

**Inspiring
students
delivering
results**



“This is a good and improving school, balancing the benefits of federation with the ethos of a small school in which staff and students know each other well and take pride in each other’s achievements.”

Ofsted, June 2012



WELCOME

If you are looking for a school where your child will have the opportunity to reach his or her full potential in the classroom or science laboratory, on the stage or the sports field, where their talents will be nurtured and they will be supported in all of their endeavours, then The Malling School is the right choice for you.

We are a small school with big ambitions.

Come and be a part of our success.



Carl Roberts – Principal



A young boy with short brown hair is playing a violin. He is looking down at the instrument with a focused expression. The lighting is dramatic, with a strong light source from the right, casting the left side of his face and the background into deep shadow. The violin is a dark wood color, and the bow is light-colored. The background is a solid dark color.

CULTURE

The Malling School enjoys a peaceful, village location and we are very much a part of our community.

We also seek to broaden our students' horizons with frequent opportunities to explore the wider world through cultural visits and exchanges. There is an annual skiing trip, European exchanges, Duke of Edinburgh expeditions and World Challenge. Closer to home, we put on a range of renowned musical and theatrical productions as well as concerts by the school orchestra. Singers from The Malling School play a major part in the annual Voice in a Million project.


ETHOS

At The Malling School we believe in traditional values, especially respect for others. Every child is treated as an individual.

Our teaching and support staff know their students well and care about their achievements. They have both their students' academic progress as well as their wellbeing at heart. Whether your child is gifted and talented or in need of a little support, our school community will nurture their development until they are ready to exceed even your expectations.

The needs of all students are met, with excellent specialist support in all areas.





Teachers and students being so engrossed in their subjects that they have to be dragged out of the classroom when the pips go. That sort of education lasts for a lifetime.

At The Malling School our teachers are passionate about their subjects and share that enthusiasm with their students. Whilst following the national curriculum we allow ourselves the freedom, occasionally, to step outside the rigours of the timetable and pursue learning and investigation for its own sake.

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INSPIRATION

EXCELLENCE

At The Malling School we have high expectations of all of our students.

This means that they are stretched to aim for places at top universities, to become elite sportsmen and women or to pursue successful careers with major corporations. Our students enjoy real-world learning opportunities, learning for self-development, career potential and real jobs.

“My child has made exceptional progress in all areas since joining this school. It has benefitted him not only academically but also socially.” Parent, 2012



HARMONY

Our high standards mean that behaviour is excellent at The Malling School and we are unashamedly proud and pleased with that fact.

Relationships between staff and students at The Malling School are strong, founded on mutual respect and understanding. Our students thrive in a safe and cohesive atmosphere. They make exceptional progress in a supportive environment conducive to learning.

Our students tell us they are happy at school.



**“The teachers are really caring.
They’re easy to talk to.”**

Student, 2012

WELLBEING


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Teachers and support staff provide individualised learning pathways to meet the needs of all students.

The Malling School incorporates the Tydeman Centre, offering specialist provision for students with speech, language and communication needs.

Students follow a structured inclusion programme into the main school which adds to the harmonious mix and supportive atmosphere.

All admissions to the Tydeman Centre are managed by the Local Authority.

A photograph of two young male students running on a treadmill in a gym. The student in the foreground is wearing a dark blue polo shirt and is smiling at the camera. The student behind him is wearing a white t-shirt and is looking towards the first student. The background is slightly blurred, showing other people and gym equipment.

**“They’ve pushed us
a lot this year.
It’s been really good.”**

Student, 2012

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GOING THE EXTRA MILE

**The Malling School enjoys brand new
state of the art buildings and the very
latest technology.**

Grounds include extensive all weather and grass sports fields and a lake. Our professional quality specialist Sports Science facility boasts the highest level diagnostics equipment such as those used by top sports universities and

Team GB for the 2012 Olympics. No other school has comparable facilities. We are lucky enough to count some elite young sports men and women among our students. We are very proud to provide a launch pad for their careers.





