

ARTS COUNCIL
ENGLAND



Maryhill High School

A Media Arts College



OFSTED February 2010 "Good"



welcome

“Students enjoy school because they are successful with their work and achieve well”
OFSTED February 2010



“Students are polite”
OFSTED February 2010



“They have positive attitudes to taking exercise”
OFSTED February 2010



INTRODUCTION

Dear Parent

Thank you for considering Maryhill as the school for your child's secondary education.

Why choose Maryhill?

Choose Maryhill if you wish your child to attain the best possible grades regardless of ability.

Choose Maryhill if it is important that your child matures into a decent, disciplined and principled young adult.

Choose Maryhill if it matters that your child attends a school that makes an excellent contribution to its local community.

We achieve this by placing the learning and well being of each student at the centre of every action we take and every decision we make. OFSTED recognised that “no child slips through the net” of care and they related that they had never seen students so proud of their school. These two factors underpin the success and achievement of our students and reflect the dedication and professionalism of our staff. When combined with our confidence inspiring media specialism, we believe we offer a unique experience for our students.

OFSTED recognised what makes Maryhill special. I am confident that you will too.

Enjoy learning in more detail about school life through the information in this prospectus and in our DVD.

If you require additional information, please do not hesitate to contact the school and I look forward personally to welcoming you to our New Intake Evening.

Yours sincerely

F. Hewardine

Mrs F Hewardine



PERSONALISING LEARNING

Our commitment to all students

Maryhill prides itself on being a progressive school committed to delivering a high quality learning experience to **all students whatever their ability**. Effective teaching and learning underpins everything that we are currently focusing upon.

This includes using the latest in technology to deliver lessons that reflect the individual learning styles of our students. Our learning policy puts Assessment for Learning at the centre of every teacher's practice, so that each student's progress is known and they are helped to improve.

Our ICT and media facilities also help to improve and broaden the teaching and learning opportunities for all our students.

The systematic tracking and monitoring of student progress through the use of data is integral to successful Assessment for Learning. Students and parents are fully informed throughout the academic year and so where necessary intervention can be swift and therefore effective. We provide a range of intervention programmes across the Key Stages for groups and individual students.

GIFTED AND TALENTED

We recognise that all students have much to offer but that some individuals perform to standards which are recognised nationally as being gifted or talented in some area. Academically able students are identified at an early stage and this information is passed to the teachers in order that their opportunities to excel are maximised. This may result in early entry to examinations, the opportunity to study additional subjects and access to academic programmes outside of the standard curriculum offered in school.

SPECIAL EDUCATIONAL NEEDS

In class support is provided by a team of teaching assistants across Key stages 3 4 and 5. In addition there is specialist support for those with physical disabilities, visual impairments and for our EAL students. For those students who experience specific literacy and language difficulties, including dyslexia, individual tuition and specialist support is provided by two qualified SEN teachers.

Access for students with impaired mobility has been improved recently with the building of lifts that enable much of the school to be reached. We continue to improve access for those with mild disabilities.

We provide special arrangements for all examinations and careers guidance from Year 9 resulting in enhanced opportunities for success for all our SEN students

HOW OUR TEACHING IS ORGANISED

When students arrive in Year 7 they are placed in groups according to ability following consultation with their primary schools.

- This placement is constantly reviewed as a student progresses through the school.
- In many cases students are in different groups for different subjects to cater for individual needs.
- Students with learning difficulties are taught in smaller classes so that they can have more individual help.



“Staff know the students well and are able to offer effective guidance”

OFSTED February 2010

PERSONALISING EXPERIENCE

MARYHILL AS A MEDIA ARTS COLLEGE

It is through the media of television, film, radio, the internet and newspapers and magazines that students learn most about the wider world. We believe that we can harness this natural area of interest and develop it into a love of learning, by helping students to become participants in the world of media rather than mere spectators. We aim to create opportunities for students to voice their own opinions and ideas, to question the media messages that they are subjected to daily and to create media messages of their own. As students begin to realise that they can all make their own contribution, they will grow in confidence and begin to express themselves more capably.

Media technologies impact on teaching across all subjects in the curriculum to strengthen and develop quality, active learning.

Students learn by using digital video and stills cameras to make films and to enhance their work, making radio and TV broadcasts over the school network and writing and editing the school newspaper. They are given opportunities to enter competitions (you can see our success stories displayed in school) and all students take part in **Learning Activity Days** to enhance their learning. All students take part in our Media Specialism Day, the most recent one was our "Da Vinci" Day. Please see our website for photographs. Please see our website for photographs.

