



The Ripley **Academy**

We are Ambitious ■ We are Committed ■ We are Proud

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A welcome from our Executive Headteacher

I am extremely proud to be the Head Teacher of The Ripley Academy and am absolutely committed to ensuring we provide the best quality care and education for the children of our community.

At The Ripley Academy we aim for all students to have the very best that education has to offer and for them to achieve accomplishments which are “nothing short of remarkable”. I regularly tell the young people who attend our school that my hopes and dreams for them are that they can become anything they want to be and do anything they want to do; a remarkable future is within their grasp.

My vision to achieve this centres around the tagline; “We are ambitious. We are committed. We are proud” which makes up The Ripley Way.

We expect our students to be:

- Ambitious in their goals and aspirations.
- Committed to working hard, taking their learning seriously and achieving their goals.
- Proud of their school, their learning, their achievements and ultimately themselves.

We are aware of just what a vitally important journey our students take during their time at The Ripley Academy. All staff within the school work tirelessly to ensure that our students are suitably skilled, highly qualified and have developed the right values and attributes to be successful in their adult lives.

Thank you for taking the time to research into The Ripley Academy and I hope you enjoy discovering more about our great school. I look forward to working with all parents and carers to provide the highest quality education and experience for the young people of our community.

Mrs Helen Frost-Briggs | Executive Headteacher

Our Remarkable Curriculum

The Ripley Academy teaches a broad and balanced curriculum; one which caters for pupils of all abilities. Our curriculum is aspirational with strong academic rigour. In preparing students for life in modern Britain we aim to provide them with a wide range of cultural experiences.

This, alongside our comprehensive personal development curriculum, develops our students into young adults with all the values, attributes and qualifications necessary to be successful in life.

Key Stage Three - Year 7-9

The students' first three years establish a strong and broad foundation for further study and build upon the skills, knowledge and understanding that they acquired at primary school.

Students study the following subjects:

- English
- Mathematics
- Science
- Geography
- History
- RE
- Modern Foreign Languages (French and/or Spanish)
- Design and Technology
- Food Preparation and Nutrition
- Art
- Computing
- Music
- Drama
- PE
- Personal Development







Key Stage Four - Year 10-11

Our Key stage 4 curriculum is an academic curriculum that is designed to provide students with the most appropriate pathway to achieve the qualifications necessary to move on to the next stage of their education, employment or training.

In addition to studying for GCSE qualifications in English, English literature, Maths and Combined Science (equivalent to two GCSEs) Year 9 students have the chance to opt for further GCSE qualifications in:

- Business Studies
- Geography
- Art
- Computer Science
- 3D Design
- Sport
- History
- Photography
- Food Preparation and Nutrition
- RE
- Health and Social Care (BTEC)
- Design and Technology
- Spanish
- French

In addition to this, some students will have the opportunity to study Triple Science (equivalent to three GCSEs).

It is expected that most students, where appropriate, will choose a combination of subjects contributing to the achievement of the English Baccalaureate, to ensure that they achieve a broad and balanced range of qualifications to progress successfully onto the next stage of their employment, education or training.

This involves the choice of a modern foreign language, as well as one of either History, Geography or Computer Science.

Key Stage Five - Year 12-13

The Ripley Academy offers a wide range of A-level and BTEC courses at Key Stage 5. These include A-level courses in:

- Art and Design
- Biology
- Chemistry
- Computer Science
- Drama
- English Literature
- Further Maths
- French
- Geography
- History
- Maths
- Media Studies
- Music
- Photography
- Physics
- 3D Design
- Psychology
- Philosophy and Ethics
- Sociology
- Spanish

We offer BTEC courses in:

- Food Science and Nutrition
- Health and Social Care
- Business (Applied General)
- Sports Science

