



Year 7 to 9

RUTHLIN SCHOOL

Introduction
for Parents

2025-2026



RUTHIN
SCHOOL

Welcome to Ruthin School

This is a friendly and inclusive community where we strive to help everyone feel valued. We are unashamedly ambitious for all: we want you – parent, guardian or student – to get the best out of our school.

This year we have introduced an exciting learning programme called **High Performance Learning**, which will help us all to become the best learners we can be. As part of this, we believe that every student is capable of exceptional achievement – and we aim to develop not just academic ability, but the values, attitudes and learning habits needed to thrive in an ever-changing world.

School is just as much about community life as learning, and we hope all students will contribute to this too. By doing so, you will feel much more involved and invested in this place.

This is a guide to how the school works: the policies, procedures and resources that support our school community. Here you will find important information about the school day, our academic programmes, school rules, clubs and electives, and the various support services available to students and families.

At Ruthin School, we want to create a strong partnership between home and school. Parents and guardians can look forward to open communication from the school, and we hope that you will get actively involved in the educational journey of your child.

Please do get in touch with your child's form tutor if you have any questions after reading this guide.

We look forward to welcoming you and your family into the Ruthin School community.

Mrs Frances King
Head Teacher

At Ruthin School, we believe that Years 7 to 9 are the foundation for lifelong learning. These are the years when students not only strengthen their core academic skills but also develop curiosity, independence, and confidence as learners. Our carefully designed curriculum combines academic excellence with a wide range of enrichment opportunities through our electives program, ensuring that every student is both challenged and supported. Every form tutor is responsible for overseeing their students - from wellbeing, to academic progress, liaising with classroom teachers to ensure a bespoke experience to meet the needs of each individual student.

From inspiring classroom teaching to extra curricular activities that foster respect, optimism, commitment and kindness, we prepare students to thrive in the senior years and beyond. With a strong focus on personal growth and achievement, we nurture each child's potential while encouraging them to embrace new challenges and discover their passions.

At Ruthin School, Years 7 to 9 are more than just a transition period - they are a launchpad for success.

Mr Chris Perry
Head of Lower School

PASTORAL CARE

Safeguarding And Pastoral Care

At Ruthin School, we place the wellbeing, happiness and safety of every child at the heart of everything we do. Our top priority is to safeguard, support, and inspire our students. We strive to create a warm, welcoming, and nurturing community for all.

We're fully aware of the unique challenges young people face in today's world, and this is why wellbeing is a focus of our approach. Throughout the year, we take part in important national initiatives like Anti-Bullying Week in November and Mental Health Awareness Week in May. We also organise regular 'Head Space' events throughout the school year, encouraging students to talk about their feelings and promoting their overall wellbeing. These events also encourage staff and students to talk to each other in a less formal setting outside the classroom.

At Ruthin School, we're dedicated to the holistic development of every child, staff member and stakeholder. We actively challenge discrimination, prejudice, stereotypes, and disadvantage. In doing so, we create an environment where everyone feels valued, respected and empowered. We work hard to make sure that everyone feels a sense of belonging in our global community.

Accessing Support

This team is led by our Director of Safeguarding & Pastoral Care, who oversees the provision and acts as the school's Designated Safeguarding Person (DSP). They are supported by a team of Deputies (DDSPs) who have received a higher level of training to enable them to fulfill their responsibilities.

During the day, students can access support by contacting their Pastoral Lead; which would be the Head of Lower School for those in Years 7 to 11, and the Head of 6th Form for Year 12 & 13. They are able to provide support, guidance and education on all manner of welfare issues. There is also a dedicated team of Form Tutors, and all students are allocated a tutor when they arrive. They become their first point of contact for any student who might be experiencing day-to-day troubles, worries or concerns; and they also monitor attendance, punctuality and general well-being. In addition, the tutor acts as the first point of contact for parents or guardians if they have a concern about school.

School Counsellor

We also have a fully trained School Counsellor who has regular appointments with students, either at their request or through a referral from staff. Our students find this confidential support invaluable, especially when coping with issues such as academic anxiety.

Medical Matters

Our full-time nursing team in the Health Centre provides day-to-day care, first aid and routine treatment; they assess students, support ongoing conditions and, where necessary, arrange or signpost referrals to specialist services. A Health Care Assistant supports the nurses, and trained first-aiders are based across the school — including staff with mental-health first-aid training.

