

Oakfield is a residential school situated in the East of the city of Hull. It caters for students, aged 11-16, who have Educational, Health and Care Plans for Social, Emotional and Mental Health Difficulties. The school can accommodate up to 110 students. The students in the current cohort exhibit a wide range of additional needs including Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Emotional Detachment Disorder, Foetal Alcohol Syndrome, Depression, Mental Health Difficulties, Visual impaired, hearing impaired including self-harming and suicide attempts. Many present with anti-social behaviour and are known to the police due to their criminal activities in the community.

**Number of teaching staff- 25 (19 of which with a teacher commitment), 1 unqualified teacher, 3 x level 4 instructors.**

**Number of LBSM- 25**

**Number of pupils- 110 (7 awaiting placement)**

**Number of class groups- 4xRowan, 5x KS3, 3x KS4, 2xALP**

The school currently has 110 on roll (figure accurate as of September 2023). 89% of the cohort are male. 74 pupils (67%) of the cohort are FSM. 14 pupils (13%) are Looked after Children (LAC). 10 pupils are categorised as Children in Need, 4 pupils have Child Protection Plans. Currently 80/110 of the cohort are Pupil Premium that is 73% of the whole school. A significant number of the cohort are patients of the Child and Family Psychiatric Service and Children and Mental Health Services (CAMHS) and are medicated. All of our cohort have had external agency input in some form throughout their lives.

**By the end of Key Stage 3, we aspire that all pupils have:**

- Increase in knowledge of key literacy and numeracy skills shown through class assessment and formal termly assessments
- Increased engagement and motivation in lessons
- Increased attendance
- Reduced number of incidents (physical management)

**By the end of Key Stage 4, we aspire that all pupils realise their ambition about:**

- higher education and/or employment – including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- independent living – enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living
- participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as healthy as possible in adult life

**Last school inspection** was: December 2019 short inspection- continues to be 'good'.

Next steps for the school Leaders and those responsible for governance should ensure that:

- pupils' attendance continues to improve, particularly for pupils who are persistently absent
- systems to analyse data are used effectively to support curriculum development to meet the changing needs of all pupils.

Last full inspection was December 2014- Judged 'Good'

