



Morpeth School



PROSPECTIVE DEPUTY HEADTEACHER INFORMATION PACK

(School and Curriculum)

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Type of School	Community School, Co-educational
Age range	11-18
Location	Bethnal Green, Tower Hamlets, London
Denomination	Non-denominational
Number of pupils	1557
Number of teaching staff	117
Number of support staff	128
% of pupils on Free School Meals	31
% of pupils in years 7-11 with Special Education Needs	25
% of pupils in years 7-11 with Statements of EHC plans	6
Number of LAC PUPILS	9



INFORMATION ABOUT THE SCHOOL

Morpeth is an eight form entry, mixed, 11-19 comprehensive school situated in Bethnal Green, Tower Hamlets. In 2012 we were awarded Teaching School status as a joint applicant with one of our local primaries – Bonner and in May 2013 we received our second successive 'Outstanding' Ofsted grading. Our pupils very much reflect our local community with the two largest ethnic groups being white pupils and those of Bangladeshi origin. However, there are pupils from many other ethnic groups and we see this diversity as one of the strengths of the school, prioritising the development of trust and understanding between pupils from different backgrounds. We are also a fully inclusive school welcoming pupils with a range of special educational needs.

The last few years have seen many changes to the buildings and other resources. The entire school has been rebuilt or refurbished to a very high standard and we have been able to invest heavily in computers, books and other learning materials.

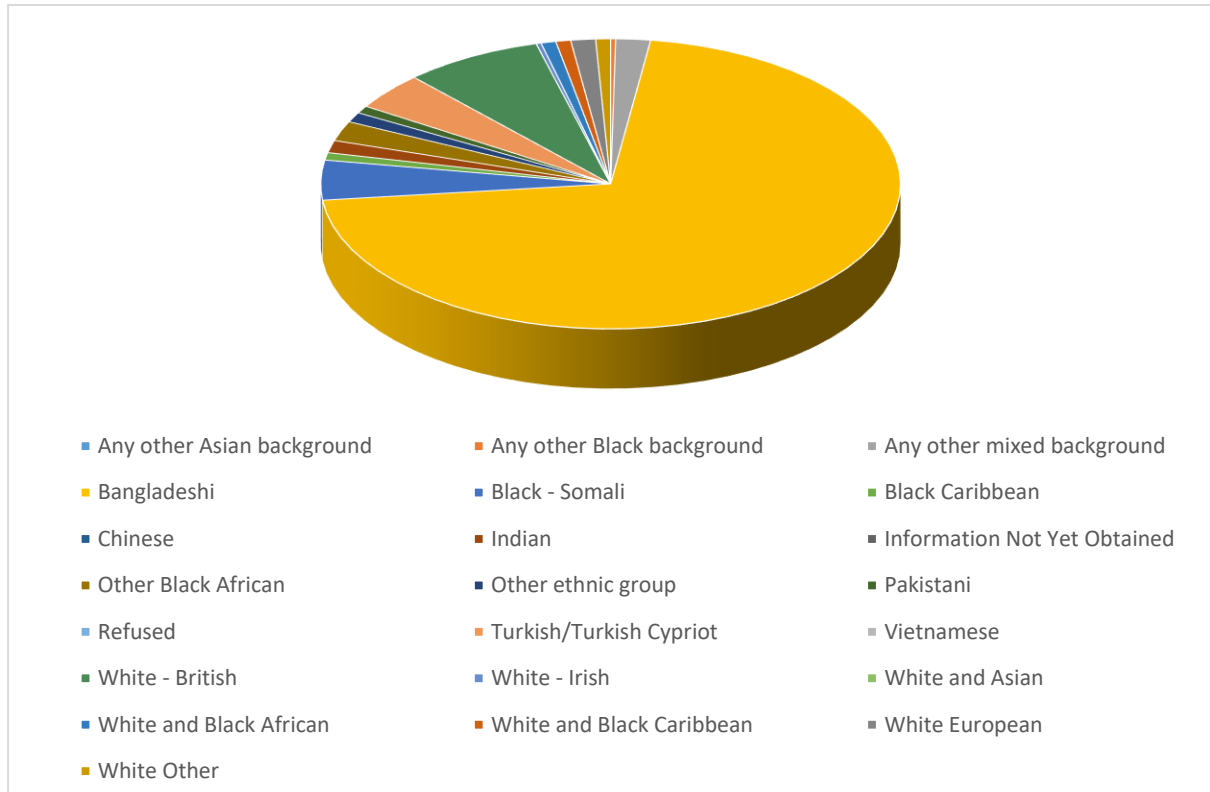
In September 2011 we started a new curriculum structure, with a two-year Key Stage 3 (Years 7 and 8) and a three-year Key Stage 4 (Years 9 – 11). This enables us to offer a broad curriculum with two option subjects in each year of Key Stage 4, alongside the core subjects of English, Maths, Science, PE and Religious Studies. It also enables greater flexibility and personalisation for pupils and provides some opportunities for different groupings, for example mixed-age option groups. Our results from the first years of this new curriculum have shown that the Year 9 and 10 pupils who took GCSEs within a year are capable of achieving at least as well as their Year 11 counterparts.

