

Malden Oaks Self Evaluation Form September 2016

This form has been completed by the whole staff and students working together to identify the key elements of our Outstanding provision.

Context

To be read alongside the information available on our website www.maldenoaks.org

Malden Oaks provides high quality alternative provision for Kingston and Richmond students aged 11 – 16. There are currently 74 places available across KS3 and KS4 as well as three outreach projects. The 74 places are made up of 60 Kingston places and 14 Richmond places.

Our key priorities are:

- 1. Safeguarding** Ensuring the safety and well-being of our students is of paramount importance. All aspects of safeguarding are rigorously monitored. Key elements include – safer recruitment, staff training, health & safety, risk assessments, provision of a safe space, promotion of healthy relationships, work with external agencies and reducing risky behaviour. We have a live safeguarding action plan that ensures that we keep this area of our work as our highest priority at all times.
- 2. High Expectations** Students are encouraged to aim high on both a day to day basis and in their aspirations for the future. All year 11 students follow a programme leading to a minimum of 5 GCSEs, and more commonly 8. Students undertake baselines in all subjects on arrival so that they can be clear about their targets for improvement. Small groups and supportive staff enable them to successfully address gaps in their learning and make rapid progress over their time with us.
- 3. Student Voice** Students take an active part in decision-making about their own learning and their school environment. Opportunities for involvement include a formal school council, the Jack Petchey scheme, regular curriculum student voice activities and the tutor group programme. Our promotional video (on the website) features students talking about their experiences of Malden Oaks and gives a clear indication of their involvement.
- 4. Engagement** We use outdoor education and a range of other practical and creative activities, to enable students to take risks, rise to challenges and learn from mistakes in a safe environment. Some of these activities take place within the formal taught curriculum such as GCSE PE and the weekly outdoor education/PE afternoon for our transition programme students. Other opportunities are delivered through our Wednesday afternoon activity programme and through off-site trips. This aspect of our work is the main focus of our Outreach ('MOOT') programme for KS3 and Year 11.

These four priorities are delivered through the following programmes:

KS4 GCSE programme –The Dukes Centre

This programme is predominantly for year 11 students, although there are a small number of spaces for those year 10 students who are ready for the demands of a full GCSE course. The curriculum is delivered by experienced subject specialists in dedicated teaching rooms in the newly refurbished building in Ham. There are 10 subject specific classrooms, including those for catering, science and art. Students can access four different recreation spaces – a common room, a café, a garden and a library area. They also have a tutor base in one of the subject classrooms. There are 8 teaching groups for core subjects and the maximum number of students in this provision is currently 48.

The All KS4 students study GCSE English, Maths, Science, Philosophy and Ethics, and PSHEE. They can then choose 4 options from an ever-evolving list currently including GCSEs in Art and Design, Business Studies, Child development, Catering, Drama, English Literature, History, Media, Music, PE, Spanish, Statistics and Textiles, as well as Level 1 courses in Construction and Hair and Beauty at local colleges. Students may also access other opportunities such as work experience, or Anstee Bridge.

Transition programmes – The Dukes Centre KS3 section

These full-time transition programmes, delivered in our newly created KS3 section, are designed primarily for students in years 8 and 9 who are unable to access mainstream education for a short period of time. Students follow a curriculum that balances the core classroom subjects – English, Maths, Science, Humanities and PHSE with key elements of our outdoor and practical curriculum – Physical Education, Design Technology, and Art. Students will be prepared to integrate back into a mainstream school or, for those undergoing an EHCP assessment, a specialist placement. Maximum staff student ratio is 1:6. Up to 12 places are available. The provision opened at the beginning of the summer term 2015. The curriculum is tailored to meet the needs and interests of the individual students and so is deliberately flexible. For example, planned lessons were suspended on a recent afternoon so that the students could watch the chicks hatch.

Outreach programme – Malden Oaks Outreach team (MOOT)

Since the success of a pilot programme in the Summer term of 2013, a KS3 one-day a week project has been delivered on a termly basis, for two discrete groups, each operating on a different day. As well as being an acronym, we chose 'MOOT' for its South African meaning: *n. A system of arbitration in which the primary goal is to settle a dispute and reintegrate adversaries into society*

MOOT aims to prevent students from disengaging in year 9, encouraging and supporting them to maintain their mainstream school placements. The programme uses creative and outdoor activities to develop students' confidence and to enable them to experience success in a supportive environment. Feedback from this project is typified by comments such as 'Since attending this project, M is a different boy, he has improved so much at home and at school'. The project may also form part of the assessment of a student's needs, leading to them being signposted to a more appropriate specialist provision. There are currently 12 places on this programme.

From September 2016 we will be running a year 11 MOOT project. This is again a one-day a week project for those attending mainstream school on the other four days. The aim of this project is to enable students to gain a number of Outdoor education qualifications in sailing, canoeing, kayaking, hill-walking and climbing. These qualifications will equip them to go on to pursue a career in the Outdoor Education industry or to move on to a higher level college course in this subject area. There are 6 places on this programme which will run as a pilot during 2016 – 2017.

Student profile

At any one time Malden Oaks' population will be made up of students with a range of social, emotional and learning needs, of varying age groups, who attend on a short or long term basis. The population changes on a weekly basis as new students are admitted and new arrangements made for enhancing students' learning opportunities. Many will have had social care involvement, monitored through Team Around the Child meetings, Child in Need Plans or Child Protection Plans. Malden Oaks staff work closely with all external agencies including EWOs, EPs, social workers and CAMHS professionals. The Headteacher liaises with the LA exclusion and reintegration officer and the head of Individual Pupil Support through formal fortnightly Individual Student meetings, as well as informally on a needs-must basis. This ensures that the needs of all students accessing alternative provision are closely monitored.

