

## Marlborough School Overview

### About Us

Marlborough School is a maintained split site special school for students aged 11-19 with complex and severe learning difficulties in the London borough of Bexley. Marlborough enjoys an excellent reputation within the local community and visitors often comment on the positive ethos, friendly atmosphere and commitment of the staff and resilience of our learners. Students are always at the heart of what we do and why we do it. Marlborough provides Outreach support to the borough, and has an Area of Excellence for Positive Proactive Strategies To Support The Wellbeing Of Pupils With Complex SEND through Challenge Partners.



### Our Vision and motto

Our vision is to achieve excellence where innovation, equality and wellbeing are at the heart of what we do. Our mission is to effectively meet the needs of all our students' unique and holistic needs, enable them to thrive and effectively prepare them for adulthood. Our school motto is:

*Every moment is a learning opportunity*

### Our Aims

To achieve this, we pledge to:

- Provide our students with an exciting and highly personalised, student led curriculum rich in creativity and challenge.
- Ensure exciting, engaging learning experiences provided by a dedicated and highly skilled workforce.
- Ensure that the development of communication, independence and physical skills are central to our teaching.
- Effectively promote student personal development and wellbeing through embedding our school values (HEART), positive behaviour support, a range of therapeutic approaches and partnership working with parents/carers.
- Effectively promote the students' spiritual, moral, social and cultural development and enable all students to play a full and active part in the life of the school, local and wider community.
- Ensure that our bespoke holistic assessment system continuously drives learning and enables students to make the best possible progress.

### Our Values

At Marlborough School, we are inspired by our learners and pledge to provide them with innovative practice that will have a positive impact on their lives today and in the future. We believe this is possible by creating a learning community in which all of its members can flourish and enjoy success. We pledge to uphold the 5 core values at the 'HEART' of everything we do:

**Happiness** - At Marlborough, we recognise that all our learners do best when they are happy and engaged in their learning. We provide a safe, secure, supportive and inclusive learning environment that promotes physical and emotional wellbeing and where laughter, light, excitement and enthusiasm shines through.



**Empowerment** - At Marlborough, we are committed to empowering our learners to develop confidence and autonomy, to take ownership of their own learning and control over their lives. We support our learners to be honest and reflective and encourage them to enjoy the freedom to take risks and to learn from their mistakes.

**Aspiration** - At Marlborough, we are passionate and ambitious about learning and progress. We recognise the effort and resilience of our learners and celebrate all achievements. We are committed to a culture of continuous improvement in all our endeavours.

**Respect** - At Marlborough, we treat all members of our community with respect and foster self-respect. We provide equality of opportunity for all. We show compassion, kindness, understanding and unconditional positive regard for each other. We celebrate diversity and individuality and ensure everyone has their voice heard and valued.

**Teamwork** - We recognise that successes are achieved through our combined effort and collaboration with families and professionals. We recognise that positive personal relationships are central to ensuring the best outcomes for all. We model, and support our students to work with, enthusiasm, positivity, trust and integrity.

**Bexley Schools** Marlborough is one of 10 maintained schools in Bexley, along with 9 primary schools. In addition, the borough of Bexley benefits from 7 Catholic primary schools and 1 Church of England primary school, as well as 57 Academies (41 primary and 15 secondary) and 3 Free Schools. Educational attainment at GCSE is above the national average. There is an active and growing voluntary and community sector, which is highly valued by local people, and there is a strong tradition of successful partnership working.

### **Wellbeing**

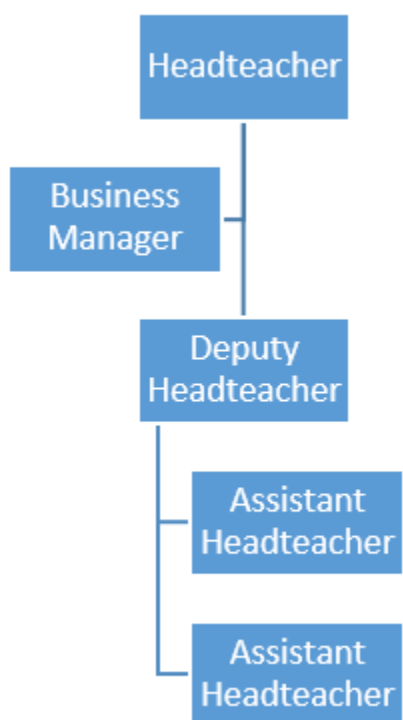
The wellbeing of our students and staff is paramount. The school is located within beautiful parkland, allowing for lunchtime walks and visits to the school Café, as well as access to a variety of local shops and eateries just a few minutes' walk away. It is a lovely feeling to be in the middle of the local community in which we have many charity partners. We have a qualified Canine Assisted Learning dog who is an important part of the wellbeing offer for both staff and students who wish to be involved. All permanent staff have access to an Employee Assistance Programme; we have a wellbeing room, and an active wellbeing staff committee.



