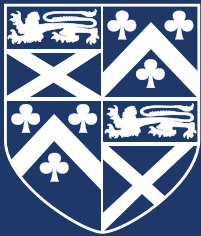
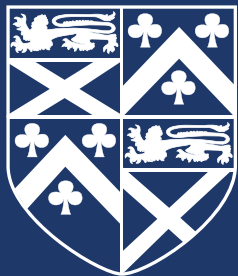


Raising Aspirations, Delivering Excellence



The Rochester
Grammar School



Rochester Grammar School

Welcome from the Principal

Dear parents, carers and students,

We are all very proud of our school and the way our community of students, parents, staff, and governors work together to provide a learning environment for the 21st century. We are educating our children for a world that is rapidly changing, a world that we expect will be very different by the time they have graduated from university compared with the time they joined us in Year 7. This requires not only an excellent foundation of learning, but also the acquisition of habits of flexible thinking and learning and confidence in solving problems as an individual and within a team. Our innovative curriculum is very much tailored towards meeting individual learning needs; we expect every student to achieve their full potential whilst they are with us.

In our last Ofsted report, we were judged to be good in every category. We were re-accredited by Exeter University as an Advanced Thinking School in November 2025, having retained this status since 2010. We are part of a Multi-Academy Trust, (Thinking Schools Academy Trust) with 26 schools across Medway, Deal, Colchester, Portsmouth, Plymouth and Torbay. These include secondary, primary, junior, and infant schools.

Our Trust's mission is: 'Every young person in our community deserves to have the best opportunities at life regardless of their individual circumstances'.

Education is the key to accessing these opportunities and we support and develop every member of our community to

- Think about their Thinking
- Be the Best
- Shape their Success.

In this way Thinking Schools Academy Trust transforms life chances. Outstanding teaching and learning are at the heart of our ethos and we have been recognised by the Department for Education (DfE) as a sponsor for other schools.

We all learn best when we are happy and valued; supported, challenged and encouraged. We want each student to have a personalised passion for learning, a desire to enquire, to question and to think and to act responsibly. The school aims to nurture successful ways of thinking and effective tools for life.

Finally, and most importantly, we believe that every student is unique: we endeavour to build on the raw talent and energy that your child brings, to enable them to achieve personal success. We look forward to working in partnership with you over the next few years.



Mrs C Brinklow BA (Hons) MSc NPQH -Principal

A Community of Families

Within the school community of RGS, each student is allocated a Form Tutor who will be their designated member of staff to report to each morning.

Each tutor group is allocated to one of the six school houses; Byron, Cassidy, Fitzgerald, Hildegard, Somerville or Tomlinson.

The Form Tutor is the 'champion' for each student within their tutor group, getting to know each student within the form, exploring their interests and strengths as well as promoting standards, setting high expectations and offering mentoring and support.

Student voice plays an important role in the school and students are represented on numerous groups and working parties, including the Student Thinking Team.

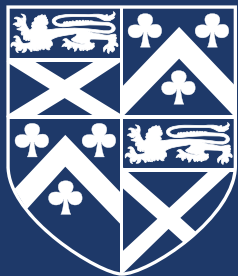
We aim to nurture the whole student with our mindfulness and wellbeing programme and students have access to a range of staff to help them settle in.



"Pupils and students at The Rochester Grammar School respect the high standards that the school sets for them. They share leaders' ambition for them to thrive academically and succeed as global citizens."

Ofsted





Rochester Grammar School

Furthering Excellence

We are proud of our external examination results; we consistently feature amongst leading schools nationally in performance tables.

High quality teaching and learning, assessment, monitoring and tracking of student progress are at the heart of the curriculum.

