



Curriculum Design Brief

Maghull High School - Specialist School for the Performing Arts

Maghull High School, an 11-18 comprehensive in Maghull, wants its students to become more independent, creative and engaged learners who are able to make an active contribution to local, national and global communities. Through a broad and balanced curriculum that helps prepare young people for life in modern Britain.

What are our learners like?

Maghull High School is an above average sized comprehensive school, with specialist status in Performing Arts. Our learners enjoy coming to school and enjoy their school experience. The vast majority of our learners are friendly, well behaved and speak confidently to teachers and visitors.

The school serves students from a full range of social and academic backgrounds. The proportion of students who come from homes where adults have higher qualifications is below average. We work hard to encourage students to set aspirational targets for their future, staying on into further education.

Our pupils arrive at Maghull High from as many as 30 primary schools with a wide and variable range of skills.

School Profile 2017 - 2018

Total number of learners	873
Age range	11-18
Specialist Status	Performing Arts
Key Stage 4 – Year 11 Headlines 2017	
9* - 4 En & Ma (Basics)	49%
A*-A (GCSE/L2)	18%
Overall A*- C	60%
EBacc	14%
Special Educational Needs Pupils	18%
Pupil Premium Pupils	31%

What do we want to achieve?

- We want our learners to be excited by and engaged in learning
- We want to raise our learners' aspirations, stretch and challenge them and accelerate their learning
- We want our learners to have the basic skills we believe will equip them to become happy and successful adults in the 21st Century
- We want our learners to develop a 'love of reading'
- We want to change our curriculum to encourage our learners to be far more creative
- We want our learners to have the ability to think for themselves, question critically and have confidence in their own views, so that they will be more willing to take risks and adapt their thinking and learning to different situations
- We want to see an improvement in our pupils' organisational skills, work ethic, attitudes towards education and their wider aspirations
- We want our learners to be respectful towards each other, adults and their learning environment
- We want our learners to develop tolerance, empathy and understanding towards all members of our diverse local, national and global communities

What differences would we like to see in our learners?

<p>We want our learners to learn:</p>	<ul style="list-style-type: none"> • How to manage their own learning and organise themselves efficiently • How to work independently and collaboratively • How they learn and transfer skills across the curriculum • How to be far more creative in their learning • About themselves and their future role in the wider world
<p>We want our learners to be able to:</p>	<ul style="list-style-type: none"> • Transfer skills across the curriculum subjects and key stages, making connections between what they learn in different places and subjects • Have greater choice and control over their learning and so increase motivation • Use functional skills in literacy, numeracy and ICT • Take risks out of their immediate comfort zone • Take ownership of and begin to lead their learning
<p>We want our learners to become:</p>	<ul style="list-style-type: none"> • Creative, imaginative and independent learners • Confident young people with higher expectations of themselves and others • Innovative thinkers who are enterprising, critical, reflective learners • More involved in their learning and willing to take charge of what they learn • Emotionally literate and respectful of the views and cultures of others • Engaged and motivated learners • Risk takers who embrace change • Proud of themselves, their school and community • Prepared for life in modern Britain

How we organise learning to meet our aims

Teaching and learning

Our curriculum model from 11-19 is reviewed and redesigned annually to meet our key priorities and reflect the needs of our students; ensuring flexibility to personalise learning within the model structure. We continue to build on every opportunity to encourage our learners to develop their skills and creativity.

Based on the knowledge of our learners we constantly develop further our curriculum within our existing model to allow for greater personalisation, challenge and acceleration. To increase pace and motivation our students follow a two year Key Stage 3 and start GCSE/L2 programmes in year 9. Our flexible pathways at KS4 allow students to select from a varied range of options that encourage increased participation post 16 in various L2 and L3 programmes.

Lower School – Foundation Curriculum

The key stage 3 basic entitlement for every student at Maghull High School is as follows:

- Access to a curriculum which is broad and balanced
- Access to teaching within a group that provides both challenge and support
- A modern foreign language
- A range of arts based subjects



- A range of humanities based subjects
- A range of design and technology based subjects
- Four hours of physical education a fortnight
- The opportunity to develop a range of Computer Science and ICT based skills to transfer into other subjects
- At least 24 hours a fortnight developing English, maths and science skills, knowledge and understanding
- Advice and guidance in order to make appropriate and informed choices about options for Key Stage Four

Middle School – GCSE/L2 Curriculum

Each student follows a core curriculum which includes: English, maths, science, games, enrichment and RE. Pupils select 3 optional L2/GCSE programmes. Pupils are encouraged to select at least one EBacc subject – either a modern foreign language or a humanities subject (geography or history).

