



ARGYLE  
HOUSE  
SCHOOL  
SUNDERLAND



A FAMILY OWNED  
INDEPENDENT SCHOOL  
WITH A HERITAGE IN  
BUILDING GENERATIONS.

FOR SONS & DAUGHTERS  
AGED 3-16

ESTD  
1884

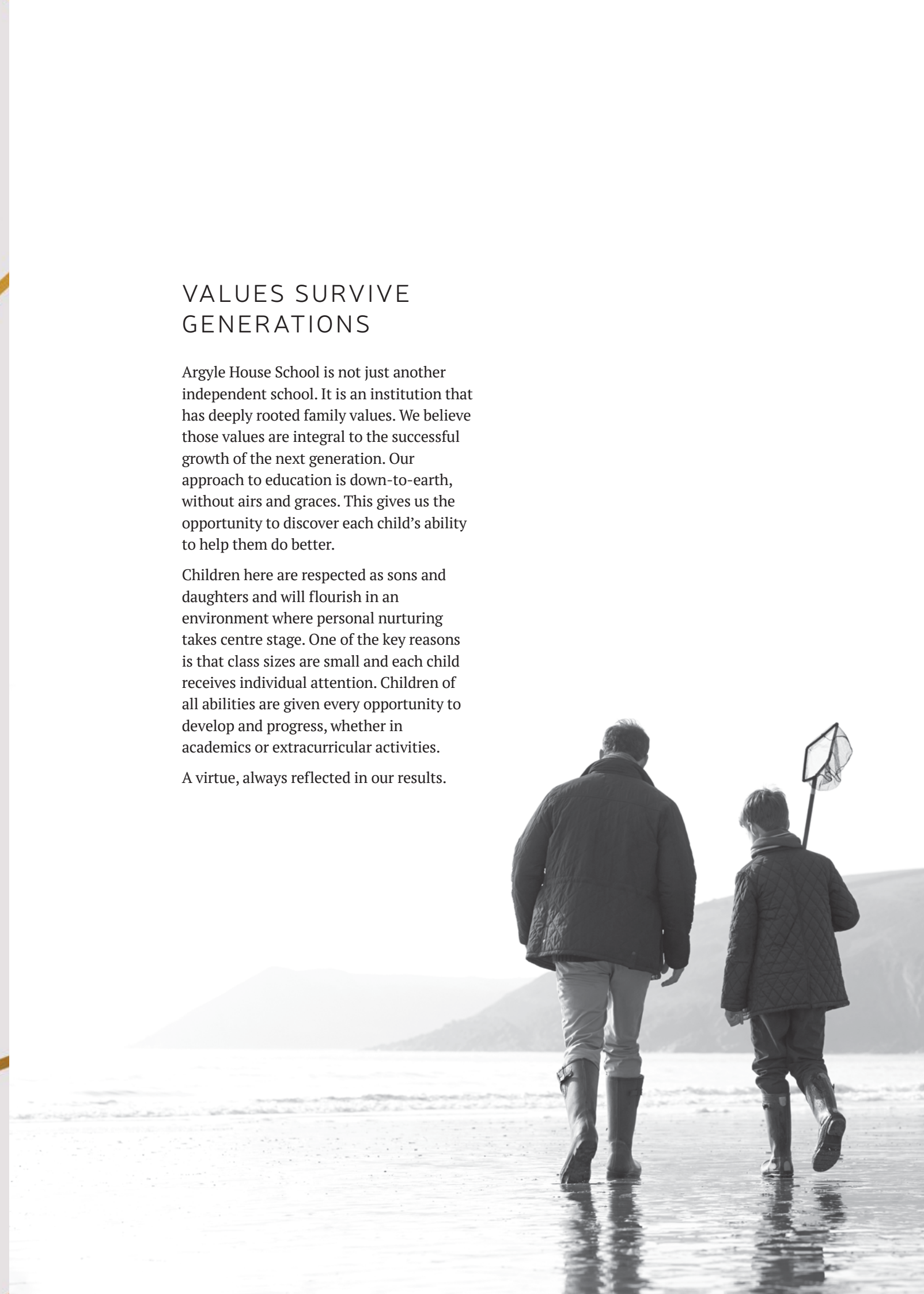


## VALUES SURVIVE GENERATIONS

Argyle House School is not just another independent school. It is an institution that has deeply rooted family values. We believe those values are integral to the successful growth of the next generation. Our approach to education is down-to-earth, without airs and graces. This gives us the opportunity to discover each child's ability to help them do better.

