

THE STANDARD

The John Lyon School Newsletter
and Mini-Prospectus

Autumn 2006



The right results at JLS

by Kevin Riley,
Headmaster

In the first issue of *The Standard*, I set out my determination that The John Lyon School should be *aiming for excellence*. Nearly two years on I can say that we are indeed moving towards excellence in teaching and learning.

It is extremely encouraging to see teachers and pupils working so well together; JLS also receives tremendous support from parents. This creates a very strong team ethic in the School.

I knew before I arrived at JLS as Headmaster that this was a special sort of school, but I didn't realise just how special until I actually began working here. The sense of cohesion among such a diverse School

population - in terms of both religion and culture - is quite remarkable. It has been very rewarding to add my own links with the developing world to that sense of diversity and of being part of a wider society.

I am also really enjoying interacting with the boys. I find that JLS pupils are charming; an unusual word to use for boys, but entirely apposite in our case. They show respect and courtesy not only to teachers, but also to each other. That is something of which we are very proud.

Having recently become a Governor at Northwood College and Northwood Preparatory School, I am glad to be able to offer my experience as a Head to these schools. Here at JLS, I am

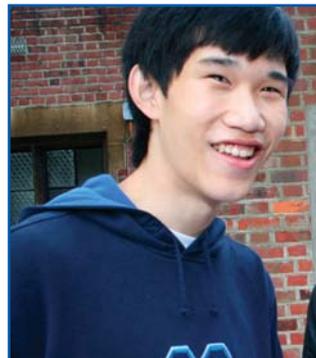
excited by the support from our own Governors for the strategic development of the School and, in particular, for the refurbishment of the estates.

Finally, many parents will know that I am passionate about the importance of a holistic view of education and on the connection between this and academic excellence. So, following this summer's superb examination results, I am proud to say that we not only have happy, contented boys at JLS, but that this is now showing in their results.

- For more on links between JLS and Northwood College, see page 3.

Best-ever A level performance

A season to remember



JLS pupils celebrate as they arrive at the School in mid-August to receive their A level results. In a record-breaking year, 89% of the grades awarded to JLS boys were A or B. Successful students included all eight Oxbridge candidates, six of whom are pictured (bottom right). For more about this summer's examination results, see page 8.

JLS enjoyed an outstanding summer of sport, with excellent results in cricket and tennis.

The First XI won nine of their 16 games and triumphed in the Middlesex U19 Cup - a feat achieved only once before by JLS. "It was a terrific effort, because there are lots of good cricketing schools in Middlesex," said Ian Parker, master in charge of cricket. The U15s also had a good season, winning nine of their 14 matches.

In tennis, victory over the top seed, Langley Grammar School, in the London and South East finals of the Glanville Cup left JLS ranked third-best tennis school in the country. Sixth-former Simon Childs, 18, beat the top seed to win the Doncaster Tropicana British Tour Men's Open.

Rain on Sports Day did not dampen spirits; several new records were set on the track at Harrow School.

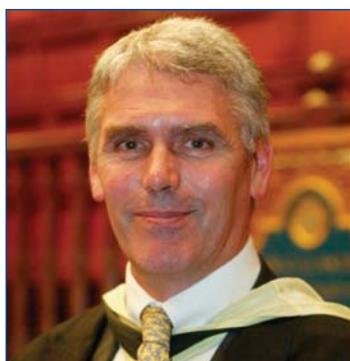
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Meet the Chairman of Governors

Dr Owain Arwel Hughes OBE



Keeping score: At the 2006 Speech Day, keen sports enthusiast Dr Owain Arwel Hughes, left, contrasted the lamentable performance of England's World Cup team with the recent excellent achievements and developments at the School.

The Standard: What is your connection with Harrow and JLS?

OAH: I have known Harrow for many years: it was where I had my first digs when I came from Wales to the Royal College of Music. I have lived in my present house [close to the School] for 10 years. My son was a pupil at JLS. It was always known as a caring School that was good academically, but also provided a wide education. It was certainly good for him. He enjoyed soccer and cricket there, as well as playing the French horn. So the School lived up to its billing in his case.