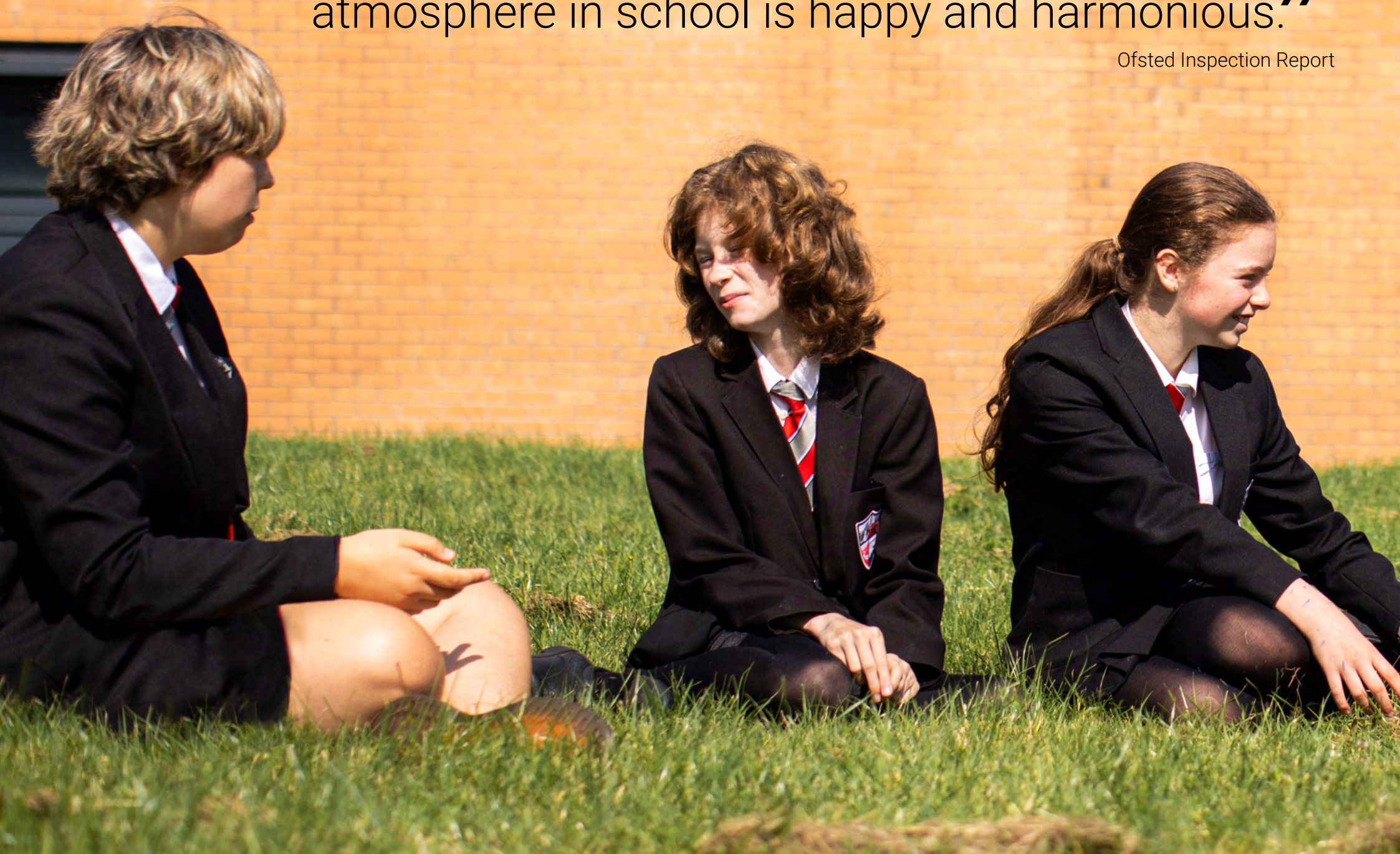
We also offer Level 3 Core Mathematics, as well as the Extended Project Qualification.

To study at The Ripley Academy Sixth Form, students need to have achieved a minimum of five grade 4s at GCSE, along with grades that meet the specific entry requirements for their chosen subjects. Students with a GCSE grade average of 7 are able to choose four subjects in Year 12.



“Pupils are confident and **feel safe** in school. The atmosphere in school is happy and harmonious.”

Ofsted Inspection Report





Teaching and Learning

At The Ripley Academy, we believe that students have a right to the highest standards of teaching; we expect students to be active learners who work hard under the direction of our skilled and knowledgeable teachers.

At The Ripley Academy, we are committed to providing challenge for all and scaffolding for learners who may require additional support. We ensure that our teaching is responsive to the needs of our learners and that the quality of our feedback and the pace of our lessons ensure that students can make remarkable progress in their learning.

