

The Malling School Profile



The Malling School

Beech Road, East Malling
West Malling, Kent, ME19 6DH
Telephone: 01732 840995
<http://www.themallingschool.kent.sch.uk>

Local Authority:	Kent
Age range:	11-18
Number of pupils:	442
Head teacher:	Mr C Roberts
Chair of governors:	Mr R Sams

What have been our successes this year?

Our successes for the Academic Year 2008/2009 consist of:

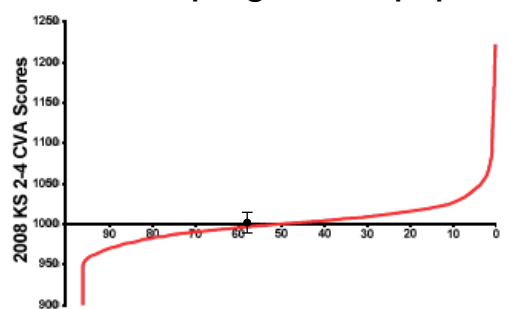
- Our OFSTED report in April 2009 identified the school as a 'Good' with 'Outstanding' features. The school was graded 'Outstanding' for the Curriculum; Care Guidance and Support; Progress made by students; Equal opportunities; and working with other institutions.
- In July 2009 the school was awarded Specialist Schools Status with specialisms in Science and Sport supported by ICT.
- Our GCSE results in 2009 were the best ever and far exceeded the targets set by the Local Authority based on the prior attainment of our students.
- Twice as many parents and students chose The Malling School as their first choice in 2008/9 than in 2007/8.
- 100% of our students passed French at grade C or above in 2009.
- We developed substantial links with local primary schools and strengthened existing links with 3 local secondary schools.
- We had record numbers of students joining the sixth form and progressing from Year 12 to 13.
- Behaviour of students remains a strength as identified in the Ofsted report.

- We have extended our laptop scheme to include over half of the school.

What are we trying to improve?

- In 2008/2009 the major emphasis was improving attainment with a particular focus on Maths and English. Mentoring systems put in place last year now need to be further developed and consolidated.
- Specialist school status means that we need to further enhance community links and ensure that our very successful areas of Sport and Science have an impact on raising attainment across the school
- Although our curriculum was graded as outstanding by Ofsted we are still trying to develop more personalised pathways for all students, particularly in vocational subjects
- Although our Key Stage 5 curriculum meets the needs of many of the students progressing from Year 11 we need to widen the choice by introducing some more minority subjects which will grow in time
- Over half of our students have their own laptops to take to lessons and we are trying to make this all students within two years
- We are looking for innovative and creative ways of teaching using elearning and are developing teachers' skills as well as those of our students
- We have developed good links with local schools but now need to develop more opportunities for the local community to use our school facilities

How much progress do pupils make between 11 and 16?



- Our School
- ┆ Confidence interval

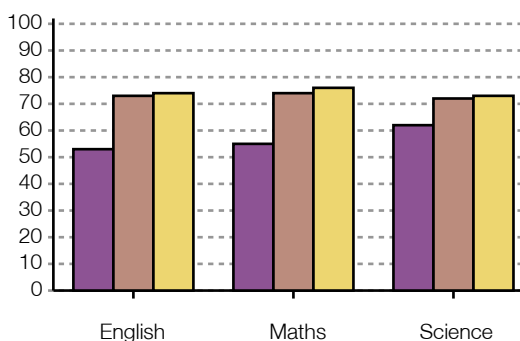
The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

In April of 2009 Ofsted graded the progress made by learners with learning difficulties and/or disabilities as 'Outstanding' (the highest possible grade). They judged other students as making 'Good' progress (the second highest grade).

The CVA score of 997 shown above shows that our students make similar progress to other schools nationally. However, we expect to see the CVA rise significantly in the next year following an improved student tracking system which enables successful interventions with students; and a new staffing structure with a new leadership team. 2009 results were better than 2008 with the 2009 cohort coming to the school with lower prior attainment than those taking exams in 2008. The cohort in 2009 therefore made better progress than those in 2008.

