



PHILIPS HIGH SCHOOL

PROSPECTUS
2023 - 2024



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HEADTEACHER'S INTRODUCTION

Ms T Owen HEADTEACHER

Philips High School's motto is 'Be a STAR' Success, Together, Aspire, Respect. The school's collaborative, respectful and aspirational values permeate all aspects of its work with pupils, making consistently strong progress across the curriculum and throughout the school.

It is my privilege to continue to lead the School in building upon its strengths, raising achievement and improving the quality of teaching and learning. By focussing on the things that matter most and working together as a team we can continue to achieve great things.

Philips High School aims to create a positive working relationship with parents and carers for the benefit of all pupils.



Mr C Hibbert DEPUTY HEADTEACHER/HEADTEACHER (1 DAY)

It gives me great pleasure to introduce myself as the Headteacher for one day per week. I am extremely proud to be a member of the Philips High School community and work with so many talented young individuals. Our school is staffed by a dedicated team of talented and caring professionals who give their best to all of our children. They are also fully committed to providing educational and extra-curricular experiences that support our students' personal and social development.

I have been on the Senior Leadership Team at Philips High for over seven years and I have enjoyed the transformational journey this school has been on during this time. I have worked extremely close with Ms Owen in delivering a high quality education in a caring and supportive environment.

I am committed to working in partnership with parents and know that by working together we will ensure that every child enjoys school, is happy and has the opportunity to thrive and achieve their best.





VISION & VALUES



SCHOOL DEVELOPMENT PLAN 2022 - 2024





ADMISSION INFORMATION 2023

The admission limit for Year 7 in September 2023 was 176 (actual intake 185)

Places were allocated as follows:

- Category 1 Looked After Children: **3**
- Category 2 Children with statutory right to places eg, children with Statements of Special Educational Needs: **2**
- Category 3 Children who reside in the school's catchment area: **56**
- Category 4 Children who will have siblings at the school at the date of their admission. For this purpose, a brother or sister may be a full or step brother or a full or step sister, living at the same address, at the time of admission: **47**
- Category 5 Children living closest to the school offered places: **73**
- Category 6 Number of children offered places following Appeal: **3**

If you wish for your child to come to Philips High School and you live outside the catchment area, you should name Philips High as your first choice to have any realistic chance of obtaining a place for your child.

More detailed information is available in the **Transfer to High Schools 2023 Information Handbook** available on the LEA Website: <https://www.bury.gov.uk>

ATTENDANCE

Attendance % for a year		Days Absent	Hours of lessons missed
100	Excellent	0	0
99	Very Good	2	10
97-98	Good	6	30
96	Satisfactory	8	40
Below 96% is poor attendance - this could effect examination grades			
95	Poor	9	45
90		19	95
85		29	145
80		38	190

Attendance below 90% is classed as persistent absence (PA). School must inform the DfE of all pupils who are in this category and medical evidence will be required for absences. This can be in the form of: a doctor's note or evidence from the doctor, evidence of prescribed medication (ie. medicine label from a Pharmacy or an appointment card. We do not accept letters or phone calls from parents as evidence). All pupils are expected to attend regularly and on time and should only be absent for unavoidable reasons such as illness. Holidays in term time will not be authorised unless in exceptional circumstances authorised by the Headteacher. Medical or Dental appointments should be made, whenever possible, outside of school hours. If appointments are unavoidable during school hours, pupils should produce their official appointment card when requesting permission to leave school or when signing in. We request that the appointment does not affect registration so pupils can still get a present mark for both morning and afternoon registration.



THE SCHOOL DAY

	Year 7 & 8	Year 9, 10 & 11
Warning Bell	8.35	8.35
Registration/Assembly	8.40 - 9.00	8.40 - 9.00
Lesson 1	9.00 - 10.00	9.00 - 10.00
Lesson 2	10.00 - 10.55	10.00 - 11.00
BREAK	10.55 - 11.15	11.00 - 11.15
Lesson 3	11.15 - 12.15	11.15 - 12.15
Lesson 4A	12.15 - 12.40	12.15 - 1.20
Lesson 4B	Lunch 12.40 - 1.15	
Lesson 4C	1.15 - 1.50	Lunch 1.20 - 1.55
Lesson 5	1.50 - 2.50	1.55 - 3.00
End of School Day	2.50	3.00

SCHOOL HOLIDAYS 2023 - 2024

HOLIDAYS	CLOSE	OPEN
AUTUMN TERM 2023		05/09/2023
Teacher Training Day	04/09/2023	
Half Term	20/10/2023	30/10/2023
Teacher Training Days	03/11/2023	
Christmas	20/12/2023	04/01/2024
Teacher Training Days	21/12/2023, 22/12/2023	
SPRING TERM 2024		
Half Term	16/02/2024	26/02/2024
Easter	28/03/2024	15/04/2024
Bank Holiday	06/05/2024	07/05/2024
SUMMER TERM 2024		
Half Term	24/05/2024	03/06/2024
Summer	18/07/2024	
Teacher Training Days	19/07/2024	



CURRICULUM

Our Curriculum intent is at the heart of what we do as a school. Our philosophy is that each pupil is entitled to a curriculum that meets their needs and prepares them for life's opportunities, responsibilities and experiences. Our curriculum is designed to enable each individual to develop their maximum potential through stimulating and challenging pathways and by carefully monitoring each student's academic and personal progress.

The Philips High School Curriculum Intent consists of two strands:

An academic curriculum which is based on powerful knowledge and educational research. It builds on cumulative sufficient knowledge which enables students to leave Philips with the best examination results and life chances.

A personal development curriculum. This enables our students to go 'the extra mile' and develop Leadership and independence skills, oracy skills, wellbeing, resilience, internet safety, SMSC, British Values, R&SE and a range of Extra-Curricular Opportunities.

Together, these two strands are central to our STAR Vision and Values.

In Years 7, 8 and 9 pupils study English, Mathematics, Science, French, History, Geography, Religious Studies, Design & Technology, Computing, Art, Music, Drama, Character and Physical Education. In each year all pupils take part in character and personal development drop down days.

In Year 9, pupils will select their GCSE options. Pupils are placed in one of the following Year 10 & Year 11 pathways; Aspire, Inspire, Explore and Thrive. These are devised in such a way as to allow a broad range of subjects to be followed, whilst enabling pupils to specialise according to their abilities, interests and career intentions. Parents will be fully involved in discussions with teaching staff about which courses are most appropriate to their child's needs. Courses are offered in all the main subjects to external examination standard.

EXAMINATIONS

Pupils are prepared for the examinations which the school considers most suitable for them, bearing in mind their ability and attitude to work.

The school enters all pupils for GCSE examinations wherever possible. However, alternative courses are offered where appropriate.

