



RANELAGH SCHOOL

PROSPECTUS



For the Spirit that God has given us does not make us timid; instead, his Spirit fills us with power, love and self-control. (2 Timothy 1.7)

As a Church of England School, supported by the Diocese of Oxford, education at Ranelagh is provided within the context of Christian belief and practice. This is a happy school in which we encourage an understanding of the meaning and significance of faith, and promote Christian values through the experiences we offer each individual.



Welcome to Ranelagh

Ranelagh is a Church of England Academy school with a history that stretches back more than 350 years. We enjoy an excellent reputation and a strong sense of tradition. At the heart of our distinctive culture is a commitment to being a dynamic learning community where people matter. Our aim is to provide a supportive, stimulating and secure environment in which young people are able to thrive.

The excellent academic achievements of our students are underpinned by high expectations. We anticipate that they will give of their best and each individual is encouraged to take responsibility for their learning, thereby growing in confidence, resilience and independence.

Education is, of course, a partnership. This prospectus is intended to provide you with further insight into the life and work of the school. If you are interested in finding out more about how we work together with parents and young people, then we invite you to come and visit us. You will discover first-hand the pride in the school which is shared by students and staff alike.

Beverley Stevens
Headteacher



The heart of wise education is a **delight in wisdom** and a passionate pursuit of it.

Church of England Vision for Education, 2016



Curiosity

Ambitions for our students are high. In order to make the most of their time in school we expect them to be enthusiastic about their learning. Our *Student Learner Profile* embodies six key characteristics which we regard as integral to the success of our learners: **curiosity, creativity, confidence, resilience, empathy, and independence**. We know that many of our students have these qualities in abundance, but by raising their profile in the classroom, our intention is to make young people much more conscious of their use, application and importance in terms of becoming a high performance learner.

Throughout their time at Ranelagh students are expected to play an active part in the wider life of their school; to be curious about their environment, their learning and one another. We want them to develop the ability to solve complex problems, think critically, develop confidence in their judgement and decision-making and to be agile and flexible in their thinking.

Teachers and staff enthusiastically support the provision of a wide range of enrichment activities which broaden and deepen the learning experience. There is a thriving programme of lunchtime and after-school clubs including debating, drama, computer programming, design technology and gardening.

Creativity

Whilst we want students to achieve the best possible outcomes in public examinations, we also recognise the fundamental importance of providing opportunities for sporting and creative excellence. In the process of learning, we want young people to have fun.

Ranelagh has a rich tradition in the visual arts, recognised in our achievement of the Artsmark Gold Award. Through the study of fine art, design and the performing arts, including dance, drama and music, young people learn about themselves, each other, and the wider world.

PE and sport play an important part in the development of the whole child at Ranelagh. Through the formal curriculum, house activities and extra-curricular clubs and fixtures, there is a commitment to ensuring that each individual is able to develop his or her physical skills and abilities alongside their understanding of teamwork, fair play and good sportsmanship.

Healthy competition is encouraged through the school's house system and also through our engagement with a wide variety of local and national competitions and challenges. Our students routinely achieve success competing in activities including STEM-based challenges with local businesses, the British Maths Olympiad, the BBC School Report News Day and the Magistrates' Mock Trial Competition.

In addition to their academic achievements, students' **personal, spiritual, moral, social and cultural development** is promoted extremely well through the extensive range of activities and opportunities available.



Confidence

At Ranelagh young people are expected to make their voice heard. Our School Captains meet regularly with members of the leadership team and periodically attend meetings with governors. The expectation is that they have a genuine contribution to make to the debate about teaching, learning and the school environment.

Every year all students are encouraged to engage in a range of activities aimed at fostering confidence. Through participation in a carefully structured Personal Social and Health Education programme and by contributing to groups like the School Council, Sports Council, Christian Union, the Eco School committee and Charities committee they are equipped with the knowledge, skills and experience to play an effective role in public life.

Every student in the school takes part in key events like Sports Day and our spring term Lent Project programme. Each year students will also participate in planning and delivering assemblies, therefore over the course of their time at Ranelagh, young people learn to become informed, critical, active citizens with the confidence and conviction to try to make a positive difference in their communities and the wider world.

Students have **excellent attitudes to learning.**

They enjoy school greatly and show a **genuine keenness to learn**, rising to the challenges that staff set for them.





Self-belief is promoted and allows us to reach our **potential**.

Student in year 13



Resilience

At the heart of our pastoral care is the partnership the school establishes with the family in order to enable each individual child to be the best he or she can be.

Whilst we acknowledge the importance of all that we do to promote the academic progress of students, we are aware that what they experience in their day-to-day life in school must also contribute to the development of moral judgement, their resilience, their independence, their understanding of others and their place in the community.

