



*A co-educational preparatory,  
pre-preparatory and nursery school*

## *Additional Information*

Please read this in conjunction with the prospectus inserts and the website [www.ripleycourt.co.uk](http://www.ripleycourt.co.uk) to get the latest information on staff, management, fees, policies and structure of Ripley Court.

# About Ripley Court

Ripley Court is a Preparatory School founded in 1893.  
It became a Charitable Trust in 1969 and a day-only school in 1998.

Ripley Court is administered by the Ripley Court Educational Trust Ltd. This Trust is controlled by a Board of Trustees (the Governors) as a charity – which means that it is a non-profit organisation and all income raised by the fees is returned to the school for the benefit and education of the children. The Trust is subject to the auspices of its constitution, which is interpreted and controlled by the Charity Commissioners.

The Governors consist of a team of individuals with expertise in various fields (such as law, accounting, local council matters, medicine and education). Their responsibility is to ensure that the school has the management and fiscal structure in place to administer and run the school in a proper manner, and that the long-term interests and development of the school are secured.

A small proportion of the fees is calculated surplus to immediate running and maintenance costs and used for major capital investment (such as new buildings). The school has invested several million pounds in buildings and facilities over the last decade, and with the recent success of the school this is set to continue.

The school is accredited by the ISC, and the Headmaster is himself a qualified Independent School Inspector and a member of the Incorporated Association of Preparatory Schools, or IAPS. This is an organisation of approximately 500 similar schools which provides training, advice, inspection and quality control for those schools.



# Introduction by the Headmaster

I feel very privileged to be the Head of such a fine school.

Ripley Court is a school of great standing, history, tradition, innovation and success. The reason is straightforward: each girl and boy has unique gifts granted them – but we do not know what these are when they arrive. It is our job to ensure that the highest standards over the broadest curriculum combine to enable each child to discover and develop their talents. In addition, Ripley Court has high and very traditional expectations of behaviour and participation.

This results in children of whom we are justly proud – kindly, thoughtful, confident and engaging, and much welcomed at the senior schools to which they progress.

The additional information contained in this booklet, to be read in conjunction with the prospectus and website, is designed to help parents to understand more fully the aims, ethos and procedures at Ripley Court.

What can never be contained in print is the gracious feel of the school, the kindly nature of the staff and sparkle, energy and happiness of the children. A visit is essential to see this. Come and spend some time with me and take a personal tour. By doing this, you can decide whether an education like that offered at Ripley Court would suit your child. I'd be surprised if it didn't!

The number of smiling faces, and the number of Ripley old girls and boys who come back to visit, and to report how happy they were, is testament to the school's long-standing service to the community.

Andrew Gough  
Headmaster



# Mission Statement

*“Non nobis solum ...”,  
“We are born not for ourselves alone ...”*

This statement sets out the educational aims and objectives of Ripley Court School. Ripley Court’s primary objective is to provide a distinctive and high-quality Preparatory School education for children aged 3 - 13 that allows space and time for children to develop fully. The school seeks to provide an environment in which all children can proceed at a pace appropriate to their ability and temperament, specifically:

## **Academic Aims and Standards**

The school seeks to be a centre for the highest academic standards. This is defined as the acquisition of academic skills, which represents a significant challenge to each boy and girl. Academic development is pursued both in depth and breadth with particular emphasis upon literacy and mathematical development, the acquisition of linguistic skills from an early age and a general introduction to historical, scientific, geographical and artistic concepts.

## **Personal Standards and Values**

The school’s objective is that its pupils will develop values which include courtesy, enthusiasm, humour, determination, flexibility and integrity. Concern for one’s neighbours is the underlying philosophical value of the school’s disciplinary and social system, and the size of the school contributes greatly to the accuracy and efficacy of Pastoral Care.

## **Parental Involvement**

The school strives to encourage a partnership between home and school in which family life is enhanced by the promotion of a close partnership between children, parents and the professional educators at the school.

## **The Performing Arts and Aesthetic Activities**

Children are encouraged and helped to develop self-awareness and confidence by participating in plays, improvisations and musical activity, much of which is performed in public. An important feature of the Ripley Court curriculum is provision for a pupil’s artistic and creative development.

