

## **Samuel Ward Arts and Technology College**

Samuel Ward Arts and Technology College in Suffolk is a 13 – 19 comprehensive with 860 on roll from mixture of deprived town estates and affluent rural villages. It has specialism in Technology, Visual Arts and Applied Learning. It also has Leading Edge status and is a designated Training School.

This partnership activity involves both staff and students who engage with employers from the school's Governing body. The learners involved directly are the Student Ambassadors who represent student body to:

- support the needs of the community as identified in the SEF
- develop curriculum provision further
- increase outcomes for students at all key stages
- develop and embed Student Leadership
- embed work-related learning

Both student and staff leadership skills are supported and developed through working with employers from the Governing body. Alongside this activity, work-related learning opportunities are embedded into teaching and learning.

All departments mapped work-related learning opportunities that enhanced the development of these and personal, learning and thinking skills (PLTS) into their schemes of work. All students recorded when they had used these skills, reflected on what they had learnt and set themselves targets for future improvement.

Student Ambassadors were also identified to be the public face of the school student body. They worked with the employers on the Governing Body who supported them on how to present themselves, including their use of voice and body language.

Alongside this support, one member of the Governing Body who has her own management training consultancy business worked with middle leaders and ASTs delivering leadership and management training. The programme was quality assured by using the expertise and experience of the Governing Body.

The benefits to employers included:

- The employers gained the benefit of being able to access the views of the students directly by interacting with the Ambassadors as the representative leaders of the student body.
- They had a direct impact on developing the potential future leaders in the local economy.
- Employers fulfilled some of their own community engagement targets.
- Enhanced public relationship opportunities for the employers on the Governing Body.
- The Governing Body was involved closely with the development of school staff, leading to whole school improvement and therefore a positive impact on the local community.
- The student leadership initiative developed self confidence, team work, communication and business related skills.
- The success seen has encouraged the school to broaden the opportunities for students to take part in focused leadership work through the Young Enterprise scheme and the Leadership Award being developed with the Chamber of Commerce; these are currently under development.
- The staff involved exhibited greater self confidence and are more willing to take on additional responsibilities; there is more leadership capacity within the school.
- This in turn has led to more curriculum initiatives and partnership activities in teaching and learning.

- Work-related learning is more high profile and embedded across subjects.

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