We are fully aware of the importance of developing reading and writing skills as a foundation for unlocking students' academic potential and our mantra is that all teachers at the Ripley Academy are teachers of these two key skills.

Assessment and feedback are key to pupil progress and the school utilises a range of innovative practices to ensure that students receive meaningful and timely guidance on how to move on to the next stage of their learning.

Our Teaching and Learning model is designed around the acronym **Teaching @ TRA**. TRA refers to our whole school priorities of 'Teaching to the top', 'Respond and feedback' and 'Adjust the pace'.

Teaching to the top

- We provide challenge for all
- Scaffold for those learners who need it



Respond and Feedback

- Our teaching is responsive to student progress
- We build in upgrade time for students to respond to our feedback
- Feedback is Meaningful, Manageable and Motivational



Adjust the pace

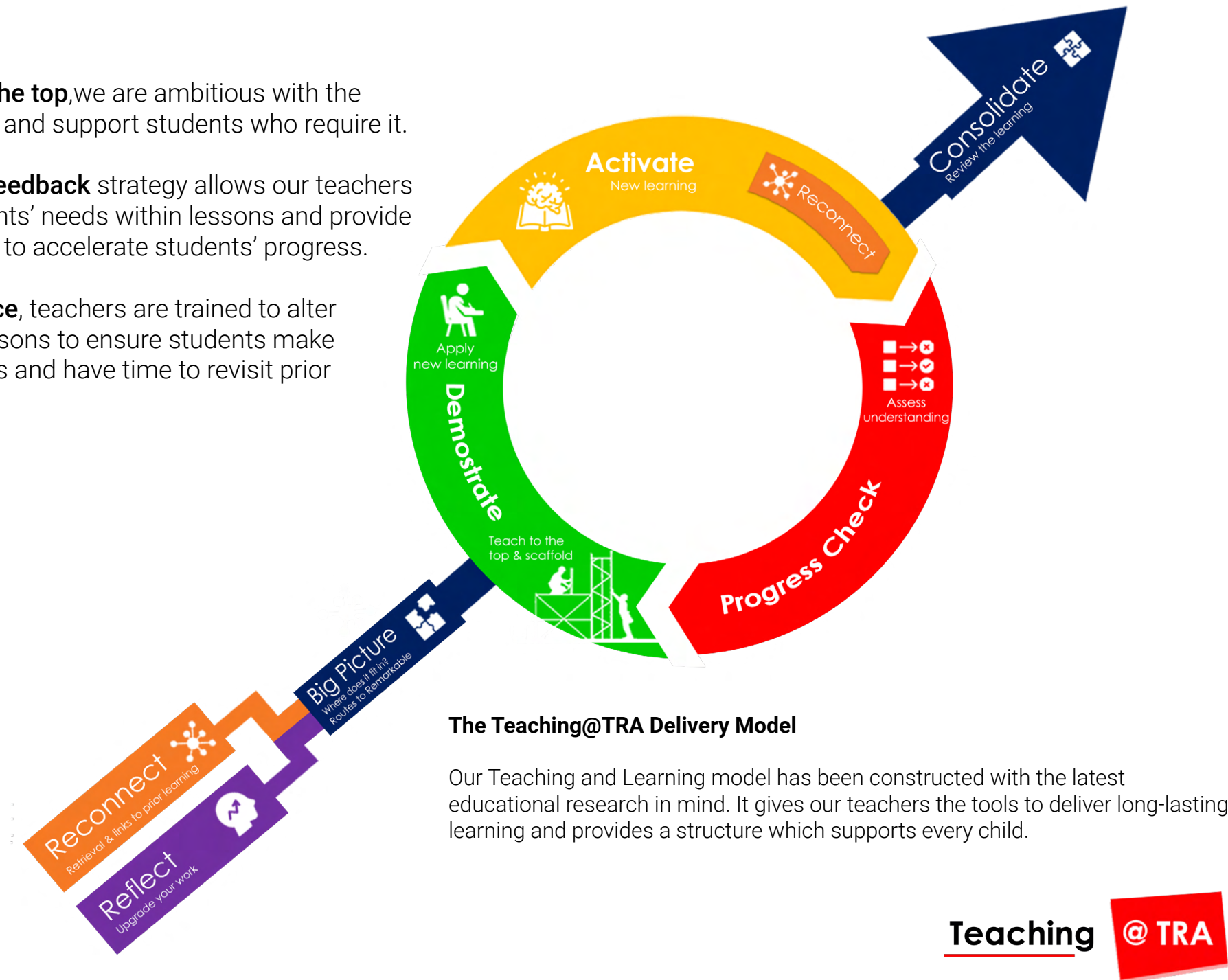
- Our pace is purposeful
- Our lessons are structured to maximise progress
- No lesson time is wasted



When **Teaching to the top**, we are ambitious with the pitch of our lessons and support students who require it.