Children here are respected as sons and daughters and will flourish in an environment where personal nurturing takes centre stage. One of the key reasons is that class sizes are small and each child receives individual attention. Children of all abilities are given every opportunity to develop and progress, whether in academics or extracurricular activities.

A virtue, always reflected in our results.







HEAD TEACHER, MR. CHRIS JOHNSON



In 2002, Jeff Johnson handed over the reins of Argyle House to his son, Chris. Jeff was a pupil at the school and in later years he taught Maths there. He loved the school so much that he bought it in 1968 from the first family who had owned it since 1884. After taking over, Chris has since steered the school into an educational establishment of repute in Sunderland and in the North East. With a degree in Environmental Science and Education from St. John's, York, he is instrumental in developing the environment in the school for children to enjoy learning whilst instilling in them the core values upon which the school was built - those being strong family values. As a parent, with his two sons attending the same school, he understands children and their aspirations.

“This is a school where children come willingly to learn. Studying and learning are two different things. The willingness to learn comes from the kind of environment that a school has. When they are happy, they are more receptive to learn. Argyle House provides such an environment. Class numbers are small and there is merit in this structure. This enables our teachers to focus on a child's strength, his or her interest and guide them accordingly. When a child is known individually to a teacher, this makes a tremendous difference in their development. Our teachers know each and every one of them. We never look upon a child as a student of the school. They are always looked upon as sons and daughters. When they come to school, they are coming home. It is a place where they are loved and respected. We're of the opinion that education must be enjoyed and it must give the child the chance to develop not just academically, but also physically, socially and emotionally too. Extracurricular activities are crucial here. In fact, our clubs and activities are far ranging and we often have twenty running at any one time. We've attained the highest possible rating by ISI (Independent Schools Inspectorate) in our most recent inspection. Our facilities are updated regularly and we've increased our wider partnership links. We've also devised new curricula with our pupils in mind, which feature extra GCSE subjects.

Every generation carries on good values that have been passed on by the previous generation. Without that, society is heading for troubled waters. Our children today must be taught the importance of those values, of honesty, of respect, of kindness, of being responsible citizens, of humanity and above all, the value of hard work and the importance of being a good human being. What we lay down as a foundation today will enable our children to build their future with confidence. Our teachers take on different roles apart from teaching; such as being mentor guides; a friend who listens and comforts or a father or mother who is stern but loving as well. When a school has such an environment, happiness takes over.”









## EARLY YEARS FOUNDATION STAGE (EYFS)

In this department, we aim to provide a happy, caring and stimulating environment in which your child can learn, develop and play yet still achieve all the skills laid down by the Department of Education. Through this broader curriculum, we are going far beyond the basic skills at this early stage. We endeavour to prepare a well- rounded individual ready for school life ahead.

The number of children is limited to ensure a rich provision of time and attention for every child.

Argyle Swans are children aged 3 to 4 years and Argyle Busybees are children aged 4 to 5 years.



### Communication and Language

**Development.** This area will come through in most of the curriculum. Children are given opportunities to listen and respond to a variety of stories. Children are encouraged to share their news and life events freely and we aim to develop the child's self-confidence and give them the skills to express themselves clearly.

**Understanding of the World.** We encourage an interest and curiosity in our surroundings, reflected in greater analytical problem solving skills. Activities may take the format of directed exploration and play involving sand, water and modelling. Examples of the topics covered are: Pets/Minibeasts, Senses/Space, Transport/Growing Things or Jungle/Park.

