



Aims of the School

The school's aims are to blend a grammar school's pursuit of academic excellence with the preparation of students for life beyond school. We aim to work supportively with the students for their intellectual, moral, physical and emotional development and to develop

a lifelong desire for learning. The school seeks to emphasise a moral obligation to show understanding, respect and sympathy to others, and to foster a collective sense of shared responsibility and care.

Peter Kent
Headmaster



Tradition, Change and Development

Lawrence Sheriff was born in 1515 or 1516 in or near Rugby. He became a full member of the Worshipful Company of Grocers, prospered in the reign of Elizabeth I, bought extensive property near London and in the area of Rugby, and in his will of 1567 left money for a school 'to serve chiefly for the children of Rugby and Brownsover ... and next for such as be of other places hereunto adjoining'.

By the eighteenth century, Rugby School had acquired a national reputation as a Public School, and moved to its present site. As the proportion of pupils from outside Rugby increased, and the people of the town seemed to benefit less from Lawrence Sheriff's original bequest, local concern prompted the nineteenth-century proposal of a Lower School for local boys, with Foundation Scholarships to the Great School. The Lower School opened in 1878 on the present site of Lawrence Sheriff School, with a curriculum designed to meet the needs of commercial education and preparation for Rugby School. By 1906, a compromise between the traditions of the Foundation, and a proposal to hand

the school over to the County, led to the creation of a governing body chaired by the Headmaster of Rugby School and containing both Foundation and County Governors.

This partnership continued into voluntary aided status under the 1944 Act: Lawrence Sheriff School is now the selective boys' grammar school for Rugby and the surrounding area, with the building owned and maintained by the Governors, and the running costs funded by the Local Authority.

Buildings and Facilities

Like many other schools with a long tradition, Lawrence Sheriff has a collection of buildings from different periods, with laboratories, workshops, classrooms and activity areas added over the years to the fine nineteenth century mock-tudor Big School. Since 1990, a series of refurbishments, modifications, and new facilities more than doubling the area of the buildings has modernised the school extensively.

The six older science laboratories have been fully re-fitted and to these have been added two that are completely new. The school boasts four fully networked computer rooms and there are additional computer facilities in almost every subject area of the school.

More than half of the school's 22 full-sized classrooms were built since 1990 and almost every classroom contains video facilities and modern furniture. Interactive whiteboards, initially available only in computer rooms, are being gradually introduced into other areas of the school.

The Design and Technology Department, opened in 1993, contains much state-of-the-art equipment as well as many traditional facilities and a specialist Electronics area.

The Sheriff Centre houses a much admired and well resourced library and information centre, on two floors of what was originally the Headmaster's house. An extensive and modern stock of books, both fiction and non-fiction,



Among the most recent developments are the Griffin Centre, Sports Hall and Studio, opened in 1996 and frequently used by local sports groups as well as the school community. The Studio is fully equipped for drama, with excellent lighting and sound facilities, although full-scale drama productions tend mainly to be staged in Big School, where larger audiences can be accommodated.

In September 2001 our new Sixth Form Centre opened, boasting state-of-the-art facilities for sixth form study and research. The centre comprises on the

ground floor a huge sixth form common room and study area, and upstairs six new classrooms, a virtual language laboratory founded by a generous gift from the Old Laurentian Society, and the school's fourth computing room.

The opening of the centre, at the start of the new millennium, illustrates the Governors' continuing commitment to providing students with the best possible facilities. The Governors have invested over £4m in new buildings for the benefit of students over the past fifteen years.

CD-ROMs, videos and other research facilities are available to students and the library is widely regarded as one of the finest in any Warwickshire school.



Lawrence Sheriff School welcomes any enquiry from parents or students about admission. The Head of Lower School or a senior member of staff will meet and walk round the school with any interested parent who wishes to make an appointment with the school office on 01788 542074.

