SELF EVALUATION DOCUMENT 2023-2024

NUMBERS ON ROLL:

- 56 pupils in Foundation (Years 5,6 & 7)
- 174 pupils in Year 8 to Year 11
- 60 students in Sixth Form
- 5 supported internships
- 18 pupils in the DP
- Total number of pupils 313

ETHNICITY –

- 4.5% are white with other background
- 5.1% are black/black British
- 4.5% are Asian/Asian British
- 8.9% of pupils do not have English as a first language
- 78.7% are white British
- 7.1% other

SEN

- 100% of pupils have a Statement of SEN/EHCP

PUPIL PREMIUM

- 64% of pupils are eligible for Pupil Premium across all sites

LAC/CP

- 5 pupils are Looked After Children (LAC)
- 5 Pupils are subject to Child Protection Plans (CP)
- 2pupils are a Child in Need (CIN)
- 10 pupils require Early Help
- 7 pupils have Positive Handling plans in place.
- 112 pupils have pupil profiles.
- 12 pupils have Risk assessments.
- 13 pupils referred for counselling

Therefore, Oakwood is a much larger than average special school with high numbers of children eligible for pupil premium and high numbers of CFC (LAC) and CP.

SELF EVALUATION DOCUMENT 2023-2024

SUSTAINED EDUCATION, EMPLOYMENT OR TRAINING DESTINATIONS

- 2018   100% were sustained
- 2019   100% were sustained
- 2020   100% were sustained
- 2021   100% were sustained
- 2022   100% were sustained

Therefore, pupils leave Oakwood and have good foundations so are able to access and sustain further education, employment or training.

PERMANENT EXCLUSIONS

- 2018   Zero
- 2019   Zero
- 2020 Zero
- 2021 Zero
- 2022 Zero

FIXED TERM EXCLUSIONS

  2018–19 Zero

  2019-20 Zero

  2020-21 Zero

  2021-22 Zero

  2022-23 Zero

- Exclusions rarely go above zero

BEHAVIOUR - Incidents of serious behaviour recorded in SIMS:

- 2018-19 – 72
- 2019-20 – 10
- 2020-21 – 10
- 2021-22 – 14 (more pupils on roll)
- 2022-23 - 17 (more pupils on roll, pupils wrongly placed and have now moved on)

Behaviour has rapidly improved since last inspection. This is because of the intervention of the SMART room and a team of Learning Mentors working pro -actively with young people. Development in the curriculum has engaged more learners. All staff are now Team Teach trained now and are actively de-escalating potential situations. We have employed a Trust Counsellor to work across sites to offer therapy for pupils. Mindfulness training has been delivered and is used regularly. This is having an impact.

Therefore, Oakwood has a culture of excellent behaviour and highest standards which impacts positively on teaching and learning. We work with children to improve behaviour rather than just punishing them for it.

PERSISTENT ABSENCE

- Is well below the national average. Our PA is 27%

ATTENDANCE

- Is above the national average and for similar special schools. At 92% for 2022-23 and 98% with authorised absences for medical reasons being taken into account.
- No differential for attendance for pupils eligible for pupil premium and not eligible.
- No sub group has low attendance

Therefore, pupils attend regularly and therefore make excellent progress.

BREAKDOWN OF SEN – Primary need

Oakwood SEND 'Data in a Nutshell'																	
Oakwood Primary Needs Data 2015/16			Oakwood Primary Needs Data 2019/20			Oakwood Primary Needs Data 2020/21			Oakwood Primary Needs Data 2021/22			Oakwood Primary Needs Data 2022/23		
Type of primary need	Total pupils	Percentage	Type of primary need	Total pupils	Percentage	Type of primary need	Total pupils	Percentage	Type of primary need	Total pupils	Percentage	Type of primary need	Total pupils	Percentage
SPLD	17	8.02	SPLD	19	7.98	SPLD	20	6.83	SPLD	13	4.22	SPLD	10	3.13
MLD	75	35.38	MLD	86	36.13	MLD	86	29.35	MLD	82	26.62	MLD	93	29.06
SLD	31	14.62	SLD	20	8.40	SLD	24	8.19	SLD	22	7.14	SLD	22	6.88
PMLD	0	0.00	PMLD	2	0.84	PMLD	5	1.71	PMLD	5	1.62	PMLD	4	1.25
SEMH	14	6.60	SEMH	16	6.72	SEMH	25	8.53	SEMH	26	8.44	SEMH	25	7.81
SLCN	32	15.09	SLCN	46	19.33	SLCN	62	21.16	SLCN	76	24.68	SLCN	83	25.94
HI	6	2.83	HI	1	0.42	HI	4	1.34	HI	1	0.32	HI	1	0.31
VI	0	0.00	VI	1	0.42	VI	2	0.68	VI	2	0.65	VI	1	0.31
MSI	0	0.00	MSI	2	0.84	MSI	3	1.02	MSI	4	1.30	MSI	3	0.94
PD	7	3.30	PD	7	2.94	PD	6	2.05	PD	11	3.57	PD	11	3.44
ASC	26	12.26	ASC	32	13.45	ASC	51	17.41	ASC	58	18.83	ASC	58	18.13
*OTHER	4	1.89	*OTHER	6	2.52	*OTHER	8	2.73	*OTHER	8	2.60	*OTHER	9	2.81
Total pupils on roll	212	100.00		238	100.00		293	100.00		308	100.00		320	100.00