### Personal, Social and Emotional

**Development.** These skills are developed to enable the child to recognise and appreciate the need to conform to accepted social standards by encouraging daily routines, sharing good manners and looking at how we deal with our feelings based on strong friendships with their peers and staff.

**Literacy.** Through daily practice the children gain skills at linking sounds and letters, final and medial phonemes in words and simple blends, writing for different purposes as well as looking at elements of stories and developing reading skills are also advanced. Oral literacy is encouraged also in every interaction.

**Mathematics.** These skills are developed with the ability of the individual child. The children will look at counting, numeral recognition, ordering numbers, simple addition and subtraction, shapes, length, weight, height, symmetry, money and patterns.

**Expressive Arts and Design.** The various topics covered in other areas, allow for many independent creative activities, which are available to children all of the time. Music is explored within topics, where the children sing familiar songs, name and use instruments, look at rhythm and use songs to link stories from around the world.

**Physical Development.** These are broken down into various activities which take place in our sports hall and in the many creative outdoor areas on site. The aim is to develop individual skills, e.g. balls skills – kicking/throwing/catching, to gymnastics & spatial awareness, to what the body can do and the rewards of exercise and how play can be a major influence in physical development whilst also progressing the development of fine motor skills and pencil control within the various areas in the classroom.





## INFANTS

Children pass from the Kindergarten to Reception with comparative ease as they spend several hours each week with the children from the Reception class for various aspects of the curriculum.

Reception is the first class of the main school, but also the last class in the Early Years Foundation Stage Department; close links with parents are maintained and in this class the children follow the Early Learning Goals connected to the Early Years Foundation Stage. With the small class sizes and family environment that is created, the children go beyond the skills set down by the Government. This is the case for reading, mathematical and scientific skills. The activities are designed to be fun, to further enhance the learning ability of each child; these are reinforced by practical tasks.

There are a further two classes in this department enjoying a rich and broad curriculum, emphasising that education can be fun, thus creating the family environment within the school.

Mathematics, English and Reading are approached very much on an individual basis whereas Science, Personal, Social and Health Education are based on personal experiences and development. Sharing and caring are encouraged qualities, which are further enhanced by visits from various professionals, as well as visits to local attractions in the area.

Music, ICT, Geography and History play important parts in the curriculum and the daily activities of the classroom.

Percussion instruments are introduced within this department. Overall, the aim is to develop the children's self-confidence and academic abilities, ready for the new challenges in the Junior Department.

Drama also plays an important part in this department, where shows are put on every other year, in conjunction with the Junior Department.

Physical skills are intended to develop large/small controlled movements. This is achieved through various music and movement activities, as well as through structured skill based PE lessons. Competition is also introduced in the form of small-sided game situations.

The children, from as young as four, are encouraged to be water-confident and learn the basic strokes needed.

Children within this department take an active part in the school's Annual Swimming Gala and Sports Day.





## JUNIORS

Throughout the Junior Department, children are encouraged to reach their potential through hard work and individual attention from the class teacher.

There is a special emphasis placed on English, Mathematics and Information Technology, within a broad and balanced curriculum.

Class sizes are kept small so that children receive the very best in teaching attention creating a friendly atmosphere, a combination of which provides every child with the opportunity to succeed.







**Mathematics.** In Mathematics, the emphasis is on a mixed approach with traditional and modern techniques used.

**English.** Within English lessons, children are encouraged to read widely, to confidently express themselves in both speaking and writing, but are also reminded of the importance of accurate grammar and punctuation.

**Science.** All children have access to a Science laboratory and its equipment to investigate and question scientific topics covered within the department. The children also cover a wide range of topics to prepare them for the Senior Department.

**Information Technology.** Information Technology is taught to all children, in a specially designed Computer Suite, where every child has their own PC utilising the latest Microsoft Software. Here, children learn fundamental computer skills and use various programs to reinforce the concepts learnt in the classroom.

**French.** French is taught from Year 3, with the emphasis on oral skills, colours, numbers, and simple phrases.

**History & Geography.** Within History and Geography, many topics are covered in the form of projects, where children are encouraged to research information, under the guidance of their classroom teacher.