Our aim is always to achieve the highest level of success for each individual. To this end, we use a variety of examination boards in order to find the most suitable courses for our pupils' need, so they can access University, Higher Education, Employment or an Apprenticeship and be the very best version of themselves. All students are inspired to 'be a STAR', strive for success, work together, aspire for excellence and demonstrate respect for all.



Music Lessons

At present the school takes advantage of the services offered by Bury Music Service. We have visiting peripatetic staff offering lessons in all orchestral instruments and guitar. Details and charges are available from the Music Centre, Tel: 0161 796 9910.

Learning to play an instrument has become very popular at this school and there is a waiting list for some instruments. Tuition is given on a weekly basis, in term time, lessons are rotated so that there is the minimum of interference with the normal lesson timetable. Children who wish to learn an instrument, e.g. violin, viola, 'cello, double bass, guitar, flute, oboe saxophone, or any brass instrument, should inform their class Music Teacher during the first fortnight of the school year.

Careers Education

Careers advice is always available and particular opportunities are created from time to time, with the assistance of Kevin Welch from Realistic Choices who works in school on Mondays, for the provision of appropriate information. Careers Education is followed at appropriate times during the pupils' school life.

Religious Studies

The school is not affiliated to any particular religious' denomination. Philips High School follows the Locally Agreed Syllabus which was launched in 2021.

Learning Support

A number of pupils with learning, physical, emotional and behavioural difficulties benefit from small-group work and support. A diverse team of staff with a variety of skills, led by the SENCO, is involved here. They work with other teaching staff to ensure that the best possible provision is made for pupils with learning or other difficulties. Parents are always closely involved in any decisions about the provision of extra help.

Setting

At Philips, students in year 7 are split into two equal ability bands. There are three sets in each band (C, O & N on the X side and U, E & R on the Y side). The top set on both sides (7C and 7U) is based on Mathematics ability determined by their KS2 Scaled Scores and/or the sharing of data from the individual pupils' Primary School. The remaining two sets are set on equal ability, which again is based on KS2 Scaled scores.

In year 8 - 11, pupils are split into two bands, x and y for all subjects. Setting is based on academic ability. Those bands and sets are reviewed in conjunction with Curriculum leaders.

Independent Learning (Homework)

The school uses Satchel One, an online system for 'Independent Learning' setting and support. New pupils and parents will be provided with log in details. Both parents and pupils can access independent learning via the open calendar, which can be seen by clicking on the Satchel One icon on the school website. If a pupil is unable to do their homework, a written explanation from a parent should be sent to the school.



SCHOOL UNIFORM & EQUIPMENT

All pupils must wear the correct uniform to School together with the appropriate kit for Physical Education, Food Technology and Design Technology (as described in the Parent and Pupil Guide Handbook that can be found on the School's website).

Pupils who attend School wearing the incorrect uniform will be sent home to change.

All Staff will check regularly for the wearing of correct uniform by pupils. For persistent non-compliance by individual pupils – sanctions will be applied and communicated home (by phone, e-mail, text etc and logged on SIMS). The STAR Card will be used to monitor the pupils in terms of uniform.

When pupils are given a Non-uniform Day, the School still expects pupils to be dressed appropriately. Instructions for this will be given on the website.

All items of school uniform listed below are required with the exception of navy blue v neck jumpers which are optional.

YEAR 7 - 10 PUPILS	
Blazer	Navy Blue Blazer with school badge
Shirt	Either a Blue Shirt (no "button down" collars) with a clip on blue tie (tie only available from school) OR Blue Open Neck shirt with no tie.
Jumper	Navy Blue V Neck Jumper (optional). Round neck hooded jumpers are not permitted.
Trousers	Plain Black or Charcoal tailored trousers with zip. Woven/stretch like materials, leggings, jeggings or jeans are not permitted.
Shoes	Plain, all black "business like" shoes. Trainers must be plain black only, strictly no logos or canvas/woven materials
YEAR 11 PUPILS	
All above except – White Shirt (no button down collars) & Year 11 Tie	
All Pupils are requested to wear a plain outdoor coat	
UNIFORM STOCKISTS	
PT Schoolwear 14 Market Parade, Bury 0161 761 1365	PT Schoolwear 7 New Road Radcliffe 0161 723 0991
Top Form by Monkhouse 116 The Rock Bury 0161 764 4320	Macron Store Manchester Unit 1A, Off Bright Street, Bury, Lancs, BL9 6AQ 07479 110 700

Football scarves, hooded tops and hats are not to be worn to School. Jewellery, except wrist watches, should not be worn to School – this includes any form of piercings. Pupils should **not** wear any form of make-up including fake tan, eyelashes, coloured or acrylic nails. Extreme hair styles or colours are unacceptable. Hair should be tied back using plain bands or slides. Any form of Headress worn for religious purposes must be in plain blue/black material.

The Headteacher will have the final decision on all uniform issues.

It is important that all items of uniform are named.

In addition, all pupils **must** have a white, **cotton** protective workshop apron for practical work in Design Technology. This can be bought from any outlet. To help to ensure hygiene standards, all pupils must have a royal blue (not navy) school apron for all practical Food Technology lessons. Pupils should bring the money to their first Food Technology lesson. In Art lessons pupils may be asked to wear an old shirt to protect their uniform. Pupils also need a suitable bag in which to carry books to and from school.



Back To School examples



Trousers



NEXT - £12

ASDA - £8



M&S - £10



Amazon - £12:99



Amazon - £12:95

Trousers need to be:

- Black and Smart
- Not jeans/jeggings/leggings
- Woven material – not stretch knitted type
- Must have a zip
- Must be suit style



NEXT - £12



ASDA - £11



4directuniforms - £13:99

Non Uniform Days

Pupils are expected to wear modest and seasonally appropriate dress. Pupils who are not appropriately dressed may be sent home. The usual rules with regards to make-up and jewellery will still apply.

- Shoulders should be covered
- There should be no bare midriffs or exposed underwear
- Skirts/shorts should not be too short.
- No excessively high heels
- No jewellery
- No piercings

School Equipment

All pupils must bring the following equipment every day, as regular equipment checks are made:-

- Philips High School Planner
- Ruler
- Black Pen
- Scientific Calculator
- Red Pen
- Geometry Set
- Pencil
- Exercise & Text Books



PHYSICAL EDUCATION

Participation in a varied programme of physical activity requires a varied amount of sporting clothing and equipment at Philips High School. Pupils must bring PE kit to every lesson even if they are injured or excused. Lessons are adapted to suit each individual case and pupils will be involved in the lesson in some way other than performing.

Please note: some outdoor lessons may result in the need for a change of kit, therefore we advise pupils to also bring in their indoor kits.

