



**Ribblesdale  
High School**

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## Ribblesdale High School Mathematics Department Profile

Number of staff/support staff	The number of core Mathematics specialists is nine and one Business Studies Teacher plus the Curriculum Area Leader. There is one Curriculum Support Assistant.
Courses delivered at KS3 & KS4(including specification and exam boards)	EDEXCEL GCSE Foundation & Higher Mathematics (Linear) There are detailed and well-resourced schemes for each key stage and year group. There are well-established routines within the school for formative assessment and the faculty has a rigorous marking policy that balances feedback to pupils with teacher workload.
Departmental Structure	A Head of Department supported by a Second in Department and also an Aspect Co-ordinator responsible for whole school numeracy.
Exam results	Proven track record of excellent GCSE results. GCSE Results in June 2016: Grade A*-C, 72% 3 or more Levels Progress, 69%
Special features	There is a wide range of experience and expertise within the department. A dedicated staff, driven towards improving performance year on year. Additional time is allocated to Year 10 in preparation for the new KS4 curriculum. The Year 7 pupils receive an hour a week of numeracy.
Accommodation	Mathematics is taught across eleven dedicated classrooms with an internal office. All staff have a Microsoft surface which is connected wirelessly to a projector. The department has a class set of tablets which are regularly used.
Structure of timetable	All years are taught in half-year blocks, with timetabled KS4 intervention periods additional to lessons. The timetable for 2017 will be: Years 7 – 3 hours per week plus 1 hour numeracy Year 8 & 9 – 3 hours per week Years 10 – 5 hours Year 11 – 4 hours per week

We constantly strive to deliver the curriculum in an engaging manner, with teaching and learning being a feature of all faculty discussions. We pride ourselves on collaboration and the sharing of best practice. The faculty has recently undergone a period of developing intervention sessions to assist pupils who are underachieving. These periods have contributed to the improved levels of progress made by each pupil.