The Standard: How would you describe your experience of being Chairman of Governors?

OAH: It's been wonderfully rewarding, but also challenging. The first thing I did was to have the JLS Governors named officially as 'Governors'. It used to be the 'Committee of Management', which I always felt was wrong.

I enjoy working with the Governors and making sure they all have their own specific responsibilities based on

their expertise from their own professions. Not surprisingly, my style is to 'conduct' them: that means guiding them and listening - there is enough respect around for honesty - but not forgetting that I am in charge.

The Standard: What are the current priorities for the Governors?

OAH: We are finalising the strategy for the School. It is linked with our estates strategy and the development of better links with the old boys.

Communications are certainly one priority, and building really strong bridges with Harrow School and the Foundation Governors is another. As a Foundation Governor myself, I can say that a lot of their time is now spent discussing JLS, which is very good news. We want to encourage teachers, administrative staff and pupils from the two schools to get together as well.

Continuing to build up sport, music, drama and art remains important. Another thing we want to do is establish links with lots of schools, both independent and state.

Owain Arwel Hughes, Conductor

Dr Hughes is Principal Associate Conductor of the Royal Philharmonic Orchestra - "one of the worlds' great orchestras". He first made his name with an electrifying performance of Belshazzar's Feast praised by its composer, Sir William Walton. He has worked with all the leading British orchestras, conducting at the

Royal Albert Hall, the Royal Festival Hall and other major venues, frequently collaborating with BBC TV. He is the driving force behind the creation and continuing success of the Welsh Proms. A dedicated family man, he and his wife, Jean, have two children: Lisa, who teaches at a maintained school in Harrow, and Geraint, a BBC TV sports correspondent.

Northwood College Partnership

The John Lyon School has linked up with Northwood College, a girls' school, in a pioneering partnership that will see pupils meet regularly to have fun and learn together.

The aim is to ensure that pupils can mix confidently with the opposite sex, while allowing both schools to retain the advantages of single-sex education. A programme is also being developed so staff from the two schools can learn from each others' expertise.

The partnership was launched with a social afternoon featuring a quiz and Latin American merengue dancing hosted by JLS.

JLS Headmaster Mr Kevin Riley said: "We are both successful single-sex schools and that is how we intend to remain. However, I see great benefits in boys and girls, particularly in the older age groups, getting together for certain activities, both social and academic."

Mrs Ruth Mercer, Head Mistress of Northwood College, added: "Single-sex schools are absolutely right for the education of boys and girls in the

classroom, but we also recognise that there is much to be gained by the pupils being involved in joint social, cultural and intellectual activities."

Full details of the partnership programme are now being worked out for the new school year. Among the areas already agreed are that sixth-formers from Northwood College will be invited to JLS's prestigious debating society, Union, while JLS boys will attend legal issues seminars at Northwood College. Further events include theatre trips for the older pupils, joint interview practice for university candidates and a disco for the First, Second and Third Years.

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The staff programme will involve professional development sessions and sharing good practice.

"Because we are very distinctive institutions," continued Mrs Mercer, "there is a great deal the schools can offer each other - and that applies to staff as well as students."

Views from the Inside



My name is **Sameer Jethwa** and I live in North Harrow. I am this year's Head of School.

I turned down a place at Merchant

Taylor's to come here at 11 and I haven't regretted it one bit. I think it was the best decision of my life, to be honest, because JLS develops us as human beings, not just to achieve academically.

The teachers always treat pupils with the utmost respect. The Monitors and Prefects bridge the gap between pupils and staff - when I was younger, I looked up to them but was still able to have a laugh with them.

One area that has changed here recently is that there is now more focus on the Sixth Form - I think we needed that really.

