

Oakfield School

School Improvement Plan 2023/2024

Mission Statement

At Oakfield, we believe it is every pupil's right to expect excellent teaching of an enriched and engaging curriculum, promoting a higher standard of learning 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 are 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.

School aims

We aim

1. To create a safe and secure learning environment in which high standards of behaviour and commitment are clearly expressed and realised
2. To create a culture of high expectations and success for pupils, providing a flexible curriculum that engages and motivates groups of pupils and individuals
3. To promote a sense of responsible citizenship in our pupils
4. To build a professional community of teaching and support staff within the school, developing leadership skills and teamwork
5. To build a capacity for future thinking, problem-solving and planning and distributive leadership
6. To establish collaborative working with other schools
7. To support and facilitate inter-agency work as part of a broader community approach to learning
8. 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.

Oakfield School

Quality of Education

Key Objectives	Leadership	Action	Success Criteria	Timescale	Evidence	Cost
To review the current curriculum offer across all subjects including outdoor activities and activities focusing on establishing social and communication skills across the cohort.	SSLT Curriculum Team	To review the current curriculum offer across all subjects- focus on developing the 'creative arts' curriculum.	An increased number of teachers exceeding the teaching standard (triangulation of work scrutiny, pupil progress, lesson observations and accreditations). Target of 30% (6% on 2022/23 academic year) That assessment has identified gaps in learning effectively and that the teachers plan and deliver lessons to address those gaps. Work scrutiny demonstrates clear sequencing of learning and shows that students can recall information over time. Wider range of accreditations/vocational routes available- including 'Hair and Beauty', 'Mechanics' and 'Multi Trade'.	December 2023 90% good+ 10% outstanding	Teaching standards data and lesson observations Good progress and attendance reported for Pupils undertaking vocational/offsite courses. Parents/care rs/pupil voice during key worker session and termly reports. SIP termly reports Governors minutes.	£1500
		Working with Gina White (SIP) on a termly basis to critique the schools curriculum offer.		April 2024 80% good+ 20% outstanding		
		Enrich the curriculum offer by offering and delivering vocational and Off-site courses including college placements for students in KS4.		July 2024 70% good+ 30% outstanding		
		Latest curriculum plans must be available on the school's website.		July 23 and September 23- enrollment of college/placements		
		Staff have consistently high expectations of all students including those identified as low ability on admission		March- review of 2024/25 curriculum offer		
To re allocate LBSM from supporting one specific class to supporting a subject area. This will improve teaching standard/consistency across the school.						

			Attendance of vocational and college placements are at least 95% (on the days in which pupils attend them).		Departmental meeting notes. Progress data for KS3 and 4 are as expected GCSE/Year 11 analysis of exam outcomes.	
To promote a reading culture across the school.	Curriculum Team	<p>Reading is prioritised to allow pupils to access the full curriculum</p> <p>Pupils reading attainment is assessed gaps are addressed through the Phonics programme/intervention if required.</p> <p>Relaunch of the schools library. Magazine subscriptions based on pupils interests readily available within the school library.</p> <p>The inclusion of extended writing in all subject areas on a regular basis.</p> <p>Regularly review the impact of the intervention programme.</p> <p>Support sessions for Y10 and Y11 ps focus on the language needed to be successful in examinations</p>	<p>Reading ages for all pupils show accelerated progress from their starting points/baselines.</p> <p>Students show an interest in reading and this is reflected in their learning.</p> <p>Pupils are able to talk about that they are reading and offer reflection and opinion on what they have read.</p> <p>Ensure the correct use of challenging subject vocabulary is included in all lessons (evidenced through work scrutiny and lesson observations)</p> <p>Pupils with low literacy levels receive additional 121 support so they can</p>	<p>November 2023– Relaunch of the schools library</p> <p>October 2023- Reading baseline tests complete for all new starters.</p> <p>December 2023- 10% increase in the number of books being loaned out of library.</p> <p>Pupils key workers session shows termly progress and improvement towards reading accurately and independently</p> <p>Individual case studies for those that have not</p>	<p>Improved outcomes in reading assessments.</p> <p>Key worker information</p> <p>Library loan sheet</p>	