Students attending on an interim basis, may typically be referred due to:

- Being excluded from a mainstream school, and awaiting a placement in another school.
- Making the transition from a lengthy period of non-attendance back to mainstream school
- Making the transition from individual tuition support to mainstream school
- Having significant special needs, while awaiting the outcome of an EHCP assessment
- Requiring 'time out' from their mainstream school due to behaviour that puts them at high risk of exclusion

The aim of an interim package is to work with the student, parents/carers and other professionals to identify and overcome barriers to learning and to enable the student to return to a mainstream school, to move onto an appropriate post 16 destination or, for those pupils with significant special needs, to transfer to a specialist placement.

Those attending on a longer-term basis are often students who

- Have been permanently excluded from a mainstream school where a move to another mainstream school would not be appropriate. This is most likely to apply to students who arrive during Year 11.
- Would benefit from the flexibility of a dual placement with a mainstream school and/or college and/or a work placement.
- Have missed a significant amount of education prior to arrival.
- Have been assessed by a mental health professional as needing the support of the Malden Oaks environment.
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The aim of these longer-term placements is to prepare students emotionally and academically for the future. This is achieved through a curriculum that combines courses leading to external accreditation with enrichment activities designed to develop confidence and social skills.

Referrals are considered by the Pupil Placement Panel, a multi-agency meeting including representatives from all secondary schools. Malden Oaks operates within the context of Achieving for Children's School Improvement Service. The Head teacher is a Senior Manager within the LA and is actively involved in Strategy and Planning to improve delivery of alternative provision. The Headteacher contributes to all relevant Local Authority meetings including the school improvement forum, secondary collaborative, pupil placement panel, 14 – 19 partnership meetings and the LSCB.

Overall Effectiveness

Outstanding criteria <i>From the Ofsted Common Assessment Framework</i>	Commentary	Evidence	Further actions or evidence needed to sustain or develop this area
<ul style="list-style-type: none"> The quality of teaching, learning and assessment is outstanding. All other key judgements are likely to be outstanding. The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive. Safeguarding is effective. 	<p>All teaching is good or better. Students enter with significant gaps in their learning and frequently with negative attitudes towards education and their own abilities. They make rapid progress in all areas, due to high quality tailored support and an emphasis on achievement. During 2015 – 2016 we embedded a new assessment policy, which focussed on more effective use of baseline assessment.</p> <p>All key judgements are likely to be outstanding.</p> <p>The promotion of SMSC forms part of our core purpose in preparing students for the next stage of their education and training. SMSC is evident across discrete subject areas as well as tutor time and other non-timetabled elements of the school e.g. the work of the school council. Physical well-being is very evident in KS3 where there is a strong emphasis on outdoor and physical education. In KS4 physical activity is most evident in the PE curriculum and the activity programme. Key elements are also delivered through the PHSE curriculum</p> <p>Safeguarding policies and procedures are robust and implementation is monitored through a formal weekly meeting. There is a dedicated staff safeguarding noticeboard to inform staff of updates. CP training is held annually for all staff.</p>	<p>See T & L section</p> <p>Staff survey</p> <p>See all other sections</p> <p>Tutor time records Curriculum plans (KS3, KS4 PE, PHSE).</p> <p>Projects delivered by the school health link worker</p> <p>Minutes of weekly meetings. CP files. CP action plans for 2014 – 2015 and 2015 – 2016. CP audit</p>	<p>See all other sections</p> <p>Formally audit promotion of SMSC across subject areas and non-timetabled areas, to be confident that there is a consistent approach and high level of awareness amongst the whole school community of students' SMSC</p>

SIP summary: The management committee and the school now judge the provision as an outstanding one and the evidence is there to support that. Almost all teaching is good, with much that is outstanding. The leadership team has responded well to advice received at their last inspection. A number of significant changes have taken in place since the school was last inspected. There has been an amalgamation of the two provisions, now both located on the same site. Provision has been extended to a nearby borough and a wider range of KS3 and outreach programmes are in place for both Kingston and Richmond students.

Staff at Malden Oaks work closely with other schools to share information about students and make sure that the provision meets their needs. They also keep schools well informed about how well their students are doing.

Despite the significant changes and an increased number of students accessing support, outcomes continue to be excellent for most students and for many of them it is the first time they have experienced success in their education. Schools and families continue to hold the provision in high regard. The school prepares students very well for life after school.

Keeping students safe is an important part of the school's work and arrangements for safeguarding fully meet statutory requirements. Staff are appropriately trained.

Feedback from parents (July 2016) is overwhelmingly positive, with comments such as:

“Malden Oaks has done wonders for our son. This is the only school he has attended every day and looked forward to going to. The teachers have excellent attitudes towards the students, treating and speaking to them like grown-ups. I have found everyone at Malden Oaks a pleasure to have known and they have worked hard with my son as when he first went there, he would push boundaries but with having only a small number to a class, it worked really well for him.

Your patience and objectiveness to your pupils is something more teachers should follow. I hope Malden Oaks continues to thrive and go on to improve the academic life of many more children. Even the most challenging child can go on to become a great, smart adult. Thank you all so much.”

“When our son was referred for a place at the PRU we had reservations – would the school be full of badly behaved children? How wrong we were! Malden Oaks “saved” our son! Since being at Malden Oaks, he has changed from an anxious, depressed and isolated child into a confident young man. The quality of teaching and the support of staff has ensured that he has a future. We feel really lucky that schools like Malden Oaks exist to help children with a variety of issues achieve their full potential.”