**Art.** Art plays an important role within the Junior Department, with many pieces of the children's excellent work recognised by display throughout the school.

**Sport.** Sport plays a major role, where the children have use of the sports hall and the playing fields every week. Skills are taught within lessons and the children are encouraged to participate in school teams. The U11 Football Team was crowned ISA National Champions for 2004 and runners up in 2008 and 2010.

During the academic year, children attend several educational visits to enhance the work covered in the classroom. Trips specific to this age group include a Field Study week, which takes place in Yorkshire.



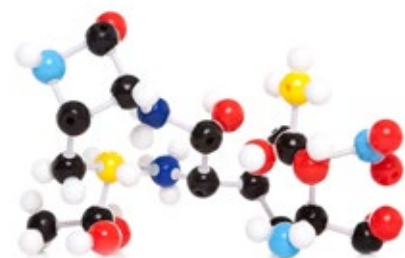


## SENIORS

The aim of the Senior department is to encourage and help children of all abilities to fully develop their characters and academic potential. All students undertake a broad and balanced curriculum during the five years in the Senior department, culminating in external GCSE examinations in Year 11.

The subjects taught are: Mathematics, English Language, English Literature, History, Geography, French, Business Studies, Music, Home Economics, PSHE, Drama, Chemistry, Physics, Biology, ICT, Physical Education, Art, Sport.

GCSE choices are made at the end of Year 9, which affects the subjects studied.







**English.** English is studied within a traditional, formal framework, employing a variety of strategies, including didactic teaching, discussion, group work, debate, film and theatre visits. Thus, children acquire the literacy skills necessary for their GCSEs and wider lives.

**Mathematics.** In Mathematics, the emphasis is on a mixed approach with traditional and modern techniques used. There is an emphasis upon mental maths skills and using these to solve problems.

**Science.** All children study the separate sciences: Chemistry, Biology and Physics, within a fully equipped laboratory, which includes its own computer system and software; children also investigate scientific theories through practical lessons. These are reinforced by visits to industrial and ecological centres.

**History & Geography.** Children learn to understand the consequences of social and cultural values in historical events. Interpretative and analytical skills are acquired whilst studying Geography. This promotes a sound basis for the knowledge and understanding needed in Year 11 for GCSEs and adult life.

**Modern Languages.** French is a compulsory subject for GCSE, because being competent in a European Language is vital in many areas of work today. The department is equipped with specialised equipment, and computer programs to support learning. Yearly trips to Paris help to emphasise the importance of the subject.

**Information Technology.** The Information Technology Suite is furnished with the latest PC hardware and software. All children participate in ICT lessons throughout the Senior Department. Teaching transcends the requirements of one GCSE examination, standing the children in good stead for any future employment or university. Every child is set up with an email account, allowing work to be sent home directly.







**Art.** In Art and Design, pupils are taught to develop skills in order to be able to explore new ideas. The children investigate different techniques from observational drawing to developing watercolour skills.

**Music.** Every child is equipped with their own keyboard or other musical instrument which allows them the best opportunity to learn.

### **Personal, Social & Health Education.**

Taught as an individual subject, the children have the opportunity to discuss relevant issues and design information leaflets. Many outside agencies help with the successful deployment of this subject.

**Careers.** From Year 9 onwards, the children participate in Careers talks carried out by a professional careers advisor to help determine the occupation/vocation that they may wish to pursue in the future. This process culminates in Year 11 with individual interviews. These are then followed up by a parental consultation with the Head Teacher to ensure that the best result is achieved and that each child's 'Action Plan' provides a clear focus for a successful future. The children also undergo a week of Work Experience in Year 11, where the main objective is to gain an understanding of the skills required for that given field.



**Drama.** Work within Drama is designed to complement, contribute and support the general aims of the school. Pupils of all abilities are encouraged to fully develop both academically and socially. The family values of caring and respect which are an important part of the school ethos are also vital values within the Drama Department.