The new Headmaster developing links with Africa and introducing World

Challenge has also been good. It means the School doesn't just focus within its own little bubble. That is really important when we live in such a multi-cultural society and have such a multi-cultural School. For example, my mother is from Kenya and my dad is from Uganda - he had to leave because of Idi Amin.

I hope to do dentistry, which is now more competitive. The School is good at getting you through the university process. The School has helped me find my strengths and to develop what I'm good at. They tell you "you can do it" and you think "actually, I can".

I'm **David Stovold Morris**. I'm 14 and in the Fourth Year. I live in Harrow Weald. I came to JLS in the First Year from the Alpha Prep. School. I liked the friendly atmosphere: even boys from different years would talk to each other.

I like to do a lot of music. I play the drums, which I'm learning for fun, and I'm doing my Grade V piano. Music here has changed. You can use great

software on the Apple Macs that does everything. Also, Music GCSE now has the Rockscool grades incorporated [accredited by Trinity College London - Ed], so it's not just classical.

I have been on the School Council. It gives you a good chance to put your views forward.

Recently, I was choosing my GCSEs. It's good that you can mostly do the subjects you want. I am looking to get all As and A*s and aiming eventually for Oxford or Cambridge. I suppose I am a bit of a high-flier...when I pull my finger out!

My favourite teacher? Well, I liked Mr Miles teaching me English. He was fun.

If there was anything I could change, it would be to make JLS a mixed school - or maybe just have a mixed Sixth Form - with more links to other schools.



Diversity both at home . . .

When yeoman farmer John Lyon founded Harrow School in the reign of Elizabeth I, it was to provide an education for the boys of the borough. Today The John Lyon School continues to fulfil that remit as a local School serving and reflecting the surrounding community.

"I am proud to lead a School that represents all that is best about modern London," said the Headmaster, Mr Riley. "We have boys from a great many different ethnic groups which do not merely co-exist here as separate cliques, but are bound together by friendships across racial and religious boundaries into one happy School community."

There are JLS boys from communities that are involved in bitter conflicts around the world, including Tamils & Sinhalis, Indians & Pakistanis, and Christians, Muslims & Jews. Yet within the School, an atmosphere of mutual respect prevails. The Headmaster's call for a one-minute silence during his final summer assembly on the first anniversary of the London tube bombings was scrupulously observed by all 580 boys.

"Our diversity is a tremendous asset. In fact, we see both diversity and tradition as vital elements in the success of The John Lyon School: both are to be celebrated," said Mr Riley.

"This year, I personally taught one class where no fewer than 16 different languages were spoken at home by the boys: many of our pupils should be congratulated for their multi-lingual skills, yet too often such achievements are discounted by society."

Since his arrival at JLS in January 2005, Mr Riley has been keen to make the School more outward-looking, establishing closer links locally, nationally and internationally.

"Perhaps more than in some other schools, our boys are very aware that they live in a global society: it is important that we reflect this in our activities as a School," said Mr Riley.

"Personally, I have many long-standing friendships and connections in the developing world, particularly in India and Uganda, and it has been a pleasure to start introducing these links to JLS. I was delighted to be able to join our boys for part of their World Challenge visit to Uganda and

Western Kenya this summer [see right]. I am also looking forward to developing closer ties with two other schools in the Harrow family - the Harrow International Schools in Bangkok and Beijing."



This October, Mr Riley plans to add to the usual ceremonies marking the anniversary of John Lyon's death with a special event to celebrate the School's diversity and its continuing role as a local School for Harrow.

Old Lyonians Developments

A major project to reconnect The John Lyon School with its former pupils continues to gather pace.



Mrs Adielah Mia-Gardiner, pictured above, has recently been appointed as Administrator of the Old Lyonian Association to manage the day-to-day

affairs of the Association and is now the first point of contact for all alumni matters. She is based in an office at the School, and can be contacted on 020 8872 8451 or ola@johnlyon.org.

