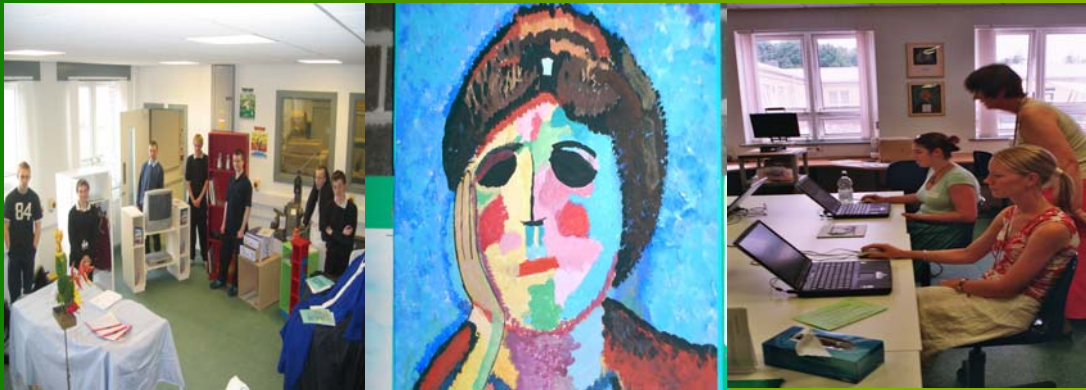


Oakwood High School



Oakwood High School Specialist College Review 2004-5



Report to Stakeholders

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Introduction

Oakwood High School is a school for pupils with moderate learning difficulties; it received specialist college status in arts and technology in 2004. The review will focus on the period from September 2004 to July 2005. It will outline the targets and performance, identifying positive and negative experiences. It will also highlight other achievements and any relevant issues that have been faced during the evaluation period and need to be considered as the school moves forward.

During the period to be evaluated Oakwood High School moved into a new building. This resulted in the school facing a number of issues/challenges in their first year as a specialist college. These are outlined in the 'Issues to be considered' section.

OFSTED inspection

Oakwood High School underwent an OFSTED inspection in June 2005, this resulted in the school receiving an overall rating of excellent. The OFSTED report highlighted the schools main areas of strength as follows:

- Excellent leadership and management mean the ambitious aims of the school are achieved very successfully.
- Very good teaching, leads to all pupils achieving very well and, in particular, gaining examination results that far outstrip similar schools.
- The whole staff are a unified and very effective team, successful in their pursuit of higher standards resulting in many innovations and awards.
- Educational provision for all pupils gives them an excellent breadth of opportunities and many additional activities to enjoy, most particularly, the youth club.
- Pupils receive excellent support and guidance especially when they first arrive and settle during Year 7.
- There are exceptionally strong relationships with the community, schools and colleges through which the school takes a decisive lead in achieving inclusive provision.
- The excellent accommodation is enlivened with displays of the utmost quality celebrating pupils' achievements.

Art and Technology subjects were also observed the during inspection and OFSTED made the following comments;

In relation to Food Technology they said 'In the lessons seen, teaching led to pupils having a high level of responsibility for preparing food and them working with a considerable amount of independence. Substantial expertise in the subject combined with extensive knowledge of the pupils meant the teacher made the task exceptionally challenging.' (OFSTED, 2005,p.24)

In RMT OFSTED observed how year 8 pupils explained terms such as CAD/CAM and knew how these related too designing and making.

In Textiles OFSTED observed that the activity was very well structured and took pupils through clearly defined steps, developing designs and planning making a fabric collage.

OFTSED summarised by saying, 'In all three lessons seen there was a very good emphasis on reading and learning the subject vocabulary.' (OFSTED,2005,p.25)

Art also received praise from OFSTED, comments included;

'Pupils artwork is well represented in the excellent displays of work throughout the school.' (OFSTED, 2005,p.25)

'The clay work of Year 9 pupils, based on African Mask theme is of an exceptionally high standard.' (OFSTED, 2005,p.25)

OFSTED also stated that the links with parents, other school and the wider community were excellent, resulting in the school having a very high profile in the local community.