			make accelerated progress.	made expected progress.		
To develop a culture of continuous improvement, a willingness to share good practice is essential.	SSLT Curriculum Team	<p>Whole Staff teaching meet 3 times a year in staff meetings to share good practice as part of Performance Management review process to ensure staff are on track to meet objectives</p> <p>Staff to actively differentiate lessons at every opportunity to meet learning needs</p> <p>Effective use of assessment data ensures that teaching staff are stretching and challenging the most able. To ensure that extension work is provided to stretch and challenge based upon assessment data</p> <p>Ensure that questioning skills are developed and encourage deeper thinking .</p> <p>Establish an ethic of reviewing teaching comments in marking and responding to teacher comments . Ensure students respond to teacher comments</p> <p>Set clear expectations of presentation and effort in lessons.</p>	<p>The rigorous lesson observation and learning walk schedule identifies areas of strength and where staff require support.</p> <p>Developing a culture of continuous improvement, a willingness to seek support and share good practice is essential.</p> <p>Ensure that differentiation is evident during lesson observations and learning walks</p> <p>Evidence of this is provided in feedback to staff</p> <p>Extension work is evident during lesson observations and learning walks</p> <p>The marking policy is implemented consistently and effectively across all areas of the curriculum.</p>	<p>Termly analysis of 'Teaching and Learning strengths' and areas of development.</p> <p>Marking policy review- October</p> <p>Teacher on a page December 2023 90% good+ 10% outstanding</p> <p>April 2024 80% good+ 20% outstanding</p> <p>July 2024 70% good+ 30% outstanding</p>	<p>Performance management objectives met or exceeded by Teaching staff</p> <p>Progress data indicates that students are making effective progress from their baseline on admission</p> <p>Progress data and outcomes indicate that the more able students have had strength and challenge</p>	NIL

		<p>Encourage students to show pride in their work and have a 'thirst' for learning</p> <p>Performance management targets to reflect professional development needs.</p>	<p>Effective use of the school points and e-praise scheme to encourage and praise effort and achievement</p> <p>Best practice from training is shared amongst staff team.</p>		<p>within the curriculum</p> <p>Work scrutiny feedback</p>	
To develop links with others schools to encourage CPD/gaps in training or knowledge	SSLT	<p>Teachers to collaborate with other professionals outside of Oakfield on the development of their subject area. This will enhance approaches in Teaching and Learning which will improve pupils' knowledge and understanding, skills, attributes and capabilities in all areas.</p>	<p>Departmental meetings show improved teacher confidence and knowledge in the subjects they deliver</p> <p>Pupils have a clear understanding of their progress and can articulate their next steps.</p> <p>Pupil voice shows pupils feel challenged within lessons.</p>	October 2023 to create links with other schools to allow for termly subjects meetings throughout the academic year.	<p>Governor link meeting</p> <p>Termly work scrutiny</p> <p>Schemes of work audits</p>	NIL

Behaviour and Attitudes

Key Objectives	Leadership	Action	Success Criteria	Timescale	Evidence	Costs
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	SSLT	<p>Trauma informed techniques to engage disruptive and disengaged students through communication and adaptations of curriculum offer and expectations of behaviour</p> <p>Solution focused attitude to address disruptive and disengaged students.</p> <p>Use of LBWA data to identify trigger points</p> <p>Continue to build relationships and communication between school and parent/carers.</p> <p>Regular reviews of duty rotas to ensure hot spots in terms of environment and students are addressed and supported.</p> <p>Emphasis on the use of rewards through E-Praise and other means such as the Friday rewards.</p>	<p>Behavior and attitudes are judged to be at least 'Good' in line with the OFSTED framework.</p> <p>A higher percentage of Students access the weekly rewards and termly rewards than in the previous academic year.</p> <p>Positive changes in data benchmarks used to monitor behaviour within the school and individual children.</p> <p>The number of physical incidents reduce term on term and an overall reduction form previous academic year (718)</p> <p>The number of fixed term suspensions to reduce term on term and an overall reduction form previous academic year (80)</p> <p>Pupils are able to self manage their behavior over time.</p>	<p>September 2023 relaunch of system and reviewed half termly.</p> <p>September 2023-Inset training- trauma informed practice.</p>	<p>Governor reports</p> <p>Termly reports</p> <p>Rewards system</p> <p>Incident reporting system</p>	NIL