Upper School – Post 16 Curriculum

All students select 3, level 3 courses that they will study for two years. We also offer a Level 2 pathway that includes GCSE/L2 English and mathematics re-sits as necessary, work experience and appropriate Level 2 courses that lead to further progression in the Sixth Form or employment.

Curriculum Model Overview 2017-2018

Curriculum Model 2017-2018																																																		
*Tutorial Curriculum 8.50am - 9.15am = PPE: Personal Development, Preparation for Life in Modern Britain, Extended Curriculum																																																		
STAGE	YEAR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49
Lower School Foundation Curriculum	Year 7	Maths (8)				English (8)				Science (8)				Hst (3)		Geog (2)		MFL (4)		CS (2)		Ar (2)		Dr (2)		Mu (2)		RE (2)		DT (2)		Games (4)																		
	Year 8	Maths (8)				English (8)				Science (8)				Geog (3)		Hst (2)		MFL (4)		CS (2)		Ar (2)		Dr (2)		Mu (2)		RE (2)		DT (2)		Games (4)			End of Yr 8 - Foundation Graduation (En & Ma Grade 3 - basics secure)															
Middle School GCSE/L2 Curriculum	Year 9	Maths (9)				English (9)				RS (2)		Sci (2)		Option A (5)		Option B (5)		Option C (5)		Er (2)		Games (3)			All pupils studying 3 option subjects																									
	Year 10	Maths (10)				English (10)				RS (2)		Science (9)		Option A (5)		Option B (5)		Option C (5)		Er (1)		Ga (2)		All pupils studying 3 option subjects																										
	Year 11	Maths (10)				English (10)				RS (2)		Science (9)		Option A (5)		Option B (5)		Option C (5)		Er (1)		Ga (2)																												
Upper School Post 16 Curriculum	Year 12	Option A				Option B GCSE Maths & English Functional Maths & English				Option C				Option D				Option E - Er		All students study a two year programme of 3 A level/L3 subjects includes 9 hours of study support time in each option block																														
	Year 13	Option A				Option B GCSE Maths & English Functional Maths & English				Option C				Option D				Option E - Er																																

Inclusive Curriculum Provision

The Inclusive Curriculum provision encompasses several strands in ensuring that both students with Special Educational Needs and Disabilities achieve and aspire. We work with our pupils to support them in becoming independent learners, enriched with essential life skills. The Inclusion Team is proactive in identifying needs and removing barriers to learning. Strategies include targeted intervention in the forms of specialist tuition, group intervention, differentiated resources and materials and in class support.



Effective employment of outside agencies and health care professionals including educational psychologists, inclusion consultants, advisory teachers and physiotherapists, ensure the provision we offer further supports the needs of our pupils as appropriate.

Pupil Premium and Groups of Pupils

Maghull High School is using the Pupil Premium Funding to raise levels of achievement and aspiration. We do this by using the funding to improve students' skills in literacy and numeracy; increasing progress in all subject areas; promoting independent learning; improving attendance; promoting positive behaviour and giving pupils aspirational experiences and ambitions. Pupils are supported by key staff, various initiatives, resource development and educational visits/experiences

Literacy and Numeracy

All pupils are assessed four times annually through Star Assessment for reading and numeracy. Pupils in Year 7 and Year 8 with a 4b and below on entry and/or a reading age of below 9.5 experience flexible bespoke support through intervention sessions, Catch Up numeracy and literacy and Accelerated Reader. All pupils from year 7 to 9 follow the Accelerated Reader programme with a fortnightly dedicated lesson.

Personal Development, Preparation for Life in Modern Britain (PPE) & Extended Curriculum Programme

Our PPE and extended curriculum programme is delivered in twenty five minute sharp focused sessions through tutor groups each week. British values are promoted through delivery of the National Curriculum programmes of study for Citizenship across year 7 to 12. As well as this, tutorial sessions cover a wide range of additional activities including elements of PSHCE, careers advice and guidance and literacy and numeracy.