## **Physical Activities**

Children are encouraged to become aware of the satisfaction derived from all kinds of physical activity and, in particular, competitive team sports. A comprehensive list of fixtures is maintained for all girls and boys.

## **Special Needs**

The school seeks to cater for children with mild specific learning disabilities by arranging qualified and carefully monitored support, and arranging, at the parent’s expense, specialist tuition if necessary. By careful setting and streaming, academically gifted children are encouraged and nurtured and all are thoroughly supported.

## **A Balanced Day**

There are opportunities during the school day, evenings, weekends and holidays for pupils to participate in a wide range of extra-curricular activities.

It is hoped that these aims and objectives will enable Ripley Court pupils to proceed to their senior schools as happy and confident young people.

# Management Structure

Please consult the enclosed staff list for names and full qualifications of personnel.

Ripley Court requires a detailed management structure to maintain its success and to ensure smooth day-to-day running. A brief synopsis of these structures and the personnel, as they affect parents and pupils, is as follows:

## Headmaster

The normal point of contact for any school matter, parental issue or enquiry. Parents are encouraged to visit or phone if they have any worry, concern or problem. This is usually by appointment, although the Headmaster is often available ad-hoc for quick queries and is always immediately available for serious issues.

## Deputy Head

Responsibilities: All matters to do with the day-to-day running of the school, calendar entries, routine discipline, particularly of the Upper School (Years 5-8). To deputise in all ways for the Head when needed.

## Director of Studies

Responsibilities: All aspects of organisation to do with curriculum and exams and timetables throughout the school.

## Head of Little Court

Responsibilities: All aspects of early years provision, up to and including Year 2. The most usual point of contact for parents of children in the Ark and Little Court (ages 3 to 7).

## Senior Master

Responsibilities: The house competitions, games fixtures, the valedictory programme and marketing.

## Head of Girls

Responsibilities: Ensure that the girls and boys receive equal opportunities in all areas. The huge growth in girls' numbers over the last decade has shown the value of this appointment.

## Head of Middle School

Responsibilities: The overall progress and pastoral issues of the children through Years 3 and 4 (ages 7-9).

## Special Needs Co-ordinator (SENCO)

Responsibilities: Collation of information regarding any children with special educational needs, including preparation of Individual Education Plans, the co-ordination of extra lessons, and links with external experts.

## Bursar

Responsibilities: Management of the school finances, estates and development and management of the assistant staff.

## Registrar & Headmaster's PA

An important point of contact for all wishing to meet the Headmaster, and for registrations and queries.

## Heads of Department and Assistant Teachers:

The following departments operate in the school:

English, Maths, Science, French, History, Geography, Religious Studies, Classics, Music, Information & Computer Technology (ICT), Art & Design Technology, Physical Education, Boys' Games, Girls' Games

Teachers are all qualified graduates. They compile policies and schemes of work for their subject to ensure that a continuous and steady progress is in evidence for all children in each area from Nursery to Year 8.



# Academic Matters

## Progress through the school

The following table will help you to understand the progression through the school from Nursery to Year 8. The school follows National Curriculum year groups common throughout England and Wales in both state maintained and most independent schools. Children are expected to be able to cope in their correct year group. It is very unusual, although not unknown, for children to be out of their correct year group – such instances require careful thought and consultation between the school and the parents.

Age at 1 September in that year	Year Group	Ripley Court Section	National Curriculum Grouping
2	Nursery	Little Court	Foundation
3	Transition	"	"
4	Reception	"	"
5	Year 1	"	Keystage 1
6	Year 2	"	"
7	Year 3	Middle School	Keystage 2
8	Year 4	"	"
9	Year 5	Upper School	"
10	Year 6	"	"
11	Year 7	"	Keystage 3
12	Year 8	"	"

## Admissions

The latest policy is available on request.

**The principles:** The school reserves the right to keep control over its roll, including those who are admitted to, and remain on it.

