

MARDEN HIGH SCHOOL
a specialist media arts, science and maths college

PROSPECTUS

SCHOOL YEAR 2012 – 2013

Type of School	Trust School and designated Media Arts, Science and Maths College
Chair of Governors	Mrs A Carlile
Headteacher	Mr J Morris
Students	Boys and Girls, 11-16 years old At 16, students may transfer to Queen Alexandra Sixth Form College, sixth forms in other schools or Colleges of Further Education.
Roll	901 students - 61 teaching staff.
Deaf Support Centre	The North Tyneside Deaf Support Centre for students aged 11 - 16 is part of the school. The unit currently has 6 students.
City Learning Centre	The school hosts one of two North Tyneside City Learning Centres—a state of the art, purpose built ICT centre for the community.
Further Education	Marden students will have a guaranteed place and preference of course choice at Queen Alexandra Sixth Form College.
School Hours	Monday to Thursday 8.55am - 12.25pm & 1.25pm - 3.40pm Friday 8.55am - 12.10pm & 1.10pm - 3.25pm In a normal week there are 25 hours teaching time (excluding Assemblies, Registration and Breaks).
Local Authority	North Tyneside Council Quadrant Cobalt 16, Silverlink North Cobalt Business Park Newcastle NE27 0BY

THE CURRICULUM

The Curriculum Policy of Marden High School is designed to meet the needs and aspirations of all students and all ability ranges.

At KS3 our curriculum fully meets the requirements for the delivery of the National Curriculum. Throughout KS3 students will be involved in media based projects that develop personal learning and thinking skills.

At KS4 all students must study the following statutory subjects:

English Language, Mathematics

Science is delivered through three pathways; either three separate sciences (Physics, Chemistry and Biology), double award science course or a vocational option.

RE, PSHE & Citizenship including our Careers Education and Guidance programme, PE. ICT which is provided for all pupils through a variety of curriculum pathways.

Optional Subjects: We offer a wide range of GCSE and vocational subjects based upon the interests and aptitudes of our students. These currently include the following: Edexcel ICT, Media Studies and Business and Communication Systems, or a BTEC First Certificate in Media. English Literature, French, German, Technology (Resistant Materials, Graphic Products or Food), PE, Art & Design, Geography, History, Child Development, Music, Drama, Travel & Tourism. Option subjects are grouped to allow all students access the E Bac as a potential choice.

ASDAN Wider Skills Award: This course is offered to students who wish to reduce their GCSE examination commitment in KS4 whilst gaining valuable vocational qualifications.

Information Advice and Guidance: A continuous programme of Careers Education and Guidance begins in Year 9 and is delivered throughout Years 10 and 11 as part of the PSHCE programme. This includes support for post 16 choices that include our provision at the Queen Alexandra Sixth Form and other major providers.

Extended Curriculum: As a Media Arts College we run a programme of courses that take place after school hours, which are fun and educational. These courses are designed to allow students, to develop and extend their skills working with digital media. The courses vary but typically include digital movie making, web design, games design, editing of still images, recording and editing audio material. Young Enterprise activities allow students to build and run their own business supported by members of the business community and lead to the award of an NVQ level 2 qualification. In addition, extended curriculum courses are offered in GCSE Russian and Dance when there is sufficient demand.

Extra Curricular Activities: The school offers a wide variety of extra curricular activities. Sports related activities are extensive with Tennis, Netball, Football and Rugby teams providing activities for students at all levels. Music, Drama and Dance contribute to the choir, orchestra, rock bands and session groups alongside regular dance and drama events. Other subject departments provide both clubs and events to motivate and inspire students to deeper learning. Regular use is made of residential centres for outdoor activities, study camps and visits abroad.

A key component of our extra curricular programme is our international links to provide opportunities for students to communicate and work directly on projects developing aspects of citizenship and their academic studies. Current links include schools in South Africa and Northern Europe.

RELIGIOUS EDUCATION

Religious Education is provided in school in accordance with the 1944 and 1988 Education Acts. The parents of any child who wish to withdraw their son/daughter from RE lessons or Assemblies are asked to write to the Headteacher so that alternative arrangements can be made for the students during lesson and assembly times, from which they may be excused.

