

OAKFIELD SCHOOL

PROSPECTUS

2017/2018



Information relating to individual schools published in accordance with the Education Act 1996 and by Kingston upon Hull City Council and on behalf of the Governors of Aided Schools in Kingston upon Hull for admissions from September 2004.

**OAKFIELD SCHOOL
HOPEWELL ROAD
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SCHOOL CLASSIFICATION

Co-educational Emotional, Social and Mental Health Needs, (ESMH), capacity for a 67 place day school with a term time 35 place residential provision.

HEADTEACHER - Mrs R M Davies

HEAD OF CARE - Mr D Leeman

DEPUTY HEADTEACHER – Miss L Foley

DEPUTY HEAD OF CARE – Mrs S Cockerline

GOVERNORS

NAME	GOVERNOR TYPE	DATE OFFICE ENDS
Mr Lee Morfitt - Chair	Co-opted	31/08/2018
Mr Brian Hick	Co-opted	06/11/2018
Mr Mark Nickolay	Associate	27/01/2018
Mrs Tara Bilton	Associate	21/01/2018
Mr Chris Straker – Vice Chair	Co-opted	28/08/2018
Mr Ken Jordan	Parent	28/08/2018
Mrs Ellie Batty	Staff	30/04/2019

NUMBER ON ROLL : 67

AIMS AND MISSION

We aim

-  to create a safe and secure learning environment in which high standards of behaviour and commitment are clearly expressed and realised;
-  to create a culture of high expectations and success for pupils, providing a flexible curriculum that engages and motivates groups of pupils and individuals;
-  to promote a sense of responsible citizenship in our pupils;
-  to build a professional community of teaching and support staff within the school, developing leadership skills and teamwork;
-  to build a capacity for futures thinking, problem-solving and planning and distributive leadership;
-  to establish collaborative working with other schools;
-  to support and facilitate inter-agency work as part of a broader community approach to learning;
-  to establish and/or maintain and develop positive working relationships with parents and carers for the benefit of the child.

In all these endeavours we will create a culture of pride in our school and raise its profile in the community and across the city. We will take opportunities to reward and celebrate our successes and will acknowledge and seek ways to rectify our mistakes.

MISSION

At Oakfield, we believe it is every pupil's right to expect excellent teaching of an enriched and engaging curriculum, in a safe learning environment, which will enable them to reach their full potential so that they become prepared for adult life.

-  We believe that education is about acquiring good personal and thinking skills, developing communication and ICT skills; it is about becoming creative and reflective.
-  We believe that education is also about developing self-confidence, maturing socially and emotionally and becoming independent, able to make sound lifestyle choices based on enquiry and reasoning.
-  All our pupils will be treated fairly and with respect;
-  We believe we should set challenging targets for both staff and pupils, building on strengths and striving for improvements.
-  To promote high standards in lessons and behaviour, we will have effective systems for reviewing and developing our practice as part of our self-evaluation and quality assurance programme.

VISITING ARRANGEMENTS

Parents or carers of students who might be coming to Oakfield are welcome to visit the school beforehand to have a look round and talk to the Head Teacher or another senior member of staff. This is an opportunity to ask any questions you might have.

Parents or carers are always welcome into school, but it is usually wise to make an appointment first so that you can be sure of seeing someone.

ADMISSIONS POLICY

Oakfield will accept students who have an educational statement / Educational, Health and Care Plan that describes a child with Emotional, Social and Mental Health Needs who is of broadly average ability. If it is felt that these needs can be met within a day special school, then it is likely that a place will be offered.

SCHOOL DATES

SCHOOL TERM DATES – SCHOOL YEAR 2017/2018

Autumn Term	4th September to 20th December 2017		
Mid Term Break	27 th October 2017 – 6 th November 2017	School Re opens	6 th November 2017
End of Term Holiday	20 th December 2017 - 8 th January 2018	School Re opens	8 th January 2018

Spring Term	8th January to 23rd March 2018		
Mid Term Break	9 th February to 19 th February 2018	School Re opens	19 th February 2018
End of Term Holiday	23 rd March 2018 – 9 th April 2018	School Re opens	9 th April 2018

Summer Term	9th April to 25th July 2018		
May Day (closed) Monday 7th May 2018			
Mid Term Break	25 th May to 4 th June 2018	School Re opens	4 th June 2018
End of Term Holiday	25 th July 2018		

The school day is from 9.00am to 3.00pm

STAFF TRAINING DAYS

Autumn Term	Monday 4 th September 2017	Tuesday 5 th September 2017
Spring Term	Monday 8 th January 2018	
Summer Term	Monday 9 th April 2018	Monday 2 nd July 2018

SCHOOL DISCIPLINE

In order to maintain a safe and secure learning environment, our approach to all students is based on consistency. We will deal with issues sensitively, fairly and kindly; we will show understanding and seek ways out of difficult situations.

BEHAVIOUR

Oakfield has a carefully thought out Discipline and Behaviour Management Policy which all students need to follow. This policy is shared with new students and their parents or carers. It describes the agreed routines, procedures and practices that have been adopted by staff and Governors. If difficulties ever arise, we like to involve parents or carers so that together we can work out the best solutions. If damage is caused deliberately, the school will ask for a financial contribution for the repair,

DISCIPLINE AND BEHAVIOUR MANAGEMENT

The processes used at Oakfield School are laid out in detail in the document "Discipline and Behaviour Management Policy". Pupils' behaviour is managed through the application of clear rules, processes and consequences agreed with young people as being in everyone's best interests.

Positive behaviour is highlighted and rewarded as a key management strategy and the response to misbehaviour emphasises reparation, restitution and education in pro-social behaviour rather than sanctions. As far as possible, pupils are given responsibility and assistance to develop and manage their own feelings and behaviour rather than relying on the imposition of an imposed management framework.

There are clear guidelines for all staff on the range of rewards and a hierarchy of sanctions that may be used. Sanctions are always kept to the minimum necessary.

Oakfield School runs a Friday Rewards System, which supports the vision statements to raise self-esteem, tackle behaviour problems and encourage a positive work ethic; all students will have their achievements and endeavours recognised. Verbal praise plays an extremely important part in these aims. How we speak to students effects how they perceive themselves.

This rewards system operates across the whole school alongside all other schemes designed to improve the learning environment for our pupils.

The rewards scheme is designed to provide opportunities for our pupils to experience success and to raise their self-esteem.

We endeavour to engage pupils in friendly conversation about interests and hobbies before tackling academic or behavioural issues. We ask students to describe their problems and give time for them to express themselves. This can then be the starting point for any self-improvement process. Raising some pupils' self-esteem is often a pre requisite to raising their academic achievement or improving their behaviour.

At the end of each term the children participate in end of term rewards. These rewards indicate the successful term each child has had by gaining over 2,000 point per each 6 week term. Some of the activities on offer are Big Fun, Go Karting, Laser Quests, Cinema and other various activities

In addition to this a new initiative was introduced into the school , called VIVOS - this system is for extra recognition for achievement the pupils have made, again these are points achieved and are converted into prizes. The pupil can achieve by excelling in positive behaviour around the school.

Inspire your students today... because every Vivo matters!

Vivo Miles is the national school rewards platform. “Vivos” are awarded in line with a school’s rewards policy and redeemed against relevant rewards. A unique and innovative solution, designed to support student recognition, increase student engagement and drive positive learning outcomes.

ANTI BULLYING / RACISM

Oakfield School strives to create an environment where young people can be supported in addressing their educational, emotional and social needs and strive towards their full potential.

All forms of bullying/Racism interferes with achieving this aim. Therefore, such behaviour will not be ignored. The staff team will be proactive in their use of the strategies and systems in place to address bullying/Racism at all levels. While providing opportunities for change for those who are bullying and those who are bullied.

Bullying happens when one person exerts some form of power, in a negative and /or oppressive way, over another person. Bullying is an abuse of power and Oakfield School has a robust and clear policy to deal with this.

Other related school policies that support this Anti-Bullying Policy include Equal Opportunities Policy, ICT Policy, PSHE Policy, E-Safety Policy, Child Protection Policy, Equalities and Diversity Policy, Attendance Policy, SEN Policy, Positive Handling Policy and Behaviour Policy.

Vision Statement

At Oakfield School we will meet the needs of each and every child, promote positive values and aim to make every day enjoyable and rewarding. We will work in partnership with parents, families and our community to provide a calm, safe and nurturing environment where people respect each other and feel happy, secure and valued.

We encourage children to aim high in everything they do. We believe in developing individual talents and celebrating success in all aspects of school life. Our lessons, supported by new technologies and extracurricular provision, will nurture curiosity, inspire a love of learning, foster independence and equip our children with the skills they need for the future.

By having high expectations and a relevant, creative curriculum, we will bring out the best in everybody.

Equal Opportunities Statement

At Oakfield we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex or sexual orientation. We embrace the individuality of all our community members and comply fully with The Equality Act 2010.

COMPLAINT PROCEDURES

Oakfield School has a detailed Complaints policy and procedure that is available to all pupils, families, staff and external agencies. Young people attending Oakfield School have the complaints procedure explained to them so they understand how to make a complaint. Complaints can arise in three ways, from a young person/parent/carer, from a member of staff or from an outside agency.

The emphasis at the first stage of a complaint is on problem solving by staff and their managers. The aim is to address concerns and solve problems at the earliest stage. It is however, important to respect the rights of pupils to have their complaint investigated further if they are not satisfied with initial attempts to resolve the problem. They may also make a complaint to the Local Authority or Ofsted.

Where a complaint is received from a member of staff this is referred to a senior manager and attempts are made to resolve this at a local level. If the member of staff is not satisfied with any resolution the complaint will be processed through the schools Grievance Procedure.

If the complaint emanates from an outside agency it would be handled by one of the Senior Leadership Team in the hope that it would be resolved by discussion between the parties.

RETURNING FROM EXCLUSION

On return to school from fixed term exclusions all pupils require a Back to School Meeting. This is to discuss the reasons for their exclusion and talk about any incidents that have taken place. Back to School Meetings are essential for pupils to have a smooth reintegration back into the school setting and to provide a restorative session with additional staff if needed. Pupils have the opportunity to address their issues with parents/carers present and voice any issues or concerns they may have. All meetings are recorded via minutes and kept in the students data file online and with the Behaviour Manager.

GOVERNORS' DUTIES

As part of its legal duty, and after consulting with the whole school community, the school's governing body has drawn up a statement of principles and has agreed a set of aims.

Those that relate directly to behaviour and discipline are as follows:

-  to create a safe and secure learning environment in which high standards of behaviour and commitment are clearly expressed and realised;
-  to create a culture of high expectations and success for pupils, providing a flexible curriculum that engages and motivates groups of pupils and individuals;
-  to promote a sense of responsible citizenship in our pupils;
-  to support and facilitate inter-agency work as part of a broader community approach to learning;
-  to establish and/or maintain and develop positive working relationships with parents and carers for the benefit of the child;
-  to establish collaborative working with other schools.

PARTNERSHIP WITH PARENTS

Central to our work at Oakfield is partnership work. One of our aims is to establish and/or maintain and develop positive working relationships with parents and carers for the benefit of the child.