**Last residential inspection** was: March 2023- Judged 'Good'

## 1. Quality of Education- Schools Evaluation Judgement - Good

### Strengths of the school

- A broad and balanced curriculum is delivered across both Key Stages. Year 7 students and the Nurture group are taught English and Mathematics in a primary style setting with a class teacher, but have specialist subject teachers to deliver the rest of the school's curriculum. From Year 8 onwards the pupils follow a 'mainstream' secondary school model accessing lessons taught by subject specific teachers. This enables all students to maximise their attainment in year 11. All pupils study for and gain qualifications in Maths and English including Entry Level, Functional Skills or GCSE's. In the 2022/3 academic year, 11/16 of the year 11 cohort (69%) achieved a GCSE in both English and Mathematics.
- The teaching staff have excellent subjects of knowledge and are supported by a coherent programme of training and support of the middle and senior leaders. 24% of the teaching staff were graded as exceeding the teaching standards in 2022/23 (triangulation of work scrutiny, lesson observation, pupils progress and accreditation)
- The role of the Learning Behavior Support Mentor has changed in the 2023/24 academic year to subject specific mentors allowing for more consistency in Teaching and Learning.
- Our data continues to show that students make most progress when they complete whole key stages, or make the transition between key stages at Oakfield School. Within the school setting, there are distinct differences between KS3 and KS4 in terms of expectation, responsibility and experiences. The students look forward to KS4, understanding that they will have different opportunities to those they have experienced in KS3.
- The school uses assessment to identify pupil's knowledge and understanding. The school has a Qualified Teacher delivering Maths intervention on a one to one basis for identified pupils. Four pupils access Maths intervention and eleven pupils access English intervention on a weekly basis and are making progress in acquiring knowledge and skills allowing them to catch up with their peers/age related expectation.
- One of the schools priorities is to ensure pupils acquire the reading skills and comprehension necessary to read and communicate effectively. In September 2022, the school enrolled on a whole school phonics programme called 'Fresh Start'. The phonics intervention programme is delivered by an enthusiastic team dedicated to developing pupils' ability to read accurately and fluently and with good comprehension.
- We work in partnership with Hull College, Bishop Burton and East Riding College. This partnership provides Key Stage 4 pupils specialist vocational training such as 'Motor Mechanics', 'Bricklaying', 'Hair and Beauty', 'Construction' and 'Food'. These vocational courses allow pupils to develop essential skills in a chosen career whilst still working towards GCSE's in school. Thus demonstrating the curriculum is meeting all pupils' needs and aspirations for the future.
- The school uses off-site placements for some students who are unable to manage a full time curriculum in a classroom setting. Off-site placements have improved attendance for some hard to reach students and have re-engaged them in learning and the pupils are acquiring knowledge and skills to successfully achieve qualifications such as Level 1 in Multi-Craft Construction, BTECH Level 1 Certificate in Engineering and Maths/English Functional Skills/ELC'S. We have a team that quality assures the health and safety and safeguarding of our students and staff is reflected to the same high standards as our on-site provisions
- The school is committed to equipping the students for life beyond Oakfield. The number of pupils moving onto suitable post 16 destinations in 2021/22 was 82% in learning, 6% in part time work, 6% in employment with accredited training and 6% NEETS (available to the labour market). This is a steadily improving trend, over 3 years of pupils moving on to EET. 2022/23 post 16 destination are not currently available as of yet (September 2023)
- From very low starting points, all students achieve and attain through the extensive work we do beyond the classroom. This progress is tracked through our PSP assessment programme, our incident/ absenting reporting procedure, our online diary chronologies, our reward system and the success and attainment of the students beyond the traditional GCSE results.

### Areas of Development

- To review the current curriculum offer across all subjects including outdoor activities and activities focusing on establishing social and communication skills across the cohort.
- To promote a reading culture across the school.
- To develop a culture of continuous improvement, a willingness to share good practice is essential.
- To develop links with others schools to encourage CPD/gaps in training or knowledge

## 2. Behaviour and Attitudes Schools Evaluation Judgement - Good

### Strengths of the school

- Students are fully aware that they all have an entitlement to come to school, feel safe, enjoy learning, forge friendships and take a full and active part in school life
- There are clear expectations, routines and effective behaviour and attendance policies in place. Students have a clear understanding of the high expectations of behaviour within the school. This is due to the rigor the staff have in ensuring the high standards are kept. The school takes all forms of bullying, homophobia, sexism, and racism very seriously and are dealt with quickly, consistently and effectively whenever they occur. Persistent or extremely serious incidents are passed onto the Police or other agencies in order to ensure that offenders are dealt with appropriately.
- The whole school points system, ensures positive attitudes to learning and good behaviour is rewarded. The number of pupils achieving the necessary points to access end of term rewards has increased in the 2022/23 academic year from 56% in the autumn term, 64% in the spring term and 76% in the summer term. The whole school incident reporting, in addition to the student tracking for achievement and is adhered to by behaviour, is rigorous and effective in improving behaviour and learning. It enables the school to target intervention of identified students rapidly and effectively.
- The electronic incident /absenting reporting system enables all incidents and absenting to be recorded accurately and effectively. The staff regularly monitor and analyse the databases to micro-track students, to find triggers, identify changes in behaviour, attendance, attitudes to learning. In addition, post incident feedback takes place with the pupil to look for how the incident could have been avoided. Comparing the 2022 and 2023 data, we have seen a reduction in all the incident levels (level 1, 2 and 3). The total number of incidents have reduced by 17% from the previous academic year.
- Attendance is a high priority across the school. Attendance for 2021 22 was 85.25%, the attendance in 2022 23 was 87.8%. Term on term comparisons show a positive upward trend in attendance of pupils. The number of persistent absences has decreased by 5% on the previous year. The school set high expectations for all students. This is positively modelled by staff throughout the school. Good attendance and punctuality is rewarded through the whole school points system. From the 41 children that have been identified as high priorities throughout 2022-23 (LBWA data), 70% have made improvements within their attendance/punctuality of the classroom environment and curriculum through strategies implemented and discussed within SLT meetings. Staff do all they can to ensure that students are ready to learn, encouraging pupils to be well prepared and that as many barriers to learning that the students may wish to create are minimized.
- The school has worked hard to devise alternatives to fixed term suspensions as a sanction The number of suspensions reduced from 119 in 2021/22 to 80 in 2022/23. This has been the lowest number of suspensions in the previous three academic years.

