

Castle Rushen High School



School Prospectus



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Dear Parents

Castle Rushen High School is a vibrant learning community that seeks to encourage the highest standards of individual development. Our Manx motto 'Lhiat Myr Toilliu' translates to 'Success as you deserve', which perfectly supports our philosophy of providing learning opportunities that prompt wise choices and well deserved achievement. We are committed to the provision of care, quality and opportunity for all, regardless of age or ability.

At Castle Rushen High School we aim to: -

- Achieve the best for every student in our care
- Help our students to be happy, confident, safe, healthy, socially aware, responsible and ambitious in preparation for successful adult life
- Encourage intellectual, personal, moral, physical and spiritual growth
- Give our students a voice that is heard

Our values reflect a shared set of accepted principles that have been discussed and agreed.

We value: -

- Each person as an individual of equal worth (so that we are all safe and happy)
- Absolute integrity (so that we can live in a confident, trusting community)
- Aspiration (so that we all strive to be our best now and in the future)

Our friendly and secure learning environment helps to raise expectations and to develop self-confidence by offering opportunities for leadership and responsibility. We have clear and shared expectations for behaviour and we believe in the traditional values of courtesy, punctuality, and high standards of appearance.

Each student is helped to recognise their particular strengths, to play a positive role in the school community, to respond confidently to academic challenge and to develop a wide range of creative and practical skills. Our developing creativity and skills curriculum places great emphasis on student voice. Students are regularly involved in decision making at whole school level. We have student interview panels and a student Governor with full voting rights.

All parents are members of our school's community and are welcome to make an appointment to visit the school. We look forward to meeting as many of you as possible. Please do express your views, make suggestions and ask questions you may have at any time.

Yours sincerely
Mr K Winstanley
Headteacher



School curriculum



Background

Our curriculum is evolving to more closely meet the expected needs of students.

Our aspiration for all young people is that they should be:

- successful learners;
- responsible and aware individuals;
- confident and self assured people;
- purposeful contributors to Isle of Man society.

For us, **progress** and **attainment** are equally important. We will help equip our students with the skills which they need for life, including developing the “6 Rs”:

Readiness

positive self esteem;
an ability to take responsibility for own actions;
skilled in managing own emotions and feelings;
appropriate curriculum skills;
good concentration and focus.

Resourcefulness

a recognition of how to get help;
the capability to apply reason;
the ability to question;
the ability to use initiative;
achieving self motivation.

Remembering Skills

the ability to recall;
the confidence in the use of transfer skills;
the ability to interpret;
the ability to learn from experience.

Relationships which are Positive

an ability to work as a team member;
an ability to make and sustain friendships;
understanding and respect for others;
an acceptance of boundaries;
empathy/understanding the role of others.

Resilience

the ability to solve problems;
the capacity to persevere;
an acceptance of constructive criticism;
adaptability and flexibility.

Reflectiveness

a sense of pride;
the ability to plan;
the capability to monitor, revise and adapt;
an appreciation of own learning processes;
skills in analysis, reasoning, negotiation,
mediation and organisation.

Transition from primary school

We know it can be a hard to move from a primary to a secondary school environment but want to make the transition to CRHS as simple, effective and enjoyable as possible.

The school has always been proud of the excellent working relationship which exists with its partner primary schools to enable a smooth transfer for students to the secondary phase of education. Students from other schools are welcomed and fully supported within our family. We run a series of events and familiarisation days designed to make Year 5 and Year 6 students feel confident about making the move to our school.

In addition, the southern schools have established:

- Cross phase teaching involving primary and secondary staff.
- Subject liaison meetings where all aspects of work can be considered to promote continuous provision from Reception right through to the end of Key Stage 5.
- The development of cross-phase projects e.g. transitional work in Science, English, Maths and Sport Tournaments.
- Collaborative research into curriculum provision in Year 6 and 7.