Boys are admitted on the result of the local authority's 11+ selection tests, and parental choice. The school's standard entry number is 94, but the current Year 7 contains 112 boys in four unstreamed classes. The school has grown from 480 to 775 in 15 years, with the sixth form increasing from 130 to 300.

Information about the procedure for 11+ entry is distributed through the area's junior schools and can be obtained directly from the Education Office, on 01926 410410. The number of applicants

for the Year 7 places each year is in the region of 550. Further information about admission to the school can be obtained from the LEA booklet 'Entry to Schools in East Warwickshire'.

Entry to any year group which already has at least the standard number of pupils will depend on an appeal to an independent panel. Last year 25 appeals were heard for Year 7, 18 of which were successful.

Applications to the sixth form are welcomed from students in Year 11 at Lawrence Sheriff and other schools. The minimum guideline for entry to Lawrence Sheriff School is 40 points at GCSE, with at least five grades at A*-C including Mathematics and English. Most entrants have much more than this, and each case will be discussed individually with the applicant. There

Admissions

are many opportunities to meet staff and decide which course, at A and/or AS Level, is most appropriate. Normally 95% of sixth formers go on to Higher Education courses after leaving school. There is a separate sixth form prospectus containing curriculum details and the date of the school's sixth form open evening. The Head of Sixth Form is happy to discuss entry to the sixth form with pupils or parents at any time.

Parallel timetabling with Rugby High School for Girls has broadened the already extensive academic opportunities for students at both schools. Over 150 students in the sixth form, both boys and girls, are studying A or AS Levels at the 'other' school.



Specialism

In September 2003 the school became a Specialist College in Mathematics and Computing. This new status has provided a wide range of fresh opportunities to our students. However, specialist status has not in any way restricted the range of subjects available to our pupils.

The Curriculum

Each student is of equal value in the school. The curriculum is aimed not only at the acquisition of knowledge but also the development of skills and responsibility for academic self-fulfilment. Outstanding individual achievement is to be expected in a selective school, and is a cause for congratulation and rejoicing: but six grade C's at GCSE, or two low passes at A Level, are also worthy of congratulation if they are representative of a student's hard work, self-discipline and mastery over difficulties. We are delighted with our record of strong examination results. An overall pass rate in excess of 95% at A Level has been consistently achieved for several years, with well over 50% of passes at grades A and B. At GCSE level, almost every student achieves at least five passes at A*-C and the vast majority obtain this standard

in eight or more subjects. In recent years, substantially more than 40% of GCSE passes have been at grade A* or A. However, such pleasure is not intended to be complacent, nor does it suggest that the curriculum only leads to examinations. Overall, our intention

is to make full use of the requirements of the National Curriculum for the students' benefit, to enrich it where possible, and to pursue the chance of many new challenges.



The School Faculties

The school is divided, for academic purposes, into five main faculties as follows:



Communications

English, Drama, Media Studies, French German and Music are all taught in new, or nearly new, purpose-built facilities, and students in all these subjects have achieved excellent examination results for several years. All students study English and English Literature from Year 7 through to Year 11, sitting GCSEs in both subjects. Media Studies is an optional GCSE subject introduced at the start of Year 10. Large numbers go on to take A Level English Literature and/or Media Studies; these are two of the most popular and successful A Level subjects in the school. Drama has recently been added to the options available in the sixth form, and the quality of students' enthusiasm and work at AS Level has encouraged us to introduce a full A Level course.

French and German are studied by all boys in Years 7 to 9 and they are spoken to, and are encouraged to respond, in the target language at every opportunity. In Year 10 boys may opt to continue with just one modern language or both. The GCSE results, particularly in French, have been dazzlingly good in recent years, and although less popular at A Level than some subjects, both French and German consistently achieve excellent results. Our new language laboratory, with its multi-media facilities, contributes significantly towards students' prowess in modern languages.

All students take Music during their first three years at the school. Thereafter, it is an optional subject at both GCSE and A Level. Peripatetic teaching is available in a wide range of instruments. Music Technology is newly available as an after-school AS Level course for Years 9 and 10.

