excellent editions of the Clocktower magazine in the last year. The magazine has, over the past few years, become the key mechanism for engagement with alumni and other stakeholders. It is a great advertisement for showcasing the success of the school as well as the diverse and exciting lives that RGS students go on to experience. Governors are committed to continuing Clocktower as a much admired avenue for news of the school and former alumni although the format and frequency of the magazine's appearance may change.



With Jane Redfern's departure as an associate governor, there has been some reduced activity on the school's Facebook and Twitter accounts in recent months. It is hoped that this will resume shortly as these remain popular and effective ways of communicating with parents and the wider community. P&CL has also kept a watching brief over the school's website which continues to be an important avenue for communication with all stakeholders.

The **Activities Fund** leaflet has been redesigned to emphasise to parents especially the vast range of additional activities provided by the school for which it receives no funding. Across sports and the arts in particular, the school relies very much on the generosity and public-spiritedness of those parents who contribute to the Activities Fund. Although the revised leaflet has led to a small improvement in Activities Fund donations, there is still some way to go to secure a bright future for the existing range of extra-curricular activities.

Finally, with the loss of key personnel with operational responsibilities, we have been delighted to appoint Mrs Ruth Savage to the role of Marketing and Publicity Manager for the school. It is likely that Ruth will take on the operational responsibilities for Clocktower, the website, Facebook, Twitter, the Activities Fund, etc which in turn is likely to mean 2018 is the last year for which P&CL undertakes these matters directly.

### **Co-curricular activities and achievements**

Governors are very pleased that the school offers such a wide range of co-curricular activities and are extremely grateful to staff who undertake these voluntarily to ensure an excellent all-round education is provided for students. It is important that all students are involved in at least one activity (most are involved in more) to ensure that each benefits from the wide range on offer and feels part of the school community. There are also an increasing range of educational visits across the UK and abroad.

This short report inevitably allows only limited space to comment on **sport, drama, music, expeditions** and the **Duke of Edinburgh award scheme**, or the growth of the much-valued **House system** and the impressive commitment of students to their **charity week**. Governors would simply refer parents to editions of **RGS News** and the **Headmaster's termly newsletters** for fuller information. However as a guide to the extent of some of the co-curricular activities that RGS students are involved in I have extracted a section from the Headmaster's report at this summer's Lower School Prizegiving which highlights the range of activities that students in the First, Second and Third forms (Years 7, 8 & 9) have been involved in. This can be found at the end of this report and captures perfectly the value that the school places on the vast array of wider curricular engagement and success.

### **Communication with Parents**

The school website is very popular, both from a marketing perspective and as a means of communicating with parents. All letters which are sent home are hosted on the website as a matter of course. We would therefore ask parents to check the website on a regular basis to

ensure they are always fully informed.

E-mail communication is used routinely hence the importance of parents ensuring the school has an up to date e-mail address. Many parents follow the school's achievements via Twitter and the RGS News is published three times a year, updating parents and students on the activities taking place within school. The Headmaster also writes a newsletter twice a term to ensure that events of consequence are conveyed to parents. We therefore hope parents feel fully informed about all aspects of school life but **do please** let us know if that is not the case.

**In conclusion** governors are very pleased to report another exceptionally successful year for Ripon Grammar School and warmly thank the Headmaster and all staff for their commitment and professionalism, and all parents for their continued support of the school.

**Mrs Elizabeth Jarvis**

**Chair of Governors**

**September 2018**

**RGS co-curricular summary** (an extract from the Headmaster's Lower School Prizegiving report)

Surely the co-curricular output of the school has as important a place as the curricular outcome in the formation of young minds, the development of confidence, inner resilience and the sheer ability to work with and alongside each other. Not for nothing is the co-curricular output of a school likely to be given greater prominence in new Ofsted frameworks. It seems to me evident that those students who are the most active, the most outgoing, are the ones who go on to achieve such great things - they embrace a busy life style - for life is about living, trying new things.