ICT

The specialist college submission outlined how Oakwood High School would use leading edge ICT software to raise expectations and outcomes, it also stated how ICT would be used as a tool to engage the community.

Achievements

- Capital expenditure has increased access to banks of laptops, the Internet and self supported study via the school learning resource unit manager. Additionally it has enabled interactive whiteboards to be available in all classrooms and the development of a large ICT suite, a well resourced learning centre, two mobile ICT suites and increased access to PC's in classrooms. This has resulted in increased pupil motivation and improved teaching and learning.
- 27% of pupils gained GSCSE A-G.
- 69% of pupils achieved level 3 or above.
- All staff have accessed some form of ICT training, whilst this is an ongoing process staff reaction have been positive and they have been able to apply the training in the classroom.
- E-Learning – Oakwood High School initiated a pilot project that aims to establish if the provision of laptops to selected pupils will increase exam results and improve boundary results. The project, engaging parents and pupils, will be monitored and evaluated during 2005-2006.
- 12 members of staff accessed the European Computer Driving Licence.

OFSTED commented on the use of ICT across the curriculum stating,

‘Very good use is made of laptops, interactive whiteboards and other equipment in many subject areas. A diverse range of activities is demonstrated at appropriate levels. In science, experiments are introduced to the whole class using apparatus clip art on the whiteboard. Internet research is used in many subjects and good work was seen by pupils in Year 10 interpreting tables and interrogating numerical databases. Good use was made of electronic keyboards in music. The wireless network means that pupils can use laptops to access their own files in any part of the school and print their work on the nearest printer. This is being used very effectively in a range of subject areas to develop literacy as well as consolidating subject knowledge and skills.’(OFSTED, 2005,p.23)

Staff appointments

Oakwood High School made four new appointments during the period concerned, these appointments enabled Oakwood High School to pursue the targets outlined in the specialist college submission. The appointments were as follows:

Art & Design Teacher

Miss Jeanette Harris has enabled the school to develop other areas of art such as three-d sculpture and photography at KS3 & 4. This has been very successful. Miss Harris has provided specialist knowledge for the technology department to create a link between art and technology. In addition to developing her own partnership projects, Miss Harris has provided cover, enabling colleagues to establish their own links.

Community Liaison Co-ordinator

The Community Liaison Co-ordinator has enabled the school to build on the links that were already established with the partner schools and build relationships with community groups such as the Humphrey Booth centre, Salford CVS, Ellesmere Parks Residents Association and Eccles Community Committee. By taking on a co-ordinating role, the Community Liaison Co-ordinator has also enabled the school to take a lead position in events such as Ellesmere Parks Festival of Arts (EFA).

Technician

The creation and appointment of the technician's post covering both the Design & Technology and ICT departments has widened the scope for use and support of specialist equipment and provides valuable support for teachers, in the classroom, with preparation for classes and cross-training with ICT equipment. The post-holder also provides delivery and support of our classrooms-in-a-box.

Learning Resource Unit Manager

The Learning Resource Unit Manager has enabled Oakwood High School to create an automated library used by pupils and staff; run reading and homework groups; organise a parents drop in on a Thursday evening; take pupils out to visit authors and arrange a visit from a poet. The post has been successful, 80 % of all pupils have used the library more than once. There are many pupils who come in regularly there are waiting lists for many of the books.

School Targets – Design and Technology

OB 1 – To raise the standards of achievement across KS3 & KS4.

Output Target - By the end of Year one

- To gain 35% level 3+ by the end of KS3.
- 40% (13 pupils) gain GCSE A-G grades in DT.

Performance against target

- 68% of pupils achieved level 3+ by end of KS3.
- 59% (19 pupils) gained GCSE in D&T.

OB 2 - To ensure all pupils in KS3 & KS4 have the confidence and opportunity to use hi-tec CAD/CAM equipment to meet their personal learning targets in their combined specialisms.

Output Target - By the end of Year one

- 100% of Year 7 pupils will have annotated pieces of assessment work to exemplify their application of CAD/CAM equipment and have this matched against their NC levels.