Key Stage 3 (Years 7 – 9)

In line with the Isle of Man ‘Essentials for Learning’ curriculum, subjects for Key Stage 3 students (with the number of 50 minute lessons per week) are: -

- English (4)
- Drama (1)
- Mathematics (4)
- French (2 and, as an option, Manx)
- Science (4)
- Geography (2)
- Art and design (1)
- History (2)
- Music (1)
- Physical education (3)
- Religious education (1)
- Spanish (1)
- Information and communication technology (“ICT”) (1)
- Design technology (3, including food, product design, resistant materials, electronic products and textile technology)
- Lifeskills (including citizenship, personal, social, economic and health education), taught in tutorial time
- Manx culture and history (taught through other subjects)



Key Stage 4 (Years 10 – 11)

Several different pathways exist allowing students some choice and specialism whilst maintaining breadth, balance, and relevance. The Pathway choice is reviewed annually: -

Compulsory subjects

- English (Language and, for most, Literature)
- Games
- Life Skills
- Mathematics
- Religious Education
- Science (taught as biology, chemistry and physics)

A choice of 4 additional subjects

- Art
- Geography
- Asdan and Certificate of Personal Effectiveness
- Business studies
- History
- Catering
- ICT
- Computing
- Music
- Drama
- Physical Education
- Resistant Materials
- Engineering
- Spanish
- French
- Textiles

The free choice of subjects allows the timetable to be built around the most popular choices.

School curriculum



Key Stage 5 (Years 12 – 13)

A wide range of programmes provide students with both choice and the necessary combination of subjects for the widest possible career pathways. Students will opt for a combination of subjects that may include Certificate of Personal Effectiveness (COPE) or the Extended Project. The Happy and Healthy programme is followed by all students. We continue to develop more collaborative programmes with other establishments, particularly QEII High School, Ramsey Grammar School and the Isle of Man College to maintain curriculum breadth. We offer support programmes for securing good Maths and English qualifications for students who still need them.

Personal, social, skill and attribute development

At Castle Rushen High School we recognise that there is much more to developing the individual child than can be achieved by focusing on subject activities alone. See the “Additional activities” box on Page 7 for some examples.

The achievements, involvement and successes of our students are a very high priority. Staff devote additional time, enthusiasm and expertise in developing interest and aptitudes in a remarkable range of activities.

Student grouping

At Key Stage 3, students learn in groups best suited to their needs. These groupings will give students the optimum opportunity for success and will allow for differentiation.

Where possible, lessons are timetabled at the same time across the year group to provide the maximum flexibility in grouping arrangements. Initial placement of students is based upon recommendations from Key Stage 2 teachers supported by end of key stage assessments. Groupings are reviewed regularly in the light of progress and a range of standardised assessments.





Monitoring and reporting

Levels of attainment are recorded against external criteria at all stages and student progress is monitored via our tracking systems. Students are required to set personal targets for improvement and these can be seen in their exercise books and planners.

In addition, the school sets its own internal examinations and parents are informed about their child's progress in the form of written reports and a parents' consultation evening. Parents are encouraged to contact the school, at any time, if they would like to discuss any aspect of their child's education.



Additional activities

| | | |
|-----------------------|-----------------------|----------------------|
| Art | Cricket | Maths Club |
| Astronomy | Cross Country | Music groups (many!) |
| Athletics | Debating | Netball |
| Badminton | Drama Club | Radio Club |
| Basketball | Duke of Edinburgh | Robotics Club |
| Bands and Orchestras | Fairtrade | Rounders |
| Board/card Games | Film Club | Rugby |
| Book Club | Football | Science Club |
| Breakfast Club | Gardening | Scripture Union |
| Card Making | Geography Club | Senior/Junior Choir |
| Charity Fundraising | German Club | Skills Building |
| Chess | Hockey | Textiles |
| Creative writing Club | Hundred Lap Challenge | Warhammer Club |
| Conservation | Junior Achievement | Weight Training |

and a comprehensive programme of House matches and Inter School Fixtures.

Care, support and guidance



Student well being

The School recognises that its responsibilities do not begin and end with providing lessons and that a child's well being is a matter of concern to all. To this end we aim to provide a system which will help to care for and support our students as they develop.

In Key Stage 3, students follow a Lifeskills programme which covers careers education and guidance, health and sex education, economic awareness, environmental and political awareness and citizenship. Life Skills continues through Key Stage 4 by revisiting these areas in more depth and breadth.

In Key Stage 5, students follow 'Happy & Healthy' in improving independence and personal performance, careers education and the preparation for Higher Education and the world of work. Work experience is offered at Key Stage 4 and at Key Stage 5.