Our sixth form is relatively new, having started in 2009 in partnership with two other local schools. Since then, we have all expanded so successfully that we are now operating independently. We have built on our success at KS4 and are pleased that results are improving incrementally at KS5. The vast majority of students go on to university each year, many to the most competitive courses and universities, and a significant proportion choosing to study at universities outside London - highly unusual within Tower Hamlets. We have also proved very successful at placing students on post-18 apprenticeships.

The school is committed to creating an environment in which all pupils and staff are equally valued and respected. Morpeth is an extremely friendly school with excellent relationships and there is much importance placed on enhancing the school ethos outside the classroom. Parents and carers are encouraged to participate in the life of the school. A number of our ex-pupils return to act as academic mentors or to support pupils in lessons. There is an extensive programme of residential experiences and a wide range of lunchtime and after school activities, particularly in sport and music. We aim to enhance and enrich the basic curriculum through developing these extra-curricular opportunities and raising aspirations.

We have over 110 teaching staff, nearly 50 Teaching Assistants, Academic Mentors & Coaches and 60 other support staff who share a strong belief in what our pupils can achieve. Our pastoral system is a strength of the school and, wherever possible, our tutors remain with their class throughout their 5 years at Morpeth and even into the sixth form. We work with four of our local primary schools on a range of projects, many of which involve our staff (and pupils) teaching in the primary schools. We have a strong belief in supporting CPD and work closely with a number of local schools as part of our Teaching School Alliance and through the Tower Hamlets Education Partnership.

ETHNICITY CHART



The Curriculum at Morpeth is guided by the following principles:

- The curriculum provides an appropriate, challenging pathway for all students irrespective of their starting points.
- The curriculum should support social mobility; the curriculum and the assessment of students' learning (see Assessment Policy) are predicated on a growth mind-set and that all students should aspire to excellence.
- The curriculum offer serves students' interests in terms of breadth, balance, rigour and choice and is not a reductive response to external demands.
- Teaching and learning across the curriculum is shaped and informed by effective evidence based teaching and learning strategies that support equally success in examinations and learning for its own sake.
- There are key skills that should be explicitly taught across the curriculum and key stages. These skills are valuable in their own right but also essential for students to be successful in their learning at Morpeth and beyond.
- The offer at Key Stage Four and the 6th form should enable students to choose as broad a range of subjects as possible.
- Examined courses provide the rigour and credibility that enable students to make positive choices at 16 and 18.
- The Key Stage Three curriculum should have a distinct identity of its own and not be reduced to being the servant of Key Stage Four. The National Curriculum should provide the starting point for the development of an engaging and aspirational offer across all subjects.
- The rationale for the KS4 curriculum specifically is that:
 - It is aspirational and rigorous; 23 out of the 25 accredited courses are GCSE qualifications.
 - It is inclusive and flexible; students are able to create their own individualised pathway through an offer over 30 different courses. These include 'pathway' courses which are designed to support pupils, predominantly in Year 9, who are not yet ready for GCSE courses.
 - It offers breadth; the vast majority of students will follow an 'Ebacc plus' curriculum. This provides the benefits of studying the Ebacc subjects suggested by research from the Sutton Trust and UCL whilst also allowing students to pursue their interests and ensure a greater breadth of learning up to the age of 16.

Morpeth School Development Plan

	2018-19	2019-20	2020-21
Developing Teaching & Learning / Curriculum	<ul style="list-style-type: none"> Continued implementation and monitoring of the Teaching & Learning Policy, ensuring good progress for all groups of pupils. Embedding of strategies to support revision, exam preparation skills and independent study habits across KS3 – KS5. Review of the Assessment and Reporting Policy informed by whole school and departmental research / evidence: re-writing of whole school and department policies. 	<ul style="list-style-type: none"> Identification of specific, whole school teaching and learning focus in light of: <ul style="list-style-type: none"> analysis of progress and attainment data 2018-19. departmental/year team/whole school self-evaluation. Monitoring of Assessment and Reporting Policy. 	<ul style="list-style-type: none"> Focus on teaching and learning priorities identified in Departmental/Whole School self-evaluation
The Morpeth Community: Building Cultural and Social Capital	<ul style="list-style-type: none"> Developing a core entitlement: <ul style="list-style-type: none"> Organisation (readiness to learn) – improving attendance & punctuality; supporting increased expectations of homework Participation - implementation of a core entitlement to extra-curricular opportunities and careers provision Articulacy – implementation of a consistent approach to oracy across and beyond the curriculum Reinforcing Morpeth values and ethos through a focus on language. 	<ul style="list-style-type: none"> Continued development, and embedding, of strategies to support a core entitlement, following review of year team and whole school priorities 2018-19. Continued reinforcement of Morpeth values and ethos, with a specific focus identified through self-evaluation procedures. 	<ul style="list-style-type: none"> Focus on priorities identified in Year Team Reviews and SDP Review to support continued development of strategies to build pupils' cultural and social capital.