The staff survey conducted at the same time (Kirkland Rowland July 2016) was similarly positive. The average staff grade for all sections was '1' (Outstanding). Staff gave an excellent overall performance score of 87.5%, improved since the last survey.

Effectiveness of Leadership and Management

Outstanding criteria	Commentary	Evidence	Further actions or evidence needed to sustain or develop this area
<ul style="list-style-type: none"> Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary. 	<p>The significant development of the curriculum over the past 4 years has promoted a culture of achievement and ambition. Students are encouraged to aim high and are successfully supported to overcome the barriers to learning that may have led to their referral. At the heart of the school ethos is a culture of mutual respect</p>	<p>Exam outcomes document. Year on year improvements. Activity programme – evidenced in displays, photos. Student and parent views from review notes and from surveys. Student voice Staff survey – evidence of staff</p>	

<ul style="list-style-type: none"> • Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition. • The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics. • Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils. • Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this 	<p>and desire for all to succeed.</p> <p>Over the past 4 years significant progress has been made against all key indicators – improved attendance, reduction in NEETS, reduction in exclusions and improved attainment. Provision has been made for individuals to enhance their outcomes eg provision of mfl teacher & music teacher.</p> <p>All of our students might be considered disadvantaged in some way, given that they are not accessing mainstream education. All are expected to attend full-time and to work towards up to 8 GCSEs (KS4). English results (2015 & 2016) were outstanding.</p> <p>The work of the MC sub groups support the continuous drive for improved outcomes for all students, including PPG students. Challenge is clearly documented in MC minutes</p> <p>New members have been recruited to the MC, bringing required skills identified through the skills audit. Minutes of all main and sub groups now explicitly document the ways in which the MC both supports and</p>	<p>satisfaction</p> <p>Pupil premium – link to statement on website. Baseline assessments and target-setting Improved attendance Targeting individuals – case studies</p> <p>MC notes – explicit reference to challenging senior leaders. Progress files</p> <p>SIP reports Pupil voice Parent survey Staff survey MC minutes</p> <p>Dev plan 2015 - 2016 showing targets have been achieved. Pupil voice Staff survey Parent survey</p>	
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<p>to keep the school improving by focusing on the impact of their actions in key areas.</p> <ul style="list-style-type: none"> Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school. Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire 	<p>challenges leaders.</p> <p>Individual teachers' appraisal targets are closely aligned to the School Development plan so that they support the priorities identified in it. A new staffing structure (Sept 2016) has created additional capacity for managing the appraisal process. Teachers are encouraged and enabled to attend subject networking opportunities and to pursue other CPD relevant to their needs. We buy into 'SPARK' , a Local Authority led school improvement service providing a range of training opportunities. We have appointed a part-time CPD coordinator to conduct a more thorough analysis of needs and match them to opportunities.</p> <p>Staff have access to non-managerial supervision – face to face or by phone or email to problem-solve situations in a safe environment. Staff regularly feedback to colleagues from their own research or external CPD opportunities.</p> <p>The curriculum has undergone significant development over the past 4 years. KS4 students now study 4 GCSE core subjects plus 4 GCSE options from a choice of 12, including</p>	<p>MC minutes SIP reports</p> <p>Appraisal folders end of year summaries exam analysis.</p> <p>RW – feedback from Outstanding teacher programme All staff – feedback from research projects All staff – feedback from visits to mainstream schools.</p> <p>Timetables Curriculum booklets Website Exam results Displays</p> <p>See section in 'Overall Effectiveness'</p>	
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<p>knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.</p> <ul style="list-style-type: none"> • Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work. • Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. • Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils’ welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external 	<p>languages, humanities, arts (creative and performing), physical and technical. The KS3 curriculum is similarly broad and also includes short courses in less traditional subjects such as cycle maintenance, horticulture and music technology</p> <p>See section in ‘Overall effectiveness’. Displays promote positive British values and show how these are covered in the different curriculum areas.</p> <p>All staff have completed an online (Educare) equality training module. Due to an ever – changing cohort, new issues may arise at any time and will be addressed by staff with support from outside agencies where necessary. Discriminatory behaviour is not tolerated and the schools police team will be asked to visit and address any such behaviour. Students themselves are confident to challenge discrimination.</p> <p>Safeguarding training is delivered annually (more frequently than statutory), this includes safe practise as well as recognising and reporting signs of pupils being at risk. 3 SLT members (DSLs) have received Level 3 training. Staff participate in additional on-line training via the ‘Educare’ package, as well as the annual face to face training.</p> <p>External staff (school nurse weekly and school health link worker weekly) provide a</p>	<p>Behaviour protocol. Equality policy and review SIMS reporting Transgender case study.</p> <p>Safeguarding training records. Safeguarding updated policy. Signs displayed in every classroom and communal areas.</p> <p>Reception/visitors arrangements. External staff visits.</p>	<p>Update equality policy Update accessibility policy</p> <p>Continue to raise awareness of safeguarding to all members of the community via signs, displays, website and briefing.</p>
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<p>partners to support pupils who are at risk or who are the subject of a multi-agency plan.</p> <ul style="list-style-type: none"> Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate. 	<p>'safe space' in addition to school staff, enabling students to raise concerns with health professionals as well as school staff.</p> <p>Our approach includes meeting students' needs to be included, part of a community, recognised, listened to, in a positive way, so as to prevent students seeking to have these needs met elsewhere. Community cohesion is promoted through belonging to a tutor group, a teaching group and the Malden Oaks community as a whole. Students strongly identify that they belong to the school. Debate is encouraged across the whole curriculum and 'in the moment' when situations arise. Staff(and students) are confident to challenge views.</p>	<p>Tutor time</p> <p>PHSE curriculum Ethics curriculum Behaviour protocol Students have taken part in a Borough-wide peer-education initiative – 'Safe from extremism' project. Staff training on Combatting Radical Extremism took place Jan 2016</p>	<p>Audit where already covered in the curriculum.</p> <p>Continue to promote a strong tutor group ethos.</p>
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SIP summary: The Headteacher and senior staff lead the school outstandingly well. The experienced and enthusiastic Headteacher, well supported by her senior leadership team, has worked diligently and consistently over a number of years to raise standards of students' progress and the quality of teaching. There have been significant and sustained improvements since the last inspection. Partnerships with schools, the LA and support services are excellent. Leaders rigorously check and improve on the quality of teaching. They maintain a very clear overview of the academic and personal development progress of each student. This leads to the students' excellent progress. Almost all teachers are subject leaders. They are knowledgeable about their subjects and work very effectively to develop the curriculum and to monitor the effectiveness of teaching.