Boarding at Ruthin

Leaving family to live and study in an international day and boarding school can be a daunting experience so the highest level of pastoral care for every boarder is at the heart of what we do at Ruthin. Every student has their houseparent and a dedicated boarding team of staff, but all teachers are approachable and ready to help any boarder in need of extra support. Boarding staff are highly experienced in caring for young people and positive relationships are built between staff and students within each house. They are first-aid trained and complete regular training on safeguarding and mental health. Alongside the boarding teams, every student has a form tutor to help with school matters and there is a school-wide pastoral and safeguarding team.

Designated Safeguarding Person

Mr. R. Searle
(Director of Safeguarding & Pastoral Care)

Deputy Designated Safeguarding Persons

Mr. T. Gibbon
(Senior Deputy Head)

Mr. C. Perry
(Head of Lower School)

Mr. D. Owen-Booth
(Head of Sixth Form)

Mrs. M. Kenworthy
(ALNCo)

TERM DATES

Autumn Term 2025

Boarders return:	Wednesday 3 September
Boarding induction:	Thursday 4 September
All students in school:	Friday 5 September
Teaching begins:	Monday 8 September
Half-term:	Friday 24 October to Sunday 2 November
Last teaching day:	Thursday 11 December
Flight day (Boarders):	Friday 12 December

Spring Term 2026

Boarders return:	Tuesday 6 January
All students in school:	Wednesday 7 January
Half-term:	Friday 13 February to Sunday 22 February
Last teaching day:	Thursday 26 March
Flight day (Boarders):	Friday 27 March

Summer Term 2026

Boarders return:	Monday 13 April
All students in school:	Tuesday 14 April
<i>May Bank holiday is a normal school day: Monday 4 May</i>	
Half-term:	Friday 22 May to Sunday 31 May
Last teaching day:	Thursday 2 July
Flight day (Boarders):	Friday 3 July

KEY CONTACTS

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Mr I. Evans

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evansig@ruthinschool.co.uk

Dr D. Edwards

Head of the Faculty of
Languages
edwardsdg@ruthinschool.co.uk

Tutors

Your child will be placed in a vertical tutoring system which means that within their tutor group they will have students from years 7, 8 and 9. This will help them to either learn from or mentor their peers. This system has worked extremely well and allowed new students to settle and integrate very quickly.

The tutors are especially selected for this year group.

HPL - HIGH PERFORMANCE LEARNING

We are delighted that you are considering Ruthin School as a possible destination for your child. We recognise that this is one of the most important decisions you will make as a parent and that it will influence the adult your child becomes. That is why we make it our aim not just to help our students pass exams, but to help them grow into wise, empathetic, and capable young adults with the ability to become future leaders in whatever field they enter.



High
Performance
Learning

Ruthin School is a member of the High Performance Learning family of schools. This is an international group of schools that follows the HPL framework originally established by Professor Deborah Eyre. In Professor Eyre's words, HPL is an approach that 'removes barriers to learning for every child' and 'empowers every child with advanced cognitive skills and values for lifelong success.' The aim is not only to give students a competitive advantage in terms of exams success, but also to equip them for the challenges of the modern workplace and modern life in general.

HPL rests on explicitly nurturing eight key habits in students. These eight habits are broken down into three VAAs (Values, Attitudes and Attributes) and five ACPs (Advanced Cognitive Performance characteristics). These are as follows:

The VAAs



Empathy

Confidence in your own beliefs combined with open-mindedness and respect for the beliefs of others. The ability to seek out responses to your own work and to respond positively to advice. The ability to understand your role as part of a wider society and to have practical concern for those around you.



Agility

Curiosity and flexibility. The ability to work alone and to show enterprise and independence of thought. Resourcefulness when presented with challenging tasks.



Hard work

The ability to practice and prepare for challenges and the organisation and self-discipline to adhere to a work routine. The ability to persevere and remain confident in the face of complications and setbacks.

The ACPs



Meta-thinking

The ability to monitor and improve your own thinking and working habits. The ability to apply methods of thinking and working to new challenges. The ability to develop a range of thinking and working approaches.



Linking

The ability to extrapolate from particular examples to general concepts and rules. The ability to connect ideas and examples together and to categorise. The ability to evaluate and challenge generalisations.



Analysing

The ability to break down complex tasks into manageable steps. The ability to infer, deduce and hypothesize. The ability to master the analytical processes of a particular field of work.



Creating

Playfulness, and the confidence to bend rules to create new forms. The ability to brainstorm. The ability to generate, explore and assess multiple solutions to a challenge.