School own data shows that if two students were removed from the 2008 cohort the CVA shown above would be well above national average. The school does not remove students from examinations to make its exam results look better as it believes that all students deserve a chance of success.

How well do our pupils achieve at age 14?

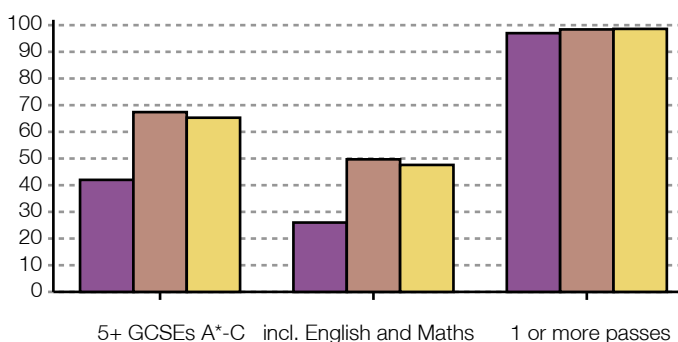


This shows Key Stage 3 results for 2007. It shows the percentage of pupils eligible for KS3 tests (usually 14 year olds) who achieved or exceeded level 5.

■ Our school ■ Local schools (Local Authority) ■ All schools

KS3 results in English, Maths and Science continue to improve in line with school targets and 2008 results were better than 2007. SATs at KS3 were discontinued in 2009.

How well do our pupils achieve at age 16?



This shows the percentage of pupils (who were at the end of Key Stage 4) who in 2008 achieved 5 or more GCSEs (and equivalent) at grades A*-C, 5 or more GCSEs (and equivalent) at grades A*-C including English and mathematics GCSE, and one or more GCSEs (and equivalent) at grades A*-G.

■ Our school ■ Local schools (Local Authority) ■ All schools

The results in all categories improved in 2009. Notably 100% of students left the school with one or more GCSE passes.

How have our results changed over time?

GCSE results have improved every year over the last three years and are now better than at any time since school records began. Results are now similar to other local secondary schools despite lower prior attainment of the students when they entered the school.

Progress made by students with learning difficulties or disabilities continues to improve in line with the other students in the school. In 2009 Ofsted graded progress made by these students as 'Outstanding'.

Teacher assessments at Key Stage Three show that there is an improving trend at this level despite which would indicate that GCSE results will continue to improve over coming years.

How are we making sure that every child gets teaching to meet their individual needs?

Students are set according to their abilities in all subjects. Lessons are differentiated according to students' needs and additional support is provided by a team of subject Teaching Assistants and Learning Support Assistants. The Tydeman Centre and Skills Centre both provide modified programmes of study to ensure the needs of statemented students are met. The Tydeman Centre meets the needs of students who have statements for one of the following:- a Speech or Language disorder, Dyslexia or High Functioning Autism or Asperger's syndrome.

Progress of students who have been identified as Gifted and Talented is enhanced by enrichment activities set up to challenge and support them. Aspirations have been raised by student participation in the Aim Higher project which is designed to promote the benefits of academic success.

Individual Student mentoring and guidance has been put in place to focus students on achievement.

A creative curriculum has been developed to provide a greater diversity in courses to provide personalised pathways to meet the needs of all students. The curriculum consists of both vocational and traditional academic subjects.

How do we make sure all pupils attend their lessons and behave well?

We employ an attendance officer to follow up all first day absences and we have additional support from a Family Support Officer. This combined support, and the intervention they provide, has significantly improved our attendance which is now above national average. The school implements warnings and penalty notices to encourage parental support and no longer approves absences for holidays in term time.

The school follows the Behaviour for Life system which promotes good behaviour and has clear consequences for poor behaviour. The school will not accept students disrupting the learning of others and has a number of measures in place to prevent this.

The newly implemented Rewards system rewards good behaviour and effort both in and out of school.

Additional support is available for students in the form of a pastoral support programme, guidance manager intervention, The Student Support Centre and external agencies. Parental involvement at all stages is seen as essential.

The school has in place a home school agreement which sets out the expectations for behaviour and attendance. This is signed by parents/carers before students enter the school.

Ofsted commented on the good behaviour of students.