Mathematics, Computing and ICT

Mathematics is studied by more pupils in this school than any other subject. All students take Mathematics from Year 7 through to 11; students are setted from Year 8 onwards. The great majority of lessons are taught in a modern, purpose-built and well-equipped building by very highly qualified and able staff. Standards are very high: almost every year, exceptionally good Key Stage 3 results are followed by everyone passing GCSE with a C grade or higher. Many of the ablest students take an additional GCSE in Statistics. Approximately half the students entering the sixth form choose Mathematics as one of their subjects and results at A Level in both Mathematics and Further Mathematics are generally first-rate.

The computer rooms, one of them brand new, the others all recently built or refurbished, are at the heart of Information and Communication Technology (ICT) facilities that extend to more than 120 computers throughout the school. Although ICT is taught as a timetabled subject to Years 7, 8 and 9, it features across the curriculum in the specifications for every subject, and all departments develop their students' knowledge and understanding of ICT, and their ICT skills, by using it in the classroom. Many students take a half GCSE in ICT in Year 11 and considerable numbers in the sixth form choose an AS Level course in ICT or A Level Computing. The school's computers are looked after by an outstanding team of computer technicians. In addition, we have Mathematics and ICT teaching assistants to help staff and students with everyday problems.

Creative

Design and Technology enjoys a high profile and excellent facilities at Lawrence Sheriff School, which is one of just twelve schools in the entire country that took part in the national pilot for the TEP (Technology Enhancement Programme) Millennium Project, redeveloping high-level Technology for Key Stage 3. The programme was linked to Sheffield Hallam University and the National Centre for Social Research. The department also offers very successful courses at Key Stage 4 in Electronics, Systems and Control, Resistant Materials and Graphics, using the most up-to-date resources available through ICT such as Computer Aided Manufacture, Computer Aided Design, simulation software, Reverse Engineering and high-level graphical communications. Post 16 courses in Product Design and Electronics are also popular and the department has numerous links with outside links, working with industry through the Engineering Education Scheme and participating in the Micro G Mouse competition run by the Institute of Electrical and Electronic Engineers. Junior technologists not long ago took part with considerable success in BBC TV's *Techno Games*, a series linked to *Robot Wars*.

The Art and Design Department aims to recognise and develop every student's creative potential through a variety of tasks set in Years 7, 8 and 9. In Years 10 and 11 students may opt to study the subject to GCSE examination level, and in Years 12 and 13 those who choose the subject are entered for AS and A Level Art and Design. Many continue on to Higher Education courses in Architecture, Landscape Architecture, Transport and Product Design, Graphic Design and Fine Art.

Science

The Science Faculty enjoys excellent resources, with two new general laboratories and six specialist labs, all recently refurbished. All are equipped

with class sets of apparatus to enable practical work to be undertaken, mainly in pairs. Extensive use is made of ICT, with computer suites for simulations and word processing, laptop computers for laboratory use, data logging using remote sensors and Internet access in all labs. Four lab technicians ensure that there is strong technical support for all Science teaching. The teaching is delivered as 'Science' in Years 7 and 8, but as separate Biology, Chemistry and Physics from there on. This stems from the use of subject specialist teachers attracted to the school because of the large number of students who take the separate sciences at A Level. Electronics is also available and very popular as an AS Level subject.



Humanities

Two periods of History and Geography are taught in Year 7, 8 and 9, after which students choose one subject or the other to continue to GCSE. Field trips form a staple, and popular, part of each department's work up to GCSE Level and beyond. An additional option at Key Stage 4 is an AS Level Course in Government and Politics.

At A Level, in addition to History and Geography, students can choose from Economics, Business Studies, both of which are highly popular, and Accountancy.

In Religious Education a wide range of biblical and spiritual themes is explored throughout Years 7 to 11.