### Areas of Development.

- Review the LBWA structure to ensure consistency in the application of the behaviour policy in lessons and during the unstructured parts of the school day
- Improve attendance for all groups and reduce the percentage of persistent absentees
- Develop increasing awareness and support for a culture of diversity, tolerance and inclusivity

### 3. Personal development Schools Evaluation Judgement – Good

#### Strengths of the school

- The staff provide positive role models; the teaching staff use it as an opportunity to develop relationships with students, which then increases confidence within the students to challenge themselves within the classroom setting without fear of reprisal.
- The school is actively involved in ensuring that current issues in the national interest are explored and addressed through school council and planned Theme Days. Recent Theme Days explored what it means to be British and explored fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our Theme Days are recorded and reflected upon in displays and feedback. There has been a significant improvement in engagement and participation of students as they have become familiar with the expectations and formats of the days. In December 2021, the school achieved the national SMSC Quality Mark award.
- We are one of 50 Hull & East Yorkshire schools/colleges that make up the Hull & East Yorkshire Careers Hub. Oakfield's link business is Cranswick Food. The school uses 'Compass +', an online self-evaluation tool, to assess how the careers support compares against the Gatsby benchmarks and the national average. The school uses the data generated to track progress against the benchmarks over time.
- The school provides opportunities to nurture and develop pupils' interests and talents through a range of physical activities (including outdoor education), Music, Duke of Edinburgh, Art and Gardening.
- The school's ethos, commitment and whole school approach with its complex cohort enables them to better manage their mental health. The school has an established Emotional Well Being Team, which provides additional support within school for students who require specialist intervention. They deliver accredited programmes such as anger management, art therapy, LEGO intervention, time to talk, parent courses, bereavement counselling and emotional well-being. The team works closely with families in crisis and social care to support and advice. Currently 61% of the school's cohort have a timetabled slot during the school week in EWB and a number of pupils also access EWB through drop in sessions. This input positively affects student attendance, achievement and engagement as they see that the school is helping their families as well as themselves. We strive to provide students with the emotional awareness and social skills so that they can successfully manage in their post schools lives.
- The school works effectively with the careers service to ensure that all students have a pathway on leaving school at the end of year 11. We encourage the students to have aspirations, students understand that there are options 'post 16'. The data tells us that, as a school, we prepare our students well for the next stage in education, training and employment. In 2021/22 academic year 1/17 pupils (6%) were NEET. 2022/23 data not yet published (September 2023)
- The school provides all pupils with high quality pastoral support through tutor times, the EWB team but also through the broad curriculum that helps to support/develop their confidence, resilience and independence so they can make appropriate choices, participate in society and be as healthy as possible in adult life
- The Parent and Student liaison officer supports year 11 parents/carers in the process of post 16 visits as it can be an anxious time for pupils and parents alike. In addition, the Parent and Student liaison officer visits any year 11 leavers that have not found suitable education or vocation courses since leaving in the June of that academic year.