Students feel a strong sense of ownership of the school. This is evidenced by the care they take of their surroundings, their confidence in showing visitors around the school and the contribution they make to decision-making through the school council. This sense of belonging to a supportive and purposeful community is the foundation that enables students to succeed and also protects them from being attracted to negative influences, including radicalisation and extremism.

Expansion has been rapid, responding to the demand for additional places. 10 additional places were created for Richmond students in January 2015, and another 4 in April 2015. Recently another 16 places were agreed for Kingston students. This represents 68% growth in less than a year. Expansion presents challenges but also many more opportunities for developing the curriculum and considering other ways of working with those at risk of missing education.

Students study subjects which are appropriately matched to their ability and interests. They make excellent progress in English and mathematics because of skilled teaching and the provision of well organised, effective support for those who need help with reading or numeracy. This has a very positive impact in enabling students to practise their skills in a range of contexts and in raising the students' confidence and their attainment.

The management committee has a very clear knowledge and understanding of the school's work. It provides strong support and challenge to ensure the school continues to thrive.

The school's work to safeguard students is effective and very well organised. A recent audit was undertaken during the spring term confirming school procedures are effective.

The school judges leadership and management as outstanding. External validation was requested of the SIP with a view to exploring the evidence available, identify any gaps and discuss the management of keeping the quality of teaching, learning and assessment under review. Key points:

- Evaluation of teaching is regular and focuses on impact on learning
- Students' views are taken into account as are parents' views
- Scrutiny of students work is part of the review process and outcomes recorded and acted upon
- There is clear linking of Monitoring and Evaluation processes. There is already a culture of high expectations and drive towards improving outcomes for students.
- The MC is fully involved in the process and is kept informed. They challenge as appropriate and effectively influence change as required. A good example of this was identifying the use of baseline assessment which could be sharper by teachers.
- Useful Tutor review notes are maintained: feeder schools/ SLT. Detailed progress notes kept/ parents and student. Every student updated every half term.
- Science: an area for development this year has been to ensure the gap between attainment between English, maths and science is addressed. Less time is given to science and this is being addressed as is the way in which the 3 sciences are incorporated into planning rather than delivered discretely. An after school higher attaining group is also in place.
- An improved process for establishing targets and baselines has been introduced. The revised policy has been successfully implemented and work scrutiny confirms this
- The school is fully staffed for September. A great deal of work has taken place to develop staff induction.
- The MOOT project has been evaluated this term. Overall findings confirm improvements in student confidence, approached to learning, behaviour and peer relationships.

Quality of teaching, learning and assessment

Outstanding criteria <i>From the Ofsted Common Assessment Framework</i>	Commentary	Evidence	Further actions or evidence needed to sustain or develop this area
<ul style="list-style-type: none"> • Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected. • Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced. • Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. 	<p>Malden Oaks is staffed by experienced specialist subject teachers. Additional specialists from local mainstream schools are employed on a sessional basis to deliver minority subjects (currently music and drama). Teachers keep abreast of developments by attending local network meetings and visiting local mainstream schools. They use these meetings as opportunities to moderate their baseline assessments.</p> <p>A review of the length of lessons over 2 years resulted in an agreed 45 minute lesson which allows for optimum concentration and learning. Staff teach in subject specific classrooms, enabling them to build up banks of resources and displays which enhance learning.</p> <p>Small groups enable teachers to target specific needs and gaps in knowledge and understanding. Flexible timetabling enables additional lessons to be provided on an individual basis. Homework/study materials are provided as appropriate. All students are given an assessment by the specialist literacy teacher as part of the induction programme, giving teachers key information about reading, spelling, writing, comprehension and cognitive processing.</p>	<p>Lesson observations Evidence of attending network meetings CPD folders Book scrutiny Verbal/written feedback Progress folders</p> <p>SOW Planners/yearly plans/mid-term plans Lesson observations Pupil voice SIMS records Staff/parent questionnaire Behaviour protocol</p> <p>Books SOW lesson obs revision sessions personalised TTs Literacy assessments Progress folders Half termly assessments - feedback Teachers use 'multiple modes of assessment' to assess students - so students have the chance to demonstrate progress / success in their preferred style; rather than just written</p>	<p>New observation schedule including themed learning walks</p> <p>Chunking of lesson time into segments to maintain motivation and engagement.</p> <p>Ongoing CPD related to SEMH needs</p> <p>SENCo to develop detailed passports for each student.</p>