TMS The School
Malling
Specialists in Science & Sport

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**Principal:
Mr Carl Roberts**

**Executive Principal:
Mr Patrick Hannaway**

**Chairman of Governors:
Mr Richard M Sams**



**Additional prospectus information for the year
2013/2014**

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School Aim

The Malling School aims to be an outstanding school and the local school of choice

- To ensure that each child achieves his or her full potential in all aspects of school life
- To achieve academic and personal excellence for all students
- To provide the very best opportunities for all members of the school community
- To develop a culture of respect between all members of the school community
- To ensure that the school is placed firmly at the heart of its community and engages fully with it for the benefit of all

Admissions

Students are admitted to the school at age 11 without reference to aptitude or ability. The number of possible admissions for the year commencing September 2013 was 180, which is the standard number for the school.

Where applications for admissions exceeds the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit:

- a) Children in Local Authority Care
- b) Where the child has a brother or sister attending the school at time of entry
- c) Health and special access reasons
- d) Proximity of the child's home to the school, as measured in a straight line, with those living nearer having the priority

Application for a place at The Malling School should be made by indicating your preference on the Kent County Council Common application Form. If you require any further information or help please contact the School Office.

Times of School Day

Morning Session	8.30am – 8.40am	Staff Briefing
	8.50am – 9.20am	Period 1
	9.20am – 11.00am	Period 2
	11.00am – 11.20am	Break
	11.20pm – 1.00pm	Period 3
Afternoon Session	1.00pm – 1.40pm	Lunch and clubs
	1.40pm – 3.20pm	Period 4
	3.20pm – 4.30pm	Extra curricular activities

School Terms & Holiday Dates 2013/2014

Term Dates

Term 1	3 rd September – 25 th October	2013
Term 2	4 th November – 20 th December	2013
Term 3	6 th January – 14 th February	2014
Term 4	24 th February – 4 th April	2014
Term 5	22 nd April – 23 rd May	2014
Term 6	2 nd June – 23 rd July	2014

Inset Days (no pupils in school)

3rd September 2013
4th September 2013
4th October 2013
4th April 2014
27th June 2014



The School Day

Arrival

Students should arrive at school no later than 8.45am, for the morning session and should arrive after lunch for Period 4 five minutes before the due time of 1.40pm. Warning pips indicate when students should start moving. The organised supervision of all students begins at 8.40am, although students are allowed on site before that and breakfast club is open from 8.30am.

Morning Break

Students are not permitted to leave the site at break time or lunch time. Hot and cold food is on sale at break and lunch.

The school finishes at 3.20pm unless the students are engaged in an extra curricular activity which is under the supervision of a member of staff. The school runs an extensive extra curricular programme at lunch and after school and all students have access to it.

Leaving the Site

No students are allowed to leave the school during lessons without the express permission of a senior member of staff. Permission is granted when a student produces a written request from a parent or carer for an essential appointment off site.

Attendance

Great importance is placed upon punctuality and attendance as a preparation for adult life. We are proud of our attendance rate, which demonstrates the positive and happy atmosphere created by staff and students alike.

An explanation note addressed to the Form Tutor must cover all periods of absence, however short. We also ask that parents telephone our Attendance Officer on the first day of absence. When the student is likely to be absent from the school for an extended period it would be appreciated if parents would inform the Attendance Officer by letter or telephone. Government legislation requires all absences to be recorded and any unauthorised absences published.

Holidays

Parents are asked to arrange for family holidays during the school holidays to avoid students missing essential elements of course work. **It is the school policy not to authorise holidays for any student during term time.**



Grants Allowances and Charges

The major part of your son's or daughter's education is paid for by the Department for Education (DfE) through a capital allowance. Parents are, however, expected to pay for a few specific items, some of which are essential and others desirable.

Parents are expected to provide students' uniform, their own Physical Education clothing, geometrical instruments for Mathematics, a calculator, pen, pencil, coloured pencils and a ruler. The school provides text books, exercise books and paper, but, if any of these items is lost whilst on issue to a student, the school expects a contribution to the replacement. Dictionaries and atlases are available within the school but it is desirable that students should have access to these at home. Students have easy access to computers at school but it is also desirable to have access at home.

Summary of the Governors' Charging Policy

Many activities are arranged for students throughout the school year ranging from field trips to morning excursions. The Governors' Charging Policy complies with the Education Reform Act 1988 and with all recent Government legislation.

