

RANGE HIGH SCHOOL

CHALLENGE SUPPORT FLOURISH

PROSPECTUS 2017

Admissions Criteria 2018

After the admission of pupils with an Education, Health and Care Plan where the school is named in the plan, and where there are more applications than places available, the Admissions criteria listed below will be applied in the following order to allocate places.

1) A 'looked after child' or a child who was **previously looked after** and ceased to be so because they were adopted, (or became subject to an adoption, residence, or special guardianship order).

Children identified as needing specialist facilities that go beyond expected reasonable adjustments will be given priority for this school if it is the nearest school with suitable resources. This would usually be a child with a physical or mobility problem. We will require details from parents, supported by medical evidence in order to assess each application depending on circumstances.

2) Sibling - Children who have a brother or sister living in the same house who already attend the school as long as they will still be at the school in September 2018. Brothers and sisters – include step-children, foster children and half-brothers and sisters, adopted brothers and sisters or children of the parent/carer's partner, living in the same family unit at the same address. ⁽¹⁾

3) Contributory Primary - Children who, at the start of the Spring Term 2018, are on the roll of Woodlands Primary School and St Luke's CE Primary School, Formby. ⁽¹⁾

4) Staff Child - Children of staff where the member of staff has been employed at the school for two or more years at the time at which the admission application for the school is made, and/or where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage. ⁽¹⁾ Parents/carers must identify this on their application form. Details will be validated by the school.

5) Named Areas - Children living in Formby, Hightown and Ince Blundell. ⁽¹⁾

6) Distance - Other requests that name the school as a preference, with priority for admission given to children in order of proximity of their home to school, as shown below. ⁽¹⁾

⁽¹⁾ If it is not possible to offer places for all applications within any criteria then priority will be given to those living closest to the school measured by the shortest walking distance from the child's home. We will measure from the property's address point, to the nearest school gate (using recognised routes known to the Local Authority at the time of measurement).

The School's admission number is 196.

Applications			How places were allocated on offer day									Total at end of the Summer Term	
Year	No. of places Available	Total no. Applications received (by closing date)	Total places Allocated	EHCP	LAC OR required Specialist Facilities	Sibling	Contributory Primary	Children of staff	Named Areas	Other Children (Distance)	If oversubscribed furthest distance (miles)	Appeals No. allowed / No. heard	Final No. of places allocated
2017	196	520	196	1	2	82	35	1	14	61	7.549	N/A	194
2016	196	453	196	0	3	60	45	0	31	57	7.30	2 / 5	195
2015	196	445	196	0	0	67	56	N/A	19	54	7.33	2 / 7	196

Applications can be made on line at www.sefton.gov.uk/admissions. The closing date for applications is 31st October 2017.

CURRICULUM ARRANGEMENTS

THE SCHOOL DAY

The school day has five lessons of one hour, organised on a two-week cycle of 49 periods. Every Friday in Week 2 school finishes at 14.30.

Morning Session is 08.50 to 12.25. Afternoon Session is 13.20 to 15.35.	
Time	Activity
08.30 to 08.50	Pupils may come into school to the Dining Area
08.50 to 09.05	Tutor Time
09.05 to 10.05	Lesson 1
10.05 to 10.10	Changeover
10.10 to 11.10	Lesson 2
11.10 to 11.25	Break
11.25 to 12.25	Lesson 3
12.25 to 13.20	Lunch
13.20 to 13.30	Tutor Time

13.30 to 14.30	Lesson 4
14.30 to 14.35	Changeover
14.35 to 15.35	Lesson 5

Key Stage 3

In Years 7 and 8 pupils are mainly taught in parallel mixed ability groups. They are in ability sets for English and Maths. In Year 8 subject setting is introduced in Modern Foreign Languages and Science.

Pupils currently study the following broad range of subjects:

Art	Maths
English	Modern Foreign Languages
Design Technology	Music
Drama	Personal, Social, Health Education (PSHE) and Citizenship
Geography	Physical Education
History	Religious Education (RE)
Computing	Science

Key Stage 4

Most pupils take a core curriculum consisting of English, Mathematics, Science, ICT, Religious Education, PSHE (Personal, Social & Health Education) and Physical Education, plus 3 optional subjects which are decided after close consultation between staff, pupils and families. Each year approximately three quarters of our pupils achieve at least 5 GCSE passes at grade C / 4 or above including English and Maths, which routinely places us as one of the highest performing secondary schools in Sefton. This year, in a changing landscape for GCSE exams, the percentage was 76%.

