



Dream **B**ig
Be **C**urious
Be **D**etermined
Make **N**o **E**xuses
Embrace **O**pportunities

Success in Years 8 & 9 Information Evening

2nd October 2024

Plan for the Session



Dream **Big**
Be **Curious**
Be **Determined**
Make **No Excuses**
Embrace **Opportunities**

1. **School Values** - Leanne Symonds (Headteacher)
2. **Overview of School Priorities 2024-5** - Leanne Symonds (Headteacher)
3. **Behaviour for Learning** - Leanne Symonds (Headteacher)
4. **Literacy** - Michelle Barker-Garrod
5. **Assessment** - Michelle Barker-Garrod
6. **Attendance** - Clare Adams (Deputy Headteacher)
7. **Parental Engagement** - Clare Adams (Deputy Headteacher)
8. **E-Safety** - Clare Adams (Deputy Headteacher)



School Values

Leanne Symonds – Headteacher



Ringwood School

Be Curious

Be Determined

Dream Big

Make No Excuses

Embrace Opportunities

Use your initiative
Investigate
Ask questions
Keep an open mind
Become an expert
Make links



Be independent
Challenge stereotypes
Practise to improve
Get organised
Find solutions
Be resilient



Stretch your imagination
Plan for success
Have a vision
Persevere
Embrace diversity
Take risks



Respect yourself & others
Have a positive attitude
Engage & communicate
Revise, review & reflect
Be kind & supportive
Take responsibility



Be your own person
Believe in yourself
Challenge yourself
Have courage
Try something new
Collaborate



Trying to make sense of all of these words!



Dream Big

Frequency	Values
Came up for all 4 stakeholder groups and repeatedly came up	Respect (also chosen by parent focus group) Perseverance/ Resilience/ Drive (also chosen by parent focus group) Engagement/involvement Aspiration/Ambition/Pride (also chosen by parent focus group) Integrity/Honesty (also chosen by parent focus group)
Came up for 3 stakeholder groups	Team work/ collaboration Achievement Belonging Happiness Responsibility Equality/inclusion (also chosen by parent focus group) British/moral values
Came up for 2 stakeholder groups	Gratitude Positivity Accountability Courage Trust Community Confidence

is
ities

New School Values



Respect

Courage

Integrity

Ambition

“Foundations for lifelong success”



Ringwood School

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School Priorities 2024-5

Leanne Symonds – Headteacher

Attendance

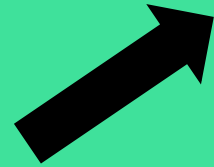


Behaviour for Learning

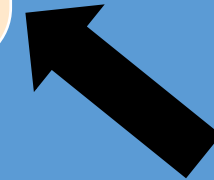


Metacognition &
Ingredients for
Effective Learning

Literacy



Parental Engagement





Behaviour for Learning

Leanne Symonds – Headteacher

Last year to this year

2023/24

- Focus on rewards – resulted in 250,000+ HPs being awarded
- Focus on physical behaviour – resulted in less suspensions and improved behaviour at free time
- Focus on clarity of response to incidents of bullying behaviour – result in updated policy, whole-school focus on inclusion and respect, anti-bullying student charter, incidents clearly tracked and support in place

2024/25

- Student mobile technology – updates to policy
- Focus on reducing incidents of prejudicial language
- Continued focus on ensuring students know how to report incidents of bullying behaviour and access support



