

MALTON SCHOOL



We hope that this prospectus will give you the information you require about the school. If you would like to visit us during the school day, please telephone - one of our senior members of staff will be very happy to meet you and your family, show you round and answer your questions.

MALTON SCHOOL

An 11-18 mixed comprehensive with Specialist Science Status

"Parents see the school as having a friendly, supportive atmosphere, and the teachers as being enthusiastic, positive and approachable. They feel that their child is seen as an individual and that, if they do have concerns, these are dealt with professionally and sympathetically."

Governors' survey

Specialist Status

September 2004 marked a new and exciting milepost in the long history of Malton School, as we became a Specialist Science School as part of the government's specialist schools programme. We opened four new science laboratories in January 2005, and subsequent changes to other rooms to improve teaching facilities are underway. Our success in achieving specialist status secures additional annual funding to allow for new equipment, additional staff, and development work in school and in the local community.



***i* Contact information:**

MALTON SCHOOL

Middlecave Road
MALTON
North Yorkshire
YO17 7NH

Tel: (01653) 692828

Fax: (01653) 696871

E-mail: admin@maltonschool.org

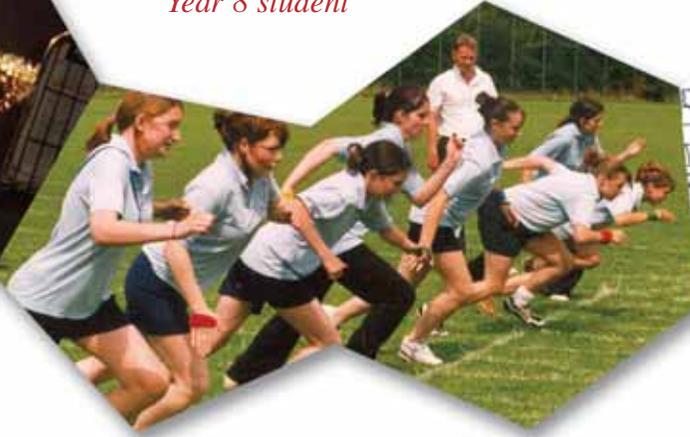
450 Years of History

Malton School was founded as a Grammar School in the reign of Henry VIII, in 1547. The current school was formed in 1971 by combining Malton Grammar School and Malton County Modern School.

Our school is now a vibrant community of 640 students and 80 staff, having seen a 33% increase in the school population in recent years. We are a popular choice. We challenge students to fulfil their potential academically, physically and personally. We maintain high standards of achievement whilst providing a wide range of opportunities for all.



*"There is a friendly atmosphere at Malton.
I feel as if I know most people"
Year 8 student*



Respect and Tolerance

Whilst we embrace change, we remain true to our traditional values of respect and tolerance, established over our 450 year history. Respect is at the heart of our behaviour code. We offer a safe, secure and structured community in which young people can grow confidently. Change is evolutionary. Change is measured against our main responsibility: to serve the best interests and needs of students.

Curriculum

We offer a wide choice, with the individual at the centre. Our curriculum is broad and varied. Our Specialist Science status does not restrict our provision – we remain a comprehensive school offering a wide range of courses. Students follow the national curriculum in Years 7 to 9. In Years 10 to 13 we aim to provide the courses chosen by students and parents - the timetable is constructed after choices are made, to ensure as many students as possible can realise their chosen combination of subjects.

High Achievements

Examination results are consistently above national averages, and continue to show an upward trend annually. Every year we claim our “best ever” results at GCSE or A level, or both. We continue to push our boundaries forward, and we set ourselves challenging targets. Please see the statistical tables at the back of the prospectus for full details.

Aims of Malton School

Providing a caring environment in which to inspire individuals to fulfil their potential

Malton School promotes:

- **challenge and aspiration**

providing stimulating and worth-while opportunities for learning and development
encouraging the fulfilment of potential, and achievement at the highest level

- **personal responsibility and consideration for others**

promoting personal responsibility for learning, for sharing knowledge and skills with others and for the environment
developing an awareness that individual actions affect others, that rights bring responsibilities, that all people are
equally valuable

- **good citizenship and readiness for life and work in a changing world**

- **a sense of belonging**

Key Stage 3 (Lower School)

In Years 7, 8 and 9 all students take

Art	History
Citizenship	Information Technology
Craft Design Technology	Mathematics
English	Music
Food & Textiles Technology	Physical Education
French	Religious Education
Geography	Science

German is taught in Years 8 & 9 to students of above average ability.

Religious Education helps students to become more aware of a religious dimension to life and to help lay the foundations for a personal search for meaning in life. At Malton School, along with Christianity, Islam and Judaism are covered in depth. Other religions such as Buddhism, Sikhism and Hinduism are also covered. It is hoped that all students, regardless of their religious beliefs will take part in the lessons. However, parents who wish to withdraw their children from Religious Education are asked to notify the Head in writing.

Sixth Form

In Years 12 and 13 a range of over twenty courses is available, leading to entry for Advanced and/or Advanced Subsidiary Examination of the General Certificate of Education (A-Level or AS), as well as the Community Sports Leader Award (CSLA) and the CISCO Computer networking course, leading to a CCNA qualification.