Performance against target

- 100% of Y7 pupils achieved target in D&T.
- All KS3 & 4 pupils accessed a variety of CAD/CAM equipment in Textiles, appropriate to their project/product.
- All Year 7 pupils have met the first year target as they have all used CAD to design Christmas cards and have used CAM when embroidering logos onto aprons.
- All Year 8 pupils have used some CAD/CAM in the form of iron-on computer generated images and computerised embroidery for their projects.
- All Year 9 pupils used CAD/CAM when using Microsoft Paint to produce fabric designs which they then printed onto fabric and some of them used iron-on computerised images or sublimation printing to decorate clothes for summer.

- All Years 10 and 11 Option group pupils have accessed CAD/CAM equipment and are encouraged to use it in the designing and making of their coursework projects. The evidence of this is in pupil assessment files.
- Textiles have worked for two lessons a week in Art with a Year 9 and a Year 10 class. These groups have been introduced to some CAD/CAM work. Some pupils in Year 10 have used the computerised embroidery to replicate a piece of artwork into Textiles, thereby using CAD/CAM. Some pupils in Year 9 have used computerised embroidery and the Sublimation printer to produce artwork – embroidered hieroglyphics and digital photography and sublimation printing to go with Egyptian art topic. This evidence can be seen in coursework and displays.

OB 3 - To develop personal motivation and confidence by encouraging access to a range of NVQ level one opportunities at KS4.

Output Target - By the end of Year one

- 10 pupils to access NVQ level one course and complete two units of work.

Performance against target

- 3 pupils completed Level 1 NVQ Hair and Beauty Certificate of Employment.
- 1 pupil completed Foundation in Building certificate.
- 2 pupils completed Level 1 NVQ Childcare.
- 3 pupils completed CACHE course.

School Targets – Art and Design

OB 4 -To raise the standards of achievement across KS3 & KS4.

Output Target - By the end of Year one

- Year 9 pupils to gain 90% L3 or above by the end of KS3.
- 42% of Year 11 pupils will gain GCSE A-G grades in art & design.

Performance against target

- Year 9 pupils gained 94% L3 and above at the end of KS3.
- Year 11 pupils gained 42% GCSE A-G grades in Art & Design.
- Approximately 50% of the present Yr-11 (drama-group) has began the un-endorsed short (0.5 GCSE) course in Art and Design.
- Full cohort of pupil's in Yr-10 to take the Entry Level and/or GCSE un-endorsed (full) course in Art and Design.

OB 5 - To raise standards and increase diversity of teaching and learning by extending curricular opportunities in art and design at KS4.

Output Target - By the end of Year one

- 50% of Year 11 pupils studying arts option will attend after school enrichment stroke/master classes at KS4.
- 60% of Year 10 pupils studying an arts option will have a work related placement in an area of interest.

Performance against target

- Two pupils gained GCSE in graphic art (a newly introduced course).
- Pupils across KS-3&4 have developed ICT skills and art-graphic skills.
- Bringing textiles into art to produce machine embroidery and collage work has developed links with Textiles and Art. The results formed part of the Gallery evening during Ellesmere Parks Festival of Arts.
- Animation project with KS 3 & 4. Artist in Residence (Paul Pickford) facilitated the production of cartoons in cross circular work involving Science and English.

- Food Technology and Art linking to extend the learning opportunities of the module on dairy products. Producing clay moulds for biscuits and salt dough shapes for mini-enterprise sales.

Whole School Improvement Targets

WS 1 - To raise standards by increasing the range of qualifications at KS4.

Output Target - By the end of Year one

- 97% of year 11 pupils to leave with 1 or more nationally recognised qualification.

Performance against target

- 94% (32/34) Year 11 pupils left with 1 or more nationally recognised qualifications.

WS 2 - To Keep the attendance rate at KS4 in line with the national average for MLD schools.

Output Target - By the end of Year one

- Attendance rate at KS4 to be 87% or above.

Performance against target

- Attendance rate at July 2005, 97% (including authorised absences), 86.5% (excluding authorised absences).

Partnership School Targets – Design Technology

COM OB1 -To enhance and extend a range of learning opportunities in association with the named partner schools, with the aim of improving standards in teaching and learning in the combined specialisms.