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Student Mobile Technology



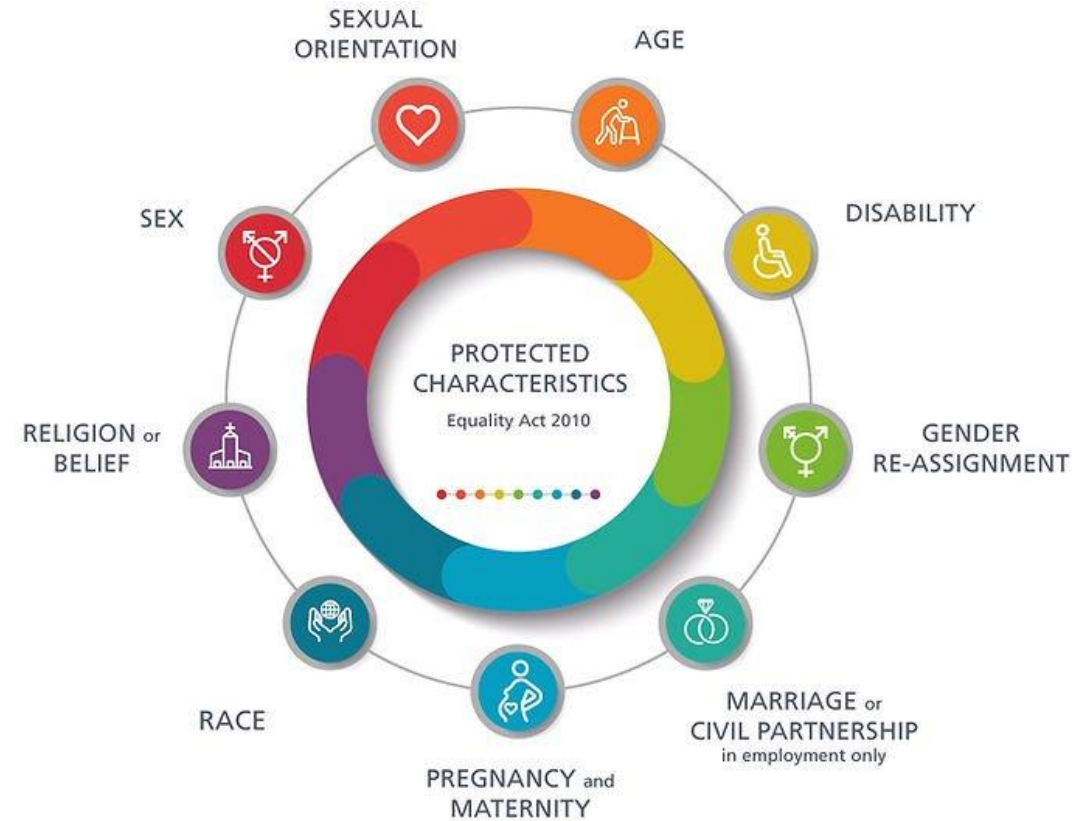
- In line with government expectations, at Ringwood School, student mobile technology must be **never used, seen or heard** on school site unless authorised by a member of staff
- Sixth form students are only allowed to use mobile technology in the sixth form café or their study areas
- If students in Y7-11 are caught using mobile technology (including headphones) without permission at any point on school site (including before/after school) the item is confiscated and taken to student reception
- 2+ in a term = a leadership detention; refusal to hand in = leadership detention; 3+ confiscations in a term = parent/carer to collect

Prejudicial Language

- Will not be tolerated at Ringwood School in any form
- Includes using protected characteristics to say or imply that something is negative (e.g. 'that's so gay')
- Will usually result in suspension, alongside education, support and restorative conversations
- Please be aware of what your child is watching/listening to at home and support us in trying to reduce prejudicial incidents



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Bullying Behaviour



How to report:

- **Students** - in person to any member of staff, via the Worry Box on the school website, or on email to staff, safeguarding team or sixth form mental health ambassadors
- **Parents/carers** - via phone or email to the safeguarding team or Head of Year, or via the Worry Box on our website

safeguarding@ringwood.hants.sch.uk

Process:



Outcomes:





Literacy

Michelle Barker-Garrod – Assistant Headteacher

Literacy

- This is the first year group where there were specific **Literacy lessons** to help those who needed it (students in those classes in KS3 did **REALLY** well for GCSE)
- Students learnt tier 2 words in tutor – on average they scored 9/10 in their **tests** on these
- They told us through Student Voice that this improved their **confidence** in recalling new vocabulary



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Tier 2 Words with Definitions 2023-2024

1. Analyse	To look at something closely to understand it; to study or examine all the parts.
2. Assume	To come to a conclusion without having all the information; to think you know something without all the facts.
3. Constitute	To form or make up; to be equal to or amount to something.
4. Define	To give the meaning of something (especially a word); to explain something more clearly so that it can be understood.
5. Evaluate	To study carefully and judge something from evidence (its importance, amount or value).
6. Interpret	To decide what something means using the information given; to explain something in your own words or actions.
7. Context	The situation surrounding a word or event; the situation in which we find ourselves.
8. Significant	Something that is important or meaningful for a person or in a situation / event.
9. Specific	Relating to/about a particular thing or person, and to nothing else.
10. Source	<i>Noun:</i> The cause or starting point of something; someone or something that provides information. <i>Verb:</i> To get or to look for and find.

Vocabulary

Definition of **integrity**

The quality of being **honest** and having **strong moral beliefs**; consistently doing the **right thing** (even when no one is watching)



(noun)

