



UPDATE

03 MAY

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## MR HUSSAIN'S NOTICE

April has been and gone and we are now into May with the Bank Holiday weekend ahead of us.

It has been encouraging to see students begin to use our new service called Whisper, I have included this again in this week's newsletter as an easy reminder. We want to give students a way of raising issues remotely and for us to be able to track and support them with this.

As explained previously, with our delayed start we ask students to be here for 08.40 to enable our morning routine to begin at 08.45. I have included the new day pattern for reference again. It has been great to see the split breaks now giving every child the opportunity to sit and eat in the canteen and I hope to see an uptake of students eating warm meals rather than snacking. Caterlink will be seeking feedback on the menu and reviewing what we have on offer in due course.

Our IAB met for the first time this week and details of Who is supporting MOCS on our journey is contained within!

You will have gathered from the news we published last week that we will be working far more closely with our partner, Devizes School, from September of this year. We already cooperate very closely, and our intention is to ensure that both benefit from sharing our expertise and resources. A number of parents have asked us if this arrangement effectively means that the two schools will share a single headteacher. We can reassure you that this is not the case. We are in the process of recruiting an Associate Headteacher here at MOCS to work with Mr. Cooper in his capacity as Executive Headteacher; this will increase the capacity of our leadership team and ensure that we always have a headteacher on site.

Wishing you a restful weekend!

# MATHS SHOWCASE

The Maths Department has had a busy start to Term 5, in particular with the commencement of Mock Exams for Year 10 and with GCSE and A-level exams drawing ever closer. It has been wonderful to see all of our year groups working through units centred around solving equations, and exciting to see how this knowledge of algebra is developed over time. Here are some examples of excellent work produced by students. **Mrs H Shore**

Thursday 18<sup>th</sup> April 2024  
How do we solve equations involving brackets?

a)  $a(a+2)$

$3(6x-5) = 21$   
 $18x - 15 = 21$   
 $+15 \quad +15$   
 $18x = 36$   
 $\div 18 \quad \div 18$   
 $x = 2$

$2(x-3) = 24$   
 $2x - 6 = 24$   
 $+6 \quad +6$   
 $2x = 30$   
 $\div 2 \quad \div 2$   
 $x = 15$

$6(3a+4) = 28$   
 $18a + 24 = 28$   
 $-24 \quad -24$   
 $18a = 4$   
 $\div 18 \quad \div 18$   
 $a = 0.2$

1)  $3(2x-1) = 27$   
 $6x - 3 = 27$   
 $+3 \quad +3$   
 $6x = 30$   
 $\div 6 \quad \div 6$   
 $x = 5$  ✓

2)  $2(2x-4) = 16$   
 $4x - 8 = 16$   
 $+8 \quad +8$   
 $4x = 24$   
 $\div 4 \quad \div 4$   
 $x = 6$  ✓

3)  $3(2x+9) = 33$   
 $6x + 18 = 33$   
 $-18 \quad -18$   
 $6x = 15$   
 $\div 6 \quad \div 6$   
 $x = 2.5$

4)  $3(3x-2) = 75$   
 $9x - 6 = 75$   
 $+6 \quad +6$   
 $9x = 81$   
 $\div 9 \quad \div 9$   
 $x = 9$  ✓

5)  $2(4x-5) = 22$   
 $8x - 10 = 22$   
 $+10 \quad +10$   
 $8x = 32$   
 $\div 8 \quad \div 8$   
 $x = 4$  ✓

Lesson 4+

11+13=24 ✓

13+13=26 ✓

13-2 Next prime number = 17 ✓

14-13=1-3 ✓

Nearest 5 = 15 ✓

13^2 = 219 ✓

√13 = 13

Nearest 10 = 10 ✓

13-11=2 ✓

13x10=130 ✓

10 | 13 13

13 169
x 13 x 13
130 507
169 2199

x+2 >= 5 -> x=7 ✓

(5x2=10-32F)

x-5 > 2 -> x=13 ✓

(4x2=8+5+13)

Lesson 5-

x+1 <= 5 -> x <= 8 ✓

(5-1=4x2=8)

x-6 > 4 -> x > 10 ✓

(6+4=10x9=90)

5(4j+3)=20j-15 ✓

4(3g+2)=12g+8 ✓

3(6q+6)=18q+18 ✓

5(5w+5)=25w+25 ✓

3(6k-4)=18k-12 ✓

-2h(4h+2)=-8h^2-4h ✓

4(Fx+3)=28x+12 ✓

A(3t-3)=21t^2-21t ✓

3(6r-8)=18r-24 ✓

-3s(7s+8)=-21s^2-24s ✓

3(3h-6)=9h-18 ✓

11/11

3x+2 >= x+11

(3x-x=2x)