Work is also underway on a new website for the Old Lyonians, to be launched in early October. The site, www.oldlyonians.org, will bring visitors up to date with the latest OL news, as well as giving them the opportunity to communicate with each other through an online discussion area.

As explained in the previous issue of *The Standard*, the database containing the names of all known Old Lyonians has been greatly expanded following a huge amount of research. Well over three-quarters of all living Old Lyonians are now included on the list. In many cases, however, the data is very limited. The focus now is on checking and expanding

the information already gathered.

Old Lyonian Paul Harrison, the JLS Governor heading the project, says: "Some Old Lyonians have always stayed in touch with each other through the Association and the various OL sports clubs, but we are now very keen to expand to include many more former pupils. The aim of the OLA, shared by the Headmaster and the Governors, is that its members should be able to catch up with old friends, make new ones and reconnect with the School. Old Lyonians are to be found all over the world, of all ages and in all walks of life. Over the next few years, our aim is to reach out to all of them, whether their interests are academic, in sport or in music and the arts, and whatever their occupation. If anyone knows of other Old Lyonians, we want to hear about them and reconnect with them."

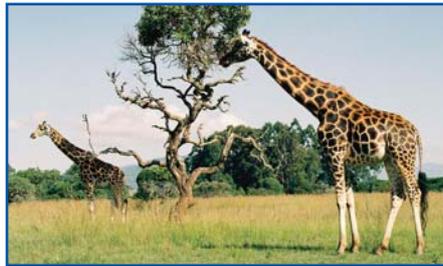
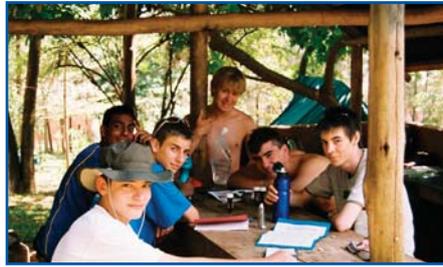
. . . and away

Uganda & Western Kenya Team Challenge 2006

The John Lyon School World Challenge Expedition to Uganda and Western Kenya was a resounding success this summer. Seventeen boys and five staff spent a month trekking, building and camping - an experience they will never forget.

A highlight was a week at Lords Meade Vocational College, whose Headmaster, Mr Godfrey Kiganga, visited JLS last year. A cultural evening put on by students from both schools was a great success. Physically, the expedition was demanding, particularly the climb up and over Mount Elgon into Kenya.

"It's one thing to hear me talk about Uganda in Assembly, but now they've experienced the reality," says Mr Riley. Plans are already being made for another expedition, to India, in 2008.



Arts News in Brief



Remembering Mozart: JLS boys sing with pupils from Orley Farm School at a concert marking 250 years since his death.

Summer Drama

Third Year boys focused on football in *Is It Worth It?* A scene about the deleterious effects of soccer obsession was re-written at the last minute to reflect England's quarter-final World Cup defeat.

The all-day House Drama Competition involved performances from the first three years and was followed by an evening of highlights.

Director of Drama Miss Gibbs wrote the Sixth Form play centred on a tension-ridden residents' meeting. As in Shakespeare's day, the cast had just a couple of days to rehearse.

Meet a Teacher: Mr Dom Roy

The John Lyon School's Head of English, Mr Arindom ("Dom") Roy, has been teaching for nine years and joined JLS in 2001 from Watford Boys' Grammar School. Before that, he ran an international children's activity camp.

He very much enjoys teaching,, thriving on the challenge of creating ways to interest the boys in his subject. "My big push is to encourage boys with their reading, working with the library and with form tutors in the Lower School."

In support of this, the School has invested heavily in titles likely to appeal to boys, with stocks of such books in both the library and the English department having increased significantly over the past year.

For three years at JLS, Mr Roy was a Head of Year, before becoming Head of English in September 2005. "It's quite a cohesive department. I enjoy the range of age and experience, from staff in their twenties to those in their fifties," he says. During his tenure, the department has grown from four to six



teachers, largely because of the increased take-up of English at A level. The School now offers A Level English Language as well as Literature.

