



OAKWOOD HIGH SCHOOL
PROSPECTUS 2019-2020



A Warm Welcome to Oakwood High School



We are all very proud of our school and of our pupils. We are a highly successful school meeting the needs of all abilities across the 11-16 age range in a friendly, caring and hardworking environment. We are recognised locally and nationally for innovation, compassion and a determination to be the best we can be. We all understand the value of hard work, we care about learning, we care about each other, we know the importance of our community and we are all rightly proud to be associated with Oakwood High School.

Oakwood High School is a very special place. We are passionately committed to our pupils' achievement and to their personal growth. Pupils are encouraged to thrive in all areas of learning in the classroom and beyond. Every individual matters in Oakwood High School and we encourage every pupil to develop their all-round ability and special talent.

Our pupils benefit from a truly wonderful learning environment; we moved into our brand new school in September 2016. Our commitment to excellence has seen us deliver the only fully new secondary school in Rotherham for the last ten years or more. Our brand new school building, with brand new resources, to support learning and teaching, is a very clear sign of our commitment to offering our pupils the very best. All classrooms are fitted with the newest interactive boards and all pupils have individual mobile devices; allowing all pupils to have the world at their fingertips, in a safe and secure manner.

Our pupils benefit from excellent teaching and an outstanding curriculum, which challenges all to do their very best. Our approach has been recognised by Ofsted, who described the school as **'Good with Outstanding Leadership and Management'**. We strive for excellence in all we do and all that we seek to do.

We have a very strong Oakwood Learning Community and we work very closely and effectively with our partner primary schools, Thomas Rotherham College and Rotherham College. We are the founding member of the Inspire Trust; our Multi Academy Trust with Sitwell Junior School and Thomas Rotherham College. Our pastoral system and very special transition programme is well supported and ensures that pupils join our vertical tutor groups in a confident way which helps them to settle quickly and securely.

We have an enormous amount going on and Oakwood High School continues to be an exciting and vibrant school. I hope that you will take an opportunity to visit us at our Open Evening on Monday 23 September 2019, 6pm-8pm. **You can also view many aspects of our school by visiting our website at www.oakwood.ac**

I look forward to welcoming you and your daughter or son to the school.

David Naisbitt

Senior Staff and Chair of Governors



Headteacher (and CEO of Inspire Trust)	Mr D Naisbitt
Deputy Headteacher	Mr C Eccles
Assistant Headteacher	Miss M Owen
Assistant Headteacher	Mrs D Tank
Assistant Headteacher	Mr S Willey
Assistant Headteacher	Miss S Hartley
Director of Corporate Services (Trust)	Mrs E Whitehouse
Director of Finance (Trust)	Mrs A Abel
Director (SLE)	Mrs H Biggin

Integrate Learning Zone	
Head of House – Boston	Mr D Bennett
Head of House - Hooper	Mr J Jones
Head of House – Keppel	Mr B Liversidge
Head of House – Wentworth	Mrs M Bowater
Head of Additional Resource Centre (ARC) and SENCO	Ms L Grice

Heads of Learning Zone - Communicate	Mrs B Carré
Heads of Learning Zone – Create	Mrs E Heafield and Mrs H Biggin
Heads of Learning Zone – Investigate	Mr J Sharpe
Heads of Learning Zone – Explore	Mrs E Harden
Heads of Learning Zone – Perform	Mrs S Alyanak and Mrs L Fox

Chair of Oakwood High School Local Governing Body	Mrs T Gammons
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Learning Zones



Oakwood High School offers a broad and vibrant curriculum. Year 8 pupils are guided through the option process which starts in Year 9. Learning Zones offer subject connectivity and are organised as follows:

COMMUNICATE: Aims to ...



- **Secure a high level of language acquisition and development (reading, writing, speaking and listening).**
- **Understand its relevance, beauty and wider application.**

Film Studies, Spanish, French, English Language, English Literature, English as an Additional Language (EAL).

CREATE: Aims to ...



- **Nurture talents and secure a high level of creativity and skill development.**
- **Gain an understanding of process, through a systematic and sophisticated approach to product development.**

Art & Design, Graphics, Textiles, Design and Technology, Food Preparation and Nutrition, Engineering.

INVESTIGATE: Aims to...



- **Secure an ability to investigate; planning, analysing, processing and evaluating information acquired through independent investigations.**
- **Encourage pupils to take informed and well-reasoned decisions.**

Science, Mathematics.

EXPLORE: Aims to ...



- **Secure ability in pupils to assess, evaluate and empathise based upon a range of source material, stimuli and study of the human experience.**
- **Develop an understanding of place, history, technology and belief.**
- **Recognise that others may have different beliefs, attitudes and approaches.**

Computer Science, History, Geography, Religious Studies.

PERFORM: Aims to...



