

**ADDITIONAL  
INFORMATION  
FOR FAMILIES  
2019-2020**



# Examination Results 2018-19

2019 Examination Results - Year 11													2018			
Number of students achieving each grade													% Achieving		% Achieving	
GCSE New	9	8	7	6	5	4	3	2	1	9-7	9-4	9-1	9-7	9-4	9-7	9-4
English Language	5	16	16	31	50	35	43	17	7	37	153	220	16	67	18	72
English Literature	3	4	14	32	47	52	35	18	8	21	152	213	9	67	17	65
Mathematics	7	10	12	23	39	51	45	18	11	29	142	216	13	62	12	68
Biology	5	6	10	20	19	21	7			21	81	88	23	90	27	98
Chemistry	6	7	17	12	23	14	9	1		30	79	89	33	88	30	95
Physics	5	11	11	18	21	16	6	1		27	82	89	30	91	35	93
Science Double			1	4	9	22	50	28	9	1	36	123	1	28	1	34
Art	2	5	1	7	6	12	7	4		8	33	44	18	73	30	84
Art Materials	4	1		8	2	1	1			5	16	17	29	94	55	100
Computing	2	1	2	7	5	3	3	2		5	20	25	19	77	15	62
Dance		1		6	4	5	9	5	2	1	16	32	3	50	20	60
Drama	4	7	12	10	5	6	7	2		23	44	53	43	83	38	78
Ethics	6	12	15	33	34	29	44	20	13	33	129	206	16	61	27	73
French	2	3	3	6	6	5	5	2		8	25	32	25	78	36	95
Geography	2	4	9	17	19	16	24	8	8	15	67	107	14	60	25	68
German		2	6	3	9	2	4		1	8	22	27	30	81	21	76
History	2	5	10	8	10	12	8	9	9	17	47	73	23	63	24	53
Italian	2									2	2	2	100	100	100	100
Music	2	2	2	5	4	1	1			6	16	17	35	94	18	100
PE	1	2	4	5	6	2	2			7	20	22	32	91	9	61
Polish	2	1	1							4	4	4	100	100	100	100
Spanish	4	7	4	6	13	3	4	1		15	37	42	36	88	37	68
Statistics	1	3	6	7	3	1				10	21	21	48	95	57	100

													2018			
GCSE Subjects	A*	A	B	C	D	E	F	G	A*-A	A*-C	A*-G	A*-A %	A*-C %	A*-A %	A*-C %	
Further Mathematics	3	2	5	2					5	12	12	48	95	59	100	
Portuguese	1		3	1					1	5	5	100	100	100	100	

													2018			
Vocational Subjects	Dist*	Dist	Merit	Pass Level 2	Pass Level 1	D*-D	D*-P2	D*-D %	D*-P2 %	D*-D %	D*-P2 %					
Music BTEC	2	2		10		8	18	42	95	25	100					
Sport BTEC	6	4	11	8	5	10	29	27	85	13	74					
DT V Cert		2	9	12		2	23	9	88	NA	NA					
Food V Cert		5	21	8		5	34	5	92	0	88					
ICT CIDA			1	5		0	6	0	50	NA	NA					

Vocational GCSE Equivalences	Grade	GCSE
	D*	8-9
	D	7
	M	5-6
	P2	4

# Admissions Policy

## General Principles

Ratton School is an 11-16 mixed comprehensive Academy School serving Eastbourne and is part of the South Downs Learning Trust Multi Academy Trust (MAT). The main principle of admission to Ratton School is to maintain the character of the school as a comprehensive school, providing for the needs of young people within the 11-16 range who live within Eastbourne and the surrounding area. The School will endeavour to find places for students who live outside the Ratton School community area whose parents wish them to attend Ratton School, provided they can be accommodated within the admission limits of 243 students per year group.

Students will be admitted at the age of 11+ without reference to ability or aptitude using the current admissions criteria.

