



The Radcliffe School


A Specialist Sports College



PROSPECTUS for entry in 2012


**THE
RADCLIFFE SCHOOL**



Headteacher's Welcome

to The Radcliffe School

Thank you for the interest you have already taken in The Radcliffe School. I and my staff look forward to welcoming you and working in partnership with you to ensure that your child is able to fulfill his or her potential and ambitions while attending our school.

The prospectus is full of information about the way the school will continue its positive upward trend and includes a brief summary of how the school is organised, how learning and achievement is promoted and success is rewarded.

This is an exciting time for The Radcliffe School. In the past year we achieved designation as a Specialist Sports College and were graded as a Good school by Ofsted at the end of 2009. We are thrilled that Ofsted recognised the quality of the teaching and learning taking place at The Radcliffe. The inspectors saw a learning environment in which the efforts of all students are recognised, and a partnership between staff and students which enables all students to flourish across the full ability range from Gifted and Talented to those with learning difficulties.

We recently asked all of our students to contribute to a reviewed vision for our school, and the most positive feedback from them was the strength of relationships between staff and students which are viewed as a key strength by over 90% of our students.

The local authority recognises the inclusive quality of our work, and in partnership with them we will offer a specialist provision for five students on the Autistic Spectrum from September 2011. We are very excited about the potential benefits for all students that the provision provides.

We continue to strive towards enhancing and developing our innovative and engaging curriculum as we move towards Outstanding school status. We have made considerable positive changes to the range of provision we make for our students, as we pursue a truly personalised approach to the secondary school experience. This has included additional subjects being added to an already comprehensive options programme which is offered from Year 9. Our Volunteering and Leadership Hub, which offers our

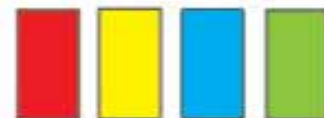
students an opportunity to participate in a range of challenging activities to extend and support their learning, has proved a strong addition to our provision and has helped to extend our relationship with a range of community providers.

The opportunities at The Radcliffe School have significantly impacted on the achievements of our students. We are particularly proud of our students' public examination performance which saw dramatic increases in the high pass rate (A*-C) at both GCSE and A Level. In 2011, 88% of students achieved five or more GCSEs at grades A* to C, and 54% of students achieved an A or B grade at A Level. Our results for the previous academic year secured us a place in the top 5% of schools nationally for the value we added to our students' education, and we were also placed thirteenth in the country for sustained progress.

Access to a wide range of activities and qualifications, accelerated learning opportunities and the extended range of options have combined to truly challenge and inspire our students. These have all proved extremely successful and very popular with our students, who are given plenty of support and encouragement and benefit from a positive learning environment in which to develop, grow and prepare for the challenges of being part of the twenty-first century work force.

Possible Academy status and partnerships with other providers and community initiatives, to ensure our students have as broad a range of experiences as possible, remain key initiatives for the school to pursue. To this end we have joined in partnership with St Paul's School and The Hazeley Academy to provide an extended range of options to our Sixth Form students.

The coming months will see further consultation on the future of The Radcliffe School and its campus in partnership with the local community as we benefit from significant re-development of our school site. We will also quickly complete our consultation on Academy status and proceed according to the outcome. The anticipated new facilities will enable us to enhance community involvement with the school,



come

and in so doing, continue to raise standards and expectations. We are keen to encourage parental participation in the school's activities and believe that the best results are achieved when a strong partnership between school, student and parents/guardians exists. I hope that the prospectus answers some of your immediate questions, but please contact the school should you wish to visit us, or wish to discuss any aspect of the educational offer the school is able to make.

Thank you again for your interest.



John O'Donnell
Headteacher

Welcome from the Chair of Governors

Dear Parents and Carers

This is a really exciting time to be part of The Radcliffe School. In recent years the school has introduced innovations that have led to year on year improvements in the progress our students make and in their examination results. We have introduced curriculum developments that significantly enhance the range of opportunities students have from the moment they join the school. Our links with the community and local businesses continue to develop and have established The Radcliffe as a vibrant centre of the community.