Additional PSHCE is also delivered through all subject areas as appropriate and Raising Aspirations week. Staff are given the opportunity to work with their tutor groups and others they may not normally interact with, forging positive working relationships that allow a multitude of topics to be covered in a less formal and more comfortable environment / setting.

Pupils across all key stages are able to cultivate important life skills that allow them to develop into well-informed and responsible citizens and prepare them for life in modern Britain. They are encouraged to recognise their own personal qualities and look at how they can contribute to society as learners and workers. Pupils are guided through how to make decisions, identify personal goals and take responsibility for their own actions and plans. Utilising a wealth of resources from staff, passionate guest speakers and external agencies, the PSHCE curriculum aims to be challenging, dynamic and engaging to all learners.

Assessment

The quality of assessment in Maghull High School has a significant impact on attitudes to learning and on attainment and progress by stimulating and challenging students to work hard. It encourages teachers to focus on how to improve the learning of individual students. At all key stages our assessment process provides information about pupils' strengths and weaknesses, and allows the monitoring of achievement and progress against prior attainment. Our assessment process evaluates the success of teaching strategies providing an indication of what works and what does not work. It has to be positive, provide motivation and the hope of a successful way forward. Our assessment process has to involve students and include them assessing their own work and the work of others.



On entry to Maghull High School pupils are placed into one of four ability / learning bands based on KS2 prior attainment, CAT score, information from feeder schools, reading tests and internal tests. In Year 7 and Year 8 each subject tracks a pupil's development in relation to the knowledge and skills they have acquired at each assessment point. Each pupil in each subject is reported as making exceptional progress, better than expected progress, expected progress or not making expected progress. Students are made aware of their expected targets for the end of each year as well as the key stage, not only through teacher reporting but also through regular review meetings with their form tutor. Where expected progress is not evident, parents are informed and interventions put in place as appropriate. We also highlight and support students through structured intervention to maximise success. Students who make better than expected progress will also be flagged to ensure that their targets are increased appropriately. This information is shared with students and parents on the Interim Reports and Full Reports. In 2016-17 there are four interim reports and one full report.

Formal assessment at the end of KS4 is via a wide range of nationally approved qualifications. The success of external assessment reflects the comprehensive assessment process we adopt into our lessons. In all curriculum areas good quality marking and feedback to students highlights the support and intervention required to maximise success. All students are kept well informed of their individual target grades and their progress through teacher reporting, termly review meetings, parents evening and mock examination feedback. In Key Stage 4 GCSE target grades are set by subject teachers at the start of the Autumn Term. Student estimated outcomes, based on expected progress from KS2, are provided for subject leaders. All staff are expected to use the aspirational grade in conversation and communication with pupils and parents.

Use of time

We have a 25 hour weekly timetable, with five one-hour lessons a day, over a two week cycle. In week 2 the school day ends early on a Wednesday to allow for staff professional development and planning time. This will stay in place and the traditional national curriculum subjects will continue, but within a more flexible blocking structure that allows for finer setting of students, allowing for acceleration groupings and tailored delivery.

Staffing

We have a confident, dedicated teaching and support team that is committed to educating the whole child. The team has accepted the challenge of change and working across subject boundaries and is willing to take risks. The role of the tutor has become key to our children's experiences and progress.

Through our tutorial curriculum this will further deepen the relationship tutors have with each student, which has an impact both pastorally and in the classroom. Staff work in cross-curricular groups to develop our PSHCE, PPE, literacy, numeracy, enrichment and tutorial curriculum; learners are also involved in the writing process. A range of outside specialists and speakers are also involved in the delivery of our curriculum particularly in our 'Raising Aspirations' week.

We have a focused and comprehensive approach to continuing professional development. We aim to promote an ethos of teachers seeing themselves as learners and taking innovative approaches through reflecting on current practice and possible changes.

KS3 Curriculum



What do we want our KS3 curriculum to achieve?

The aim of our key stage 3 curriculum is to build successfully on the learning achieved at key stages 1 and 2. In order to ensure better continuity in schemes of work and teaching methodology from key stage 2 to key stage 3, our coordinators for maths and English have engaged in collaborative work with primary colleagues. Best practice has included conversations between secondary and primary colleagues, sharing of curriculum plans, discussions on standardisation and the production of transition tasks for numeracy and literacy to be completed in the summer term of Year 6. It is felt that this increased knowledge and understanding of key stage 2 greatly benefits our staff and students.