### Criteria:

Admissions will observe the requirements of legislation. The criteria for selection will be on the basis that the child satisfies the Headmaster in whatever manner he shall determine at that time that the child's ability and disposition will ensure:

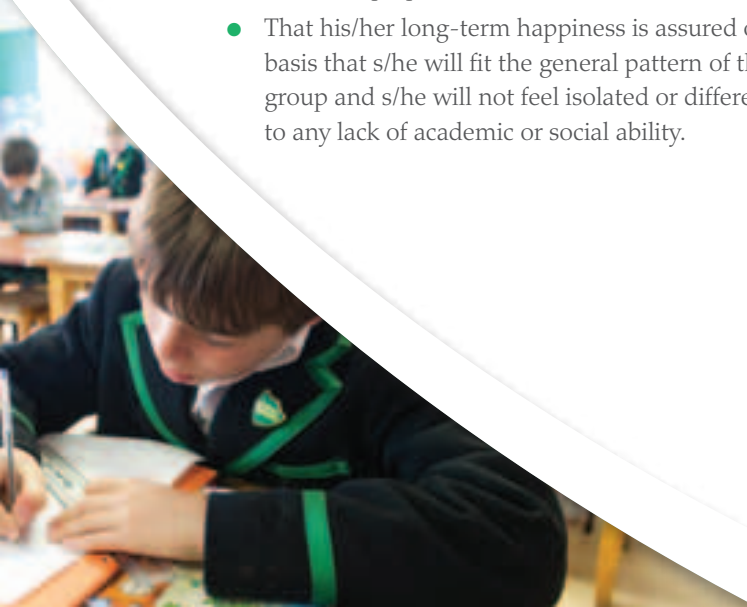
- That s/he is able to cope with the demands of an academic prep school.
- That his/her long-term happiness is assured on the basis that s/he will fit the general pattern of the year group and s/he will not feel isolated or different due to any lack of academic or social ability.

- The position of any child will be reconsidered if it turns out that the parents did not inform the Headmaster of some material fact before entry assessment.

At all stages after Foundation, children will be assessed, on entry, for the "goodness of fit" to the Ripley Court environment and to their particular year group. Occasionally, the Headmaster may, at his discretion, waive this requirement if he has satisfied himself by some other method (such as a good reference from a previous Head) that a child's performance and demeanour are satisfactory. It is vital that any difficulty the child experiences is included in this discussion. This is not because the school discriminates in any way – it is simply that we know our strengths.

The key point to understand is that Ripley Court is an academic school with a lively pace and high standards and expectations, from which children go to a wide range of top independent schools, often with scholarships. Children who would find this pace too demanding, or whose behaviour and demeanour would not fit the Ripley Court ethos, are unlikely to be happy in the longer term, despite our best efforts.

Our maximum class size is 18 and we have two forms in each year group.



## The main admission ages are as follows:

### The Ark

#### The Ark (Nursery/Transition, ages 3 and 4):

The youngest children we can accept must turn three during their first term in the Nursery. Children would be expected to be "dry". Most children start on a half-time timetable. Fees are charged pro-rata. There are ten sessions of half-days per week – a minimum of five is compulsory; some stay to lunch. There is no formal entry test but children are asked to come for a taster morning.

### Year 3 Recep

#### Reception (age 4)

The first compulsory school age. Children start full-time in the September after their fourth birthday. There is no entry test, but those not coming from Transition come to a "taster" morning.

### Year 3

#### Year 3 (age 7)

Entry is by examination and interview (usually, the children come in for a morning and take some simple tests) to ensure that the child fits the profile of his or her peers.

### Year 6/7

#### Year 6/7

An increasing intake, as children sometimes change sectors prior to 13+ entry to senior independent schools. Entry is by examination. Parents should have a good idea of the destination of their child after Year 8 – and preferably have registered at their choice of senior school before or shortly after entry.

### Other ages

#### Other entry times

Children are welcomed into the school at any time, and due to the multinational nature of many companies in Surrey and London, there is always some movement in and out of the area. If there is a place available we will consider your child for entry. Little Court entrants will be assessed by spending a morning in the class they will join. Older children will also spend time at the school, during which they will have their standardised reading, writing and mathematical ability assessed.

## Structure of tuition:

### Rec/Year 1/2

#### Little Court: Nursery/Transition/ Reception/Year 1/Year 2

Children are placed in mixed ability classes. We do not set or stream them because it is mostly too early to judge ability accurately, but we do provide differentiated teaching for differing learning styles and speeds. Children are taught by class teachers, with classroom assistants in the younger years. Specialist tuition is provided in Music, French, Swimming and Dance, and ICT and games for Year 2.