Parent Governors are elected by parents and carers to represent them in the decision-making process. They can be contacted through school.

We have developed strong links with parents and carers. These are some of the ways in which we do this:

-  Individual termly education planning meetings
-  Individual Annual Reviews (Education, Health and Care Plan)
-  Emotional Wellbeing Team liaison with Parents
-  Newsletters
-  Links made by our own multi-agency Co ordinator
-  Home visits by our school Team
-  Questionnaires on issues of importance
-  Invitations to school activities and meals within the Residential Provision
-  Information booklets, (e.g. on health issues)
-  Regular contact with home
-  Parenting Support Groups

Parents are asked to make a commitment to the school's Discipline and Behaviour Management policy by reading "Our Commitment to working together"

Parenting Groups

Oakfield School are fully committed to ensuring that all parents feel supported and listened too. This year we introduced a new initiative with the school parenting group.

When a parent has a child with an additional needs their world can be filled with many unanswered questions, sometimes they feel isolated and worried about their child. By introducing our parent group is a great way of preventing anxieties. They are able to work not only with the staff group but other parents. They find answers and a source of reassurance and understanding and realise they are not alone and other parents are feeling and experiencing the same difficulties.

The parent groups can share information about the needs of their children, school services, local policies, funding sources and emotional support and much more.

Two groups of identified parents/carers consisting of around 10 parents in each group

Parent Support Groups Meet in one of our residential houses - 2 mornings per term.

Following on from this we will be looking at introducing other agencies, local charities, staff within school to discuss areas that may be beneficial to the parents and child.

-  Aim Higher
-  Food for life
-  Women's Aid
-  Homeless Charity

EXTRA CURRICULAR ACTIVITIES

We extend teaching beyond the classroom and lesson times so that we can provide an all-round learning environment. For example, we have a Breakfast Club for students on arrival each morning. At break and lunch times, students are able to choose from a range of activities; these include individual and team games and sports, ICT, music, art and personal care. The residential provision offers extended day activities for students up to 8.00pm Monday – Thursday.

RELIGIOUS AFFILIATIONS

The School is not affiliated with any particular denomination. However Oakfield School is committed to enabling pupils to pursue their own religious and cultural beliefs. The Residential Managers will ensure each pupil is encouraged to specify his or her own religious and/or cultural preferences. Families/Carers/Advisors may be able to assist if the pupil agrees. All reasonable steps will, thereafter, be taken to ensure each pupil is afforded the opportunity to pursue their religious and/or cultural beliefs in an atmosphere that is supportive and enabling and wherever possible in the company of likeminded individuals as preferred and including attending religious services, identifying suitable venues for religious observance and following any specific regimes in terms of meeting spiritual needs. The school will not promote any particular form of religious beliefs but will provide support, guidance and information on a range of religious and cultural followings. Where necessary, staff will be trained in the awareness of others cultural and religious beliefs and should ensure they respect the pupils rights and choices.

SCHOOL DRESS

The school dress code is based on self-awareness and self-esteem. Although there are no uniform requirements, students are encouraged to come to school clean and tidy, wearing clothes suitable for weekday activities. It is expected that suitable games and sports clothes will be provided for PE. Jewellery can cause a risk to the student's safety, and for these reasons, jewellery must not be worn in certain lessons, e.g. PE, Science and Technology. Students will be asked to remove any jewellery considered to be dangerous. In order to protect floor surfaces, shoes with pointed heels are not allowed. The Health and Safety Policy is available for reference.

MEALS

School meals are offered on a daily basis at a cost of £2.10 per day or £10.50 each week. Parents who are eligible for school free meals should ask at their child's initial interview for an application for free school meals. Menus are planned on a weekly basis and are designed to provide a varied and nutritionally balanced diet. Menus are provided in a format appropriate to individual need. Pupils' personal and cultural preferences are catered for by direct consultation and/or naturalistic observation on a daily basis by the staff responsible for meal preparation.

Meals are normally taken in the dining area on a communal basis but provision is made for pupils to eat in another room should they choose to. Food is presented in an appetising way to encourage enjoyment.

KEYWORKERS ROLES AND RESPONSIBILITIES

The Senior Management Team will allocate a Keyworker to each child/young person; their work will be overseen by a Senior Childcare Officer, Residential Manager and Behaviour Managers.

In identifying suitable named people, the race, religion, culture, gender and preferences of the child/young person must be taken into account.

The Role and Responsibilities

A Keyworker provides the child/young person with:

-  A voice
-  An organiser
-  An administrator
-  A listener
-  A mediator
-  A planner
-  An advisor
-  An advocate
-  A role model
-  A co-ordinator
-  Consistency
-  The Keyworker provide support whilst the pupil is at Oakfield, and during times of transition.

It may be that the child/young person will themselves identify those staff, with whom they feel most comfortable to fit these roles.

In no way does this compromise the role of the Keyworker, as it is the responsibility of all staff to communicate and record appropriately on each young person with whom they have contact, using the assigned Keyworker as the focal point.

Assessment

The Keyworker will complete a report within the first six weeks of admission for the six week review meeting to be held with parents.

On Admission

Where possible, the Keyworker is required to guide the child/young person through the expectations of Oakfield.

On admission or first rota duty, Keyworker should ensure that:

-  All admission procedures have been completed and that the Pupil Record, the front page of the child's file (stored in the main admin office) is complete and correct.
-  The young person has no immediate religious or cultural needs. It is essential that information on religious persuasion is recorded.
-  The child/young person has no immediate clothing needs.
-  Time is spent with the child/young person to ensure they have a full understanding of their situation and the role of the Keyworker.

Administrative Responsibilities

Each Keyworker is required to carry out a number of tasks which are essential to the administrative functioning of the child/young person within Oakfield.

- 📄 Ensure that the young person's care status is clear and known by all staff members. The implications of this status should be clearly defined.

It is also the responsibility of the Keyworker to ensure that the following records are kept in good order and up to date:

- 📄 Main File - This is a key role.
- 📄 Medical records.
- 📄 Online Diary entry , including a chronology of issues/incidents where appropriate.
- 📄 Prepare and produce written reports as and when required.
- 📄 Maintain and review the IBEC, Positive Handling Plan half termly paying particular attention to their Risk Assessments which will be altered in the light of any specific concerns.
- 📄 Make arrangements, attend and plan for annual reviews and other meetings as applicable i.e. House meetings

STAFF TRAINING

Our school is committed for each member of staff to grow and develop in all aspects of their career.

In order for these areas to be developed you will be required to attend supervision sessions with your designated Line Manager once each half term.

However, Staff are also encouraged to approach Line Managers with any issues and or difficulties they may have. During these sessions you will also be discussing the pupils, house/ school's record keeping; personal issues any other matters arising.

These sessions are recorded/ documented and a copy is placed in your personal file. Will be required to sign and date them as a true and accurate record of the discussion. You will also be required to sign and date the supervision record log.

Once your training and development needs are identified, these are passed on to CPD coordinators and Leanne Foley (Deputy Head - Strategic Senior Leadership Team) and Phil Jackman (Residential Manager)

MEDICAL CARE

Oakfield School takes an active approach to health care, providing for each child/young person a full health assessment. This will include treatment for any health need and identified areas for future health education.

Health/ Medical information is collated through the assessment and admissions process. This will provide basic information and identify any health needs, for example problems with sight or hearing, which will then be followed up. Oakfield has access to the school nurse service and it is vital that advice is sought from them where necessary.

It is essential that the school is aware of any Health/ Medical conditions, such as asthma, epilepsy and diabetes. This must be clearly recorded as must any information about allergies/allergic reactions in the front of the child/young person's main file. Also this information will be documented and shared in the students online diary, IBEC and across the staff team via the communication book and staff meetings.

If a child becomes ill at school they should be taken to the medical/first aid room to be assessed. If necessary the parents may need to be contacted for them to go home and the necessary transport arrangements made. If the

parents cannot be contacted the child should remain within the medical / first aid room, made comfortable and appropriately supervised until parents/carers are informed.

When a young person who is boarding is taken ill they will initially be cared for in the residential house whilst a decision is made as to whether they can remain at school or whether they need to return to the care of their parents/carers. Where this is necessary arrangements need to be made and transport arranged.

If a child who boards becomes unwell during the night they will be supported by staff and if necessary a doctor will be called. If considered appropriate the parents/carers will be contacted in the morning and arrangements made to transport the child home. If the condition is serious the parent/carer may need to be contacted during the night.

A pupil with a prior condition which deteriorates, e.g. epilepsy or diabetes, will be assessed and the necessary medication/action taken. Parents will always be contacted in these situations.

CHILD PROTECTION

Child Protection and the Safeguarding of pupils are given the highest priority at Oakfield School. The school has a designated Child Protection Co-ordinators Jayne Oakley and Deputy Child Protection Coordinator Joanne Jordan who are responsible for addressing any issue which may in any way relate to Child Protection and Safeguarding.

Our Child Protection procedures are in line with the 2001 Regulations and are also consistent with the local policies and procedures agreed by Hull City Council and Hull Safeguarding Children Board. We ensure the provision of mandatory training for all staff in the prevention of abuse, recognition of abuse, dealing with disclosures or suspicions of abuse and our child protection procedures.

Procedural guidance for staff demonstrates the systems required in order to protect children and minimise the risk of abuse whilst the child is living at the school.

We have good links with other agencies concerned with Child Protection and the Child Protection Co-ordinator liaises with Hull City Council Social Services and the young person's placing authority (if different) if and when appropriate. All procedures follow local authority guidelines on Child Protection in Residential Schools (Children Act 1989).

Ofsted will also be notified of any child protection issue. The parents/carers of any child involved in a child protection issue will be notified of all developments by the school, if this is appropriate. The placing authority will also be informed.

EDUCATION, HEALTH AND CARE PLAN

Pupils that have a statement of educational needs or an Education Health Care Plan (EHC) will annually have a review of their achievements/progress they are making at the school. Prior to this meeting parents, carers and social worker (If applicable) will be given opportunity to complete a parental views forms, if support is required to completed these Jayne Edwards – Quality Assurance Co ordinator will make an appointment to visit you at your home or at the school. Jayne Oakley will coordinate the Looked After Childrens parental view forms .Generally the Schools Special Educational Needs Coordinator (SENCO) - Sam Hodgson will chair these meeting alongside a member of the teaching Staff and Child Care Staff. It is vital Parents/Carers or Social Services if applicable attend so that a whole view of progress or possible difficulties are identified. All written reports are sent out to Parent/Carers prior to the annual review, this gives more opportunity for them to highlight their concerns or state how well their child is doing.

EDUCATIONAL VISITS

Safely managed educational visits with a clear purpose are an indispensable part of a broad and balanced curriculum and a vibrant part of Oakfield as a successful school. They are an opportunity to extend pupils' learning and enrich their appreciation and understanding of themselves, others and the world around them. They can be the catalyst for improved academic performance, a lifetime interest or in some cases professional fulfilment. They are to be encouraged.