Our **Respond and Feedback** strategy allows our teachers to respond to students' needs within lessons and provide them with feedback to accelerate students' progress.

In **Adjusting the pace**, teachers are trained to alter the pace of their lessons to ensure students make remarkable progress and have time to revisit prior learning.



The Teaching@TRA Delivery Model

Our Teaching and Learning model has been constructed with the latest educational research in mind. It gives our teachers the tools to deliver long-lasting learning and provides a structure which supports every child.



At The Ripley Academy, we celebrate the joy of reading and strive to empower all students, including those who may initially find reading a challenge, to become 'Remarkable Readers.'

Remarkable Readers

At The Ripley Academy, we celebrate the joy of reading and strive to empower all students, including those who may initially find reading a challenge, to become 'Remarkable Readers.' We understand the transformative power of literacy and are committed to providing support to students who may require it, as well as promoting and encouraging a lifelong love of reading.

We firmly believe that reading across all subject areas is a skill that needs to be actively taught, which is why we teach our students to 'read like... (a historian, a mathematician, a technologist etc.). Literacy skills are essential for success in all subject areas to ensure our students can apply reading strategies and to foster a deeper understanding of their course material.

We recognise that some students may face challenges in developing their reading skills, which is why we offer targeted intervention and personalised support, to help students build confidence and develop reading as a strength.

Beyond academic achievement, we believe in the importance of reading for pleasure and personal enrichment. Our school library is stocked with a wide variety of books, ranging from classic literature to contemporary fiction, graphic novels and audio books. We encourage students to explore their interests and discover new worlds through reading, whether during leisure time or as part of structured library lessons. We also offer access to an 'e-platform' service, where students have access to thousands of books and audio books online, to ensure they can become 'Remarkable Readers'.



We offer targeted intervention and personalised support



We foster a deeper understanding of reading strategies



We encourage students to discover new worlds



SEND and Inclusion

At The Ripley Academy we believe in a fully inclusive education that enables all students - whatever their ability, background or faith - to fulfil their ambitions. We are committed to removing barriers that our students may face so that they are able to realise both their academic and personal potential.

For students with special educational needs, the school uses a Graduated Response to ensure that students receive high quality teaching and that appropriate interventions are put into place should they be required. The Bridge – our specialist SEND area – is designed to support our learners and ensure that they feel valued as a part of the school community.

Within The Bridge, we are proud to have a sensory room, an area for SEND children to socialise at unstructured time, an ARNA (Anxiety Related Non-Attendance) room and a space for small group interventions to take place.

The school has an experienced team of support staff who are dedicated to ensuring that all students' needs are met during their time with us. We welcome individual tours for students, parents and carers so that we can discuss how our school can meet your child's needs.



▪ Building Remarkable Individuals Dedicated to Growth and Excellence ▪

Safeguarding

The Ripley Academy is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults feel confident about sharing any concerns which they may have about their own safety or the well-being of others.

Safeguarding relates to all aspects of school life. This includes providing a safe and secure environment with students' health and safety foremost, meeting the needs of students with medical conditions, providing first aid, educating students on internet or e-safety and protecting children from deliberate harm.

At The Ripley Academy we understand that safeguarding is everyone's responsibility. We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support the whole community.