<p>Improve attendance for all groups and reduce the percentage of persistent absentees</p>	<p>SSLT Attendance working group</p>	<p>Ensure good attendance is promoted and rewarded across the school via the Epraise system.</p> <p>Develop effective relationships and communication with families to support persistent non attenders</p> <p>Attendance data shared with tutors each week via the attendance team</p> <p>Use of personalised curriculum timetables to improve attendance in lessons</p> <p>Use of the Emotional Wellbeing Team to support students who are struggling with engagement, attendance in lessons and school.</p> <p>Ensure punctuality to lessons and to school is acknowledged and celebrated.</p>	<p>Attendance to improve across all year groups, particularly reducing those with attendance below 90%.</p> <p>Whole school attendance in 2022/23 was 87.8%. School target for 2023/24 is at least 90% (increase of 2.2%)</p> <p>Punctuality-all pupils to be on time for school/lessons.</p>	<p>Attendance data both weekly and termly</p> <p>Autumn 2023/24</p> <p>Target of 88%</p> <p>Spring 2024</p> <p>Target of 89%</p> <p>Summer 2024</p> <p>Target of 90%</p> <p>Whole school year target 90%</p>	<p>Governor Reports</p> <p>Weekly Attendance meeting minutes</p>	<p>£500</p>
<p>Develop increasing awareness and support for a culture of diversity, tolerance and inclusivity</p>	<p>SSLT J Parkison, N Riggs, V Harker, EWB team</p>	<p>To assign key topics for theme days, projects and initiative that can inform and educate pupils to tackle issues such as homophobic bullying.</p> <p>Raise awareness of LGBTQ+ within the whole school and to promote tolerance and respect . working closely with pride groups. LGBTQ+ Peer group to be established.</p> <p>All cases of bullying, racism, discrimination and derogatory</p>	<p>Notable reduction in the number of racist/homophobic language.</p> <p>Reduction in racism and bullying logs term on term and annually. 14 Racism logs in 2023/34 and ? bullying logs.</p> <p>Pupil/Parent voice-Target of 100% of pupils feel safe within the school.</p>	<p>September 2023- theme day identified for the year and circulated with staff.</p> <p>October 2023- LGBTQ+ peer group established.</p>	<p>School Council minutes</p> <p>Survey data</p> <p>Racism/ bullying log data</p>	<p>NIL</p>

		language/actions are dealt with quickly and effectively. Oakfield to be a 'white Ribbon' school	Improved confidence and independence and resilience of pupil is evident in discussions and surveys.			
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Personal Development

Key Objectives	Leadership	Action	Success Criteria	Timescale	Evidence	Costs
<p>A greater involvement of business leaders and alumni in current careers programme and opportunities for all pupils to undertake work experience / work simulations.</p>	<p>SSLT Careers Team</p>	<p>Ensure that the school is meeting ALL eight of the Gatsby Benchmarks (the compass self-evaluation tool identified some areas of development- Meaningful encounters with employers).</p> <p>Pupils are offered encounters on a termly basis with employers/providers (opt in method based on suitability).</p> <p>Careers theme day (past pupils are invited into school to talk about their journey post 16 once leaving Oakfield).</p> <p>Connexions interviews to take place during year 8-11. In partial advice on the type of programmes/courses available at post 16 provisions</p> <p>Quality work experience placements for all pupil</p> <p>Encourage pupils to attend open days (Oakfield to facilitate if applicable). Support in place during the application process.</p> <p>Parent coffee morning to be held where Connexions and HEY are present</p>	<p>Ensure that all students progress in appropriate education, work or training post 16. Number of NEETS for 2023/24 year leavers being 0%</p> <p>All pupils to have meaningful encounters with employers and local providers, at least 2 encounters during the first phase (year 8/9) and second phase (10/11)</p> <p>100% of pupils (if suitable) have a meaningful work experience during Key Stage 4.</p> <p>Increase in Compass + evaluation in Gatsby benchmarks 1, 3, 4, and 6 to 100%</p> <p>Pupils are able to articulate there next steps.</p> <p>Positive work experience feedback from both the pupil but also the host work experience venue.</p>	<p>Termly visits from leader in business.</p> <p>Careers theme day- March</p> <p>Work experience throughout the year depending on availability</p> <p>May-Application for post 16 provision to be made</p>	<p>Termly Compass + report.</p> <p>Governor report Curriculum</p> <p>NEET data tracking</p> <p>Work experience feedback forms. (Employer feedback)</p> <p>Alumni feedback to inform continuing development of careers education programme</p> <p>Parents views</p>	<p>£2000</p>