Realising

The ability to use some skills with such ease that they no longer require conscious thought. The ability to work at speed and with accuracy.

These habits are consciously developed in every subject and every lesson, and are also reflected in how we set homework, provide feedback, and report on progress.

We do also run occasional HPL workshops for students and for parents. A calendar of parent HPL workshops is available on our parent portal. I hope that you will be able to find the time to attend some of these workshops. We are also producing a more detailed 'Introduction to HPL' booklet for parents, which will be published soon.

I look forward to meeting you over the coming months. If you ever have any academic queries or concerns, please do not hesitate to contact me.

Kind regards,

Dr Julian Murphy
Director of Studies
(DPhil, Oxon)

CURRICULUM SUBJECTS

In all years subjects are set by ability.

Year 7 & Year 8

All subjects are compulsory.

Art	Biology	Chemistry	Drama
Computer Science	English	French	Geography
History	Latin	Mathematics	Music
PE	Physics	PSE	Welsh

Year 9

Students will study 2 languages from a choice of French, Spanish or Latin.

Art	Biology	Chemistry	Computer Science
English	French	Geography	History
Latin	Mathematics	Music	PE
Physics	PSE	Spanish	

SUBJECT PROFILE

ART & DESIGN

In Years 7, 8 and 9 students will be encouraged to:

- Explore, compare and evaluate the work of other artists, craftworkers and designers and that of their own.
- Examine techniques and styles relating to other cultures.
- Experiment with a range of implements and media.
- Develop understanding of the elements of art.
- Develop visual perception, recording from observation and imagination.

SUBJECT PROFILE

BIOLOGY



Biology at Key Stage 3 is split into a number of different modules.

In Year 7 students are introduced to the basic principles of Biology. They begin with a practical skills topic which enables them to investigate different research methods, practical demonstrations and analysis of results which will then allow them to develop the skills required to progress and investigate the subject further. They will then progress onto a Cells module, followed by Tissues and Organs and will complete the year investigating the Classification of Species.

In Year 8, students continue to build upon the techniques and skills gained in their first year. The students will begin the year investigating Reproduction in both plants and animals, which then leads them onto their second module which is Variation, in both plants and animals. The third module of this year is focused on Microbes - the good and the bad! This module allows students to investigate and research more independently, in preparation for the demands and expectations of the third year.

In Year 9 students begin with the topic of Respiration, which also covers the use of illegal substances. This then leads onto Food and finally Digestion. Students begin to achieve more independence through practical work, with an emphasis on designing and adapting their investigations to achieve the best results. There are also more opportunities for students to enhance their knowledge and understanding with research-based investigations in these topics.

The topics in Key Stage 3 allow students to recognise the key elements of the GCSE syllabus and introduce them to the demands which will be placed upon them once they begin their GCSE Biology course in Year 9.

SUBJECT PROFILE

CHEMISTRY

In Year 7, students will be introduced to lab safety and get hands-on experience with various apparatus. Basic particle theory will be used to explain the three states of matter, and this will be linked to observations from practical work. The focus will shift towards chemical changes in the latter part of the year. Year 8 will see students investigating the various reactions of metals including their use in fireworks, batteries and alloys. There will also be opportunities to extract iron and copper from their ores. The year finishes with a study of oxygen and its spectacular role in combustion. Year 9 expands on previous ideas about particles to incorporate bonding interactions between atoms. Separation techniques such as distillation, filtration and chromatography will be used and rationalised through molecular properties. Geological process will be studied and the chemical make-up of various rock types and crystal are explained. Atomic structure will be discussed in detail in preparation for GCSE Chemistry. Throughout KS3, students will have the chance to plan and carry out experiments, tabulate results, plot suitable graphs and decide whether meaningful conclusions can be made. Every effort is made to ensure the delivery is exciting and engaging - this is certainly a subject where “fun” and “education” come together!

SUBJECT PROFILE

COMPUTER SCIENCE

Computer Science aims to encourage the exploration and acquisition of programming skills in a variety of contexts: home, community, business, industry, recreation and education.

Students will have the opportunity to develop competence, understanding and critical skills through the implementation, use and evaluation of a range of computer systems and programming environments. Students can develop their interests in, enjoyment of and critical reflections on programming and hardware developments as an integral part of modern society. Students are encouraged to demonstrate their emerging skills by producing code that goes beyond the lesson narrative.

Students will be taught about:

- Computer programming including High Level languages, Visual Programming, Assembly Language and Machine Code
- Computer Hardware and Software Systems
- Social and Moral implications of increased connectivity
- Use of some ICT Systems to find and select Information, develop, present and communicate ideas.