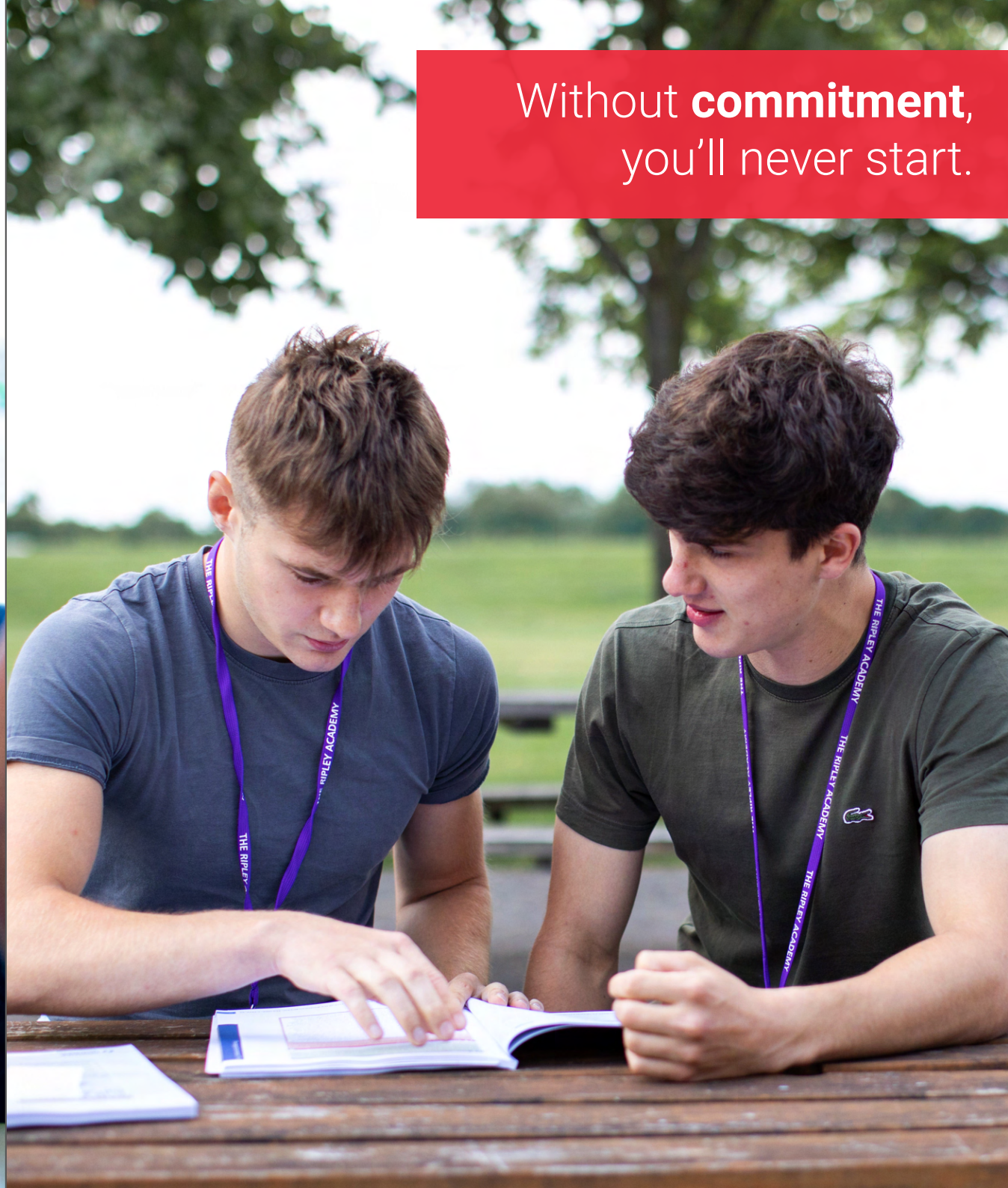
“Leaders have created a **positive learning** environment.

Pupils and staff have mutual respect. Pupils behave well in lessons and around school.”

Ofsted Inspection Report



Without **ambition**,
you'll never try.



Without **commitment**,
you'll never start.