- **Nurture talents, secure enthusiasm and develop leadership in all pupils.**
- **Encourage active, independent and critical thinkers, able to work alongside others; be that in teams, in performance, in school or in the community.**

PE, Sports Studies, Music, Drama, Health and Social Care.

INTEGRATE: Aims to...



- **Drive progress forward for all pupils and remove barriers to learning; predicting and preventing wherever possible rather than finding and fixing.**
- **Provide additional specialist support to ensure all pupils are fully integrated into school life.**

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“The Leadership Team has maintained the good quality of education in the school since the last inspection”

Ofsted September 2016

Pastoral System



Oakwood High School has a vertical tutor system operating under a House structure. There are 4 Houses, all named after famous landmarks in Rotherham. We are proud to be a school in Rotherham and we are proud of our community and we share this with our pupils. Each House has 11 tutor groups with a mixture of pupils from years 7-11. Your child will be allocated a Personal Learning Tutor, who they will see at the start of each school day in tutor time. Tutors are a good first point of contact if you or your child has any concerns. Heads of House can also be contacted if you have a more serious concern.



BOSTON

Head of House – Mr Bennett
Email – d.bennett@oakwood.ac



HOOBER

Head of House – Mr Jones
Email – j.jones@oakwood.ac



KEPPEL

Head of House – Mr Liversidge
Email – b.liversidge@oakwood.ac



WENTWORTH

Head of House – Mrs Bowater
Email – m.bowater@oakwood.ac

If your child has recently started at Oakwood and require any further information, please contact **Mr S Willey, Assistant Headteacher**. Email – s.willey@oakwood.ac

“Pupils are put at the heart of everything the school does”

Ofsted September 2016

Oakwood 5Rs



Oakwood High School staff and pupils follow the Oakwood 5Rs at all times during the school day. Pupils are encouraged to show their understanding of the importance of the 5Rs in the classroom, out of the classroom, during extra-curricular activities and within the community. The 5Rs can be seen in the table below:

R	Definition
Respect	<i>“Understanding the worth, views and values of self, others and their actions. Treat people and property in an appropriate way.”</i>
Responsibility	<i>“The state or fact of having a duty to deal with something or of having a positive influence on someone.”</i>
Resourcefulness	<i>Having the ability to find quick and clever ways to overcome difficulties”</i>
Resilience	<i>“The capacity to recover quickly from difficulties; toughness and not give up”</i>
Reflection	<i>“Serious thought or consideration leading to improvements being made”</i>

“Oakwood High School have, with all staff, developed the ‘5Rs’. The 5Rs provide all in the school community with a common language when discussing pupils and their attitudes to learning and teaching. This means that it is easy for pupils to understand what they have done well and what they need to improve.”

Ofsted Report, 2016.

Graduation

Throughout the academic year each pupil will have a conduct point’s total that is updated depending on the type of Reward or Consequence logs given. Within all years there is a graduation programme where each pupil is given a running points total throughout the year. This points total has the conduct total added to the attendance figure. Each pupil must meet the minimum graduation total at the end of each academic year. Successful graduates are invited to an end of year reward event, culminating in Year 11, with the Prom and Leaver’s Assembly. Y11 graduates wear a school tie that is different from the other year groups.

Behaviour and Achievement



Classroom expectation posters are displayed in every teaching area and corridor expectations posters can be seen throughout the building. There is a clear reference to the school Rewards and Consequence logs moving from stage 1 (R1 and C1) to stage 5 (R5 and C5) and pupils are made aware of this by regular reference in class. Reward logs carry a positive point score and Consequence logs carry a negative point score. Pupils and parents have access to Go4Schools and are encouraged to keep up to date with the pastoral data of achievement and behaviour. There is also an emphasis on the importance of attendance and punctuality. Academic progress is also available for pupils and parents to reference on each pupil's homepage. Personal Learning Tutors regularly monitor this data for each child within their tutor group, giving praise and setting targets.

Followed the 5Rs	R1 C1	Failed to follow 5Rs after warning given-behaviour log
Met the expectations of the lesson	R2 C2	Failed to follow instructions first time, every time-class teacher action
Exceeded expectations of the lesson	R3 C3	Repeatedly refused to follow instructions-class teacher detention
Success or exemplary conduct	R4 C4	Persistent disruption-Learning Zone action
School recognition/representation	R5 C5	Disruption in a number of subjects-Head of House action

Consequences

At Oakwood we believe that all sanctions should be swift, fair and consistent. All incidents are investigated and recorded on Go 4 Schools, giving details of the incident, action taken, and where required, who is to be informed. A range of consequences can be used by staff, and in most cases this would be a gradual response.

Our Behaviour policy please is available on our school website www.oakwood.ac, under key Information/Statutory Documents.

Examination Performance 2019



2019 was another very successful year for the pupils here at Oakwood. Our pupils averaged a grade 5 (4.9) across at least eight of their subjects. This is the highest level of attainment in this school's history and was exceeded by only one other school in Rotherham.