Every pupil at Oakfield has the opportunity to benefit from educational visits. This should form a significant part of the work undertaken with pupils during normal school hours, supporting the curriculum wherever practical. In addition, educational visits will form the basis of much of the evening activities programmes planned to support the identified needs of pupils.

All staff that are involved with the visits process should have access to the EVOLVE website.

Governors will be informed of all residential and adventurous visits and will have oversight for the visits process in accordance with LA guidance.

THE SCHOOL CURRICULUM

Oakfield School is a co-educational special school for pupils with a statement of special educational needs in that they have emotional and behavioural difficulties. These pupils are in Key stages 3 and 4. Whilst it is impossible to generalise on the nature of these problems, they inevitably necessitate approaches to classroom management which may restrict or modify the range of teaching styles which can be used. In addition, within the relatively small pupil population, there is an extremely wide range of abilities with many pupils exhibiting learning difficulties and/or delay in their learning which again influences the teaching approaches used.

EFFECTIVE LEARNING

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

-  investigation and problem solving;
-  research and finding out;
-  group work;
-  pair work;
-  independent work;
-  whole-class work;
-  asking and answering questions;
-  use of the computer;
-  fieldwork and visits to places of educational interest;
-  creative activities;
-  watching television and responding to musical or tape-recorded material;
-  debates, role-plays and oral presentations;
-  designing and making things;
-  Participation in athletic or other sports.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

CURRICULUM MODEL

KEY STAGE 3

At Key Stage 3 all students study English, Maths, Science, Information Communication Technology (ICT), Art and Design, Design and Technology, Humanities (Geography, History and Religious Education), Physical Education, E-Safety, Lexia, Maths Symphony, PSE and Health and Social Care.

KEY STAGE 4

At Key Stage 4, all students study Maths, English, Science, PSE, ICT (EDCL), PE, Princess Trust (Yr11), Preparation for Working Life and Duke of Edinburgh (Year 10). In addition to this, all students are expected to study a Humanities (Geography or History) a Design Technology (Resistant Materials or Food). Students are then entitled to opt for up to one of the following subjects Art, Photography or Leisure and tourism. Alternative accredited courses are made available to some students depending on their individual needs.

WORK EXPERIENCE

Work related Learning has been an entitlement to all Key stage 4 pupils since 2004. All pupils have this opportunity. This experience is covered by section 560 of the Education Act 1996, as amended by section 112 of the schools Standard and framework Act 1998. These Acts allows the students to go on work experience at any time during their last 2 years of compulsory education.

Oakfield's Work Experience Co-ordinator is Doreen Ricketts. She will work in partnership with NYBEP to ensure placements are sought for all our students, she will liaise with NYBEP and with the placements. Our Year 10 students take part in Work Experience each June for one week.

Various placements are / have been used such as:

-  The Deep
-  Leconfield Barracks
-  Hull Collegiate School
-  Home From Home Pet Care
-  Riding for the disabled DR – North Ferriby
-  East Hull Community Farm
-  Francis Askew School
-  Tweendykes School
-  Biggin Hill School
-  East Hull Labour Party
-  Motorvation Training
-  Quality Personal Development
-  Humberside Fire and Rescue

All students are requested to make two choices during the preparation period to avoid disappointments.

From this pupils will learn to:

-  Become more confident in their abilities
-  Work alongside adults as part of a team
-  Develop and practice key employability skills and competencies

-  Make informed decisions about their future
-  Relate their school curriculum to their workplace
-  Increase their understanding of employment and enterprise
-  Become more independent

We work in partnership with NYBEP (North Yorkshire Business and Education Partnership, UK), who will sought placements for the pupils and carry out all the necessary checks of the placements we are using such as Health and Safety, DBS's, etc.

CURRICULUM MONITORING

Effective teaching and learning will arise from a sequence of curriculum audit, evaluation, monitoring and review, which takes place in the context of whole school policy and development planning. Such procedures take account of current trend, legislation, local authority policy and the needs of other students.

We undertake to;

-  examine each area of experience in terms of what it is and why we teach it;
-  produce a syllabus for each Key Stage which indicates progression between them and beyond
-  develop our schemes of work linked to National Curriculum Programmes of Study for NC subjects
-  develop our schemes of work linked to local authority and government guidelines for alternative areas of educational provision
-  have a clear policy for assessment
-  record and report attainment and progress to appropriate audiences at appropriate times.
-  Accredite all student achievement under nationally recognised schemes whenever and wherever possible

Oakfield is an accredited exam centre of AQA, OCR, EDEXCEL, WJEC, NOCN, NCFE, and Princes Trust.

Personalised Learning Program

For those pupils unable to access a main school curriculum the school will provide an alternative learning programme that can meet their individual needs, whilst still accessing core subjects. The pupils will gain vocational qualifications and all providers are quality assured in order to ensure their suitability and progress.

Teaching Groups

Students are generally organised by age ability and social dynamics in Key Stage 3.

Spiritual Moral Social Cultural (SMSC)

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils

SMSC is an important part of the Oakfield Curriculum which is embedded within the fabric of the school. Oakfield has six theme days throughout the year, which enables the pupils to experience a full day of deeper learning, During the year pupils will engage in the following days:

Oakfield operates theme days:

-  Culture
-  E Safety,

-  Arts
-  Wider Community
-  PSE
-  RE

Along with the six themed days, pupils also have tutor time every day, enabling group discussions of key topics and following discussion power points each week. Tutor time allows pupils to have a safe and relaxed environment every morning to discuss key topics.

SMSC is part of all lessons in Oakfield which are delivered daily as well as tutor time

In addition the school has provided seminars for the school council and other cohorts on radicalisation, which are delivered by trained Police officers. This is planned throughout the year.

The SMSC coordinator, plans, supports staff in delivery and evaluates the school thematic days and monitors the quality and impact of the Tutor programmes.

This rigor enables the following:

-  Students to develop their self-knowledge, self-esteem and self-confidence;
 -  Students to distinguish right from wrong and to respect the civil and criminal law of England;
 -  Students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
 -  Students to acquire a broad general knowledge of and respect for public institutions and services in England;
 -  Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
 -  Respect for other people; and
 -  Respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
-  Through ensuring pupils' SMSC development, Oakfield demonstrates its ability to promote fundamental British values



HOMEWORK

Oakfield defines homework as educational work or activities that occur outside of the normal school timetable, and that homework is valuable in motivating and extending the pupils' ability to work independently.

To give pupils the opportunity to develop their basic skills where appropriate. Most importantly in extending and enriching the curriculum. Many of our students at Oakfield School have not enjoyed a positive educational experience prior to admission, resulting in low self-esteem and a feeling that no matter how hard they work they will not make progress. Some of them have experienced long breaks in attendance at any formal educational establishment or very erratic attendance patterns. Their ability to commit themselves to a structured curriculum is often impaired because of their many and varied negative experiences both in and out of school.

However, rather than seeing these issues as reasons for ignoring the potential for setting homework, or not recognising the benefits, it is acknowledged that homework is an integral part of the whole process of providing a meaningful educational experience for all. It is accepted that incorporating homework into the whole learning experience is a desirable aim and subject leaders will foster the development of a culture where homework being issued is acceptable to both students and their parents/carers.

Homework is an additional assessment opportunity and is recognised as such. However, it is important that homework does not become an added burden to students. Sanctions will not be imposed for non-completion of homework but students are able to earn points which are added to the Points System and therefore, enable them to achieve a greater number of points in a shorter space of time. If pupils complete homework each week for a full half term they are eligible for a personal reward of their choosing. Homework is set on a weekly basis (handed to pupils on a Monday and due in on Friday – before 9.00am) for core subjects (English and Maths) and one additional subject.

Additional homework maybe set:

-  When it extends or enhances the learning experience
-  When it offers opportunities for students to acquire or practice basic skills which enable students to fully access the curriculum
-  At the request of students and/or parents

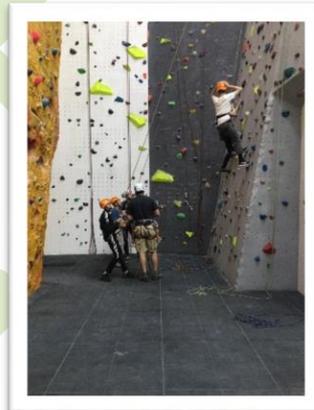
NEW OUTDOOR EDUCATION PROGRAMME

Outdoor Education is fully embedded into the Year 9's curriculum. We believe that we all have undiscovered potential. We aim to create moments when everyone can see and believe in themselves as never before and translate such moments into lessons for every day. We believe in the power and intensity of learning through adventure in the outdoors. As a means in bringing out the best in pupils. We hold a deep appreciation of the balance between risk, reward and responsibility. We want pupils to have a real experience with powerful, positive

and memorable outcomes. We aim to encourage pupils physically and mentally while nurturing a spirit of respect and compassion.

In Outdoor Education pupils focus will be on learning and the impact that this has on an individual. This is achieved through skilful staff working inspiring and challenging pupils through a structured process. Pupils will experience a personal journey which will be experiential and transferable as part of this process pupils will review and reflect on their achievements.

Pupils will participate in a wide range of activities where skills are built progressively. These include but are not limited to Mountain Biking, Bushcraft, Climbing, Orienteering, Journeying, Kayaking.



OAKFIELD SPORTS DAY 2017

The annual sports day event was again a massive success this year. It engaged the vast majority of the school in an entire day of sporting activities. Every pupil found a role; whether it be competing, handing out drinks/refreshments, to simply encouraging other pupils. The day included four different areas, led for eight different members of staff. Activities included Bubble football, gym, track and field, biking, rugby and an inflatable assault course.

Each year pupils were rewarded for their individual abilities, effort and behaviour, the culmination of the points and achievements recognised by medals, Vivo points, media and praise from staff.

The morning was split into four sections and four groups of pupils, each having a member of staff for their leader on the day. The pupils would move around each of the sporting activity areas competing to be the best and/or giving their all, to better their own personal targets.

The main focus of the day had pupils competing in six different track and field events. The morning of sports day was the qualifying heats for the afternoon finals. The differentiated groups of pupils were based on ability, rather than age or current tutor group. This created an increased level of competition within the groups. The top six track performers in relation to time and the top three field performers in relation to distance went on to compete in front of the entire school in the afternoon.

The point structure for effort and behaviour inspired a competitive nature in pupils who admittedly have little interest in PE.

In the afternoon the finalists were called out and attended their respected finals when called upon. The entire school sat and cheered on pupils whilst competing in the finals, whilst members of staff recorded the day's events by way of videos and photos.

The day concluded with an award ceremony for the six finals in the schools hub. Loud cheers were given for pupils who achieved any medal, whether it was gold, silver or bronze.

Sports day 2017 at Oakfield was an extremely positive experience for the School.

THE ROLE OF PARENTS

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

-  key workers perform home visits at the end of each term to explain pupils progress and achievement throughout that term;
-  sending regular termly reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
-  explaining to parents how they can support their children with homework.
-  We believe that parents have the responsibility to support their children and the school in implementing school policies.