Optional courses currently offered:

Design Technology Faculty: Child Development Design Technology Design Technology Food Design Technology Textiles	ICT & Business Studies Faculty: Business Studies Computer Science
English Faculty: Media Studies	Modern Foreign Languages Faculty: French German Spanish

Humanities Faculty: Geography History Religious Studies	PE & Expressive Arts Faculty: Art Drama Music Photography Physical Education
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Key Stage 5

A substantial number of students enter the Sixth Form where they follow a two year course leading to the GCE A-level examination or a BTEC qualification. Students may be required to follow Level 2 Courses in English or Maths.

The following courses are currently offered:

A Level Courses:	
Art	History
Biology	Computer Science
Business Studies	Law
Chemistry	Mathematics
Design Technology	Further Mathematics
Drama & Theatre Studies	Media Studies
Economics	Music
English Language & Literature	Photography
French	Physics
Geography	Spanish
Geology	Sport & Physical Education
German	
BTEC Courses:	
Business Studies	
Computing	
Health & Social Care	

We are fortunate to have amongst our pupils a number who are physically disabled. The majority of the school is on one level and where it is not, lifts are provided and this enables pupils who have mobility problems to move more easily from one area of the building to another. It is our policy to ensure that all pupils have access to the full curriculum, with support as needed.

CHARGING POLICY

The Governing Body has determined to adopt the Sefton policy on Charging and Remission. In general terms the policy acknowledges that education should be provided free of charge and that, where voluntary contributions are sought from parents, pupils should not be disadvantaged where parents are unwilling or unable to make such contributions.

PASTORAL CARE

Range High School has a House System of which we are very proud. Every child is placed in one of the four Houses; Blundell, Derby, Sefton or Weld. There are approximately 300 pupils in each House so it is like four small schools within a big school. Brothers and sisters are normally placed in the same House.

All pupils have a form tutor with whom they remain throughout their time at Range High School. This tutor plays a crucial role in monitoring welfare, conduct and progress. Each tutor group and its members belong to a House. The tutors, Heads of House and Assistant Heads of House play a vital role in the support of all our pupils.

There are also many other people in school to help and support pupils – from Careers Advisors, Learning Mentors and Peer Mentors to the Prefect Management Team.

CHILD PROTECTION & SAFEGUARDING

The school has two senior members of staff who are designated as the teachers responsible for Safeguarding. These teachers are fully trained and all staff are briefed annually and updated on Child Protection and Safeguarding Procedures.

Range High School is committed to taking all reasonable steps to ensure the safety, health and wellbeing of all pupils at the school. If staff have concerns regarding possible abuse of a child whether it relates to ill-treatment, neglect or any other form of abuse or appears at risk of abuse, they will, in the best interests of the child, follow the procedures laid down by the Safeguarding Board. A full version of the school's Child Protection Policy is available on the school's website.

Such action in no way implies the parent/carer or other individual is being accused of wrongdoing.

RELATED POLICIES Our Child Protection section links with and should be read in conjunction with the other sections of the Safeguarding Policy

SCHOOL DISCIPLINE

At Range High School we ask our pupils to behave in such a way that they:

- Show respect for other people
- Show respect for the property of others
- Show respect for themselves and their own property.

We use the UNICEF conventions on the Rights of the Child as the basis for our ethos.

We publish our expectations on our website and inform pupils. Where pupils disregard school rules and behave inappropriately it may be necessary for a punishment to be imposed. This usually takes the form of a detention. Parents/carers are always informed of this if a pupil is required to remain in school after the normal end of the school day at 3.35.p.m.

Parental support in the matter of ensuring good behaviour and respect is vital. Parents/carers are encouraged to contact school with any concerns and are readily invited in to discuss any problems that may occur.

SCHOOL UNIFORM

Our uniform has been chosen for its smartness and practicality. All items are available as standard items from stock at most outfitters, chain and departmental stores. Some items are available for sale from the school office and from Rawcliffes in Southport and Uniformby in Formby.