Through our media work, we give young people a voice within the community and opportunities make a positive contribution to society.

CURRICULUM TRANSITION

Most students who start at Maryhill have already met their new teachers as part of the school's work with our feeder primary schools.

As a result students will have some understanding of what is expected of them in lessons when they arrive in September. Many of our teachers have previously worked with the students on a range of projects which develop their skill base, all of which are needed to make a successful start in their new school.

As part of this process our teachers work closely with colleagues in the primary school on how they deliver subjects and topics so there is continuity for the students when they begin high school and therefore a seamless transition.

THE LEARNING EXPERIENCE FROM 11 TO 19

Key Stage 3

In years 7 to 9, all students study English, Mathematics, Science, French, History, Geography, Religious Education, Technology, Information and Communication Technology (ICT), Art, Performing Arts, Physical Education, Media Studies and Citizenship. Although the same subjects are studied by all students, the work is differentiated according to the ability of the class.



"Students feel safe"
OFSTED February 2010



"Students make good progress"
OFSTED February 2010



"Behaviour is good"
OFSTED February 2010

Key Stage 4

At the end of Key Stage 3 the students can make some choices about the learning pathway they will follow for the next two or even four years. We want students at Maryhill High School to achieve the best possible outcome and to help do this we allow them to personalise their curriculum when they start Year 10.

In years 10 and 11 all students study English, Mathematics, Science, ICT, PE and Citizenship. They are then allowed to make a guided choice of four options from an extensive list of GCSE and equivalent courses to suit all abilities and interests.

Work-related learning is also an essential part of the KS4 curriculum. Year 10 have a 1-week work experience placement, followed by Enterprise Days in school that allow reflection and further development.

THE SIXTH FORM

The Maryhill Sixth Form is open to all students and this means that we can offer seamless continuity from the start of Year 7 to entry into Higher Education.

We collaborate with Clough Hall Technology School to offer a broader and more flexible curriculum. This means that students in the Kidsgrove Sixth Form have a very wide choice of subjects, they can remain in Kidsgrove for their course of study and minority subjects such as Music can continue to be offered.

We offer a variety of courses in the Maryhill Sixth Form. These include:

- AS and A2 in most academic subjects, including Psychology and Sociology.
- Vocational courses in Construction, Health and Social Care, Engineering, ICT, Media, Performing Arts and Hospitality and Catering.
- GCSE courses in English, Mathematics and Science.

AFTER THE FINAL BELL HAS RUNG ...

The learning experience does not end at the end of the school day!

Homework

We regard homework as an essential part of a student's programme of study for three reasons:

- It helps to reinforce the learning that has taken place in the classroom.
- It helps students to learn to study on their own.
- It is necessary if students are to reach their target grades in exams

All students are given a homework timetable so that they can organise their time and parents are aware of what is required.

Extended Schools

We offer a range of activities to students after school. There is a mixture of opportunities to learn new skills for example in sport and also enrichment to the school curriculum like the, Guitar club and Drama club.



"They have positive attitudes to taking exercise"

OFSTED February 2010



"Bullying is rare"

OFSTED February 2010



"Themed days are used effectively to enhance student's good cultural understanding"

OFSTED February 2010

PERSONALISING SUPPORT

ADVICE AND GUIDANCE ON COURSES OF STUDY

The world of education is changing all the time and is very different now from when our students' parents were at school, so it is vital that students are helped to make the best decisions for themselves, so as to ensure their **future economic well-being**.

In Year 9 and Year 11 students and parents take part in a comprehensive guidance package that includes the 14-19 Learning Pathways booklet, the information and consultation evening event and an interview to help with their decision. We work closely with Connexions, the careers service, to give the best possible information, advice and guidance.

The courses that students choose will be important as it sets the direction for their studies from 14-19 and beyond.

PATHWAYS TO SUCCESS 14-19

At Maryhill students are encouraged to plan for their future learning and working lives. We aim to help students to make an informed choice in Year 9 and Year 11 that will lead on to GCSE and other qualifications, sixth form courses and eventually college, university and the world of work. Therefore all of our advice and guidance is aimed at enabling students to look this far ahead.