Fuller details of all courses are available in a separate Sixth Form prospectus.

Key Stage 4 (Upper School)

In Years 10 and 11 we offer a range of GCSE and vocational options. Advice on choosing the most suitable courses is given throughout year 9, when a detailed booklet is issued giving information on all the choices available.

*"Consistently good quality teaching across the school and very good teaching in the sixth form setting high expectations of work and behaviour."
OFSTED Report*



Homework

Homework is set regularly throughout the School. The amount gradually increases as students progress through the school. Parents are asked to ensure that homework is completed in conditions which help concentration and application to study.

A positive attitude to homework is part of good study habits, and to help with organisation Student Planners are issued to all students. Parents are asked to look at and sign the planners weekly.

Special Educational Needs

Students with special educational needs have access to the whole curriculum. In order to help them develop as successful learners, they may receive additional staff support in lessons and may also be withdrawn to work in a small specialist group or individually. Dedicated computer facilities support this work in a special needs area. Counselling is available to support students with behavioural or emotional needs and school maintains close liaison with external support agencies.

Student Grouping

Students entering the School in Year 7 are placed in mixed-ability form groups, but for most of their lessons they are taught in four or five ability groups, initially based on Key Stage 2 performance. Ability groupings continue to be used in Years 8 and 9, with group membership re-evaluated following each assessment period.

Teaching groups in Years 10 and 11 are set for English, Mathematics and Science. In other examination subjects, students are grouped by ability as far as possible.

House System

Malton School has four Houses named after the four ancient elements: Air (gold), Earth (green), Fire (red) and Water (blue).



Air



Earth



Fire



Water

House competitions and events are held throughout the year, and a house trophy is awarded annually. Students are also awarded house points for academic achievement and good effort in lessons, for service to the school and for full attendance every half term. House certificates and a house trophy are awarded for the best individual record

"Many parents expressed their appreciation of how teachers dealt with problems and in particular of their help in seeing children through a potentially difficult period of transition"

Governors' interview with new parents

Assessment & Reporting

Regular monitoring of students' progress is carried out by the Senior Staff. In each year all students are monitored through interim assessments and a formal examination. Parents receive notification of the interim assessment and a full written report in all examination subject areas. Contact is made with parents at other times whenever there is a need.



Facilities

*"Teachers are friendly, positive, enthusiastic, and supportive."
Governors' interviews with parents*

Library

A new library was completed in February 2000, with sufficient seating for a full class, a reading area and a great deal more room to house our ever-increasing stock of fiction and reference books. A library manager is employed to help students with book choices and personal research.

Science

Four new Science laboratories were opened in 2005. The school has seven laboratories in total.

Music

Our music centre has one main teaching room, a smaller teaching/practice room, an office and two further practice rooms. We have a variety of percussion instruments, orchestral instruments, a large number of electronic keyboards, guitars and drums. Music technology includes recording equipment and PCs installed with sequencers, synthesizers, and notation software.

Instrumental tuition is provided by the County Music Service (a charge is made). Music and dance contribute greatly to the life of the school, with orchestra, junior and senior choir, jazz group, guitar group, rock groups, soloists and dance groups, all performing in our popular Christmas and Easter shows.

"The ICT facilities are great".

"I like the chance to work on the computers".

"I enjoy having more than one computer room.".

"It's good having computers and the Internet available at dinnertimes"

A selection of comments from students

Sports

The School has four soccer pitches, plus a 5-a-side pitch, two hockey pitches, one rugby pitch, four rounders pitches, two cricket wickets and three cricket nets. There are, additionally, seven tennis courts, five netball courts, a 400 metre track, facilities for long/triple jump, high jump and shot, discus and javelin. Indoor facilities comprise two gymnasia and the main hall. In 2005 Ryedale District Council decided that, when a Sports Hall is built for Central Ryedale, it will be situated at Malton School.

ICT

The school is served by a network of over 120 workstations, with four dedicated ICT rooms, and computer workstations in every classroom. We have a broadband connection enabling screened Internet access across the network. All students have their own network and e-mail accounts. Students also use our computer facilities every lunch-time and before and after school.



Grounds

As will be seen from the list of sports facilities we have extensive grounds. These include three environmental development areas – a conservation area, a Sixth Form garden, and a Science garden. We also plant trees around the site every year. All areas were developed by projects involving teams of students.



"Lucy has thoroughly enjoyed her time at Malton School and is extremely sad to leave. Having looked at several schools recently I realise what an outstanding school Malton is. You should be very proud of it."

Parent's letter on moving house

Recognition of Achievement

Three times during the year the Head asks all teachers to name one student in each of their teaching groups who deserve recognition for their work, either because of their level of attainment, their effort, or the improvement they have made. The Head or Deputy then sees all these students personally to congratulate them, and issues them with a signed letter of commendation.

Following assessment periods, Heads of Key Stages contact parents of students who have performed particularly well to note their performance.

Students receiving three or more commendations in the year, plus those who finish in the top ten in their year, are invited to a Celebration Evening in November where they receive an award.