PE KIT

Training shoes – **no canvas shoes or high top trainers**

Gum shield – for rugby or hockey

Shin pads

No boxer shorts to be worn as underwear

Football boots

PE UNIFORM AVAILABLE TO ALL PUPILS



Draco Polo Shirt
(Unisex Fit)



Rigel Shirt
Short Sleeve



Running
Leggings



Mesa Short



Sports Skort



Rigel Shirt Long
Sleeve (Optional)



Havel 1/4 Zip Top
(Optional)



Jotnar Long
Pants (Optional)



Base Layer
Top (Optional)



Rayon
Socks



Fixed
Socks

HOW TO ORDER:

MACRON STORE MANCHESTER:

Online: www.macronsports.co.uk/philips

Address: Unit 1A, Off Bright Street, Bury, Lancs, BL9 6AQ

Telephone: 07479 110 700

Email: MANCHESTERNORTH@MACRONSTORE.COM



School Blazer

In addition to our PE Kit MACRON also stock our blazers

Student initials can be applied free of charge *One week lead time for orders with initials subject to stock. **All items except socks have school badge and name on them (not shown in pictures)**

(If you are having financial difficulties in purchasing the PE kit then please contact the school)

INDEPENDENT STUDY POLICY

We believe that independent study is very important to ensure that students practice and reinforce what has been completed in lessons, however, we are keen to promote a work-life balance for the students. Homework will have a focus on quality rather than quantity. Students are provided with an independent study timetable which can be accessed through our website. At KS3 students will receive 1 activity per week from subjects. At KS4 this will be increased to 2 per week. All tasks will be set electronically using an online facility called Satchel One (Show My Homework). Both the parent and the child will be given log in details. This online tool will help keep track of your child's independent study tasks. Satchel One will allow you to see the details of the activity your child has been set. Some subjects also utilise on-line programs such as MathsWatch and ActiveLearn which allow pupils to complete tasks online.



REVISION

All students will receive tasks which are revision. For Ebacc subjects (Maths, English, Science, French, History, Geography and IT) a targeted revision task will be set every week. For all other subjects students will receive one revision activity per half term. At KS4 all subjects will set bi-weekly targeted revision activities. Activities will be set to cover previous topics and interleave prior learning. Interleaving is the process where students mix, or interleave, multiple subjects or topics in order to enrich their learning. There is also an expectation that students also complete independent revision outside of the school timetable.

STUDY CLUB

At Philips High School we provide a Homework Club. Form Tutors will be able to let your child know when this is on. This is especially useful for pupils who find it hard to work at home, or for some independent tasks that require school resources (books, software, equipment).

SANCTIONS

It is important that if your child is experiencing problems with accessing tasks that they speak to their teachers themselves before the deadline day. Independent learning will be set with an appropriate deadline. All staff are available on Satchel One for questions if they cannot be found in school. Students/parents can also contact staff using SMHW@philipshigh.co.uk should there be any questions/issues. Incomplete tasks which are not done to the best of ability will result in a behaviour point which will automatically trigger an afterschool detention of up to one hour (regardless of how many behaviour points the student have received during the day).



ENGLISH

The aim of the English Department is to ensure that all pupils develop to the fullest; their ability to read, write and speak English. As pupils develop their communication and expression, their competence in English will enable pupils to lead full and rewarding lives.

English has two main aims:-

The first is to prepare the pupils for the demands of adult life by enabling them to communicate effectively and appropriately in all of the widely differing social situations in which they may find themselves – including the workplace.

The second is to assist the personal development of the pupils by helping them to make sense of their experience through language.

The pupils will study the functions and conventions of the English Language. They will be taught to identify the purpose for which they write and will learn the value of writing as a means of communicating, remembering, organising, developing ideas, information and equally importantly, **as a rich source of enjoyment.**

Oral communication is an integral and important part of the English curriculum and the pupils will be given the opportunity to speak the language in as many different ways and situations as possible; individually, in small groups and in large groups.

The pupils will also study Literature. Apart from the obvious benefit of enhancing the pupils' own use of language, Literature also encourages a lively and critical understanding and a respect for the world and its various cultures. With its inevitable concern with human relationships and values, Literature promotes tolerance and sensitivity. Last, but by no means least, by studying Literature, we aim to foster an enjoyment of reading and thereby a habit for life. The pupils' progress is evaluated and monitored by means of continuous assessment and examinations, involving pupils to engage with their feedback in order to take ownership of their own progress.

MATHEMATICS

At Philips High School Mathematics lesson tasks, resources, assessments and feedback are planned and designed to maximise the opportunity for each pupil to understand concepts, develop skills and deepen knowledge. We strive to motivate deeper learning and support each pupil's broader development.

Fundamental mathematical skills and techniques are learned through a mastery approach; focusing on the "why" of mathematics. The curriculum is organised into three strands of mathematical thinking – fluency, reasoning and problem solving. Pupils learn how to apply key skills and processes to real situations. Concepts are carefully sequenced so that new knowledge and skills build on what has been taught previously.

Opportunities for retrieval are included in starter activities, interleaving is specifically planned to link ideas together, and spaced learning aims to improve long-term retention and memory. The department is developing consistent methodology for key topics, therefore ensuring pupils are able to confidently progress through the curriculum.

Mathematics is an important subject that allows us to interpret the world around us. Studying mathematics is not just about learning content, but training pupils to think logically, approach problems with resilience, and be equipped with the tools to unpick a problem to find a solution. We aim for Philips High School pupils to leave school being confident in mathematics, and with the skills and knowledge to flourish in their chosen career path.



SCIENCE

All pupils study science throughout their five years at Philips High School. The aims of the Science Department are to increase pupils' knowledge, skills and understanding of the physical world around them and to help them appreciate the relevance of science in their everyday lives. We strive to equip pupils with the skills they need to succeed both at GCSE and beyond. Pupils will develop their critical thinking, logical deduction, language skills, mathematical skills and the ability to analyse and interpret data throughout their science study at Philips.



The science department has six specialised laboratories and one classroom. All six laboratories have recently been refitted and are brand new. The department has eight full-time experienced specialist science teachers and two full-time experienced technicians.

Key Stage 3

Science is taught over 3 periods a week and is topic based covering the three disciplines of Biology, Chemistry and Physics. KS3 curriculum integrates knowledge, application, science skills, metacognition, science literacy and careers. Across KS3, pupils will learn from the following area;

- Forces and space
- Electromagnetism
- Energy
- Waves
- Matter
- Reactions
- Earth
- Organisms
- Health
- Ecosystems
- Genes

Pupils are expected to complete one piece of independent study each week. This will be cycled; Week A will be on new learning; Week B will be revision. Pupil learning is fully supported by an online program that is accessible from home including complete access to the course textbook. Pupils are expected to complete one piece of independent study each week. Pupil learning is fully supported by an online program that is accessible from home including complete access to the course textbook.

Key Stage 4

There are two pathways available at Key Stage 4 and pupils will be directed towards the pathway that is most suitable for them and their future plans.