(x-x=0)

(2x-2=0) (11-2=9)

(2x >= 9)

:2 :2

x >= 4.5

5x+1 <= 2x-11

-2x -2x

3x+1 <= -11

-1 -1

4x <= -10

x <= -2.5 -> x <= -4

4x+8 <= 3x-2

-x -x

3x+8 <= 2x-2

3-8 = -5

5x+3 <= 2x+12

-2x -2x

3x+3 <= 12

+3 +3

3x <= 9 -> x <= 3

2y+5 > 4y-9

-2y -2y

5 > 2y-9

+9 +9

14 > 2y

:2 :2

7 > y

6x-4 <= 3x-1

-3x -3x

3x <= 3

+4 +4

3x <= 3

:3 :3

x <= 1

2y+5 > 4y-9

-2y -2y

5 > 2y-9

+9 +9

14 > 2y

:2 :2

7 > y ✓

7x-4 <= 3x+11

-3x -3x

4x-4 <= 11 -> 4x <= 15

-11 -11

-8x <= 42

:4 :4

2x <= 1

5x+1 <= 2x-11

-2x -2x

3x+1 <= -11

+11 +11

3x <= -12

:3 :3

x <= -4 ✓

3x+4 <= x+11

-x -x

2x+4 <= 11

+4 +4

2x <= 5

:2 :2

1 <= 2.5

5x+2 <= x+2

-x -x

5x-2 <= 2

+2 +2

5x <= 5

:5 :5

x <= 1 ✓

- a)  $2a + 3b$  ✓
- b)  $2a + 4b$  ✓
- c)  $2a + 10a$  ✓
- d)  $15m + 100$  ✓
- e)  $10c + 4$  ✓
- f)  $5a + 3$  ✓
- g)  $2y + 5$  ✓
- h)  $2y + 3$  ✓
- i)  $5 + 3$  ✓
- j)  $6x + 4y$  ✓

**Next Steps:** List out below any algebra skills you find you need to revise further.

**Solving Equations**

1. Factorising
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

1. Solve these equations:
- w)  $w + 5 = 7$     x)  $c + 2 = 10$
  - y)  $6 - 1 = 5$     y)  $x - 4 = 5$
  - z)  $x + 4 = 13$     z)  $3w = 12$
  - aa)  $2x = 18$     aa)  $\frac{w}{2} = 6$
2. Solve these equations:
- bb)  $2x + 3 = 9$     bb)  $3w - 1 = 14$     bb)  $7y + 2 = 30$
  - cc)  $5x + 20 = 35$     cc)  $6c - 12 = 48$     cc)  $8m - 4 = 20$
  - dd)  $7n + 13 = 90$     dd)  $12p - 18 = 30$     dd)  $9w - 5 = 67$
  - ee)  $32a + 40 = 100$     ee)  $9x - 24 = 84$     ee)  $7w + 1 = 1$
3. Solve these equations:
- ff)  $\frac{x+1}{2} = 6$     ff)  $\frac{x+1}{4} = 8$     ff)  $\frac{m+3}{5} = 3$
  - gg)  $\frac{2}{3} = 2$     gg)  $\frac{2}{5} = 30$
4. Solve these equations:
- hh)  $4x + 1 = 2x + 7$
  - ii)  $5x + 4 = 3x + 16$
  - jj)  $2x + 8 = x + 12$

- Factorising (Single Brackets)**
1. Factorise these expressions:
- (a)  $4x + 6$     (b)  $15x + 20$     (c)  $9y - 12$
  - (d)  $5x + 15$     (e)  $6x - 9$     (f)  $4x + 8$
  - (g)  $5y - 25$     (h)  $8w + 24$     (i)  $10y + 15$
2. Factorise these expressions:
- (j)  $x^2 + 7x$     (k)  $x^2 - 3x$     (l)  $y^2 + y$     (m)  $w^2 + 6w$
  - (n)  $x^2 - 7x$     (o)  $4w^2 + 10w$     (p)  $6x^2 - 8x$     (q)  $9y^2 - 6y$
- Ext: Blue GCSE Textbook, P.103, Q.5.6.7