We would like parents to:

-  ensure that their child has the best attendance record possible;
-  ensure that their child is appropriately dressed and equipped with the correct PE kit;
-  do their best to keep their child healthy and fit to attend school;
-  support the school with lost learning time, due to pupils returning to lessons late or leaving lessons.

SCHOOL AND RESIDENTIAL COUNCIL / STUDENTS VOICE

THE FOUNDATIONS FOR A SCHOOL /RESIDENTIAL PUPIL VOICE

Pupil voice has become more prevalent over the last two years and in particular since the schools last Ofsted inspection last year where a strong emphasis was put on pupils having a voice within Oakfield School. Pupils voice can come in many different ways and environments, ranging from individual key workers, one to one sessions, a collective children's meeting within the house, a child having a debrief session post incident and residential/school meetings.

All these take a lead in allowing children individually or collectively to have a say and have an input on how they are cared for, how to move the provision forward and empower children to build on their interpersonal skills allowing them the confidence to speak about their wishes and feeling.

WHAT DOES OUR SCHOOL /RESIDENTIAL COUNCIL MEAN TO THE CHILDREN?

The Oakfield's school council is an environment where children can talk openly and freely about any issues they want to bring to the meeting. There are no restrictions to this. Children are made to feel they are "listened to" and the ideas and concerns they have, are going to be treated fairly, openly with a transparent ethos and with a designated time frame for issues to be actioned by the Senior Leadership Team. The council meetings have a strict code of conduct and every child has the opportunity to speak and raise concerns or issues they have regarding any issue, large or small.

KEEPING THE SCHOOL/ RESIDENTIAL COUNCIL MEETINGS TARGET BASED.

The Oakfield School councils will be centred on issues the children bring to the meetings. It is important that children see action and if not immediate will be something they can see happening within a specified timescale giving them a feel good factor that they are listened to in how they want to shape the school and residential provision. Children also need to be confident that they are part of the decision making process within the school and residential provision.

THE POSITIVE IMPACT THIS WILL HAVE ON THE CHILDREN.

We want to develop an ethos and cohesive environment where the children on the residential talk positively about their individual experiences about their residential stay. This is an opportunity for children to gain confidence about speaking up, listening to other people's views as well as their own, promote children to become advocates for others, empower children to have a say and to buy into the feel good factor the residential provides. We also aim to produce a monthly residential magazine which will be available to all and will be very informative on what's happening next.

IN SUMMARY

The Oakfield school councils are only a small part of the pupil's voice agenda and will be an ongoing development over the next two to three years. However, with staff participation, promotion, commitment, this will be an evolving ethos which in turn will only benefit the provision we are striving to provide. Both the school and residential will work collaboratively with the school council so we can adopt and promote a whole school approach.

Our mission statement is **"OPINIONS COUNT! HAVE YOUR SAY!!!"**

School Council-Houses of Parliament Visit

On Thursday 27th April 2017, five school council reps visited the House of Parliament in London to enhance their knowledge and further raise their political awareness. This trip was also to recognise the positive work that the pupils do within the school council to holistically work together for the benefit of their fellow peers.

It was an early start, boarding the train at 7.00a.m. Once in London we experienced the London Eye and the 4D cinema. After the London eye, we saw the changing of the guard, Trafalgar Square and Buckingham Palace. At 13.00p.m. we attended the Houses of Parliament for a tour and also a workshop. The tour was very informative and provided a unique insight into what it must be like to work as an MP.

For the majority of the pupils, they had not been to London before and they were well behaved and a credit to the school.



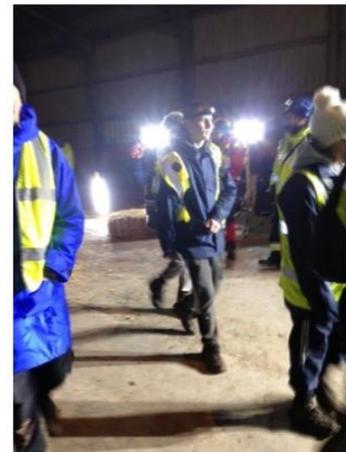
View from the London Eye- Photos taken by Year 9 pupil.

Humberside Police Night Challenge

This year 13 of our pupils volunteered to take part in the Night Challenge, accompanied by 8 members of staff. This year's Night Challenge took place on Saturday 4 March and was centred round the themes of child sexual exploitation, cyber safety and missing people. Over the course of a 13-mile hike – complete with 6 challenges – the young people followed the story of Maisy, a girl who had gone missing.

By completing the challenges, the teams discovered what had really happened to Maisy, allowing them to consider the potential consequences of their own actions. All pupils received a certificate and a £10 shopping voucher for taking part. One of our pupils also won the 'Outstanding Individual Award', for his dedication and hard work.

Night Challenge is specifically aimed at young people who may have a negative impression of the Police and partner agencies to educate them about the potential consequences of their behaviour and actions. Team work, communication, leadership and relationship building are also primary objectives.



The initiative is run in conjunction with Humberside Fire and Rescue Service, Maritime and Coastguard Agency, Yorkshire Ambulance Service, Humberside and Lincolnshire Orienteering Club, HM Prison Service, Defence School of Transport at Leconfield, Yorkshire 4X4 Response, Not in Our Community, Eskimo Soup, Corner House and Yorkshire Lowland Search and Rescue

Well done to everyone that took part, this was an amazing experience none of us will forget in a hurry.

Brain Tumour Awareness

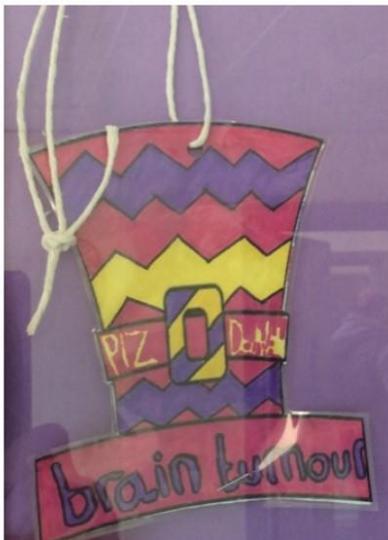
Wear a Hat Day 31st March 2017



Why does Oakfield support this charity?

Brain tumours kill more children and adults under the age of 40 than any other cancer... yet just 1% of the national spend on cancer research has been allocated to this devastating disease.

Below are some of the posters created by the pupils to raise awareness for the 'wear a hat day'



The school ran a competition where pupils could design their own hats that would raise awareness. On the left is the winning design.

Through the school's coffee morning (run by the pupils) and money collected from staff and pupils to 'wear a hat' £445.02 was raised.

DUKE OF EDINBURGH

The Duke of Edinburgh's Award Programme (DofE) is the world's leading achievement award for young people. It aims to create a world where young people can reach their full potential whatever their circumstances and to succeed regardless of any barriers. The year 10 pupils participate in the Duke of Edinburgh Bronze Award over an academic year. There are four sections to the award;



Physical -Pupils will participate in activities such as Rock Climbing or Mountain Biking.

Volunteering - Pupils will participate in an exciting conservation project engaging with the Yorkshire Wildlife Trust, to help preserve waterways and improve green spaces in the local area.

Skill - Pupils will have the opportunity to learn or improve on existing skills in activities these could be such as Fishing, DIY or Cooking.

Expedition - During the summer term to conclude the award pupils will take part in a practice expedition and then a two-day expedition, this will involve journeying for six hours each day.

The DofE has a positive impact on young people's lives, in terms of their personal development and employability, and on wider society, from charities gaining active and engaged volunteers to businesses hiring work-ready recruits.

For More information about the Duke of Edinburgh Award please visit <https://www.dofe.org/> or contact the school.

Leanne Foley and Donna Lethem attended the Diamond celebrations of the Duke of Edinburgh at Buckingham Palace in May 2016. Hannah Cookcroft Gold Paralympic athlete presented the school with a plaque recognising our Directly Licenced Centre status.



Oakfield School is a Directly Licensed Centre (DLC), which means we hold a licence to deliver Duke of Edinburgh programmes to young people on its own premises. All year 10 pupils are offered the chance to take their Bronze D of E Award. By offering this opportunity to our pupils can be a life-changing adventure/experience. During this award, they have the opportunity to create their own exciting and challenging programme of activities to help them reach their full potential. They'll learn new skills, help others, have fun and gain a great sense pride for their achievements. Employers, colleges and universities really value Duke of Edinburgh's Awards and know what it says about someone who is an award holder

An award can be achieved by completing a personal program of activities in four sections:

-  Volunteering: undertaking service to individuals or the community
-  Physical: improving in an area of sport, dance or fitness activities
-  Skills: developing practical and social skills and personal interests
-  Expedition: planning, training for and completion of an adventurous journey at Raywell Camp.

The year 10 pupils attend Hull Race on a Friday morning to complete a Level 1 Basic Internal and External part of an engine course for their skills section of the award



CLIMBING WALL

Oakfield School has a newly build 14m long climbing wall. This is an exciting new initiative for both educational and residential times. The main focus of the wall is to offer the pupils a new learning space. Climbing is a lifelong activity that captures the interest of young pupils. Here pupils can increase their cognitive skills such as problem solving, decision and judgement making skills. Staff can offer multiple cross curricular activities in a highly versatile unique learning space. Through climbing pupils get the opportunity to push both physical and mental abilities in a fun, and challenging environment.

We are currently in the process of becoming an accredited assessment centre for a scheme called NIBAS (National Indoor Bouldering Award Scheme). This is a UK wide scheme designed to accredit and celebrate individual achievement in the climbing environment. The scheme is administered by the Association of British Climbing Walls Training Trust (ABCTT). This scheme is fully inclusive and each award is a lifelong achievement for the pupils.

CULTURE DAY

Culture day at Oakfield

Pupils got involved in our Culture day at Oakfield School. To celebrate Hull's city of culture pupils took part in six activities to celebrate Hull's historic and famous heritage.

What we did:

From learning about Amy Johnson's voyage, to making planes and poppies and even re-creating Hull's famous Patties!

A collage of six photographs showing pupils participating in different activities. Top left: A model of a city. Top middle: Pupils in a classroom. Top right: A comic strip. Bottom left: A model of a building. Bottom middle: A map of Hull. Bottom right: Pupils making poppies and patties.

Oakfield School bouldering wall

As part of the GCSE PE course pupils were visiting Rock City climbing centre. The pupils had a limited amount of time each week to use the facilities which included climbing walls and bouldering walls. Pupils had to learn different skills such as belaying and holds to use whilst on the wall. These aspects were all part of an aspect accredited to their overall mark for GCSE PE. The pupils thoroughly enjoyed the experience and learnt many new skills in the process.

The issues Oakfield School faced were predominately in relation to time. By the time the pupils had travelled to and from the venue and being given the necessary equipment, it didn't give the pupils enough time to experience the walls and be taught extensively a wide range of skills.

In the Spring of 2016, Oakfield School applied to have a bouldering wall installed on-site in the sports hall. The aim of the wall was to allow all pupils to access a bouldering wall more frequently and be able to spend more time applying taught knowledge into practice. The wall isn't just available for PE lessons as it is used frequently as a residential activity during the evenings. The aim is for pupils to transfer the skills taught on site to more difficult walls at Rock City or any other potential venue. Oakfield School also hopes that pupils will seek to continue climbing in their own time.

