

THE RADCLIFFE SCHOOL

INSPIRE AND ACHIEVE

BEST PRACTICE, BEST PROGRESS, BEST PERFORMANCE. ALWAYS.





Welcome from the Headteacher

Welcome and thank you for taking an interest in our school. Our vision is clear:

"Best Practice, Best Progress, Best Performance – Always."

This ethos permeates throughout our school and underpins our expectations for each student. We strive to provide the best possible opportunities for every member of our learning community and seek to inspire our students.

We have very high standards and motivate students to achieve academically, socially and emotionally. We believe in discipline with dignity, equality and supporting students to do their best at all times.

We are proud of our students and our school. If you would like to find out why we are over-subscribed or would like a tour of our school, please feel welcome to contact us and we will be happy to arrange a visit to suit you.

Nabil Chaaban, Headteacher

Achievement

At The Radcliffe School we are committed to ensuring that all that we do always inspires our students and sets them on the right path to achievement. We offer all our students, across the ability range, a broad and balanced curriculum and we aim to help them to discover, develop and exceed their own potential and expectations.

We are committed to equipping them with the knowledge, technological capabilities, learning skills and character needed to face the modern digital world and to cultivate respect for, and understanding of, all members of our community.

We believe that every student is unique and we endeavour to identify and provide all that they need to succeed. We have very high standards of behaviour and expect that students are here to develop not only their academic prowess but also their social and emotional confidence and self-esteem. We exercise discipline with dignity and work with every student, regardless of background and socio-economic standing, ensuring they are cared for, guided and supported to do their best at all times.

To ensure this we promise to always endeavour that:

- every Student is treated with respect
- every Student is allowed and encouraged to participate
- every Student is cared for
- every Student is guided to achieve their greatest potential independently
- every Student is supported
- no Student is ignored, bullied or disregarded
- all Staff uphold these promises



"The school has invested in extra staffing to support pupils with the lowest numeracy and literacy skills through a variety of coaching and interventions. This is working well: these pupils have made rapid gains."

Ofsted Nov 15



Teaching & Learning

At The Radcliffe School we offer a broad and balanced curriculum, underpinned by a wealth of experience and knowledge.

The curriculum has been specifically structured to ensure that it:

- promotes high levels of attainment, good behaviour and participation.
- develops the whole person – knowledge, skills, understanding and attitudes as well as instilling high standards and values of pride, confidence, courtesy, self discipline, respect, responsibility and co-operation.
- focuses on the necessary priorities for ensuring that all students make excellent progress in reading, writing and mathematics.
- is filled with rich first hand, purposeful experiences.
- is flexible and responsive to individual needs and interests.

- promotes mutual respect and tolerance towards those with different faiths and beliefs, to meet the needs of future citizens of modern Britain.
- encourages the use of environments and expertise beyond the classroom.
- has a local, national and international dimension.

Key Stage 3

In Year 7 and 8 all Key Stage 3 students study a suite of subjects that form the National Curriculum.

Key Stage 4

In Years 9, 10 and 11, our students continue to follow a common compulsory core and then have a wide range of additional subjects to choose to study.

"Teachers set work that is challenging enough to enable all pupils, especially the more able, the disadvantaged and those with disabilities or special educational needs, to make the rapid progress needed to reach their challenging targets."

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House System

The House system is an integral part of our pastoral system. The House system allows every student and member of staff to feel a sense of belonging by becoming a member of their House family. Students and staff are encouraged to show team spirit as all of the Houses thrive on the ethos of "it's the taking part that counts".

Each student has a coloured school tie that represents the House that they belong to. Each House is made up of 12 tutor groups which are overseen by a Head and Assistant Head of House. Tutor groups are vertical and are made up of students from all years in the school. This breaks down barriers between the year groups and creates a sense of togetherness, encouraging the older students to look out for the younger ones.

There are many House events throughout the year from all areas of school life. This blend ensures that everyone has the opportunity to represent their House in something that they enjoy or are good at. For example House events include various sporting activities, Bake Off, Science challenges and core subject learning challenges.