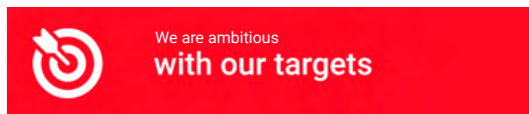
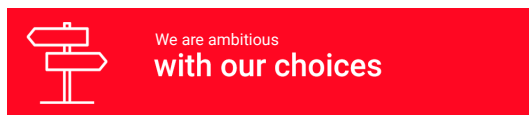
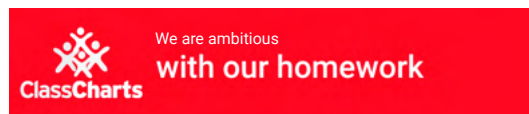
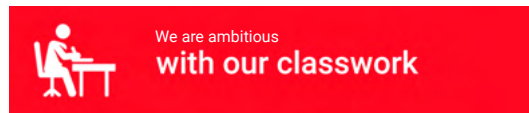
Without **pride**,
you'll never
believe

The Ripley Way

The Ripley Way - Behaviour and Attitudes

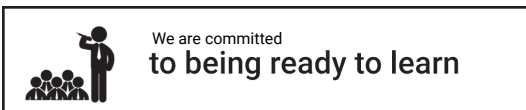
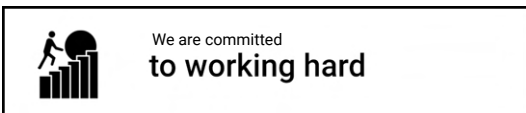
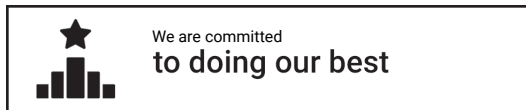
The Ripley Academy has the highest expectations of its students in terms of behaviour and attitudes. In preparation for the adult world, we encourage all students to embrace **"The Ripley Way"**. By being ambitious in their aspirations, committed to working hard, and taking pride in themselves and their achievements, we aim to instil the right values for our students to be successful in later life.

We expect all students to conduct themselves in an exemplary manner, showing respect for others and contributing positively to the learning community.



Our staff act as role models on a daily basis and the vast majority of our students are keen to fulfil expectations as we strive towards a harmonious community, where students flourish and are treated as equal partners in their educational journey. On occasions, where students may fall short in meeting the expected standards, a range of sanctions are available to staff members making sure that these are applied consistently and proportionately.

Positive reinforcement of good behaviours that demonstrate 'The Ripley Way' are equally important and staff take every opportunity to recognise and reward student achievement and contribution as they work towards being #nothingshortofremarkable. Students are able to earn reward points as an individual but also collectively as a tutor group to achieve rewards and treats each half term.



We provide a calm, safe and supportive school environment where students want to attend and where they can learn and thrive. The school's high expectations of conduct develop a strong sense of moral purpose and we do not accept any form of prejudice or discrimination against other members of the school community.

“Leaders have created a positive learning environment. Pupils and staff have mutual respect. Pupils behave well in lessons and around school.”

Ofsted Inspection Report



We are proud
of our school



We are proud
of our behaviour



We are proud
of our differences



We are proud
of our achievements



We are proud
of our appearance





Transition from Year 6

We recognise that transition into the school in Year 7 can be daunting for your child and so we offer a comprehensive transition programme for our new students. We liaise very closely with our primary schools and pay careful attention to individual pupils' needs.

Every summer we offer a two-day transition period where our in-coming students are invited in to attend a range of lessons, meet our staff and familiarise themselves with their new school environment. Students who require additional transition support are identified by their primary schools and a bespoke programme is put into place.





Student Leadership

Developing Student Leadership across the Academy is central to our ethos as we believe that students can have a profound impact when given leadership opportunities. Here at The Ripley Academy, we have a range of student leadership roles including Head Students for each year group, Form Leaders for every form and Student Ambassadors for multiple clubs across the school.

Student leaders meet regularly to discuss issues, decisions and life at the school. Termly student council meetings allow a platform for leaders to share and debate ideas that are put forward to enhance the life of the school and ensure that students at the Academy are valued, listened to and heard.

Involvement in leadership activities improves students' learning and helps them to develop the skills and traits needed for success outside of the classroom. Student leaders at The Ripley Academy are committed to their role, representing and giving a voice to their peers with pride.

“Leadership opportunities have instilled a sense of self-belief in pupils. They are confident and develop high aspirations”

Ofsted Inspection Report

Pastoral Support

The Ripley Academy prides itself on the quality of its pastoral care. Each student belongs to a tutor group and year group with a designated form tutor, as well as a head of year who has responsibility for their pastoral care and progress.

Students attend weekly assemblies and “Ripley Way” briefings, where along with our tutor programme, they receive a range of messages and guidance to support their personal development.