In recent months, the school has worked in partnership with students, staff, parents and carers to revise the school's vision statement and form a view of the kind of school we all want The Radcliffe to be. This is a first step towards an even brighter future. While we are proud of our successes, we are never satisfied and the next few years will see developments that will make the school a leading edge institution. Investments in new buildings and ICT will enable us to extend further the life chances for students and prepare them even more effectively for their lives after school.

The Governing Body at The Radcliffe is committed to working in partnership with parents and carers and we will continue to find new ways to meet and work with you. On behalf of the Governors I wish you a long and happy association with The Radcliffe School.

Yours sincerely

Barney Payne
Chair of Governors



The School of choice for the local community



Achievement

It is important to us that all of our students feel secure and happy at school. We have excellent pastoral care and learning support networks in place to provide our students with the care and guidance they need.

Inclusion

The school aims to meet the needs of every individual and strives to support all students with additional needs through breaking down barriers to learning. This can include additional support through Teaching Assistants, Learning Mentors and the Learning Support Unit programme; Sounds-Write classes to improve literacy; specific group and individual work.

We offer relevant and appropriate support for gifted and talented students and for those with learning difficulties and with disabilities. All students are treated equally and with respect.

Learning for everyone

We recognise that there are different approaches to learning and we tailor our methods to allow for individual differences, needs and interests. We know that students work in different ways and excel in diverse subject areas. We understand that students mature at different rates and that they are motivated by and interested in different things. Student life at The Radcliffe School is full of opportunities and encouragement, and this extends beyond the school day into a rich and varied extra curricular programme.

We support all of our students so that they develop effective basic skills including literacy, numeracy and the use of Information Communication Technology. All students are involved in our Community Cohesion initiative. This incorporates learning about taking responsibility for oneself and others, contributing to and understanding the life and work of the community and making considered and informed choices.

Student Mentoring

Our vertical tutoring system is extremely successful, where each tutor group has a mix of students from each year group. We believe this approach further encourages our students to respect and mentor each other. Each student is allocated a personal mentor, their tutor, who provides guidance and personal support and liaises with parents. Normally a student will stay in the same tutor group, with the same tutor, from Year 7 until the end of Year 11 before taking advantage of the support provided in the Sixth Form.

Special Educational Needs

We recognise that every student has individual needs and has the right to the best possible education. All members of staff are committed to providing the best for each student and the school Special Educational Needs Coordinator leads a team who deliver extra support for those students who are identified as having special educational needs.

Many students will experience some difficulty with their school work at some point during their school career. For most students this difficulty is easy to identify and can be addressed quickly and resolved. Disabled students are admitted using the school's admission criteria. The school has an Equal Opportunities Policy which seeks to ensure that disabled students are treated the same as other students wherever possible.

A copy of the school's policy on Special Educational Needs is available on request.

House System

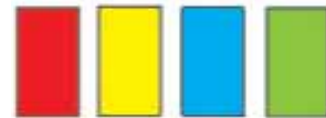
The school has a well established House system which is designed to promote a sense of belonging for all students. House points can be achieved in a variety of ways and this encourages our students to actively participate in healthy competition which contributes to the success and progression of their school.

Behaviour expectations

We expect every member of our learning community to respect themselves and each other, school property and the school environment. All students are made aware of the school's Behaviour policy and expectations, and positive and appropriate behaviour is encouraged through a well established rewards system. Additional targeted support from key staff is also provided where necessary.

We are committed to working with parents to support students who are experiencing difficulties with their behaviour, and if a child's behaviour is a concern, then a targeted intervention programme will be developed and implemented and parents will be required to support this programme.