Computer Science enables students to:

- acquire and apply programming skills, knowledge and understanding in a range of contexts including robotics
- develop programming solutions to address challenges and solve problems including computational security
- develop an understanding of computer hardware systems and the relationship with its software
- develop an understanding and awareness of current and emerging technologies
- develop an awareness of the legal, social, ethical and environmental consequences arising from the use of computer systems for individuals, organisations and society
- recognise potential risks when using ICT and develop safe, secure and responsible practice.

SUBJECT PROFILE

EAL

EAL- or 'English as an Acquired Language'- is aimed at students whose first language is not English. It is unlike other subjects, as there is no direct link between year group and syllabus. What is taught in each year group depends on what level of English the students have already acquired when they first arrive at Ruthin School. Therefore, each student is tested upon arrival and placed into groups according to the appropriate level within their year group. Courses at all levels aim to develop the four key skills - reading, writing, listening and speaking as well as aspects of grammar, vocabulary and phonology through a communicative approach to language learning. The courses are driven by the specific needs of the individual students and lead to internationally recognised qualifications.



SUBJECT PROFILE

ENGLISH

In years 7, 8 and 9 students will follow a structured programme of reading, writing, spelling and grammar. Skills acquired within these areas will then be put to use in topic lessons. Additionally, students will be expected to contribute to discussion and, towards the end of the year, give a formal speech to the class. End of term examinations are designed to prepare students for the types of tasks they will be confronted with at GCSE.

EAL will be provided for overseas students who are not ready for mainstream English.

SUBJECT PROFILE

GEOGRAPHY



Students begin Year 7 by looking at their local area, the UK and Europe, whilst learning and improving essential map skills. Through the rest of their time in Years 7, 8 and 9, they will study a range of physical, human and environmental topics including tectonics, rivers, coasts, development, settlements, population, economic activity and weather. They will also look at a number of real-life case studies. This will help to prepare them for the future GCSE course and provide them with a variety of geographical skills. There will also be opportunities each year to complete fieldwork, both around the school and in the wider local area.

SUBJECT PROFILE

HISTORY

At KS3 History is taught using a chronological approach. In Years 7 and 8 students are introduced to key events in British history from 1066 -1700AD. Although the focus is primarily on political history, we will also consider other 'types' of history, such as social and economic. In Year 9 the course concentrates on 20th Century history with a greater international context. Throughout KS3, students will be encouraged to develop historical skills such as evaluating evidence and considering how the past can be interpreted in different ways. Students will be set one piece of prep each week and sometimes this may involve using the internet for research. Quality of written communication is particularly important for success in this subject, and students should aim to develop their ideas and extended writing skills when completing both prep and classwork.

SUBJECT PROFILE

LANGUAGES

In Year 7 & 8 students take French, Latin & Welsh. Once they are in Year 9 students choose two languages, with Spanish as a new option. Equal emphasis is given to all four skills: listening, speaking, reading and writing. In Year 7 language patterns are observed, but by Year 9 students are introduced to learning the grammar rules. Role-play, games and dialogues can all contribute to a fun learning environment, whilst regular vocabulary tests improve accuracy.

SUBJECT PROFILE

MATHEMATICS

The curriculum for Years 7, 8 and 9 is delivered in line with the DFES Framework for teaching Mathematics. Key concepts from Number, Algebra, Geometry, Measures and Statistics and key processes are taught and extended within lessons. Lessons are taught as 4-part lessons with an oral/mental starter, a main activity followed by development of that activity and finally a plenary. Each lesson is objective-led. A variety of resources are used to deliver lessons in an enjoyable, interactive and challenging manner. Regular assessment of progress is made. Homework is set twice a week.

SUBJECT PROFILE

MUSIC

One of the original liberal arts, music offers students a prism through which to develop both creative and critical skills, thus enabling them to synthesize their subjective experiences with history, theory and culture. Using a variety of approaches, students develop communication and problem-solving skills, learning craftsmanship and teamwork through sustained effort. Above all, music prepares students to become thinking, articulate, sensitive and conscientious.



SUBJECT PROFILE

PE & ACTIVITIES

In Year 7 to 9, students take part in a balanced programme of athletics and team activities including football/rugby/netball/rounders and gymnastic activities. The emphasis is on participation and the promotion of physical competence in a variety of activities as well as a basic understanding of the benefits of physical exercise. Students are taught in mixed and single sex groups.