## The Admissions Criteria

The criteria for September 2020 entry are as follows:

If there are more applications than places available at the school, the criteria below will be used to determine which children are offered the available spaces, and will be applied in the following order of priority:

### **1) Looked After Children and Adopted Children.**

Looked after and adopted children who were looked after, but ceased to be so because they were adopted (or subject to residence orders or special guardianship orders) immediately following being looked after.

### **2) Children who have a brother or sister at the school at the time of admission.**

Children are siblings if they are full, half, adoptive, foster or step brother or sister living in the same household.

### **3) Children of staff working at Ratton School.**

Priority will be given to the children of contracted paid staff working at the school where the member of staff has been employed at the school for at least two years prior to the application for admission being made and also where a member of staff has been recruited to fill a vacant post where there is a demonstrable skill shortage.

#### **4) Children living within a pre-defined community area.**

Each home address in the county falls within a community area, although living in a community area does not guarantee a place can be allocated.

#### **5) Children living outside the pre-defined area.**

Children who have an Education Care and Health Plan (ECHP) will automatically be admitted to the school and so the oversubscription criteria do not apply.

Tie breaker: If there are more children who qualify under an oversubscription criterion than places available, allocation will be decided by prioritising applications on the basis of home to school distance measured in a straight line. In the event that applicants cannot be prioritised using the tiebreaker above because the distance measurements are the same, the Local Authority (LA) will use random allocation to decide which children will be offered the remaining places. This will be done electronically using the LA's admissions software.

For the main round of admissions in September, where primary school pupils transfer to secondary school, the school participates in the Local Authority Co-ordinated Scheme operated by East Sussex County Council and all deadlines within that scheme should be adhered to by applicants.

Ratton School is now responsible for all In-Year Admissions i.e. any admissions that do not form part of the main round of admissions. Parents can either contact the school directly or apply via the LA who will then transfer the data to the school.

## **Application Procedures**

Applications can be made online at [www.eastsussex.gov.uk/admissions](http://www.eastsussex.gov.uk/admissions). Applications must be made direct to the LA by the deadline specified by them.

All places will be offered by the LA, on behalf of the Trustees, within the Secondary Co-ordinated Admissions Scheme operational in the East Sussex County Council's area. Allocations will be notified by the LA in accordance with their procedures. Full details of the admissions process, including maps of the Community Area and the timetable for admissions can be found in: 'Applying for a school' available from East Sussex County Council (0345 60 80 192) or can be accessed through their website [www.eastsussex.gov.uk](http://www.eastsussex.gov.uk) and searching for the School Admissions Booklet 2020-21.

# Rewards and Sanctions

## Rewards

Rewards are awarded in recognition of students who work hard to exemplify the Ratton School core virtues. Rewards will also be awarded in recognition of excellent attendance. All rewards are electronically logged and students will receive regular feedback of their achievements from their tutors. Subject areas may also recognise good work with reward postcards that will be sent home.

We regularly celebrate the achievements of all students. Their successes are recognised in assemblies, our newsletter and displays around the school.

Platinum and Subject Awards will be given at our annual prize giving. These awards will be given to those students with the highest level of achievement.

## Sanctions

We believe that good behaviour, discipline and an orderly atmosphere are key foundations of good education. We seek to retain a friendly and purposeful ethos and to do this there must be clear boundaries.

The required standards of behaviour we expect are based upon our school's core virtues. We believe students should take responsibility for their actions and also when they make mistakes. In line with our motto of Achieving Together, we will inform you when a sanction has to be applied.

# Learning Support and Special Educational Needs and Disabilities

Everyone at Ratton is committed to providing the opportunities to enable any child with Special Educational Needs and Disabilities (SEND) to be fully included in all aspects of school life. We are dedicated to working with parents/carers and other agencies involved in supporting their child with special educational needs and disabilities to raise attainment and ensure that all children find learning a positive experience.