Output Target - By the end of Year one

- Completion of a terms training programme in ACC for staff and pupils.
- 10 pupils from linked high schools will access CAD/CAM as part of their DT course.

Performance against target

- Springwood Primary School completed training programme in ACC.
- Planning group established comprising of partnership schools.
- Textiles were able to establish a link with D&T department at Hope High School. Planning meetings have been held and planning is currently underway regarding a joint project. The meetings have inspired Hope High School to acquire their own Sublimation Printer using the money given to partner schools last year.
- Three meetings held with partner schools in the spring/summer term to discuss future projects.
- Teaching staff visited partnership schools to establish requirements/needs of partner schools.
- Wentworth High School and Hope High School staff invited to watch a demonstration of CAD/CAM.
- Delay in completion of new PFI school and in particularly the RMT room resulted in not being able to meet these targets in RMT.
- Textiles have established a link with Head of D&T at Hope High School.
- Textiles currently planning joint project work' possibly with Year 7 Textiles using Sublimation Printing. Head of D&T at Hope High School is also interested in linking with RMT regarding use of the laser cutter.
- During Launch Week Textiles worked with a group of ten Year 6 pupils from Springwood Primary School on a Puppet Project. This involved the textiles teacher visiting Springwood to do the design work (by hand). The designs were then brought back, scanned and converted by the embroidery software so the pupils could have their original drawings embroidered onto the puppets.

The group then came to Oakwood a week later to complete the project. (Evidence – display and photographs.) This was a very successful project and was a good opportunity for the textiles teacher to practice on the newly installed embroidery machine.

- Study trip to see Lion King, stimulating the design and technology process in Textiles and RMT, demonstrating to partner schools what can be achieved.

Partnership School Targets – Arts and Design

COM OB2 -To raise standards through the dissemination of good practice by establishing a sustainable partnership between the partner schools and other cultural programmes to implement the sharing of good practice and ideas.

Output Target - By the end of Year one

- To strengthen and develop the individual teachers capacity to improve the learning outcomes of SEN pupils through the dissemination of good practice guidelines.

Performance against target

- Planning group established comprising of partnership schools.
- Springwood Primary School took part in a one-day project working in mixed media and printing techniques. In small group settings they produced a picture based on a jungle animal.
- Monton Green Primary School and Friars Primary School attended a master class based on ceramic techniques.
- Oakwood Yr-7 pupils joined a group of Yr-7 Wentworth High School pupils to produce a collaborative painting project based on the environment.
- Oakwood's Yr-10 Gifted and Talented (G&T) group joined Wentworth High Schools G&T to develop their GCSE Art coursework.
- Three meetings held with partner schools in the spring/summer term to discuss future projects.
- Teaching staff visited partnership schools to establish requirements/needs of each school.
- So Many Words collaborated with Chatsworth High School, Wentworth High School and Eccles College to produce a promenade production of Mid Summer Nights Dream as part of the Ellesmere Parks Festival of Arts.
- So Many Words performed Jack in the Box at the opening ceremony of Ellesmere Parks Festival of Arts, a story of a learning disabled boy who moved from the country to the city and the challenges he faced.
- Joint media project with Eccles College to design and produce a poster for Oakwood Youth Club.

Community Targets – Art and Design

COM OB3 -To work collaboratively with a range of community groups to increase their personal knowledge, skills and delivery of a disability arts programme.

Output Target - By the end of Year one

- Run a three day workshop and train five community groups from Greater Manchester in forum theatre techniques.
- To develop a one day training event for 8 community groups or representatives interested in developing a disability arts programme.
- To facilitate monthly meetings for wheelie good buddies.