<ul style="list-style-type: none"> • Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. • Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. • Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come. • Teachers embed reading, writing 	<p>Small groups allow teachers to check students' understanding frequently and to respond 'in the moment' with appropriate reinforcement/extension work.</p> <p>Students are confident to request feedback and are keen to know what their next steps are. Teachers provide regular verbal and written feedback in line with the assessment policy. Students often respond to this feedback in writing and are enthusiastic about putting the feedback into practise.</p> <p>The HW policy statement on the website explains our context and the reason why homework is given on an individual rather than blanket basis. Many students do request homework across a range of subjects because they understand the positive impact this may have on their progress.</p> <p>All teachers promote reading aloud, reading silently and reading for a range of purposes within their</p>	<p>formats which they may struggle with.</p> <p>Students may be assessed by producing a presentation, verbally, by making something, by their ability to research information and find things out etc, as well as written formats or tests</p> <p>lesson obs book scrutiny summaries assessment policy pupil voice progress folders assessments book scrutiny summaries Verbal feedback Peer assessment</p> <p>Book scrutinies Review notes detailing students' requests for HW and the extent to which they are completing it.</p> <p>Tutor time activities Literacy tutor folder</p>	<p>Teachers to embed effective use of questioning and differentiation</p> <p>Fortnightly lessons in the library.</p>
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<p>and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.</p> <ul style="list-style-type: none"> • Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. • Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. • Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. 	<p>subject areas. All teachers incorporate the half-termly numeracy and literacy foci into their lessons.</p> <p>Teachers set high expectations, focussing on success rather than dwelling on past missed learning. Students are encouraged and expected to present their work neatly in accordance with the assessment policy. Teachers evidence past students' success in order to inspire students and prove that high achievement is possible regardless of past circumstances.</p> <p>Students are encouraged to develop their resilience, which is often at a very low level on arrival. The activity afternoon programme encourages students to challenge themselves at a pace appropriate to their individual stage. Outdoor education provides a tool for developing resilience for MOOT students, transition programme students and KS4 PE students.</p> <p>Students frequently request feedback and ask how what they can do to achieve higher grades. Raised by the student council as something that needs an even higher profile.</p>	<p>Display of poems chosen by staff and students. Literacy & numeracy foci displays.</p> <p>Awards Book scrutinies – teacher comments Modelling students who have done well Exam results</p> <p>Activity programme Tutor time Displays of students' work Lesson observations Case studies</p> <p>Books Pupil voice Review notes</p>	<p>45 minutes each half term reading for the whole school</p> <p>Introduce whole school conventions for written work eg title, underlined with date (check assessment policy)</p> <p>Texts home with feedback (Asking questions – allow each student to formulate one question per lesson to ask or write in their books) – reword to make more</p>
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<ul style="list-style-type: none"> • Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve. • Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning. 	<p>Formal reporting takes place 4 times a year through reviews (with notes) and reports. Detailed information is given at reviews in the form of written comments about progress as well as data sheets. Parents report a high level of satisfaction about the communication they receive. The website now includes links to useful sites, so that parents can help their children at home.</p> <p>Discriminatory behaviour is uncommon, but where it occurs it is immediately challenged by staff and students.</p> <p>Teachers use a range of resources to communicate the value of diversity.</p> <p>Students look forward to lessons and are able to explain why they enjoy them.</p>	<p>Reviews Reports Data Text messages/phone calls SIMS Website Parent survey</p> <p>Pupil voice SIMS Lesson obs Tutor/student meetings Parent survey SOW</p>	<p>strategic</p> <p>Regular updated achievement/award displays.</p> <p>Those trained in RA to disseminate to others</p>
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SIP summary: Malden Oaks is staffed by an experienced, creative and resilient team of teachers and support staff. On a daily basis staff seek to improve their practise and find yet more creative and inventive ways to engage student and communicate their own passion for learning. The small size of the classes means that it is not practical to undertake an extensive programme of peer observations, and so the school needs to consider other ways of sharing the wealth of ideas generated by highly skilled staff.

Teachers ensure that the needs of students are well catered for in a framework of tailored provision for each student's academic, behavioural, emotional and social needs. There has been consistent improvement in the quality of teaching since the last inspection. This has been a priority. Teaching is almost always at least good and there is an increasing proportion of outstanding teaching. Adults all have high expectations of students. They consistently challenge students to do their best. Lessons are well planned to build on the students' previous knowledge. There is excellent teaching in English and mathematics which enables students to make outstanding progress. Teachers ensure that students achieve well in improving their reading, writing and grasp of number. Teachers mark students' work thoroughly. They give excellent written feedback in students' books about how well they have done and what can be

done to improve further. This is complemented by individual discussions with students about making their work better. As a result, students know very well what they need to do to improve and this gives them motivation to make rapid progress. Groups are very small and teachers are able to give each student a high level of individual tuition and support. Students gain the confidence to make mistakes and so learn from them because they know they will be well supported.

New students complete baseline assessments in core subjects as part of the structured induction programme. Teachers use these to inform their planning and targets are set in relation to these baseline assessments. Baseline assessments for option subjects are more often conducted during lesson time once the student starts that subject.