Senior Leadership Team Roles & Responsibilities

Jackie Frost Bursar	Laura Worsley Associate Headteacher	John Pickett Deputy Headteacher	Anna Messides Assistant Headteacher	Neelam Maru Assistant Headteacher	Penny Downes Assistant Headteacher	Sam Smith Assistant Headteacher	Jo Bailey Assistant Headteacher	Tom Smith Assistant Headteacher
Budget	Strategic Leadership of behaviour, values and ethos Attendance & Punctuality Teaching School	Teaching & Learning	Safeguarding	Data & Reporting	KS2/3 Transition	Post-18 Transition	KS4 / KS5 Transition	Year 7 Recruitment
Admin & Finance		Assessment	Inclusion	Interventions	Oracy (beyond the curriculum)	6th Form Recruitment	Student participation (including EVC)	G&T
Human Resources		Curriculum	Off-site provision	Choices		SFAG		Student Leadership
IT Strategy					New staff induction		NQTs	
Health & Safety								
Support Staff	Art	English	Learning Support	DT	Year 7	Year 12	Year 11	Year 9
	Psychology	Maths	PE	MFL	Year 8	Year 13	History	Year 10
	Music	Science	Inclusion Team	Academic Coaches	Geography	Eco & BIS	Library	Publicity
	H&SC & Sociology	Media		Academic Mentors	ITT	Careers	Drama	RS / Humanities
	ICT	Exams	Pupil Support Team		Outward Bound	BTEC & Partnerships		
		CPSHE						

Enrichment Activities

A selection of just some of the extra – curricular activities 2 of our year 13 students had been involved in during their time at Morpeth.

Miscellaneous

Spanish restaurant
Stubbers (outdoor activity centre)
Magistrates Court
House of Lords
Lake District (Geography)
Berlin
Sigmund Freud's House

Museums /Gallery

Tate Modern
Museum of Childhood
Natural History
Science
Courtauld Gallery

Sport

Table Tennis – nationally ranked teams
Football
Mini-marathon
Netball
Cross-country
Football
Athletics

Raising Aspirations

Work with Lloyds (Aim 2 Attain)
Investec – Young Apprentice
Business Mentoring

Drama

Theatre
Battle of Hastings re-enactment
Unicorn Theatre
Barbican Box
Drama Club
Globe Theatre

International Visitors

Denmark
Saudi Arabia
Dubai
Finland
Norway
Sweden
China
Columbia

Residentials

Outward Bound
Year 8 Camping
Tall Ships
History – Battlefields of the Somme
Geography fieldwork (Box Hill)
Paris / Bilbao – Art / MFL
Stubbers – Public Speaking
Duke of Edinburgh expeditions

Music

Madrid
South Africa
The Hague
Battle of the Bands
Barbican
Guildhall

University Visits

All pupils – Year 8
All students – Year 12
Oxford
Cambridge
Bath (residential)
Sussex
Queen Mary
SOAS
LSE
UCL

Curriculum Trips

Rivers (Geography)
Paris
Auschwitz
Holocaust Museum
Theatre
Work with primary schools

SAFEGUARDING CHILDREN & CHILD PROTECTION - Summary

Our '**Safer Care Code of Conduct**' sets out the standards expected and the duty upon staff, volunteers and governors to abide by it. All staff, governors and volunteers have a duty to keep pupils safe and to protect them from physical and emotional harm. The Code also helps safeguard staff, governors and volunteers from being maliciously, falsely or mistakenly suspected or accused of professional misconduct in relation to pupils.

The Code of Conduct forms part of the school's disciplinary rules for staff. A serious breach of the Code will be regarded as gross misconduct. A less serious breach may result in a disciplinary warning.

All new staff are issued with a copy of the Code when they start at Morpeth. It deals with the following subjects:

Expected Professional Standards

Confidentiality

Propriety, Behaviour, Reputation and Appearance

Sexual Contact with Children and Young People and Abuse of Trust

Infatuations and Crushes

Gifts, Rewards, Favouritism & Exclusion

Social Contact and Social Networking

Physical Contact, Personal Privacy and Personal Care

Behaviour Management and Physical Intervention

First Aid and Medication

One-to-one situations and meetings with Pupils

Transporting Pupils

Educational Visits and School Clubs

Curriculum

Photography, Videos and other Creative Arts

Unacceptable Use of ICT Facilities & Monitoring

Reporting Concerns and Recording Incidents

Our **CHILD PROTECTION POLICY** is also issued to all staff and covers the following:

When to be concerned

Dealing with a disclosure

Record keeping

Dealing with allegations against staff

Confidentiality

Radicalisation & extremism – interventions, prevention, awareness and reporting