SUPPORT FOR ACADEMIC PROGRESS

From Years 7 to 13 academic studies are supported by a tutorial system. The Tutor receives assessment data from subject teachers on a regular basis and this is used to measure students' progress towards their target levels or grades. Students who are working above their targets are congratulated and encouraged to aim higher, while those who are underachieving are interviewed and assisted to get back on track. The students are encouraged to reflect on the factors that may be affecting their progress and we offer mentoring to help them focus on how to improve.

STUDY SUPPORT CLUB

Facilities are made available at school before school, at lunchtime and after school for students to undertake quiet work, including homework, if they wish. The Study Support Club has access to modern computers in the library area, each with supervised Internet access.



“Students with special educational needs and/or disabilities also make good progress because they receive very good support and guidance”

OFSTED February 2010



“The school radio is effective in improving internal communication within the school as well as being an integral part of the school day”

OFSTED February 2010

SUPPORT FOR PARENTS

We believe that a partnership between parents and school is essential. Strong links between home and school are maintained in many ways:

- Parents receive a Parent and Student Support Pack at the beginning of each year containing information and advice.
- Regular newsletters are sent home to inform parents and students of events, arrangements and news of student achievements.
- Parents of students taking external examinations are given advice and support at our “How do you revise evening?”.
- Our website provides additional information throughout the year.
- The Review Day – 20 minute individual appointments are made for parents and students to visit a member of staff, usually the Form Tutor, for an annual review of progress. There are also information events or learning activities for parents according to the student’s year group.
- A full written report is sent home each year and interim progress reports are issued at regular intervals throughout the year.
- Parents are invited to come and support their children in a variety of events: sports day, drama productions and talent shows.
- Our Open Evening in October is an opportunity to see the school at work and to view changes made to the teaching environment.
- Our Education Welfare Officer (EWO) may contact parents or visit homes if there is a problem with the attendance or punctuality of a student.

SUPPORT FOR LEARNING

We believe that an atmosphere of harmony and good order is an essential ingredient to the learning process, so that all students can enjoy and achieve.

Our school is a relaxed, friendly and caring yet well-disciplined community, which seeks the best for all its members. In recognition of this the school now holds the Inclusion Quality Mark.

Goals are necessary to ensure harmony and our goals are based on the principle of RESPECT.

Respect for:

- **AUTHORITY** – our students know that respect for staff is essential to good learning.
- **OTHERS** – students are encouraged to respect and support each other and all those they come into contact with.
- **THEMSELVES** – we expect our students to be smart and to be well prepared for their learning.
- **COMMUNITY** – our students are well-known for the contribution they make to local groups and charitable causes both at home and overseas.
- **ENVIRONMENT** – we are an ECO-school and our students take part in many environmental projects.



“Students have a very good understanding of moral issues”

OFSTED February 2010



“Attendance has improved”

OFSTED February 2010



“Students make an excellent contribution to the local community”

OFSTED February 2010

These goals form the basis of what is expected of every student and are imposed firmly but fairly. Parents can be assured that if there are serious problems, they will be contacted. Likewise, if parents become aware of any issues that may affect their child's welfare or learning, they should contact the Year Leader. Students are also able to speak confidentially to our trained counsellor, nurse and student mentor, who are able to offer help and support.

Maryhill students respond positively to our guidelines and encouragement. There are clear rewards and sanctions which promote good behaviour and good attendance.

REWARDS: RECOGNISING ACHIEVEMENT

The school believes that students respond well to praise, encouragement and reward. We reward all positive achievements.

Consequently the following are available to all students, irrespective of ability:

- House Credits - that can be saved up and traded for vouchers
- House Credits Certificates
- Attendance Certificates
- Punctuality Certificates
- Termly Awards
- Sporting Cups and Trophies
- Presentations at the annual Awards Evening

SAFEGUARDING CHILDREN

The school has adopted a policy for safeguarding children to ensure that any child encountering difficulties is helped as quickly as possible by the school and by outside agencies when appropriate.

SCHOOL DRESS

We are proud of the high standards of uniform at Maryhill. The uniform is based upon the smart, yet functional colours of black and white, with blazer and tie.

We must remember that “school uniform” is a symbol of quality and integrity. Increasingly where it has been abandoned it is now being reinstated. We have never moved from this stance

You will find a complete uniform list in the back of the folder.

