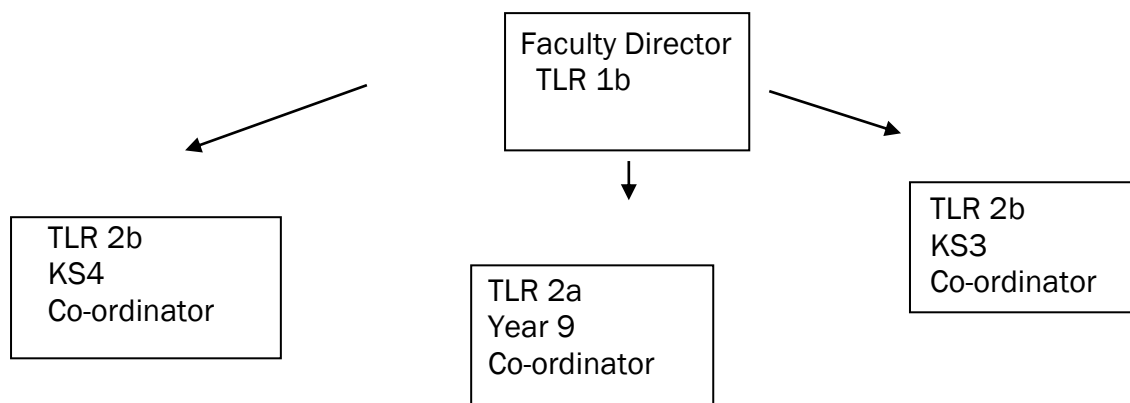


OULDER HILL COMMUNITY SCHOOL SCIENCE FACULTY

The Science Faculty currently consists of twelve members of teaching staff and two technicians, who work well together as a newly built team. The Faculty is keen to embrace new initiatives, share ideas and support one another in the work we do. We have a collaborative approach to change and development within Science education.

Currently the Faculty is led and managed under the following structure:



Science classrooms are situated within close proximity and they consist of ten laboratories. All rooms are fitted with Interactive Whiteboards. We are well resourced in terms of practical equipment with four moveable fume cupboards for use in each room.

Key Stage 3

Currently at Key Stage 3 pupils follow one of three 'Curriculum Pathways' dependent on ability and flight path. This is to ensure that they make progress at the expected rate and so meet or exceed their GCSE targets. All schemes of work are now 'assessment without levels' ready and assessments have been designed to track progress of students on each flight path. Science is timetabled in 3 x 1 hour sessions per week across Years 7 to 8.

Key stage 4

Pupils choose their options towards the end of Year 8. In Year 9 pupils begin studying the GCSE content for the Edexcel (9-1) Combined Science specification, with 3 lessons of Science per week. Those students that opt to do Separate Science follow the Biology, Chemistry and Physics Edexcel (9-1) GCSE specifications. In Year 9 students have two additional lessons of Science per week. In Year 10 and 11 Science is taught in 5 x 1 hour sessions per week. Students studying Separate Science are taught in 15 x 1 hour sessions per fortnight.

Attainment and progress:

We have allocated each student new to KS3 to an individualised 'flight path', this is based on their KS2 outcomes. Five different flight paths suit our student's needs appropriately and your child will be allocated to one of these. We have named the flight path according to their GCSE target number grade.

Allocation to a flight path is determined by KS2 outcomes as shown below, for Maths and English these flight paths are determined by a student's individual performance at KS2 for that subject. The flight paths for all other subjects are allocated based on an average of their KS2 English and Maths scores. Where no KS2 data is available, we baseline test the pupil and look at their reading age to determine an appropriate flight path. Each year, flight paths are reviewed in order to ensure that students making excellent progress can move up a flight path if they require a greater challenge. These flight paths are aspirational and are designed to accelerate progress in school.

Flight Path	KS2 Start point Level Y8-11 Number Y7	Exceptional progress E	Good progress G	Some progress S	Below expected progress B
8+	6 5a, (115-120)	9 9	8/9 8	8 7	7 6
7	5c,5b (110 – 115)	8	7	6	5
6	4a (100-109)	7	6	5	4
5	4b,4c (90-99)	6	5	4	3
4	3, <3 (80-89)	5	4	3	2

The 2018 summer GCSE results were extremely positive for Science. With this being the first cohort to sit the new 9-1 GCSE, we were delighted with the overall performance, with key groups such as males, Pupil Premium and SEND students performing well in comparison to their counterparts. The Oulder Hill Science department is one of the highest performers in Rochdale, with the 2018 cohort achieving a strong positive value added score.

The Science department has undergone a large period of change over the past few years with vast modifications occurring within the curriculum at KS3 and KS4. As a Faculty, we place great emphasis on working collaboratively, jointly planning Schemes of Work which are stored electronically for use by all staff in the Faculty. Similarly, we share good practice through peer lesson observations and in Faculty Development meetings. We are a forward thinking department which has at its centre the desire to offer an engaging and appropriate curriculum for all of our

pupils. At the forefront of this is a focus on the continual professional development of all of the team and regular evaluations and development of our teaching and learning.

This is an excellent opportunity for an enthusiastic, well-qualified person to work in a successful 11-16 school. Please see the attached person specification for more details on the qualities we are seeking in a candidate for the post we offer.

Thank you for the interest you have shown in this position. Should you require any further details about the post, please do not hesitate to contact me at your earliest convenience.

Best wishes

Tim Bates
Faculty Director of Science