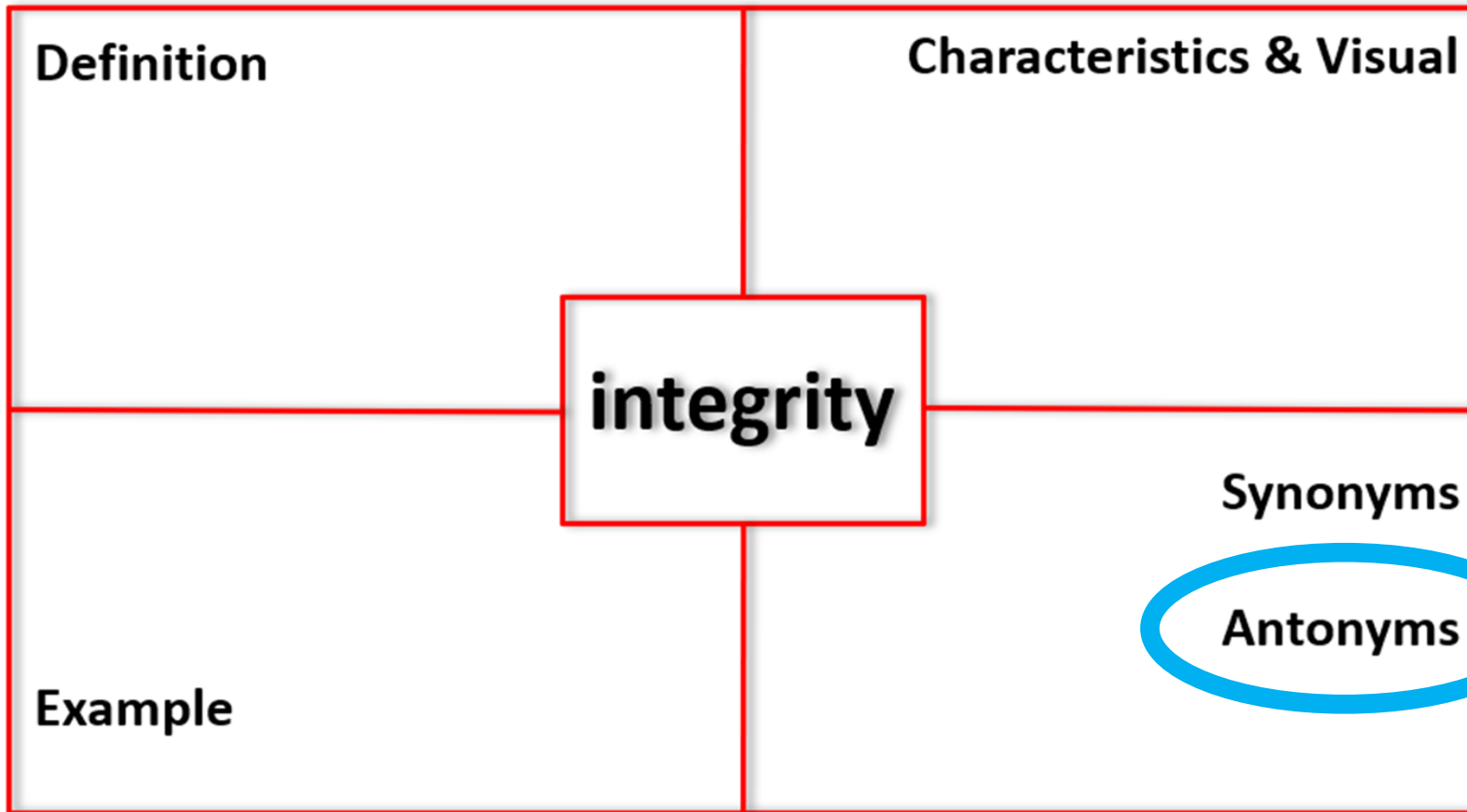
Tier 2 Words with Definitions 2024-2025

1. integrity	The quality of being honest and having strong moral beliefs; always doing the right thing (even when no one is watching).
2. prejudice	An unfair and unreasonable opinion or feeling especially when formed without enough knowledge and understanding.
3. concept	A concept is an idea, thought or a general understanding of something.
4. retrieve	Retrieve means to get something back, especially from where it was stored or kept.
5. advocate	To publicly recommend or support.
6. differentiate	To recognise or point out the differences between things or people.
7. establish	To set something up, or create something; to find out something, or show something is true.
8. perceive	To think of something in a particular way; to notice or see something.
9. evident	Easily seen or understood; clear and apparent.
10. relevant	Closely connected to what is happening or being discussed.