### Year 3

#### Year 3

We reshuffle the forms and integrate new children at this point. Forms are still classroom-teacher-based but do start forays to other teachers in specialist facilities. We usually start English and Maths sets in this year when we feel it useful.

### Year 4

#### Year 4

Maths, English and French sets are now the norm, sorted by the speed and accuracy with which children access the curriculum. The children continue in a classroom-teacher-based environment as per Year 3, but continuing with specialist tuition in French, Music, PE, ICT, Swimming, Games, Science and Geography.

### Year 5

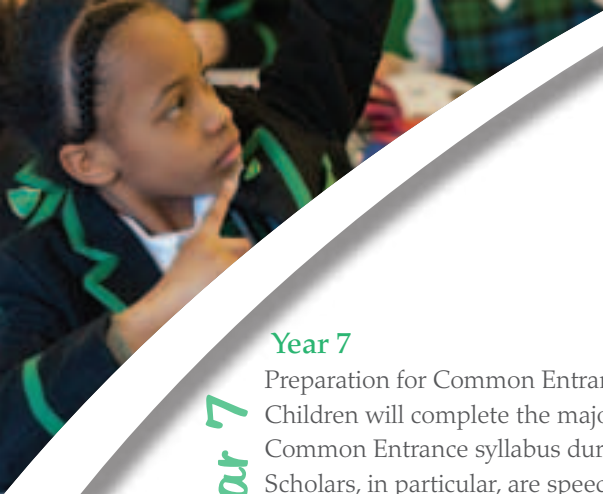
#### Year 5

An important year for organisational skills – the children now follow an itinerant timetable – in other words they are taught all subjects by specialist teachers. The list of specialisms is impressive: Maths, English, French, Science, History, Geography, Latin, Religious Studies, Games, PE, Swimming, ICT, Art & Design Technology! Due to competition for 11+ and 13+ places at senior independent schools, it is imperative that parents start to consider future schools during this year.

### Year 6

#### Year 6

We begin to prepare children for any tests they may have for their senior school entrance. There may be some movement between classes as we start to consider the exit strategy for each child – Common Entrance or Scholarship. Children begin the climb towards their finals in Year 8.



## Year 7

### Year 7

Preparation for Common Entrance continues. Children will complete the majority of their Common Entrance syllabus during this year. Scholars, in particular, are speeded through the syllabus so as to give plenty of time for individual scholarship preparation. Final scholarship selection is made at the end of Year 7, and suitable candidates are offered the course.

## Year 8

### Year 8

A terrific year for the children – top of the school, prefects, responsibilities, first teams, realisation that the staff are human (or less so if children choose not to put their best foot forward). Important exams bring some pressure, but there is a big satisfaction payback at the end – children cannot succeed if they do not take part in real exams! It is a snapshot of real life, in fact, but in a smaller and controlled environment.

## Setting and Streaming

An advantage of the size and independence of a school like Ripley Court is that we have a great deal of flexibility in setting and streaming year groups to enable the most efficient tuition of all the children. Some definitions are called for:

### Streaming

This is the process of dividing an entire year group into different forms by broad ability. We do this, but not often before Years 5 or 6 because it is usually too blunt an instrument. Children differ in their abilities between subjects (for example, some are linguists, some are scientists) and so streaming tends to apply uneven pressure which is not always helpful too early.

### Setting

Instead of streaming we make extensive use of setting in core subjects (English, Maths, some Science and French). It is not uncommon for a child to be in the first Maths set but in the second French set, for example.

Although we try not to “bounce” children from set to set, this system does create opportunity for children to move between sets when necessary. The Heads of these core departments have full authority to make such decisions, but will always consult with parents before making any set changes during the year – since this will mean a change of teacher.

## A Broad Curriculum

One of the joys of teaching young children is that one never knows what talents are hidden, waiting for realization. A secret of Ripley Court’s success is to provide as broad a range of subjects as possible, taught by specialists as early as possible. The curriculum varies through the years, with Little Court children having a curriculum more geared to the acquisition of vital literacy and numeracy skills, and the older children having an increasingly broad curriculum as the years go by. A key concept is that, for any child to feel confident, there has to be at least one thing (anything!) they do well. With a broad curriculum, we are bound to find at least that, and more besides.