- a)  $2(2x + 3)$  ✓
- b)  $5(3x + 4)$  ✓
- c)  $3(3y - 4)$  ✓
- d)  $5(x + 3)$  ✓
- e)  $3(2x - 1)$  ✓
- f)  $2(3z + 4)$  ✓
- g)  $5(4y - 5)$  ✓
- h)  $10(w + 3)$  ✓
- i)  $5(2y + 3)$  ✓

**Simplifying Expressions**

- Simplify these algebraic expressions:
- (1)  $3a + 2b + 4a + b$     (5)  $7y + 5y + 2b + 2b$
  - (2)  $8 + 8a + 2a + 4$     (6)  $7m + 7p + 8m + p + 2p$
  - (3)  $9a + 2 + a + 2$     (7)  $4 + 3a + 2a + 8$
  - (4)  $2x + 4 + 3y - 1$     (8)  $8 + 3w - w - 1$
  - (9)  $5 - 4x - 2 + 10x$     (9) Ext: Blue GCSE Textbook, P.281
  - (10)  $3x + 6y + 5x - 2y$     (10) Ext: Blue GCSE Textbook, P.281
  - (11)  $6m - 2 + 11a + m$     (11) Ext: Blue GCSE Textbook, P.281
  - (12)  $2x + 3b - 2 + a + 5c + 4$     (12) Ext: Blue GCSE Textbook, P.281
  - (13)  $3a - 2b + a - 10$     (13) Ext: Blue GCSE Textbook, P.281

**Factorising**

**1**

1. Factorise each of the following
- (a)  $x^2 + 7x + 12$     (b)  $x^2 + 6x + 8$
  - (c)  $x^2 + 5x + 6$     (d)  $x^2 + 8x + 7$
  - (e)  $x^2 - 4x + 4$     (f)  $x^2 + 8x + 15$
  - (g)  $x^2 - 6x + 9$     (h)  $x^2 + 11x + 28$
  - (i)  $x^2 + 10x + 25$     (j)  $x^2 + 12x + 20$
  - (k)  $x^2 + 25x + 24$     (l)  $x^2 + 11x + 24$
  - (m)  $x^2 + 9x + 14$     (n)  $x^2 + 23x + 60$
  - (o)  $x^2 + 25x + 100$     (p)  $x^2 + 20x + 51$

2. A quadratic expression,  $x^2 + ax + 20$ , can be factorised. Find all possible values for a. a can be positive or negative.

3. A quadratic expression,  $x^2 + bx + 16$ , can be factorised. Find all possible values for b. b can be positive or negative.

**Factorising 2**

1. Factorise each of the following
- (a)  $x^2 - 9x + 8$     (5)  $x^2 + 24x + 23$
  - (b)  $x^2 - 3x - 14$     (6)  $x^2 - 7x + 12$
  - (c)  $x^2 + 12x + 36$     (7)  $x^2 - 2x - 63$
  - (d)  $x^2 + 14x + 24$     (8)  $x^2 + 17x + 60$
  - (e)  $x^2 - 11x + 30$     (9)  $x^2 - 4x - 12$
  - (f)  $x^2 - 2x - 84$     (10)  $x^2 - 16x - 17$
  - (11)  $x^2 - 11x + 18$     (11)  $x^2 - 13x + 22$     (12)  $x^2 + 18x + 56$
  - (13)  $x^2 - 21x + 103$     (13)  $x^2 - 16x + 64$     (14)  $x^2 + 22x + 121$
  - (15)  $x^2 - x - 72$     (15)  $x^2 - 3x - 18$     (16)  $x^2 - 4x - 45$

- a)  $(x - 1)(x - 8)$  ✓
- b)  $(x + 7)(x - 2)$  ✓
- c)  $(x + 6)(x + 6)$  ✓
- d)  $(x + 4)(x + 3)$  ✓
- e)  $(x - 3)(x - 5)$  ✓
- f)  $(x - 9)(x + 7)$  ✓
- g)  $(x + 2)(x + 12)$  ✓
- h)  $(x + 3)(x + 5)$  ✓
- i)  $(x + 6)(x + 2)$  ✓
- j)  $(x + 4)(x + 12)$  ✓
- k)  $(x - 4)(x - 4)$  ✓
- l)  $(x + 3)(x + 4)$  ✓
- m)  $(x + 9)(x + 2)$  ✓