Vocabulary



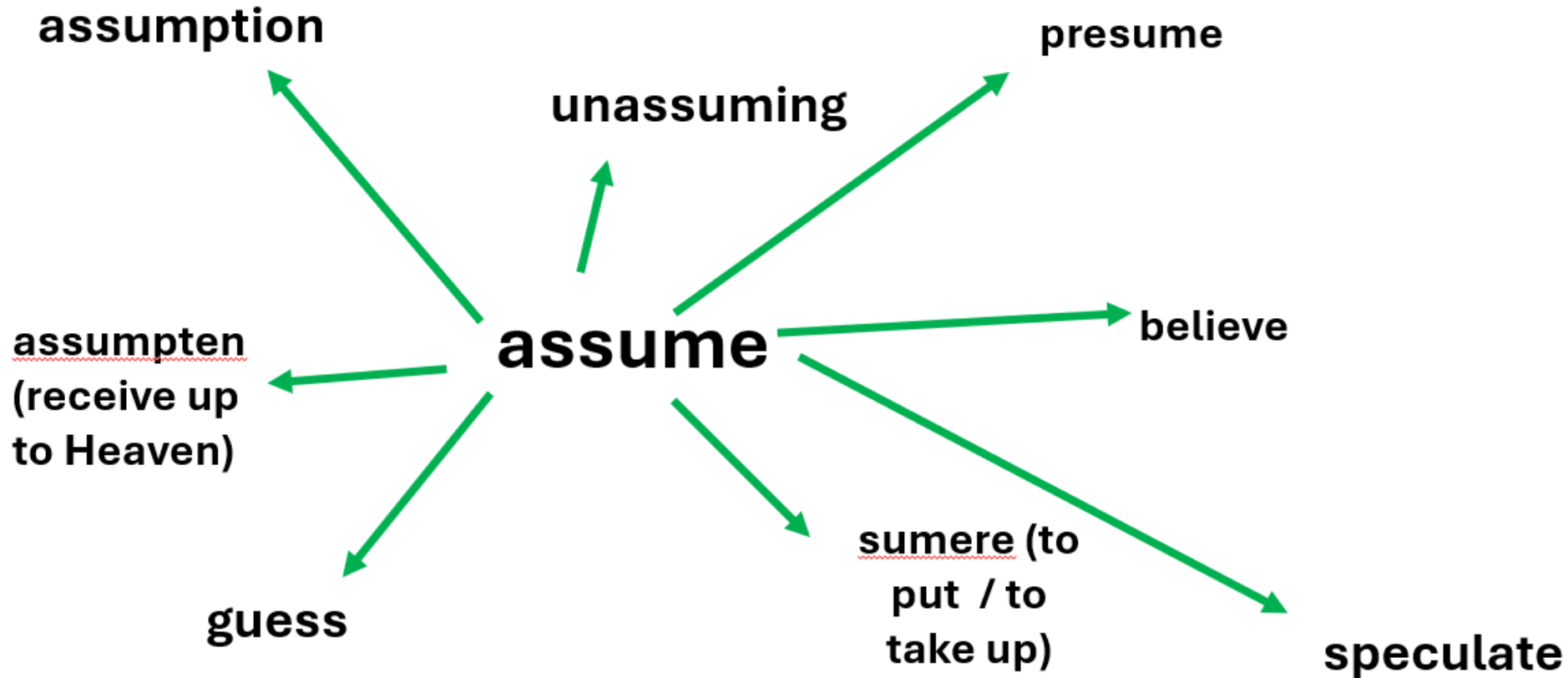
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Each word we learn is a gateway to more:



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MCVIPRS Reading Comprehension Skills

MAKE LINKS
Connecting ideas together



CLARIFY
Questioning to check for understanding



VOCABULARY
Understanding the meaning of words and how they are used.



INFER
Looking for information that is not obvious.



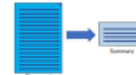
PREDICT
Telling or showing what you think will happen.



RETRIEVAL
Taking information directly out of a text.



SUMMARISE
Recapping the main points from what you have read



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EVERYONE IS WELCOME IN THE LIBRARY



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We are fortunate to have a very well-stocked library here at Ringwood School. Alongside the popular fiction section, we have Quick Reads for our more hesitant readers, Dyslexia friendly texts, classics, non-fiction and Graphic Novels.

Every student has access to our e-book platform, Sora. Audiobooks, Ebooks, and magazines can be accessed on any device. They are also available in Dyslexia font.

THE BENEFITS OF READING FOR 20 MINUTES A DAY

Improves concentration and focus

Better performance in school

Improves memory

Enhances imagination and creativity

Develops empathy and good self-image

Reduces stress

We are keen to nurture a culture of reading for pleasure, with the benefits of reading reaching all areas of the curriculum.

Students are encouraged to recommend books to their peers and to request books that they feel should be on our shelves if they can't find what they are looking for.

STRATEGIES FOR SUPPORTING READING AT HOME:

- Create a culture of reading for pleasure where you talk positively about reading as a family.
- Model a reading habit where your child sees you reading/listening to an audio book.
- Have a range of fiction, non-fiction, magazines and audio books available. Encourage your child to read around hobbies or a particular interest.
- Question your child about what they have read and ask them for recommendations.
- Encourage them to visit the school or local library.

RECOMMENDED READING LIST AND SORA INFORMATION AVAILABLE IN THE LIBRARY



Assessment

Michelle Barker-Garrod – Assistant Headteacher

Year 11 Results 2024 – the best ever!



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Last year's year 11 made excellent progress:

80% of students gained 5 or more GCSEs including English and Maths

On average, their grades were nearly **half a grade better** than similar students in other schools