Mr Roy, who lives in Pinner, is very much a local, having been born at Northwick Park Hospital. "I got a

scholarship to JLS at age 11, but I went to Haberdashers' Aske's instead. That was my big mistake and it took me some years to find my way here," he jokes.

He read English Literature at Reading University and then spent a year in the US studying Film and Literature, where he also worked semi-professionally as an actor in fringe theatre.

Drawing on this background, Mr Roy enjoys making films with the boys. He recently wrote the screenplay for a gritty film about teenage culture, which he has been filming with a number of JLS pupils during the summer.

During his holidays, Mr Roy has spent considerable time in India working with the Indian tennis authorities to develop the game in underprivileged areas.

And his final word on JLS: "I love working here because of how the boys interact with the staff: they don't see us as the enemy in the way that perhaps some boys at other schools do!"

A Welcome from the Headmaster, Mr Kevin Riley

Welcome to the mini-prospectus of The John Lyon School. I hope it and the newsletter on the preceding pages will give you a useful introduction to JLS and some insights into what makes our School so special.

At JLS, which is an HMC School, we are aiming for excellence in all areas, building on our reputation as one of the country's top 20 independent

boys' day schools. In the first three years, we give boys a good grounding in all the major subjects. Building on this platform, our pupils go on to achieve excellent examination results at GCSE, AS and A level.

Alongside our academic success, we have a great reputation for pastoral care. We genuinely treat each child as an individual, with individual talents to

be nurtured and individual challenges to be met. Drama, music, sports and activities also play a very important part in the development of well-rounded students at JLS.

I do hope you will visit JLS or contact us to find out more. Please see our list of contacts on page 2 for details.

*Kevin Riley
Headmaster*



Activities

In the first three years, boys take part in our extensive activities programme as part of their Friday afternoon timetable, while boys in all years have the opportunity to take part in clubs and societies meeting before and after School, and at lunchtime.

With almost 100 activities available each term, the range is enormous. There are clubs designed to support boys in their studies - for example, the 8am homework club and Medics, which is for sixth-formers planning to go into medicine. Sports are very well catered for, from cricket to badminton. Many clubs cover arts and drama or community service, such as the Motet Choir, funk band or Amnesty International group. Perhaps most of all, the accent is on

having fun and pursuing hobbies and interests, from bridge and chess to tap-dancing, railways and karate.

Pastoral Care

We treat every boy as an individual, with his own talents, abilities and needs. We are also proud of the cultural diversity at The John Lyon School. By capping numbers at the School at around 600, we ensure that it remains possible for teachers to get to know every boy in the School. Parents are seen as partners with the School and are positively encouraged to get involved in their son's education at every stage.

The core of our pastoral care arrangements is the tutor system. Form tutors have most day-to-day contact with individual boys. They are overseen by the Heads and Assistant Heads of: Oldfield (the First Year) and the Lower School; the Upper School and the Sixth Form. Ultimately, the Headmaster and Pastoral Deputy Headmaster are responsible.

Class sizes of 22-24 in the first three years, around 20 at GCSE level and 12-14 in the Sixth Form help ensure that pupils cannot get "lost in the crowd". Teachers are urged to be firm but fair, and to support, rather than punish, boys who are struggling with their studies.

Becoming a JLS Boy

At The John Lyon School, we recognise that when it comes to choosing a school, first and foremost parents want an environment where their child is happy, safe and secure. Only in such an atmosphere can boys develop and thrive.

From the First Year onwards, we focus on creating an environment where everyone is treated with respect. Visitors to JLS are struck not only by the courtesy boys show towards their teachers and towards adults in general, but by the way form tutors and other staff take each boy's concerns seriously, treating every child as an individual.