**Home Economics.** This subject is taken by all the children to allow a basic understanding and knowledge of food science. This subject is only taught to the end of Key Stage 3.





## SPORT AND EXTRACURRICULAR ACTIVITIES

Children take part in skill-based lessons with the gradual integration of competitive team games. Sport lessons are conducted in the sports hall and at our local sports fields, a few minutes drive from our main site. Also, children participate in swimming lessons throughout the school calendar. Regular fixtures with other local schools run throughout the school calendar as well as inter-house school competitions.

The major sporting events in the school calendar are the Swimming Gala, Sports Day and Annual Team Sports Day where parents are invited to attend and offer their support at these enjoyable events.

### TEAMS

U11	U13/U15
Skiing	Skiing
Netball	Netball
Football	Football
Basketball	Basketball
Cricket	Cricket
Athletics	Athletics
Rounders	Rugby
	Rounders

### ACADEMIES OF SPORT

Football - *run by Martin Gray*  
Squash - *run by Chris Johnson*  
Rugby - *run by Paul Geehan*

### FIELD TRIPS

Field Study • City Breaks  
Camp • Sports Tours • Skiing  
Senior Field Study • Duke of Edinburgh  
Drama • Arts Break



## CLUBS

### EYFS

Young Dragons  
Drama  
Dancing  
Art & Craft  
Cookery  
Gymnastics  
Games  
Film  
Board games  
Yoga  
Badminton  
Musical Stories

### Infant / Junior

Karate  
Futsal  
Board games  
Games  
Drama  
Choir  
Art & Craft  
Instrumental  
Football  
Rugby  
Cricket  
Rounders  
Homework  
Badminton  
Table Tennis  
Basketball  
Circuits  
Aerobics  
Hockey  
Quiz Club  
Cheerleading

### Senior

Karate  
Football  
Rugby  
Netball  
Rounders  
Squash  
Tennis  
Table Tennis  
Badminton  
Choir  
Creative Writing  
Business/Enterprise  
Duke of Edinburgh  
Langaugue  
Instrumental  
Art & Design  
Drama  
Mindfulness  
Japanese Club  
Catch-up English  
Science Club  
French  
Debating  
Games Club  
Open Door  
Homework Club  
Millionaire Club  
Dance  
Newsletter







## PASTORAL CARE

Argyle House School is the only North East school run by a family. Each child is known to all the staff individually and cared for as part of the school family. The system in place allows the staff to support and be sympathetic to every child's needs. They are always readily available for consultation and advice. The children can ask any member of staff for help, but because this is such an important area for the development of the child, specific tutors have been assigned for this role to ensure that this is sensitively managed.



## PARENT TEACHER ASSOCIATION

The school views a positive partnership between the staff and the parents as crucial to the education and happiness of the children. Parents are welcome to visit their child's classroom at both the beginning and end of the school day. Parents are gladly asked to help on school outings and are a valuable asset to many aspects of school life.

Our active and supportive Parent Teacher Association (PTA) organises a range of events, including yearly Christmas Fairs and Summer Fun Nights. The PTA also organises an annual Winter Ball for the staff, parents and friends of current and former pupils. Parents are invited to come to school and give short talks in selected assemblies. Carol services and school plays are also open to parents.





## ACADEMIC TERMS & SCHOOL HOURS

There are three terms in an academic year.  
The school hours are as follows:

### **EYFS** Kindergarten

*Morning Session* 8.45am - 11.30am

*Afternoon Session* 12.45pm - 3.30pm

### **INFANTS & JUNIORS** Reception - Year 6

*Morning Session* 8.45am - 11.45am

*Afternoon Session* 12.45pm - 3.30pm

### **SENIORS** Year 7 - Year 11

*Morning Session* 8.45am - 12.15pm

*Afternoon Session* 1.10pm - 4.00pm

*Before and After School Hours Supervision  
is available for all departments.*

*Morning from 8.00am onwards.*

*After school until 5.45pm.*







**ASSOCIATE**  
PARTNER

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