



LEICESTER
GRAMMAR
SCHOOL

INSPIRING AND ASPIRING: A CULTURE WHICH BREEDS SUCCESS

The Leicester Grammar School Trust seeks to be an inspiring centre for co-educational excellence in academic and personal development, within a Christian ethos.

In order to fulfil this mission, the school aims to:

- Promote intellectual curiosity and academic excellence.
- Provide a broad, balanced and stimulating curriculum.
- Offer a rich range of co-curricular opportunities which enhance pupils' physical, cultural and personal development.
- Equip pupils with the self-belief, consideration and skills required for a principled and fulfilling life.
- Create a happy and mutually-supportive community of learners and staff, in which each individual is encouraged and enabled to do and be their best.
- Care for the mental and emotional well-being of pupils, and be proactive in the promotion of a healthy lifestyle.
- Welcome pupils of diverse backgrounds and faiths, nurturing their social and spiritual development.
- Foster a generous contribution to charity, community service and society.









LOOKING FORWARDS, FACING OUTWARDS

Leicester Grammar School was founded alongside Leicester Cathedral in 1981 in response to the demise of the maintained grammar schools in the area. In 1992 the Junior School was added, broadening the educational offering of the Trust and cementing the school's growing popularity.

The defining milestone in the Trust's development was then the bold and inspired decision in the mid2000s to transplant the two schools from the heart of Leicester to the edge of Great Glen, a rural village to the south of Leicester. The two schools moved onto a very attractive, 75-acre campus in September 2008, which was latterly officially opened by Her Majesty, the Queen. Modern academic, music, drama and sports facilities are complemented by wide, open spaces and beautiful vistas.

The schools in the Trust have a Christian foundation but welcome pupils of all faiths and none, with enormous importance placed on the moral, spiritual and mental well-being of children under their care. Situated on the outskirts of one of the most multicultural cities in the UK, we are proud to draw our pupils from city and country, from a rich range of cultural and religious backgrounds. We attract positive, polite and 'grounded' children, who display a strong sense of respect for others. They thrive in a calm and purposeful community, closely supported and guided by highly qualified and relentlessly positive staff!

VALUES FOR LIFE

We recently asked our school community to select the values which they felt best characterised our school. These values inform all our planning and underpin all our endeavours. They are shared by us and shape the development of our pupils as considerate and ambitious young adults. They enable us to thrive, individually and for the benefit of others.

RESPECT

This was the most popular choice, reflecting the very positive relationships which exist between pupils, and between pupils and staff. The calm, purposeful and caring environment ensures that children learn from their mistakes (that's education, after all!), look after each other and become better people.

- For **self**, **others** and our **environment**. Such respect results in self-esteem, gracious disagreement and a recognition of the beauty and fragility of our site and our world.
- **Kindness** and **courtesy** – the golden rules which inform the way we treat others.
- **Humility** and **tolerance**. Many of our pupils will become leaders both at school and in later life, and leadership can never be great without these attributes.
- **Care** and **encouragement**. We care for each other and encourage all members of our community to be the best possible versions of themselves. Our proactive, positive 'messaging' means that any lack of mutual care is challenged, and our trained anti-bullying ambassadors promote this ethos.







**“The school rightly prides
itself on its caring and
supportive atmosphere
and the prevailing
compassionate ethos.”**

- ISI (INDEPENDENT SCHOOLS INSPECTORATE)

TRUST

We share high expectations of **honesty** and **integrity**. These values are modelled by our leaders, staff, prefects and senior pupils. They are communicated through lessons, assemblies and our Life Choices (PSHE) programme; this programme equips pupils with the knowledge, information and understanding to make wise and moral decisions. We prize openness and truthfulness in all our interactions, inviting pupils to air their views or concerns with the assurance that they will be taken seriously.

This entails an acceptance of **responsibility** for our own actions and a learnt **self-discipline** which governs our behaviour towards others. We look for consistency and reliability. Excellent behaviour is the expected 'norm' and enables excellent learning.



COURAGE

Life should be and will be full of **challenge!** We offer myriad opportunities, within and beyond the classroom, for children to step out of their comfort zone and to gain the **self-belief** which comes from grappling positively with difficulties and surmounting obstacles.

Inspiring teaching and the invitation to participate in sports teams (from cricket to table-tennis to futsal), in a huge array of musical groups, in drama activities and productions, in debating societies and Young Enterprise – all of these engage **enthusiasm** and encourage **commitment**, which in turn benefit both the individual and others.