Performance against target

- Forum Theatre delivered to parents, carers and young people in a three day conference by Augusto Boal. DVD produced as both training aid and for promotional purposes.
- So Many Words collaborated with Full Circle Arts mentoring programme as a progression route and delivered 6 entry level passes for a community arts course.
- So Many Words attended the Tarnowice Arts Festival, which was a European Arts festival in Poland.
- Learning mentor attended investors in excellence course and the school council participated in a training programme using, 'breakthrough', Investors in Excellence programme.
- Gallery evening during Ellesmere Parks Festival of Art. Parents and the wider community were invited into school to view coursework.
- So Many Words devised a Forum Theatre workshop, presenting to NAYT North West; Elmridge Primary School, Trafford; Tarnowice, Poland; Ellesmere Parks Festival of Arts; NEXUS showcase event.
- Links established with social services, three workshops for 'Looked After children'.
- The strong relationship with WGB was interrupted due to the problems of the new build (See positive/negative experiences).
- Linked with Early Years to provide three workshops:

- Disability drama
 - Disability arts
 - Disability sports
- Events advertised in Early Years Training programme, Arts council network, Salford CVS gazette, posters and fliers distributed throughout Salford. RE EFA marketing delayed due to a lack of agreement on programme, marketing not focused enough in future school will establish links with 4/5 community groups and establish what sort of programme they would like.
 - Ellesmere Festival of Arts - a collaboration between Oakwood High School, Eccles College, Chatsworth and Wentworth High Schools celebrating the arts on Ellesmere Park. The festival is based around the theme 'Friends and Neighbours'. Events included:
 - Gallery evening during EFA.
 - Arts Disability Training.
 - CAD/CAM demonstrations.
 - Circus Skills workshop.
 - Performance of Midsummer Night Dream.
 - Stratford-upon-Avon study visit with Eccles College.

Community Targets – Design and Technology

COM OB 4 -To increase participation in a varied programme of lifelong learning opportunities for groups in the wider community.

Output Target - By the end of Year one

- Deliver CAD/CAM design programme for 3 community groups.
- Develop family health programme for 8 group members.
- Deliver non examination senior citizens RMT workshop to 5 adults.

Performance against target

- Delay in completion of new PFI school and in particularly the RMT room resulted in not being able to meet these targets in RMT.
- CAD/CAM workshops held at NEXUS showcase event (Make your own logo), Ellesmere Festival of Arts, School council. These proved successful in as much as we have made an introduction to what can be offered and the process has been initiated.
- Links established with senior citizens group (Humphrey Booth Centre), workshops cancelled due to timetable restrictions and issues with the room being unusable.
- Gallery evening during Ellesmere Parks Festival of Art. Parents and the wider community were invited into school to view coursework.

Other Achievements

In addition to the targets outlined in the Specialist College submission Oakwood High School have continued to 'reach out' to the community by instigating a number of initiatives.

- Parents were invited to receive a guided tour of the new building during the schools opening week. Parents were also invited to events such as the opening and closing ceremonies of Ellesmere Parks Festival of Arts, drop in sessions, gallery evenings
- Nexus Showcase Event - Nexus is the network for voluntary and community groups working with young people in Salford. Thursday, 14th July saw Oakwood High School host a showcase event. The event included over 20 stalls displaying the work of different groups; workshops were hosted by various groups including Oakwood Youth Club and So Many Words.

The evening was a great success with well over 130 people attending the event.
- Community service – As part of the schools community service programme six year 10 children were taken to United Utilities water treatment plant. The programme involved working outdoors, in all conditions, turning wasteland into a nature reserve, thus creating a habitat for an assortment of animals.
- Parents/Computer Drop in session - the session gave families the opportunity to use the school's computers enabling them to access the Internet and other software packages, this allowed them to prepare things like letters and spreadsheets. Since its launch, the session has changed from a computer drop in session to a parents drop in session.
- Community Newsletter produced highlighting past successes and forthcoming events.
- Parents Group – To develop the relationship between the school and parents Oakwood High School have helped two parents to establish a parent/carers group. The group held their first coffee morning on Thursday, 30th June. Future meetings will be held and guest speakers brought in.
- Cultural diversity: several arts projects exploring ethnic arts, as part of the 'Launch Week' Food Technology linked with the African restaurant 'Jowata' exploring unfamiliar African fruit and location of vegetables in Africa.
- World of work – Careers fair held for YR 10 attended by local businesses who gave advice and information regarding careers in different sectors.
- Speakeasy course ran in April 2005. Oakwood High School, in partnership with the FPA and Salford PCT is currently in the process of consulting with the community regarding another course commencing in Oct 2005.