Oakfield School currently delivers NIBAS at level 1. NIBAS is a bouldering qualification which Oakfield is able to accredit to pupils upon the completion of criteria under the observation of trained staff. The wall itself has just recently been fitted with new holds. This allows the pupils to tackle a variation of complex routes across the bouldering wall, which requires them to use the correct techniques and think strategically about how tackle each problem which faces them.

The aim of the school is the not to distant future, it is to be able to deliver NIBAS at level 2.

The Oakfield School staff team hope that the positivity which the bouldering wall has brought the school continues and pupils keep developing their passion for climbing and PE as a whole.

Aaron Wedgwood - PE Co-ordinator

Richard Berry—NIBAS Instructor



OFF SITE PROVISION

Our Aims:

- To ensure that the provision commissioned is of a high standard
- To ensure value for money
- The placement provides the need for each individual student

Before we agree to use an offsite provision we visit the provision and see what they have to offer and what they can offer the pupils that attend Oakfield School. We then ask for an outline of the course, copies of risk assessment, insurance details, DSB numbers, copies of safeguarding certificates and a completed SLA's. Once the discussion has been made for a student to attend the provision we ask for parental permission and we take the students for a taster day or look around.

We have an off – site provision coordinator - Clare Platten that over sees the quality assurance process supported by the deputy head teacher. This staff member also has responsibility for developing links to new providers, building the relationships with their staff, monitoring the placement, relationships between staff and the students, and the quality and standards of the work produced. She also maintains regular contact and communication with parents and provisions. Each student produces a file of evidence illustrating the work they have completed on their offsite placements and both students and staff complete a pro forma to evidence progress made.

Our Head of curriculum will also visit the placements termly to ensure the work is age/ability appropriate and to ensure that providers are fulfilling their obligation to provide the highest level of education and support to all students involved.

Our Head of Care will also visit these provisions to check Health and Safety and Risk Assess.

The majority of students are fully engaged in the main school setting, accessing a full range of subjects with the goal of achieving GCSE qualifications or equivalents.

Placements used supported by Oakfield Staff

-  Home from Home Pet Care
-  Hull FC YPC
-  Orchard Training and Education LTD
-  St Patrick's
-  Vulcan Boxing Club

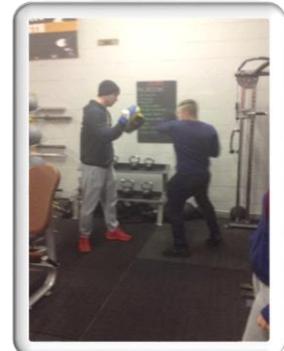
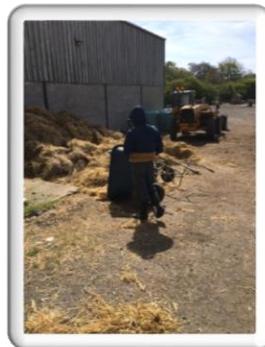
Qualifications offered

-  CSkills Level 1 certificate in Multi trade construction activities
-  PSD E3 – level 1
-  Functional Skills/GCSE Maths and English
-  BTEC PE
-  Skills to employment
-  Stable Management
-  Animal care short programme
-  First Aid

- Principles of coaching and sports leaders
- NVQ Animal management – apprenticeship at pets from home linked with Bishop Burton

Impact

- Improved attendance
- Promotes self esteem
- Promote Engagement
- Extends social skills
- Working in a community
- Improved academic achievement



ELSA - EMOTIONAL LITERACY SUPPORT ASSISTANT

The Emotional Well-being Team offer proactive intervention to pupils, helping pupils with social and emotional difficulties to recognise, understand and manage their emotions, to increase their well-being and success in school.

- 📖 Keys to good communication
- 📖 Recognising and managing feelings
- 📖 Self esteem
- 📖 Understanding and managing anger
- 📖 Friendship skills
- 📖 Social skills
- 📖 Supporting children through loss and bereavement
- 📖 Drawing and Talking Intervention



Our Emotional Wellbeing Team meet regularly with Educational Psychologist to discuss assessments, planned programmes for individual pupils. Each morning the emotional wellbeing Manager meets up with the Child Protection/Multi Agency Coordinator.

The emotional wellbeing team offer parent support programmes to all parents whilst their child are engaged in planned programmes. Home visits will take place to parents to offer and devise a planned support/ guidance programmes for parents.

The programmes are especially designed to meet each individual needs. These sessions take place in our fully equipped sensory rooms with a trained member of the team.

Key programmes:

- 📖 Anxiety/ worries
- 📖 Bereavement/ Grief Circles
- 📖 Anger Management (Crucial Skills)
- 📖 Empathy
- 📖 Therapeutic Story
- 📖 Autism Programme
- 📖 Problem Solving Programme
- 📖 Time to Talk Programme
- 📖 Lego Intervention



RESIDENTIAL PROVISION AT OAKFIELD SCHOOL

The Oakfield Residential Educational Facility Opened in January 2013.

Its purpose is as follows:-

- 📖 To support identified students within the Oakfield cohort that require additional support of a 24 hour curriculum to enable them to engage in learning, achieve and attain.
- 📖 Short stay respite care and education for behavioural reasons.
- 📖 The Intention always to return a young person to the family home as quickly as possible.
- 📖 To use the 24 hour curriculum to work through issues with the young person and family.
- 📖 To learn the skills to be a group/team member in a range of contexts. These can then be practiced at home and brought back to review, ideally with their families.
- 📖 To develop independent learning skills.

The staff who work in the residential provision provide personalised learning support to identified students by providing a more social skills curriculum through the planning and delivering of experiences .

The residential childcare staff also work within the main school setting to support the teaching and learning environment during the school day.

The provision consists of 6 houses. This offers flexibility to meet the needs of different cohorts of students. At present five of the houses provide residential care for the students who reside in their houses. They address the targets identified in Personal Social Profile (PSP) Individual Behavioural, Education Care Plan (IBEC) and work with the teaching staff in supporting the personalised learning programmes for some students, through planned programmes which are monitored and reviewed regularly by the student, the families/carers and the staff involved.

We work to provide the highest quality of residential care within a relaxed, caring and supportive environment staff encourages the children/young people to have a good attitude to their education and develop confidence and the ability to reflect and 'own' their behaviour.

Across the day we use a restorative approach to problem solving and resolving disagreements

REWARDS IN RESIDENTIAL

Rewarding positive behaviour is an essential part of improving behaviour, and developing self-esteem, and internal motivation. Rewards help to reinforce positive behaviour, and encourage young people to display it more frequently, and they send clear messages about which behaviours are desirable.

Staff are always seeking to take opportunities to reward good behaviour, both formally and informally. In the residential provision, care staff support the school in all their reward schemes and initiatives.

They will make reference to and praise 'points' awarded during the school day, use them to determine privileges in the evenings, and provide reward activities on a Friday afternoon, as well as at the end of each half term.

In addition to supporting the reward systems employed during the school day, residential houses create individualised rewards schemes. These can cover a range of objective types e.g. Individualised targets; IBEC targets; independence targets; house and routine targets; specific behaviours or challenges e.g. homework or attendance.

They are created within houses to take account of individual needs, house dynamics and interests. The terms of reward systems are clearly laid out, and care is taken to ensure that they are understood by young people involved.

The rewards given are selected in conjunction with young people's ideas, to encourage engagement with reward systems. The creative use of reward systems as a behavioural management strategy is treated with positivity and enthusiasm, and is valued by staff and young people alike.

RESIDENTIAL - NEW VIRTUAL BABY PROGRAMME

This year the residential provision has introduced the Virtual baby programme. The aim of this program is to highlight the changes a baby can make to the young women's quality of life. The Virtual Baby Programme educates the reality of becoming a 'young' parent. It lends itself to provide a true experience of what teenage pregnancy can entail. Problems such as; sleep deprivation, missing out on social activities, being unsure why the baby is crying, learning how to cope financially as well not having personal time to carry out daily tasks. Another aim is helping our pupils understand and recognise the complexity facing parenthood and how the emotional state can be effected from becoming a young parent. To ensure our pupils can truly appreciate the emotional

pressures from parenting our 'Emotional Wellbeing Team' has agreed to support and work alongside the virtual baby project.

A learning booklet will be provided to each pupil participating in the programme, this booklet clearly sets out expectations along with a daily diary of issues the face throughout the day. All data will be collated as evidence of the effectiveness of this programme and the achievements the pupils have accomplished.

Once the pupils have successfully completed The Virtual Baby Program, they will be awarded 1,000 School Vivos and a certificate acknowledging their hard work and determination. This project can also be listed to your child's future Curriculum Vitae (CV) to highlight personal accomplishments.

RESIDENTIAL MEALS PROVISION

Residential children eat within their houses each day; lunch and teatime meals are prepared by the Residential Cook. All meals provided are according to the Food Standard Guidelines so a Healthy and Nutritious meals are provided to the pupils. Before any food preparation/handling, residential childcare team will complete a Food Hygiene Course.

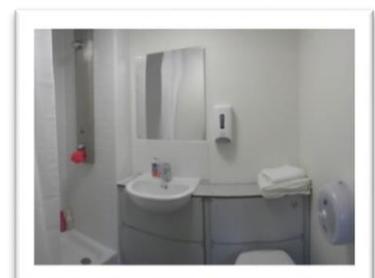
Menus are planned on a termly basis and are designed to provide a varied and nutritionally balanced diet. Menus are provided in a format appropriate to individual need.

Pupils' personal and cultural preferences are catered for by direct consultation and/or naturalistic observation on a daily basis by the staff.

Pupils are provided with a options form to choose there preferences from the following weeks menu.

A record of diet and variations is maintained on the menu records.

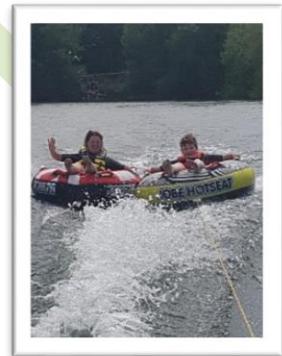
Special diets and/or weight reduction/ gain diets, food intolerant/ allergies are only introduced after consultation and agreement with the pupils', medical representative and parents/carers. Where appropriate recording systems are put in place, and monitored by the Residential Manager.





RESIDENTIAL / SCHOOL CAMPING EXPERIENCE

Once a year the staff at Oakfield, work endlessly to provide a fun packed week of adventure for the children.

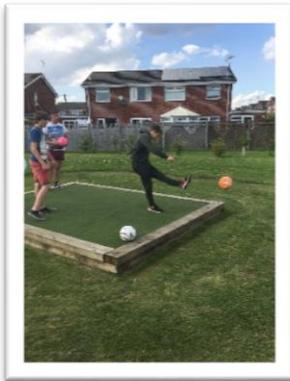


RESIDENTIAL ACTIVITY PROGRAMMES

The staff at Oakfield work extremely hard to provide exciting, motivating and challenging activities for the children throughout the week.

