



**RAINHILL  
HIGH SCHOOL**



**RainhillSixth**

## **Mathematics Faculty**

### **Aims and Ethos**

The aims of the faculty support the general aims of the school and strive to:

- Promote an appreciation of the applications of Mathematics.
- Develop an interest and enthusiasm for the subject and its applications
- Develop each student's individual mathematical capability.
- Employ a range of teaching techniques providing equal opportunities to all students.
- Support other areas of the school curriculum by enhancing each pupil's numeracy skills.

### **Facilities**

The faculty is housed in a suite of dedicated rooms, all of which contain interactive whiteboards. Although there is no dedicated Maths IT suite, the school has several ICT suites each with white boards that the Mathematics faculty can book usage and the department has access to laptops, Qwizdom handsets and ipads as required.

### **Staffing**

There are 14 full time Teaching staff in the faculty spanning a broad spectrum of experience.

Peter Roberts	Assistant Headteacher - Executive Head of Maths
James Rimmer	Head of Maths Faculty
Jenny Rawsthorne	Head of KS5 Maths
Sharon Walker	Lead Practitioner for Maths, ITT/NQT Professional Mentor
Michelle Alexander	Lead Teacher – developing teaching and learning
Peter Capewell	Excellent Teacher
Rebecca Hughes	Head of KS3 Maths
Sze Cheung	
<i>Vacancy</i>	
David Patterson	
Donna Wailes	
Jennifer Yate	
Jorden Wignall	
Joanne Hill	EN&MA Clerical Assistant

Headteacher **Mrs Josie Thorogood**  
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All members of Staff teach at Key Stages 3 and 4, and many also teach modules at Key stage 5.

### Curriculum

Pupils are set on ability throughout KS3 and KS4. They have 7 one hour lessons of mathematics per fortnight in Y7 and Y8, in Y9,10 and 11 this increases to 9 one hour lessons per fortnight. We follow a 5-year scheme of learning which covers all aspects of the KS3 (3 years) and KS4 (2 years) National Curricula and currently the Y11 pupils sit their exam with the Edexcel examination board. In year 12 and 13, students follow the new Edexcel A Level.

Further Mathematicians are taught discretely and would be expected to complete the A-level in year 12 and to complete the further Maths course in Year 13. The number of pupils opting to take A-Level mathematics has grown from low single figures 4 years ago. Our A-Level results are well above national averages (and improving) – in 2015 Maths achieved an ALPS score of 2 putting us in the top 10% nationally for progress. The faculty has also been part of the early adopter programme for Core Mathematics and this course has now been running successfully for 5 years. Our first set of examination results last summer put us well above the national average both in terms of Grade C+ and A/A\*.

### Student performance in GCSE Mathematics 2012 to 2017

	%A*C Grade 4+			A*A Grade 7+		
	National	Rainhill	+/-	National	Rainhill	+/-
2012	58.4	82	+23.6	15.4	22	+6.6
2013	57.6	81	+23.4	14.3	20	+5.7
2014	62.4	71	+8.6	15.2	13	-2.2
2015	63.3	73	+9.7	16.5	27	+10.5
2016	61.0	75	+14	15.9	27.6	+11.7
2017	59.9	78	+18.1	15.0	22.7	+7.7
2018	59.8	77	+17.2	16.0	25.7	+9.7
2019	50	74	+24	20.6	19.5	+1.1

### **Student performance in A Level Maths**

Year	Student Count	A*-B	A*-C	Average Grade
2014	32	50%	72%	C+
2015	16	70%	90%	B+
2016	20	60%	75%	B
2017	25	50%	80%	B
2018	26	50%	80%	B
2019	23	52.2	78.3	B-

We also run successful Further Mathematics A Level and Level 3 Core Mathematics courses.

### **Other Information**

At Rainhill High School we strive to foster a love of Mathematics within all our pupils. We are committed to running extra-curricular activities to allow pupils to engage in maths outside of their regular lessons. This year these have included inter-house Mathletics competitions, UKMT Maths Challenge and a 6<sup>th</sup> Form Trips to Paris and Barcelona. Being part of St Helens Maths Hub is exciting and gives us access to the latest in national developments. As a result of everything we are doing I feel we are “ahead of the game” in many senses.

Our vision moving forward is that we are an outstanding department in every aspect underpinned by excellent teachers who motivate pupils to exceed expectations. Our learners have very good starting points from Key Stage 2 and the majority would be classed as More Able students under Ofsted’s definitions. They respond well to being stretched and enjoy their lessons best when they are given a varied diet which includes problem solving, practical activities and good questioning which promotes a depth of understanding.

**Mr J Rimmer**

**Head of Mathematics**