Key to the aims of our RE teaching are understanding of, and respect for, the beliefs of all. For this reason, although Christianity is at the centre of students' learning, other faiths are studied in detail. In addition, students complete units of work relating to citizenship, health and personal development.

Our magnificent sports hall, opened in 1996 and funded by lottery money, is the setting for a weekly lesson of Physical Education for every student from Year 7 to 11. From Year 10 onwards boys may opt to pursue a full GCSE course in PE, and A Level PE is an increasingly popular subject, with good success rates, in the sixth form.





Key Stages Three and Four

In Years 7, 8 and 9, three parallel classes take English, Mathematics, Science, Art, Design and Technology, French, German, Geography, History, Music, PSRE (Personal, Social and Religious Education) and PE (Physical Education). To meet part of the syllabus requirements for PE, in Year 7 there is a residential course for outdoor pursuits. Mathematics is setted by ability from Year 8 onwards.

ICT (Information and Communications Technology) is taught as a distinct subject as well as being used across the curriculum in many other subjects. Five networked computer rooms are available, as well as computers in a number of departments.

Latin is available through the school's innovative use of video-conferencing facilities. At present a small group from

Year 9 gain an early GCSE qualification in the subject.

Russian GCSE is also offered as an extension opportunity to Key Stage 3 students.

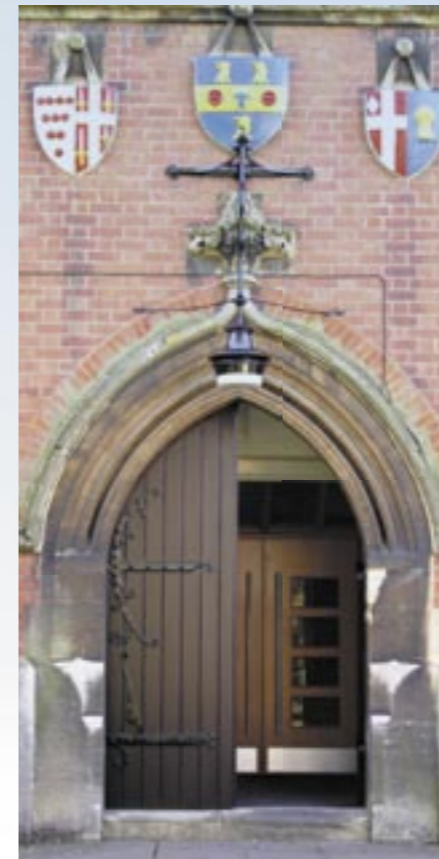
Key Stage Four

In Years 10 and 11, students study nine or ten GCSE subjects. Mathematics, English Language and English Literature are compulsory, and all boys pursue either a course of Co-ordinated Science worth two GCSEs, or take three separate sciences. The remainder of their GCSEs are drawn from Art, Technology, French, German, History, Geography, RE, ICT, Media Studies, Music, PE and Politics. Those students who do not opt for a full GCSE in RE follow a course that leads to a half GCSE in the subject.

A fortnight's work experience, placed in January to play a part in choices for careers and future courses, is central to the curriculum of every member of Year 11.



The Sixth Form



Students work towards AS and A Level qualifications. Normally students study four subjects to AS Level in Year 12 and convert three of these to a full A Level in Year 13. Subjects available at Lawrence Sheriff School are English Literature, History, Geography, Economics, Business Studies, Accountancy, Media Studies, French, German, Mathematics, Further Mathematics, Physics, Chemistry, Biology, Computing, ICT, Technology, Art, Music, Drama, Electronics and PE. Additional subjects such as Psychology, Sociology and RE are available at Rugby High School, and this broadening of opportunities has enriched students at both schools. A bus runs at breaks and lunchtimes between the two schools.

Students also take an AS qualification in Critical Thinking or General Studies during Year 12, with the option to turn this into a full A Level during Year 13.