Main Uniform	Optional Items
<p>Navy Blue blazer and school badge (badge available from school) <u>Plain</u> grey or charcoal grey trousers (tailored with a straight leg) Knee length <u>plain</u> grey school skirt (<u>no shorter than knee length</u>) OR Knee length <u>plain</u> grey school pinafore (<u>no shorter than knee length</u>) <u>Plain</u> light blue shirt School tie (available from school)* <u>Plain</u> white or grey socks; white or grey woollen tights or stocking tights in nearly black or flesh colour <u>Plain</u> black <u>flat</u> heeled <u>shoes</u> suitable for school - shoes should be <u>one</u> colour only (shoes with platform soles or boots of any kind are not allowed - heels must be no higher than approximately 1".) Footwear must be <u>all black</u> with no other colours or logos.</p> <p>* For pupils in Year 10 and Year 11 there is an alternative school tie, available from school</p>	<p><u>Plain</u> grey V-neck school pullover with badge</p>
PE / Sports Uniform	Optional items
<p>Navy polo t-shirt with individual 'House' colours Navy shorts Navy socks Rugby top for boys Trainers – Note – Non-marking trainers only are permitted in the Sports Hall Studded football boots</p>	<p>Navy hoodie Navy track pant Navy skort (combined shorts/skirt)</p>

SPECIAL EDUCATIONAL NEEDS

The educational programme for pupils with special needs is organised and supervised by the school's Special Needs Co-ordinator (SENCO) and Associate SENCO and follows the Code of Practice. Details of our school SEN Offer are available on our website. Parents are fully involved. Some pupils have Specified Learning Difficulties which necessitate their being taught either individually or in a small group for one or more of the subjects on the timetable. Other pupils have Physical Disabilities and need additional adult assistance, mainly in practical subjects to enable them to continue to be taught in mainstream classes.

For all pupils with Special Needs, we seek:

- To give every pupil full and easy access to a broad and balanced curriculum.
- To enable every pupil to reach her/his maximum potential within Key Stages 3 and 4 without disapplication.
- To ensure that the special educational needs of pupils are systematically assessed and the teaching is matched to their needs.
- To deploy effectively professional and material resources to ensure that all pupils are well integrated into the life and work of the school.
- To encourage positive and constructive attitudes towards those with learning difficulties.
- To make judicious use of professional support services.
- To consult regularly with parents.
- To enable all pupils, regardless of ability or impairment, to enter for public examinations.

The school does not have a special unit for SEN pupils, nor has it been found necessary to date to seek disapplication for any pupil from part or all of the National Curriculum arising from their special educational needs.

The Arrangements for Admitting Pupils with Disabilities

Range High School has been, since the school opened, a Secondary School designated for children with physical disabilities. The Governors of the school are committed to continuing this inclusive ethos.

We have a number of specialist facilities, including disabled toilets and changing rooms, a physiotherapy and nurse's room and storage for electric wheelchairs and standing frames. All rooms have been modified to allow full access for pupils with mobility problems. Pupils receive support as appropriate. We employ a nurse who is on the premises throughout the school day, and have support from the health services.

Support for Pupils with Specific Learning Difficulties

Every effort is made to identify the needs of these pupils before they come to the school. This is normally done by means of consultation with parents and Primary School Head Teachers. Other pupils may be identified at a later date by subject teachers and by testing which is carried out early in the pupils' first term in the school.

Some pupils may be taught in a separate small teaching group for English and Mathematics so that special attention can be given to improving their basic skills. The composition of this group is variable so that pupils may either leave it or join it as necessary. In other subject areas in-class support is provided on the recommendation of the SEN Co-ordinator. Extra catch up classes in English and Mathematics are also provided for some pupils.

When these pupils begin their fourth year at school they are given individual advice on suitable courses. We have a “work related curriculum” involving reduced subject time and activities out of school for pupils for whom the main curriculum is inappropriate. In English and Mathematics, setting arrangements are made so that they can follow a course at a pace appropriate to their abilities.