Our pupils enjoy conspicuous success in their academic achievements, their sport and in all manner of competitions and challenges – within school, locally, regionally and nationally. There is something for everyone, but such success is only won through **determination** and **perseverance**. We like to win, but never 'at all costs', and set-backs, difficulties, failure and defeat form a natural part of our learning experience and result in growing **resilience** – a quality so important for all the ups and downs of life.





“Pupils are extremely self-confident and self-aware and show high levels of self-reflection.”

- ISI (INDEPENDENT SCHOOLS INSPECTORATE)



“The staff put a huge amount of effort into going further than just what we learn in the classroom; all you have to do is choose to take the things on offer.”

- HEAD GIRL



CURIOSITY

"The mind is not a vessel to be filled but a fire to be kindled." (Plutarch)

Our pupils' outstanding results at GCSE and A level stem not from any 'cramming' process or force-feeding with knowledge, but from a shared desire to learn and to excel.

- **Independence** is a trait and a habit which we nurture from day one. Our highly qualified, specialist teachers, tutors and experienced heads of department instruct, guide and support, but their ultimate aim is to prepare children for a life of learning. As they grow up through school, pupils therefore become less dependent on their teachers and our Sixth Formers display a marked degree of self-reliance.
- **Initiative** is actively encouraged. We want our pupils to come up with ideas to further improve the life of our school and their communities. We like it when they ask tough questions and challenge them to find out the answers!
- **Creativity** can sadly be squeezed out in secondary schools by the straitjacketing of a prescriptive curriculum. The LGS curriculum affords abundant enriching opportunities for artistic, musical, dramatic and technological development – both within and beyond the classroom. Nowhere was this quality more in evidence than during the coronavirus lockdown, when pupils and staff devised all sorts of creative approaches to their studies and to co-curricular activity.

- **Spark!** Learning should be an exciting voyage of discovery.
- **Self-awareness.** Through our tutorial system, we ask our pupils to pause and reflect, to self-evaluate and to identify strengths and areas for improvement and development. This honest self-appraisal helps them to dream dreams and to live those dreams with others! Our curriculum, assemblies and services enable pupils to consider their place in life in relation to the universe, to faith and to others, thus supporting their spiritual development.
- **Scholarship.** This doesn't mean being top of the class! It does mean that we expect all our pupils to take an active interest in all their learning and to benefit from the extension and enrichment activities which invite them to take that learning to the next level. This may be achieved through additional and optional activities, designed to inspire, stretch and challenge – yet all our pupils can be scholars by virtue of the approach they adopt. Our unashamedly academic offering also provides the opportunity to study subjects which are sadly becoming rare elsewhere (e.g. History of Art, Classical Greek, German).





“I am very privileged to have attended LGS and to have been presented with opportunities like this so regularly - I hope to do the school proud!”

- YEAR 13 STUDENT





“It is no exaggeration to say that our son’s school experience, his personality, his confidence and our family happiness have all been completely transformed by his joining your school.”

- PARENT OF YEAR 8 PUPIL

COMMUNITY

This is the 'wrap-around' value which encompasses all that we do, and which defines some of the intangible aspects of our school's happiness and success. You need to visit the school, sense the atmosphere and encounter the smiling and positive faces of pupils and staff in order to appreciate this! We build community every day as we form pupils' attitudes, support each other and look outwards to make our world a better place.

The co-educational environment provides the best training for the realities of life as girls and boys relate naturally to one another and learn to treat each other as equals – regardless of sex, gender, race, disability, religion or social background. This means **equality** of opportunity wherever possible (e.g. Physical Education is taught in co-educational groups) and a focus on **inclusiveness**. We have a Christian foundation yet welcome pupils of all faiths and none, providing opportunities for them to explore and express their beliefs in the context of our services and other activities and societies. We celebrate the enriching cultural diversity of our school and view it as a distinctive strength.





Our pupils enjoy numerous opportunities for **collaboration**, in their lessons and in group/ team activities. The House system enables pupils from across year groups to work together, with an emphasis on happy participation and fun in a huge range of competitions and challenges, from drama to photography to sport to bake-offs! There are also ample opportunities for **service** and responsibility, whether as trained peer supporters, school council representatives, house officials or prefects. Our charity committee, community service programme and Duke of Edinburgh award are very active and support our pupils' development of **empathy**, compassion and selflessness. We enjoy mutually beneficial partnerships with other schools, and our extensive programme of educational visits, in this country and overseas, broadens horizons and encourages understanding.