## The Ark

### The Ark (Nursery and Transition)

Children currently follow the “Early Years Foundation Stage” curriculum (or similar). The key development areas are: Personal, Social and Emotional; Communication, Language and Literacy; Knowledge and Understanding of the World; Mathematical development; Creative development and Physical development.

### Little Court

Much emphasis is placed on learning to read and write. Initially children have reading "homework" every day; this starts to include some spellings and sums as time goes by. They do much subject-based work, which integrates reading and writing skills with geographical, historical and religious themes. There are drama productions, and in Year 2 formal tuition in ICT and games starts. There is also plenty of time allocated for physical activity. Tuition is given in French and dance.

### Middle & Upper School

Now following a formal timetable, children start to approach academic disciplines with more rigour, building towards Common Entrance. Games and physical activity have a high profile (fit and healthy children have clear heads) and approximately half the tuition time is devoted to the core subjects (English, Mathematics, Science and French) for which sets are provided where useful. A more formal approach to the humanities (History, Geography, Religious Studies) is evident, and tuition in the ancillary (non-examined) subjects, Art, Computers and Music. Children learn Latin from Year 5.

## School Exams and Testing

Although not always popular, tests and exams are essential for us both to gauge each child's progress, and the quality of our teaching and academic provision. It is also important that children get used to the idea and method for tackling these, since almost all children will have to sit some sort of test for their next school.

### Nursery, Transition and Reception

No testing is necessary (or meaningful) here, but children are assessed against the early learning goals and regular feedback from these is made to the parents.

### Year 1

Children are tested for UK-normalised Reading and Spelling, Maths and English ages, which continue annually. These tests are administered without preparation in a very low-key manner.

### Year 2

Children sit regular Maths progress tests and Maths and English tests in November and June, and are also assessed by the teacher in other curriculum areas.

### Years 3 – 8

Children sit examinations in November and in June. In Years 3 and 5 they sit the CAT tests (Cognitive Abilities) to check their innate ability and progress in the system against children in the rest of the country. The entry exams to their senior schools are almost always externally administered, and some are sat here, some at the next school.

### Final Exams and Future Schools:

#### Common Entrance (CE) at 13+ and 11+, Public School Scholarship (PSS) and Guaranteed Place Exams

One or more of these examinations normally precede the end of a Ripley Court career. They are set either by the Independent Schools Examination Board (ISEB) or by the senior school to which the child is going, and they are marked and graded by this destination senior school. Both Common and Scholarship exams are broad (all 8 main subjects) and demanding and differ only by the nature of questions: they have a common syllabus, but the Scholarship questions require significantly more analytical skill.



## Senior Schools

Ripley Court prepares children for a wide range of senior schools. In the past ten years, Ripley Court has sent children to the following schools:

Ardingly\*, Box Hill, Bradfield\*, Charterhouse\*, CLFS Ashted\*, Claremont Fan Court, Cranleigh\*, Epsom College, Eton, Frensham Heights\*, Guildford High\*, Hampton\*, Harrow, Hurstpierpoint, KCS Wimbledon\*, King Edward's Witley, Lancing, Manor House\*, Michaelhouse (South Africa), Millfield\*, Notre Dame, Prior's Field\*, Reed's\*, Royal Grammar School Guildford\*, Salesian College Farnborough, Seaford\*, Sir William Perkins's\*, St Catherine's Bramley, St George's Weybridge\*, St Paul's, St Teresa's, St John's Leatherhead\*, Surbiton, Tormead, Wellington College\*.

\* denotes academic scholarships or exhibitions or other awards gained by pupils attending these schools in the last decade

This list is an indication that most parents opt for local day schools – but we can prepare children for any independent school in the country or indeed the world.

Parents are encouraged to book an appointment with the Headmaster during Year 5. He will know your child well by that stage and, since he spends a good deal of time visiting senior schools in the area, he will be able to suggest schools which he thinks might suit.

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## Reports, Staff-Parent Conferences and Open Days

All children receive written reports in each of the three terms, (bar Little Court, who have an extra staff-parent conference in the Spring Term instead). There is also an opportunity for parents to meet their children's teachers at the Staff-Parent Conferences. These are held in the middle of the Autumn Term (with the exception of Year 8 which is held in December, after the Mock CE exam).