- Years 8,9 and 10 collaborated in a technology project involving RMT and Textiles that required them to design and produce a piece of work based on The Lion King.
- Family sports day, parents have attended skiing, introduction to water sports for families several parents have become involved in the youth club as a result.
- Oakwood Youth Club's community sports programme for young people with disabilities has supported sport in The Friars, Monton Green and Wentworth. Based on the success of the community sports programme, the school has been offered a school's sports co-ordinator, who will support and assist in the development of sport in our partner primary schools as well as raising PE standards in Oakwood High School.

Positive/Negative Experiences

Positive Experiences

- Contacts established in partnership schools.
- External examination results for RMT record breaking.
- New equipment /resources in D&T already widening and stimulating pupils experience and having a positive response from pupils with lasting improvement in their performance and consequently an impact on whole school initiatives.
- Strong relationships built with primary schools.
- Partnership schools able to access new technology.
- Foundation created that can be built on in the future.
- New equipment enabling greater diversity of what can be offered. Also allows more pupils to experience the success of producing professional results with greater independence.
- Meeting new people – broadening horizons, sharing ideas, and setting new personal challenges.
- Working with other teachers within school – sharing expertise and new ideas.
- Oakwood High Schools Launch Week – a chance to do something on a large scale and a joint project within our own D&T department.
- Design Technology and Art working closer together – better team bonding as we have College status in common – working to same end.
- A start has been made but move to the new school delayed the setting up of events.
- Working with other client groups from outside school – a different audience with different expectations. Talking to them regarding what we can offer.
- Using equipment and being confident enough using it to demonstrate it's use to outside agencies.
- Positive feedback from the people that did attend workshops.
- A new challenge.

- Working with Springwood enabled individuals to become more familiar with new equipment.
- Nexus Showcase event.
- Ellesmere Parks Festival of Arts.
- Even though we have lost WGB links established with NEXUS.

Negative Experiences/ Areas for improvement

- Difficulty engaging the high schools.
- Building and hardware issues restricted what could be offered by Oakwood High School.
- Need to plan further in advance to stop everything been scheduled for summer term.
- Wheelie Good Buddies. The strong relationship with WGB was interrupted due to the problems of the new build. On introducing them to the new building, it was agreed they could have storage, insurance, access to youth club activities, access to their own play area. There would be a charge of £2.00 per child. During the transition WGB had been looking for other facilities, as we could not give them a date. They had been offered facilities in a local community centre – free of charge. Which they have chosen to take.
- Move to new school has delayed the start of the projects and once we had moved there was further delay in equipment not being delivered on time.
- Training still required on equipment. This is a two-fold issue – time needs to be allocated to arrange and attend specific courses e.g. industrial embroidery machine, Roland cutter, and all staff working in the departments need this training cascading down to them as well. Time also needs to be allocated to enable staff to become familiar enough with the equipment so they are able to use it confidently with user groups.
- Difficulty arranging meetings and projects with partner schools when the school day and timetables at each school differ greatly. This has been partly overcome by using a lesson where Art and Textiles team-teach rather than the designated Link time. We should start to discuss 2006/07 projects in January enabling the college manager to input into the school's timetable.
- Not enough time to sit down with staff in school to plan joint projects – PDD time does not coincide.
- Year 11 time was used for Specialist College work but this was not always communicated to staff producing cover list for absence.

- In relation to the Nexus Showcase Event:
 - Difficulty in getting ideas across to groups as to what can be delivered prior to the event (Groups had little understanding of what was meant by CAD/CAM or how it could be relevant to them). The Community Liaison Co-ordinator is working on this and discussions have taken place about what can be offered.
 - Events were run as drop-in workshops – teacher had no idea of expected numbers that lead to problems regarding providing materials. A booking system would have been better or a workshop/stall in the central hall area where people passing could take part.
- Some ongoing problems with computer software and lack of time to gain experience on ALL new equipment for all staff. More training is needed.
- Technical difficulties with wireless system, which has been now been addressed.
- Laptop cabinets are overloading the main power switchboard – this is being addressed.
- No training received from Jarvis. ICT Co-ordinator and ICT Infrastructure Manager have done all ICT training.