- a)  $(x + 4)(x + 3)$  ✓
- b)  $(x + 4)(x + 2)$  ✓
- c)  $(x + 3)(x + 2)$  ✓
- d)  $(x + 2)(x + 1)$  ✓
- e)  $(x + 2)(x + 7)$  ✓
- f)  $(x + 5)(x + 3)$  ✓
- g)  $(x + 3)(x + 3)$  ✓
- h)  $(x + 3)(x + 4)$  ✓
- i)  $(x + 5)(x + 3)$  ✓
- j)  $(x + 5)(x + 2)$  ✓
- k)  $(x + 1)(x + 2)$  ✓
- l)  $(x + 3)(x + 3)$  ✓
- m)  $(x + 1)(x + 2)$  ✓
- n)  $(x + 5)(x + 3)$  ✓
- o)  $(x + 5)(x + 3)$  ✓
- p)  $(x + 2)(x + 7)$  ✓

# FOOD PREPARATION AND NUTRITION SHOWCASE

Y10 have skilfully made their own puff pastry to make a plait with their own choice of fillings. They have done a great job at shaping and finishing to create these fabulous outcomes. Well done Y10! **Mrs Mulhall**





# OUR INTERIM ACADEMY BOARD (IAB)

The purpose of the IAB is to provide governance for the school; developing a sound basis for improvement; promoting the highest standards of educational achievement, with the intention of enabling the school to rapidly move towards a sustainable position as part of the Academy Trust.



**Dr Moira Laffey**, *Chair of IAB & Trust Appointed Governor*

Moira holds a PhD in Chemistry and undertook research at London and Cambridge universities. After a career in the Civil Service followed by family commitments, she has held a variety of posts in the independent education world including as a Maths teacher and Headteacher. After retirement, she worked on various projects for a well-known consultancy including being the independent chair of complaint and discipline panels for numerous senior and junior schools. Moira is Chair of the IAB at Melksham Oak Community School, Chair of Governors Larkhill Primary School and a White Horse Federation Trustee. Her particular interest is in the teaching of numeracy to those who find the subject daunting.



**Sharon Adams**, *Trust Appointed Parent Governor*

Sharon is an experienced Change and Project Manager and has her own business consultancy, where she supports businesses in defining and executing business strategy to make positive change. In 2017 Sharon joined the governing body at St Georges in Semington as a co-opted Governor, where she supported the school through an intense and effective period of transition. Sharon then joined Melksham Oak in June 2022 having been elected as a parent governor. Sharon is passionate about providing students with the best possible education and opportunities to equip them in their educational journey.



**Paul Berry**, *Trust Appointed Governor*

Paul served as a local governor for 9 years at a local primary school and as a Chair of Governors for 5 years. During this time, he built up a strong level of experience as to what effective governance looks like and supported the school during times of uncertainty and transition. He feels privileged to become a trust appointed member of the Interim Academy Board at Melksham Oak Community School. Outside of his voluntary work as a governor, Paul works for a large multi-national IT company, and works closely with other areas of public sector on a day-to-day basis. His young family keeps him very busy and he enjoys spending quality time with them. Paul is excited to support the school on its improvement journey and is committed to providing robust challenge and support to the school and trust leadership ensuring that students leave school having achieved excellent progress and the very best outcomes.

# First IAB Meeting Summary

The first Interim Academy Board Meeting took place on Tuesday 30 April 2024. The Board had a full presentation on Safeguarding, one of our statutory responsibilities. Other items included:

- Planning for future meetings with identification of key items for scrutiny.
- Data was provided on:
  - Attendance
  - Student progress/attainment
  - Behaviour
  - Complaints
  - Suspensions and Exclusions
  - Discussion of monitoring trends
- Setting a timeline for drafting a rapid school improvement action plan

The date of the next meeting will be on 23 May 2024.

## Reminder of How to Contact Us

We want to make things as simple as possible to raise a query with the school, so please find the information on our website at: <https://www.melkshamoak.wilts.sch.uk/contact>

This includes how to log any concerns so the school can track it carefully to get you a response as fast as possible from the relevant team.

## Respect for All @ MOCS

We know that we have an enormous responsibility to provide the very best for your child here at MOCS. We know that on occasion events may happen that you are passionate to support and resolve. We have a clear code of conduct for all visitors to the school site and for how we expect communication to be between all stakeholders. This can be found at <https://www.melkshamoak.wilts.sch.uk/about-us/school-information/policies-procedures> under the safeguarding section.

Regrettably some recent incidents have fallen far below the standard we expect from our community and we cannot allow our staff or students to experience abuse from members of the public. Please remember that just like all public services we are working under challenging circumstances.