A reminder about how we track your child's progress

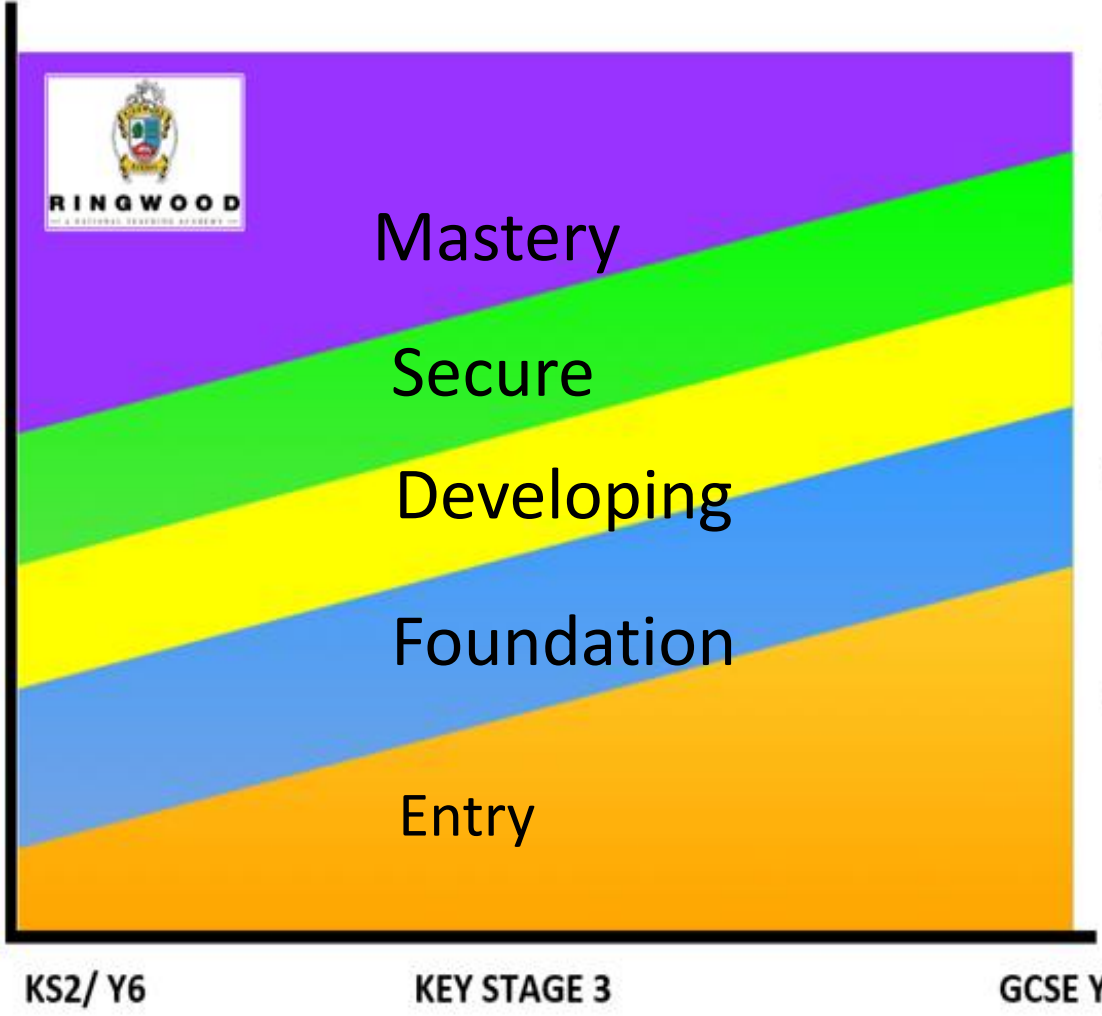


- When students start with us, a target grade for each potential GCSE subject is **generated**, as a result of their **SATs** test data and teacher professional judgement.
- This is then used to determine a KS3 **target flightpath** for each subject, which, if your child's work is at or above this flightpath, they will be on track to meet or exceed their GCSE targets by the time they reach the end of year 11.
- For each subject, your child's Target Flightpath could be different
- These targets appear on each Progress Check, as a reminder



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KS3 Flightpaths:



GCSE 8-9
 GCSE 6-7
 GCSE 4-5
 GCSE 2-3
 GCSE 1

The target flightpath is a **guide** for your child, their teacher and for you about the standard they should be able to reach or go above in each subject.

It helps us all track whether students are achieving what they are capable of

It is an **indication**; **not a guarantee** and **not a ceiling** and it **does not determine** the class your child is in.

KS2/ Y6 KEY STAGE 3 GCSE Y11

Assessment at KS3: what will come home



Two Progress Checks this year (Year 9 – December and June, after exams; Year 8 January and June, after exams)

- The Progress Check will consist of:
 - Information about your child's **attitude** to learning in each subject
 - If they have been awarded a **Scholar** Award for a subject
 - The **flightpath** your child has been working at in each subject
 - A reminder of what their **target** flightpath is for each subject

Ringwood School Scholar Award



For each subject, each time teachers decide on the flightpath students are working at, they also consider whether they could be awarded a **Scholar Award** in that subject.



This is an award which rewards **curiosity, engagement** and **interest** in a subject, and an **ambition to become knowledgeable**.

Scholar Awards appear on Progress Checks; students receive certificates, badges, a letter home and house points