What have pupils told us about the school, and what have we done as a result?

We regularly survey our students using anonymous questionnaires to seek opinions on a wide variety of whole school issues.

Students have told us that they feel safe at school, enjoy being at school and have good relationships with their teachers. They think that behaviour is good and have had input into our Behaviour for Life and Rewards schemes.

As a result of surveys the school has reviewed it's provision throughout the Key Stages. At Key Stage 3 the school has introduced a laptop scheme (which will now continue in to Key Stage 4) as well as introducing Project Based Learning to make lessons more relevant and active. At Key Stage 4 vocational provision has widened and the sixth form has undergone complete review to ensure that it meets the needs and interests of the students.

The school Council has regular meetings and as a result the following issues have been addressed:

- A budget for the school council to spend on the issues they see as important
- Extension of the laptop scheme and the introduction of more computers
- Recycling: paper is now collected for recycling in all subject areas.
- Improved facilities in social areas at break and lunchtime:

How are we working with parents and the community?

Progress is discussed with parents and students together at academic mentoring days and parent 'drop in' sessions at least six times a year. Reports are sent home regularly outlining progress in each subject and in key skills. In between these sessions we have meetings and telephone calls with parents to discuss progress of the students.

Our specialist school status (Science and Sport) enables us to build strong links with other schools and education providers.

Newsletters are published six times a year to keep parents and the community informed of events and developments and to celebrate our successes.

The school's facilities are available to the community outside of school hours and are regularly used.

Students from the school have been involved with various community projects e.g. Senior Citizens' Christmas Party, the BEAT project (music and dance), East Malling Focus Group.

The school maintains a wide range of links with the local junior schools who regularly visit and participate in productions, sport and scientific activities.

Our 'students as teachers' programme enables our students to teach primary school children to build links with them.

We are a trust school and do regular work with our trust partners.

What activities and options are available to pupils?

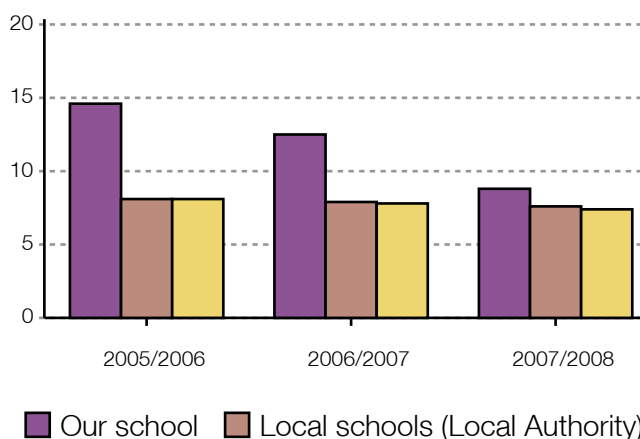
Option Choices take place at the end of year 8 as we run a three year Key Stage 4 programme. Students currently have a choice of vocational courses such as BTEC Sports, OCR Nationals in ICT and Health & Social Care, ASDAN and NVQ level 1 in Hair Design. In addition they can choose to study GCSEs in Art, Business and ICT systems, French, History, Geography, Food Technology, Resistant Materials and Child Development. All students study English (including English Literature for some), Maths, Core and Additional Science, RE, Citizenship and core PE.

There is an extensive programme of extra-curricula activities available to all students. These include:

- Duke of Edinburgh Award Scheme
- Sports Clubs
- Science Club
- Musical Instrument Tuition
- School Performances and Productions
- Drama and Dance

- Homework and Coursework Support Clubs
- Easter and Summer Revision Sessions
- School trips and visits, both day trips and residential UK and overseas trips
- School council
- External speakers and visitors for all ages
- Art activities at lunchtimes and after school
- ICT club and access to facilities at lunchtimes and after school
- Library open to students at break, lunchtimes and after school

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

Absence was higher than average until 2007 although there was a downward trend due to it being a school focus since 2005.

Over the past few years we have introduced a system of rewards for improving attendance and penalties for poor attendance. As a result we have seen a significant year on year improvement and we are currently working at 95% attendance (2009) which is better than the national average.