Our Mission Statement: The Radcliffe School will encourage excellence and achievement through the breadth of opportunity available, the high quality of teaching and learning in the classroom, and the motivation that comes from

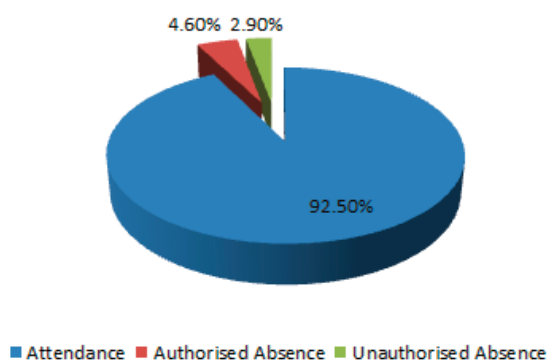


Attendance

The school also encourages excellence in attendance with a rewards based system which recognises the high level of commitment required to be successful.

We expect all students to attend school regularly. If there is a need for a child to be absent due to illness or other reason, then the school should be contacted on the first day of absence. The school operates a non-authorisation policy regarding holiday leave during term time.

Attendance 2010-11



Homework

All students are expected to continue their learning at home and are therefore given a range of homework. The amount of homework will increase as students progress through the school.

Student Council

Each year group has a council which meets regularly. Students have been involved in discussing a variety of topics. They also arrange charity and social events for the year group.

Religious Education and Sex Education

Parents have the right to request that their child does not take part in Sex Education or Religious Education lessons and/or assemblies. Parents can exercise their right by writing to the Headteacher.

Safeguarding

The Radcliffe School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

The Additionally Resourced Provision for students with Social Communication needs

This is an exciting addition to the school starting in September 2011. This Provision embraces the inclusive teaching and learning values which underpin the school's vision where every child is supported to achieve their full potential. This Provision will eventually support up to 15 students across all year groups and offers a personalised curriculum to meet each student's learning needs.

Our main aim is to provide learning in a mainstream classroom where the best quality subject-specific differentiated teaching and learning experiences are provided by our teaching staff. In addition, a specialist Social Communication curriculum is designed to meet the personal learning needs of our students placed by the Local Authority in our Provision. This additional support is provided to meet the long term needs of each student with the primary aim to promote independence and full integration into the school's community.

As a consequence, we have built a specific Base Room and garden area which provides a modern learning environment in which to deliver the Social Communication curriculum and provides a quiet and supervised environment before and after school and during each break time. Our students are also supported by a highly qualified team of professionals, including the school's Inclusion Manager, Speech and Language Therapist and an experienced team of Teaching Assistants.

At The Radcliffe, we understand the importance of working closely with our parents to effectively support each student. We have also built a room specifically designed to meet with parents and offers a uniquely calm and homely atmosphere to meet with staff or even other parents.

The school's House system also supports the Social Communication learning programme with each student expected and supported to take a full part in their allocated Tutor Group and House communities. Each House's ethos fully embraces the Social, Emotional aspects of Learning's (SEAL) outcomes to enable students to work together to fulfil their future aspirations.

excellent relationships between staff and students. The school offers a curriculum which provides challenge and rigour to the full ability range and offers personalised learning routes to enable all students to fulfill their potential.





Curriculum Aims

Key Stage 3 (Years 7 and 8)

This year sees the start of our brand new Key Stage 3 curriculum. This uses the Personal Learning Thinking Skills (PLTS) as its foundations and has been designed to help our students become successful learners, confident individuals and responsible citizens.

The PLTS are divided into six main areas as outlined below and all students will actively be encouraged to develop these through a series of cross-curricular projects, rich task initiatives and every day lesson plans. All students' progress will be carefully monitored and tracked through a number of different assessment procedures including a rewards system that will lead to a celebration evening.

Creative thinkers

This is about generating and exploring ideas, making original connections. It involves trying different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.



Team workers

Learners work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.