SUBJECT PROFILE

PHYSICS

In Years 7, 8 and 9 students will encounter a range of topics in the field of Physics with an aim to increase knowledge and understanding, improve practical skills and develop key concepts in Science. The programme of study comes from the Exploring Science course. Year 7 looks at basic practical skills as an introduction followed by Energy, Electricity, Forces and Sound. In Year 8 students study Fluids, Light, Energy Transfers and Earth and Space. In Year 9 students study Force and Motion, Electricity and Magnetism, and they develop an approach to How Science Works via further practical skills. The topics in Key Stage 3 introduce the key elements of the GCSE syllabus and allow students to recognise some of the demands which will be placed upon them once they begin their GCSE course.

SUBJECT PROFILE

PSE PERSONAL, SOCIAL & EMOTIONAL EDUCATION

PSE teaches the personal and social skills students need to thrive: healthy relationships, resilience, study techniques and online safety, taught through discussion, projects and role-play. It links closely with Learning Support and pastoral staff to give practical help where needed.

ADDITIONAL LEARNING NEEDS

If your child has any Additional Learning Needs, please contact Mrs Kenworthy, the Additional Learning Needs Coordinator. Please also provide any information or history which will help us to support your child.

ACTIVITIES & CULTURAL ENRICHMENT



A wide range of opportunities to take part in activities are offered throughout the week. On Wednesdays the whole afternoon is used to allow for use Year 7 and 8 woodland skills, swimming Year 9 swimming cooking creative crafts. Activities and trips will also take place for boarding students at the weekend.

GENERAL INFORMATION

Transition from KS₃ to KS₄

When students have completed the Key Stage 3 Programme of Study, Year 9 students move on to Key Stage 4 and GCSE/IGCSE courses. In order for informed decisions to be made, we hold a number of meetings with students and parents can discuss their child's options during parents' evening.

The provisional schedule is as follows:

- End of February: options discussed in school and choices sent home giving details of the subjects offered.
- May: options decided by parents and students

House System

Your child will be allocated to one of 4 Houses:

- Arenig - Mr Orchard
- Glyder - Mrs Green
- Siabod - Dr Hannant
- Tryfan - Dr Wilton

Students will be encouraged to participate in house events, both sporting and non-sporting competitions including: the swimming gala, the Performing Arts competition, cross country and inter-house athletics, quiz, photography, football, netball, and cooking. Each house will be awarded points for their position in these competitions and these will result in the award of a House trophy at the end of each year. Social events are also organised by the Houses.

The reward system will also work alongside the house system and your child will gain points by gaining merits, or lose points by getting demerits.

Dates To Note

You will be e-mailed 'dates to note' of the main school events including holidays. These dates are also included in the school planner and on the School website.



The School Planner

Each student is given a school planner for the year. The planner should be in the student's possession throughout the school day as it is an essential part of their school life. The students should record their prep (homework) in this planner on a daily basis. The planner helps your child with his/her personal organisation.

Parental Consultation

- We shall inform you about your child's progress by e-mail at the end of each term (3 reports in total each year). You will receive a full set of formal written reports for each subject your child studies in addition to a House and Tutor report.
- We will also hold Parents' Evenings to enable you to meet your child's subject teachers.
- Parents can access the gateway app which provides information about your child's academic progress and details of any merits/demerits awarded.
- The school website contains the events calendar and details of forthcoming events.

It is also possible to arrange a meeting with:

Mrs. F. King
Head Teacher
ea@ruthinschool.co.uk

Mr. R. Searle
Director of Safeguarding & Pastoral Care
searler@ruthinschool.co.uk

Mr. C. Perry
Head of Lower School
perrycd@ruthinschool.co.uk

Mrs. M. Kenworthy
ALNCo
kenworthym@ruthinschool.co.uk

An e-mail to office@ruthinschool.co.uk will enable the correct person to answer your query.