Supporting students with their progress

Our staffing structure includes team leaders for student progress and for creativity and skill development. They work closely with tutor teams and across the school to support student development, using a range of supportive interventions as required.

Form Tutors are key to this system since they meet the members of their tutor group daily and they are readily available to provide knowledgeable support in most situations as they arise. Tutors provide the individual care and interest that students require, and they are often a first point of contact to and from parents.

Transition and Key Stage 3

The Team Leader for Student Progress meets new students long before they reach Castle Rushen High School. Information sessions for parents are arranged in primary schools where the programme of induction into our school begins.

Year 7 starts with a first week of careful preparation for the rest of the year and a number of events to create identity in the year group. All students meet their Team Leader regularly in assemblies. Team Leaders and tutors are closely involved with the creativity and skills programme.

Students are encouraged to take pride in their successes and record their progress as they develop. They are introduced to the student planner which helps them organise and plan their activities. The planner is used as a vital weekly means of communication between school and parents, and provides a space for students to record merits.





Key Stage 4

In Key Stage 4, the team continues to work with the group as students prepare for external qualifications and accreditations. A monitoring and support programme is used to ease the pressure of the courses and to raise the levels of examination success. GCSE and other courses are very important. Form tutors develop further the record of achievement based on progress in and out of school to the point where, at the age of 16, all students receive a written, well finished record of their key achievements in school.

Key Stage 5

In Years 12 and 13, there are particular requirements, different from those of the rest of the school, for example preparation for Higher Education or for the world of work. Approaches to lessons are different, since a number of lessons may be supervised private study periods. There is a monitoring process which means that all students are reviewed each term and progress and attainment are clearly assessed and reported to parents.

Student voice and social education

Throughout their time at Castle Rushen High School, students have excellent social opportunities that promote participation and skill development. The School House system is worked through the year groups, allowing one lunchtime for each year group to be involved in a competitive sport. There is emphasis on giving students a voice in the organisation of their school. We are proud to have a student as a full member of the Governing Body; senior students who provide House Captains and Head Students; and members of all year groups to take part on the School Council. There is an increasing impact of student voice on the physical environment and on recruitment of staff.

At Christmas, parties and social evenings and activities are arranged for all students, with entertainment for all. The school has an excellent record of good behaviour at these events and we feel that this sort of event contributes to the school's family atmosphere. Key Stage Leaders arrange entertainment at various times during the year for the individual groups of students concerned. It is in these groups that various charitable organisations are helped through fundraising, or where help for particular groups in the locality is organised. We know that students see their role in the school as one of contributing as well as receiving.



Expectations



Accidents

Any accidents and breakages must be reported to a teacher at once.

Attendance

We expect our students to attend and be ready to learn at all their lessons.

Term dates are published by the Department of Education and Children and are available online. The **school day is 09.00 – 15.45** from Monday to Friday:

| | |
|---------------|----------------------------------|
| 09.00 - 09.25 | Assembly/Registration/Tutor Time |
| 09.25 - 10.15 | Lesson 1 |
| 10.15 - 11.05 | Lesson 2 |
| 11.05 - 11.20 | Morning Break |
| 11.20 - 12.10 | Lesson 3 |
| 12.10 - 13.00 | Lesson 4 |
| 13.00 - 14.00 | Lunch Break |
| 14.00 - 14.55 | Registration in Lesson 5 |
| 14.55 - 15.45 | Lesson 6 |
| 15.45 | End of lessons |

Buses depart at 15.50 – 16.00. Some students attend additional lessons, after school conversations and music/sporting or other activities on a voluntary basis.

Absences

If you are not in school then you must have a justifiable reason and your parents should telephone the school office before 9.00am on the first day of absence or email absences@crhs.sch.im. If prior notification of absence has not been received, your parents will be contacted by our electronic attendance monitoring system. You should always bring a note from your parents when you return

to school after being absent, which your group tutor will forward to the school office. From time to time parents may be contacted by telephone to verify the authenticity of absence notifications. Holiday application forms are available from reception and should be filled in and signed by a parent/carer.

Parents are legally permitted to take their children on holiday during term time for up to 10 days in any one academic year. **External examinations are held throughout the year and parents should ALWAYS check for dates affecting their child BEFORE booking holiday accommodation or travel.**

The main examination season is during May and June.