EQUALITY AND DIVERSITY

Marden High School should be free of discrimination, harassment or victimisation on the grounds of age, gender, race, colour, religion, belief, sexual orientation or disability. We are committed to achieving equality, as well as celebrating diversity for all, and we have a broad, balanced and appropriate curriculum that provides equal opportunity for all pupils to maximise their potential. All policies relating to equality and diversity, including racial and sexual discrimination and our disability equality scheme are available on request.

SPECIAL EDUCATIONAL NEEDS

Marden High School recognises that there is a need to provide a positive, welcoming and effective learning environment for all members of our community. We aim to provide an appropriate and imaginative education for all; maintaining and further developing our ability to cater successfully for the individual requirements of students with a wide range of special educational needs.

Marden High School works closely with parents, students and other agencies to ensure that needs are thoroughly assessed and that effective learning programmes are provided to meet the needs of individual students. We are also aware that for many students social and emotional needs may create significant barriers to learning and that students do not reach their optimum potential unless they feel secure and happy within their learning environment. We are committed to a multi-disciplinary approach to support. We work closely with the school's own pastoral systems and any outside agencies whose input may help in increasing the knowledge and effectiveness of the school staff.

The SEN department has a positive and flexible approach to meeting the needs of individual students. Our excellent links with other schools and training providers within the area enable us to offer a wide range of educational experience to our students.

Marden High School provides a suite of rooms known as the Inclusion Centre to help to support the needs of students with special educational needs. The Centre provides rooms for small group and individual support during lessons and is also available for extra curricular activities. Six rooms have been acoustically treated to make them suitable for teaching deaf students. The resource base for the deaf is staffed by a teacher and several teaching assistants trained and experienced in communication support for deaf students.

The Inclusion Centre also has good access to the schools computer network and up to date equipment to aid and enhance learning.

Students with special educational needs work in all areas of our building and have access to the whole National Curriculum. We are aware that the design of the school building can create a disadvantage for students with mobility difficulties. For several years we have made reasonable adjustments to improve access and facilities for all; this is an ongoing programme.

Contacting Us

Parents of deaf students considering a placement at Marden High School should contact Ms. J. Seaman, Head of the Sensory Impairment Team at Beacon Hill School. Telephone (0191) 643 3000. Parents of students with any other form of special educational needs are advised to contact Mrs J Kindley, Assistant Headteacher. Any parent is welcome to view our facilities by arrangement. As with all the school policies, our SEN Policy is available on request.

SCHOOL RULES & UNIFORM

Parents receive details of uniform requirements prior to their children starting at Marden High School and full details of both the school uniform and school rules for all pupils are published in the Student Planners which are distributed to every student at the beginning of each academic year.

SEX/GENERAL HEALTH EDUCATION

Sex Education and General Health Education is included as part of the normal work of several subject departments e.g. Science. Sex Education is taught in the Personal and Social Education Programmes in Years 7, 9 and 10. Copies of the school policy and programme of study are available by request. Parents who wish to withdraw their children from Sex Education should write to the Headteacher to make their request.

MARDEN HIGH SCHOOL ADMISSIONS POLICY – SEPTEMBER 2012

Pupils will be offered places at Marden High School **unless there are more applications for the school than there are places available**. The planned admission number for Marden High School is 181.

If there are more applications than places available at 1st, 2nd, or 3rd preference stages the following oversubscription criteria will be used (in the order shown below) to allocate places after any children with a statement of special educational needs where the statement names a specific school:

1. Children in public care (looked after children).
2. Pupils living within the designated catchment area for the school (proof of address will be required)
3. If places remain, priority is given to children with older brothers and sisters who attend that school and will continue to do so on the admission date. This is sometimes called a "Sibling Link"
4. The remaining places are allocated to children living nearest the school measured in a straight- line from the school to the home address measured by the Council's GIS/ ONE system.

CHILDREN WITH STATEMENTS

Children with statements of special educational needs, as identified under the Code of Practice that names the school, are required to be admitted to that school. The Governing Body does not have the right to refuse admission. Children with statements naming the school count towards the admission number.