Attentive pastoral care is based on knowledge of the individual, and is supported by form tutors, heads of year, school nurses, well-being manager, the school counsellor, the chaplain, the head of learning development, anti-bullying ambassadors, peer supporters and outside agencies and experts. We talk positively about well-being and mental health, offering guidance to parents too on various pastoral themes. A comprehensive careers guidance programme (supported by a specialist careers adviser) assists our pupils at every stage with their decision-making.

Adolescence comes with its own challenges, and there is always someone to whom our pupils can turn. Our proactive approach aims to encourage healthy and fulfilled lifestyles and to prevent difficulties becoming crises; whatever the situation, we shall always work with children and their parents to offer support and positive strategies.



“Pupils make excellent progress in knowledge, skills and understanding because of the passionate commitment and enthusiasm staff have for their subjects.”

- ISI (INDEPENDENT SCHOOLS INSPECTORATE)





LOWER SCHOOL THE PREP (YEAR 6)

The 'Prep' form offers a unique opportunity for children to begin their LGS journey a year early. It is not suitable for everyone, but typically suits children who would enjoy some additional challenge and opportunity beyond what their primary setting is able to provide.

Pupils follow a timetable that resembles the experience of a typical secondary school pupil in many respects, including a variety of subjects similar to those listed for Year 7. The Head of Prep delivers a significant proportion of these lessons in the dedicated Prep classroom, providing stability and continuity for our youngest pupils, but the Prep also enjoys the benefits of specialist teaching and outstanding facilities.

Without the focus of KS2 SATS, our pupils are free to explore a range of experiences, and work in the classroom is complemented by various visits. Our more senior pupils work with the Prep through the house system and they enjoy Games with Year 6 from the Junior School. They are warmly welcomed as an integral and valued part of our community.

The curriculum includes Art, English, French, Mathematics, Music, Science and Physical Education and Games. Tutorial periods with the Head of Prep are also an important feature and incorporate delivery of our Life Education programme (PSHE).

YEAR 7

The majority of our pupils join at this stage, coming from a large number of primary and prep schools as well as our own Junior School. We make every effort to ensure that newcomers to the LGS family settle quickly, and this is supported through induction and the close attention and guidance of staff and older pupils.

We encourage pupils to get involved in all aspects of school life, whilst helping them to become wellorganised and to establish good habits and routines. We realise that some will be apprehensive (as well as very excited!), and we will always reassure both children and parents that they will thrive on the challenges and opportunities of our school. There will be an increase in homework for some, but is it perfectly manageable as part of the very full existence our pupils enjoy!

The curriculum consists of:

Art and Design, Computing, Design Technology, Drama, English, Food Technology, French, Games, Geography, History, Latin, Life Education (PSHE), Mathematics, Music, Physical Education, Religious Studies, Science and Textiles.

There is a special tutorial period and pupils' experience of sport is extended, with the opportunity to represent the school. In Music, pupils benefit in groups of three or four from tuition on the violin/viola; cello/double bass; woodwind and brass and percussion, (each for three weeks). In the Lent Term, they are then assigned to one of these instruments, on which they have tuition for the rest of the academic year.





YEAR 8

A few pupils join every year and we welcome applications when spaces exist. As with other year groups, we monitor our pupils' progress according to their abilities and offer additional support as appropriate; our specialist Learning Support department is very well equipped to do so, alongside classroom teachers, who are all aware of any specific needs. There is also regular feedback to parents via reports and parents' evenings.

The curriculum continues in a similar vein to Year 7, with increased specialisation in the science subjects and setting in Mathematics. The programme consists of: Art & Design, Biology, Chemistry, Design Technology, Drama, English, French, Food Technology, Games, Geography, History, Computing, Latin, Life Education (PSHE), Mathematics, Music, Physical Education, Physics, Religious Studies, Textiles and either German or Spanish.





MIDDLE SCHOOL

We are again keen to welcome pupils into Years 9 or 10 wherever there are vacancies. The aim is to keep the curriculum balanced and broad for as long as possible, although some choices are made for Year 9, and guidance is given – both to pupils and parents.

YEAR 9

Year 9 is a very important year, as it lays the foundations for the GCSE years. However, we deliberately resist premature focus on the GCSE syllabus, as we want our pupils to enjoy a range of experiences and opportunities, and to discover where their aptitudes lie.