Students can apply for a privilege card, quoting their successes against the above measures, as well as noting their contribution to school life and service to the school. The card entitles them to various privileges in school.

Home & School: Pastoral Care

Academic success and the general well-being of students are best served by close co-operation between home and school.

In addition to regular parents' meetings for consultation with subject teachers there are special meetings in the summer before Year 7 entry to the School, in Year 9 when guided course choices are being made, in the autumn of Year 11 to give information about the Sixth Form and in Year 12 to explain the procedures for applying to universities and colleges.

Three members of the Senior Staff carry overall responsibility for the welfare, the discipline and the monitoring of the academic progress of the students in their section of the School.

Respect

At the heart of any educational institution must be respect for learning, an acceptance of the reason for the School's existence. Recognising the importance of teaching and learning means contributing purposefully to work in lessons of all kinds, being willing to co-operate with others in any shared task, helping and accepting help and of course respecting the authority of the member of staff. Tolerance of other people's views and suggestions is part of a healthy learning environment, a sense of assurance that as a student ideas can be put forward for proper class or group consideration.

The school community needs rules of student behaviour; all are designed with safety in mind. There is the instruction to move quietly and sensibly and when inside a building to walk (not run) on the left, for example, or the rule forbidding all smoking in or near the school, or the bringing to school of tobacco, illegal drugs, aerosol sprays, alcohol, lighters, fireworks or any potentially dangerous item.



"I enjoy the clubs at lunchtimes, and especially being able to perform at special evenings like the 50's concert."

Year 9 student

"We just wanted to write to express our appreciation for all that the school has done for our son academically, recreationally and personally while he has been with you..... The Sixth Form at Malton School is excellent, the rapport between staff and students a delight to see and it definitely plays a great part in helping the students reach their full potential both as students and as human beings. "

Extract from Sixth Former's parents' letter

Sanctions

From time to time it may be necessary to reinforce the rules by some form of sanction. This may take the form of detention at lunch-time or after school, an imposition or additional work.

The School also has a system of daily lesson report to monitor closely effort, standard of work and behaviour.

We operate a referral system which staff use to note particularly good or bad work or behaviour. Exclusion from school is used by the Head and/or the Governors on those occasions where a student fails to respond to counselling or sanctions or commits a gross breach of discipline. Violence, verbal abuse towards staff, persistent poor behaviour, or failure to comply with instructions will result in exclusion.

The Head reserves the right to contact the police on any serious matter.



Malton Sixth Form

Malton Sixth Form extends a warm welcome to students from Malton School, Norton College and Ryedale School, as well as those from further afield. We pride ourselves in making the transition from Year 11 to Sixth Form as smooth as possible, and integrating students from Malton, Norton, Ryedale and other schools into one student body, where everyone feels valued and everyone respects each other.

We are committed to the provision of high quality teaching, varied learning and stimulating extra-curricular activities which will contribute to students continuing education and provide the platform for examination success. Guidance will be available to help in the choice of career or higher education course.

Whatever a student's background, we are confident that Malton Sixth Form will enable them to continue their education in a happy, caring and supportive environment.

I loved my time at Malton Sixth Form. I was never lacking in support from my teachers and always found them willing to provide extra help - particularly with university applications. I would definitely recommend the Sixth Form to others, for its friendly approach and also its effectiveness. As well as achieving good A level results, I have also developed the confidence and assertiveness needed to enjoy and do well at university.

Sixth Form student after leaving

Our aims for Post-16 Education are:

- to create an environment where students are able to fulfil their academic and vocational potential;
- to create an environment where students are able to study positively and purposefully towards Advanced qualifications at AS and A2, GCSE and other examinations;
- to encourage self-discipline in study which will be a pre-requisite for Higher and Further Education;
- to encourage independence of mind and initiative;
- to afford students the opportunity to develop their individual talents and abilities through a contribution to the corporate life of the school;
- to provide a pleasant and friendly environment in which students can mature socially;
- to encourage positive and mutually supportive working relationships between students and staff.



Admissions

Parents of Year 6 students attending one of the primary schools in the area will receive details of the arrangements for transfer to secondary school from North Yorkshire County Council.

Parents moving into the area should contact the school directly.

Applications for Sixth Form/Post-16 courses should be submitted on the special application form available from the Head of Sixth Form at the school.

*"Malton's smaller size means it can focus on the individual child."
A parent*

Keeping In Touch

Newsletters are issued on the first Friday of each half term. Please ask if you would like to be on the circulation list.

An Annual Governors' Report is issued to parents in November. Copies are available on request.

The school has a large website at www.maltonschool.org

In addition to our Open Evening in July and other special events, anyone wishing to visit the school during the daytime can arrange an appointment for a discussion with the appropriate Head of Key Stage, and a tour of the school.



In a survey of parents, the following strengths were noted:

- *No selection of students - all welcome*
- *Good buildings*
- *Good special needs provision*
- *Well planned school trips*
- *Good food*
- *Good communication*
- *Involvement of students in shows and concerts*
- *A lack of "trouble"*