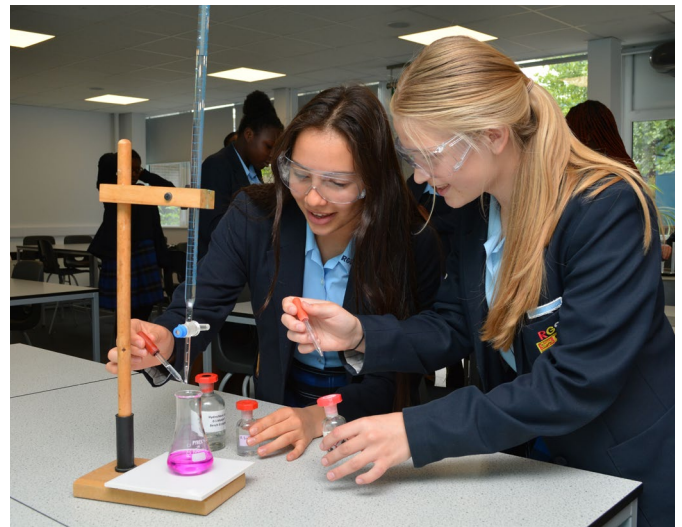
Within a secure and stimulating environment we provide personal challenge and enjoyment of learning – the foundations for academic success.

When students reach Year 9 they embark on an enquiry based study, allowing them to use their

toolkit to explore big questions and come to carefully considered conclusions which forms an excellent transition towards their GCSE studies.

“The teachers really understand what we need to help us learn and remember key information to enable us to perform to the best of our ability while still making lessons fun.”

Year 8 Student



Unique and Principled

Each student has unique talents and abilities, though all share in the need to develop sound, enduring values.

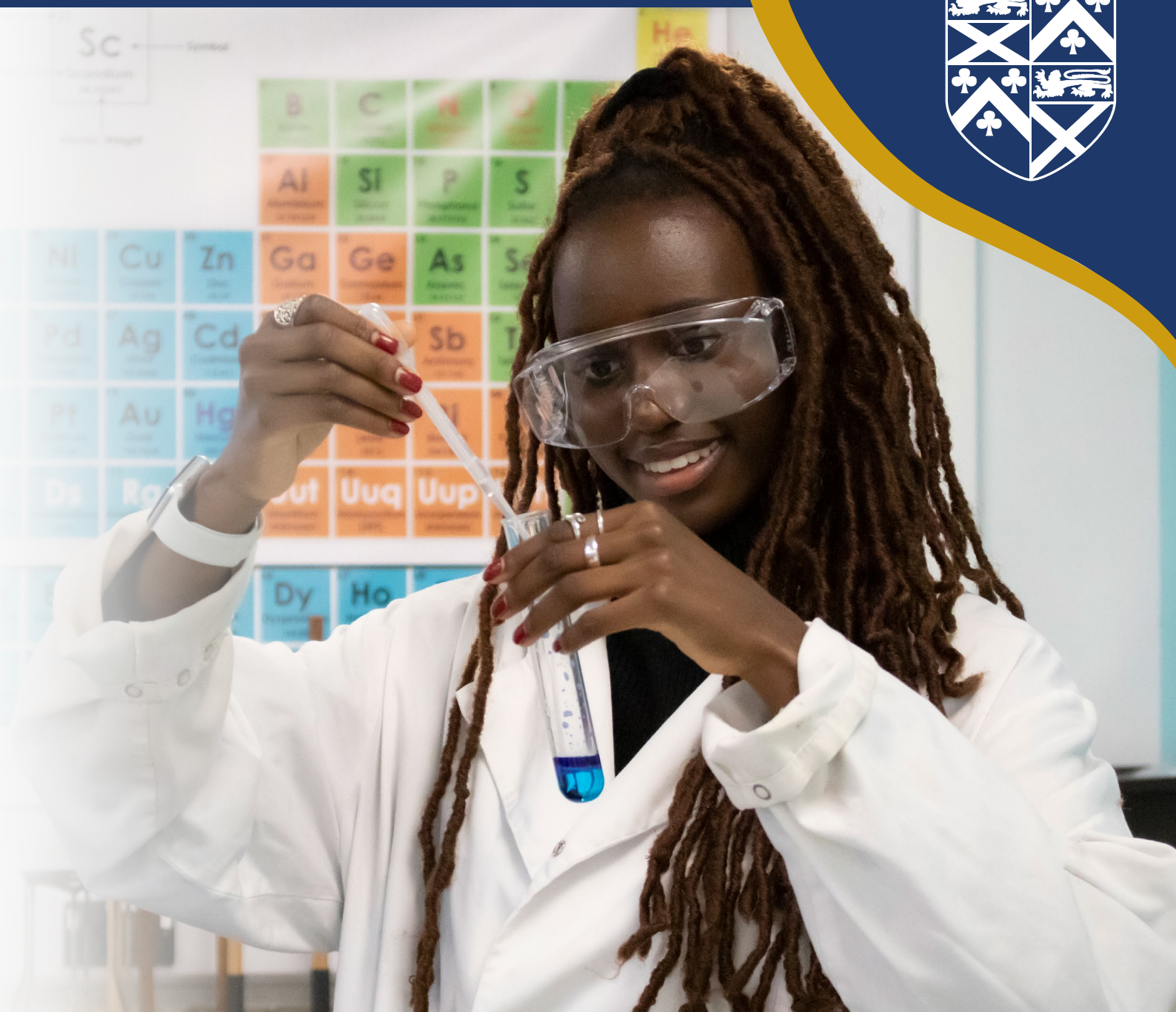
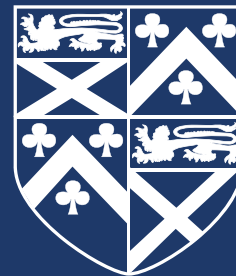
Our child-centred education promotes not only academic achievement, but the development of integrity and compassion.