- **AQA Trilogy** - Pupils will study all three sciences and examine for 2 GCSEs.
- **AQA Triple (Biology, Chemistry, Physics)** - Pupils will study all three sciences and examine for 3 GCSEs.

Pupils will further develop the big ideas from Key Stage 3 as well as other topics such as; Space Physics (AQA Triple Physics only), Ecology and Chemical Analysis. Pupils are expected to complete two pieces of independent study each week, however pupils are supported at home by an online program which includes access to the course textbook and an app that enables them access to repeat their required practical's online.

Pupils are expected to complete one piece of independent study each week. This will be cycled; Week A will be on new learning; Week B will be revision.

Pupil learning is fully supported by an online program that is accessible from home including complete access to the course textbook.

Enrichment Activities

The science department has built strong links with our local schools, colleges and universities and have enjoyed many enrichment activities, which have included;

- CREST award
- OCR Transition practical project
- Science week
- Science Day at Holy Cross College
- UK Biology Challenge
- Numerous science career experiences and visits both externally and internally
- Trip to the Large Hadron collider at CERN, Geneva
- Trip to the Science Museum in Cologne
- Trips to science lectures at the Royal institution in London and Manchester universities
- Master Scientist Competition at Bury College
- Salters Chemistry Festival at Manchester University
- Science of Graphene at MOSI



MODERN FOREIGN LANGUAGES

We believe everyone should learn at least one language. Through learning a Modern Foreign Language, you will:

- Gain the satisfaction of communicating abroad and deepening your understanding of another culture;
- Learn to understand your own language and develop broader communication skills by learning other languages;
- Have broader employment horizons in an International World of Commerce; and
- Have fun!

We concentrate our language learning on the four skill areas: listening, speaking, reading and writing. In a typical lesson you can expect speaking work, often in pairs or groups. You learn to talk about yourself, your life, your likes and dislikes, your plans. We also teach you how to cope in a variety of situations abroad, from ordering a coffee to what to say when you 'd like to do when you leave Philips! The Languages Department take great pride in giving you a set of skills and knowledge to communicate in French. It is a dynamic Faculty which strives to make languages accessible to pupils. We regularly organise visits to local language providers and abroad.





GEOGRAPHY

Geography as a subject has never been more relevant with issues such as climate change, natural hazards, population and globalisation and we use these issues as a framework to provide material from which pupils will develop an understanding and appreciation of our world. Pupils are encouraged to explore the geographical background through a variety of political, economic, environmental and social issues so that they might foster a better understanding of the different communities and cultures that exist.

A wide variety of skills are also taught and practised which will be of long-term value. For example, the observation, collection, representation, analysis, interpretation of data, including maps and photographs are skills which are developed through the contribution made by local and national fieldwork or geographical enquiry in the curriculum. Pupils are encouraged to use ICT in their work and pupils use the internet and Geographical Information Systems to help enhance their learning.

Pupils' work is continually assessed and analysed for their ability to recall specific facts as well as to demonstrate and appreciate a wide variety of geographical concepts and skills. The testing of pupils takes a variety of forms and is designed to meet the requirements of the National Curriculum. In Years 10 and 11, pupils follow AQA GCSE Geography.

Pupils' are invited on a number of field trips over their time as a geographer at Philips, some places include the Ainsdale, Malham, Ingleton Waterfalls and Cleveleys.

We encourage our pupils to be good citizens and demonstrate an awareness of their rights and responsibilities within the world which they live.





HISTORY

History is a very popular and successful subject at Philips High School. We want to encourage students to enjoy studying the past and develop the skills, knowledge and understanding necessary to achieve success at GCSE. History is a fascinating subject, full of interesting people, places, events and colourful stories about the lives of others before us. Knowing about history enables students to develop into mature, considerate adults, capable of forming their own opinions and making decisions about their life. We want students to enjoy finding out about their past to make full use of the Internet and interactive teaching materials, giving students modern skills that they can use in their everyday lives. The History department has developed an engaging, meaningful and fun curriculum which draws out students' natural curiosity and develops a thirst for learning about the past and how it shapes and moulds the future. The department offers a range of additional activities for students. We have a 'Making History' after school club which involves making models of trenches and castles. The History department is in the process of planning trips organise trips to local places such as the Slavery Museum in Liverpool, Thackery Medical Museum and the Imperial War Museum.

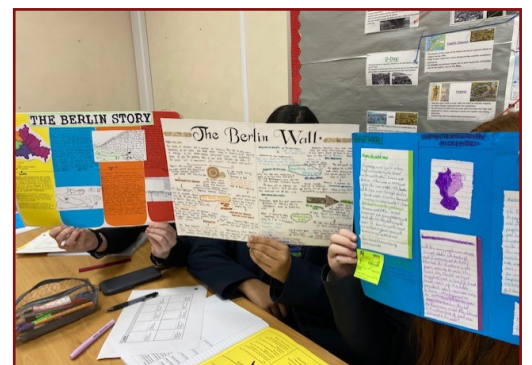


In year 7 students learn about the Anglo-Saxons, The Battle of Hastings and learn how to use evidence to find out about life in England during the Middle Ages. Pupils will study the impact of the Tudors on England with a special focus on Henry VIII and Elizabeth I. Finally, pupils finish the year with a focus on empire and slavery.

During year 8 our students study the Suffragettes, the First World War. From a local perspective we look at the impact WWI had on Whitefield/Bury and the school in which several pupils from the boys' school lost their lives. As the year progresses pupils will turn their attention to the rise of Hitler, causes of WW2, Battles of WW2 and the home front.



In year 9 we encourage our students to consider History within the wider world and the significance of those events and periods. Students start the year by looking at the Holocaust followed by the US Civil Rights movement, the early Cold War and the Vietnam War. As pupils develop their depth of knowledge, we begin to analyse the events of the mid to later Cold War focusing on the collapse of the Soviet Union and the development of the Russian Federation. Students will also study the current conflict in Ukraine. As students conclude their studies in year 9 we study the history of Europe, specifically looking at how Europe has changed from working against each other to working with each other. This topic brings together knowledge learnt previously across Key Stage 3.





RELIGIOUS STUDIES

The Religious Studies Department aims to enable students to develop respect for others and their beliefs, explore their own beliefs, build their sense of identity and belonging and consider their responsibilities to themselves and others. We aim to provide a safe space for students to reflect, discuss and debate their own views and of those around them. We aim to study core concepts of religions and beliefs and help the pupils connect the beliefs and practices together so pupils build on their prior learning as they progress through the school.

In KS3, we study the 6 main religions of the world which are Christianity, Islam, Judaism, Sikhism and Buddhism as well as non-religious beliefs such as Humanism. We study this through thematic studies which look deeply at certain concepts of specific religions. In Year 7, we have a focus on Christianity which is the main religious tradition in Britain as well as studying Judaism and Buddhism. In Year 8, we again have a focus on key concepts within Christianity as well as studying Sikhism and Islam. In Year 9, we look at different ethical topics such as the importance of life, Prejudice and Discrimination and Good and Bad. We explore these themes from different religious viewpoints but with a focus of the main tradition in Britain which is Christianity. We aim to take pupils to visit the local Synagogue, Gurdwara, Church and Mosque.