Work Experience: the school has led the way in Warwickshire in setting up work experience placements for A Level linguists in Germany and France. In addition, all students in Year 12 undertake work experience during the final week of the summer term.

Community Links and Responsibility: the school has close links with a number of local firms. Recent activities include work shadowing, engineering projects, charity fundraising, old people's entertainment, helping to run the library and visits to local hospitals and primary schools.

Prefects: sixth form students are encouraged to serve the school community by acting as prefects. Each year, among the factors taken into account in selecting the head of school and his team of prefects is the performance of students in our leadership challenge day, an event offering all in Year 12 the opportunity to demonstrate and develop leadership and problem-solving skills.

Young Enterprise is a national educational charity which enables young people between the ages of 15 and 19 to set up and run their own company for one academic year. The scheme has operated successfully in Rugby for many years, with Lawrence Sheriff School playing a key role.

Each year, around thirty members of Year 12 combine with students from the other local secondary schools, meeting weekly on local business premises under the guidance of an advisor from the local business community. The students gain a great deal of practical business experience, make new friends and, it is hoped, have a great deal of fun.





Extracurricular Activities



Games

Each student has one double lesson of Games each week. Supervision and training during these Games sessions involve a large number of staff: not all have formal coaching qualifications, but overall supervision rests with a member of staff with such qualifications and/or extensive sporting experience. Most Games lessons take place at the Hart Field, the School's playing field about three quarters of a mile from the School on the Lower Hillmorton Road, but from time to time use is also made of facilities at Rugby Tartan Track, Rugby School Astro and on the field behind Big School.

The school is arranged into four Houses - Tait, Caldecott, Simpson and Wheeler - named in honour of benefactors and former Headmasters. The four Houses are sporting rather than social or pastoral

units, and they compete annually against one another for the Parents' Trophy.

This is awarded to the House that secures the most points during the school year in ten different sports at six different levels: one at each age group from Year 7 to Year 11 and a senior competition.

The main winter sport is rugby, though in Year 9 and above there are opportunities for smaller groups to play hockey. In summer the sports are cricket, athletics and tennis. There is an extensive list of rugby and cricket fixtures against other schools at all levels (MCC also visits the school for an annual match against the First XI) and there are numerous opportunities to compete against other schools in a wide range of other sports. Several sports tours have been arranged in recent years, or are currently being planned, including trips to Holland and Barbados to play cricket; to Canada, Argentina, Uruguay and

Chile to play rugby, and to Barcelona to play hockey. A large party of rugby players from Years 9 and 10 take part annually in a tour to Ireland in late October, and a short cricket tour to Essex is usually arranged towards the end of the summer term for Year 8. In recent years, increasing numbers of Lawrence Sheriff boys have been selected to play in County and other representative teams and we are particularly proud of the achievements of those who have gone on to play rugby and cricket at first-class and international level, such as Gloucester and England full-back, Mark Mapletoft, and Michael Powell, who has captained Warwickshire County Cricket Club and represented England on the 'A' tour of the West Indies in 2000-1.

It is important that a student sees his timetable as a complete educational package of which physical development forms an integral and compulsory part. All students should also recognise the need for loyalty to the school and fellow students if selected for a team after school or on a Saturday. Outside commitments should not be allowed to supersede this loyalty.



Music and Drama

As well as occupying a place in the curriculum throughout the school, music is an important extracurricular activity. Opportunities range from the excellence of the school orchestra, through the energy of the jazz band, to the informal zest of barbershop and guitar ensembles. Concerts over the last few years have included pieces composed by students, and concerto performances from students of varying ages. Peripatetic teachers from the County Music Service take lessons in strings, woodwind, brass and percussion, and hold ensemble workshops. A small contribution per pupil per lesson is arranged with students who receive tuition.

Drama Productions in the past five years have included: *The Caucasian Chalk Circle*; *Joseph and his Technicolour Dreamcoat*; *A Midsummer Night's Dream*; *The Chimes*; *Bugsy Malone*; *The Crucible*; *Murder in the Cathedral*; *Blood Wedding* and a range of less formal workshop pieces. A thriving A Level Drama course is now established for students in the sixth form.