All activities provided are organised with one clear focus, meeting the needs of the children.

To ensure that the needs for the children are being met the activities are based around the children PSP and IBEC targets/objectives. The activities the children participated in will be documented and placed on the activities data base, so we can assess and monitor and track progress of the child.



NOCN - NATIONAL OPEN COLLEGE NETWORK

NOCN Entry Level Certificate in Independent Living - Living in the Community and NOCN Entry Level Certificate in Independent Living - Looking After Yourself and Your Home have been chosen/ identified by the staff, which offers pupils a foundation for lifelong learning focusing on transferable social and life skills which are essential for living and working in the community. Pupils that are attached to Pine House are expected each Monday evening to work towards both of the qualifications in independent living; staff deliver each session during first activity on a variety of units and pupils also complete a short workbook. The qualification covers topics such as Drug and Alcohol Awareness, Kitchen Hygiene and Eating a Balanced Diet, the units are all used to raise awareness and develop skills that pupils are likely to face once they leave Oakfield School.

It was another successful year for the Pine House students who completed the National Open College Network (NOCN), as both students walked away with 4 individual Life Skills qualifications. From Outdoor Pursuits to Personal Hygiene the course covers a whole range of units that are aimed at preparing our students for life after Oakfield, giving them experience and skills that they will need as they start the journey that is ahead of them.



MADE IN OAKFIELD – CITY OF CULTURE 2017

In partnership with Hull City of Culture 2017, Made in Oakfield was a twelve-week design project that culminated in a one-week build. Matt and Fiona worked with students from Oakfield School in Hull, helping them to design their own allotment 'den' on the school's nearby plot. The den serves as a classroom for extra-curricular activities and as a sheltered space when working on the allotment.

During the workshops, Matt and Fiona got each participating student to plan out what type of space they wanted. The students then modelled these designs in 3D. Aspects from all of the designs were then incorporated to form the final design.

Pupils then took part in an intensive five-day build, to create the final structure, the build is now used on a regular basis during activities each evening and also to support pupils that are struggling within the school day.

The pupils that took part in the build have had a huge amount of enjoyment and enrichment from the big build, we have seen their confidence, self-esteem and most of all their enthusiasm for horticulture grow as a result of

Made in Oakfield. This has also helped build relationships within the local community and we are all excited about the future of our allotment plot and the many ways we can use the structure.

Links <https://www.youtube.com/watch?v=2NgpwBmDlqE> <https://www.hull2017.co.uk/discover/article/made-oakfield-big-reveal/> <http://mattandfiona.org/made-in-oakfield/> <https://www.dezeen.com/2017/06/03/matt-fiona-pupils-made-in-oakfield-outdoor-classroom-hull-allotment-moving-walls/>



VISIT TO LONDON

In celebration of Oakfield's big build for the City of Culture 2017. We wanted the pupils to experience the development/architertual side to the project and learn more about architecture and hopefully inspire the futures of our young people.

We organised for the architects (Matt,Fiona and Jacob) that where involved in the Oakfield's big build to show our pupils around landmarks in London. We visited some fantastic places, RIBA (Royal Institute for British Architecture), Bartlett, (Architecture Firm for planning design and technology) Soane Museum, Tate Gallery and the Millennium Bridge. We finished the day with a lovely meal at Nandoes.

What a fantastic end to a fantastic day.

All pupils were on their very best behaviour and staff where extremely proud. They were fully engaged in what they were doing throughout the day, even though it was at some points very academic.





HAPPI – HAZEL ADMISSIONS PROMOTING POSITIVE INDEPENDENCE

When a pupil begins to reside in Hazel house they begin their journey following the HAPPI strategy. HAPPI stands for Hazel Admissions Promoting Positive Independence. The pupils are given individual targets tailored to meet their needs to help them succeed in specific areas of their development. Each pupil is given a HAPPI booklet which has their set areas for development. The pupil is then given set targets within the area. The Targets follow the Maslow Hierarchy of needs:-

- 📖 Physiological needs – Level 1 (Baseline)
- 📖 Safety needs – Level 2
- 📖 Love and belonging needs – Level 3
- 📖 Esteem needs – Level 4
- 📖 Self-actualisation – Level 5

For example in Level one there are 10 main areas of development, one area is:-

- 📖 Understanding the basic house rules.

Each pupil is given three targets under this heading that they must complete. The staff evidence in their booklet when a pupil has met this target and how. Once they have achieved the target several times they can colour in a section till they complete all of level 1. They then move on to the next level. They receive a certificate for their achievements.



INDEPENDENT PERSON

Oakfield has an Independent Visitor, very experienced in residential childcare, who visits regularly and can be contacted directly by the children on the mobile number provided, if the children wish to do so. He is also accessible to the children who do not reside. There are posters with details of who the Independent Visitor is and how to contact him are displayed each house and in the school.

Policies and Procedures are in place to meet the National Minimum Standards 2015 for Residential Special Schools.

ROUTES AFTER SCHOOL

The majority of our pupils leave Oakfield at 16 years to go to the following training providers:-



-  Beverley College
-  Bishop Burton College
-  Hull College
-  Wyke Sixth Form College
-  Wilberforce Sixth Form College
-  QPD

ATTENDANCE – IS KEY TO SUCCESS

Oakfield School is committed to providing a full and efficient education to all pupils and embraces the concept of equal opportunities for all.

-  We will endeavor to provide an environment where all pupils feel valued and welcome.
-  For a child to reach their full educational achievement a high level of school attendance is essential.
-  We will consistently work towards a goal of 100% attendance for all children. Every opportunity will be used to convey to pupils and their parents or carers the importance of regular and punctual attendance.
-  Parents and Carers have a legal responsibility to ensure that their child/ren attend school regularly and punctually.
-  School attendance is subject to various Education laws and this school attendance policy is written to reflect these laws and the guidance produced by the Department for Education and Skills.
-  Each year the school will examine its attendance figures and set attendance/absence targets. These will reflect both national and local attendance targets.
-  The school will review its systems for improving attendance at regular intervals to ensure that it is achieving its set goals.

SUPPORT FROM THE SCHOOL

-  Oakfield have rewards and certificates for all children that receive a 100% attendance and children with most improved attendance are also recognised for their achievements.
-  The School will work with you to build an attendance contract and /or put into place agreed rewards and sanctions to encourage your child to attend more regularly.
-  The attendance team has weekly meetings to monitor individual pupil's attendance.
-  If your child's absences becomes a cause for concern, you will be visited by one of our Attendance Team to support and advise you on ways forward

PROMOTING ATTENDANCE

The school will use opportunities as they arise to remind parents/carers, that it is their responsibility to ensure that their children receive their education.

- Twice annually letters to be sent out reminding parents/cares of the importance of attendance/punctuality, along with the schools attendance leaflet.
- Twice annually Term Time Holiday letters will be sent out reminding parents/carers of the implications of taking pupils out during term time.
- At the start of each academic year a school holiday timetable is sent to parents/carers to keep them informed of dates and staff training days.
- Twice annually a reminder of the school Rewards/ Incentives for attendance leaflets are sent to parents/carers and pupils.
- Twice annually Attendance leaflets are sent out to all parents/carers:
 - The aims of the school
 - Powers of the Law
 - How parents can help preventing absences
 - School Day
 - Support from the school
 - The amount of absences, and how this effects the levels of attendance
- New admissions - Home/School agreement.
- School web site promotes attendance.
- The Head of Curriculum works with the staff in promoting Attendance through the Personal Social Education (PSE). Learning of objectives of these sessions are:
 - To understand pupil's attitudes towards attendance
 - To achieve understanding from pupils about the importance of attendance
 - To develop pupil's understanding on reasons for non-attendance
 - To be able to demonstrate and evaluate pupil's knowledge.
 - To understand who to approach to ask for help and support if needed.
 - Attendance challenge –for tutor groups and residential houses – winners receive a day trip out of their choice.



PUPILS INCENTIVES

The VIVOS system is for extra recognition for achievement the pupils have made, again these are points achieved and are converted into prizes. The pupil can achieve by excelling in positive behaviour around the school and it is also linked with school attendance incentives.

Vivo Miles is the national school rewards platform. “Vivos” are awarded in line with a school’s rewards policy and redeemed against relevant rewards. A unique and innovative solution, designed to support student recognition, increase student engagement and drive positive learning outcomes.

- The pupils will receive 1,000 vivo points per term for 100% attendance and 5,000 vivo points for a full academic year of 100%

 Oakfield School very much recognises/appreciates the complexity of some of our pupils and that certain individuals make every effort to attend school, however due to vital medical circumstances /or critical exceptional circumstances their attendance unfortunately suffers, we feel within these circumstances pupils have a right to be praised and awarded for their Attendance and will be offered 500 vivo per term and 1,000 vivo per full academic year in accordance to their attendance.

 In addition to this, pupils are also recognised for the best improved attendance over the term and full academic year, these pupils will receive 250 vivo points per term and 500 vivo per full academic year for their attendance.

CERTIFICATE AWARD PRESENTATION

At the end of each term we celebrate all our pupils' achievements over the term. Pupils are awarded with a certificate for their attendance.

-  100% attendance
-  Effort to attend when faced with of extreme difficult situations
-  Most improved attendance



ATTENDANCE CHALLENGE

Throughout each term the Attendance Challenge is in full swing, with each Tutor Group and Residential Houses in competition with each other, this is all done in good fun with slight air competitiveness and good humour.

For the pupils to be motivated each Tutor group and Residential House has an Attendance Chart which is filled in each week with the weekly attendance percentages

At the end of the term the announcements are made as to who has won the Attendance Challenge from the Tutor Groups and the Residential Houses:

-  Pupils are awarded with a trip out of their choice.
-  Tutor Groups are awarded a certificate and have a group photograph, which is displayed within school.
-  Residential House are awarded a certificate and have a group photograph, which is displayed within the residential and school.
-  A Powerpoint is designed for the Attendance Challenge, and placed on the Onelan television system around the school which is visible for all to see.

ARTSMARK AWARD

Over the past 2 years pupils and staff at Oakfield School have been celebrating, after joining the **Artsmark Award**. Artsmark is Arts Council England's award for schools that champion the arts and strive for excellence in their provision. It celebrates schools that embrace the arts across the curriculum and make the arts come alive for pupils. It is a badge of distinction for schools who engage children and young people in the arts.

In order to become an Artsmark accredited School, had to devise a Statement of Commitment to the arts, which celebrated the strengths of the school's current arts provision. As part of the Statement, the school was also able to articulate its ambitions for its future arts provision.



During the last two years the school has expressed the importance of promoting arts across both the school and residential provision alike.

