

The future starts here

When you're starting out on a journey, it's good to have the right companions, to have what you need – and to start from the right place.

A Girls' Day School Trust (GDST) Junior School provides the best possible start for your daughter. It's an environment in which she'll thrive, where she will grow in confidence and character, and where she will learn to equip herself for the challenges that lie ahead.

Along the way she'll be accompanied by teachers and support staff who will treat her as an individual, and who will respond to her strengths and needs. She'll be surrounded by encouragement and care, and also challenged to stretch herself, to test her limits, reach higher and achieve more.

Her travelling companions will be girls like her: individual characters with their own hopes, talents and personalities. We inspire them all to be their best – and to bring out the best in each other too.



The GDST difference

The GDST is the UK's leading network of independent girls' schools. There are nearly 20,000 pupils in our schools and academies throughout England and Wales.

We're girls-only

In a single-sex environment, GDST girls can express themselves freely, take risks, and gain in confidence from success and failure alike.

We're part of bigger schools...

Most of our Junior Schools are part of an all-through, nursery to Sixth Form learning environment. This means Senior School students can be – and are – role models for the younger pupils. It means Junior School girls – especially those in the older years – have access to specialist teaching and facilities, so they get a taste of what's to come.

And it means the step up to Senior School, when it comes, is seamless and worry-free.

...and we're part of a bigger network

Each GDST Junior School has its own character – but it shares its supportive, can-do ethos with all the other schools in the Trust. Girls benefit from Trust-wide activities and events, like quizzes and sports rallies, from shared best practice and cross-Trust projects, and from the collective expertise and economies of scale the GDST is able to bring to its individual Junior Schools.

Springboard

A GDST Junior School provides a springboard to the next stage of education. And it is also a place for girls to gather, form bonds, equip themselves and prepare for the challenges of life.

There is no better starting point for your child. To find out more, get in touch with a GDST school near you. We'd be delighted to hear from you, to tell you more – and, of course, to meet your daughter.

“ I didn't imagine learning could be so fun! ”

Junior School pupil



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First steps

What being at a GDST Junior School is all about...

The power of four

Our starting point is to set out what we want our girls to be and to be able to do as a result of a GDST education:

Confident



GDST girls are secure in their knowledge, and unwilling to take things for granted. Motivated by a spirit of enquiry, they seek to explore and evaluate ideas and arguments in a generous, critical and constructive way. They are able to reflect on, communicate and defend their own views, and are respectful of the views of others. They are equipped to grapple with big ideas and make connections.

GDST girls welcome new challenges, and meet them with resourcefulness and resilience. They are enterprising and adventurous, willing to take the initiative, and not afraid to aim at tough targets. They can apply their knowledge and skills in unfamiliar contexts, are creative and can adapt to situations requiring new ways of thinking. They have experience of, and aptitude for, leadership.

Courageous



GDST girls are intrinsically motivated, are self-directing, and take responsibility for their own learning. They value fairness and act with integrity, are aware of themselves and their impact, and are aware of and respectful towards others. They are sensitive to and appreciative of culture, context and community. They are collaborative and supportive in team situations.

Composed



GDST girls put value on connectivity – in creating and sharing knowledge. They are receptive to new ideas and are keen to learn new things and new skills. They seek to participate critically, considerately and constructively in their community, society and environment. They tend to be engaged in life-enriching interests and activities, and are determined to see things through.

Committed



What's important

Of course we want our pupils to succeed, and they do. But success grows from a good grounding. Our teaching and learning is about academic success but we also focus on encouraging each girl to develop as a whole person.

Academic results

What we achieve with and for our girls is enviable. That's because at GDST Junior Schools we excel at encouraging each individual girl to do her best, in every subject area.

Sport and fitness

At our schools, girls are encouraged to find something they enjoy from among a wide range of choices, and to be the best they can be. Girls can participate in traditional team and individual sports – or maybe try something new.

Failure (yes, failure)

A GDST Junior School girl may set herself a challenge that she can't achieve – at least not yet. What's important is the way she copes with that failure, learns from it, and tries again. We help our girls build resilience and good humour – whether they meet with triumph or disaster.

Character

In GDST Junior Schools, pupils grow in ways that matter – in confidence, courage, composure and commitment. Teachers, support staff, friends, peer groups, older girls and parents – everyone contributes to the environment we create.

Happiness

GDST Junior School girls thrive because they're among friends and in a caring and supportive environment where they are valued. They feel at the centre of everything we do, because they are.

Life skills

Age needn't be a barrier to learning important lessons, and GDST girls start early. They're encouraged to practise communications skills, to plan, to lead, to persuade, to work in teams and, most of all, to have fun while they learn.



We love Mondays (and Tuesdays, Wednesdays...)

A GDST Junior School is a busy, buzzy, exciting place to be. It's no wonder our girls enjoy themselves so much.

Bespoke curriculum

At a GDST Junior School there are so many topics to learn about. The curriculum is tailored to stretch and challenge every girl, so she gains the knowledge and skills that are the foundation of a broad and balanced education. Our approach to learning values creativity, collaboration and the innate curiosity of our girls.

Performance

Performing arts can help even the shyest girl to grow in confidence and, at a GDST Junior School, she'll be able to find the best way to discover and nurture her own talents – whether they're in acting, dancing, circus skills, backstage or front-of-house.

Art and music

Walk around any GDST Junior School and you'll find music and art everywhere. Singing and playing an instrument feature strongly in every school's curriculum and help to unlock a life-long love of music. You will see walls and shelves adorned with art. Alongside the performing arts, the visual arts help girls express their imagination and creativity through painting, sculpture, film and other media.

Outdoors

It is important for children, especially younger ones, to spend time connecting with the natural world, and outdoor learning is increasingly at the heart of many GDST Junior Schools. Taking girls beyond the classroom is like unclipping their wings; it allows their minds freedom to explore.

Extra-curricular activities

GDST Junior Schools offer all kinds of after-school activities. The range varies, but sport, music, dance and drama are regular features. There are also opportunities for foreign travel – and there are plenty of guest speakers, cultural excursions and field trips as well.

Technology

Whether it's gaining inspiration for creative writing in an immersive '4D' space, or using iPads for learning across the whole curriculum, girls in GDST Junior Schools use digital technology in creative and exciting ways to support and extend their learning. Staff and pupils see technology as a means to an end – a tool to enable pupils to take ownership of their learning and define their own direction, and to work collaboratively with other pupils in their class and beyond the school.