Issues to be considered

- Overall Oakwood High School found it difficult to involve parents and the local community (with exception of EFA closing ceremony and schools opening ceremony) in school events. During 2005-6 it is intended that Oakwood High School will consult with local groups to determine what they would like the school to offer, relationships will be nurtured with the aim of giving the local community what they want thus increasing involvement.
 - Charging appears to be a barrier that prevents groups/individuals using the schools facilities or participating in activities, Oakwood will continue to give due consideration to any local group, initiative or organisation however they will also continue to look to cover any costs that may be incurred.
 - Targets – The specialist college submission outlined a number of different targets. After deciding to consult with selected groups it is likely that the targets will change to demonstrate the fluidity of community activities/groups.
 - As mentioned in the introduction Oakwood High School moved into new premises in 2004, however the delay in the completion of the new PFI school resulted in a number of issues.
 - Building unfinished.
 - Faulty hardware.
 - Difficult to maintain links with groups local to previous building.
 - Relationship with the facility manager strained.
 - Confusion over what can and cannot be done on sight.
 - Limited access to school.
 - Limited storage
 - Dark room and kiln room not completed on time resulting in course content not being fully functional.
 - RMT completed August 05, limiting the learning opportunities RMT could offer
 - Food technology room not completed until August 05, cookers had to be replaced and room possesses limited space for practical activities.
 - Partnership school relationships need to be a two way process so good practice can be shared and developed on the strengths of both parties.
 - To ensure the school moves forward as a whole it is vital that resources are shared and a balance created between Arts and Technology and other subjects. As well as sharing resources it is vital that good practice is shared and everyone is aware of the aims and objectives in the specialist college submission and how they are going to be met.
 - The logistics of working with two departments (4 subjects) needs to be considered, it was often difficult to plan cross subject events and arrange meetings due to other commitments.
-

- We have made real progress in unlocking the value that ICT can bring to education with training initiatives, e-learning and mobile classrooms. However there still remains the potential for real transformation that will not only benefit pupils, teachers and other professionals working in the school, but also the school itself and the local community.

Suggested modifications

- To gain 5% level 4+ by the end of KS3 in D&T.
- 64% (20 pupils) gain GCSE A-G grades in D&T.
- Evidence to be kept in the pupil's current Assessment Folders.
- CAD/CAM to be introduced into the other Focus areas as appropriate to tasks/facilities.
- Run CAD/CAM taster sessions for Oakwood Youth Club and Community groups so that they can see what can be done. This could be followed by a planning session with group leaders so that they can discuss their requirements and logistical planning can take place.
- The number of CAD/CAM sessions may need to be amended depending on the type of project and which CAD/CAM process is used – Sublimation Printing and Iron-on are quick but computerised embroidery is more time consuming and requires more 1:1.
- Designated timetable slot for Specialist College Planning.
- Website project will commence early 2006.

Summary

Oakwood High Schools first year as a specialist Arts and Technology college has been challenging, mainly due to the delay in the completion of the new PFI school, however due to determination and of all staff members the school had a fantastic 2004-05. The year was topped off with the 'excellent' OFSTED inspection towards the end of the school year.

As you would expect the hard work does not stop, there are a number of challenges we must face if we are to achieve our aims such as engaging more with the local community, building on the good work that has started with the partnership schools, develop the website and continuing with e-Learning initiatives. In response to these challenges planning commenced towards the end of last year and since returning in September we have already consulted with a number of community groups and visited partnership schools to establish their requirements.

The 2003, Green Paper, Every Child Matters, published alongside the Governments response to Lord Laming's Report into the death of Victoria Climbié, proposes a range of measures to reform and improve children's care. As the only 'excellent' school in the City of Salford we have a responsibility to lead the way, one way we can do this is to ensure the school moves forward in parallel with Salford's Community Plan, which has been developed alongside the aims of Every Child Matters, it has seven pledges/themes:

1. A Healthy City
2. A Safe City
3. A Learning and Creative City
4. A City where children and young people are valued
5. An inclusive City with stronger communities.
6. An Economically prosperous City
7. A City that's good to live in.

We believe that we have influenced, as evidenced in this report, all the above in some way or form and that our achievements will not only benefit Oakwood High School but all of Salford.