We also nurture an atmosphere of mutual respect among the pupils: where else would you see a sixth-former hold a door open for a first-former, for example? Indeed, our Sixth-Form prefects play an important part in supporting the pastoral work of tutors in the First Form (known as Oldfield), particularly during the early weeks. As boys adjust from the routines of prep or primary school to

life at JLS, prefects are on hand to help out, perhaps making sure a boy's bag is packed with the correct books, or simply providing a friendly, listening ear.

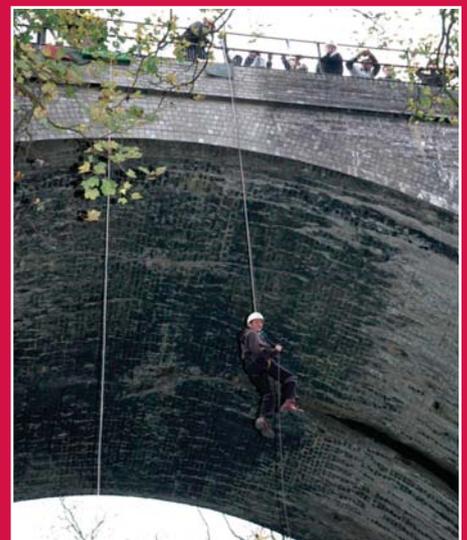
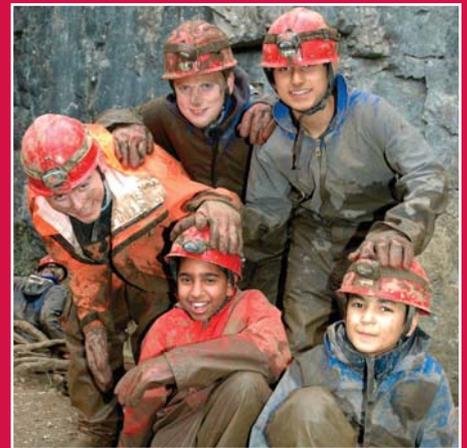
Boys joining at 11+ come from a very wide range of schools in both the maintained and independent sectors, so all are equally well placed to make new friends. Our Friday afternoon activity sessions give boys ample opportunities to develop friendships in a relaxed environment. For the first term only, membership of the First Form Choir is compulsory - we have found the cheerful Wednesday lunchtime practices to be a great way of binding a new JLS year together.

We also take care to ensure that the increasing number of boys who join us at 13+ can fit in easily. After the first two years, all our classes are re-organised, which means the new arrivals are not left isolated and can swiftly make friends.

Right from the outset, we expect boys to work hard and do their best, but at the same time we are careful

not to overload them with academic pressure. At 11, a boy receives homework in three subjects each night. However, no more than half-an-hour should be spent on each subject: if their son is unable to complete a task, parents can simply write a note to the teacher.

A First Form parents' evening held three or four weeks into the autumn term gives parents an opportunity to check their child's progress in the core subjects. A similar evening is held towards the end of the First Year.



The Curriculum

JLS is unashamedly an academic School, dedicated to helping boys realise their full potential and go on to secure places at good universities. Many opportunities exist to stretch able students by enabling them to study in greater depth. These boys are supported by our Gifted and Talented Co-ordinator.

There is a strong academic core to

the curriculum for the first five years. Up to the end of the Fifth Form, boys are required to study not only English and Mathematics, but also Science and at least one modern language.

All boys take at least nine GCSE subjects, although we prefer to focus on the quality of grades achieved rather than merely the number of GCSEs taken.

While in the Sixth Form, JLS offers an extensive range of traditional academic AS and A levels, alongside newer subjects such as Psychology, Music Technology and Critical Thinking. The School stands out for its flexible approach: we try not to let timetable clashes prevent sixth-formers from studying their preferred subjects.