MEDICAL/SOCIAL

At anytime in the procedures, consideration can be given to applications made on special grounds (e.g. medical conditions or social needs). In this case applicants would need to provide written evidence from a relevant professional practitioner i.e. a doctor or social worker for consideration. The evidence must demonstrate why the chosen school is the most suitable and what difficulties would be caused if the child were to attend another school. The Governing Body will not consider such applications if the relevant evidence is not provided. If provided, the evidence will be considered and the Governing Body must be satisfied that there is a specified medical or social reason, which makes attendance at, that particular school essential to meet the pupil's needs. No assumption should be made that submission of the relevant evidence will, in itself, be sufficient to allocate a place.

Note: The above distance measurement will also be used as a 'tiebreaker' within each criterion, if necessary.

TWINS/MULTIPLE BIRTHS

Where possible twins/multiple births will be placed at the same school. In cases where there is only one place left and the next child on the list is one of a twin, triplet or other multiple birth, the Access Team will contact the parents and discuss the options with them. The parents will need to decide whether to accept one place at the school or to keep the children together by accepting another school, for example, it may be possible to offer a lower ranked preference to both/all children.

EQUAL PREFERENCE

The Governing Body of Marden High School will be co-ordinating admission arrangements with the Local Authority in accordance with the published Co-ordinated Admissions Scheme and will be operating an equal preference system, which will mean that all first, second and third preference applications are considered equally against the admission criteria for the school. At this stage there is no distinction between first, second and third preference applications. Priority will not be given to applicants purely because they named the school as first preference against those who have named the school second or third.

If a pupil qualifies for a place at more than one school on their common application form, the parent's highest ranked preference will be offered and any lower ranking offers will be disregarded. For example, parent's first and third preferences might both qualify for place, in which case the parent would be offered their first preference, leaving the place at the third preference school available for another pupil. If it becomes necessary to decide between applicants within the same criterion, the tiebreak described above would be used.

Parents who are unable to obtain their preferred choice of schools, as named on their application form, may appeal. Details of the appeal arrangements for admission into Marden High School can be obtained directly from the school. Where schools are over-subscribed and places cannot be offered, waiting lists will be established. This is most likely to happen where there are late applications. Waiting lists will be maintained by the Local Authority, on behalf of The Governing Body of Marden High School, up to the end of the Autumn Term.

TRANSFER TO MIDDLE OR HIGH SCHOOL

In September each child due to transfer to a Middle or High School should receive an application form and a copy of The Essential Guide to North Tyneside Schools. You should complete the application form and state reasons why you have chosen your preferred schools. You can also apply for a school place online at:
www.schooladmissions.northtyneside.gov.uk/admit_transfer.

Replies and application forms must be returned to your child's current school in time to reach the Children Young People and Learning Directorate by **Monday 31 October, 2011**.

Caution - A late application may prevent you from gaining a place at your preferred school.

VISITS TO THE SCHOOL

During their final year at primary school all students at Cullercoats, Monkhouse and Priory Primary Schools, which contain the majority of pupils in the catchment area, spend at least half a day attending lessons at Marden High School and another half day looking around the school. A visit is also arranged for those students from other primary schools who have successfully applied for admissions to Marden High School.

An open evening for prospective parents is being held on 6 October 2011 and a Parents' Evening is held in June 2012 for all parents of students who have been successful in gaining a place at Marden High School for the following September.

Parents, prospective parents and guardians may also contact the school office on (0191) 2006357 to make an appointment to visit the school during a normal working session.

School Terms and Holiday Dates 2012 – 2013

Autumn Term 2012: Monday 3 September to Friday 21 December 2012

Half Term Break: Monday 29 October – Friday 2 November 2012

Spring Term 2013: Monday 7 January to Thursday 28 March 2013

Half Term Break: Monday 18 February – Friday 22 February 2013

Spring (Easter) Holiday: Friday 29 March – Friday 12 April 2013

Summer Term 2012: Monday 15 April – Friday 19 July 2013

May Day: Monday 6 May 2013

Half Term Break: Monday 27 May – Friday 31 May 2013

Staff Training Days: 3 staff training days to be confirmed

First day arrangements for Autumn Term (September 2012)

Year 7 students arrive for 8.55 am and report to Main Hall. Year 11 students also return on the first day and report to their form rooms. (Years 8-10 return the following day).