All students have the opportunity to earn points for their House. These are awarded for things such as good work, contribution to lessons and participation in House competitions. Students can also gain valuable stamps every week for ensuring they do the right thing. Tutors award four merits each week for perfect attendance, punctuality, uniform and equipment.

At the end of the academic year all points are added up and one House wins the overall trophy. The Heads of House oversee the progress of each student in their House both pastorally and academically. The House teams work closely with parents in partnership to support student progress.

"Pupils say they feel safe"

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Mrs Fenemore Mr De Beer

Cowper House

Cowper House has developed a strong reputation within The Radcliffe School where our students excel in the class room as well as on the sports fields. Our motto is short and sweet "Success Grows in the Green House" and as a House, staff and pupils agree that if we follow this we will inspire others and achieve outstanding results. We pride ourselves with outstanding behaviour for learning and we are proud to wear a Cowper tie.



Mrs Randolph Mrs Haddock

McConnell House

In the McConnell House we hold the values of responsibility, expectation and determination. Responsibility for our learning but also for the learning of others and for positive relationships within the school community. High expectations for ourselves, not just in relation to academic and sporting success but in our conduct as considerate and thoughtful young people.



Mrs Max - Grant Mrs Girt

Lee House

In Lee House, our motto "We lead, others follow" is at the core of how we conduct ourselves. We believe that it is important that pupils of all ages are role models for each other and display the expectations of both the school and the House in all their actions. Both our Head Girl and Boy have been chosen for the contribution they make to the House, school and the positive way they engage in their studies.



Mrs Thompson Mr Lee

Hayes House

In Hayes House "High Standards = High Achievers," and we use this motto to set the standards for others to follow. We pride ourselves on our uniform, our manners and our hard work to surpass expectations. In Hayes house we strive to participate fully in aspects of the school and enjoy celebrating the success of ourselves and others.

"Pupils' personal development, welfare and behaviour are good."

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Inclusion and Support

We are dedicated to ensuring that every student achieves their full potential and we believe this is best achieved through a combination of both academic and pastoral support. The primary aim of our Inclusion and SEN department is to work closely with students, parents and staff to facilitate personalised programmes of support and create an enjoyable and successful educational experience.

We have specialist staff working across the Inclusion Team to ensure that the needs of every child are met. Our support ranges from help with organisation and life skills to literacy and numeracy skills.

We also have a good relationship with a wide variety of professional agencies outside school and a thorough understanding of the specialist support and guidance available.

"Lessons also promote pupils' social, moral, spiritual and cultural development because they learn about other cultures, and have the chance to openly discuss social and moral issues that concern them."

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The Inclusion teams work together to ensure every student receives the right level of support and their academic and personal progress is regularly reviewed to make sure they have every opportunity to grow and flourish as individuals.

Social Communications Department (The Base)

The Base was opened in September 2011 and is an innovative and leading approach to inclusion. The department supports students with Autistic Spectrum Disorders and a range of communication disorders and social communication needs. The Local Authority places students within the social communication department as part of the student's EHCP. The department caters for 15 students, aged between 11 and 19. The department is managed by our Inclusion Manager and benefits from the full time support of a Speech and Language Therapist.

"Pupils who attend the school's additional resource (The Base) achieve well because the support they receive is matched to their needs and allows them to play a fuller part both in lessons and in extra-curricular activities."

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Enrichment

Outside of the House system, there are further opportunities for students to develop the personal skills and knowledge that makes for a more rounded child. Each curriculum area provides a wide range of clubs, support sessions, trips and enrichment tasks both at lunchtime and after school. Exciting opportunities such as the French and German trips, skiing in Austria, the annual school show, regular theatre and gallery trips to London, Fair Trade fortnight initiatives and social enterprise business ventures all fuse together to provide a rich tapestry of exciting events that are accessible to all students.

The Radcliffe School Enrichment programme has been designed to:

- enable participation in a series of previously inaccessible activities
- provide opportunities to gain leadership qualifications and use them to volunteer to support school and community initiatives
- provide evidence to 'stand out in the crowd' when applying for employment or further education

"Pupils said that they particularly value the wide range of enrichment activities and volunteering opportunities that the school offers."