At the start of every new academic year we encourage parents of children embarking upon year 7 to allow them to fail. Perverse as this seems, we want our students to learn from their mistakes; to develop the capacity to cope with unexpected challenges and to bounce back.

Where children have academic or specific learning difficulties, the Learning Support department provides help in a variety of ways. The school is committed to ensuring that, whatever their needs, students should, where possible, work alongside their peers in mainstream classrooms. A minority of students are withdrawn from mainstream lessons for tuition in small groups or on an individual basis; others may be supported by a teacher or a Learning Support Assistant in their mainstream lessons. Nevertheless, the expectations of all learners remain high.



I am so incredibly proud of what they achieved. They did it with stoicism, good humour and a huge amount of care and consideration for each other.

Expedition Manager, Wilderness Expertise, 2018

Empathy

As a school committed to social enterprise, one of our priorities is to provide a range of opportunities for young people to engage in community service. Through activities like our Lent projects and Action in the Community, students are encouraged both to raise funds for, and to consider the needs of, others.

Our educational visits and an exceptional programme of residential experiences foster the development of a wider world view. Students participate in outward bound courses in Wales, Duke of Edinburgh Award expeditions, study tours to Paris, Florence or Amsterdam (Art), Prague (History, Economics), Ypres (History), and Poland (History and RE). In Modern Languages students in year 9 and 12 are able to participate in exchange visits to Normandy and Valencia. Music tours have included visits to New York, Salzburg and Venice, Vienna and Prague, Rome and Sorrento and the Netherlands.

Perhaps one of the most ambitious residential experiences for our students comes in the form of the *Wilderness Expertise* expeditions run on a bi-annual basis during the summer. These are four weeks in length and teams of students in the upper school take on physical and cultural challenges in a developing country. In recent years members of the sixth form have visited Mongolia, China and Bolivia and in 2018, two teams of students spent four weeks in South Africa and Lesotho.



Independence

As a large and busy community we understand the importance of getting the balance right between support and challenge. Along the way we offer guidance to enable students to make effective choices of their own through our day-to-day pastoral interactions and through our Personal, Social and Health Education programme.

Leadership opportunities are also considered important and it is not necessary for these to wait until the sixth form; students can step up to responsibility at any point in their secondary school career. In year 7, this may take the form of leading in a class assembly, or becoming the Year Representative on the School Council. In year 9, students can apply to participate in the RE Ambassador scheme which means that they undertake a rigorous programme of training in order to equip them to lead interactive class discussions with pupils in local primary schools.

Work-related learning and careers guidance are essential components of the school's curriculum. Our aim is provide a broad awareness of the world of work and opportunities available beyond school. In year 11 all students undertake a period of work experience. In the process of considering where they would like to spend their week working, they engage in some invaluable reflection upon their personal career aspirations and the week itself encourages an understanding of expectations in the workplace.



As a result of very **high quality teaching** and the **broader experiences** to which they are exposed, students are **exceptionally well prepared** for the next stage in their education, training or employment.

Sixth Form

As all students in the school are encouraged to develop independence, to think for themselves and to maintain high aspirations, by the time they enter the sixth form, these attitudes of mind have taken root. The contributions made to the wider life of the school by young people in year 12 and 13 are invaluable. At Ranelagh sixth form students are very visible. They are impressive role models for our younger students and excellent ambassadors for their school, demonstrating confidence, poise and a genuine commitment to achieving ambitious outcomes.

In addition to undertaking formal prefect duties, members of the sixth form act as form prefects, nurturing and supporting students in the middle and lower school. They lead our student voice groups, including our Sports Council and the School Council. In so doing, they make a very real contribution to the whole school agenda.

Many of those who leave us each year go on to enjoy impressive success in their chosen field. There are representatives from Ranelagh in colleges at Oxford and Cambridge and on average, nearly a third of our students go on to study at prestigious Russell Group universities. Increasing numbers of our school leavers are also choosing the apprenticeship route rather than attending university. We have former students training at BA, Microsoft, Rolls Royce and Ernst and Young. Our alumni include designers, architects, teachers, politicians, journalists, doctors, actors and university lecturers. In short, Ranelagh is an exciting and rewarding place in which to learn and grow.



Admissions

At the start of the academic year we hold a series of events designed to enable you to gain an insight into day-to-day life at Ranelagh.

Please visit our website to obtain details of dates and times of our open afternoons and evenings and to find out more about our admissions procedures.



Whatever it was that Lord Ranelagh entrusted to his school, it was certainly something very special. What comes through strongly is that it has always been a school where people care: they have cared for one another, they have cared for the tradition of the school – they have cared for the idea, ‘Ranelagh’.

Richard Allen, Headmaster of Ranelagh School, 1971—1993



RANELAGH SCHOOL

Ranelagh Drive, Bracknell, RG12 9DA

01344 568510

www.ranelagh@bracknell-forest.sch.uk