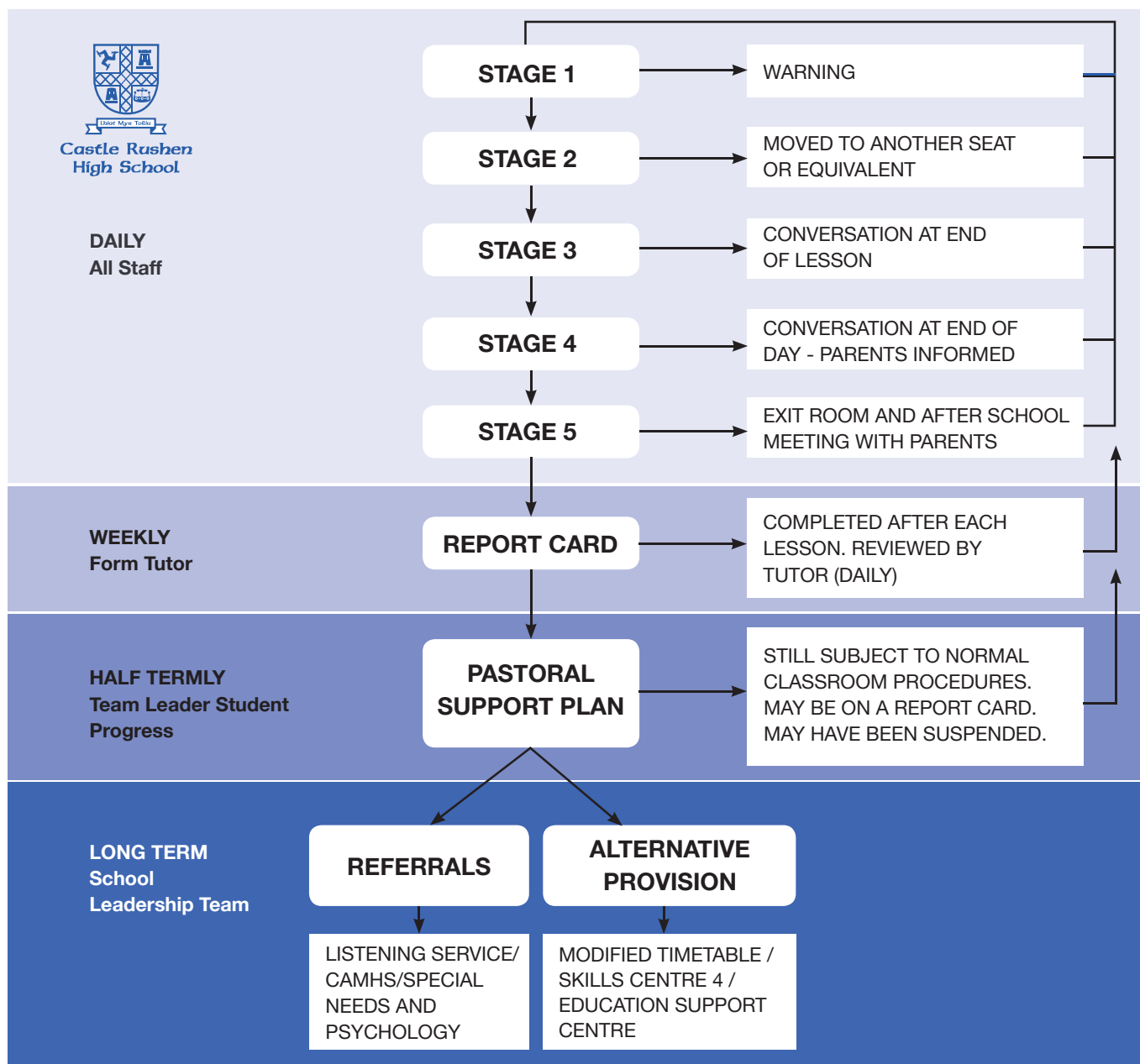
Behaviour

These expectations, repeated in staff and student planners, describe actions that are needed to ensure that we hold to our values and achieve our aims: -

- Listen to instructions and follow them first time
- Aim to produce your best work, contributing fully to learning activities
- Always come to lessons with the correct equipment and attitude
- Take pride in your work, your uniform and our School
- Show respect and dignity towards self, others and the environment
- Choose your words with care
- Listen before you decide how to react
- Move around safely and carrying bags carefully
- Eat meals and snacks seated in the dining room, or outside



CASTLE RUSHEN HIGH SCHOOL BEHAVIOUR POLICY



Expectations



Books

- Students are expected to keep all exercise and textbooks neat and tidy.
- Their written work should be dated and the headings underlined.
- Any books lost or damaged beyond repair will be charged to parents.