# SAFEGUARDING: WHISPER

We want students to be able to raise any concerns remotely from the school environment. This is a key area we wish to enhance, and we want our students to be able to report issues anonymously as well.

For more information on this service please visit: <https://swgfl.org.uk/whisper/twh1/>

SCAN ME



QR code to take you to the reporting page

# YEAR 10 AND 12 EXAMS

Year 12 have now completed their major examinations for this year. Teachers are racing to complete the process of marking and collating information to aid in future lesson planning. We know that students will have found this time stressful, the exams are there to measure attainment at exam standard on material they have covered. This is also an invaluable opportunity to develop student familiarity with exam routines approaching this in a thoughtful and measured manner. We will capitalize on this experience as we prepare for their next round of mock exams in November of Year 11 and 13.

We will continue to offer catchup sessions with students who have missed exams both this week and the coming week. If your child has missed an exam they will have a session arranged for them to resit the paper so we can provide feedback accordingly!

Please continue to support your child with strategies to support revision and the establishment of clear defined routines, with no access to mobile phones whilst revising is keen to reducing the opportunity for distraction and/or anxiety.

## SAFETY: UPDATING ROUTINES

We have completed a comprehensive review of safety around the Melksham Oak site and identified a number of areas to develop new routines:

1. New assembly point: for fire that is located at the furthest edge from the road – now the MUGA. In the event of an emergency evacuation, we would then relocate over to the adjacent facility at the Football ground without having to cross where the emergency services would be accessing the site.
2. Lockdown routine: needs to be practiced and reaffirmed to minimise stress. A practice will be conducted once students and staff have undergone training and opportunity to familiarize themselves with what this will sound and look like.
3. Working in partnership with Wiltshire Police: we continue to engage with our local constabulary as to the risks faced by our young people in the local community and further afield. We will be running a further programme in the remainder of this academic year in advance of the holiday period which we know is a higher risk period for students in general.

## KEY EVENTS IN THE SUMMER TERMS

- Summer Term 5 begins on Monday 15<sup>th</sup> April
- 15<sup>th</sup> April till 26<sup>th</sup> April: Year 10 and Year 12 mock examinations
- Thursday 2<sup>nd</sup> May: Senior School (Y11 and Sixth Form) Awards Evening -> moved to September after formal exam results released
- Thursday 23<sup>rd</sup> May: Year 10 Parent's Evening after Reports have been received **[NEW DATE]**
- Thursday 27<sup>th</sup> June: Year 7 Parent's Evening
- Tuesday 2<sup>nd</sup> and Wednesday 3<sup>rd</sup> July: Y6 Transition Days
- Tuesday 9<sup>th</sup> July: Summer Concert
- Thursday 11<sup>th</sup> July: Sports Day
- Thursday 18<sup>th</sup> July: Y9 and Y10 Awards Evening
- Tuesday 23<sup>rd</sup> July: Y7 and Y8 Awards Evening
- Wednesday 24<sup>th</sup> July: Summer holidays: School closes at 12.40

# OUR CURRENT DAY ROUTINE

We have completed one week with the new day pattern and I am glad to be able to report that all that we wanted with regards to maximizing space for students, minimising crowding in the canteen and improving access to the WCs have worked well.

- Only students who arrive by 08:00 will be able to access the Breakfast Club, regardless of whether they eat in the Canteen.
- Those students who arrive after 08:00 will wait at the Main Gates as usual until 08.25 when they can access the school site.
- **Students can arrive up till 08:40 when the Main gate will close** to allow our morning routine to begin promptly at 08.45.
- From this time (08.40) students will access the site via Main Reception to be marked late.
- The end of the day remains the same at 15:00.

Start Time	Year 7,9,11	Year 8,10 & VI	Start Time
08.00	Breakfast club		08.00
08.25	Student Gate		08.25
<b>08.40</b>	<b>Student Gate closes at</b>		<b>08.40</b>
08.45	Roll Call & Tutor time		08.45
09.15	Period 1	Period 1	09.15
10.05	Period 2	Period 2	10.05
10.55	Break	Period 3	10.55
11.10	Period 3		11.45
12.00	Period 4	Period 4	12.00
12.50	30 mins Lunch	Period 5	12.50
13.20	Period 5		13.40
14.10	Period 6	Period 6	14.10
15.00	Students depart		15.00

We will be seeking feedback from students and parents later in this term once we have had opportunity to see how this new pattern works for our students.