Our pupils proved, yet again, that they are able to compete with the country's very brightest pupils achieving 76 grade 9s, 17 Distinction* and 4A* across the year group.

Attainment 8 measures the achievement of each and every pupil across the country in the same 8 subjects. Our attainment 8 was 49; significantly higher than both local (44) and national (46.7) averages.

42% of our pupils left with at least a grade 5 in both English and maths. This is well above local averages, in line with national averages; a 7% improvement on last year and shows a three year upward trend in these results

English Baccalaureate (or EBacc) measures the percentage of pupils who achieve A*-C in all of English, mathematics, the sciences, history or geography and a language. We at Oakwood feel it is important that pupils pursue the subjects they feel a drive and passion to succeed in, so whilst we don't force pupils to take this combination of subjects (30% compared to a local average of 31%) the pupils who do choose it perform at least as well as their peers with an average point score of 4.1 when compared to the local average of 3.7.

Pupil destinations measure the percentage of pupils who continue in sustained education or training, or who move on to employment at the end of 16-19 study. This applies to an impressive 96% of our pupils, a number that is demonstrably higher than both national and local averages.

At Oakwood we provide a rich, varied and balanced curriculum. By allowing our pupils the autonomy to choose and follow their personal passions across that very broad range of subjects we help to ensure that they successfully attain the grades and experience necessary to move on to and to thrive in their 'next steps'. When spread across all of these subjects the average progress 8 is -0.27. Progress 8 measures the performance across 8 subjects. Qualifications included in this measure are English and mathematics, any 3 subjects from sciences, computer science, geography, history, languages and any other 3 GCSEs, arts, or approved vocational qualifications.

School Day 2019-20



Warning Bells (WB) are rung at 8.30am to indicate pupils should be in the building with a second bell at 8.40am to mark the time that pupils should be outside their tutor room. Warning Bells are rung after the first 5 minutes of break time and to indicate the last 5 minutes of break time. Staff and pupils should start to make their way to lessons at that point. Access to lockers can be allowed before and after school, and during the first and last 5 minutes of break time.

	Lesson begins	Lesson Ends	Warning bells	Duration minutes
Tutor	8.40 (B)	9.10 (B)	8.30 (WB)	30
Lesson 1	9.10	10.25 (B)		75
Lesson 2	10.25	11.40 (B)		75
Break 1	11.40	12.10 (B)	(11.45 WB) 12.05 WB)	30
Lesson 3	12.10	1.25 (B)		75
Break 2	1.25	1.55 (B)	(1.30 WB) (1.50 WB)	30
Lesson 4	1.55	3.10 (B)		75
Extra-Curricular / Catch Up	3.10			

Attendance and Punctuality

What the school expects of the pupils:

- To attend regularly.
- To arrive on time, appropriately prepared for the day.
- To report to a designated place and sign in should they arrive after the official registration time.
- To attend each lesson on time

Parents are required to contact school to explain why their child is absent. The attendance team can be contacted on 01709 512222 or attendance@oakwood.ac

Every Child Matters and You



There are 5 key responsibilities which everyone working with young people share and the school works hard to meet these. We see these as your rights. Please remember that having rights also brings responsibilities for you.

Being Healthy	Staying Safe	Enjoying and Achieving	Making a Positive Contribution	Achieving Economic Wellbeing
<p>Exercise and sport for physical fitness.</p> <p>Care and support for mental and emotional help.</p> <p>Education to help you develop a healthy lifestyle:</p> <ul style="list-style-type: none"> • Protect your sexual health • Make sensible choices about alcohol and smoking • Avoid illegal drugs • Build your awareness of common illnesses and how to get help. 	<p>Help to keep you safe from:</p> <ul style="list-style-type: none"> • maltreatment • neglect • violence • sexual exploitation • injury • bullying • discrimination • crime • anti-social behaviour in and out of school • accidental injury. <p>Help to provide security and stability.</p> <p>Care for you.</p>	<p>Support you to attend school</p> <p>Design lessons that make you feel supported and challenged</p> <p>Personal and social development</p> <p>Provide and advise about enjoyable recreation</p> <p>Monitor you to make sure you make good progress</p> <p>Help you to achieve your full potential</p>	<p>Play your part in making decisions and supporting the community.</p> <p>Positive behaviour in and out of school, respect for the law.</p> <p>Develop positive relationships, choosing not to bully or discriminate.</p> <p>Build self-confidence and be successful in dealing with changes and challenges.</p> <p>Develop enterprising behaviour.</p>	<p>Develop a sense of direction.</p> <p>Prepare for adult life, aware of progression routes.</p> <p>Engage in further education or training ready for employment.</p> <p>Live in decent homes and sustainable communities.</p> <p>Have access to transport and material goods.</p> <p>Be free from poverty.</p>

Keeping your family in touch with your progress



During the year subject teachers and personal learning tutors will explain what type of learning will help to achieve the levels/grades that you are aiming for.