Key Stage Three Assessment Evening

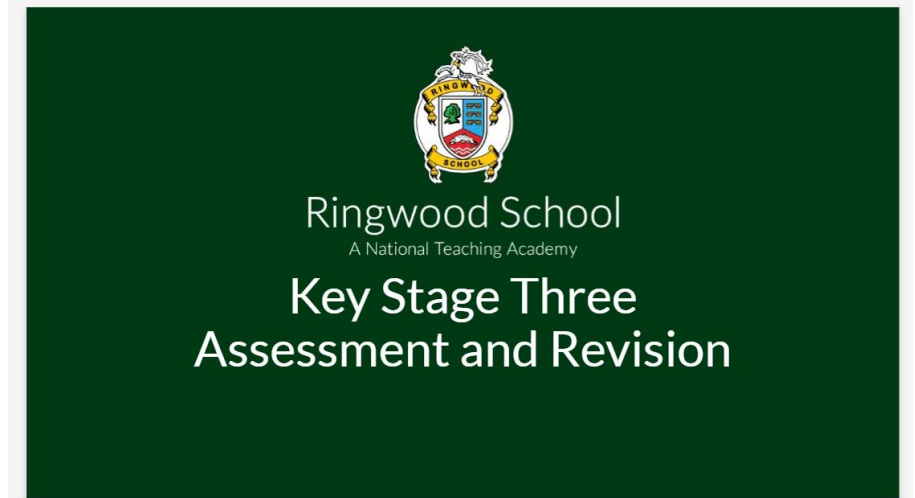


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Tuesday 11th February

**Year 9 exams: Week beginning
Tues 6th May**

**Year 8 exams: Week beginning
Monday 19th May**



Year 9 Assessment Fortnight



In order to help inform Year 9 students, parents and carers about Options choices for subjects to be studied in Yr 10, there is:

Assessment Fortnight – Monday 3rd Feb – Friday 14th February

Options Evening – 25th February

Results from assessments – home on the 12th March

Consultation Evening – 13th March

Options Choices deadline – 17th March

Online Consultation Evenings



More convenient for parents and carers – more likely to be able to 'attend'

Easier for families to attend from two different homes

No queues, no waiting in corridors, no missing of other appointments, no difficulty hearing conversations, no overhearing of conversations

focused conversations about learning

Help to book

Yr 9 Consultation Evening –
13th March

Yr 8 Consultation Evening –
1st May



Our website: further information

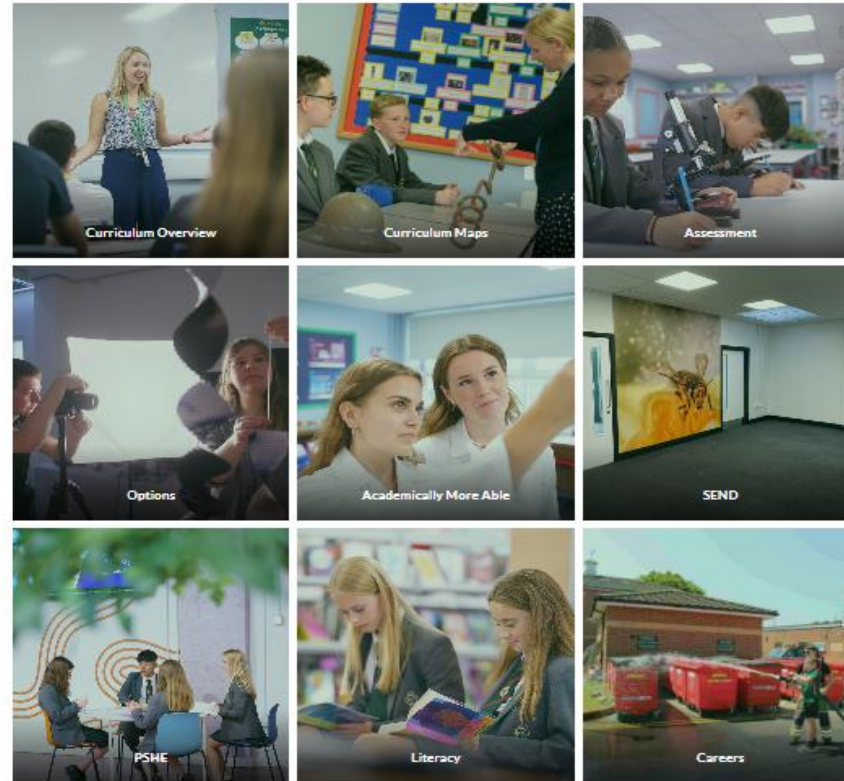


There are assessment descriptors for each flightpath for every subject available on the website;

The Year 8 and 9 Curriculum maps for every subject are being updated and will also be on the website.

Curriculum

A huge benefit of being a large school is the range and diversity of courses that a student can follow at KS4 and KS5 as their curriculum becomes tailored to their individual needs, aspirations and interests. As one of the first teaching schools in the country the quality of delivery in the classroom at Ringwood is very strong. Alongside developing their subject expertise, we place a strong focus on fostering the skills of our students in terms of building their independence, their responsibility, their resilience, their resourcefulness, their ability to work in a team and the sophistication of their communication.





Attendance

Clare Adams – Deputy Headteacher

Our vision for attendance



- As a school we recognise the link between **high levels of attendance and academic progress**. Therefore, we are all responsible to provide a welcoming, engaging and safe learning environment, which supports high levels of attendance.
- As a school we recognise that **attendance is everyone's business** and that the barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual students and their families.
- As a school we recognise the statistical link between underachievement and absence below 95%. **Regular and punctual attenders make better progress** both socially and academically, achieving positive outcomes.