The curriculum is continuously reviewed and adapted with consideration given to The Importance of Teaching White Paper, Wolfe review, new floor targets, school performance tables and the English Baccalaureate. We aim to smooth the transition from primary to secondary and equip our students with transferable skills that make them more adaptable as learners. As well as the subject knowledge, skills and understanding that our students gain from subject specific lessons, through the tutorial curriculum and Raising Aspirations week, they also gain a better understanding of the relevance of their learning for the real world and their role within it.

Extended opportunities

Our students are presented with a wide range of enrichment opportunities outside the normal curriculum at key stage 3. These are not only linked to the specialism of Performing Arts but also to sport, enterprise, art and scientific areas. We aim to offer our students the opportunity to be active members of the school community with an appreciation for the positive impact they can have on others.

How will we know we are achieving our aims by the end of KS3?

As our students progress onto key stage four, we know we have achieved our aims if they are enjoying and achieving at or beyond their expected level, if they are happy to attend school and are engaged in the curricular and extra-curricular activities on offer to them.

If they are confident in the decisions they make regarding their key stage 4 curriculum and go on to achieve positive outcomes from that as skilled and self-reliant learners, then we can assume that our provision is meeting the needs of our students.

KS4 Curriculum

What are our learners like?

The evidence from key stage 3 shows that we have a broad spectrum of abilities and the behaviour is good amongst learners and, as appropriate, supported via extended provision, work based learning and Study Centre intervention. Students are challenged and all learners achieve, whatever their ability, through individualised support.

What do we want our KS4 curriculum to achieve?

The aim of our key stage 4 curriculum is to build successfully on the learning achieved at key stage 3. The key stage 4 curriculum allows students to specialise and choose three options to study in Year 9. Curriculum pathways are flexible and individualised to meet the needs of every learner and focus on strengths, opportunities, attainment and enjoyment. The key stage 4 curriculum is supplemented with work based learning as appropriate. The curriculum is continuously reviewed and adapted and work is developing through collaboration to expand further these opportunities.

Extended opportunities

Key stage 4 students are offered a wide variety of opportunities outside the curriculum. The flexibility of the school specialism in Performing Arts as well as strong traditions in sport allows students to engage outside the structured timetable. Additional support is offered through timetabled subject support as well as a growing number of enterprise and financial literacy initiatives.

It is imperative that we continue to further consolidate the coordination of, and grasp all opportunities that are available to, Maghull High school through extended opportunities. This is crucial in ensuring that the well-being, social development and community cohesion of our learners are met. We want all our learners to have and make a positive impact in the world in which they live. The school already has a strong commitment to offering learning opportunities outside the classroom that involve our wider community, external agencies and businesses. We believe that our students' learning must include a variety of access to identified specialised services, activities and events that target the development of the whole child.

How will we know we are achieving our aims by the end of KS4?

As our students come to the end of key stage 4 we know we have achieved our aims through our retention figures into our own sixth form. This highlights the supportive nature of the key stage 4 curriculum that allows students to feel engaged, happy and prepared to study the post-16 curriculum at school.

The advice and guidance also enables students to progress to other colleges, work based learning and also into employment. The pathways students' progress onto post-16 are testament to the confidence and skills students have developed in the key stage 4 curriculum and how the ethos of the curriculum prepares our students to prosper beyond it.

How will we know we are achieving our aims?

When our curriculum is succeeding, we expect to see improved attendance, motivation, achievement and attainment outcomes in all key stages. Learners will be able to manage their coursework and meet deadlines. They will have the basic tools to be effective and enterprising learners, they will be able to work independently and as part of a team. They will be confident members of the school community and as such will play a significant part in planning and constructing their own learning and evaluating their own successes. Their attitudes, cooperation and respect within lessons and within the school as a whole will improve, resulting in fewer behavioural issues and fixed term exclusions.

We also hope to see greater involvement from parents in their child's learning. We will see an increase in students' involvement in local, national and international citizenship activities and see our learners showing tolerance and empathy towards all members of diverse communities. We expect to see an increase in the demand for places at Maghull High as perceptions of the school continue to improve further within and outside of the authority. We also expect to see more students wanting to progress into further education, employment or training as they become better lifelong learners who are more able to take advantage of the wide range of opportunities.