For me a great experience this year was the two days I spent at Bewerley Park near Pateley Bridge. During that week the Third Form (Year 9) groups undertook a range of activities from rock climbing to caving, mountain biking to gorge scrambling. No doubt that entire year group faced some inner demons, fear of heights, and fear of confined spaces [personally I insisted on being in a group that was **not** pot holing]. But I am sure for some the demons were a fear of being away from home for a week or simply the fear of sharing a dormitory with others. For me the best day was actually at the centre itself on the final morning [admittedly I was only there two days] - this was a morning of command tasks which pitted each team against the other in terms of their ingenuity, critical thinking and most importantly team work. Teams had to solve physical and mental tasks, accumulate points all against the clock. Whether a team came first or last, for me the de-brief by each instructor was the best bit, requiring each student to examine their role in team- how well had they worked as one part, what had they learnt about themselves in the process. Like all things it is only when we work under stress and pressure that we truly strive. As it is often said turbulence is good - don't live in your comfort zone. But also crucially - embrace your vulnerability, because others around us, while appearing strong are vulnerable too. That's how we forge a common humanity.

And so now, to turn to a recognition that the co-curricular output of the school continues to be a cause for great celebration.

Let's start with our junior play - The Jungle Book- but who can also forget Billy Elliot last term? While of course the lead parts were dominated by students from the Upper School and Sixth Form it was good to see a number of the Lower School join the cast as ballerinas, members of the chorus or striking miners. The play was a fitting showcase of the incredible talents in the school and a chance for many to do something on stage that otherwise they would never get the chance to do.

On the musical front it was a joy to hear so many of the Lower School involved in the summer concert, playing performances as spirited and proficient as any England football team playing that evening also. Well done also to those who have played or sung and delighted us in Friday assemblies and indeed in the informal lunchtime recitals that have been going on on Friday lunchtimes in the music school. As a mark of the musical talent in the school, you may be aware the choirs of the school have

cut a CD of Christmas music in Ripon Cathedral, generously supported by the Friends.

A number in the lower school have received their half colours this term, so congratulations go to Ted Dant, Eleanor Chaplin, Alex Dale, Henrietta Jarvis, Imogen McMurray, Nick Hart and Thomas Whitelegg. Though just out of the Lower School it is worth noting here the performances of Zander Abrahams and James Kitchingman who have both achieved Grade 8 distinctions for piano and were also both winners of prizes from the ABRSM for some of the highest performance marks in the North of England. But before I move on, I would just like to make a special mention of two of those students receiving their half colours and that is Nick Hart and Thomas Whitelegg - these two I think are real unsung heroes of the school, given the number of hours they both put in to support the school on the technical side of things with music, lighting and staging. Every Monday morning without fail, as I pullback the curtain there they are to take my CD and play the music to the school.

On the sporting front there have been some terrific individual and team performances. While it is easy for us to track sporting and outdoor endeavour in school it is sometimes more problematic to trace student success out of school. Naturally students are little more diffident and unwilling to broadcast their talents in often remarkably diverse range of activities. So please accept my apologies now if I have failed to mention a particular student's achievement. For example only the other day I heard by accident that Molly Ord in 1A came first in the Otley Agricultural Show for sheep handling. This is something she is very passionate about, and quite rightly proud of! Well-done, of course, to Jake Hansen, who represented England in the World Karate Championships in Istanbul. Alongside his teammates, Jake has won a bronze medal. This was a tremendous achievement.

In addition to those fantastic achievements the following also had representative honours:

In First Form:

- Olivia Vollans – North Yorkshire & Yorkshire cricket
- Lucy Simenacz – Hockey for North Yorkshire
- Darcy Harper – County swimmer
- Isabelle Lear – youngest Triathlete at Ripon Triathlon where she finished 3<sup>rd</sup>
- Erin Geddes – golf for North Yorkshire
- Caitlin McKeag – archery North Yorkshire
- Florence Maylor – black belt in karate
- I would say a mention to Equestrianism which has developed under Mrs Henson's guidance: Izzy Royston, Izzy Kirby and Izzy Bean, have represented the school for show jumping team and came a fantastic fourth in their class in the area championships. Individually Izzy Kirby, came second in dressage and

second in show jumping and will represent the school at the National Championships in October.