Updated following the publication of new statutory guidance: "Working together to improve school attendance"
August 2024

Outcomes from 2024 by attendance

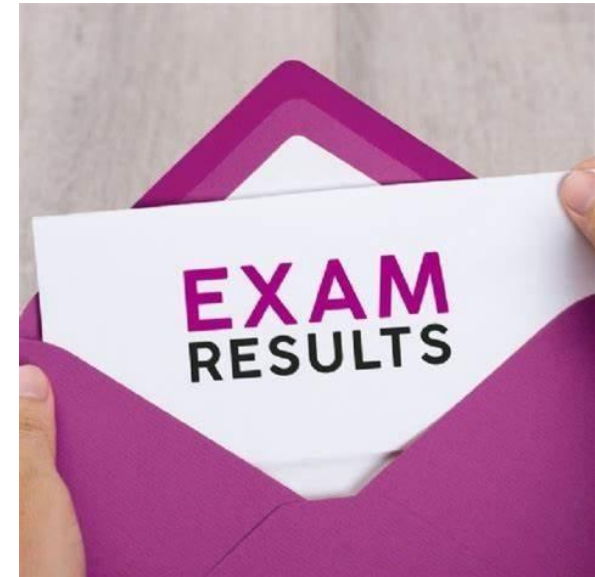


100% attendance - 'P8' of **+0.89**

96% - 100% - 'P8' of **+0.78**

90%- 100% - 'P8' of **+0.61**

Less than 90% - 'P8' of **- 0.25**



- Students will achieve better grades and overall personal and academic success.

Achievement

- Students will have the opportunity to develop strong relationships with adults and peers and develop valuable social skills.

Friendships

- Students will have a greater sense of belonging in a safe school community.

Better emotional health

- Through wider experiences like trips, sports and clubs you will develop confidence and self-esteem

Enrichment



Attendance, why does it matter?

What support is on offer if your child is struggling to attend?

Attendance@ringwood.hants.sch.uk

Universal Offer

- Staff trained
- Teacher/Student relationships
- Positive language and rewards
- Friendships & bonds
- Links with home
- Community engagement
- House values
- Promoting self esteem

Wave 1 – self care

- Worry Box
- Safeguarding email
- Student Diary Pages
- School Website
- Online resources: Kooth, SHOUT, Headspace etc.
- PSHE lessons & CCR input
- Breakfast club

Wave 2 – targeted

- ELSA support
- 6th Form Mental Health Ambassadors
- School Nurse
- Attendance Officer
- On Call Team
- Heads of Year
- Safeguarding Team
- Coping card

Wave 3 – specialist

- CAMHS
- GP service
- Educational Psychologist
- Family Counselling
- Early Help support
- Childrens Services
- Attendance support

Ringwood School Mental Health Toolkit



Parental Engagement

Clare Adams – Deputy Headteacher

Who to contact?



HOME → MAIN SCHOOL → ABOUT US → KEY STAFF

Key Staff

Leanne Symonds
Clare Adams
Louise Wornell

In This Section

- > Headteacher's Welcome
- > **Key Staff**
- > Governance
- > Ofsted Information
- > Prospectus
- > Exam Results
- > Get into Teaching
- > Lettings

- You will have received an email from your child's tutor at the start of term. **Please use them as the first point of contact.**
- Our **new website** will help parents find information on key staff and who to contact. There is also a contact form for ease.
- An auto email will be generated if you email any member of staff stating what to do if you've not received a response to your enquiry within 3 (school) working days.
- The school calendar on the website can now be filtered by year group making it easier to see what events are coming up.

HOME → MAIN SCHOOL → CALENDAR AND NEWS → CALENDAR

Calendar

September 2024

Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	
2	3	4	5	6	
9	10	11 Year 11 Information...	12	13	
16	17 Year 10 Information...	18 Year 7 Information...	19	20	21
					22

< > View Print Subscribe Categories

- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- All Year Groups
- PE/Sports

Check / Uncheck All

In This Section

- > **Calendar**
- > Term Dates
- > Social Media Story Wall
- > News
- > Gallery

Arbor Parent App & Browser version



Manage your details without paper forms!

Please ensure we have accurate contact details for 3 or more emergency contacts & medical details etc

Access all your info in one place

- Trips
- Attendance
- Progress

Check on your child from anywhere

Timetable & Attendance

Positive Incidents & House Points

Behaviour Incidents & detention dates and times

Payment details – thank you for all the feedback on issues with this

3 ways to get involved



Parent Forum – 3 meetings per year starting on Tuesday 15 October 6.00 – 7.30 in the 6th Form Cafe, 28 Jan 25 & 20 May 25

- Agenda items to include; values, assessment reporting, attendance, emotional wellbeing and items raised by the group.