Buses

Students need to obtain an electronic “Go” card to obtain heavily discounted bus travel to and from school.

If a bus is missed, the student should report immediately to Reception or the staff on duty. Students should not just start walking home because they’ve missed their bus.

CCTV

CCTV is available as a safety and security tool around the school site. It is also used to monitor the use of the facilities in the swimming pool grounds and students en route towards Castletown.

Homework

Daily homework should be recorded in student planners. Parents are asked to check the planners weekly and sign in the space provided. Since much work in Years 10 and 11 is coursework based the homework timetable is by necessity more flexible, but should still be recorded.

Leaving the premises during school time

It is best to make medical appointments outside school hours. If you must leave school during the day for any reason then please bring a note from your parents in advance of the date. You must sign out at Reception and you will receive an exit slip. If you return to school later on the same day then you must sign back in again.

Year 12 and 13 students are normally expected to be in school throughout all registration and lesson time, but if they have to leave the school for any valid reason, they must check with a teacher or Form tutor and sign out. For Years 12 and 13 the signing out book is kept at Reception.

Lost property

- All property that is brought to school should be clearly named.
- All lost property should be taken to Reception.
- The loss of any valuable item must be reported immediately.

Valuables should be given for safe keeping to the Group Tutor or PE Teachers and should be claimed promptly.

Parents are advised that if children bring valuable property to school neither the Department of Education and Children nor the teachers or other employees of the Department will be responsible for any loss or damage to such property.





Lunchtime

The school's approach to lunch arrangements makes expectations clear, though arrangements are difficult to monitor due to the number of exit points around the school and the proximity of Castletown.

The school's expectation is that all students in Year 7, 8, 9 and 10 will remain in school at lunchtime either to purchase a school meal or to eat a packed lunch. A small number of students who live close enough to the school to go home for lunch may do so subject to written permission from their parent/carer on the understanding that they remain under the care and supervision of their parent/carer for the duration of lunch time.

Going into Castletown for lunch is a privilege reserved for students in Years 11, 12 and 13. We allow Years 9 and 10 to go as far as the Southern Swimming Pool, with which we share a site.

Student office holders

Each year Castle Rushen High School appoints a Student Governor, Head Boy, Head Girl, Deputy Head Boy, Deputy Head Girl, two House Captains (one male and one female) for each house, and a number of Senior students. Year Councils and House Representatives are elected by students for each year group.

They are entrusted with duties, which contribute to the running and good order of the school. When on duty, the Senior Students have the full support of the staff and they have the authority to expect reasonable behaviour from all students.

Student planners (for Key Stages 3 and 4)

The planner is a comprehensive document, detailing a wide range of aspects of school life. We hope that parents will find the information valuable in following their children's progress. The contents will help to inform the ongoing preparation of individual records of achievement.

Use of data

To understand how the Department of Education and Children obtains and processes your information please visit <https://www.gov.im/about-the-government/departments/education-and-children/data-processing/>. As a member of a school community it is necessary to process your information but this will only be done in accordance with the Data Protection Principles. The information you provide, and that obtained from other relevant sources, such as registers, letters you send in, forms etc, will be treated confidentially and used by your child(s) school to fulfil its legal/statutory obligations. Elements of this information may also be shared with trusted third parties who support the school in the delivery of their statutory requirements, where necessary to confirm factual information provided by you, to protect public funds, including the prevention and detection of fraud and/or otherwise required by law.



Uniform



All pupils must accept that they have an obligation to the school as a whole to abide by the uniform regulations. Full school uniform should be worn to and from school and throughout the school day. Outdoor coats should not be worn when moving between lessons.