### For the Middle and Upper Schools

Open Days are held periodically in the school – these are aimed at new families. Open Mornings are held biannually for parents to view their children "in action" at school. Dates for all these events are publicised in the calendar.

In general, the size of the school means that contact between parents and teachers is regular and teachers are easily available for comment or discussion.

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## Special Needs

Ripley Court aims to assist children who have a moderate degree of a Specific Learning Difficulty (SpLD) (such as Dyslexia, Dyspraxia, Dyscalculia or similar), but who otherwise cope perfectly well with the normal academic demands. We have a Special Needs Co-ordinator (SENCO) who is part of the Senior Leadership Group, and we have an in-house specialist teacher who teaches children individually or in small groups, and who provides initial screening for suspected cases.

When a child's progress indicates a cause for concern, an assessment is made to see whether a Specific Learning Difficulty is evident (this is usually not before

about age 7). Parents are consulted, and it may be that an assessment and thereafter a course of action is proposed to assist the child.

Our rule of thumb for helping children with these problems is whether they can cope with the Ripley Court routine with, at most, two lessons of withdrawal per week for extra help. Should they require much more intervention than this then it is likely that a parent's educational budget for their child would be better spent at a school with greater SpLD provision (for example, with a full Special Needs Unit). Experience has shown that children with significant SpLDs do not always thrive in a fast-paced academic school like Ripley Court.

It is important to note that there is a clear division as to the funding for this. The school pays the special needs teacher for screening and advice, but extra testing or tuition is borne by the parents of the child concerned. Parents should also note that maintained sector Statements are seldom supported by Local Authorities when a child attends an independent school.

# Matters of Routine

## The School Day

### The Ark and Little Court hours

Start of school	8.30 am
Nursery & Transition afternoon session	12 noon
End of school	
Morning Nursery & Transition	12noon or 12.30pm (with lunch)
Afternoon Nursery & Transition & Little Court	3.30pm
Little Court Hobbies	as per specific arrangement

### Court Jesters – The Ark and Little Court

A chargeable service is provided for children in The Ark and Little Court (only!) to stay until 5.30 pm. Contact the Headmaster's PA for details.

### Middle and Upper School hours

Years 3 & 4:	8.30 am – 4.00 pm
Years 5 to 8	8.30 am – 4.30 pm

### Middle School Prep

There is a special free prep for Years 3 and 4 children	from 4 - 4.30 pm
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### Prep service - Upper School

Years 5 to 8	from 4.30 – 6.00 pm or until collected.
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(Years 3 and 4 may also stay). Any children not picked up by 4.40 pm will be taken to prep, where they will remain until 6.00 pm or until collected. Prep supervision is not charged.

## Dropping off

Morning drop-off on the Main School site takes place in the back car park between 8.10 am and 8.30 am. Local children may walk or cycle to school with the Headmaster's written permission.

## Bus runs

The school currently offers a morning minibus service to the Woking/Pyrford areas.

## Homework

Homework (prep) is set throughout the school. It varies from approximately 20 minutes (mostly reading) in Little Court to approximately 40 minutes (20 minutes of two subjects) in Years 3–5 to about an hour in the top three years. Although some homework is essential, the school endeavours to keep the load as light as possible. Holiday work is usually only set for those in their final year.



## The Calendar

Ripley Court publishes a full calendar at the beginning of every term. This is an absolutely essential document for all people involved in the school, and is the tool whereby the multifarious activities of the school are co-ordinated. There are often, for example, over one hundred sporting fixtures with other schools in a term, and so the calendar is an essential for the kitchen notice board. The calendar appears on the school website.

## Pastoral Care & family issues

We take Pastoral Care (in other words, general progress and happiness) very seriously, and the general contentment of the pupils is testament to our success in this. One of the advantages of a small school like Ripley Court is that we know the pupils individually. We also have a Personal, Social and Health Education programme (PSHE) operating in all years to introduce children gently to the realities of growing up and life in general.

It is important that the Headmaster is made aware of important social issues such as family break-ups and bereavements (including the loss of pets!). We cannot act or assist without knowledge. Absolute discretion is assured.

## Instrumental Music – Individual tuition

The school will arrange for children to receive individual tuition at the parent's request and expense. Approximately two-thirds of Middle and Upper School children receive such lessons. All children receive specialist music tuition in classes as a normal part of the curriculum.