Teachers will also give you feedback on the level/grade you are currently working at in all of your subjects. You should compare these with your PI's (Performance Indicators) to see how well you are doing. All parents and carers are provided with a user name and password which provides access to your son/daughters progress, achievement and attendance data via the 'Go4School' system.

Subject teachers and personal learning tutors will regularly give you feedback on the quality of your work and your effort and advice on how to improve.

Twice a year we will hold a Review Day. You are expected to come into school with your parent/carer for a 15 minute appointment to look in detail at your progress and how you are managing your learning. Where problems or uncertainties arise, a booking will be made to see the teacher(s) concerned in the following week (at the Subject Parents' evening).

At the Subject Parents' evening you are free to see as many or as few teachers as appropriate. Some staff may request to see you. You will find this out and make the appointments on Review Day.

REVIEW DAYS AND SUBJECT PARENTS' EVENING

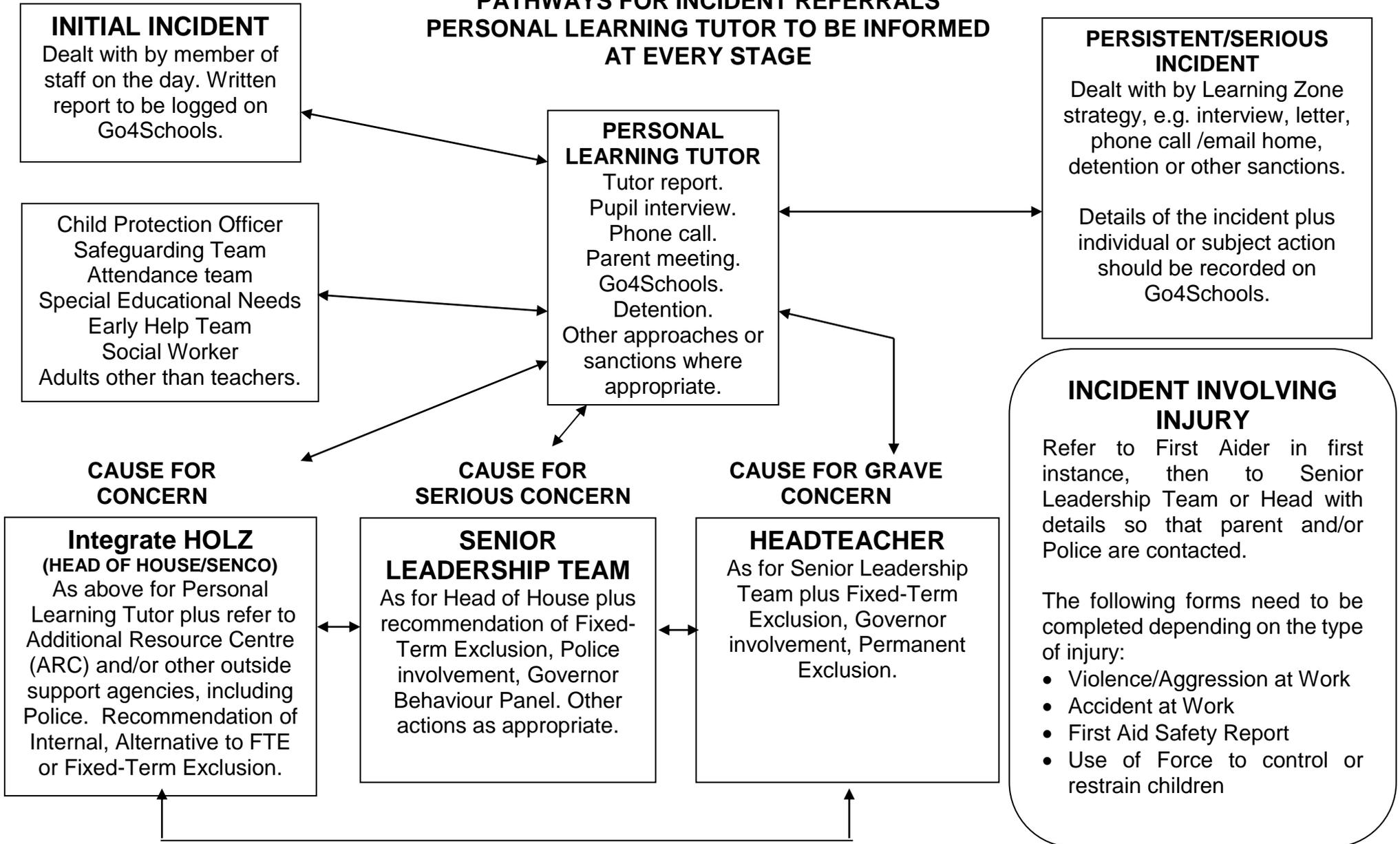
Parents Evening, Y11	09 October 2019
Review Day 1	19 November 2019
Parents Evening, Y7-Y10	27 November 2019
Review Day 2	25 March 2020
Parents Evening, All Years	31 March 2020

COMMUNICATION

Oakwood High School is an e-communications school; this enables us to communicate more regularly with parents and carers using email and text messages.