Reflective learners

This is about the learner evaluating their own strengths and limitations, setting realistic goals with criteria for success. It involves monitoring their own performance and progress, inviting feedback from others and making changes to further their learning.



Effective participators

This is about learners actively engaging with issues that affect them and those around them. They play a full part in the life of their workplace or wider community by taking responsible action to bring improvements for others as well as themselves.



Independent enquirers

This is about processing and evaluating information in investigations, planning what to do and how to go about it. It is about making informed and well reasoned decisions, recognising that others have different beliefs and attitudes.



Self managers

This is about learners organising themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.



Successful learners who:

- * Communicate well and learn independently and with others.
- * Have high aspirations for themselves.
- * Embrace how knowledge in different subjects is connected.





Key Stage 4 (Years 9, 10 and 11)

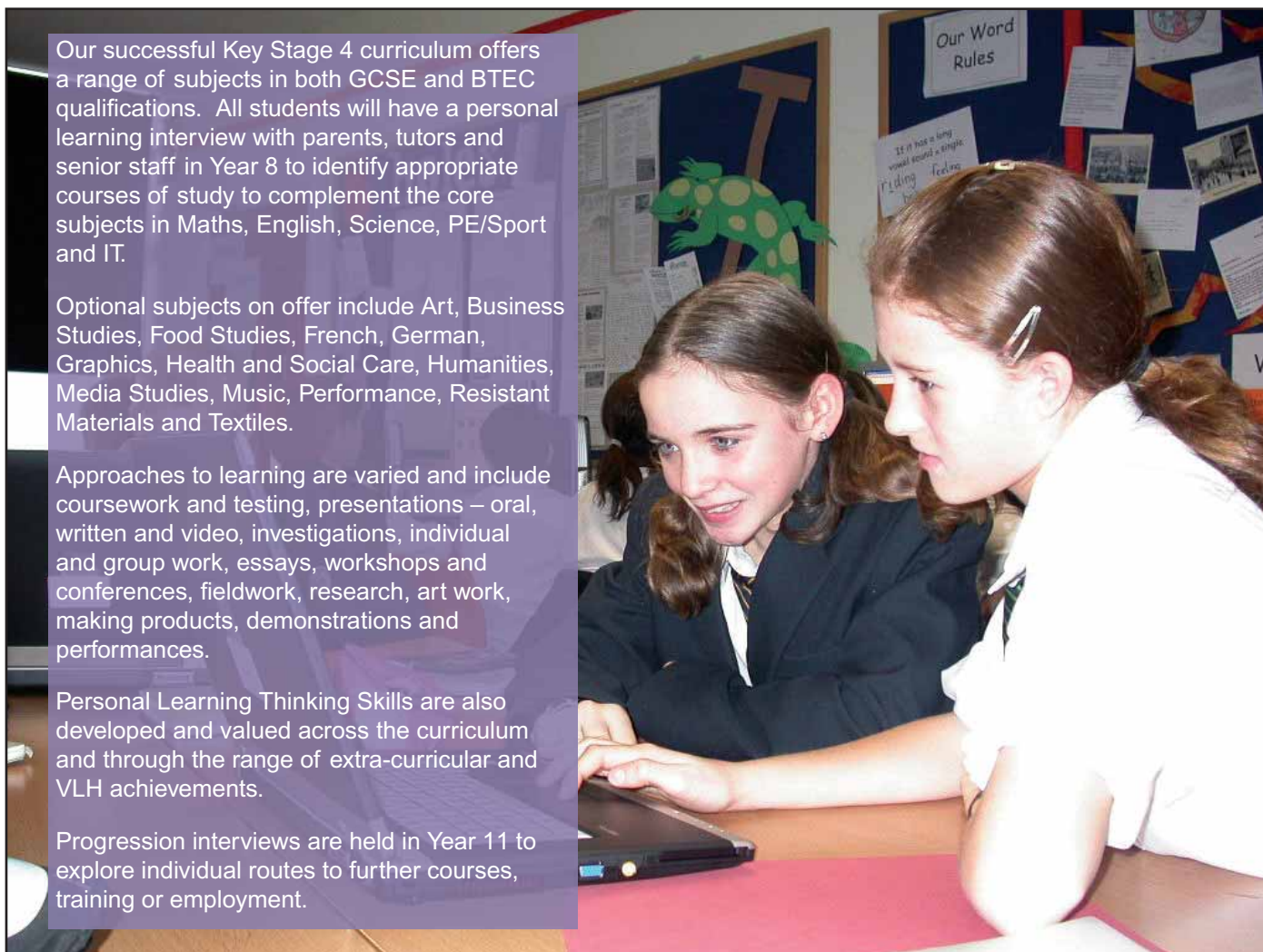
Our successful Key Stage 4 curriculum offers a range of subjects in both GCSE and BTEC qualifications. All students will have a personal learning interview with parents, tutors and senior staff in Year 8 to identify appropriate courses of study to complement the core subjects in Maths, English, Science, PE/Sport and IT.