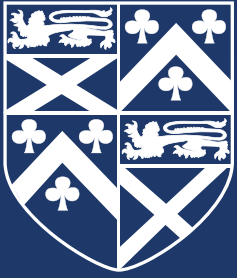
All students have personal passions and talents, and are given opportunities to all develop their own interests through a wide range of extra and super-curricular activities.

We focus on developing specific skills and values for long term education that go beyond academic success.

Through learning, the skills are developed to help students become knowledgeable, caring young people who help to create a better world through understanding and respect.







Rochester Grammar School

A Foundation for Thinking

We plan for each child to develop their thinking skills to the full. Rather than studying subjects in isolation, students understand how they work together as a body of knowledge.

We provide all students with 'thinking toolkits' to map and organise their learning experiences and we have been reaccredited as an Advanced Thinking School for the fourth time.

The tools allow all children to approach their learning in different ways. They encourage flexibility, creativity and critical thinking. Students will not just ask "What is the right answer?" but "What are the different ways I could approach this problem?"

The school has a dedicated Learning Hub for quiet reading, reflection and study. Doubling up as a library, students can use this facility at lunch time and after school to extend and enhance their learning.

Each student will develop the key dispositions such as being reflective, an effective communicator, an inquirer and being open-minded, which they will carry with them beyond their time at RGS.

Students will also engage in regular reflection activities during Tutor Time, which provides opportunities for students to reflect upon their learning, understand their own development and foster the key attributes which lead to success.

"Cognitive approaches are so embedded in the ethos and culture of the school that it feels as if the school is drenched in thinking!"

**Fiona Knapp,
Exeter University Cognitive Education
Development Unit**



Advanced Technologies

Within lessons students are expected to be actively engaged, for example using the advantages of the electronic white board as tools for solving problems and creating ideas.

RGS has multiple ICT suites, along with excellent facilities where students can work collaboratively using desktops, laptops and various electronic media tools to enrich their learning.

RGS is committed to developing the digital skills of our students by making use of a multitude of applications and software across the whole curriculum. Microsoft Teams is used as our primary virtual learning environment. This allows teachers to share resources with their classes and enables students to view and submit home learning assignments digitally.

As part of our digital learning drive, teachers have embedded a range of Office365 applications such as OneNote, Forms and Sway, within their curriculum to ensure that students are offered an

enriching digital learning experience both inside and outside the classroom.

Teaching staff also make use of our virtual learning environment for extra-curricular purposes, for example to post updates about House competitions and to inform students about the wide variety of lunchtime and after school clubs that we have to offer.

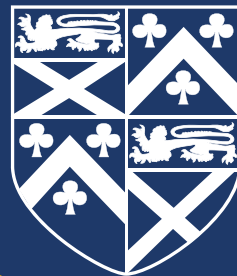
Students are able to access Microsoft Teams outside of school via any device that supports the application, such as a laptop or smartphone, and can also be accessed via an internet browser, ensuring great accessibility to their education at any time.

As a school we use Class Charts to reward students, monitor achievement and set home learning. We believe in working closely with families and Class Charts allows you to keep up to date in real-time on the progress they are making in school.