BREAKDOWN OF SEN – Broad areas of need

Oakwood SEND 'Data in a Nutshell'														
Oakwood Broad Areas of Needs Data 2015/16			Oakwood Broad Areas of Needs Data 2019/20			Oakwood Broad Areas of Needs Data 2020/21			Oakwood Broad Areas of Needs Data 2021/22			Oakwood Broad Areas of Needs Data 2022/23		
Broad areas of need	Total pupils	Percentage	Broad areas of need	Total pupils	Percentage	Broad areas of need	Total pupils	Percentage	Broad areas of need	Total pupils	Percentage	Broad areas of need	Total pupils	Percentage
C & L	123	57.48	C & L	127	53.36	C & L	135	46.08	C & L	122	39.61	C & L	129	40.31
SEMH	14	6.54	SEMH	16	6.72	SEMH	25	8.53	SEMH	26	8.44	SEMH	25	7.81
C & I	58	27.10	C & I	78	32.77	C & I	113	38.57	C & I	134	43.51	C & I	141	44.06
P, M & S	13	6.07	P, M & S	11	4.62	P, M & S	12	4.10	P, M & S	18	5.84	P, M & S	16	5.00
*OTHER	6	2.80	*OTHER	6	2.52	*OTHER	8	2.73	*OTHER	8	2.60	*OTHER	9	2.81
Total pupils on roll	214	100.00		238	100.00		293	100.00		308	100.00		320	100.00

Many pupils will have a combination of all these needs creating a complex profile of SEN.

SUMMARY OF PUPIL PROGRESS & PUPILS OUTCOMES 2022-23

The achievement of Year 11 pupils in all qualification subjects in 2022/23 continues to be outstanding. This is because pupils progress significantly from their different starting points and achieve or exceed standards expected within the school's own curriculum and in comparison, with other outstanding SEND schools. Pupils attain relevant and purposeful qualifications so that they can progress to the next stage of their education. Please see the headlines below:

- 100% of pupils attaining at least an Entry Level Qualification,
- 88% achieving 5 Qualifications at EL or better.
- 100% of pupils receiving a Maths Qualification (GCSE/EL/FS)
- There is a much higher percentage now completing EL2 and EL3 qualifications than EL1.
- 98% of pupils achieved an English Qualification (GCSE/EL/FS), the 2% represent one student who did not achieve their qualification due to attendance.

Our examination results show that we are now exceeding pre pandemic levels. This will be a key piece of information during inspection. 98% this year 98% last year, 88% and 89% during lockdown/covid and pre pandemic was 92%.

We have received our highest GCSE scores of recent years with a Grade 5 in Maths and English and 3 GCSE Grade 4s in Art. The total number of qualifications is 284 (the highest since analysis started in 2014).

We are working on raising the outcomes for pupils in Science to be more in line with those of Maths and English.

Our KPI demonstrates that the vast number of pupils at our school are working at the target level across the vast majority of subjects. Science have the most students working below target.

The current PP level across the school is 64%. Performance across PP and NPP groups is relatively consistent. Where there are any differences, it tends to be in the number of pupils working above targets, e.g., +8% NPP working above target in English. The gap is much smaller than the National Average (55.4% of NPP pupils achieving a grade 5 in Maths and English GCSE vs 28.4% for PP.)

We will now look to push PP pupils from the OT to AT.