STAFFING AND FACILITIES

Range High has over 70 full-time teaching staff, and 20 part-time teaching staff. We have over 20 Teaching Assistants assigned to individual pupils and group work. In addition, we have a wide range of support staff: Learning Mentors, Secretaries, Administration Officers, Science, Technology, ICT and Art Technicians; Library Assistants; a School Nurse; Caretakers, Cleaners, Lunchtime Supervisors and school meals staff.

In addition to general-purpose classrooms, the school has 10 recently refurbished Science laboratories, an Art area, 3 Food and Textiles Technology rooms, a Design Technology area incorporating 4 workshops, a Sports Hall, Fitness Suite, Drama Studio and an Arts Theatre. Information Technology is a major feature of our work. We have networked PCs, including dedicated IT rooms, and additional facilities in other areas of the school for each Faculty.

The school has a purpose built Sixth Form block. Sixth form students have their own study areas, ICT facilities and an adaptable common room area which can also accommodate the whole of the sixth form for meetings, assemblies and lectures as required.

COMMUNICATION WITH PARENTS

We value the support our parents/carers give to us and are committed to ensuring communications to and from school are efficient and useful. Parents' Evenings are very well attended and there are Support Evenings throughout the year which supplement them.

For example, this year we have:

Y7	Year 7 Support Evening - Monday 2 nd October 2017 Parents' Evening – Thursday 11 th January 2018
Y8	Year 8 Support Evening – Monday 27 th November 2017 Parents' Evening – Thursday 22 nd March 2018
Y9	Options Evening - Choosing the right KS4 curriculum – Monday, 29 th January 2018 Parents' Evening – Thursday 22 nd February 2018
Y10	Year 10 Support Evening – Monday 9 th October 2017 Parents' Evening – Thursday 8 th March 2018

Y11	Year 11 Support Evening – Monday 16 th October 2017 Sixth Form Information Evening – Thursday 23 rd November 2017 Parents' Evening – Thursday 1 st February 2018
Y12	Year 12 Transition Evening – Monday 11 th September 2017 Parents' Evening – Thursday 16 th November 2017
Y13	Parents' Evening – Thursday 19 th October 2017 Academic Support Evening - Monday 22 nd January 2018

You will receive an annual written report and a termly update on your child's progress.

The school also uses 'Parentmail' to communicate with parents via e-mail and/or text message where parental permission has been received to use this system. This system gives us a fast way to communicate with parents if necessary.

We also value communication from parents at any time over any matter. A quick telephone call is all that is needed to arrange a meeting with the relevant member of staff, but if the matter is urgent, feel free to call in to school. Such communication and mutual support is the cornerstone of our pupils' success.

THE DUNE RANGERS, RANGE HIGH SCHOOL'S PTFA

All parents /carers of pupils on roll are invited to join the activities provided by our PTFA which include quiz nights, a summer ball and fashion shows to name but a few. We meet each half term to plan activities and all parents /carers are welcome to those meetings.

Forthcoming Events

- Year 7 Disco and Comedy Bingo Evening ~ Friday 22nd September 2017
- Winetasting Evening ~ to be arranged
- Spring Term Event ~ to be arranged
- Summer Term Event ~ to be arranged

Tickets for events are available at Visitor Reception.

RANGE HIGH SCHOOL

SCHOOL TERM DATES FOR 2017 - 2018

Autumn Term

INSET for staff only	Monday, 4 th September 2017
Term commences for Y7 pupils	Tuesday, 5 th September 11.25 am
Term commences for Y12 pupils	Tuesday, 5 th September 11.25 am
Term commences for All Years	Wednesday, 6 th September 8.50 am
INSET for staff only	Wednesday, 20 th September 2017
Autumn Half Term	23 rd October – 27 th October 2017
INSET for staff only	Monday, 30 th October 2017
Term Ends for pupils	Tuesday, 19 th December 2017
INSET for staff only	Wednesday, 20 th December 2017

Spring Term

Term commences for pupils	Monday, 8 th January 2018
Spring Half Term	11 th February – 15 th February 2018
Term Ends for pupils	Friday, 23 rd March 2018

Summer Term

Term commences for pupils	Monday, 9 th April 2018
Bank Holiday	Monday, 7 th May 2018
Summer Half Term	27 th May – 1 st June 2018
Term Ends for pupils	Tuesday, 24 th July 2018
INSET for staff only	Wednesday, 25 th July 2018