Examination Results 2011

Number of 15 year olds on roll: Total: 187 Boys: 95 Girls: 92

	Achieving 5+ A*-C	Achieving 1+ A*-G	Achieving 5+ A*-G	% A*-C in English	% A*-C in Maths	% 2 x A*-C Science	5+ GCSE (& Equivalents) Grades inc. A*-C English & Maths GCSE
School	80%	99%	98%	78%	79%	62%	68%
LEA	84%	98%	95%	71%	65%	70%	58%

Note: Reported figures are provisional pending potential remarks

Average Points (uncapped) 460

Average Points (capped to best 8 results) 337

Subject Results										
GCSE:										
Subject	Entries	A*	A	B	C	D	E	F	G	U/Z
Art	34	1	6	6	14	5	2	0	0	0
Biology	77	12	23	23	16	3	0	0	0	0
Business & Communication Systems	38	4	6	13	7	5	0	0	3	0
Business Studies	28	2	6	9	6	3	1	1	0	0
Chemistry	76	9	19	20	24	4	0	0	0	0
Child Development	11	1	3	2	3	0	1	1	0	0
Dance	6	0	1	2	1	0	2	0	0	0
Drama	11	0	0	6	1	1	2	1	0	0
English	185	2	25	46	67	33	9	3	0	0
English Literature	124	6	27	39	43	9	0	0	0	0
French	33	4	8	6	8	6	1	0	0	0
Geography	18	0	1	3	5	3	3	2	0	1
German	27	2	7	10	7	1	0	0	0	0
Graphic Products	92	0	0	1	18	27	21	16	7	2
History	62	8	13	13	11	8	5	1	2	1
Mathematics	185	15	20	34	79	19	14	3	1	0
Media Studies (Double Award)	37	8	18	28	13	7	0	0	0	0
Media Studies (Single Award)	12	0	0	0	4	4	2	2	0	0
Music	14	0	1	2	5	5	0	1	0	0
Physical Education (Long Course)	29	1	4	10	7	7	0	0	0	0
Physical Education (Short Course)	3	0	0	0	2	0	1	0	0	0
Physics	76	7	23	22	21	3	0	0	0	0
Religious Education (Long Course)	6	2	2	1	1	0	0	0	0	0
Religious Education (Short Course)	149	10	28	23	36	26	11	12	2	1
Russian	1	1	0	0	0	0	0	0	0	0
Resistant Materials	9	0	1	2	1	1	3	1	0	0
Science: Additional Award	75	0	1	9	36	24	5	0	0	0
Science: Single Award	109	0	1	20	46	29	12	1	0	0
Urdu	1	0	1	0	0	0	0	0	0	0
Non-GCSE:										
Subject	Entries	Dist*	Dist	Merit	Pass					
BTEC Media Diploma	18	11	1	2	4					
BTEC Media Certificate	16	0	0	2	14					
	Entries	Merit	Credit	Pass						
Certificate in Digital Applications	42	5	17	20						
Award in Digital Applications	6	0	0	6						
	Entries	Pass								
ASDAN Wider Key Skills	30	30								

KEY STAGE 3 – TEACHER ASSESSMENT

Summary of the national curriculum assessment results of pupils in the school (2011) and nationally (2010) at the end of Key Stage 3, as a percentage of those eligible for assessment.

TEACHER ASSESSMENT: Percentage at each level

		W	1	2	3	4	5	6	7	8	EP	5+	Dis	Abs
English	School	0	0	0	3	6	25	47	12	2	0	86	0	5
	National	0	0	1	4	15	36	32	11	1	0	79	0	1
Mathematics	School	0	0	0	3	5	12	38	27	10	0	87	0	5
	National	0	0	1	5	12	22	28	22	8	0	80	0	1
Science	School	0	0	0	0	9	30	42	14	0	0	85	0	5
	National	N/A												

(There are no national figures for Science this year)

Attendance

Number of Students on roll: 901

Percentage of authorised absence: 5%

Percentage of unauthorised absence: 1%

Destination of Leavers

Continuing Education: 89%

Employment / Training: 9%

Moved Away/Unknown: 2%