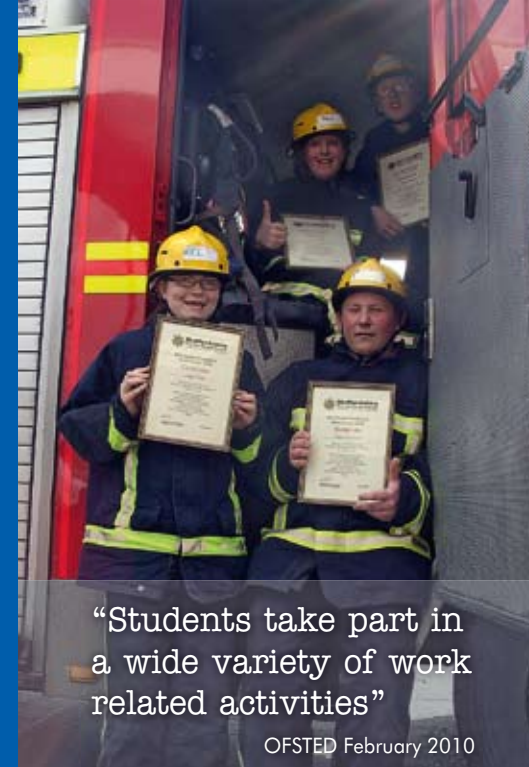
ENRICHMENT FOR ALL

Our students are committed to supporting the community and are instrumental in raising funds, to enable others to have a better quality of life.

We regularly donate thousands of pounds to local and national charities.

Details can be found on our school website.

Students are particularly proactive in their support of local animal charities. We currently sponsor Rupert, a dog at Animal Lifeline and are looking to extend this area due to popular student enthusiasm.



“Students take part in a wide variety of work related activities”

OFSTED February 2010



THE SCHOOL

Maryhill High School has about 800 students on roll – large enough to enable us to offer a full range of subjects but small enough to enable students to feel that they belong. We involve our students in many ways, including the **Student Council** that has:

- Taken part in the appointment of the Headteacher, Deputy Headteacher and an Assistant Headteacher
- Designed the refurbished girls' and boys' toilet blocks
- Planned improvements to the school environment and grounds
- Suggested changes to the Rewards and Sanctions Policy to encourage more students to achieve
- Planned charity and fund-raising events.

We are pleased that our student surveys, which we carry out each year, show that the overwhelming majority of our students:

- Feel that they belong in school
- Really like school
- Get on well with their teachers
- Would recommend the school to others.

THE SCHOOL DAY

The school day is from 8.40am to 3.05pm with lunch break from 12.20pm to 1.00pm. There are 5 teaching sessions each day.

ATTENDANCE

Good attendance at school is essential for good progress. We work closely with parents and the Education Welfare service. It is school policy that holidays cannot normally be authorised in school time unless the parents' circumstances make it unavoidable. You will find attendance figures in the back of the folder.

LUNCHTIME ARRANGEMENTS

Students may return home for lunch, with parental permission, or remain on the school site where they can buy food from the school dining room or eat their own sandwiches. We encourage students to stay.

The standard of catering is excellent with a full range of food on offer. All meals offer a healthy balance and there is a range of snacks as well. Our catering staff are friendly and helpful and the dining hall is a pleasant place to eat.

FACILITIES

The school has facilities for specialist teaching including six science laboratories, four technology rooms, five computer rooms with many clusters of computers elsewhere (including those in the Sixth Form study centre), a media studio, a music block with practice rooms and a hall with staged seating and the latest in sound and lighting. Classrooms are grouped in subject areas. Students are encouraged to be healthy and in PE they will use the gymnasium, fitness suite, all-weather pitch and adjacent playing field. The school has been designated as a "Healthy School".

ADMISSION ARRANGEMENTS

The majority of our students come to us from the surrounding districts with some from further afield. We have excellent links with our major contributory primary schools:

Maryhill Primary

Thursfield Primary

Castle Primary

Dove Bank Primary

Packmoor Primary

St Thomas Primary

The planned admission number is 150. More information on admission is included at the back of the folder.

If you would like this document in another language or format, e.g. large text, please contact us.

Maryhill High School
Gloucester Road,
Kidsgrove,
Staffordshire, ST7 4DL

Tel 01782 296751

E-mail office@maryhill-high.staffs.sch.uk

Web www.maryhill-high.staffs.sch.uk

Headteacher Mrs F Hewardine

"Year 7 students say they were prepared well for school prior to arriving and then supported well when they started in September"

OFSTED February 2010

"In other years students spoke well on how they were prepared for the next phase of their education."