The John Lyon School at a glance

Best-ever A level results

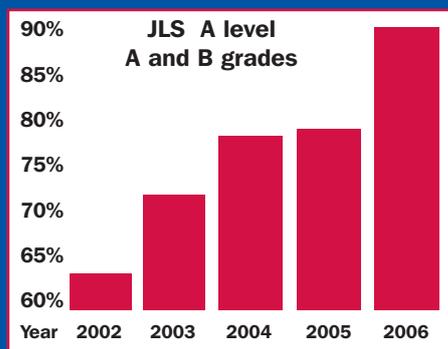
The John Lyon School is celebrating the best A level results in its 130-year history. Eighty-nine per cent of all A levels taken in 2006 were awarded A or B grades - an 11 per cent increase on the already-strong 2005 results.

The Headmaster highlighted the fact that these "truly exceptional results" were achieved by boys who also took part enthusiastically in demanding sport and arts events. "We knew this year's Upper Sixth was a particularly talented year group, but the real joy for us is to see them fulfil that talent so spectacularly. With so much talk nationally of the falling numbers of candidates for the 'hard' A level subjects, it's especially pleasing to note that these are among the subjects in which we have really excelled. For example, 44 boys took Mathematics A level and, remarkably, every one of them received either an A or B grade," said Mr Riley.



The results lifted JLS an impressive 61 places in the Daily Telegraph's influential A level league tables.

2006 has also been a strong year for GCSE results: all 85 candidates achieved the national benchmark measure of five A*-C grades. Just over two-thirds (68%) of GCSEs taken were passed at A or A* grades, with all boys taking Drama and Religious Studies GCSEs achieving A or A* grades in these subjects.



Admissions

The John Lyon School is an academically selective School. In September 2007, we expect to award places to up to 65 boys at 11; up to 30 boys at 13; and up to 10 boys at 16. A very small number of boys can be admitted to other years.

We base our decisions on reports from the boy's present or previous school, on interviews and on entrance examinations, taking special note of ability in music, sport and the creative and performing arts.

At present, 140 boys at JLS benefit from financial assistance from the School. John Lyon's Charity funds the equivalent of two free places per year and, in total, some £400,000 is allocated to support bursaries and scholarships.

Key dates

Our main 2006-07 Open Day takes place on Saturday 7 October 2006. The closing date for all applications for 11+ or 13+ admission in September 2007 is 30 November 2006. This is also the deadline for all Scholarship and Bursary applications.

The examinations for entrance in September 2007 will be held on the following dates:

- 11+ on Saturday 13 January 2007
- 13+ on Saturday 20 January 2007.

For further information, please visit the School website, www.johnlyon.org, or see our full prospectus pack. For all admissions enquiries, please contact Mrs Patricia Ziegelmeier at admissions@johnlyon.org.



Curriculum - News

Fifteen boys this year received the Institute of Linguists French Diploma, with ten awarded a distinction and the remaining five earning a merit. Normally taken in the Fifth Year by boys who have taken GCSE French a year early, this year's group also included Fourth-former Pierre McIlwee. "This is an excellent set of results. All the boys involved deserve congratulations," says the Headmaster.

Curriculum - Overview

GCSE - Fourth and Fifth Years

English, Mathematics, English Literature, French, Spanish, German, Italian, Science (Biology, Chemistry and Physics as a double award), History, Geography, Drama, Music, Art & Design, Religious Studies, PE. Following on from the first three years, all pupils continue with Social, Personal and Citizenship Education (SPACE), and with activities and games.

Good linguists can take French GCSE a year early and then study for the Institute of Linguists' Diploma in the Fifth Form. Additional Mathematics, a course aimed at high-achieving mathematicians, is taken

alongside Mathematics GCSE at the end of the Fifth Year. AS level Science for Public Understanding is offered to able scientists and is taken at the end of Year 11.

AS and/or A (A2) level - Sixth Form

English Literature, English Language & Literature, Mathematics, Further Mathematics, French, Spanish, German, Italian, Biology, Chemistry, Physics, History, Geography, Economics, Psychology, Critical Thinking, Computing, Drama, Music, Music Technology, Art & Design, PE, Religious Studies, Government, Politics. All boys continue with games and follow our General Education programme.