We hope to reduce our carbon footprint in the coming months and years, and see the use of the above as a key way of doing that. Parents and carers are asked to provide an email address and a mobile phone number when their child starts school. Parents are required to inform us of any changes to their contact details.

**PUPIL SUPPORT STRUCTURE
PATHWAYS FOR INCIDENT REFERRALS
PERSONAL LEARNING TUTOR TO BE INFORMED
AT EVERY STAGE**



Admissions Policy Statement



Starting in Year 7 in September 2020

Parents/Carers of Year 6 pupils will have received a letter and common application form from their primary school in early July 2019. Parents must complete the Rotherham Common Application Form and it should be returned to the Local Authority by **30 November 2019**.

If you choose to apply on-line you must do this by **13 November 2019**. To apply go to <http://www.rotherham.gov.uk/schools>

Transition

At Oakwood, Year 6 pupils move up to start Year 7 on Monday 06 July 2020 this process is called Transition. Transition allows for a more effective transfer between primary learning and secondary learning and supports pupils to settle early with their new classmates and teachers – it also provides a more effective continuation of the learning process. It is very popular with our pupils and parents.

Would you like to visit Oakwood?

There are two ways to visit and you are welcome to use either or both as suits your needs.

- (i) **The Open Evening** – Monday 23 September 2019 from 6.00 pm until 8.00 pm, school is open for Year 6 families. Oakwood staff will be available for you to talk to, and there is the opportunity to meet the Headteacher and other senior staff. The evening is run on an informal basis, but you may wish to time your visit to include Headteacher's talk in the hall, held at 7.00 pm.
- (ii) **The Individual Visit** - Would you like to see the school during a normal working day? Or talk to specific teachers, e.g. SEN or English as an additional language support staff? Or find out about another key area of interest? Please ring the school for an appointment on 01709 512222.

Please remember that individual schools cannot allocate places. The form that you send to the Local Authority is the key to the process. Without it, your child cannot be placed.

Admission Arrangements and Policy

All preferences for Community/Academy/Trust Schools are considered equally in accordance with the Co-ordinated Scheme for Admission to Secondary Schools. Parents/carers are able to name up to three preferences on the Common Application Form.

If you want your child to attend Oakwood High School, you must express your wish in writing using the form provided. Applications must be returned to the Local Authority Admissions section by 30 November 2019 or online by 13 November 2019 for consideration in the initial process. The outcome of this year's admission round shows that 210 pupils were allocated a place at Oakwood, with 21 pupils on the waiting list, and cannot be taken as a guide to the position for 2019/2020; however, parents/carers may wish to consider this information when expressing a preference.

Special Educational Needs Statement



Most pupils may need additional support with their learning at some point in their school career. Some need extra practice with basic skills, some need individual attention to have difficult ideas explained to them, some are in need of work to stretch them because they have coped very quickly with new ideas.

The Additional Resource Centre (ARC) team at Oakwood work alongside classroom teachers providing experience and specialist knowledge of skill development and additional educational needs and how this impacts upon pupils learning within the classroom. Oakwood High School will liaise with outside agencies where appropriate, to provide a full package of support for the family and pupil.

Our Policy for Pupils with Special Needs is based on the following Principles:

All pupils have a right to participate in a broad and balanced curriculum appropriate to their needs;

- All children have needs: some of them have needs which require additional support.
- All teachers are teachers of pupils with Special Educational Needs.
- All pupils are entitled to access Quality First Teaching that will enable them to reach their full potential; physically, intellectually, aesthetically, creatively, emotionally, spiritually and socially - and to live as well-adjusted, autonomous and valued members of society.

At Oakwood High School we operate a graduated response to identify needs, any concerns about pupils needs could be raised by anyone who is involved in pupil education, including teacher, parent, pupil, SENCO, Learning Support Assistant.

A copy of our full Special Educational Needs Policy is available on our school website www.oakwood.ac; having been rewritten in conjunction with the Oakwood Learning Community to reflect the SEN Code of Practice, 2014. The SEN Information Report is available on our website.

Arrangements for Pupils with Disabilities

Pupils who have need of specific support for a hearing or visual impairment or those who have motor difficulties will have specifically adapted admission arrangements, where it is appropriate. Over a number of visits to the school, well in advance of their admission, ARC staff and relevant outside support workers will work together to support with transition needs. Staff will continue to monitor pupils throughout their time in school.