OFSTED February 2010

"Students enjoy school because they are successful"

OFSTED February 2010



"There are strong and uncontrived lessons"

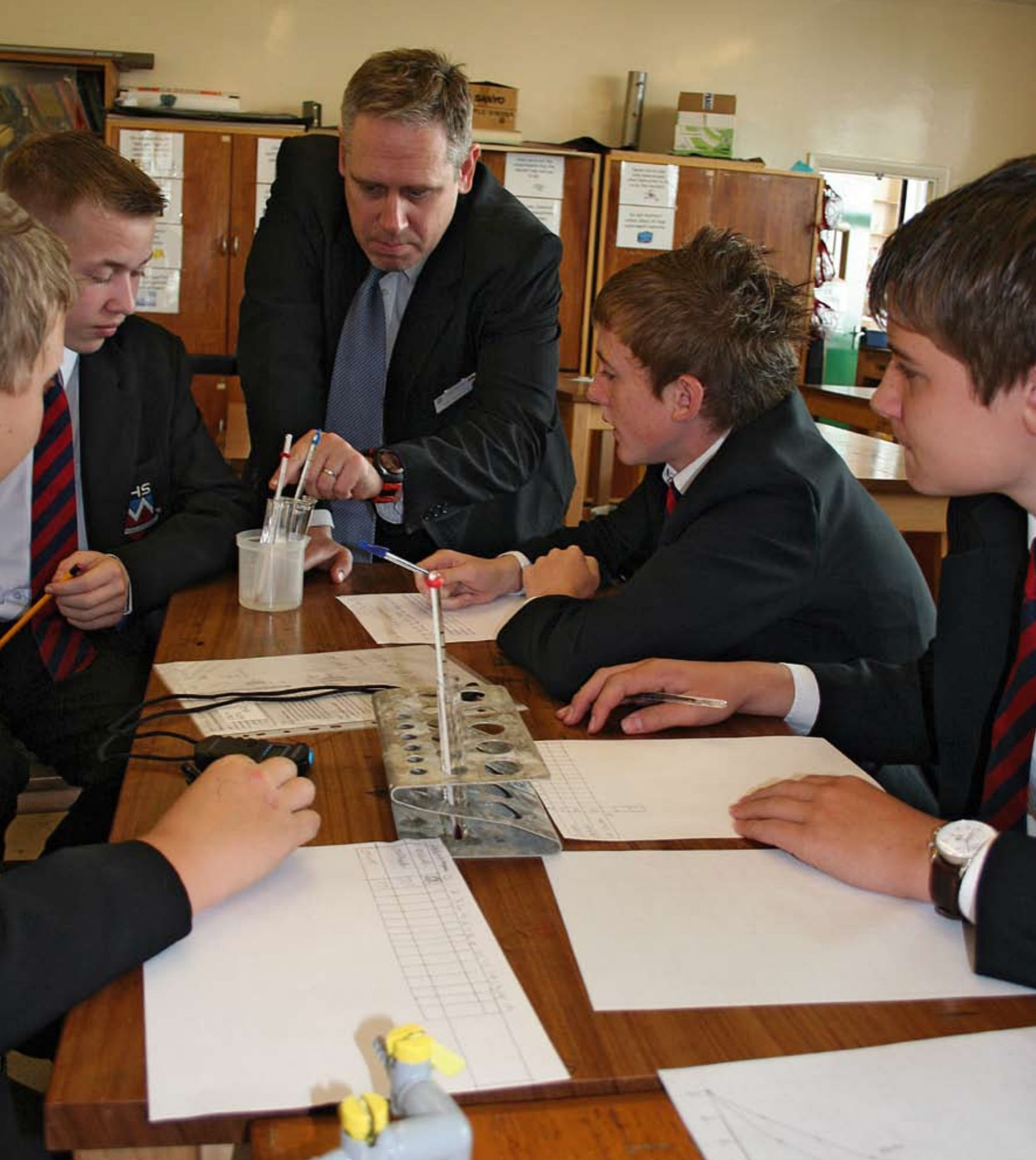
OFSTED February 2010



"Students know their targets"

OFSTED February 2010





Design by Staffordshire County Council Printing Trading Services. Tel: 01785 276051