In 2009 Ofsted commented on the good attendance at our school.

How do we make sure our pupils are healthy, safe and well-supported?

As part of the Every Child Matters Agenda(Children's Act 2004) we work with our partners to protect students from harm and help them achieve what they want to in life.

Every child has a guidance manager to support him or her.

All students study PSHE which addresses such issues as alcohol, smoking, drugs, sex education and healthy eating. Years 8, 9 and 10 participate in Health Days with external presenters.

The school encourages healthy eating through healthy schools status and the caterers provide healthy options with low fat, low salt, no added sugar products.

The school's anti bullying policy and zero tolerance approach means bullying is dealt with well. Students and Ofsted recognise that incidents of bullying are low.

A Connexions Personal advisor is based on site and provides individual support. The school nurse provides a weekly drop in session available to all students. In addition the school has links with outside counselling services.

Looked After Children are well supported in school, with the designated member of staff attending LAC meetings either on site or at the carers' homes. In this school these children achieve at a higher level than is the case nationally.

What do our pupils do after year 11?

Students leaving school after year 11 generally follow routes into post-16 education, some of whom go on to university after that.

The school is in a consortium with three other schools to provide a wide range of post 16 courses. Students can study across all four schools in the consortium to enable a personalised curriculum. About a third of our students stay in the consortium (the vast majority based at The Malling School) after year 11.

Other students follow courses at West Kent College (a trust partner), Mid Kent College, KIAD, Grammar Schools in Maidstone and other schools. A small number of students enter employment with training through apprenticeships or via courses at FE college.

The number of students who leave school and are Not in Education Employment or Training (NEET) is below the national average.

Ofsted's view of our school

After a turbulent time caused by staff absence and turnover since the last inspection, The Malling School is now a good school providing good value for money. The leadership team's judgement of the school's effectiveness as satisfactory is too modest. Improvements in monitoring and evaluation by senior and middle managers have led to much improved teaching and learning, especially since the beginning of this year. Consequently, standards of achievement have risen as is shown by the current Year 11 students who are now expected to at least achieve their targets and, in many cases, exceed them. Senior managers have also recognised the limitations of sixth form curriculum provision. As a result, new links have been established with local sixth form providers. Consequently, students are able to study courses more suited to their needs. Although this innovation is still at an early stage, its impact is already there, with students now expressing satisfaction at the widening choices.

Teaching is good in all years. Effective assessment strategies help students to improve their performance. Students with learning difficulties achieve particularly well. Improvements in provision have meant that students' progress has been good in English and science. Students' progress in GCSE mathematics has been outstanding. Senior leaders have also been effective in addressing the poor attendance of a small number of students through the newly appointed attendance officer and guidance managers. These improvements, coupled with advances made since the last inspection, are a clear indicator that the school is now well placed to move forward with continued improvements.

Most students speak well of the school. A few feel that the provision made is irrelevant to their needs so they do not attend as regularly as they should. Current curriculum innovations are being made to address this disaffection. However, students are not given enough opportunities to develop their understanding of living in a multi-cultural society.

Date of last inspection: 04-May-2006

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for The Malling School](#)

What have we done in response to Ofsted?

The Ofsted comments automatically provided above were out of date at the time of writing. A link to the up to date Ofsted report (April 2009) can be found on our website at www.themallingschool.kent.sch.uk

The 2009 report demonstrates that we have made significant improvements since 2006 and are now graded a good school with outstanding features.

Since the Ofsted Inspection in May 2006 the school has worked on an Action Plan in three main areas:-

1. Attendance - an Attendance Officer was appointed and she works with the school's EWO and parents of those students with lower levels of absence. Attendance rates have started to show an increase and are now above the national average .

2. Multi-cultural Education - a number of activities and events involving Music and Dance from different cultures have taken place. The introduction of Project-based Learning includes the study of a variety of different cultures.

3. Sixth Form Curriculum - Year 10 students are surveyed each year in order to find out their needs and preferences for sixth form studies. The curriculum changes resulting from this have been planned and were implemented in September 2007.