The School Day

MONDAY TO THURSDAY		FRIDAY	
08:30 - 08:50	Tutor Time	08:30 - 08:50	Tutor Time
08:50 - 09:50	Lesson 1	08:50 - 09:50	Lesson 1
09:50 - 10:50	Lesson 2	09:50 - 10:50	Lesson 2
10:50 - 11:10	Break	10:50 - 11:10	Break
11:10 - 12:10	Lesson 3	11:10 - 12:10	Lesson 3
12:10 - 13:00	Lunch	12:10 - 13:20	Lunch
13:00 - 14:00	Lesson 4	12:30 - 13:15	Interhouse Activities
14:00 - 15:00	Lesson 5	13:20 - 14:20	Lesson 4
15:00 - 15:15	Break	14:20 - 15:20	Lesson 5
15:15 - 16:15	Lesson 6	15:20 - 15:30	Break
16:15 - 17:00	Clubs	15:30 - 16:30	Lesson 6
17:00	Buses	16:30	Buses

HOW WE REPORT: A GUIDE FOR PARENTS

At Ruthin School we believe that traditional reports are not fit for purpose. They often fail to provide either a clear sense of academic progress and targets, or a truly personal sense of your child's happiness and wellbeing at school.

This is why we issue separate academic and pastoral reports. So that each report is tailored to give you more meaningful information.

Parents receive three academic and two pastoral reports each academic year.

What Academic Reports Look Like

Here are some templates of academic reports for an imaginary student:

Name: John Smith

Form: 8x

Domain: English

MTG	B	Trajectory	Secure	
HPL Habits & Mindset				
Hard Work	Confidence & Collaboration	Linking & Analysing	Self-regulation & Agility	Realising
SMART Target(s)				

The Overall Purpose And Character Of Academic Reports

Academic Reports exist for three reasons:

1. To give a snapshot of the student's trajectory (the teacher's current best judgement as to their achievement direction in that domain)
2. To report on their habits and mindset against High Performance Learning standards
3. To provide one or two SMART targets for immediate attention

Students have an opportunity in tutor time in the week after reports are published to consider their targets and note if they need to discuss and clarify any with the relevant teacher.

What The Various Pieces Of Information On The Academic Report Mean

MTG

This is the 'Minimum Target Grade.' This is the most likely final exam grade predicted by our baseline tests. We always hope to work with every student to exceed this prediction, which is why we describe it as a 'minimum' target grade.

Trajectory

The trajectory is a loose prediction of where the student seems to be headed in terms of exam outcomes. This is based on a holistic picture of performance in assessments and work so far. For this reason, in Years 10-13 the trajectory always spreads across two grades.

In Years 7-9, because the student is still far away from public exams, the trajectory is either developing, secure, or strong. In loose terms, developing suggests ultimate outcomes at Grade 5 or below, secure suggests ultimate outcomes between Grades 5 and 7, and strong suggest ultimate outcomes at Grade 7 or higher.

HPL Grading

We have condensed the High Performance Learning ACPs and VAAs into 6 HPL habits & mindsets, which are as follows:

Hard Work	Confidence & Collaboration	Linking & Analysing	Self-regulation & Agility	Realising
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These can be described as follows:

- Hard work = The habit of building skills, understanding, and confidence through sustained and consistent practice.
- Confidence & Collaboration = The habit of seeking out and responding positively and efficiently to feedback and advice. The habit of working with and learning from other people as well as from setbacks and mistakes.
- Meta-thinking = The habit of monitoring how you think, learn, and work and thinking about the types of thinking, learning and working that different domains and activities require.
- Linking & Analysing = The habit (within the rules of a particular domain) of moving from the immediate and specific to the abstract and general. The habit of making deductions, inferences and connections.
- Self-regulation & agility = The habit of being able to critique and adapt your own ideas and working methods as required. The habit of being curious, open-minded, imaginative and flexible.
- Realising = the habit of absorbing the habits and mindset of a particular domain until they become automatic. The habit of working accurately and at speed.

Each HPL Habit/Mindset is RAG graded as follows:

Needs urgent attention	Developing but inconsistent	Good	Excellent
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If your child receives a red grading for any HPL area, we should already have been in contact with you outside of the normal reporting process.

SMART Targets

- Parents are busy people, and so are teachers – reports should be short and to-the-point. SMART targets are no more than a couple of sentences long but are genuinely SMART (Specific, Measurable, Achievable, Relevant and Time-specific)
- Unlike vague advice like 'put in more effort', 'be more confident' or 'put more detail in your work', these targets tell the student exactly what to do next to gain the next level of achievement and confidence.

SCHOOL ESSENTIALS

Mobile Phones

The use of mobile phones is not allowed in school between the hours of 08:30 and 17:00. If Day Students in Lower School bring a phone into school during these hours, it must be switched off and kept securely in their school bag. Sixth Form students may bring a phone into school, but it must be switched off during lessons and only used in designated areas.