Girls Uniform for Years 7-11

Compulsory

- Navy blazer-style jacket with school badge
- Navy blue plain waisted trousers with side or front zip. A slight bootleg or flare of no more than 52cm in circumference is acceptable. Eyelets, laces, pockets on the knees, split or side split legs and hipsters are not acceptable.
- **Or** navy blue plain knee-length (or just above the knee) skirt – **no lycra**
- Light blue shirt-style blouse with long or short sleeves and collar (**short, fitted blouses are not acceptable**).
- School tie with House stripe, from Reception
- Navy blue or black socks or opaque tights in skin tone, black or navy
- Plain black (all over) school shoes

Optional:

- Navy blue V neck sweater

Boys Uniform for Years 7-11

Compulsory

- Navy blazer-style jacket with school badge
- Dark grey plain trousers
- Light blue shirt with long or short sleeves and collar
- School tie with House stripe, from Reception
- Navy blue, black or grey socks
- Plain black (all over) school shoes

Optional:

- Navy blue V neck sweater

Female Dress Code for Years 12 - 13

Compulsory

- Smart black suit, comprising:
Trousers
Or Knee length skirt, dress or culottes – **No Lycra**
- Plain white blouse
- Smart plain black footwear (low heeled)
- Plain black or neutral tights

Male Dress Code for Years 12 - 13

Compulsory

- Smart plain black suit
- White shirt
- School tie from school office
- Black socks
- Smart plain black footwear

Students who need to attend part-day events off site may be permitted to do so out of uniform. They will be given clear instructions about this and about changing back to uniform on return to school as necessary. Examples include local field work, industrial and college visits.

Students in any Key Stage who repeatedly attend school dressed incorrectly may be isolated or sent home with work to do until the issue is corrected.

Students taking part in study leave must always attend school in full uniform. The only exception is for examinations taking place during school holidays.



P.E. & Games Kit

All garments should be clearly marked with the owner's name

Girls / Compulsory

- Pale blue/navy polo shirt (only available from school)
- Pale blue hoodie (only available from school)
- Pale blue hockey / football socks (only available from school)
- Navy-blue skort/shorts (available from school)
- Navy-blue tracksuit trousers
- Pale blue, navy or white skins
- Sports bra
- Non marking training shoes for use in sports hall (**not pumps**)
- Boots for hockey, astro trainers, shin pads
- Towel
- One piece swimming costume and cap for Years 7 & 8

Boys / Compulsory

- Rugby shirt (only available from school)
- Black shorts (available in school with logo)
- Sky-blue socks (only available from school)
- Non marking training shoes (**not pumps**)
- Studded boots
- Shin pads and gum shield
- Sky-blue/navy T-shirt (available from school)
- Pale blue, black or white skins
- Towel
- Swimming trunks/shorts

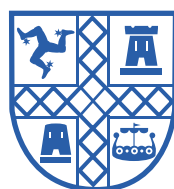
All items of clothing should be named with indelible ink or name tags.

Long hair should be tied back for safety reasons. You should bring a named plastic bag into which to put valuables for safe keeping during lessons.

Jewellery and appearance

One plain ring, a watch and an unobtrusive chain, which must be worn under the shirt or blouse, are allowed. One pair of plain ear studs may be worn, one per ear lobe. One discreet, safe, nose stud is allowed in Key Stage 5. No other body piercing, jewellery or adornments are allowed. Excessive jewellery will be confiscated. Discreet make-up is acceptable in Key Stage 4 and 5. Extremes of hairstyle are not permitted. Dyed hair, of a uniform natural colour, and/or discreet natural highlights are acceptable. The Leadership Team of the school reserves the right to define what is unacceptable in terms of dress and appearance. If there is any doubt about school uniform items, jewellery or hair colouring, parents should contact the school for clarification and advice before embarking on a course of action. Students who do not meet the school's requirements in respect of uniform, hair colour, jewellery or appearance may be withdrawn from mainstream lessons and work separately from other students until the matter is resolved.





Lhiat Myr Toiliu

Castle Rushen High School

CASTLE RUSHEN HIGH SCHOOL

Arbory Road, Castletown, Isle of Man, IM9 1RE

Telephone: 01624 693500

Facsimile: 01624 826501

Email: enquiries@crhs.sch.im absences@crhs.sch.im

Website: www.crhs.org.uk