<p>Emotional wellbeing is meeting the growing mental health needs of the students, their families and the staff</p>	<p>SSLT Governors</p>	<p>The Emotional Wellbeing Team have a more strategic pathway as well as their intervention remit</p> <p>Ensure the referral path for support for mental health issues across students, families and staff is maintained and monitored</p> <p>Regular review of workload of students and staff to relieve any unnecessary emotional pressure</p> <p>Use of staff debriefs to monitor wellbeing by SSLT members</p> <p>Leaders engage and are aware of the pressure on staff.</p> <p>Regular meetings with staff and students to ensure that effective communication is maintained</p>	<p>Stable attendance of staff in the school- a reduction of staff absence from 198 (not included LOA) in 2022/23 to 150 in 2023/24 (25% reeducation)</p> <p>Positive feedback from surveys relating to wellbeing</p> <p>Communication is swift and effective that staff workload is monitored and reviewed regularly</p>	<p>On-going</p> <p>Annual surveys</p>	<p>Governor Reports</p> <p>Attendance data</p> <p>Retention of staff</p>	<p>NIL</p>
<p>To ensure a rich personal development/character education programme is in place.</p>		<p>To review the strategic planning for PSHE/SMSC.</p> <p>To ensure greater impact of the school council.</p> <p>To provide opportunities of pupils to develop belonging and resilience in learning through personal development.</p> <p>A broad range of experiences – trips, clubs and opportunities both through the curriculum but also extended days and residential.</p>	<p>Students are ready for the next stage in the life (transition to main school, to KS4, post 16)</p> <p>Improved opportunities for group work and discussion in lessons.</p>	<p>September- review of subject areas.</p> <p>December 23- 50% of cohort have taken part in a enrichment experience.</p> <p>April 24- 75% of cohort have taken part in an enrichment experience</p> <p>July 24- 100% of pupils have had at least 1</p>	<p>Parent /pupil views.</p> <p>School council minutes</p> <p>Curriculum plans</p> <p>NEET's data</p>	

				enrichment experience		
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Leadership & Management

Key Objectives	Leadership	Action	Success Criteria	Timescale	Evidence	Costs
To develop the quality and capacity of leadership and management across the school	SSLT Governors	Review and monitor the roles and responsibilities of the middle and senior leadership to ensure accountable and clear decision making responsibilities within their role Ensure that the leadership structure is effectively communicated to all staff	Effective middle leadership and effective senior leadership. A clear route of succession planning A clear process for leadership responsibilities to be delegated due to absence to ensure smooth running.	September/October – performance management/supervisions March- Performance management review	Effective communication and leadership in place across the school Evidence of succession planning Rigorous CPD training programme and pathway for middle and senior leaders SSLT/Governor minutes	Nil
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	SSLT Governors	Successful application to DFE Work with Trust on consultation process of stakeholder Work with Trust on Curriculum and Finance due diligence Work with Trust Board and Local Governing Body on the residential provision	Secure a suitable Academy Trust with all stake holders well informed; ethos, vision and values and ongoing school improvements. Leaders developing role of Oakfield within a Mat	September 2023	Academy Status secured	Nil
Ensure that the website contains all the information required and is used to effectively to improve	Governors SSLT	Ensure that the website is easy to navigate and contains the useful and necessary information for all interested parties	That the website is regularly updated and reviewed and is compliant	Termly audits	Governor reports Website audit	N/A

communication with parents and other stakeholders		<p>Termly Website audit to ensure that it contains all the statutory information required by the DFE</p> <p>Latest curriculum plans on website and a schedule of monitoring and review in place.</p> <p>Review the social media promotions of the school to ensure they are maximising parental engagement</p>	Schemes of work are online and planned on previous learning at the relevant stage.			
Develop capacity and knowledge of the Governing body to ensure that Governance remains effective driving improvement	SSLT	<p>Undertake induction for newly appointed Governors.</p> <p>Ensure that Governors' meeting are well attended</p> <p>Records of Governor visits are relevant and actions addressed</p> <p>Ensure training is offered to ensure that Governors are effective, understand their role and able to effectively challenge and support SSLT</p> <p>Allocation of Link Governor roles to monitor identified areas of improvement</p>	<p>Governance is effective and contributes to the leadership of the school</p> <p>Governors are able to evaluate how well they fulfil their statutory duties.</p>	On-going	<p>Governors Report</p> <p>Training register</p> <p>Termly Governor link reports</p>	£1000