Optional subjects on offer include Art, Business Studies, Food Studies, French, German, Graphics, Health and Social Care, Humanities, Media Studies, Music, Performance, Resistant Materials and Textiles.

Approaches to learning are varied and include coursework and testing, presentations – oral, written and video, investigations, individual and group work, essays, workshops and conferences, fieldwork, research, art work, making products, demonstrations and performances.

Personal Learning Thinking Skills are also developed and valued across the curriculum and through the range of extra-curricular and VLH achievements.

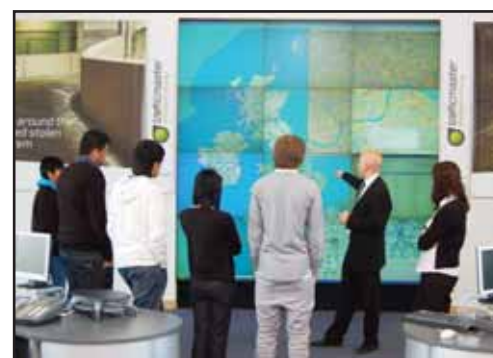
Progression interviews are held in Year 11 to explore individual routes to further courses, training or employment.



Key Stage 5 (Years 12 and 13)

Students can follow a 1, 2 or 3 year programme of study to meet their individual progression requirements. Up to 5 subjects can be studied. BTEC National Certificate and Diploma level qualifications are available running alongside Advanced level AS and A2 courses. GCSE resits are also available for English and Maths in Year 12 for those students who narrowly missed their grade in Year 11.

The range of subjects available are reviewed each year to ensure we meet the demand and the needs of the students. Subjects currently available include English, History, ICT, Biology, Sport, Business, Travel and Tourism, Media, Performance, Chemistry, Physics, Forensic Science, Sociology, Maths and French.



Partnership arrangements are in place with The Hazeley and St Paul's Schools in Milton Keynes to ensure there is access to a wide range of courses for all students. All students also participate in Personal, Social and Health Education as well as our popular and successful Enrichment Programme.

Responsible citizens who:

- * Are able to work co-operatively with others.
- * Respect others and act with integrity.
- * Actively contribute to the community.

Confident individuals who:

- * Relate well to others and form good relationships.
- * Are self-aware and deal well with their emotions.
- * Are proud of, and value, their achievements.





The Sixth Form

Our Sixth Form offers a rich curriculum diet with a course to suit everyone, ranging from traditional A level combinations to a range of BTEC vocational qualifications.

Success

We have an excellent record of success, underpinned by high expectations of all our students who are supported and encouraged by a strong team of experienced Sixth Form teachers.

Working together, we aim to ensure all our students achieve individual success, fulfill their potential and are fully equipped for life after the Sixth Form whether their pathway is to higher education, further education, training or employment.

Guided Study

The Sixth Form offers the opportunity for independence and responsibility for learning through its guided study time, including research based assignment work, which supports the work done in lessons.