A new school building was opened in September 2016; this building is fully compliant with accessibility regulations.

- The school is fully compliant with Disability Discrimination Act requirements.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

Single Equality Policy



EQUALITY STATEMENT

Legal Duties As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination.
- Advance equality of opportunity.
- Foster good relations.

We understand the principal of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age (for employees not for service provision).
- Disability.
- Race.
- Sex (including issues of transgender).
- Gender reassignment.
- Maternity and pregnancy.
- Religion and belief.
- Sexual orientation.
- Marriage and civil partnership (for employees).

In order to meet our general duties listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions (**we will not publish any information that can specifically identify any child**).
- Prepare and publish equality objectives.

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions.
- Attendance.
- Attainment.
- Exclusions.
- Prejudice related incidents.

Our objectives will detail how we will ensure equality is applied to the services listed above, however, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity.
- Foster positive attitudes and relationships, and a shared sense of belonging.
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely.
- Strive to ensure that society will benefit.

Our Ethos

With a strong emphasis on respect for all, we forge effective and supportive relationships with both pupils and adults in our learning community. Together we maximise every opportunity to achieve success for all, inspiring pupils to achieve excellent academic progress.

Our Equality Ethos

Equality does not mean treating everyone the same, it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chances.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the whole schools responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

School Community	Responsibility
Senior Leadership Team	To support the Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by including them in all inductions: Pupils – Staff, Governor and other workers, volunteers and trainees.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

Equality briefings for school governors, employees and other workers (Appendix 1) and for school council, pupils, parents and carers (Appendix 2) are provided in the full policy available on the school web site.

Home School Agreement



Name of Pupil: _____

House: _____ Tutor: _____

***THIS DOCUMENT IS IMPORTANT;** it is about your rights as an Oakwood High School pupil, the rights of other pupils of the School and about your parents' support for your education at Oakwood. This document sits alongside the ICT Acceptable Use Policy (AUP) signed by parents and pupils.*

We ask that pupils and parents read it carefully and sign it as an indication that they understand and agree to the entitlements. If you have any queries about this Partnership Agreement or wish to discuss it further please contact your child's Personal Learning Tutor.

Our aim is that Oakwood High School should be a happy and purposeful community with learning and teaching as our focus; we aim for excellence in all that we do and all that we seek to do.

Oakwood High School promises:

- high quality learning and teaching that enables you to reach your potential as a successful lifelong learner able to make informed choices about your future;
- access to a rich and balanced curriculum;
- regular assessment and feedback on your performance;
- a positive and consistent ethos nurturing respect, resilience, reflection, resourcefulness and responsibility;
- clear information about what you need to do in order to improve;
- positive encouragement including praise and reward;
- treatment from other members of the school that shows respect for your individual needs, diversity and dignity;
- secure and safe surroundings where you are happy to work with one another and with staff;
- sensitive support in dealing with anything that has got in the way of your entitlements as an Oakwood High School pupil.

Headteacher: _____

Date: 1st July 2019 _____

Pupil Expectations

- Make the most of every learning opportunity. Remember, every lesson is important.
- Behave inside and outside the classroom so that everyone can learn and achieve.
- Show respect for the individual needs, diversity and dignity of others.
- Show care, consideration and good manners for **all** other members of the school community and the wider community.
- Respect the school environment, equipment and the property of others.
- Be willing to tell school staff about anything that has got in the way of anyone's entitlements.
- Attend every lesson, including tutor time and be punctual; arriving at school by 8.30 am to prepare for lessons starting at 8.40 am and arriving at each lesson on time.
- Wear full school uniform.
- Represent and contribute to the whole school ethos by demonstrating respect, resilience, reflection, resourcefulness and responsibility.
- Make sure that all phones and other unauthorised electronic equipment are switched off and put away before entering the school grounds (please be aware the school will not accept liability for any unauthorised equipment you choose to bring to school).
- Comply with all school rules and regulations; these will be explained to you by your Personal Learning Tutor, Teachers and Head of House.

Travelling to and from the school, the same high standards are expected (on buses, in bus queues, on footpaths, dealing with the general public, etc.)

Signed (Pupil): _____ **Date:** _____

Expectations of Parents/Carers

- Support the aims of Oakwood High School and your child's learning by ensuring that your child attends regularly and on time.
- Ensure that your child is in full uniform and arrives at school with the necessary equipment for learning.
- Support the school in recognising that the appropriate conduct of pupils inside and outside school is necessary to create a positive learning environment for everyone.
- Support your child's learning by encouraging them to complete homework and revision.
- Support your child's learning and life skills by encouraging them to develop attitudes and values appropriate to life in a multi-racial and culturally diverse society.
- Attend Review Days and Parents' Evenings to discuss and support your child's progress.
- Understand that should unauthorised electronic equipment be brought to school by your child and is seen in any part of the school grounds or buildings, it will be confiscated and you will be asked to come into school to collect it. Please note, the school will not accept any responsibility for loss or otherwise of unauthorised items that your child chooses to bring into school.
- Support and contribute to the whole school ethos by demonstrating respect, resilience, reflection, resourcefulness and responsibility.
- Comply with all school rules and regulations; these will be explained to your child, however if you require any clarification please contact your child's Personal Learning Tutor.
- Provide up to date contact details including mobile phone number and e-mail address to ensure that information about your child reaches you promptly.