- * No charges are made for admission to The Malling School
- * No charges are made for education in school hours
- * No charges are made for the first entry into any recognised public examination provided the student has been prepared at the school. If, however, the student fails to attend or meet the requirements of such an examination without good reason, the parent or guardian may be charged with the examination fees. Retakes of examinations may be charged for
- * Voluntary contributions are asked for any visits/activities in the school and outside it when they do not form part of the National Curriculum
- * Charges are made for private musical instrument lessons
- * Parents may be asked for the recovery of costs of breakages



Additional Educational Needs

The Malling School values its pupils and is committed to meeting their needs. We recognise that some of our pupils will have Additional Educational Needs and we aim to ensure that they have access to the whole school curriculum with the fullest possible opportunity to participate in all aspects of school life. We endeavour to see that they receive the best and most appropriate form of help.

Pupils receive support in a variety of ways according to their assessed needs, including:

- Teaching materials that are differentiated to cater for both the less able and the more able pupil
- Small teaching groups, giving a more favourable teacher-pupil ratio
- Support in class from a Learning Support Assistant
- Support at various clubs before school and at lunch time
- Extension groups for the gifted and talented

Where appropriate, a pupil will also be included in particular literacy groups and receive individual tuition from a specialist tutor.

All staff take responsibility for supporting pupils with Additional Educational Needs and this whole school approach is led by the Director of Inclusion and SENCo who co-ordinate support teaching and liaise with the support services for AEN. The school welcomes the involvement and support of parents and seeks to fully involve parents throughout a pupil's school life.

Gifted and Talented

The school has an accelerated pathway for students who are Gifted and Talented. Pupils are identified and opportunities for enrichment work within and outside of lessons are offered through our Gifted and Talented programme. The most able students in the school have access to our Grammar Stream.



Curriculum and Timetable

The core subjects of Mathematics and English provide the foundation for all learning in the school. Literacy and numeracy are actively developed with various extra curricular activities offered to improve students' skills.

Art

Students are introduced to a variety of topics and techniques to enable them to express themselves confidently. Projects carried out in dedicated art studios involve drawing, painting, collage, printmaking and textiles, and students are encouraged to study art, artists and artefacts from different cultures and genres.

Business Studies

Students study Business and Communications Systems to GCSE level. They acquire useful practical business skills and develop the ability to choose, use and design systems to carry out tasks and solve business problems.

Design and Technology

We strive to produce well rounded, creative thinkers who can utilise a range of technical skills, as well as tools and equipment. Projects taught in our state of the art workshops use modern and emerging technologies, and aim to provide students with the knowledge necessary to produce quality products.

English and English Literature

Students study a variety of topics and genres and develop skills in speaking and listening, reading and writing, with emphasis on inference, deduction and analysis. All students are encouraged to view the study of English and Literature as preparation for adult life, where effective communications skills are vital.

Geography

Students look in depth at the world around us and consider themselves in relation to others, and the environment in which they live. They think about how to manage sustainably, and the impact that their actions can have on others. They look at how landforms are created, and why certain climates are where they are. Geography can be studied to A Level.

Health and Social Care

Health and Social Care OCR Nationals are offered to Years 9-13 as a Vocational Option. The courses provide students with an awareness of the skills and qualities required within the caring professions through visits, talks and practical projects leading to multiple GCSE and A level equivalent qualifications.

History

Students look at how history has been manipulated, and why this might be the case. They study certain periods of time in depth, and use their skills in chronology and analysis to make judgements about what history can tell us. Students can currently study History to GCSE level.

Information and Communication Technology (ICT)

ICT is taught throughout the school culminating in the Microsoft Academy qualifications from Year 10. This vocationally related qualification suits a range of different student learning styles and is suited to most modern workplaces, meaning that students can work at their own pace to achieve multiple GCSE equivalent grades at A* to C.

Mathematics

The school is dedicated to improving the numeracy skills of every student and focuses on ensuring that students achieve their full potential in mathematics, enjoy the subject and are able to apply their knowledge to a variety of situations. Regular assessment and monitoring processes ensure that students' progress is followed closely and intervention strategies implemented quickly when necessary.

Modern Foreign Languages

French and Spanish are offered to GCSE level and are taught in a fun and interactive way focussing equally on the four skills of listening, speaking, reading and writing. Students are encouraged to use their laptops to enhance learning at their own pace.

PE

The school is a specialist Science and Sports College. The PE facilities are excellent and the school offers a range of practical opportunities throughout the Key Stages, including mountain biking, football, netball, rugby, basketball, gymnastics, trampolining, athletics, cricket, badminton and rounders. At Key Stages 4 and 5 BTEC, GCSE and A-Level courses are offered and students continue to be very successful in this subject.