Equipment Required for the School Day



1	Scientific Calculator; There is a small stock of scientific calculators to purchase at school, however, if you wish to purchase one in advance, here are the details: Casio FX-991EX Advanced Engineering/ Scientific Calculator (UK VERSION)	
2	Ruler 30cm – shatterproof;	
3	Pencil case – to hold pens, pencils, eraser, sharpener, glue stick, coloured pencils;	
4	Maths Set - to include a protractor and pair of compasses;	
5	Clear pencil case for tests and examinations;	
6	Personal reading book;	
7	Translator (if required) - Please ensure that you have a translator because you will not be allowed to use your phone during lessons. Efficient electronic translators, or paper dictionaries, will need to be purchased. Note that these MUST NOT be internet enabled and should not contain any games options.	

Note: Tippex, or any other correcting fluid or tape, is not permitted.

BRING YOUR OWN DEVICE

This guide will help you make sure the device your child brings to school will work correctly and keep them, and their information, safe.

Operating System: The Brains of the Device

The operating system is the main software on a computer that manages everything. It's what you see when you turn it on, like Windows or macOS. It's very important that this is a modern and up-to-date version.

Internet Connection: Getting Online

Your child will need to connect to the school's Wi-Fi. The device must support Wi-Fi 4 (or 802.11n) or newer.

Our Commitment to Online Safety

We understand that your child's safety online is the highest priority. We have strong measures in place to protect them while they use their devices at school.

When a student first connects their device to our network, we will help them enrol it into our school management system. This is a simple and quick process.

Recommended Laptops (Examples)

If you are looking to buy a new device, here are some suggestions that meet the requirements. They are organised by price to help you choose.

Budget-Friendly - Typically under £400

Perfect for core school tasks like writing essays, research, and online lessons.

LENOVO IDEAPAD SLIM 3 / ASUS VIVOBOOK 15
BEST FOR: General schoolwork and everyday use. A great balance of price and performance.

ACER CHROMEBOOK PLUS
BEST FOR: Students who do most of their work online. A great, hassle-free, and secure option.

Mid-Range - Typically £400 - £800

These offer more power for students in subjects that need more demanding software.

DELL INSPIRON 14 OR 15 / HP PAVILION 15
BEST FOR: Students needing a faster machine that will comfortably last for several years.

APPLE MACBOOK AIR (M1 OR M2 MODELS)
BEST FOR: Students who prefer Apple products. Excellent for media work, lightweight and with a premium feel. Check for deals or refurbished models.

Premium - Typically over £800

Top-tier devices for those who need high performance for specialised courses.

APPLE MACBOOK AIR (LATEST M3 MODEL)
BEST FOR: Students needing a high-performance, long-lasting, and portable device, especially for creative subjects.

DELL XPS 13 / MICROSOFT SURFACE LAPTOP
BEST FOR: Students and staff wanting the best possible Windows experience. Powerful, stylish, and packed with features.

ROCK: RESPECT, OPTIMISM, COMMITMENT, AND KINDNESS'S

Ruthin School's core values are known as ROCK: Respect, Optimism, Commitment, and Kindness.

School Golden Rules

- Be punctual. Registration, which is compulsory, will be in your Tutor group from 8.30-8.40 a.m.
- Respect other people's property e.g. do not damage their belongings, borrow items or hide them 'for a laugh'.
- Respect other people's personal space.
- Bullying is not tolerated in Ruthin School. Don't be a bully or allow others to bully. Always report bullying in school, boarding and at home. Don't be a bystander.
- Respect the environment e.g. do not drop litter, use your own water bottle and do not waste water. Don't expect other people to clear up your mess.
- Engage with people not technology e.g. make eye contact/ smile/ say hello and thank you/ open doors for others.
- No mobile phones/ ipads / headphones / tablets/ laptops in corridors, classrooms (unless with specific permission) or the Dining Hall.
- If seen in any of these areas the equipment will be confiscated until 5pm and a letter or email will be sent home.
- All food and/or beverages must be consumed in the Dining Hall. No eating or drinking in corridors or classrooms.
- Food, cups, crockery or cutlery must NOT be taken out of the Dining Hall.
- Wear uniform correctly up until 5.p.m.
- Wear Sports kit for Games and/or activities if instructed.
- Keep to the Left on corridors & Single File.
- Use your locker and make sure it can be locked. Don't leave your books and bags lying around the school and blocking corridors.
- Years 7 to 9 will always be on first sitting for lunch at 12.15 p.m.