Students have the opportunity to participate in a residential revision experience prior to their summer exams. Facilities such as the Sixth Form Common Room and Computer Room, along with access to the library and study rooms, provide places

where students can manage their independent study time.

Personal Development

The Sixth Form also offers a wealth of opportunities to develop personal skills. Students may choose to carry out community projects, take first aid courses or join sports-related activities.

Students can be part of the Sixth Form Committee and be part of the development of the Sixth Form and it's Extra Curricular activities. They can get involved in running a business through Young Enterprise, supporting younger students in school or in middle schools or through charity work.

A significant number of students continue their Duke of Edinburgh Award with many working towards the Gold award through expeditions and residentials.

Sixth Form Ethos

The Sixth Form ethos is a celebration of being a part of, and yet different from, the rest of the school.

This is reflected in Sixth Formers having their own area and smaller teaching groups, while also contributing to the day-to-day life of the school through the part they play in our system of vertical tutor groups.

The Head Student team, elected by Sixth Formers, provides a student voice in the school and plays an active part in its development.

Social opportunities are an important part of Sixth Form life and one of the highlights of the year is the dress-to-impress Sixth Form Ball. Social events and curriculum related visits such as field trips, theatre trips and European study experiences are just some of the activities which characterise the Sixth Form experience.

We encourage all students at The Radcliffe School to continue their studies through to Sixth Form level and we welcome external applications.

For more information, contact Rebecca Chapman, Head of Sixth Form.



Our school's aims:

Page 8

- * Challenge and inspire everybody in the school to learn.
- * Enable everyone to value and strive for the highest levels of achievement, creating a culture of pride in success.





Keys to Success

Volunteering and Leadership Hub

Every Wednesday afternoon, every student becomes involved in the school's Volunteering and Leadership Hub (VLH). The concept behind the VLH programme is multi-faceted. We aim to provide all of our students with as many different, enriching activities as we can, to help them develop life skills and become accredited with as many additional nationally recognised leadership qualifications as possible. Our VLH programme also helps us to establish stronger links with the local community.

The 50+ activities that run each week have included fashion design, mountain biking, first aid, photography, sports journalism and hairdressing. This year welcomes another new initiative to VLH: The Radcliffe School Elite Squad Training Programme. This will enable all of our students that are interested in representing The Radcliffe School in the wide variety of competitive sporting opportunities that we offer to receive additional specialist coaching and fixtures.

Sport and Fitness

The school has excellent facilities and all students enjoy a wide range of sporting and Physical Education opportunities. Individuals and teams representing the school are very successful, in particular the netball, basketball, soccer and hockey teams. Many students have been selected for National and County level squads in a range of sports including, rugby, badminton, cross country, cricket, netball, soccer and basketball. There are regular after school practices that are open to all enthusiasts. Through partnerships with local clubs we have access to professional coaching in a variety of sports. In particular, our students take advantage of the "Playing for Success" and "Double Club" initiatives run by MK Dons in partnership with the school. There are a number of inter-form competitions and sponsored sporting events that involve the whole school and Sports Day is an important event in the summer term.

Radcliffe Catering

Our school canteen offers a range of healthy and delicious food before school, at breaktime and at lunchtime. We offer freshly prepared and cooked hot meals, salads and healthy snacks. Special dietary needs can also be catered for, including food which must be Halal or Kosher. All students are issued with a cashless catering card which logs what each student has purchased, and this information is available to parents by request.

The Library

The Radcliffe School Library is open from Monday to Friday from 8am to 4pm and is run by a full time Librarian. The Library is well resourced with fiction and non fiction books and has a suite of computers for students to use. Students are encouraged to use the Library, and after school homework sessions are held every day, supported by the Librarian and Teaching Assistants. The Library offers a calm and peaceful atmosphere conducive to learning with extra curricular opportunities, as well as author visits, book award shadowing groups and lunchtime activities.

