



**RANGE HIGH SCHOOL**  
**Challenge Support Flourish**

**PROSPECTUS 2020**

## Admissions Criteria 2020

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.

**Criteria 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). A child who appears to have been in state care outside of England and ceased to be so as a result of being adopted.

**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 situation depending on circumstances.

**Criteria 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 2020. (1)

**Criteria 3: Contributory Primary** - Children who, at the start of the Spring Term 2020, are on the roll of Woodlands Primary School and St Luke's CE Primary School, Formby. (1)

**Criteria 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 state the employee's name on their admission application form. Details will be validated by the school.

**Criteria 5: Named Areas** - Children who, at the start of the Spring Term 2019, are living in Formby, Hightown and Ince Blundell. (1)

**Criteria 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 allocate 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	
2019	196	548	196	0	2	65	41	0	34	54	6.972	N/A	187	
2018	196	521	196	0	1	73	58	3	23	38	6.921	3 / 11	199	
2017	196	520	196	1	2	82	35	1	14	61	7.549	N/A	194	

Applications can be made on line at [www.sefton.gov.uk/admissions](http://www.sefton.gov.uk/admissions). The closing date for applications is 31<sup>st</sup> October 2019.

## 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 12.30. Afternoon Session is 13.25 to 15.35 all Week 1 – 13.25 to 14.30 Week 2 Friday only	
Time	Activity
08.30 to 08.50	Pupils may come into school to the Dining Area
08.50 to 09.05	Tutor Time
09.10 to 10.10	Lesson 1
10.15 to 11.15	Lesson 2
11.15 to 11.25	Break
11.30 to 12.30	Lesson 3
12.30 to 13.25	Lunch
13.30 to 14.30	Lesson 4
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, Humanities (History or Geography), Religious Education, PSHE (Personal, Social & Health Education) and Physical Education, plus 3/4 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 4 or above including English and Mathematics, 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%. Additionally, a third of ALL of our grades at GCSE were at 9 – 7 (the old A\*/A).

Optional courses currently offered:

<b>Design Technology Faculty:</b> Child's Learning and Development Design Technology Food Preparation and Nutrition	<b>ICT &amp; Business Studies Faculty:</b> Business Studies Computer Science
<b>English Faculty:</b> Media Studies	<b>Modern Foreign Languages Faculty:</b> French Spanish
<b>Humanities Faculty:</b> Geography History Religious Studies	<b>Expressive Arts and PE</b> Art Drama Music Photography Physical Education

## 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:

<b>A Level Courses:</b>	
Art	Geology
Biology	History
Business Studies	Mathematics
Chemistry	Further Mathematics
Computer Science	Media Studies
Design Technology	Music
Drama & Theatre Studies	Photography
Economics	Physics
English Language & Literature	Psychology
French	Spanish
Geography	Sport & Physical Education
German	
<b>BTEC Courses:</b>	
Business Studies	Media
Health & Social Care	Music
I.T.	Performing Arts

We are fortunate to have students with a wide range of aptitudes and abilities that enrich our school community. 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.

## **EXTRACURRICULAR ACTIVITIES**

A wide variety of extracurricular activities take place and are available to all pupils. Details are published through the Extracurricular timetable, notices in assemblies and tutor group registers. In addition, the usual sports activities are available and a large number of inter-House sporting competitions take place, offering to many pupils the opportunity of representing the House in a wide range of sports. A number of trips and visits are organised by subject departments throughout the year.

## **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/carers, pupils should not be disadvantaged where parents/carers 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 are:

- Ready
- Respectful
- Safe

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 sanction to be imposed. Parents/carers are kept informed of lunchtime and evening detentions through Class Charts.

Parents will also be invited to play an active part in ensuring their child is here to behave and engage actively in their education. 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.

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 and heels must be no higher than approximately 1". Boots of any kind are not allowed. Shoes must be <u>all black</u> with no other colours accepted.</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 – <b>Note – Non-marking trainers only are permitted in the Sports Hall</b>            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/carers are fully involved. Some pupils have additional needs and need support to access the curriculum. We tailor support to ensure the students have as much access to a broad and balanced curriculum as possible.

For all pupils with additional 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/carers.
- To enable all pupils, regardless of ability or impairment, to enter for public examinations.

### **The Arrangements for Admitting Pupils with Disabilities**

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

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, such as Speech and Language therapists and Physiotherapy as appropriate.

### **Support for Pupils with Additional Learning Needs**

Every effort is made to identify the needs of these students before they come to the school. This is normally done by means of consultation with parents/carers and our SEN Consultant and Primary School SENCOs.

From time to time other students may have needs identified for the first time at secondary school. When this is the case the student will be assessed and appropriate support from outside agencies will be sought in a timely manner.

Throughout their time in Range High school we endeavour to provide students with curriculum and pastoral support that ensures children of all abilities can achieve and grow at a pace appropriate to their needs and abilities.



## **STAFFING AND FACILITIES**

Range High has over 45 full-time teaching staff, and 25 part-time teaching staff. We have over 12 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 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.

### **Support Evenings**

Year 9, Year 11, Year 12 and Year 13 have evenings to support their transition to the next phase of their education. In 2018/19, families from other year groups were invited to evenings on the themes of:

- Children's Mental Health
- E-safety
- Homework and revision
- Careers Education

A similar programme of support will be on offer during 2020/21.

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

### **Parentmail**

The school also uses 'Parentmail' to communicate with parents/carers 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/carers if necessary.

### **Class Charts**

We use software that teachers use to track attendance, achievement and behaviour throughout the school day called Class Charts. Homework is also issued through Class Charts.

We believe in working closely with parents and one of the key benefits of using Class Charts is that we are able to securely share your child(s) achievement and behaviour with you and so keep you up to date in real-time. You can also view their homework in order to support them.

Each child has a unique access code that is issued in September. There is also a code for parents, which will be issued at the same time.

Once you have received the code you will be able to activate your account at:

<https://www.classcharts.com/parent/login>

Links to mobile phone apps are also available to parents from this page.

If you have more than one child in the school then you can enter additional codes within your existing account.

### **Contacting Us**

We value communication from parents/carers 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 into school. Such communication and mutual support is the cornerstone of our pupils' success.

Our email address is : [admin@range.sefton.sch.uk](mailto:admin@range.sefton.sch.uk)

Our telephone number is 01704 879315