## Bullying

Instances of bullying at Ripley Court are rare, due to the stringent line taken against it. However, no school in the world can claim to be entirely free of this problem since it is a function of the immature social skills of young children.

It is a problem that is relatively easy to solve, particularly if caught early, and staff and parents are exhorted to be vigilant.

Our policy is to take the sternest line on bullying. It is always a matter for the Headmaster. Accusations of bullying are carefully investigated, and a solution is gained for all such issues. We would like to reassure parents that we take the strongest line on bullying, and we do not allow intimidation systems to operate at Ripley Court!

## Ripley Court Parents' Association (RCPA)

This is an organisation run entirely by the parents. Its function includes the organisation of small social gatherings and orchestration of parent-parent contacts such as coffee mornings and outings, as well as large whole-school events for parents such as Quiz Nights, Parents' Match, the Christmas Fair and the Summer Ball or extravaganza.

Funds raised are spent on "Extra" items for the children's benefit, such as the new Adventure Playground. The RCPA is a very valuable institution,

and parents are strongly urged to become involved. There is a committee consisting of representatives of all the forms in the school. A small administrative subscription is automatically charged to all parents.

## Second Hand Uniform Shop

The RCPA runs the invaluable second hand uniform shop in the Main House.

## Uniform

The school is firmly committed to the ideal that having a compulsory school uniform is essential to ensure that children are treated as individuals. It is also of importance in creating a school identity.

A uniform list is published annually. Changes to this are kept to a minimum and introduced gradually if possible. Attention is also paid to the relative expense of items. Deviation from the list is not permitted.

In addition, it is a requirement that children's hair is kept in good order. Tinting and certain haircut styles are not permitted.

## Team Sport and Selection

The school runs an extensive calendar of competitive fixtures in the major girls' and boys' team sports, and many other sports besides.

The aim is to ensure, where possible, that all children have the opportunity to compete in matches (from

Year 3 up), at a level appropriate to their skill. Key aims are teamwork, participation, competition and enjoyment. We do try to win, but accept that we do not always manage to win!

## School Rules and Discipline – Rewards and Sanctions

It is a legal requirement that the school's policy on these issues be spelled out to parents. Ripley Court policy is to accept only the highest standards of discipline and behaviour. We do not attempt to legislate for every eventuality, but we do have some guidelines. They are:

*"A pupil's behaviour should at all times be consistent with an appreciation for the safety and well-being of others and with a respect for personal and communal property. A pupil's behaviour should also reflect a willingness to involve him or herself positively in the curricular and extra-curricular activities of the school. A pupil's behaviour and demeanour should at all times be such as to represent the school positively to the outside world. In his or her dealings with all adults a pupil should display a high level of courtesy and respect."*

There is a "Stars and Stripes" system in operation. Ripley Court prefers the carrot rather than the stick approach. Good work or behaviour is rewarded with stars and house points.

Exceptionally good work or behaviour may result in a Headmaster's Commendation – the accumulation of which lead to scrolls and badges. The child visits the Headmaster, and shows him his/her work or explains his/her good behaviour. Children very much enjoy doing this, and Headmaster's Commendations are a much-prized commodity!

Children will occasionally fall short of the requirements and there are stripes for lapses in behaviour, attitude or manners. Those receiving several stripes will sit a detention or lose other privileges, such as a break or use of play items, and may well be interviewed by the Headmaster.

**Stripes** (school average 2 per week) are, naturally, far rarer than stars (school average 2000 per week)!

**Minor misdemeanours** (forgot pencil) are not necessarily reported to parents, but major behavioural problems may lead to an interview or telephone conversation between the parents and the

Headmaster. Minor recidivistic issues (such as poor Homework) may be dealt with by putting a child "on report" – where they are required to get a comment from each teacher during the day. It should be borne in mind that all children have a right to a safe, happy and enjoyable school life. Children who adversely affect this status quo will be dealt with as firmly as is necessary to solve the problem.

### Serious disciplinary issues

Misdemeanours involving a one-off incident of a very serious nature, or a long-term poor pattern of behaviour, involving the pupil or, occasionally, the parents, may force the Head to reconsider the pupil's position at the school. This applies to behaviour that does not indicate more routine impositions or withdrawal of privileges (such as detention, missing break, written impositions, oral warnings etc) and may result in an exclusion from school.