There is a strong culture of celebrating success and achievement. This needs to be sustained and further opportunities exploited. The student council has suggested some additional ways in which achievement could be recognised. Current opportunities include SIMS achievement points, positive texts home, subject awards, attendance awards and the Jack Petchey award. Up to Sept 2015 this was at the bronze level (3 times a year). A positive review from the Jack Petchey foundation in July 2015 has resulted in 'promotion' to the silver level award, enabling a total of 6 students per year to receive the award

Personal development, behaviour and welfare			
Outstanding criteria <i>From the Ofsted Common Assessment Framework</i>	Commentary	Evidence	Further actions or evidence needed to sustain or develop this area
<ul style="list-style-type: none"> • Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. • Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view. • High quality, impartial careers guidance helps pupils to make 	<p>Students are excellent ambassadors for their school and speak about their school community positively. They are able to articulate their ambitions and how the school supports them to achieve these. They are keen to show visitors around. There are regular school tour dates and encourage additional students to act as tour guides.</p> <p>The school council provides a structured forum for students to discuss issues. Other opportunities include tutor time and all lessons, especially Ethics, English & PHSE.</p> <p>We buy into the KEBP service which provides WEX support and careers</p>	<p>Successful open evening and art exhibition with students volunteering to attend after school and demonstrating their skills.</p> <p>Positive feedback from external agencies. Displays relating to student achievement.</p> <p>Examples of achievements in review notes.</p> <p>Half termly rewards for achievement.</p> <p>School council minutes</p> <p>Students very keen to participate and fierce competition to be the rep</p> <p>Lesson obs</p> <p>Each PSHE class draw up 'workign together' agreements which are on display.</p>	<p>Further develop achievement displays in each classroom as well as around the school.</p> <p>Weekly achievement awards</p> <p>Ensure sufficient time allowed for feedback to tutor groups from the student council (action point from student council review of SDP)</p>

<p>informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.</p> <ul style="list-style-type: none"> • Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life. • Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average. 	<p>guidance. We also employ our own Vocational Curriculum Support Worker. Other projects include the ESF programme and Steps to Employment. All of these interventions ensure that students are given extensive information and advice, leading to a range of successful destinations including Level 1, 2 & 3 college placements, apprenticeships and traineeships. For 2015 – 2016 we are hosting ‘Steps to Employment’ led by KAE, a provision for those who need additional support before moving on to other post 16 options.</p> <p>Students are constantly reminded – through tutor time, PHSE and across all subjects - of how their education is preparing them for the next stage of their education – whether that be post 16 or a move to another provision. Teachers model excellent punctuality, attendance and communication.</p> <p>Many students arrive with a history of poor attendance. They are provided with targeted support firstly through the induction programme and secondly through the tutor group system, to enable them to settle in well and improve their attendance. The pace of this improvement will depend on individual needs but overall students attendance is significantly better than prior to entry.</p>	<p>Spiral report Steps to Employment Displays showing destinations/success of past students. Destination data from past 3 years Careers display board Specialist PSHE teacher appointed. PSHE lessons include WRL incl enterprise and personal finance.</p> <p>All subject rooms display material showing how learning in that subject relates to post 16/future careers. PSHE Careers topic – assessment of personal skills and attributes and personalised career exploration opportunity</p> <p>Review notes Displays Rewards for good attendance. Individual timetables use additional provision to encourage attendance. Eg 1 to 1, Anstee Bridge, Road to Success. Attendance data/case studies</p>	<p>Regular attendance discussions with tutor</p>
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<ul style="list-style-type: none"> • Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. • For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained. • Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. • Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. 	<p>In the context of a Pupil Referral Unit, there is a constantly changing cohort of students who will have a range of Social, Emotional and Mental Health needs. Teachers use a range of established strategies to ensure that the school atmosphere remains calm and purposeful.</p> <p>Almost all students arrive with particular needs that impact on their behaviour or attitude to learning. Targeted support is provided by tutors. Individual timetables are created for those with more complex needs.</p> <p>The small setting of MO means that close supervision is provided at all times, making the school a safe place. Students are encouraged to develop empathy, particularly with regard to supporting new students to settle in. Students are encouraged to recognise each others' achievements through the Jack Petchey scheme.</p> <p>Staff and students are quick to challenge any unacceptable behaviour or language. The behaviour protocol is applied consistently. The schools police team are asked to support if necessary. Staff can access support from BP (non-managerial supervision) and AR (Behaviour adviser)</p>	<p>Learning walks Exclusion data Behaviour protocol Displays promoting 'keeping safe', including anti-bullying. Students and parents sign an agreement on entry</p> <p>PASS data showing improvements in attitudes. Baselines from referral forms compared to behaviour after attending MO. Case studies of individuals Lesson observation records. Learning walks.</p> <p>School Council minutes Case studies of students tolerant of differences Incidents dealt with promptly Anti-bullying week dealt with in PSHE (November)</p> <p>Behaviour protocol SIMS Parents involved via phone calls and meetings</p>	
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<ul style="list-style-type: none"> • The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have. • Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. • Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites. • Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society 	<p>External staff (school nurse weekly and school health link worker weekly) provide a 'safe space' in addition to school staff, enabling students to raise concerns in the moment. The PHSE programme covers all aspects of keeping safe with input from school nurse team, schools police team, substance misuse workers etc. A specialist PSHE teacher has been appointed for September 2016.</p> <p>A new kitchen, installed July 2015 and a new chef have greatly enhanced the school lunch offer, which is home made on the premises. Take up has improved significantly. All aspects of healthy lifestyles are covered through PHSE and sessions delivered by the school health link worker. Other subjects also contribute specifically Catering, PE & science.</p> <p>Students cover all aspects of on-line safety in PHSE. Staff will also take ad hoc opportunities to reinforce these messages whenever appropriate. The schools police team visit on a regular basis and deliver specific sessions on these topics.</p> <p>The Jack Petchey Award scheme encourages students to think about how they contribute to their immediate community. SMSC is implicit in all subject areas and explicit in activities afternoon, trips and other enrichment events.</p>	<p>PSHE SOW</p> <p>SOW – PHSE, Catering, PE, Science. Parent surveys</p> <p>PHSE SOW</p> <p>Jack Petchey display and feedback from coordinator. Trips log Activities display See also 'Overall Effectiveness section'</p>	<p>Involve student council in review of policy.</p> <p>Continue to include trips within subject development plans.</p> <p>Work towards healthy schools status</p> <p>Increase curriculum time for PSHE</p>
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SIP summary: The management of students' behaviour is a strength of the school. Amongst other things this is confirmed by the very low exclusion rate. This ensures that the students make outstanding improvement in their behaviour and attitudes to education. Their self-confidence and conduct improve significantly during their time in school. Students feel safe and secure.