### Leadership Team

All members of staff are leaders, and we use a whole school distributed approach to support our students and drive improvements. Every class teacher leads a subject area, and our UPS teachers provide mentoring and coaching to ECTs, HLTAs and new staff. We have two TLR holders for Social, Emotional, Mental Health and Sensory, and Communication and Independence. We also have two specialist TAs - one Health TA and one Inclusion TA.

Our formal senior leadership team consists of:



As a split site school, all senior leaders work across both sites – Marlborough Legacy and Marlborough Park Avenue, with DHT and AHTs having a main base. As a senior leadership team, we always work collaboratively together, providing support and challenge. We do not always agree but are always united once discussions are over and value constructive input.



## What do our students think?

**Student Voice**

At Marlborough School, we support all students to find a way to have their voice heard with our students at the centre of our school community. Our students use a range of different communication techniques to express their views and our staff team are committed to helping them communicate their wishes and feelings.

Personalised communication can come in many forms, for example, Intensive Interaction and PECS.




Happiness  
Empowerment  
Aspiration  
Respect  
Teamwork

**Connecting**

Students are encouraged to respond to their names and greet people in a conventional manner that is appropriate for them. Knowing who to go to and ask for what you need are important skills to enable them to develop a sense of belonging and to develop self-esteem and a sense of identity.

Teachers consult with families and key individuals to learn key words to give students the confidence at the initial stages of communicating and finding their voice.

**Requesting**

Ensuring that all students have ways to communicate to get their needs met is ongoing. Whether students use spoken language or other methods, such as symbols, to communicate we provide time and opportunity for them to feel confident that we will listen.

Making choices is one-way students can express their opinions and this is supported to suit the communication style of the individual, for example through real objects, photos, symbols, or structured opportunities to ensure it is meaningful to all.

All staff wear symbols with core vocabulary to support the communication of individual students.

**Commenting and Sharing Information**

Regular emotions and feeling check-ins happen across the school day using Zones of Regulation. Students are encouraged to recognise and share their feeling and comment on what they need to feel happy.

During the annual review process, students show how they feel through photos, taking part in the meetings or sharing their views with a familiar staff member.

Weekly assemblies allow students to share their work and celebrate their successes with peers and staff. Termly opportunities for parents and carers to visit school is an important part of them having a voice with their families about their school life.

Marlborough School also takes part in the Jack Petchey programme, allowing students to share successes and celebrate within the local community.

? How I look when I feel happy and safe



Walking Kato in the playground



On the trampoline, letting the staff help me to sit and bounce

## What do our staff think?

*"The students are amazing and it's my privilege to work with them and their families"*

*"Working at Marlborough is a great opportunity to work in a lovely and local environment where professional development opportunities are given to all staff"*

*"Seeing the progress students make is really fulfilling, and I love working within a dedicated staff team"*

*"One of my favourite things is going to the Café when our students are doing work experience and dealing with the local community too – it's great to feel part of!"*

## What do our parents think?

*"I am truly grateful for all your support and after the experiences I have had with previous schools in the past, it was really lovely to have a school that was so open to work so closely with my daughter and I"*

*"Thank you for only seeing the best in my son"*

*"My family and I would like to say thank you for being so supportive we are very grateful"*

*"I wanted to say thank you to you and Marlborough School for all you have done for my daughter. We loved the prom and sports day and thanks for facilitating overnight."*

## Quotes from our recent Challenge Partners review (May 2024):

*"Staff at Marlborough utilise the powerful relationships they create with the pupils to enable them to make great progress."*

*"All of the teaching team understand they have to have a significant impact on any individual pupil's progress, no matter what their role in the class team."*

*"Leaders have made mental health and happiness golden threads that weave through everything that happens at Marlborough."*

*"Leaders have made the creative arts provision a strength. Subject leads champion their subjects in school and out into the wider community, such as pupils working with the London Symphony Orchestra. As a result, pupils make amazing progress in this area through engaging, experiential learning."*