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The Radcliffe School supplements its own Enrichment programme with a series of national initiatives that include the Duke of Edinburgh's scheme, Arts Leader Award, MFL Leaders Award, Sports Leader Award, Community Sports Leaders Award and numerous additional national governing body qualifications which all focus on the development of key life skills.

"Tutor time is used well to help pupils reflect on social and moral issues and prepare for adult life."

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Community

We aim to serve the community and work with parents and carers to help our students develop and mature into responsible adults and good citizens. We aim to provide an outstanding curriculum in the holistic sense. It is our ethos to maintain the comprehensive nature of our School and serve the whole of the community by providing a truly broad and balanced curriculum.

- we provide an orderly, safe and stimulating environment in which students and staff can teach and learn effectively and with joy.
- we raise the aspiration of every student as we believe this is key to achievement.
- we instil the high standards and values of pride, confidence, courtesy, self-discipline, respect, responsibility and co-operation in all our students.
- we encourage all to understand and respect the religious and moral values of their own and other cultures.
- we help all to develop their skills and abilities to the highest possible level, acquiring the knowledge and skills needed for adulthood and the world of work.
- we encourage students to enjoy learning so that they go on learning throughout their life.

We work very closely with all our partner primary schools to provide opportunities for primary and secondary students to work together in projects beyond the curriculum and to ensure a seamless and successful transition to secondary school. Some of our current projects include science and technology themed sessions, drama, music and dance projects and a whole range of sports events.

Our staff also work very closely with partner primary colleagues and through this we are able to learn from each other's good practice to ensure we meet the needs of all students, particularly through the transition phase to secondary school.

In 2011 The Radcliffe School established a partnership with Home Retail Group through which they have been able to support us in a vast array of projects that have made a huge difference to a wide variety of aspects in the school. These have included resourcing, parental and community engagement, work experience, mentoring, curriculum extension links, social enterprise, digital literacy and the regeneration of facilities.

"The headteacher, supported by an effective senior leadership team and a dedicated staff, has determinedly made many changes that have improved the school."

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"Leaders have effectively enhanced their understanding of how pupils feel about themselves, their studies and their community."

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Sixth Form

The ethos of our Sixth Form is underpinned by a sense of community, belonging and striving to be the best you can be.

Academic achievement and preparation for life are our core purposes. We aim to ensure that every young person fulfils their potential and we provide appropriate courses of study that lead to interested and engaged young people, who enjoy their education.

However this does not define the Radcliffe experience, we are much more than this suggests. Being part of The Radcliffe Sixth Form community requires a sense of shared values and responsibility.

Students are supported in their study by subject specialists with high quality teaching, supervised study periods, a working environment conducive to study, with excellent ICT and learning resources to stretch and challenge them to achieve their goals.

We are confident that all students will be able to choose a combination of courses that will reflect their individual strengths and meet their future aspirations.


"Teaching in the Sixth Form is good. Teachers have strong subject knowledge, high expectations and well developed strategies for helping pupils to make progress."

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"The conduct of Sixth Formers across the school is good and they provide excellent role models for younger pupils."

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"There is always
so much to do.
Every night there
is a club and the school
productions
are really cool."

(Year 8)

"The transition from
Year 11 to Year 12
is a tricky one to manage
as the course content
is such a jump.
I am so glad I remained at
The Radcliffe as all
of my teachers are supporting
me through this."

(Year 12)

"I have only been here
for a few weeks,
but I already love it.
I really like all of the
specialist rooms
and different teachers
that I have met."

(Year 7)

"Year 11 is a really
stressful experience,
but all my teachers are
supporting me really well
and making sure
I will succeed in
all of my subjects."

(Year 11)

"I always feel that
I receive the extra
balance of being
challenged
and supported in my
learning."

(Year 10)

"The best thing about
The Radcliffe School
is the teachers.
They are always finding
new ways to make our
learning fun."

(Year 9)

"I feel privileged to have
attended The Radcliffe
and know it has provided
me with all of the skills
I require to make a success
of the rest of my life."

(Year 13)



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