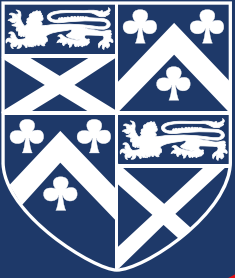
“We use technology a lot to help our learning, all subjects have key revision resources available to support us on Teams to ensure we have access to everything we need to do well in our subjects.”

Year 11 student





Rochester Grammar School



Beyond the Boundaries

A school year will offer a kaleidoscope of activities – in the arts, in sport, in debating, and in science and humanities events.

There are opportunities for students to meet with adults from the wider community through work shadowing, Careers Fairs, guest speakers and competitions.

The Duke of Edinburgh award is very popular and we consistently have one of the largest groups of students completing an award out of all the schools in Medway. In the last year, over 165 students completed their qualifying expedition for the Bronze, Silver or Gold award. To make our expeditions more affordable and accessible we are unique in that we run all our own expeditions.

Each year our students have the opportunity to take part in a variety of events including drama and musical performances. Students enjoy taking part in Charity events throughout the year. There are a vast array of extra-curricular clubs including choirs, orchestra, drama, Chess club and STEAM to name a few. All of these events and activities are invaluable in building a well-rounded individual.

“Pupils enjoy the wide range of activities that extend the curriculum beyond their academic studies. Many pupils take part in the Duke of Edinburgh’s Award. Clubs and opportunities inspire pupils to develop their own interest and hobbies.”

Ofsted



Artsmark

As part of Rochester Grammar School's mission to 'Transform Life Chances', we believe we have a responsibility to build our young people's cultural capital as much as possible: this means offering opportunities for our students to explore culture in its various forms, immerse themselves in the Arts and learn about the world beyond their personal location and circumstances.

We believe that by expanding our students' cultural knowledge and encouraging them to engage in new experiences, we can support their personal growth and extend their knowledge beyond the taught curriculum.

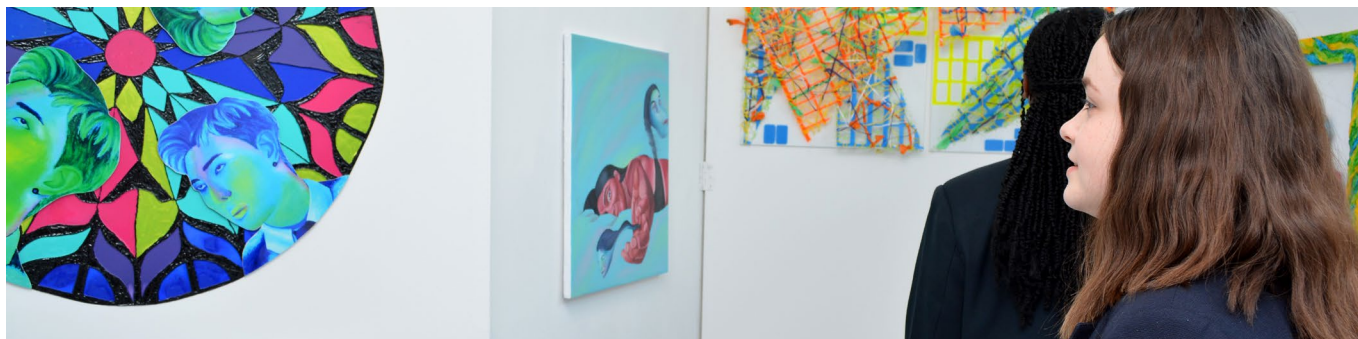
Every student at Rochester Grammar School is encouraged to reflect on their cultural experiences. From learning a survival skill to visiting an art gallery and trying foods from different countries, our school offers as many opportunities as possible to equip our young people with a diverse set of experiences, skills and knowledge.

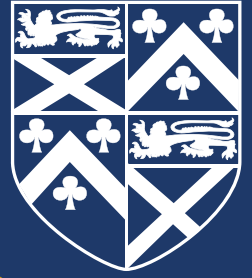
In order to offer a full and enriching experience which builds cultural capital, Rochester Grammar School has committed to our Artsmark journey,

ensuring the cultural and creative education we provide is broad, diverse and engaging. In 2024, our school was proud to achieve the GOLD Artsmark Award, recognising the success of our mission to incorporate creativity and cultural education across our curriculum and school ethos.