The Student Council

The school's development of student democracy has been recognised in a series of national publications. Council representatives are elected by each form. The group meets once a fortnight and plays an active role in the decision-making process within the school. All applicants for teaching posts are interviewed by the Council, which also reports on a yearly basis to the Governing Body.



Other

Outdoor Activities: As well as fieldwork for a number of academic subjects, students have the opportunity to take part in the Duke of Edinburgh Award Scheme: groups work through the year for Gold, Silver and Bronze awards.

School Societies and Activities: Recent clubs have included computing, chess, drama, war gaming and electronics. There is a strong recent tradition of close curricular links with Brooke Special School.



Pastoral, Academic and Disciplinary Care

In the first instance a student's welfare, at school, rests in the care of his form tutor, who will probably stay with the same class during Years 7-9, encouraging continuity and stability. The next level of support is offered by the appropriate Head of Year, who is then supported by either the Head of Lower School or Head of Upper School. The sixth form is overseen by the Head of Sixth Form, who is supported by a team of assistants. Matters of concern are naturally and promptly referred to parents.

The academic performance of the great majority of students is very good. Most boys work hard and achieve very high standards of attainment. To deal with the few instances where boys' efforts are unsatisfactory, the school has a five-stage procedure. At the first stage, there is an entirely internal process whereby boys are kept in detention at break or lunchtime and form tutors are notified. Parents are informed of any instance in which boys proceed to Stage 2 or beyond. At Stage 3, repeat offenders will be kept in detention after school. In the rare instances where a boy reaches Stage 4 or 5, his parents are asked to come in and discuss his work with the Deputy Head and the Headmaster respectively.

The school has a simple discipline policy: all students are expected to behave with the restraint, courtesy, common sense and consideration which will bring credit to themselves and to the school. The Headmaster takes the view that the reputation of the school, and therefore of all students, is involved wherever students are on school business or are identifiable as members of the school. Breaches of discipline may be dealt with by tasks of community service around the school under the direction of senior

staff, or by detention after school at 24 hours' notice. Parents will be involved early in any more worrying matter. Major disciplinary action, an extreme rarity, can end in exclusion, which then becomes a matter for the Governing Body.

The school works closely with Warwickshire County Council's educational social workers in cases where the Headmaster and parents have agreed that this is the appropriate procedure.

Special Needs: The school works closely with the local authority's psychologists, educational social workers and learning and behaviour support service in following the agreed stages of support for any student at this school with an identifiable learning difficulty for which help can be found.

Assemblies: Assemblies for large sections of the school, for separate forms and for year groups take place each week, and themes of faith, commitment and choice are introduced to the students throughout the year.

School Uniform: All students are expected to observe the school's dress codes and be of smart appearance at all times. Boys in Years 7 to 11 must wear the school uniform, which includes a blazer and tie. Students in the sixth form are required to dress as for work in an office, again including jackets and ties.



Links Between School and Home



Homework: For students the most regular link is homework. As a general guide, pupils below Year 10 should expect to spend half an hour each evening on each of three subjects. As 16+ examinations approach, and beyond that in the years of flexible and independent study in the sixth form, successful students will devote considerably more time outside school to their studies. Fifteen hours each week for an organised lower sixth former would be a sound guide. Part-time employment can seriously affect study: we suggest that sixth form students limit themselves to a maximum of nine hours per week.

The Weekly Word is a weekly school newsletter, sent home each Friday and also accessible on the school's website. Many parents view *The Weekly Word* as a vital communication link between school and home, containing as it does reports of events in the life of the school, information about school policy and forthcoming events, and a column written by the Headmaster. Any other letters to parents are also generally issued on Fridays.

Effort and attainment grades are sent home twice a year, summarising the progress made by a student during the previous term.