Signed (Parent/Carer): _____ **Date:** _____

Please sign this document and return it to school. Thank you.

OAKWOOD HIGH SCHOOL UNIFORM POLICY

**Oakwood High School is a school proud to wear its uniform.
All pupils attending the school will be required to wear the uniform at all times.**

**There will be no exceptions; there will be no excuses.
We encourage pupils to take a pride in their own appearance.**

UNIFORM

- Full length black trousers for boys and girls and black skirts worn modestly (no shorter than knee length) for girls, all items must be plain black with no noticeable buckles, rivets, zips, studs, logos or badges. Tracksuit type trousers, jeans and extremely tight trousers are not allowed. Plain black leggings may be worn only with an appropriate and modest skirt.
- Plain black blazer with Oakwood High School crest (badge) on breast pocket
- Plain collared white shirt.
- Oakwood High School clip on tie.
- Plain black hijab may be worn, school shirt and tie must be visible.
- Sensible, serviceable black shoes or trainers (no coloured laces, logos, stripes, soles or flashes). No platform or high heels. Boots and trainers are not acceptable. Footwear which extends above the ankle bone will be classified as a boot!

Optional: Grey v necked jumper or cardigan with Oakwood High School logo.

No other combination of uniform is acceptable.

SPECIAL UNIFORM

- **Year 11 Pupils only.** As above, but with the option of purchasing a graduate's special tie, subject to successful graduation at the end of the Year 10.

PE Uniform

- Navy blue polo shirt with school logo
- Black shorts
- Navy blue socks
- Black tracksuit bottoms
- Trainers
- Football boots (optional)

JEWELLERY

No jewellery except for watches and plain studs. If you have piercings, only one set of earrings and one nose stud allowed.

MAKE-UP

Only discreet make-up is allowed at school. (Discreet means subtle and not obvious, so, no coloured eye-makeup, lipstick or blusher; only a thin layer of foundation; minimal eyeliner and mascara. No false eyelashes).

ADDITIONAL INFORMATION

1. All equipment brought to school should be clearly marked.
2. Watches and ear studs should be removed for PE lessons.
3. A strong bag is necessary for carrying books, iPads, Chromebooks and sports equipment.
4. **A sensible outside coat, when necessary – no hoods up or caps at any time! Pupils will not be allowed to wear any outdoor clothing within the school building, they will be asked to remove outdoor coats, jackets, hoodies, scarves, etc, and place them in a school bag prior to entry to school buildings. Lockers are available for pupils in Year 9, 10 and 11 who have successfully graduated.**

PLEASE MAKE SURE YOU HAVE YOUR NAME IN EACH ITEM OF YOUR SCHOOL CLOTHING, SHOES AND PE KIT, SO IT CAN BE RETURNED IF LOST.

REMEMBER VALUABLE ITEMS SHOULD NOT BE BROUGHT INTO SCHOOL

NB The majority of the uniform may be obtained from a wide variety of retail outlets.

Specific Oakwood items can be bought online from:

- * Pinders School Wear Shop, College Walk, Rotherham
www.pindersschoolwear.co.uk/oakwoodhigh
- * Johnny D's, Howard Street, Rotherham
www.johnnydschoolwear.co.uk.

Clean uniform and shoes will be held by the school; pupils will be expected to change into that uniform if they attend school with the incorrect uniform.