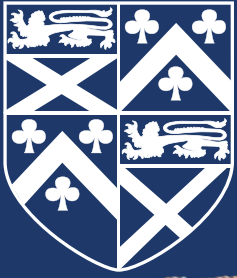
"All pupils can access an established range of arts and cultural provision through work with local arts and cultural organisations, in school, on visits outside the classroom, which leads to showcasing in school and the local community."

Artsmark Report





Rochester Grammar School



The Rochester Grammar School
STUDENT ENTRANCE



Rochester Grammar School

Transforming Life Chances

We expect all of our students to be in a position to enter our Sixth Form, where they are joined by students from outside of RGS, keen to benefit from our high reputation and standards.

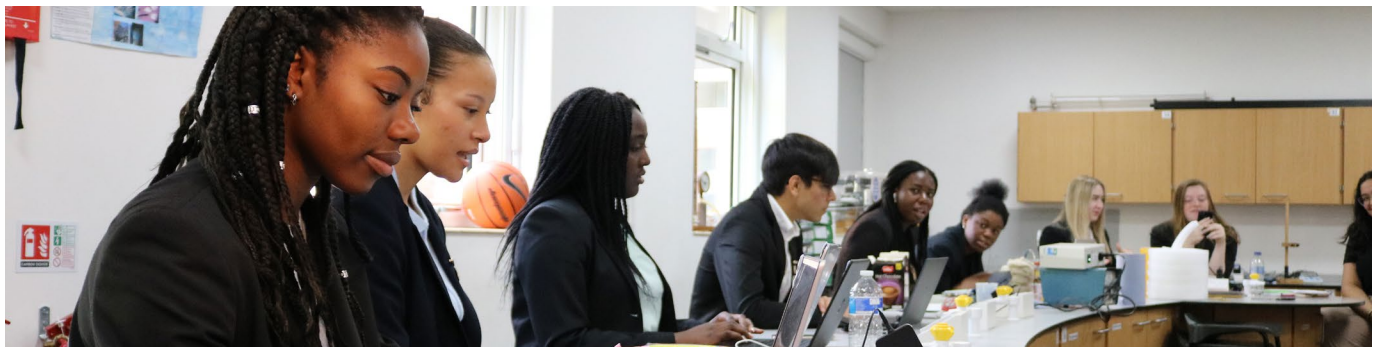
We have a mixed Sixth Form in which all students are enabled to become young adults and to prepare for the full independence of life at university and in employment.

Our curriculum continues our high standards for academic excellence, allowing our students to focus on the subjects they are passionate about through their study of 3 or 4 A-Levels alongside our Enrichment Programme which provides structured opportunities to develop and nurture our students' life skills. This approach is designed to equip our students with the knowledge and skills they need to thrive in the modern world and reach their full potential.

Students interested in applying for Medical School or Oxbridge have a tailored programme to give them the maximum chance of success in these competitive areas. Our students have consistently strong destination data.

In 2026, 2% of students secured places at Oxford or Cambridge, 41% of students attended a Top 40 university and 29% attended a Russell Group university, with 9% going on to study Medicine, Veterinary or Dentistry studies.

More than half of the year group stand for election as School Officers, and all students participate in some way as role models and as leaders of the school, for example, as academic mentors or as organisers of clubs and events.



Global Perspectives

We expect all our students to recognise that they are global citizens. Students at RGS will feel part of their community of close friends, they will feel part of their House community, and they are also encouraged to feel part of wider communities, locally, nationally, and internationally.

Charitable fund raising enables students to identify with others in need of their support. Cultural visits abroad include international trips and opportunities for exchanges which also broadens their horizons.

At RGS, students are taught the British values of democracy, individual liberty, rule of law, mutual respect and appreciation of those with different faiths and beliefs. We believe that these values are essential for life in multicultural Britain and enable students to understand and reflect upon global issues and events in a principled and balanced way, thus promoting tolerance of all groups and societies. This diversity is celebrated through a wide range of multicultural events throughout the year.