Reports are issued to each pupil once a year.

Parents' Evenings are planned on an appointments system once a year for the parents of each age group.

Parental meetings are held to pass on information about such things as Year 9 options and the curriculum for Years 10 and 11.

A Higher Education Evening is held for the parents of students in Year 12.

Parents are welcome to visit the school at any time. However, a parent wishing for an interview with a particular member of staff is asked to ring beforehand to make a firm appointment. Any parent raising a matter of concern is invited to discuss the matter with the Headmaster or an appropriate senior colleague.

Financial assistance: Aided status brings the advantage of limited funds to help needy families with costs on the fringes of education or in basics such as uniform. Approaches to the Headmaster will naturally be confidential.

Charging Policy: The school may ask, from time to time, for voluntary contributions from parents for the transport and other costs incurred in activities which enhance the students' experience. However, provision is made for those who may find this difficult.

Lawrence Sheriff Development Fund offers parents a chance to support the long-term development and expansion of the school. Parents are invited to contribute to the fund.





Further Information

The very high standards of the school and its staff have been nationally recognized in recent years. Our Ofsted inspections in both 1994 and 1999 praised the school highly and, in his annual report for the year 1999-2000, the Chief Inspector nominated Lawrence Sheriff as one of the most improved schools in the country, remarkable praise in view of the highly complimentary assessment made by Ofsted in 1994. Further confirmation of the school's excellent standards came in 2001, when all 29 of the teaching staff who sought to pass the Performance Threshold for Teachers did so successfully. The school received DFES Achievement Awards in 2000 and 2001.

Careers guidance involves close liaison between the school and the County Careers Service. The high standard of careers advice within the school was recently recognised through a quality kite-mark from Warwickshire Education Business Partnership.

Equal Opportunities: Issues of gender, race, religion, age, disability and disadvantage are specifically addressed throughout the PSRE programme in years 7 - 11 and in many subject areas. In Year 12 all this comes together in the General Studies programme with Rugby High School and in many A Level programmes of study.

The school's **Sex Education Policy** encourages progressive development, starting with modules of physical information in Key Stage 3 Science and continuing with maturation videos and discussion in PSE, through to AIDS and relationships in Year 11. Throughout the course, sex education is placed in the context of caring and mature development.

Records of Achievement: The school has received a quality kite-mark for Records of Achievement, and we seek to combine the advantages of personal target setting and one-to-one interviews with a continuing emphasis on high academic achievement.

Citizenship: The school has a thriving student council which operates at both year and whole school level. Through the council, students have an opportunity to experience democracy in action and to play an active role in the running of the school. Other issues relating to citizenship are explored through PSRE lessons, as well as activities such as debating.

The Parents' Association proudly occupies a place in the *Guinness Book of Records* as the oldest organisation of its type in the United Kingdom and works unstintingly throughout the year to provide support for the school through various fund-raising activities and events such as quiz evenings, concerts, barn dances and an annual Christmas Fayre. A recent large-scale effort raised almost £3,000 to re-equip Big School.

The Old Laurentian Society keeps former pupils in touch with the school and each other by newsletter (mailing list of well over 1000) and reunions. It provides prizes and travel funds for students and a wealth of support to the school.

Investors In People The school is committed to the continuing development of all its employees. In 2004 it completed Investors In People reaccreditation and is hoping to follow the IIP leadership programme to develop leadership at all levels within the school.

Rugby School: The long association with Rugby School continues. The Rugby School Foundation provides an annual income in excess of £200,000; without this money, the Governors could not have undertaken the building programme that has so greatly improved the school since the early 1990s. Occasionally, boys transfer from Lawrence Sheriff to Rugby School at the end of Year 8, when pupils are able to attempt Foundationer Scholarships, which offer a substantial reduction in fees to those who are successful in the scholarship examination. For older students, a number of collaborative projects have been developed with Rugby School including a joint management conference for members of the sixth form.