At KS4 all students study core Religious and Ethical studies, this will be done through the Character Curriculum. However, students can opt for GCSE Religious Studies. We follow the AQA Specification; topic areas include – Beliefs, teachings and practices of Christianity and Sikhism. Thematic studies of: Relationships and Families, Religion and Life, The Existence of God and Revelation, Peace and Conflict, Crime and Punishment and Human Rights and Social Justice.





COMPUTING

The aim of the Computing and ICT curriculum is to enrich and extend learning throughout the curriculum using problem solving and computer technology. Pupils are taught to use everyday packages along with more specialist software to develop skills in web creation, programming, basic game creation and graphics. In addition, they will learn about hardware and the infrastructure of technology and devices. We aim to give pupils confidence and pleasure in using ICT through teaching the skills and providing opportunities to use computers in all areas of their studies.

The school has over 300 networked computers available for pupils to use. There are four networked computer rooms, all of which are used by other subjects regularly when not required by the Computing department. In addition there are computers within some of the other subject areas where specialist software is required solely for those departments e.g. Art and Technology. The Library has a suite of networked PC systems for pupils to use for private study. The Learning Support Department has its own room with a selection of PC computers. Each PC on the network has a connection to the Internet that is monitored to ensure safe and sensible use. Pupils are able to use this resource under supervision to enhance their studies. A secure log on facility, via the school website, allows pupils to access work stored within their own password-protected areas from home to continue homework/coursework. Pupils are encouraged to work on the computers at lunchtimes and after school in support of their studies. Every pupil has a password-protected area on the network and access to the Office365 software suite for online storage and editing of files to be accessible at school, at home and shared with staff when necessary. The school has 2 ICT Technicians to support staff and pupils in their work. In years 7, 8 and 9 pupils have timetabled lessons in Computing during which time they follow the National Curriculum for Computing including programming, number bases, networking, hardware/software, graphical manipulation etc. In years 10 and 11, pupils have the option to study BTEC Digital Information Technology, Computer Science GCSE or NCFE Business Studies (or a combination, dependant on their other option choices).

The BTEC Digital Information Technology is a GCSE equivalent qualification that builds on young people's love of digital devices. It is a largely 'hands on' course with a 40% written theory exam in the final year of the course. The nature of the internal components (coursework), with its emphasis on 'doing' rather than just 'writing about' helps develop important transferable skills including problem solving, creative thinking and collaborative working in order to create graphics/business products, web content/web pages and spreadsheets amongst other things.

The Computer Science GCSE enables candidates to develop their understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts. Pupils will have an understanding of the use of algorithms in computer programs to solve problems using a range of programming languages. They are able to evaluate the effectiveness of computer programs/solutions and the impact of and issues related to the use of computer technology in society.

The NCFE Business Studies qualifications gives pupils an understanding of what it takes to setup and run a successful Business. Pupils dive deep into the logistics of Business they put themselves into the shoes of a business owner and are presented with some issues which they must investigate. As they begin to tackle this real-life scenario, pupils are given the opportunity to fully appreciate the world of business and effort required onto adapting the Business' needs when they are presented with real life challenges. The theory element equates to 40% of the overall grade via an external examination, whereas the Practical project equates to 60% of the overall grade.

ART

Through the practice of art, students develop their powers of observation, self-discipline and concentration, control of media, manual dexterity, imagination, enjoyment and aesthetic judgement. It is therefore an integral part of general education.

At Key Stage 3, students are taught basic skills in pencil work, painting techniques, printmaking, textile art; computer aided art and three-dimensional work, together with specialist vocabulary. The core Art curriculum focuses on: line; tone; texture; shape; form; pattern; proportion; composition; structure and colour. Students are encouraged to develop independent learning skills, which can be transferable across the curriculum. At Key Stage 4 students have all the knowledge to build upon prior learning and confidently develop their own ideas from conception to realisation. Projects seek to combine investigative and making skills and critical studies. In practical work, students study artists, craftspeople, designers and cultures of both the past and the present.



BTEC Tech Award Art and Design Practice

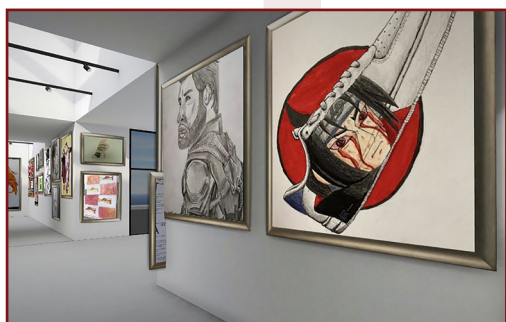
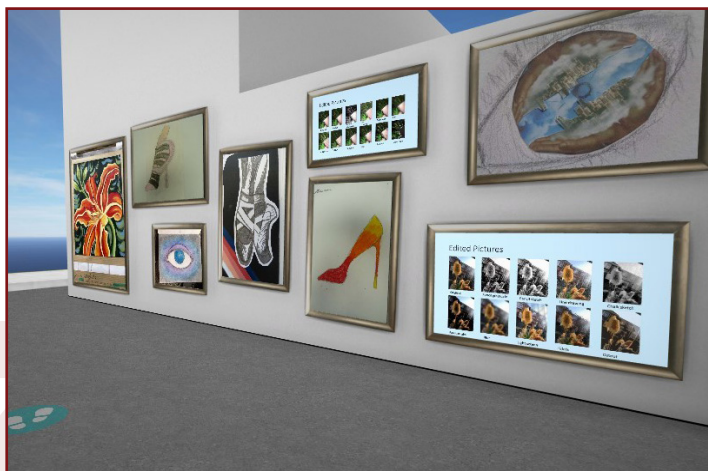
Pupils will utilise and build on all of the skills & knowledge taught at KS3 to respond to specific briefs which include more emphasis on specific careers and the practical application of artistic skills required. Pupils will be internally assessed for 60% of the course covering the following criteria:

Component 1 - Creative Practice in Art and Design: You will generate ideas in art and design in response to an externally set brief– investigating areas of art and design practice of interest to you and explore the work of different artists and professionals within that area. You will develop key research and analysis skills by exploring ideas and influences. Developing your practical skills through application and review by learning how to express your ideas in different ways using various materials and digital tools and exploring new techniques. (Weighting: 60% of the course; Assessment: Internal).

Component 2 - Responding to a Brief : The externally set and assessed component will test all they have learned applied to a specific client brief : (Weighting: 40% of the course; Assessment: Internal, external moderation).