We have developed the range of the arts offered within and beyond the timetabled day by offering a 24-hour curriculum including increased club activities, offsite visits, culture days, improved sensory room and music room resources and the engagement of artists from the county. By promoting arts and culture the pupils have had the opportunity to discover art, develop their self-

knowledge, self-esteem and self-confidence, and understand and how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

Announcement from the Arts Mark Council to Oakfield School

Your Statement of Commitment and Case Study have been reviewed by our Levelling Panel and we are delighted to inform you that Oakfield has been awarded an Artsmark Silver Award. Congratulations

The panel was most impressed by your school's commitment to using the arts to promote emotional literacy and self-esteem for children, very much in need of such support. Your school's leadership and staff are to be commended for the investment of time and resources to develop the range of the arts offer within and beyond the timetabled day, including increased club activities, offsite visits, culture days, improved sensory room and music room resources and the engagement of artists, who will have a particular appeal as the children have been involved in their selection. The development of Arts Award is a major step forward and the value of this to the children's sense of their own agency is evident.

As a Silver Artsmark school Arts Council England celebrates your commitment to arts and cultural education and the opportunities emerging across your provision. Your children and young people are offered equal opportunity to participate in a diverse range of arts and cultural experiences and you recognise the importance of development opportunities for your staff in these areas. You understand the value of working with arts and cultural organisations and are developing partnerships to enhance your provision. Your children and young people have an opportunity to develop their knowledge, skills and understanding of arts and culture and you are working to build on the foundations of your provision.

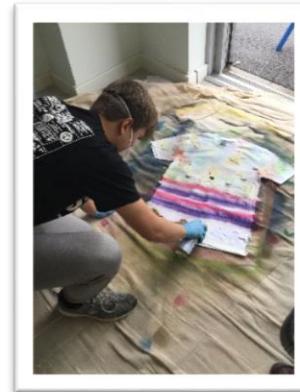
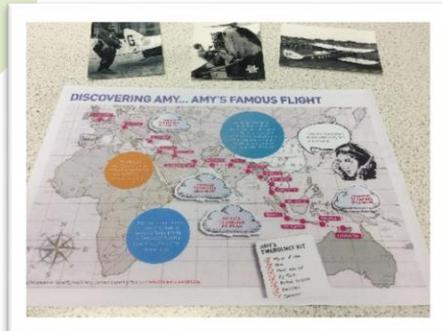


CONGRATULATIONS



**Artsmark
Silver Award**
Awarded by Arts
Council England

Oakfield's Art Mark



SCHOOL PERFORMANCE INFORMATION FOR THE SCHOOL YEAR 2016/2017

Number of pupils of compulsory school age on roll for at least one session – 65

	Attendance	Authorised Absences	Unauthorised Absences
2015/2016	83.85%	5.85%	10.30%
2016/2017	86.53%	7.24%	6.23%

Pupils with 100%	Pupils with 95 – 99%	Pupils with 90 – 94%	Pupils below 90%
3	23	13	25

CURRICULUM

Exam Results/Pupil Progress

At Oakfield School we work hard to prepare all of our pupils for their exams and help them to achieve their full potential.

2016/17 Pupil Progress- whole school

- 85% of pupils made at least expected progress in English Reading (63% of which was exceeding). Increase of 10% of pupils achieving 2 sublevels or more and an increase of 4% of pupils achieving 3 sublevels of more on previous year.
- 78% of pupils made at least expected progress in English Writing (63% of which was exceeding). Progress has stayed at the same high rate as previous year.
- 85% of pupils made at least expected progress in Maths (60% of which was exceeding). Increase of 13% of pupil achieving 2 sublevels or more and an increase of 25% of pupils achieving 3 sublevels of more on previous year.

Yearly Expected and Exceeding Progression Analysis for Core Subjects

2016/17 Exam Results

- 57% (4/7) of pupils achieved at least 5 GCSEs level including English and Maths.
- 100% of pupils achieved a GCSE in Maths and 85% achieved a GCSE in English.

Exam Analysis for GCSE'S

Year	Percentage of pupils achieving 5 A-G's including English and Math's
2012/2013 5/11 pupils	45.5%
2013/2014 8/14 pupils	57%
2014/2015 11/16 pupils	68.75%
2015/2016 8/14 pupils	57%
2016/2017 4/7 pupils	57%

Core Subject GCSE Breakdown

2013/14 Exam Results

	English	Maths	Science Core	Science Additional	ICT
Total	57%	71%	64%	57%	42%

2014/15 Exam Results

	English Language	English Literature	Maths	Science Core	Science Additional	ICT* EDCL
Total	87%	81%	94%	81%	69%	69%

2015/16 Exam Results

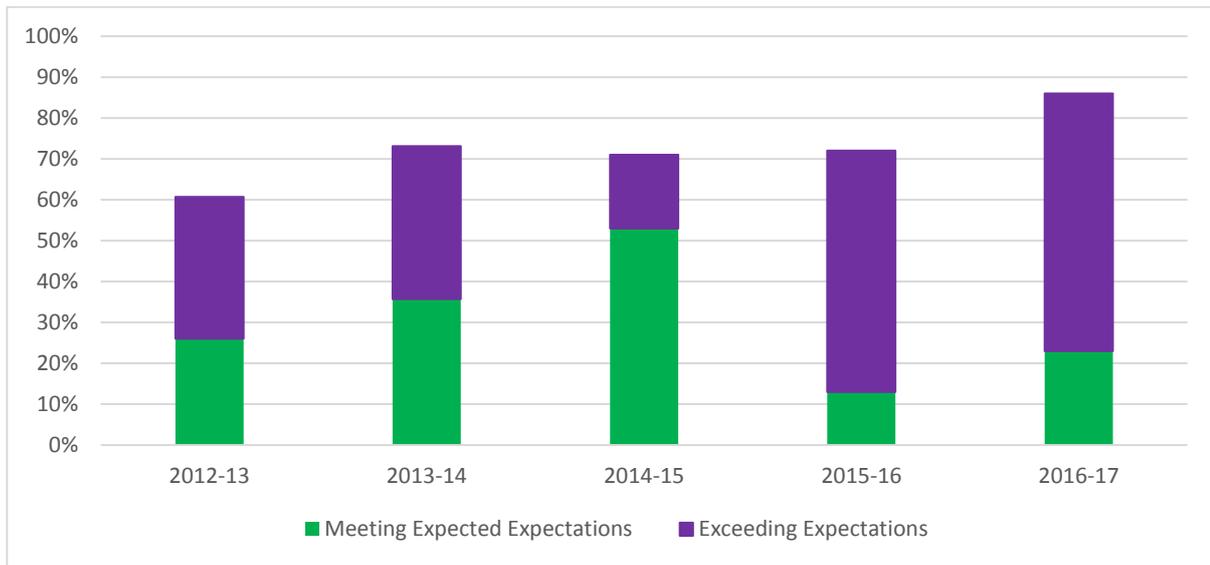
	English Language	English Literature	Maths	Science Core	Science Additional	ICT* EDCL
Total	64%	57%	64%	78%	57%	64%

2016/17 Exam Results

	English	Maths	Science Core	Science Additional	ICT
Total	85%	100%	57%	57%	42%

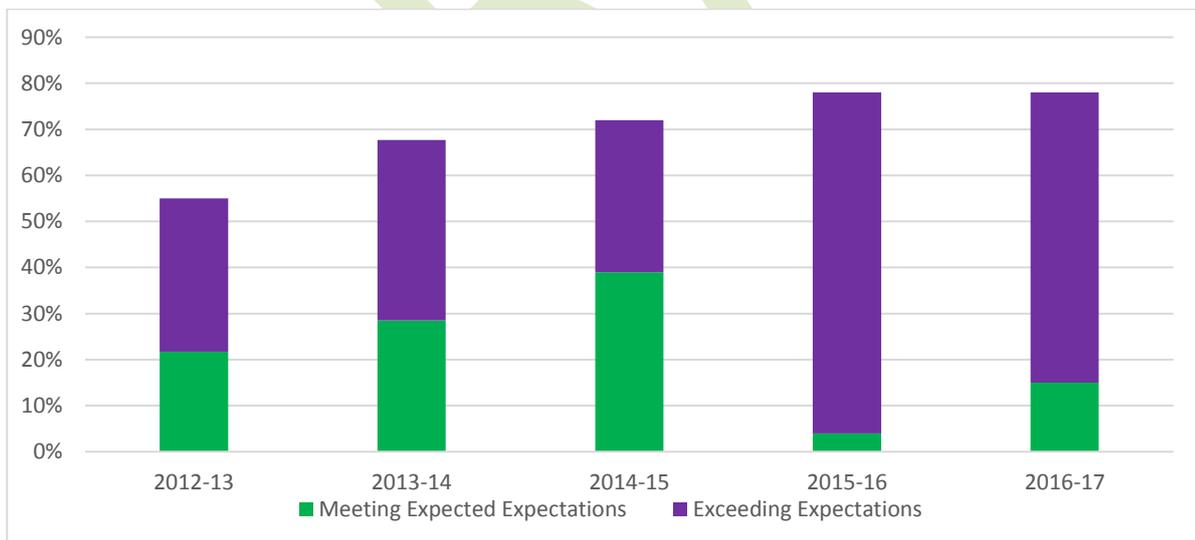
Yearly Expected/Exceeding Progression Analysis for Core Subjects

Percentage of pupils making expected or exceeding progress in English Reading Whole School (based on FFT Target)



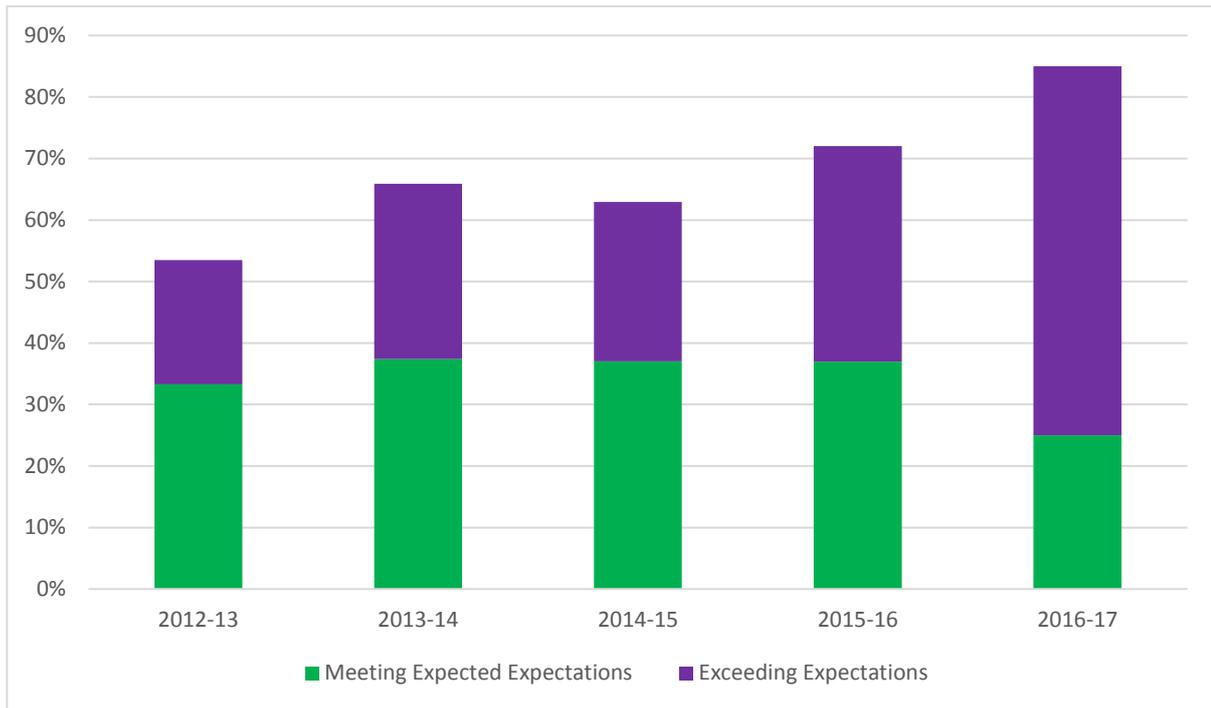
The data show pupils meeting and exceeding progress has improved on previous academic year in English Reading. Pupils exceeding expectations is the highest in the past 5 years.