#### Areas of Development

- A greater involvement of business leaders and alumni in current careers programme and opportunities for all pupils to undertake work experience / work simulations.
- Emotional wellbeing is meeting the growing mental health needs of the students, their families and the staff
- To ensure a rich personal development/character education programme is in place.

## 4. Leadership Schools Evaluation Judgement - Good

### Strengths of the school

- The Head teacher and Senior Leadership team have a clear and ambitious vision for improving the quality of education for all pupils. This is implemented through strong shared values and policies and practice.
- The Senior Leadership team is committed to working with staff to ensure that their strengths are used effectively within the schools setting and that areas of development are addressed and improvements made. Through Continuing Professional Development and Performance Management, the Headteacher is committed to developing staff to aspire to leadership positions in the future.
- The curriculum Middle leadership team is established and members are clear of their roles and responsibilities. They focus on improving teacher subject pedagogy in order to enhance the teaching of the curriculum.
- There is rigorous Performance Management of teaching and support staff. It challenges underperformance and offers appropriate intervention. It also rewards success and high performing staff members. In 2022/23, 100% of the teaching staff was graded as meeting the teaching standards of which 19% was graded as exceeding the teaching standards. The Governing Body each term monitors the performance management process to ensure that underperformance is being addressed by the Head teacher.
- There is a proactive and effective Governing Body which challenges and supports the Head and the Senior Leadership Team with many aspects of leadership. There is an induction programme which all new Governors complete. School Leaders and the Governors are all committed to their own personal CPD opportunities and requirements to fulfil their roles within school. This is in addition to the CPD for all school staff (including ECT) to meet the needs of the pupils. This has ensured that all training needs are identified, places booked and reminders sent to ensure that all staff, including the members of the Governing Body have regular training.
- The school continues to focus on support for the mental health and wellbeing of staff. Leaders have implemented changes in addition to the well-established 'open-door' policy for confidential discussion and space for a member of staff to recover if involved in an incident. A staff well-being group, training key staff in Mental Health First Aid and Wellness Recovery Action Planning has become established this year, and is part of a formalised approach to mitigate workplace stress and to provide additional support to staff. Staff workload meetings, held three times a year, alert leaders to emerging issues that are discussed with the whole staff. The most recent staff wellbeing questionnaire reported that they feel supported in the following ways "an open door policy", "support from the leadership team" and "we work as a team".
- The school has rigorous and effective safeguarding systems. The school ensures all staff receive ongoing training from the DSL on a termly basis, in addition to Level 1 safeguarding training every 3 years. All PFI staff members that are situated on the school site have undergone the same rigorous training. The multi-agency coordinator/safeguarding officers have developed very strong networks with other agencies in the city and beyond which significantly improves the speed in which matters are dealt with for our families and young people.
- In January 2022, the school appointed a Parent and Young Person officer. The Parent and Young Person Liaison works closely with the attendance and multi-agency team supporting families with difficulties in attendance and offering families advice and support, covering managing family budgets, emotional support and building positive trusting relationships by either phone or home visits. She has started working with families who are having difficulties with healthy eating. She has a health care background, using her knowledge to assist with healthier lifestyle choices.
- The Schools Designated Governor works effectively with the Safeguarding leads. They meet regularly and strive to improve the systems of reporting and record keeping. They keep up to date on current legislation and ensure that necessary training and information is shared with all staff. This is particularly relevant in terms of safeguarding students from radicalisation and extremism.
- Reports are written and presented to Governors and other interested parties for monitoring purposes. The system is transparent and can be rigorously audited by a third party.

### Areas of Development

- To develop the quality and capacity of leadership and management across the school
- To explore various Multi Academy Trust options across the local region to maintain momentum of school as to which would be of advantage to Oakfield school

- Ensure that the website contains all the information required and is used to effectively to improve communication with parents and other stakeholders
- Develop capacity and knowledge of the Governing body to ensure that Governance remains effective driving improvement