PHOTOGRAPHY

GCSE work will build upon knowledge of the formal elements taught in art throughout KS3. During the course pupils will develop work that will form the basis of their portfolio. Pupils will be given the opportunity to explore a range of photographic techniques and processes to create personal responses to a range of starting points that has an artist or cultural link. Pupils will present their portfolio of work at the end of year eleven which forms 60% of the course. They will explore their ideas within digital sketchbooks and are expected to demonstrate skills and techniques in the context of their chosen areas of study within art, ranging from: Portraiture, Still Life photography, (working from natural or manufactured objects). Fine Art photography. New media practice such as computer manipulated photography. Pupils are required to integrate critical, practical and theoretical study within their digital portfolios. The externally set test forms 40% of the overall grade and uses all of the skills they have accumulated over the course.



Component 1: 60% Portfolio 2- 3 projects that include artist research, development of ideas, experiments with media, annotation and a final piece, plus a creative statement.

Component 2: 40% Externally set task. Responding to one of 15 starting points 10 hour examination plus a creative statement.

CHARACTER

Every decision in life should be an informed one. Through Character lessons we wish to equip students with the skills, knowledge and competencies; distinct from their academic work, to help them succeed in the future. We wish them to be aware of the risks and consequences of the choices they make in their lives to remain physically and mentally healthy. Philips High School has a strong commitment to the personal, social and emotional development of every child in its care. In accordance with the school ethos, National Curriculum for Citizenship, the Careers Education, Advice, Information and Guidance (CEAIG) framework, Religious Education and statutory and non-statutory guidance for personal, social and health education (PSHE), we aim to educate pupils so that they become emotionally strong, capable adults who can make safe, informed decisions throughout their adult lives. Lessons are delivered both as timetabled lessons, Drop Down Days and supported through a Personal Development form time and assembly programme. Character lessons focus on leadership, organisation, resilience, initiative and communication skills (LORIC), community cohesion (kindness, respect and living without harm), oracy, wellbeing, e-safety, relationships and sex education, religious education and careers. Pupils are signposted to appropriate services to access further support and advice and we are supported by a range of external agencies. There are no formal examinations; pupils complete half termly self-assessment sheets and pupil voice questionnaires.



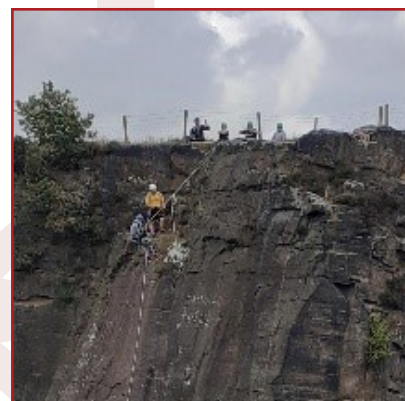
COMBINED CADET FORCE (CCF)

Since September our cadets have been meeting on a Thursday after school for 1.5 hours. This year has also seen a change of SSI, with our new SSI Mr. Townson bringing over 20 year of experience with him. With year 7 students now able to sign up for September as well as a renewed interest from students in other year groups, our numbers are once again increasing.

We completed 2 Skills at Arms weekends to ensure students are qualified for Summer camp. This year Summer Camp was in Scotland and was a great success with cadets from all year groups enjoying the challenging tasks.

We have also started a Junior Cadet Instructor Course which we aim to continue next year and expand with a Senior Cadet Instructor Course. We will be doing a recruitment drive at the end of each term in preparation for the following term. Our next recruitment/sign up will be toward Christmas time. Information will be sent out closer to the time as to how students can join.

With our cadet numbers continuing to grow, we are always on the lookout for new staff. Anyone can join as a Cadets Adult Volunteer. If you are interested, please get in touch with Capt. McCarthy.



DESIGN TECHNOLOGY

Design Technology is about designing and making objects that will solve problems and make things better. Initially pupils will undertake basic skills courses in the areas of food and resistant materials such as wood; plastics and electronics. Pupils will then be expected to utilise these skills in technological projects which will increase in complexity as pupil's progress through the levels of Attainment set by the National Curriculum.

The skills used in Design Technology can be grouped in two categories:



- **Designing and making skills;**
- **Knowledge and understanding.**

The section on designing and making skills sets out the skills and techniques required to design and make products. The knowledge and understanding section lists knowledge that underpins the application of these skills. These sections are closely related: for example, knowing which making techniques to apply to a particular material depends on understanding its working characteristics. Designing and making assignments provide pupils with the opportunity to put their capability to work to develop products that meet real needs and wants.

Activities in which pupils investigate, disassemble and evaluate familiar products and applications give pupils the opportunity to explore existing products and use what they find out to add to their own skills, knowledge and understanding. Problem solving in Design Technology allows all pupils to contribute; not just the academic child, but equally those with creative, artistic, and practical abilities. They will be provided with opportunities to apply ideas that have been learned in other subjects such as Maths, Science and Humanities in stimulating and creative situations.

At Key Stage 4 we offer NCFE Level 1 – 2 Engineering. This qualification is designed for learners who want an introduction to engineering that includes a vocational and project-based element.

The qualification will appeal to learners who wish to pursue a career in the engineering sector or progress onto further study.

FOOD & NUTRITION(KS3)

Everyone needs to consume food on a daily basis; our aim is to develop an understanding of food, healthy eating, food purchasing, storage, preparation and making skills so that pupils can make informed decisions in adult life about the food that they are consuming. Food by its very nature is a creative, practical and fun subject. It allows pupils to be imaginative and hands on. Producing a product that is then taken home and shared with family and friends, gives students a real sense of achievement and self-worth.



KS3	YEAR 7	How food fuels the body. Different methods of cooking.
	YEAR 8	How to prepare and cook safely. Ethical and sustainable food choices.
	YEAR 9	How fats, oils and raising agents are used in different foods.



HOSPITALITY AND CATERING (KS4)

At KS4 we offer WJEC Level 1/2 Hospitality and Catering. It is made up of a 1.5hour exam (40%) and a piece of coursework (60%) that is a mixture of written and practical work. This course has been designed to develop knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. Learners will also have the opportunity to develop some food preparation and cooking skills. Practical lesson will focus on high skilled dishes and how to present them.

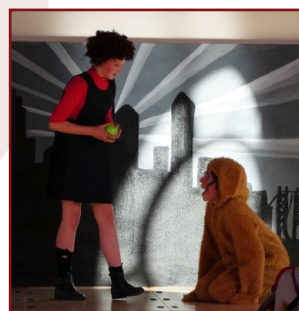
DRAMA & THE PERFORMING ARTS

Drama at Philips high school is a predominately practical subject. Students will experience a curriculum that will equip them with both knowledge and skills of creating and performing, but a curriculum that also aims to enhance students' knowledge of history, literacy and culture.