Students almost invariably enter the school with negative perceptions of education and schools but they quickly settle. Over a short period, their behaviour significantly improves and they display very positive attitudes to their learning. Classrooms are quiet and industrious, and this has a very positive impact on the students' progress. The students' behaviour outside the classroom is polite and courteous. Students show high levels of respect for adults and other students. The school's records demonstrate a consistent decrease in incidents of unacceptable behaviour since the previous inspection. Exclusions are rare. The students understand and subscribe to the school's procedures. They appreciate the positive encouragement they consistently receive to behave sensibly. Staff ensure that each student receives a high level of pastoral support to promote a developing understanding of how to control their own behaviour. The school maintains detailed records of students' progress in behavioural, emotional and social wellbeing. These are used very effectively to target support where it is most needed, and to provide each student with structured emotional and behavioural care. The school places importance on coming to school regularly and in most cases when students join their attendance improves.

Keeping safe has a high profile throughout the Malden Oaks community. Posters in every room remind students who the DSLs are. Students have weekly access to both the school nurse and the school health link worker, as well as daily access to qualified and experienced youth workers who provide universal and targeted support. The school nurse offers an enhanced drop in service. All students have weekly PHSE lessons which address a range of topics related to keeping safe such as positive relationships, domestic violence, knife crime and substance misuse. The PHSE programme is planned to include input from external specialists e.g. police, substance misuse team, but is also reactive – sessions will be inserted into the programme if particular needs are identified at any point in time.

The school believe that diet has a significant impact on students' emotional well-being and readiness to learn. To this end the Deputy head instigated providing home cooked lunches two years ago, as an alternative to the packed school lunches which were delivered, which were very unappealing and usually went uneaten. Over time this changed the attitude of students towards eating together and eating healthily. The home cooked food became so popular that they invested in a fully equipped commercial-standard kitchen in July 2015 and during the summer holidays appointed a dedicated cook to prepare the meals. A new catering teacher has now been appointed.

Other aspects of physical well-being are promoted through GCSE PE (assessed elements include canoeing, indoor climbing and skiing) the KS3 Outdoor Education and PE programme (includes multi-activity, sailing and multigym), the Wednesday afternoon activity programme (includes survival skills, archery, football, horse-riding) and the MOOT programme, which has the principles of Outdoor Education at the core of its purpose. A recent staff INSET day saw the whole staff team also experience first-hand the skills and benefits of the outdoor curriculum through a bell boat activity. The first residential event was recently held, with a small group of students enjoying an overnight camp. This aspect of their work is absolutely fundamental to successful outcomes for students.

Since the introduction of the new behaviour protocol there has been a reduction in the number of incidents where SLT has had to be involved. Teachers and tutors are now taking greater responsibility for the incidents that occur in class and during social time. The layered approach provides an opportunity for staff to be empowered by taking a greater role in discussing behaviour with students and liaising with parents .

Although attendance is low compared to mainstream, benchmarked against similar settings it is above. The school marks unauthorised lates as absent now. Attendance is analysed each half term and RAG rated against individuals' pre and post entry attendance. There is clear evidence of good progress in this area- students are much more engaged.

Outcomes for children and learners			
Outstanding criteria <i>From the Ofsted Common Assessment Framework</i>	Commentary	Evidence	Further actions or evidence needed to sustain or develop this area
<ul style="list-style-type: none"> Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points. The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points. Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults. 	<p>Starting points are taken to be the student's performance on entry to Malden Oaks i.e. from baseline assessments. From these baselines most students make rapid progress. KS2 data and school data is also referred to and recorded, but targets are set according to baselines. Students develop excellent knowledge and understanding as they are taught in small groups with work individually tailored to their needs. The new SENCo, appointed 2016 will coordinate the induction programme going forward.</p> <p>Numbers are too small to be statistically significant, but PPG students do as well, if not better, across the curriculum, as detailed in subject exam analysis reports and the overall exam analysis document. The majority of students at MO have special needs (Predominantly Social, Emotional and Mental Health needs, along with Communication and Interaction and a small number with moderate or specific learning difficulties) and therefore cannot be measured against those without special needs in any meaningful way.</p> <p>Students readily discuss their learning with visitors. They are able to participate in guided discussions with each other during lessons, reflecting on their learning.</p>	<p>Individual students' progress files showing baseline assessments and fixed point assessments (4 x yearly).</p> <p>Individual SIMS data sheets Exam analysis document (Sept 2016)</p> <p>Exam data analysis, Summer 2015 and 2016.</p> <p>Video on website. Comments in books relating to class discussions. Open evening feedback Comments in visitors' book</p>	<p>Analysis of data post mocks with commentary from staff</p> <p>Programme of activities for tutor time</p>