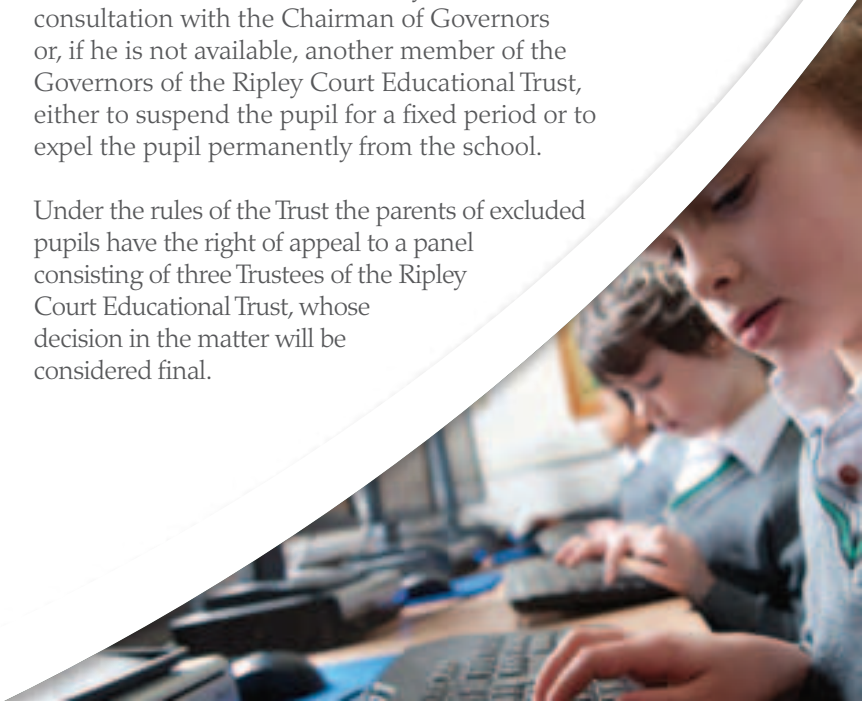
There are two types of exclusion:

1. **Expulsion**, where the child is not permitted to return to school.
2. **Suspension**, where the child is excluded from the school for a fixed period.

In all such instances, each individual case is considered on its merits, and statements may be solicited from witnesses and teachers.

When the Headmaster has satisfied himself that he has the facts of the case he may decide, after consultation with the Chairman of Governors or, if he is not available, another member of the Governors of the Ripley Court Educational Trust, either to suspend the pupil for a fixed period or to expel the pupil permanently from the school.

Under the rules of the Trust the parents of excluded pupils have the right of appeal to a panel consisting of three Trustees of the Ripley Court Educational Trust, whose decision in the matter will be considered final.





# After Word

## Happiness and rapid progress in a supportive environment.

It is not possible, even in a tome like this, to list every detail of a school's organisation. The intention in this booklet is to answer most of the routine questions and to thus inform your choice.

The decision on which school to send your child is complicated – since all parents viewing schools are likely to visit many that seem “fine”. After counting the computers and checking on the qualifications, though, it is vital to assess less obvious areas.

*For example:*

1. What are you about to pay for – Small classes? Good facilities? Opportunities? Good discipline?
2. Will your child be valued as an individual, and will your child have all opportunities? Or will your child be lost in a large and amorphous group. Will they be able to take the leading role, or will they be continually cast as an extra; and “also-turned-up?”
3. The feel of the school. Do you have the instinct that your child will be happy? If they are, they will do well.
4. The social mix – you will make many life-long friends at Ripley Court, and these are most likely to come from similar-minded families. Similarly, your children will make lots of friends – will they compete on equal terms with their peers?
5. The nature of the senior children. We think ours are terrific, but do you like what you see? Are they confident, or are they cocky? Are they kindly or are they self-centred? Your child will probably become like them.
6. The teachers – shiny resources are all very well, but the teaching is the most important determinant of a child's progress. Do you like them? Do you feel they will be well disposed towards your children?
7. What do the fees include? Ripley Court's fees are “all inclusive”, bar a few extras.

It is a complicated decision. Good luck!





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