Email cadams@ringwood.hants.sch.uk to join the distribution list

Ringwood School PTA – would you like to join our PTA? Please email PTA@ringwood.hants.sch.uk

SEN parent surgeries - by appointment SENTEAM@ringwood.hants.sch.uk



E-Safety

Clare Adams – Deputy Headteacher

Simple tips for parents/carers to keep children safe online



Never ignore changes in their behaviour which might indicate a concern they are having

- **If you allow your child to use their phone in private spaces in the house (like their bedroom), ask yourself how you can be sure** that your child is not
 - undertaking risky behaviour such as talking to unknown adults online who might be posing as a teenager to groom them
 - experimenting with gambling or other addictive pastimes
 - sending pictures of themselves to others.
- **If you allow your child to have their phone in their bedroom overnight, ask yourself how you can be sure** that your child is not sending and receiving messages throughout the night.
- **Ask yourself how you can be sure** that having their device in their room with access to endless online content is not interrupting their sleep and having a negative impact on their wellbeing. Please be aware that the latest trend is for “couples” to sleep with their mobile video calls on, so they can go to sleep and wake up virtually together...
- **Never think 'it won't happen to my child'**

Please continue to...



- Regularly check your child's phone
- Have open conversations about things they are looking at and people they are communicating with online
- Check the settings for WhatsApp so they do not allow people to add them without their permission to groups
- Take advice on how to set up parental controls on mobile devices and tablets (you can find this on our website)
- Speak to your Internet Service Provider on how to set controls on your router to enable effective device management

The world that our young people live in is sadly frequented by individuals who are trying to “catch them out” or make them feel unsafe. As trusted adults we must work together to help them navigate the dangers presented to them. This starts in the home, supported by school.

School Website

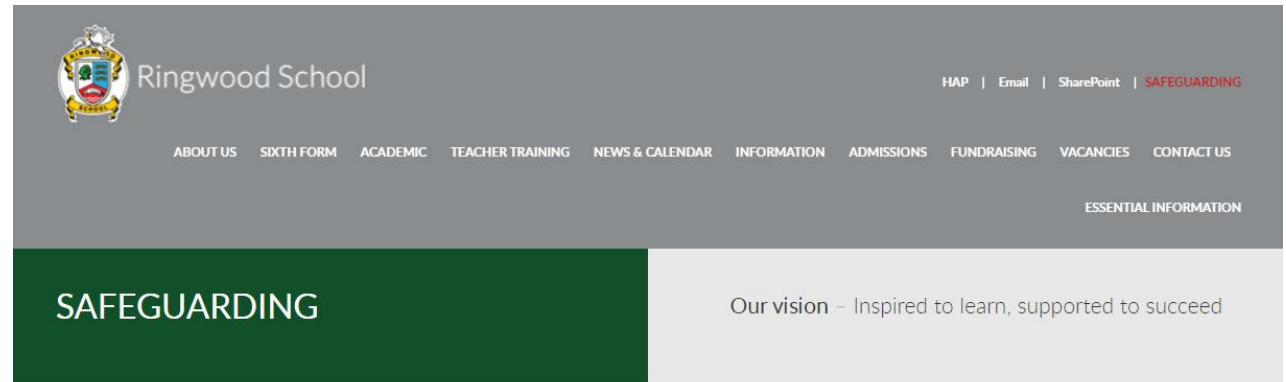
www.ringwood.hants.sch.uk/safeguarding/



CHILD PROTECTION & SAFEGUARDING TEAM

 Miss C ADAMS Designated Safeguarding Lead	 Miss H JOLLY Deputy Designated Safeguarding Lead	 Mr A WALBRIN Deputy Designated Safeguarding Lead	
 Mr T COOPER Deputy Designated Safeguarding Lead	 Mrs V LEWIS Deputy Designated Safeguarding Lead	 Mr T BROADHOUSE Deputy Designated Safeguarding Lead	 Mrs C MITCHELL Deputy Designated Safeguarding Lead

If you have any concerns about the safety or welfare of a student please email safeguarding@ringwood.hants.sch.uk or speak to a member of the team



The screenshot shows the top of the Ringwood School website. On the left is the school crest and the name "Ringwood School". On the right are links for "HAP | Email | SharePoint | SAFEGUARDING". Below this is a horizontal navigation menu with links: "ABOUT US", "SIXTH FORM", "ACADEMIC", "TEACHER TRAINING", "NEWS & CALENDAR", "INFORMATION", "ADMISSIONS", "FUNDRAISING", "VACANCIES", "CONTACT US". Below the navigation menu is a dark green banner with the word "SAFEGUARDING" in white. To the right of the banner is a light grey box containing the text "Our vision – Inspired to learn, supported to succeed".

The governors and school staff of Ringwood School place the utmost importance in ensuring the safety of all our students.

If you are concerned about yourself or a member of our school community, please get in touch so we can support you. You can:

Email us: safeguarding@ringwood.hants.sch.uk

Call us: 01425 47500 (when you speak to reception, please ask to speak to a member of the safeguarding team)

Our safeguarding team are fully trained and experienced in dealing with a wide range of issues and challenges faced by young people and will actively support you to address any concerns.

Our safeguarding and child protection policies are updated annually in line with statutory government guidance and can be found here: <https://www.ringwood.hants.sch.uk/policies/>



TO REPORT A SAFEGUARDING CONCERN, PLEASE EMAIL safeguarding@ringwood.hants.sch.uk

If you have any concerns over the safeguarding of any child within the local community please use any of the contact details below to report