<ul style="list-style-type: none"> • Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. • From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally. • The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly. • Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress 	<p>Students requested a library via the student council and this was created by partitioning a room and purchasing furniture and books within a couple of months of the request being made. Students are encouraged to read aloud in all curriculum areas. Additional supervision has been organised to enable the library to be open at break and lunchtimes.</p> <p>National figures for PRUs have limited use due to the different context of each PRU. However, where available, comparisons are very favourable in terms of outcomes. Progress measures are not available in the same way as for mainstream schools.</p> <p>As above</p> <p>We have invested in a dedicated ‘Vocational Curriculum Support Worker’ to support students’ transition to post 16 options. This investment has dramatically reduced our % of NEETS over the past 2 years. Students move on to a range of providers including local colleges, apprenticeships and traineeships. We work closely with KAE ‘Steps to Employment’ programme specifically targeting those who need continued support to move on from Malden Oaks. We have recently invested in an</p>	<p>Statistical releases for PRUs nationally.</p> <p>As above</p> <p>NEET data. Alternative provision documentation (Kingston & Richmond college, R2S, WEX) EP thesis on preparation for next steps.</p>	<p>English groups will have timetabled time in the library and be encouraged to read.</p> <p>Teachers display a ‘what I am reading poster on their door’</p> <p>Ensure alternative provision documentation includes consistent and regular monitoring of all opportunities.</p> <p>Implement new WEX procedures. 2nd VCSW appointed to support college placements.</p>
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<p>on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.</p>	<p>additional support worker to provide more extensive support for those attending off-site opportunities such as Community Motors and College link courses.</p> <p>In terms of qualifications gained, these have improved significantly over the past 4 years with students now gaining an average of 5.7 GCSEs , and 50% gaining at least 1 GCSE grade C. Several A, B and C grades were achieved across a range of subjects.</p>	<p>Exam outcomes document (Sept 2015 & Sept 2016)</p>	<p>Subject action plans put in place to improve attainment, especially for subjects where attainment is lower in comparison to others (Science and Ethics).</p>
<p>The students often make rapid progress when they enter the provision from starting points that are generally low for their age. There are high expectations of the students' success. Year 11 leavers gain a wide variety of recognised and vocational qualifications enabling them to successfully go onto employment, training or apprenticeships. The most-able students achieve well in English and mathematics accreditation.</p> <p>Almost all students make exceptional progress in their personal development. The students develop positive attitudes to learning and a belief in their own abilities. This above all ensures that that they achieve well.</p> <p>Improved attainment has been the direct result of an emphasis on high expectations, coupled with an extensive overhaul of the curriculum to give students full-time access to a much broader range of subjects. In 2012 students mainly studied English, Mathematics, Science and possibly Art. In 2016 students studied 8 GCSEs - 4 core subjects (English, Mathematics, Science and Ethics) plus up to 4 options from a choice of 14 subjects.</p> <p>Thus the overall outcomes have improved dramatically, directly impacting on students' future prospects. Up until now the improvement focus has been broad – extending the curriculum offer and consistently delivering the message of high expectations. The next stage in the journey of continuous improvement is to consider any additional actions that can be taken to ensure that students have an equal chance of success and achievement across all of their subjects, and that any gaps between attainment in different subjects are narrowed.</p> <p>The 2016 target (75% achieve at least 5GCSE passes and all students average 5 passes) was exceeded. 82% achieved 5 passes. This represents the best ever GCSE outcomes. In PRUS nationally the figure was 12.3%. The stage at which students join Malden Oaks is significant. Students who attended for the whole of year 11 achieved an average of 6.2 passes and 89% of them gained at least 5 passes. Those joining later were less able to catch up on missed learning, and in some cases were not entered for 5 GCSEs.</p> <p>Pupil premium numbers are small - only 8 students out of 22. These students did not perform as well as non PPG students. However, they were also mainly those who had joined later in year 11 and therefore disadvantaged by their short time at Malden Oaks.</p> <p>Girls significantly outperformed boys for the second year running. The cohort consisted of 18 boys and 14 girls. 91% of girls obtained 5 GCSE passes, and the average was 6.4 GCSE passes. Only 73% of boys obtained 5 GCSE passes and their average was 5.2. However boys' attainment was significantly better than last year.</p> <p>Two year 10 students were entered for Music and Drama, and one of them was also entered for English Language, and obtained a B grade. School analysis reflecting on what changed to effect these improvements include:</p> <ul style="list-style-type: none"> • Opportunities (wider curriculum, more timetabled hours, automatic access arrangement testing) 			

- Expectations (the school environment, a place of learning, instilling a belief in students that they can achieve)

Very tight plans were identified for students at risk of leaving with no qualifications. These were successful with 100% of students gaining at least 1 GCSE pass. **In PRUs nationally the figure was 57.7%**

Some students attending the KS3 provision arrive with a previous history of very poor attendance and/or limited access to the curriculum. They may have been accessing individual tuition (6 hours a week) or have been on limited school timetables due to their significant individual needs. The majority respond positively but some need intensive support to meet the expectation of full time attendance and engagement.

Several students already access work experience and/or college and/or other off-site opportunities e.g. Anstee Bridge. Students require a high level of monitoring and support in order to maintain these placements, due to a lack of confidence in unfamiliar surroundings and interacting with new adults. Original plans to have a TA rotate between two colleges have been changed and an additional TA appointed to enable support to be provided at all times. The WEX buy back service from AfC was reviewed by the Deputy Head and Head of service at the end of the summer term and we requested that changes were made to improve communication. This was in the light of feedback from students, parents and Malden Oaks staff.

The school remains committed to facilitating an experience outside of Malden Oaks for all year 11s, as there is clear evidence that experiencing a college or work environment in year 11 enables students to be more confident about entering these environments post 16.

Improved processes for predicting GCSE outcomes for the current Y10 have been introduced. This includes comparing students' predicted grades across the core subjects which can then be challenged if necessary.

For the first time the school arranged an Easter revision opportunity of students. Over a third of students participated demonstrating their interest and aspiration to do well. A creative arts exhibition was held in the spring term to show case Art GCSE work. Visitors responded very positively to the exhibition