"I have really enjoyed the whole VLH experience as it has enabled me to have a go at some activities that I would never have had the opportunity to do so before and also work with other students from different year groups."
Jo - Year 7

"I would never have had a go at Rugby League, but through VLH I have now been selected for the East Midlands Regional Development Squad."
Harry - Year 8

"The VLH menu of activities really does have something for everyone on there. It has been great fun!"
Charlotte, Year 9

"I have just passed my Sports Leaders Award and support in Bushfield School during VLH time. These experiences have made my mind up that I want to be a Primary School Teacher."
Faye - Year 10

Times of the day

8.20am	Warning bell
8.25am	Lesson 1
9.25am	5 minutes movement time
9.30am	Lesson 2
10.30am	5 minutes movement time
10.35am	Tutorial
10.55am	Breaktime (15 minutes)
11.05am	Warning bell
11.10am	Lesson 3
12.10pm	5 minutes movement time
12.15pm	Lesson 4
1.15pm	Lunch break (40 minutes)
1.55pm	Warning bell
2.00pm	Lesson 5*
3.00pm	End of day

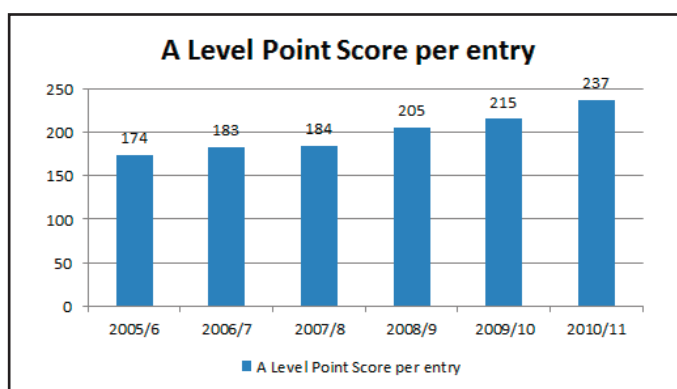
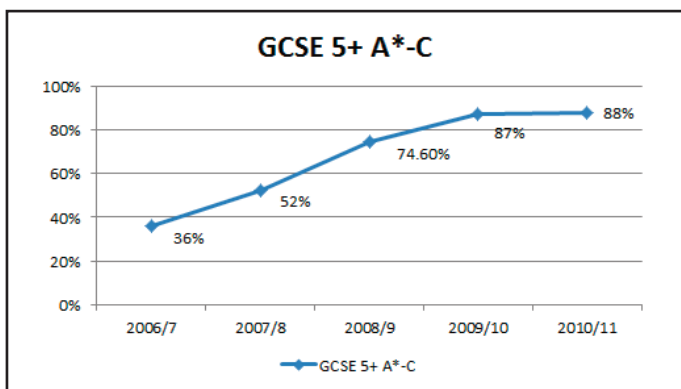
*The school curriculum formally closes at 2pm on Wednesdays and students have access to a range of organised activities designed to extend and challenge their learning beyond the formal curriculum. The activities are compulsory for all Year 7 and Year 8 students, and are staged for Years 9, 10 and 11. The statutory required learning hours will continue to be met within these arrangements.

- * Provide every opportunity for students to develop into effective citizens.
- * Encourage mutual respect, understanding and tolerance of differences, recognition of rights and responsibilities.
- * Work in close partnership with parents and members of the school's community.





Exam Results



School Uniform

All students are expected to wear school uniform, and compulsory items are available to purchase from our supplier in a variety of sizes. Students should wear a white shirt and either a black skirt or black trousers, plain black shoes (not trainers), which can all be purchased from a number of different shops.



Compulsory uniform:
 Blazer and House Tie
 PE Games Top
 PE Polo Shirt
 PE Shorts
 PE Socks

Optional Uniform:
 PE Tracksuit Trousers
 PE Rain Top
 Sweater

Charging Policy

All students are entitled to full access to the compulsory school curriculum, regardless of parents' capacity to pay. No student will be disadvantaged due to financial hardship. Therefore, no charge is normally made for any educational activity which takes place during school hours.