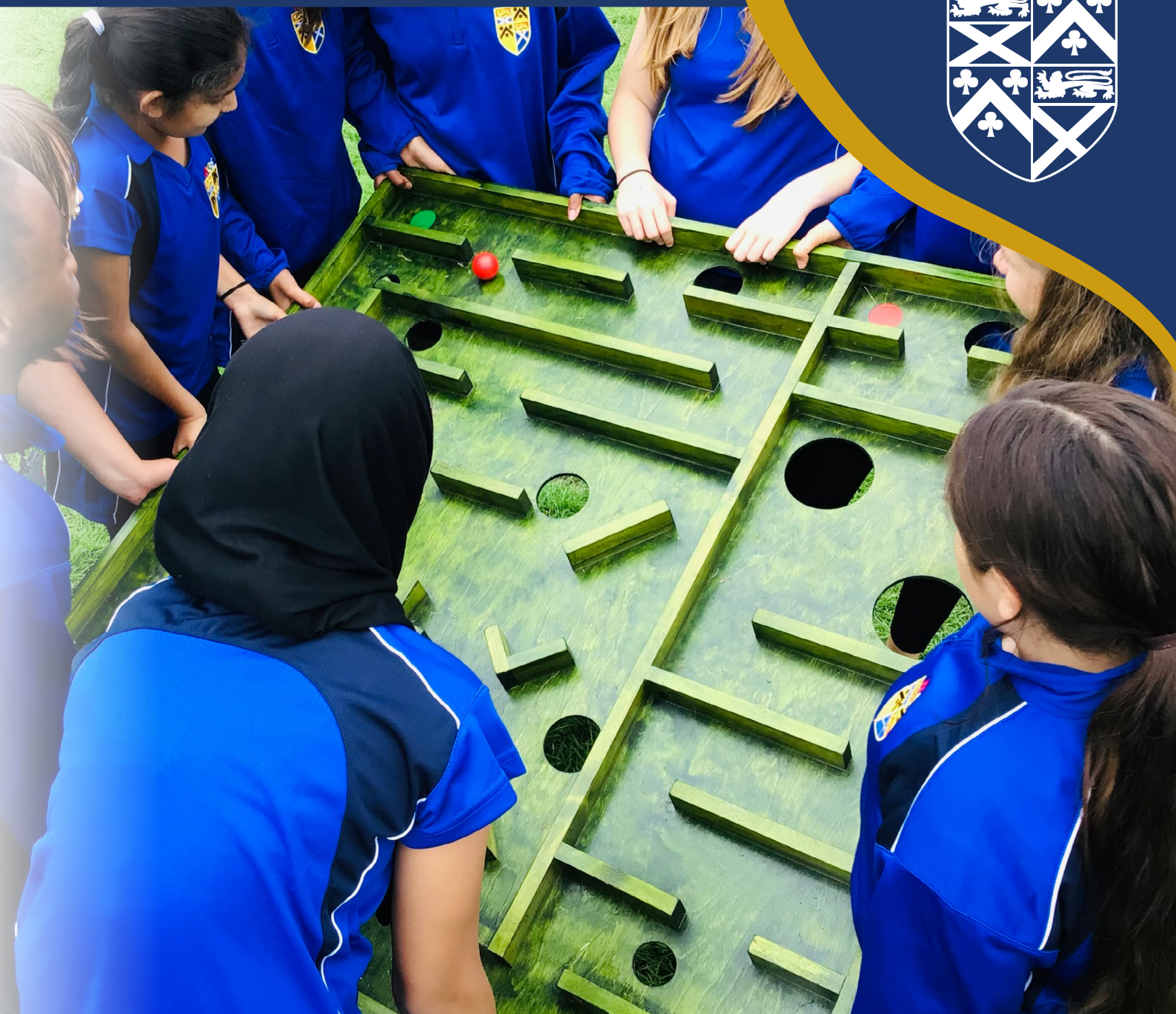
As a school that respects global cultures and diversity, we have a dedicated multi-faith prayer room for students to use during lunchtimes.

We have been recognised as a 'Rights Respecting School', an award given to schools on behalf of UNICEF UK. RGS pupils learn about their rights by putting them into practice every day. A Rights Respecting School models rights in all its relationships.

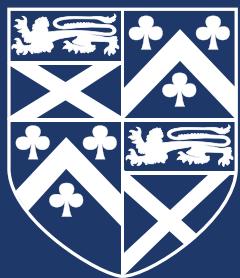
"The curriculum is well designed to give all pupils the knowledge and cultural capital they need to succeed in life."

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Raising Aspirations, Delivering Excellence



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THINKING
SCHOOLS
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