Code of Conduct

We have a simple Code of Conduct which states that all students at Ruthin School are expected to be:

- **Polite** – communicate with other members of the school community politely, make eye contact, and address adults using their surnames not forenames (e.g., Miss Smith, not 'Jane'), hold doors open for others, keep to one side in corridors and be aware of others around you. Respect the individual rights of all members of the school community. Adhere to school rules, including those regarding the use of electronic devices and mobile phones.

- **Prepared** – always have the necessary books, stationery, and resources with you, to complete tasks effectively. Take responsibility for your own learning.
- **Presentable** – maintain a high standard of uniform presentation whether in sports kit, school uniform or casual wear.
- **Punctual** – arrive and be ready to start lessons, tests, examinations, and meetings on time, and complete all work by the deadlines set.

In addition, we expect students to:

- **Participate** – take part in lessons in a mature and responsible manner, and engage in extra-curricular activities, sport, and the wider life of the school.
- **Prioritise** – give priority to schoolwork and test preparation – making effective use of study time in school and at home.

And finally, we expect all students to take:

- **Pride** – respect your surroundings, including classrooms, school facilities and resources. Set an example of good behaviour for others – especially younger students. Be kind to others, and do not stand by when others are being unkind.

Soon after arrival and as part of induction, all students will be reminded of the standards of behaviour expected and briefed on the system of rewards and consequences. All new students, and their parents/guardians, will then be required to sign 'The Learning Agreement' to confirm their understanding of the expectations. Tutors will explain this to the students and give them the opportunity to ask questions.

Students who persistently fail to meet the standards and expectations of Ruthin School, and do not follow this behaviour policy, may be required to leave the school.

In addition to the Code of Conduct, the School's rules and regulations are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour, and to set boundaries and to manage challenging behaviour. Students are expected to be in sympathy with the School's culture and ethos and by the expectations communicated to them.

Students are expected to be self-motivated, self-disciplined, make the most of their ability, and to contribute to the happiness and well-being of the school community by supporting others. They are also expected to live up to the high standards demanded by school staff.

Rewards and Incidents

Students are rewarded with merits for their good behaviour and academic or extracurricular endeavour.

Merits are linked to the School's core values of Respect, Optimism, Commitment, and Kindness (ROCK). They are a recognition of good work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others, and personal achievement. When awarded, the merit is recorded on the school Management Information System, and contribute to the inter-house competition.

Incidents refer to negative behaviour choices which fail to uphold our high expectations and may result in consequences. They can be linked to work, effort, behaviour and personal conduct, and may be given in any area of school life. When given, members of staff will record the incident on the school Management Information System. In all instances an attempt is made to understand why students behave in certain ways and appropriate support is offered to anyone affected by poor behaviour.

Once a year there is a Prize-Giving ceremony where excellent work, behaviour and attendance are recognised.



HOW CAN PARENTS HELP?

We encourage our students to take increasing responsibility for their own learning, but parental support remains vital in building good habits and confidence. You can help by:

- Checking your child's planner weekly, signing it, and using it as a channel of communication with teachers.
- Looking at exercise books to ensure work is well presented and carefully completed.
- Supporting regular revision by asking what has been learned and encouraging reflection on progress.
- Making sure your child is organised — school bag packed the night before, correct uniform and equipment ready, and punctual each day.
- Contacting the school promptly if your child is unhappy with any aspect of their experience.
- Reinforcing the importance of deadlines and celebrating effort as well as achievement.
- Promoting independent reading and showing interest in what your child is studying.
- Encouraging involvement in extra-curricular activities, helping them to discover new interests and build confidence.
- Talking about current events, news, or family interests to spark discussion and critical thinking.
- Setting realistic goals and encouraging high aspirations.
- Your interest and guidance help create a positive work ethic and ensure your child makes the most of their opportunities at Ruthin.



STUDENT ADVICE

Here are some tips from our current Year 7 students for those just starting at Ruthin:

- Ruthin School is a really friendly place – you will soon feel at home.
- Pack your school bag the night before so you are not rushing in the morning.
- Join clubs at lunchtime and after school – it's a great way to make friends who share your interests.
- Do your prep on the night it is set so it doesn't build up.
- If you don't understand something, just ask your teacher – they will always help.
- Bring your planner every day so you can keep track of your prep.
- Clear up after yourself in the Dining Hall and around school – everyone appreciates it.
- Walk on the left-hand side of the corridors as they can be busy.
- If you ever feel worried or upset, talk to someone – friends, Prefects, your Form Tutor, or a member of staff. There are always people here to support you.



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