We have a dedicated team in Learning Support who share Ratton's vision and virtues. We are a learning community where everyone has a valuable and unique contribution to make. We work hard to ensure that our SEND students are able to contribute to all aspects of school life, to ensure they are included in all curricular and extra-curricular activities, and that any possible barriers to participation are removed. We have high expectations of our SEND students, setting challenging progress targets and working together with students to reach these targets and celebrate their success. The SEND Code of Practice (2015- chapter 6.79) states that schools must publish a SEND Information Report detailing the policy for pupils with SEND, which is available on the Ratton School website. This is updated annually and includes information about:

- The kinds of SEND that are provided for and the approach to teaching children and young people with SEND.
- How adaptations are made to the curriculum and the learning environment for children and young people with SEND.
- Policies for identifying children and young people with SEND and assessing their needs.
- Arrangements for consulting parents/carers of children with SEND and involving them in their child's education.
- Arrangements for assessing and reviewing children and young peoples' progress towards outcomes.
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

Ratton School remains committed to equal opportunities and inclusion. We are dedicated to securing the best provision possible with the resources available. Our intention is to maximise effective use of resources and encourage continuous high quality professional development of teachers and support staff working with children with learning needs.

# Our Learning Support Team

We have a dedicated team of Teaching Assistants who provide classroom-based support, differentiate teaching and learning resources, and, where appropriate, provide a range of small group interventions for student support including life skills, emotional control, literacy, numeracy and homework.

We have a well-qualified team with a range of specialisms covering Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder, dyslexia and cognitive learning difficulties, physical needs and medical needs. Teaching Assistants are supported by an experienced Special Educational Needs Co-ordinator (SENCO), and Assistant SENCO and Specialist Assessor, and a Senior Assistant Headteacher (Inclusion) who together direct the work of the Teaching Assistants and develop the expertise of the teaching staff.

Ratton School's curriculum and teaching staff support a variety of teaching styles and cater for different learning styles to allow children with SEND to access the National Curriculum. In order to meet the special educational needs of our children at Ratton School we will:

- Identify those children who have SEND as soon as possible through contact with primary schools, through classroom observations and psychometric assessments. We will also test every child's reading comprehension age, spelling age and cognitive ability upon entering Ratton School.
- Provide teaching strategies and intervention, at a suitable level, when a child is identified as having SEND.
- Where necessary, work with outside agencies who provide specialist support, advice and teaching for children with SEND.
- Ensure the need for any special access arrangements for exams are in place.
- Aim to ensure a smooth transition from primary schools via liaison with staff, and a smooth transition from Ratton School to further education.

Students with SEND have successfully gone on from Ratton School to pursue study and careers in a wide range of fields and we are very proud of their achievements.

If you have any questions regarding how your child's needs could be met at Ratton School, please contact our school SENCO Lienna Gomm, or Assistant SENCO Michelle Veale, to arrange a meeting or visit to look around the school.

# Literacy and Numeracy at Ratton

## Literacy

At Ratton School we understand the importance of students leaving school having achieved the highest levels of literacy to improve their work prospects and life chances. To achieve this, all teachers focus on literacy in their teaching and every lesson builds vital reading, writing and communication skills equipping our students with the skills to ensure they have the best possible springboard to both further education and the world of work.

For our readers requiring most support we use tried and tested programmes that students access at their own level and pace ensuring they remain engaged and challenged. These programmes enable us to support our vision that all students should rapidly increase their reading age before they start their GCSEs. This has proven to be very successful. The reading culture at Ratton is vibrant and dynamic, with the majority of students achieving above their chronological age in reading. Reading across the school is supported by 'reading buddies' where older students support younger readers to improve their reading every morning.

All students will experience 'Drop Everything and Read' when members of each school community read at the same time each week. Staff lead by example, reading alongside the students, engaging them in conversations about what they are reading and what they enjoy. DEAR, as it is commonly known, has been extremely successful and has encouraged students to seek new and interesting reading materials. Students also have a fortnightly library lesson as part of their English curriculum where they are encouraged to read for pleasure.

# Literacy and Numeracy at Ratton

## Numeracy

An important element of the teaching and learning of mathematics is for our students to become numerate. Confidence in this area allows them to see the links with maths across the curriculum and establishes the importance of numeracy both in school and beyond.