Percentage of pupils making expected or exceeding progress in English Writing Whole School (based on FFT Target)



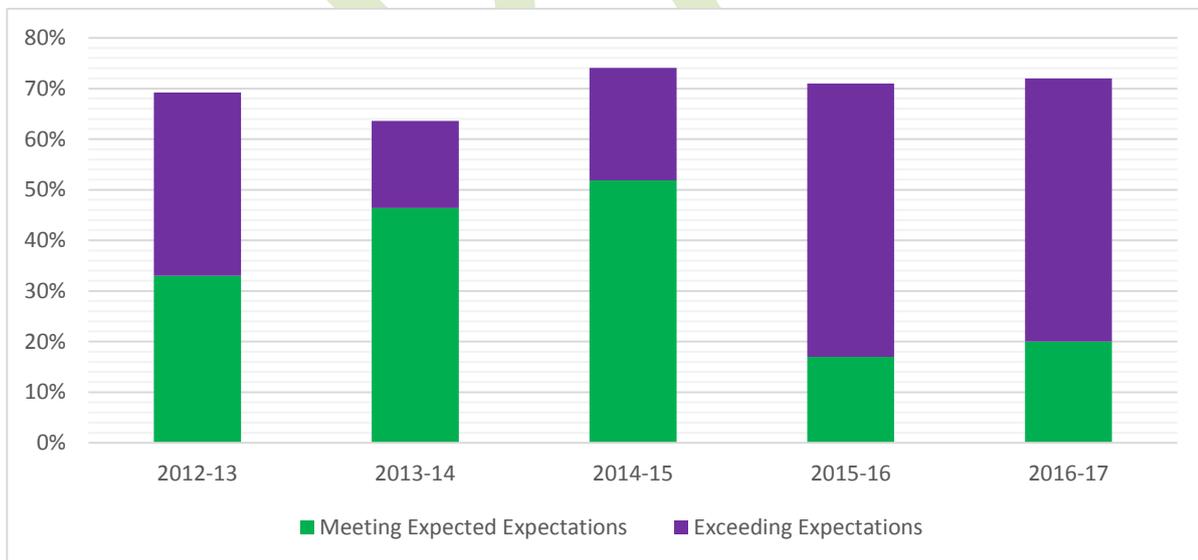
The data shows that pupils progress in English Writing has increased year on year (4 year upward trend).

Percentage of pupils making expected or exceeding progress in Maths Whole School (based on FFT Target)



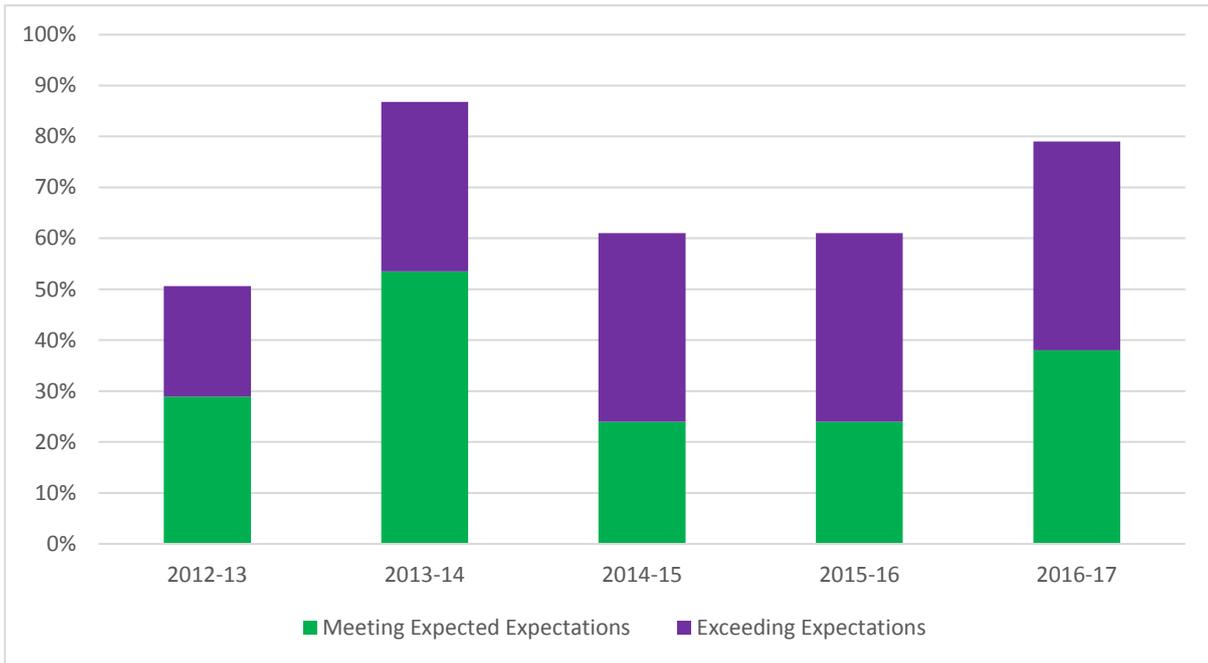
The data show that progress in Maths in the 2016/17 academic year was the highest it has been at Oakfield for the past five years.

Percentage of pupils making expected or exceeding progress in Science Whole School (based on FFT Target)



The data show that over 50 percent of pupils exceeding expectations within Science in the 2016/17 academic year (two year trend).

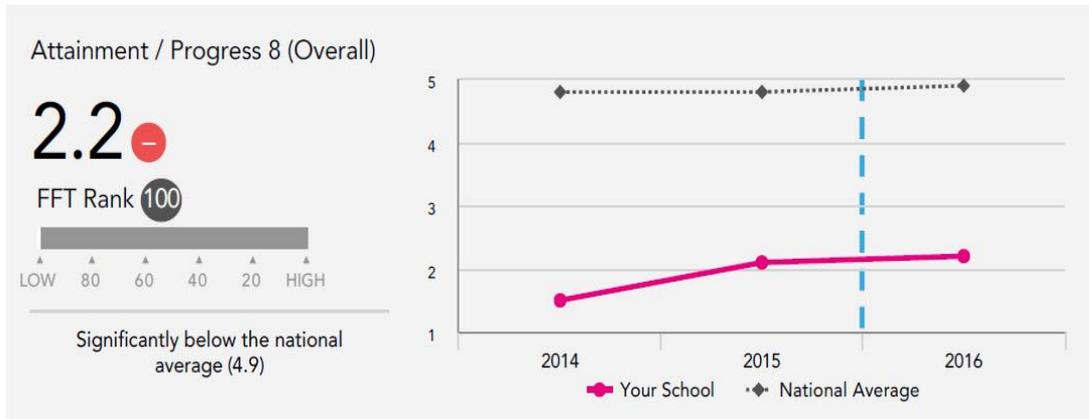
Percentage of pupils making expected or exceeding progress in ICT Whole School (based on FFT Target)



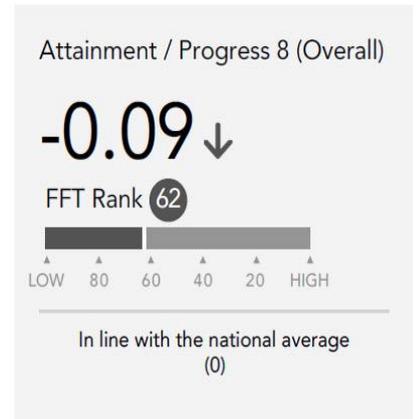
The data show that progress in ICT in the 2016/17 academic year was the highest it has been at Oakfield for the past two years.

Attainment/Progress 8

KS4 Attainment 2016
14 pupils



KS4 Progress 2016
12 matched pupils



KS4 Performance

KS4 performance summary

	Actual results			Pupil progress		
	2014	2015	2016	2014	2015	2016
Number of Pupils / % Matched	16	17	14	94%	94%	86%
Attainment / Progress 8 (Overall)	1.5	2.1	2.2	+0.86	+1.61	-0.09
Attainment / Progress 8 (English)	1.8	2.4	2.3	+0.96	+1.62	-0.65
Attainment / Progress 8 (Maths)	2.4	1.6	2.1	+1.09	+1.28	+0.30
Attainment / Progress 8 (EBacc)	-	-	1.7	-	-	+0.03
Attainment / Progress 8 (EBacc) (pre 2016)	1.9	2.0	1.9	+1.18	+1.39	+1.87
Attainment / Progress 8 (Open)	-	-	2.8	-	-	-0.09
Attainment / Progress 8 (Open) (pre 2016)	0.8	2.7	3.2	-0.32	+1.77	+2.73

For more information about the performance of Oakfield School, please visit the Department for Education website to view the national school performance tables.

<https://www.compare-school-performance.service.gov.uk/school/118140?tab=secondary>



ASSESSMENT AND QUALIFICATION REFORM

The GCSE grading system is being changed nationally over the next few years. The old system of grades, A*-G, will be phased out and replaced with a new grading system of 1-9 (9 being highest). For your son/daughter's year, GCSEs at the end of their courses will be graded as follows:

- Year 11: English and Maths GCSEs will be graded 1-9. All other GCSEs will be graded A*-G
- Years 7/8/9/10: All GCSEs will be graded 1-9

There is no direct equivalence between the number grades on the new system and the letter grades on the old system, but for comparison purposes the following (based on information from Ofqual) may be useful:

From September 2015 we have introduced a KS2 – KS4 leveling system to track student progress. This will be based on new GCSE number grades 1 – 9 (9 highest) and a foundation grade below this. KS4 will continue to include a mixture of old letter grades A*-G and new GCSE number grades 9 – 1, depending on whether the course is an old or new GCSE course.

New 1-9 Grade System	Old A* - G Grade System
9	A**
8	A*/A
7	A
6	B
5	B/C
4	C
3	D/E
2	E/F
1	F/G

22. DISCLAIMER

The information given in this Prospectus was valid in November 2017. It is possible that there could be changes affecting either the arrangements generally described in this document or any particular part of it before the start of the school year 2017/2018 or in the subsequent years. Parents wishing to contact an individual member of staff or Governors named in this document are advised to check the details with the school beforehand.

23. DATE OF ISSUE: November 2017