The Ripley Academy is a truly inclusive community which firmly believes that everyone has a right to come to school or work free from discrimination, prejudice, bullying or intimidation.

At school, we have a dedicated team of people who are here to offer advice and support to our students should they have concerns around their own (or a loved one’s) emotional or mental health.

Not only do we offer a wide range of pastoral support within school but we also work extensively with a range of outside agencies to ensure that our students navigate those difficult teenage years in a healthy and successful way.





“Pupils are proud to come to this school. They **feel valued and cared for**.

The school is **inclusive** and welcoming.”

Ofsted Inspection Report

“Leaders have high expectations of all pupils’ behaviour and achievement. They have instilled a sense of **self-**

Pupils are **confident** and develop high aspiration

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belief in pupils.

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Ofsted Inspection Report



Life beyond the Classroom

The school conducts annual overseas trips to Spain, France and Italy, amongst other places. Closer to home, we visit places of worship, and important centres such as The Holocaust Centre as well as taking part in outward-bound visits.

Field courses, conferences, competitions on scientific, technological and mathematical themes and theatre and museum visits support curriculum studies and enable students to widen their horizons.

The school prides itself on an extensive extra-curricular programme, with a range of clubs related to literature, music, sport and drama. Traditionally we have been successful in a variety of inter-school sporting activities. Teams represent the school in a wide range of sports.

Our sports facilities include a sports hall, football pitches, tennis/netball courts, all-weather pitch, and a gymnasium.

“Many subject areas provide **enriching experiences** that bring the subject to life for pupils.”





School productions benefit from a purpose-built theatre space with modern lighting and sound facilities.

Many students take advantage of the opportunity to learn a musical instrument and as a result the school has an extensive programme of musical productions which are a major part of school life.

All of these extra-curricular activities are important in helping young people to grow in confidence and to develop the skills of team membership.

Extra-curricular opportunities include:

- Paris Trip
- Barcelona Visit
- Italy Food Visit
- Sport Clubs
- Drama Club
- Music Club
- Salon Club
- Choir
- Music Festivals
- Medical Mavericks
- Women in Science
- Art in London
- Theatre Visits
- University Visits
- Photography Club
- Visiting poets
- Good Food Show
- The Big Bang Fair



Sergio Tacchini

ESSENTIALS
FEAR OF GOD

GYM SHARK

Post-16 Study at The Ripley Academy

A student's Post-16 years are amongst the most exciting, inspiring and rewarding of their academic lives; a time to develop both personally and intellectually.

At The Ripley Academy Sixth Form we are ambitious for all of our students; providing a wide range of courses to meet the needs of our learners and to enable them to progress onto the next steps of their journey; be that at university, an apprenticeship or the world of work. Our programmes of study include both A-Levels and Level 3 courses, to allow students to study both academic and applied qualifications to suit their aspirations. Our small class sizes allow teachers to get to know their students quickly and therefore support them effectively to reach their potential.

We are committed to providing an excellent standard of pastoral care and personal development, ensuring that students are supported throughout their time here by our team of wonderful tutors and dedicated Sixth Form Team. We have a robust personal development programme including sessions on future destinations and careers, emotional wellbeing and mental health, finance, and revision skills. All students are given the opportunity to complete work experience and take part in university preparation programmes, giving them the skills they need to be successful in their future.

We pride ourselves on the well-rounded and varied provision that our students get at the Sixth Form; not only do they complete their formal courses, but also attend enrichment sessions and form time activities designed to broaden their horizons and give them a knowledge and understanding of art, culture, philosophy, design and important discoveries. Our great network of external speakers gives the students a preview of life outside of school and prepares them for their life ahead.

The Post-16 years are also about so much more than just academic study. We offer numerous opportunities within school for our student population to express themselves or to contribute further to their community. Activities for students to get involved in include The Duke of Edinburgh Award Scheme, Community Sports Leadership, fundraising activities and a range of music, drama and social activities. Students also have opportunities to assist with the social and academic development of younger students, and take on both paid and voluntary leadership roles within the school.



An **ambitious** school,
committed to ensuring every
child is embraced with **pride** and
given the opportunity to become

Nothing Short of Remarkable



The Ripley Academy

www.ripleyacademy.org

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