Information about our sixth form

Our results this year

The Year 13 cohort for 2008/2009 was made up of 14 students with a mixture of level 2 and level 3 vocational courses (BTEC). All students left the school with a pass or above in their chosen field of study.

The Year 13 cohort for 2008/2009 was made up of 26 students with a mixture of level 2 and level 3 vocational courses (BTEC) as well as GCSEs in English and Mathematics. All students achieved the grades necessary to progress to Year 13 and are on course to achieve good results by the end of the year.

How have our results changed over time?

The sixth form made mixed progress until 2006 and as a result the school took the decision to stop recruiting for the year 2006/2007 academic year and then relaunch with an appropriate course offer and viable groups.

Since then the Sixth Form has gone from strength to strength with the 2009 cohort being the biggest ever. Results have been improving year on year and all students are now leaving with at least a pass in all of the courses that they study.

What have been the successes of the sixth form this year?

We have strengthened our collaboration with 3 neighbouring schools (WHAM Consortium) in order to enrich the total pupil experience of Post 16 education. All students have benefited from the joint study skills days, joint PSHE days, University taster events and careers fair.

The Consortium has seen increased numbers of students joining in 2009 and The Malling School has its biggest ever cohort coming into the Sixth Form this year.

All students achieved the grades to progress from Year 12 to Year 13 this year.

Improved curriculum offer has meant greater choice for our students.

The sixth form leaders programme has allowed our students to develop their leadership skills by working with younger students in the school.

What are we trying to improve in our sixth form?

We are trying to widen our curriculum offer further with the proposed introduction of A Level courses.

We are working with our Consortium partners to develop the diploma programmes.

We are continuing to develop our Sixth Form Leaders programme and Community programme to ensure that all students are involved.

What do our students do after leaving the sixth form?

Students progress to University or Further Education as well as seeking training through employment. The number who do not go into Education, Employment or Training (NEET) is very low.

Information about any alternative provision the school has commissioned

What are the objectives of the alternative provision and how are they monitored?

Alternative curriculum is used for the following objectives:

1. Behaviour modification programmes for students with EBD.
2. To meet the needs of target students entering year 10 who are at risk of disaffection or who are unlikely to progress post 16 without this intervention.

Are the objectives achieved?

Objective 1: The school has also made effective use of local EBD provision for key stage 3 with students going for outreach work at a local provider and this has resulted in a reduction in permanent exclusions. Exclusions have reduced year on year.

Objective 2: These alternative provisions mean that of all students on roll at the end of year 11 had access to post 16 provision so reducing the "NEET" group. NEET is lower than the national average as confirmed by Ofsted in 2009.

How is achievement monitored and how much progress do pupils make?

Student progress is measured in two ways. Firstly their progress is tracked against targets set in school and their achievement in core subjects. However because of the nature of the students this does not always reflect fairly on their achievements, without the programmes they may have failed completely and so progression onto further study is also used to measure progress and is seen as a significant success criteria.

The college providers do produce regular reports on student progress and this is tracked within school.

The EBD providers also report on attendance and changing attitudes.

How are pupils' individual needs met?

The provision supported our students by matching their needs to appropriate courses and delivery programmes. This is done through interviews with the providers and the provision of baseline data on each student. Additional special needs are recorded on transfer records and providers use this to ensure they meet individual needs through LSA support or additional time provision.

This provision has enabled students at key stage 3 to successfully transfer into key stage 4 and those in year 11 to progress to employment or further training through apprenticeships.

How is attendance monitored and what is the level of pupils' attendance?

The school monitors attendance and progress through a regular reporting system with the provider and through termly meetings with the provider and staff running programmes of study. Providers contact the school if a student's absence drops or if they are away without prior notification. Pupils' attendance varies but is generally in line or above their attendance rate in school.

Our attendance officer monitors the attendance of all students.

How do we link with parents and other partners, including providers of the alternative provision?

The school links with parents and providers through regular reporting procedures with queries and concerns addressed through information evenings and consultation meetings as well as the use of phone calls, emails and letters.

Our Guidance Managers are responsible for identifying individual student needs and for liaising with alternative provision providers to ensure that those needs are met.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01732 840995

Our website <http://www.themallingschool.kent.sch.uk>