Performing Arts

Dedicated dance and drama facilities combined with innovative teaching give students the opportunity to not only develop performance skills, but also confidence, creativity and communication skills. Students can take BTEC first certificate and BTEC national certificate in performing arts, and the school provides drama and dance clubs at lunch and after school.

Religious Education

RE helps students acquire knowledge and understanding of the principal religions represented in Great Britain, and encourages students to appreciate the diversity of religious belief and practice and people's rights to hold beliefs that are different from their own.

Science

The school is a specialist Science and Sports. The Science curriculum is delivered up to the age 19 through a practical based approach. At Key Stage 4 all students follow the Core Science course followed by Additional Science to give two GCSEs. In the Sixth Form Medical Science is offered as a level 3 (A Level) qualification.

Sixth Form

The Sixth Form is a strong, thriving group of young adults. Sixth formers have their own common room, work room and computer suite. Students are currently studying Level 3 (A Level) qualifications in Mathematics, English Literature, Medical Science, Sport, Communication & Culture, Performing Arts, Food Technology, Health, Social Care and Early Years. Sixth formers are given additional responsibilities in the school and are expected to provide a positive influence on younger students through our Sixth Form Leaders programme.

Social Values

Incorporating citizenship, spirituality and personal, social, health education, social values gives students the skills to make appropriate, values driven, decisions in life.

General Information

School Dress Code

A high standard of personal appearance is expected of all pupils, and anyone arriving at school in non-uniform clothing may expect to be sent home to get changed.

We insist that the uniform is worn correctly with particular emphasis on the ‘**Three Ts**’:

Top button done up

Tie the correct length

Tucked in shirt

Other points to note are:

Hair colour must be **natural**

No jewellery may be worn **except** a wristwatch, a signet ring, one pair of plain ear studs

For safety reasons **NO** jewellery is to be worn in PE lessons

Piercings, other than one in each earlobe, **are not allowed**

Discreet makeup may be worn by **girls** in the **upper school only**

Cardigans are **not allowed** instead of jumpers

Black school shoes are the only permitted footwear

Baseball caps are **not to be worn** with school uniform **at any time**

Hooded tops are **not allowed**

BOYS UNIFORM

The Malling School black blazer, badged

Black/dark grey school trousers

White shirt, long or short sleeve

The Malling School tie

Black v-neck long sleeved jumper (optional)

Black or navy socks

Black school shoes

GIRLS UNIFORM

The Malling School black blazer, badged

Malling plaid kilt skirt (available from Page's)

White blouse, long or short sleeved, reversed collar

Black v-neck long sleeved jumper (optional)

Black or navy socks or black or natural tights

Black school shoes

Alternatively, girls may wear school blazer, white shirt with tie and black school trousers

Guidance, Care and Support

Sex Education Programme

The Governors have approved the Health Syllabus and sex education which is taught within the Personal and Social Health Education Programme (P.S.H.E.) and Science Curriculum. Certain aspects of sex education are mandatory within the National Curriculum criteria for Science.

Religious Education

The Governors of The Malling School have adopted the Kent County Council Agreed Syllabus for Religious Education, a copy of which is available for inspection at the school. The syllabus *“reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain”* (Education Reform Act 1988, Section 8 {3}).

Collective Worship

Parents/Guardians have a right to withdraw their child from Religious Education and acts of collective worship and alternative arrangements will be made in consultation with parents/guardians.



Code of Conduct for Students

Around the buildings and gardens

1. You are expected to move around the school demonstrating common sense and consideration for others
2. Behave in a mature and polite manner at all times
3. Keep the school free from litter
4. No illegal substances allowed on school site. (including cigarettes and alcohol)
5. Chewing gum, energy drinks and aerosols are forbidden
6. Demonstrate a level of respect for your school and its community
7. Look after and respect your own, other's and the school's equipment and resources

In Classrooms

1. Arrive on time, line up and maintain correct uniform for the entire lesson
2. Be prepared to learn with the necessary equipment
3. Show respect to everybody
4. Follow staff instructions the first time they are given
5. Behave in a safe manner
6. Respect the school's resources and environment
7. Do not chew, eat or drink in lessons, unless it is water and with the teacher's permission

Failure to meet these expectations will result in a sanction being put in place through our Behaviour for Life system.



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Ofsted, June 2012