As Drama does not have its own National Curriculum, our Drama curriculum here at Philips, is heavily influenced by other subjects' National Curriculum frameworks. Students' social, moral and cultural understanding is further enriched by topics and stimuli we use to inspire. Students reading and inference skills will be enhanced via script texts we study and students' knowledge of history is boosted via differing genres and styles of theatre explored, and their appropriate context. At KS3 Drama is offered to all year groups. Pupils will learn about the mechanics of Drama and performing; such as performance skills and techniques to build a scene or storyline. However, as well as the mechanics of Drama, pupils will study and learn through Drama.



Drama is underpinned by a core sense of improving the vital life skills of all pupils such as; speaking and listening, team work, empathy, creativity and confidence. Currently, at KS4, students are offered a vocational qualification. Students will study the BTEC Tech Award in Performing Arts – Acting. This course is designed to prepare students for a career in the acting profession. It is equivalent to 1 GCSE – if a Level 2 is reached and passed. The aim of this course is to develop an understanding of the skills and techniques used in Drama alongside important life skills, solidifying and enhancing learning that was experienced at KS3. Through practical work students will foster individual awareness and group interaction.



Students will study 3 Components over 2 years.

Component 1- Exploring the Performing Arts. Internally Assessed.

Component 2- Developing Skills and Techniques in the Performing Arts. Internally Assessed.

Component 3- Performing to a Brief. Externally Assessed.

Pupils WILL BE expected to perform in front of an audience.

Pupils will be expected to write in the form of reflections, target setting, analysis, evaluations and they will need to present their findings in front of a camera to an audience.

Pupils will have the opportunity to perform a range of acting styles from established repertoire such as 'Blood Brothers', 'Two' and 'Curious Incident' throughout the course.

Each individual will be required to produce a portfolio which records their progress.

In their practical exam students will:

- Create a workshop Performance in groups of a maximum of 7 learners.
- Evaluate the development process and outcome in response to the set brief



LEARNING SUPPORT

The Learning Support Department offers support in various ways. We seek to work effectively with parents/carers. Learning Support requirements vary from individual to individual: Some children may need extra help for all their secondary lives, others may need help in the short term. Individual assessment ensures that each pupil receives the appropriate support. For those children with a learning and social communication needs, small group tuition may be offered, often working closely with specialist staff. When appropriate, in-class support is sometimes offered, benefiting both subject teachers and pupils in need of extra help. Pupils with behavioural/emotional problems are supported in close liaison with the pastoral team, outside agencies and the Heads of Year. The school offers a wide, varied curriculum which is available to all children and the above methods ensure pupils are supported. For pupils with physical and medical needs, the Learning Support Department works closely with the parents, outside agencies and the LA advisors to provide appropriate support.

Through constant co-ordination within the school with Heads of Department, school Pastoral Teams and outside agencies, the Learning Support Department ensures that each pupil is given opportunities to achieve their potential.

MUSIC

BTEC Tech Award in Music is taught throughout the school in line with the National Curriculum. Years 7 to 9 are encouraged to perform, compose and listen to a wide variety of Music. Pupils have the opportunity to create Music with the use of ICT and develop their understanding of Music from different periods, countries and cultures. At KS4 a good number of students each year choose to study Music, with several pupils each year going on to study the subject further at college and university.



Practical skills are developed within the classroom on instruments including electronic keyboards and a suite of computer workstations. Instrumental tuition, provided by Bury Music Service, enables pupils to receive individual or group lessons on a wide variety of instruments. There is also the opportunity to learn a brass instrument in a larger group session after school.

The Music Department currently runs lunchtime and after school sessions most days including choir, keyboard and ukulele clubs, brass and rock bands. Students of all abilities and ages are encouraged to join in and build their confidence. We have an open door policy for all pupils to enable them to develop their performing and composing skills.

Each year a number of formal and informal concerts take place at Philips High School. In previous years these have ranged from; solo and ensemble performances at the Christmas and Summer concerts, Talent Shows, Celebration Evenings and Open Evenings. Musical productions with the Drama department also take place throughout the year. There are lots of fun activities to get involved in whatever your taste in music. We are open to ideas for any new musical ventures!

MANCHESTER UNITED FOUNDATION



The foundation uses football and sport to engage and inspire young people to build a better life for themselves and unite the communities in which they live. We have a full time dedicated member of staff based in school who will deliver educational and community outreach programmes to help young people make positive choices in their lives. The Foundation delivers a wide range of educational, leadership and personal development programmes designed to develop young people to achieve their potential. Working one to one and in groups, our member of staff aims to create a learning environment that is inspiring, dynamic, challenging and educational for our students. They will plan and lead regular progress meetings with students to ensure their agreed personal development objectives remain relevant and on track, as well as building development plans that will increasingly challenge, enhance skills, shape a positive attitude and foster a confident approach to meeting students' objectives.

DUKE OF EDINBURGH

The Duke of Edinburgh's award is designed to challenge young people between the ages of 14-24 to attain standards of achievement and endeavour in a wide variety of active interests – to serve their communities, experience adventure and to develop and learn outside the classroom.



At Philips High School we currently offer Y10 pupils the opportunity to complete the Bronze award. The DofE Bronze gives pupils a range of different skills, along with increased confidence and an edge over others when applying for college, university or a job. Participants will develop communication, leadership and teamwork skills as well making a difference to other people's lives and the community as a whole. The DofE website – www.dofe.org - is very informative and gives comprehensive advice and information on the requirements for the Bronze award.

Philips High School is an official Operating Authority of the Duke of Edinburgh organisation, and our DofE manager is Mr Grundy.



PHYSICAL EDUCATION

At Philips High School, we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles and making a positive impact on physical, mental and social health. The intent of our PE curriculum is to provide all students with high quality PE and sport provision, not only as a participant but in leadership roles such as a coach, official or choreographer. It is our vision for every child to succeed and achieve their potential as well as to lead physically active lifestyles beyond their years at secondary school. We strive to inspire our students through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We want our young people of Philips High School, appreciate the benefits of a healthy and active lifestyle.

Through our teaching of PE, we will instil our core values and transferable life skills such as resilience and mutual respect as well as providing them with opportunities to take part in competitive sport through our extensive extra-curricular programme. We provide an opportunity for pupils to further develop their skills and techniques by performing in different contexts, instilling a sense of sportsmanship, leadership, teamwork and coping with both success and failure in competitive situations.

The Department offers a skill-based approach in the following major sports; Hockey, Badminton, Football, Netball, Basketball, Rugby, Cross-Country, Track and Field Athletics and Cricket. We also aim to develop expression and creativity through Gymnastics, Trampolining, and Dance. We offer badminton as a net and wall game and have an Orienteering course to enhance our delivery of Outdoor Adventurous activity. There are also opportunities to improve Health and fitness through the teaching of Yoga, Health Related fitness, Weight Training, Boxercise and Aerobics.