Examples of Uniform



Footwear

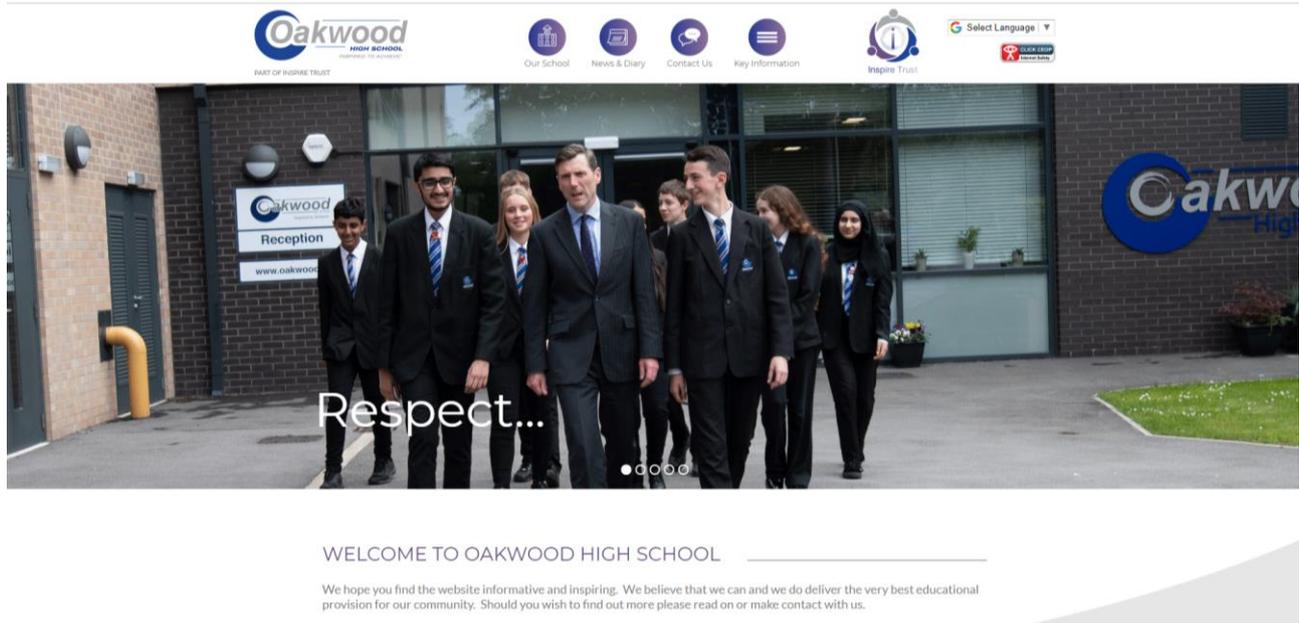
- Sensible, serviceable 100% black footwear (no coloured laces, logos, stripes, soles or flashes). No platform or high heels. Boots are not acceptable. Footwear which extends above the ankle bone will be classified as a boot.

Oakwood High School Pupils, Parents and Carers Website Guide



Access our school website at: www.oakwood.ac



Our school website has been developed to provide key information for our pupils, parents, carers, staff and other interested parties.

The website is structured into sections including: Our School, News and Diary and Key Information.

Pupils, Parents and Carers are invited to browse through the website and in particular the **Key Information section**. In this area you can access a range of information about the school including uniform, attendance, lunch menus, and links to key tools for parents and carers including Go4Schools, Parent Pay, and Tutor Review Day and Parents Evening Booking systems. We have also included advisory areas for Keeping Safe, Revision, Homework, Exam Timetables and Careers.

We welcome your views, comments or questions relating to the school, please contact us through the school website.

Privacy Notice Pupils, Data Protection Act 1998



We, Oakwood High School, are the Data Controller for the purposes of the Data Protection Act. We collect information from you, and may receive information about you from your previous school. We hold this personal data and use it to:

- support your teaching and learning;
- monitor and report on your progress;
- provide appropriate pastoral care, and
- assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. If you are enrolling for post 14 qualifications we will be provided with your unique learner number (ULN) by the Learning Records Service and may also obtain from them details of any learning or qualifications you have undertaken.

Once you are aged 13 or over, we are required by law to pass on certain information to providers of youth support services in your area. This is the local authority support service for young people aged 13 to 19 in England. We must provide both your and your parent's name(s) and address, and any further information relevant to the support services' role. However, if you are over 16, you (or your parent(s)) can ask that no information beyond names, address and your date of birth be passed to the support service. Please inform our data team if you wish to opt-out of this arrangement. For more information about young peoples' services, please go to the Direct.gov Young People page at www.direct.gov.uk/en/YoungPeople/index.htm or the LA website shown below.

We will not give information about you to anyone outside the school without your consent unless the law and/or our rules permit it. We are required by law to pass some of your information to the Local Authority (LA), and the Department for Education (DfE).

If you want to see a copy of the information we hold and share about you then please contact the Headteacher.

If you require more information about how the Local Authority (LA) and/or DfE store and use your information, then please go to the following websites:

http://www.rotherham.gov.uk/info/200031/data_protection_and_freedom_of_information/1711/privacy_notices and
<http://www.education.gov.uk/researchandstatistics/datatdatam/b00212337/datause>

If you are unable to access these websites we can send you a copy of this information. Please contact the LA or DfE as follows:

Information Governance Unit Rotherham Metropolitan Borough Council Riverside House Main Street Rotherham S60 1AE Email: IGU@rotherham.gov.uk Telephone: 01709 382121	Public Communications Unit Department for Education Sanctuary Buildings Great Smith Street London SW1P 3BT Email: http://www.education.gov.uk/help/contactus Telephone: 0370 000 2288
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