- Isaac Henson - North Yorkshire X-country, North Yorkshire football and York City Football
- Archie Bordewich - North Yorkshire X-Country

In Second Form

- Hetty Simenacz and Marnie Scatchard – hockey for North Yorkshire
- Libby Wilson, Connie Burkham, Marnie Scatchard, Hetty Simenacz & Annabelle Sharp – netball for North Yorkshire.
- Marnie Scatchard & Molly Acton - North Yorkshire X-Country
- Ben Statham - Yorkshire Badminton
- Adam Carpenter - area representative football
- Jacob Ryder & Liam Wood - Yorkshire development squad rugby
- Georgie Houseman - North Yorkshire Cricket

In Third Form:

- Georgie Borchard & Poppy Lawson –hockey North Yorkshire
- Cayla Davies – National representation in rock climbing
- Ananya Mitra – brown & black stripe in jujitsu
- Molly Acton – competed in the County Championships in swimming & athletics
- Amelia Reed – represents Yorkshire in netball
- Will Groves - Yorkshire Rugby development squad

In teams sports we had the following successes:

### **Hockey**

- The U12 & 13 hockey teams both finished 3<sup>rd</sup> in the County semi-finals
- U14 Area Hockey champions and finished in 3<sup>rd</sup> place at the County finals.
- The U15 Girls' hockey team were Area champions, finished as runners up in the county round and competed in the North East round of the National competition where they finished 6<sup>th</sup>.

### **Rugby**

- The U15 boys are also commended on their tremendous performance in winning the Rugby 7s competition beating Ilkley Grammar School.
- The school rugby programme and staff as a result of their fantastic season were nominated for the Spirit of Rugby Award at the Yorkshire Rugby Award dinner. This is an impressive achievement for the school to be chosen from all

across Yorkshire. The Award evening took place on the 3<sup>rd</sup> of June where the school was represented by Mr Milner and Mr Harding

### **Tennis**

- The Year 9 boys tennis team reached the U15 North Regional Finals in September while the current Y9 team finished as runners up in the Aegon National Championships.

### **Athletics**

Some fantastic performances, with athletics I think is becoming a real area of strength for the school.

- 7 students competed for Harrogate and Craven in the North Yorkshire round of the English Schools Track and Field competition. From these students who competed there were some great performances with five County champions in Helena de Costa (200 and 300 metres) and Sola Sowole (100 metres), Emma Ibbotson 2A (300m) and Mena Scatchard (800m). Though not from the Lower School is it worthy of note that Maya Mellor, Mena Scatchard and Sola Sowole in the discus, 800 metres and 100 metres respectively have been selected to represent North Yorkshire against all other counties in the English Schools Athletics Track and Field competition on the 13<sup>th</sup> -14<sup>th</sup> of July.
- In the Track and Field Cup competition four teams were entered. We are very pleased for the Junior Girls' team who finished as runners up in the Regional Girls A Final, the best result ever for the school with the girls finishing 12<sup>th</sup> nationally. The Inter girls' team made it through to the Regional Girls B Final where they also finished second.
- At the area athletics finals which took place at Cleckheaton, there were some outstanding performances with 11 area titles and 1 area record for the RGS contingent. Title winners were: Isaac Henson Y7 800m, Will Barrett Y10 discus, Issy Kirby Y7 Long jump, Isabelle Lear Y7 800m, Emma Ibbotson Y8 hurdles, 2nd Year girls relay, Abi Knowles Y9 200m, Ella Foster Y9 300m, Molly Acton Y9 800m, Poppy Lawson Y10 800m and finally Maddy Lockey Y7 Hurdles in a new area record
- Ella Jamieson 2A - qualified for the national Timetrial championships and national Velodrome championships

### **Cricket**

- The U12 boys are going very well in the North Yorkshire Cup beating Rossett, Ermysted's and Northallerton and we wish the team well in the next round of competition.
- The U14s and U15s have also been performing extremely well, with both teams achieving a convincing victory over Ampleforth in a friendly match. The U14s were knocked out in the third round of the Yorkshire cup against

Pocklington. Commiserations to the U15 team who sadly lost to Thirsk School in the Yorkshire Cup and the 1<sup>st</sup> XI who lost to Ermysted's.

- The U13 girls' team competed in their first ever match against St Aidan's School. We are thrilled the girls have had this opportunity and have gained a lot of experience from the match. Unfortunately the girls were beaten but we look forward to future competitions.

### **Swimming**

- The RGS swimming team has had a very successful season with the team competing and winning swimming galas against St Peters, the Grammar School at Leeds, Ashville and Harrogate Ladies College. The team narrowly missed out on winning the Leeds and Ilkley are tournament by 2 points. Well done to all the swimmers, this remains an amazing achievement. We hope to enter the school in the English Schools Swimming Association.

We of course now look forward to our sports award evening next Tuesday evening with special guest Jack Laugher, Olympic Gold Medallist and Old Riponian, presenting the awards.