However, there are some exceptions:

- * Contributions towards and charges for extra-curricular music lessons.
- * Contributions towards the cost of materials/equipment for practical subjects where the student wishes to own the finished product.
- * The option to purchase certain revision texts. (A deposit may be requested and returned when the text is returned.)
- * A refundable deposit is required for the use of a locker.

Charges can be levied for optional activities outside school hours, for board and lodging on residential visits and for entering more than one examination in a particular subject. It is acceptable to request voluntary payments towards the cost of running an activity during the school day. While these payments are not compulsory, if the level of payments does not cover the cost, the visit or activity may have to be cancelled.

Parents will be asked to pay for examination fees where a student fails to complete the examination requirements, e.g. incomplete coursework, frequent absence or truancy from school or failure to sit an examination. Parents will also be asked to pay for the replacement of damaged or lost equipment or books, where this is caused by the student's misbehaviour or negligence.



Equal Opportunities





Admissions



General Information

The Radcliffe School is a foundation school and, as such, is its own admissions authority. The Governing Body determines the admissions criteria and operates the admissions process.

Making Up Your Mind

Before deciding that you wish your child to attend The Radcliffe School you should read the School Prospectus and visit the school on its Open Evening on **Thursday 13 October 2011**.

You also need to keep in mind the aims and general ethos of our school, along with our policies, including behaviour. It is important to consider how your child will travel to school and whether you are likely to be offered a place taking into account the admissions oversubscription criteria.

Admission Number

The Radcliffe School admission number for September 2012 is **210**. This is the number of places available at the school for children transferring at the start of Year 7.

Admissions Policy

Parents should note that for Milton Keynes Secondary Schools there is no automatic right to a place at the local school and it is essential that the correct application form is completed and returned by the set deadline date. You have a right to say which school you prefer but you do not have the right to choose a school place. For example, if the admission number is 210 and over this number apply then some children could not be admitted. Places are allocated in line with the oversubscription criteria, available on request from the school.

Filling in the Application Form

Under the admissions legislation introduced for 2005 by central government, the Local Authority will send all the parents of Year 6 children living in Milton Keynes a common application form either via the child's Milton Keynes primary school or to the home address if the child attends another authority's or independent school. If you live in Milton Keynes and have not received a form please contact the Pupil Support Section at Saxon Court, 502 Avebury Boulevard, Central Milton Keynes, MK9 3HS or telephone 01908 253 489 or 01908 253 622.

If you are not resident in this area please do NOT complete the Milton Keynes form. You should contact the Local Authority where you live to obtain an admissions pack and your Local Authority's admissions form.

Arrangements for September 2012 intakes



Transferring to a new school is a very important stage in the life of any young person. This information has been prepared to help you understand the admission arrangements for your son or daughter if you wish him or her to attend The Radcliffe School. It is intended to provide advice and guidance on some of the difficult decisions you may have to make in choosing a secondary school. You should also read the Council's booklet, 'Admission to Secondary Schools in Milton Keynes – Information for Parents 2012-2013'.

The Radcliffe Community of Schools includes:

Primary Schools: Queen Eleanor & Hanslope Combined

Junior Schools: Bushfield, Greenleys & St. Mary and St. Giles

Infant Schools: Wyvern, Greenleys, Russell Street, Haversham & Castlethorpe

increase the opportunities available to all those in the school community. We will take action to challenge prejudice and discrimination. Our aim is to develop a school which acknowledges and respects the diversity of society.





For further information, or to arrange an informal visit, please contact us:

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Wolverton
Milton Keynes
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Email: admin@radcliffeschool.org.uk
www.radcliffeschool.org.uk

Headteacher: John O'Donnell
Chair of Governors: Barney Payne