Numeracy is a proficiency which involves confidence with numbers and measures. Students require the understanding of the number system, calculation skills and the ability to solve problems in a variety of contexts. Numeracy also demands a practical understanding of the presentation of information, whether in tables, diagrams, charts or graphs.

Numeracy is crucial to the success of individuals in their career aspirations and their quality of life. Strong numeracy skills are closely linked to the probability of having a good job, salary and access to training opportunities. The complexity of today's world means that students leaving Ratton need to be proficient in their understanding of number, calculations and problem solving skills.

Recent activities that have contributed to developing students' skills include, among others;

- Redevelopment of Ratton's maths curriculum to emphasise the applications of maths to the real world.
- Young Enterprise (where students manage the finances of their business) and other related enterprise activities.
- Cross-curricular links e.g. planning the development of the outdoor spaces as learning areas, including measurements and costings.
- The UKMT Maths Challenges which develop problem solving.
- Team Maths competitions against other schools, which again develop problem solving.
- Using a page in the student diaries to encourage them to identify where they see mathematical skills being used in other subjects.

Further information and resources to support your child's numeracy can be found at [www.nationalnumeracy.org.uk](http://www.nationalnumeracy.org.uk)

# Ratton School Uniform Policy

Ratton School recognises the value of having a uniform for the following reasons:

- **Safety** - If all students in our school wear a clearly recognisable uniform it is easy to identify strangers. On the way to and from school it also affords a degree of safety as students are part of a large body of young people who will look out for each other.
- **Preparation for life** - Many jobs require staff to wear a uniform and even if there isn't a uniform there is often a dress code. Uniform helps young people get used to dressing to a prescribed standard. It also helps them to know the difference between formal and informal dress.
- **Value for money** - Good quality uniform is a relatively cheap way of dressing young people for school.
- **Relieves students from fashion 'stress'** - The school uniform eliminates the stress placed on students to purchase and wear expensive fashionable items.
- **Ready for work** - Putting on uniform is a signal you are going to work.
- **A sense of pride** - We all feel proud of our young people when they are well dressed in their school uniform. Uniform and team kits also help students to demonstrate pride in Ratton School.
- **Helps raise aspirations** - The smarter you feel the more you believe you can achieve.

# What is the school uniform?

All students are required to wear school uniform. An acceptance of a place at Ratton School implies acceptance by parents and students of the school's dress code. Full school uniform must be worn for registration, assemblies and all public examinations.

This is:

- Plain black shoes (no logos or colours of any sort).
- Black Ratton School branded trousers purchased from KB Schoolwear (see below).
- School polo shirt purchased from KB Schoolwear.
- School sweatshirt purchased from KB Schoolwear.

Please note the following are not allowed on the school premises:

- Coloured tee shirts, cardigans and hoodies.
- Extreme haircuts, for example tramline or Mohicans and hair colour must be natural.
- Facial, body and tongue piercings. There can only be one plain stud in the earlobe.
- Excessive make-up, jewellery and painted, gel or acrylic nails.
- Bracelets.

Coats can be worn to school but not in the school building as this covers the uniform we are proud of. Students who come to school with incorrect uniform for any reason will be offered an alternative from our stock that day, or be asked to go home and return appropriately dressed. Should you be unclear of the standard required, please contact the school to seek clarification before purchasing items that may be incorrect.

Orders can be placed online: [www.ratton.co.uk/Parents-Uniform](http://www.ratton.co.uk/Parents-Uniform) or purchased/collected from the factory shop.

KB Schoolwear  
Unit 7 North Crescent  
Diplocks Way Industrial Estate  
Hailsham  
BN27 3JF  
01323 440 773

Opening times: Monday to Friday 8.30am - 5.30pm  
Saturdays (July, August & September only) PRE-BOOKED APPOINTMENTS  
ONLY

# The Ratton Virtues



Compassion



Respect



Creativity



Teamwork



Effort



Responsibility

*Our students' welfare is our paramount concern. We believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. We encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.*

Ratton School

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