Our extra-curricular programme is open to all our students to attend on a competitive and social basis, which is run throughout the academic year and for those wishing to play competitively have further opportunities to represent the school locally, regionally and nationally in various sporting activities.

The Pearson BTEC Level 1/Level 2 Tech Award in Sport (603/7068/3) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning. They will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- investigating provisions for sport including equipment and facilities to enhance sport
- planning and delivery of sport drills and sessions
- fitness for sport including fitness testing and methodology



PUPIL GUIDANCE & SUPPORT

At Philips High School we want to ensure that your child achieves their full potential within a caring and supportive environment. When difficulties arise the Care and Guidance Team will be available to help, support and advise both you and your child.

Each pupil will be assigned to a form tutor and two Heads of Year, one teaching and one non-teaching who will be responsible for looking after the welfare of the pupil throughout the year. Any issues and concerns should be directed to the form teacher in the first instance. The Head of Year would become involved with more serious issues. If a pupil is in need of specialist advice and/or support they may be referred to a variety of outside agencies.

Excellent punctuality and attendance is expected at Philips High School. The Attendance Officer monitors pupils' attendance and punctuality and works closely with the Care and Guidance Team and the Educational Welfare Service to support pupils to improve attendance.

Please note that both Pupil Guidance & Support staff want to work closely with parents and carers. We recognise the necessity of close partnership between home and school in order to ensure that all children can achieve their potential.

As a school we have identified pupils who need a high level of support with their Social, Emotional and/ or Mental Health needs. Safe space has been developed as a provision to provide support. Pupils will be supported with re-integration into school and with interventions which are specific to their individual SEMH needs.

Some young people may need to access the Safe Space on a temporary basis, some may need to access the base on a more regular basis; therefore, access to the space and the programme of work would depend on individual need. There are plans for an area within Safe Space that will be set up as a relaxation/ quiet area with sensory equipment. This will be for pupils to use when they are highly anxious.

REALISTIC CHOICES/CAREERS

Kevin Welch from Realistic Choices offers career guidance support to students on Mondays in Philips High School. Realistic Choices works closely with students, parents, teachers and outside agencies to offer information, advice and guidance to students. Career guidance involves raising aspirations of young people and empowering students to make informed, realistic choices for the future.



Guidance is offered at key points throughout students' education and continues until students complete their education in Year 11 and progress into further education, employment or training. This support is offered to students through one to one careers guidance interviews, group work sessions, parents evening and career events.

If a student would like to arrange an interview they can contact Kevin Welch directly or speak to the careers co-ordinator Mr Colin Duxbury & Mrs Jo Potts.



PLACE2BE

Philips High School is now into its fourth year of working with a National Charity called Place2Be whose work involves supporting schools to improve the confidence and wellbeing of children and young people. Place2Be provides emotional and therapeutic support to pupils, families and staff in more than 250 schools nationwide. It gives pupils a space to express themselves through talking and creative work and to think about any worries they might have. Place2Be also provides support for parents and staff too.



PLACE2TALK

One of the most popular aspects of this service is called 'Place2Talk'. This is open to all pupils, and they can make an appointment to spend 15 - 30 minutes with the school project manager who is a qualified counsellor, either by themselves or with a friend to come and discuss any issues or worries they may have. On average, about a third of pupils in Place2Be's schools take advantage of this service every year.

EQUALITY, DIVERSITY, AND INCLUSION QUALITY MARK

At Philips High School, we pride ourselves on our commitment to inclusion, representation and the celebration of diversity. In 2022 our school was awarded the official Equality, Diversity, and Inclusion Quality Mark. This mark reflects the hard work both staff and students put into ensuring our school community and curriculums are inclusive. Staff are trained to educate and articulate with confidence all aspects of diversity and our students are empowered to navigate and communicate on all topics of inclusion, diversity and representation.



ALTERNATIVE PROVISION

The school uses alternative provision for pupils who have specific needs when appropriate. We select the provision following recommendations and advice provided by the Bury School's Partnership.

WHAT OFSTED SAY ABOUT PHILIPS

Quotes from our latest Ofsted inspection in June 2022:

“Senior leaders are committed to improving pupils education. Leaders, including governors, and staff together form a skilled and effective team.”

“Leaders are taking appropriate steps to provide pupils with an increasingly high-quality, broad and suitably ambitious education”



PHILIPS HIGH SCHOOL STAR AWARD

Achieve 7/10 in S T A or R targets to receive a badge.

Achieve all 4 standards for the Headteacher STAR AWARD

STRIVING FOR SUCCESS

- 1 100% Attendance for a term
- 2 No lates in a term
- 3 No negative house points in a term
- 4 Achieving PB in cross country
- 5 No failed standard signatures on Star Card
- 6 Achieve or take part in a national recognised award or competition
- 7 Take part in a school based course or programme
- 8 Position within the form or school for a term
- 9 Help out at 3 school events
- 10 Working above expected in 3 subjects

RESPECT FOR ALL

- 1 Completing a British Values activity
- 2 Promoting the school ethos
- 3 Going above & beyond supporting the community
- 4 Commitment to improving the school environment
- 5 Complimentary comments from members of the public or staff
- 6 Receive praise from your Form Tutor for something outstanding
- 7 Positively contribute/promote school personal development campaign
- 8 Random acts of kindness recorded as 'good citizen' positive behaviour HPs
- 9 Random act of kindness 2
- 10 Respect everyone's right to learn

WORKING TOGETHER

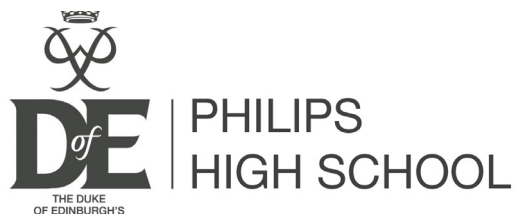
- Taking part in a charity event 1
- Help out at a school event/activity 2
- Showcase talent/skills 3
- Take part in an event on Sports Day 4
- Take an active role in group work 5
- Take part in a school production /concert/assembly 6
- Being a positive citizen 7
- Support a friend in need 8
- Being part of a school team (sports/band/club etc) 9
- Pupil leadership team / volunteering 10

ASPIRE TO EXCELLENCE

- Receive HA or MP on your achievement certificate 1
- Gaining an excellent KAT grade 2
- Working above expectation in 1 subject 3
- Take up a new activity / club 4
- Demonstrate resilience in lessons 5
- An excellent piece of work recognised by the Head teacher 6
- Taking part in a careers event 7
- Gain a gold/silver/bronze PPR Effort Certificate 8
- Attend the library to borrow a book 9
- Actively participate in Cadets / D of E award / volunteering 10



OUR PARTNERSHIPS



Foundation





PHILIPS HIGH SCHOOL

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Website: www.philipshigh.co.uk | **Twitter:** @PhilippsHigh

Headteacher: Ms T. Owen B.Ed