All pupils follow a core curriculum consisting of: Biology, Chemistry, English, Games, Geography, History, Life Education (PSHE), Mathematics, Religious Studies, Physical Education and Physics.

They choose three subjects from French, German, Spanish, Latin, Classical Civilisation and English & Communication Skills (a course designed for pupils who may benefit from additional support).

They also choose three creative or technical subjects from Art and Design, Computing, Design Technology, Drama, Food Technology and Music.

Early in the Lent Term, the GCSE programme is explained to both pupils and parents, and options guidance is given. The GCSE curriculum is designed to ensure balance, thereby avoiding 'wrong' choices which could be regretted at a later stage!

YEARS 10 & 11

Most pupils study ten subjects, although there is some flexibility in those rarer cases when we believe (with parents) that it is in a pupil's best interests to reduce this number and benefit from additional time or support to focus on the remaining subjects. You will find more detail relating to subject-specific specifications on the website. Specifications have been chosen as providing the best academic rigour and content for our cohort. Most subjects are examined at the end of the course, although a few include coursework (non-examined assessment).

All pupils study for GCSE qualifications in English, English Literature and Mathematics.

Pupils choose a further seven GCSE subjects including at least two Science subjects, at least one Modern Foreign Language and at least one Humanities subject:

- **Sciences:** Biology, Chemistry and Physics
- **Modern Foreign Languages:** French, German and Spanish
- **Humanities:** Classical Civilisation, Geography, History, Religious Studies
- **Other subjects:** Art and Design, Ceramics, Computing, Design Technology, Drama, Food and Nutrition, Classical Greek, Latin, Music, Physical Education.





Pupils also follow non-examined courses in Physical Education, Games and Life Education (PSHE), whilst spending frequent form-time with their tutors.

The GCSE years are challenging, and we advise pupils to continue to enjoy their co-curricular pursuits and to ensure adequate time for leisure, healthy eating and sleep! A balanced lifestyle and positive mental health and well-being are very important. Support is always to hand where pupils and parents would benefit from it.

Towards the end of Year 10, pupils inevitably begin to contemplate greater specialisation in the Sixth Form. They take a careers profiling test followed by one-to-one interviews in the Advent Term of Year 11 and again after trial (mock) examinations in January. They are given advice by their teachers and attend an information evening, so that they can be best informed, especially where new subjects are available to them in the Sixth Form.





SIXTH FORM: ASPIRE

Most of our pupils remain at LGS for the Sixth Form and we are always pleased to welcome a good number from elsewhere; the latter very quickly settle and become highly-valued members of our community, enjoying their studies as well as all the other opportunities which support their transition to young adulthood.

Our Sixth Formers, whom we now call 'students', lead the way and set the tone at the top of the school. We are very proud of them! Not only do they achieve great things, but they thrive on the rounded programme which the school continues to offer, developing the softer skills which will stand them in such good stead for their future lives. Our visitors very often comment on their natural self-confidence and their ability to relate so well to others: "Well rounded individuals, confident but not arrogant, such a good reflection on the school," as one parent put it.

We have recently reviewed our Sixth Form offering. We want it to be the best possible preparation, not only for university and apprenticeships, but also for life. We believe that our new **Sixth Form Aspire** programme offers a distinctive experience, enabling our students to keep ahead of the crowd.

The **Academic Core** is provided by A level study. Most choose three A Levels from the start of Year 12. It is possible to study four subjects, and for Further Mathematicians it is usually considered essential, but this route is suitable only for the most academically engaged and industrious students. The subjects available are:

Art & Design

Art: Ceramics

Biology

Business

Chemistry

Classical Civilisation

Computer Science

**Design, Engineering
& Technology**

Drama & Theatre

Economics

English

French

Further Mathematics

Geography

German

Greek

History

Latin

Mathematics

Music

Physical Education

Physics

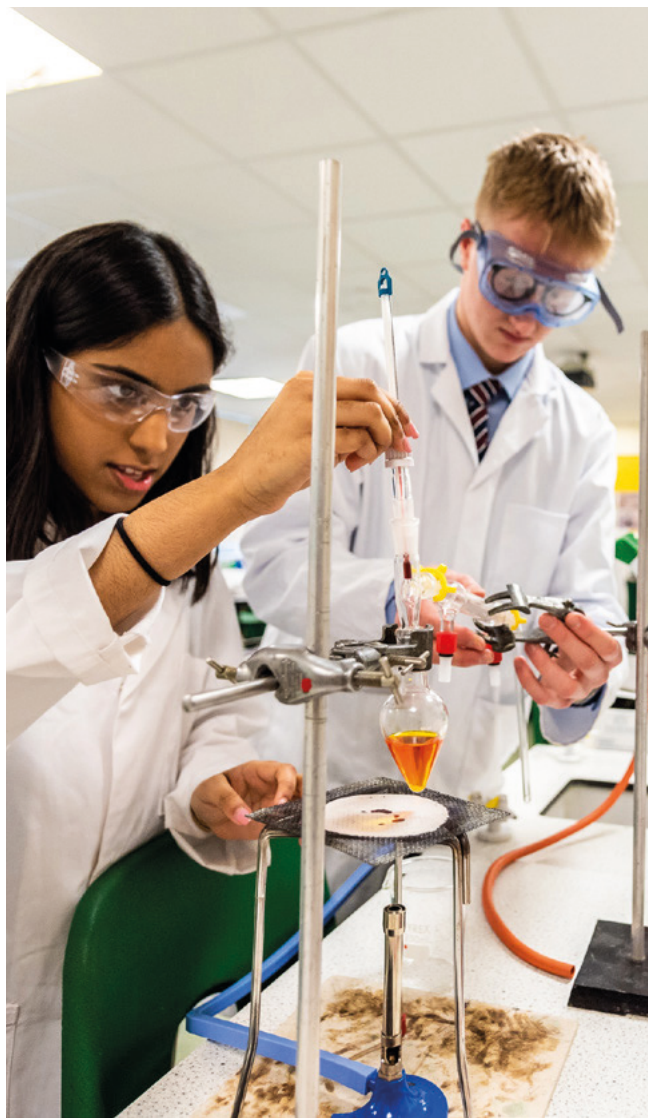
Psychology

Religious Studies

Spanish

Students also complete the **Ivy House Award** in Year 12. This is an innovative **Leadership** programme, the likes of which is normally only available in the corporate world. The focus is on self-awareness, self-leadership and then the leadership and service of others.





Academic Enhancement and Enrichment is provided by a range of additional, non-examined courses, as well as specialist preparation for specific routes, including a comprehensive and very successful course for aspiring medics and support with Oxbridge. Many of our students also complete the Extended Project Qualification, which is an excellent research-based, independent piece of work on a topic which falls outside students' examination syllabuses. There is a weekly lecture series in Year 12 on a variety of stimulating topics and supported by some very inspiring speakers.

Co-curricular participation is another vital ingredient, and one which supports personal development in all sorts of areas, normally alongside others and often in a leadership capacity. This rich range of additional opportunities is described in greater detail in our booklet: ***The Sixth Form: Beyond the Classroom.***

The **Service** element of **Aspire** is eagerly embraced by our students, who are all expected to contribute in some way to the school's charity fundraising and community service. We want our students to leave us as generous individuals who will make a difference to the lives of those around them, whether in the UK or working more globally.



The entire programme is supported by **Guidance and Preparation**, pastorally and in readiness for university, apprenticeships and work. Students benefit from closer attention in smaller tutor groups, which contain a mixture of Year 12 and Year 13 students, with the former learning from the latter. The tutor monitors a student's academic progress and happiness in the Sixth Form, as well as guiding university and apprenticeship applications, informed by a thorough and specialist careers guidance process.

The position of Leicester Grammar School as one of the top co-educational day schools in the country is based to a large extent on the achievements of our Sixth Form students. We nurture students who are independent, creative, highly qualified individuals, confident in their ability to make their chosen way in the world.

We expect much from our Sixth Form students in terms of their commitment to school activities and academic studies. In return we are only too happy to be fully engaged with them in the team-effort necessary to achieve the highest standards.

We welcome applications from academically engaged pupils from other schools who want to play an active part in our Sixth Form life. Entry to the Sixth Form is by interview and offers of a place are then conditional on the GCSE grades gained. Further detail is available on our website.





Leicester Grammar School: Going Places!

SCHOOL TRANSPORT

There is a reliable network of buses from all points of the compass, and we encourage use as being of most benefit to the environment. Ten daily services operate to and from our schools in Great Glen. Bus bays are conveniently located at the front of

the main school building, providing safe pedestrian access to LGS and LGJS. For further information about the bus routes, including location of bus stops, bus fares and times, please consult our website.



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