EXAMINATION RESULTS

	2013		2014		2015		2016		2017		2018		2019		2020		2021		2022		2023	
	/39	%	/35	%	/33	%	/46	%	/25	%	/30	%	/26	%	/35	%	/33	%	/40	%	/43	%
GCSE in both Eng & Maths	8	21	4	11	12	36	9	20	0	0	0	0	3	12	0	0	2	6	0	0	4	11
Qualification in Eng & Maths (GCSE/EL/FS)	39	100	31	89	31	94	46	100	25	100	27	90	24	92	31	89	29	88	39	98	42	98
Maths Qualification (GCSE/EL/FS)	39	100	34	97	32	97	46	100	25	100	27	90	25	96	32	91	30	91	39	98	43	100
English Qualification (GCSE/EL/FS)	39	100	32	91	31	94	46	100	25	100	30	100	25	96	32	91	29	88	40	100	42	98
5 GCSEs	21	54	4	11	10	30	8	17	0	0	0	0	1	4	0	0	1	3	0	0	0	0
Entry Level Qualification	39	100	35	100	33	100	46	100	25	100	30	100	25	96	33	94	32	97	40	100	43	100
5 Qualifications at EL (or better)	38	97	30	86	32	97	46	100	24	96	27	90	23	88	31	89	29	88	33	83	38	88

We have a strong examination culture at Oakwood and all pupils leave Year 11 and Y13 with an excellent range of qualifications, including English and Mathematics.

SELF EVALUATION DOCUMENT 2023-2024

- Our Sixth Form opened in September 2013 with 13 students. The Sixth Form is now up to 71 students with 7 supported internships in place for 2022-23. We now have a new 19 -25 provision which opened in Oct 2020 called the Excel Hub. We started with 5 students. Named after an ex student who passed away this year. Numbers in the excel Hub have continued to grow and they now have their own premises in Media City.
- Provision Mapping and Strategy Intervention processes were introduced into school in 2013-14 to ensure the effective and measured impact and deployment of Teaching Assistants. This is proving to be very effective.
- A new policy for marking of pupils' work was introduced across school in 2014, 2018 , in 2020 (due to Covid) and 2021. Practical subject areas are giving feedback in an appropriate way to that particular subject.
- Oakwood was designated a National Support School in February 2015.
- We lowered our age range by two years and began taking Year 5 and Year 6 pupils in September 2015. This was to promote effective transition from primary to Y7, which many pupils struggled with resulting in a number of months rapid and sustained progression being lost whilst we settled new pupils into school and carried out baseline assessments.
- We converted from a Single Academy Trust to a Multi Academy Trust in July 2015.
- We won the Youth Sport Trust annual PE Department of the Year Award in 2015.
- A Pupil Premium review was undertaken in 2020.
- We were designated a National Teaching School in February 2016.
- We significantly enhanced cutting edge technology through school, with use of immersive space and Pro-Wise technology.
- We have undergone curriculum reform.
- We have introduced new assessment guidelines. In each subject, pupils follow Programmes of Study (PoS) which link to Oakwood Learning Stages (OLS) and the National Curriculum objectives. Pupil progress is tracked against these Programmes of Study using the language Emerging, Developing, Secure and Mastered.
- We have built a new website and had it reviewed externally several times to ensure we meet statutory requirements. Marketing has been reviewed.

- We have had our Safeguarding policies and procedures, curriculum, behaviour for learning and Governance rigorously scrutinised by external consultants on several occasions over the past 3 years.
- PREVENT training for all staff has been put in place. WRAP training and E Safety/Online Safety has been delivered to all staff and Governors. Senior staff and Governors have also attended Core Group, CSE, Forced Marriage, Safer Recruitment, Human Trafficking, Preventing Gang Culture and the 2 day Foundation training as additional to Basic Awareness CP training, which is delivered annually to all staff.
- Governors have adopted a definition of what traditional British Values are and this is promoted through all communications in school and through all policies.
- Unisex toilets have been put in place in school to ensure there is provision for pupils and staff who are transgender.
- We began to actively promote the issue of 'identity' and the acceptance of people for who they are and how we should not promote prejudice.
- The canteen has been re furbished so we can deliver 'family service' at lunch time.
- A new House system and Class Dojo has been introduced to support positive behaviour.
- The playground has been fitted with new external play equipment.
- A new library has been installed.
- Significant support for mental health has been introduced with trained Counsellors in school to work with identified children.
- A prayer room has been made available to support those of all faiths and provide a quiet reflection area.
- We appointed our own full time Careers Guidance Advisor to give support to pupils throughout school down to Y8 on employability and the skills young people need to enter the work force.
- Significant work has been undertaken with both teachers and Teaching Assistants to ensure effective deployment.
- A new Trust Board has been put in place to lead the Academy Trust. We have moved to 'professionalise' our governance structure and have head hunted expert Trustees because of their knowledge and professional experience.
- The school was inspected November 2017 and was found to be outstanding.
- We applied for Salford's Free Schools in September 2019. We were successful with our Salford application and will be opening the Acer Academy in January 25.

- During the Summer term 2022 6th form have secured the use of a shop at Quayside Media City. We are using this as a base to run an Oakwood Community Shop. It is allowing work experience for all sixth form students, alternative provision for students at Oakwood and allowing the retail group to have hands-on retail experience. We are looking to appoint three apprentice' to work at the shop for the next academic year (Sept 23). We are hoping this will be the beginnings of our own traineeship provision.

- Support has been put into place for Kassia Academy via Kings Academy Trust. This has involved work being undertaken by Oakwood Academy staff to raise standards at Kassia. This includes appointing a team of Directors for Safeguarding and Teaching and learning. This includes senior staff from Oakwood Academy as a centre of excellence. This has proved to be a successful piece of work as proven by the recent OFSTED inspection of Kassia Academy (May 22) and will continue to develop over time as more schools come into the Trust.

- Summer 23 transition took place to move our Silver Street SEMH provision onto the main Eccles site. From September 23 our 18 students are now based at Oakwood main site in our newly refurbished enhanced resource provision. Students are now accessing their learning within the main body of the school, mixing with their peers and forming good relationships both with staff and pupils. KS4 students are accessing offsite learning such as Duke of Edinburgh and Horticulture and have access to the wider range of options by being on main site.

- We have increased the intake of year 5/6 primary children due to a new bespoke primary provision being set up over at our Silver Street site in Irlam. This has allowed us to grow to 19 pupils and have 2 small primary classes in their own primary setting.

The impact of all of this work is that the quality of Teaching and Learning has been strengthened further over a five-year period. This means pupils are making rapid and sustained improvements from their starting points. The highest standards are rigorously maintained, supported and challenged.

NEXT STEPS

We continue to train teachers through the School Direct programme. This will support the difficult recruitment of high calibre candidates we face as a special school.

We will work to grow our next future leaders in order to succession plan.

We will work with the Trust to increase attendance for Persistent absent pupils by developing a package of online learning in line with peers to support PA pupils.

Support for pupil's social, emotional and mental health is being developed by us employing a trained Counsellor to work with pupils two days a week across the different campus'.

The PAN for the 6th form has increased to 100 and the additional 6th formers will be at Media City Salford Quays. Aim over next few years is to get numbers from 75 to 100.

SDP 2023-24

Quality of Education:

To implement a comprehensive cross curricular linked framework to enhance curriculum integration and coherence.

To have a head of RE & MFL in place to have a robust assessment system in these subject areas.

All teaching staff to have had oracy training and for Heads of department to have a document in place detailing how oracy will be embedded in their subject.

For Science, Technology, Computing, Art, RE and PD to have mapped curriculum enhancements for planned trips/visits to take place this year.

To have an assessment system in place measuring what pupils know, understand and can in every subject area.

Quality of Behaviour and Attitudes:

To raise attendance figure to at least pre pandemic levels of 98%

To Reduce persistent absence by 10%.

To reduce the number of incidents of classroom disruption and socially unacceptable behaviours within key Stage 4 by 30%.

To embed the whole school staff wellbeing team to support staff mental health and morale.

Quality of Leadership and Management:

To restructure subject leads in MFL, RE, Humanities and Science

For all primary pupils to have full access to the new curriculum on the new primary site.

For 50% of Designated provision students to have access into the main body of school lessons.

To create a senior management team to succession plan for future growth

To complete all targets in the Teaching Assistant action plan.

Quality of Personal Development:

To have a whole school curriculum map with a top level view of SMSC.

To have a character education framework that is delivered through outdoor education and measured through evidence for Learning.

For 10% of year 11 pupils to have work experience at our Oakwood Community shop and café.

Quality of Education at Oakwood's Designated Provision:

To expand the range of qualification options by 75% for all Key Stage 4 pupils.

To increase enrichment opportunities linked to the curriculum by 50% with off-site activities for DP pupils.

To link in with 6th Form Oakwood provision to provide work experience opportunities for all KS4 DP pupils by accessing the 6th form shop and cafe.

Quality of Leadership and Management at Oakwood's Designated Provision:

To ensure a smooth transition for pupils accessing lessons from the DP provision to the wider school by collaborating with Head of Department.

To lead on ELKLAN intervention across the Academy.

Quality of Education at Oakwood Academy 6th form:

To introduce Travel and Tourism and Science to the curriculum to build on the vocational qualifications with 100% of Year 12 gaining a level 1 award and 80% moving on to the certificate.

To work will all Key Stage 4 pupils to maximise the referrals for the sixth form to 75 places.

To have the RARPA assessment tool in place to track personalised targets for all THRIVE students.

Key Lines of Inquiry 2023-24.

- Attendance is below the national average. This is because we have considerable numbers of children with medical conditions. The pastoral team acts swiftly to intervene where individual pupil's attendance is a cause for concern.

- Leadership of RE & MFL is developing- We are looking to have middle leaders in place by the end of this academic year.

- Leadership of Science – been unable to recruit Head of Department. Plans are in place to move this forward over time.