



# **School Improvement Plan (SIP)**

2024/25

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# 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** and 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:

- 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 **future 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.*

## QUALITY OF EDUCATION

KEY OBJECTIVES	LEADERSHIP	INTENT	IMPLEMENTATION	TIMESCALE	EVIDENCE	COST
<p>To review the school's current curriculum, offer across all subjects.</p>	<p>SSLT, Curriculum Team.</p>	<p>To review the school's current curriculum, offer across all subjects.</p> <p>Examination/ accreditations reviews of all subject areas to ensure actions are taken to improve further on 2024 outcomes.</p> <p>Update the school's KS4 options booklet.</p> <p>Change of examination boards, if appropriate:</p> <ul style="list-style-type: none"> <li>• Maths – Edexcel</li> <li>• Food Technology – NCFE</li> <li>• Employability – NCFE</li> </ul> <p>Introduction of AQAs shorts awards.</p> <p>Maths scheme of work and lesson structure using White Rose Education.</p>	<p>Increased accreditation across all subjects (with a focus on Humanities and ICT).</p> <p>High quality learning opportunities and outcomes for all groups of pupils.</p> <p>Staff have consistently high expectations of all students including those identified as low ability on admission.</p> <p>An increased number of teachers exceeding the teaching standard (triangulation of work scrutiny, pupil progress, lesson observations and accreditations). <i>Target of 40% (10% on 2023/4 academic year).</i></p>	<p>KS4 options booklet relaunch in June 2024.</p> <p>Examination board change (and the introduction of new subjects) ready for 2024/25 academic year.</p> <p>Performance management – September 2024.</p> <p>School Improvement Partner visits on a termly basis.</p>	<p>Timetable structure.</p> <p>Scheme of work, identifying expectation.</p> <p>KS4 options booklet.</p> <p>SIP reports.</p> <p>GCSE/Year 11 data analysis of examination outcomes.</p>	<p>£1,500</p> <p>White Rose Education (Maths) funded by TCAT.</p>

		<p>All teachers to have a curriculum-based performance management objective.</p> <p>Working with Gina White, School Improvement Partner (SIP) on a termly basis to critique the school's curriculum offer.</p>				
<p>To ensure that the quality of curriculum planning, and sequencing is consistent.</p>	<p>SSLT, Curriculum Team.</p>	<p>Subject Leaders to review curriculum to ensure it is suitably rich and challenging setting high expectations for all pupils.</p> <p>Introduction of mock examinations (English/Maths for KS4 pupils).</p> <p>Develop links between subjects so that key ideas can be woven seamlessly through the curriculum.</p>	<p>Work scrutiny demonstrates clear sequencing of learning and shows that students can recall information over time.</p>	<p>Curriculum planning is an ongoing process that will never be complete and as such all subjects should continually be seeking to improve the quality of their curriculum.</p>	<p>Learning is sequential and builds knowledge and skills and outcomes are high quality.</p>	<p>N/A</p>
<p>To develop a programme to support pupils who need help with reading comprehension and fluency.</p>	<p>Curriculum Team, Stephanie Macarthur-Watson, and Diana Filbe (Intervention Teacher)</p>	<p>Pupils reading attainment is assessed via Access Reading Test's (ART). Gaps are addressed through the Phonics programme /intervention, if required.</p>	<p>Reading ages for all pupils show accelerated progress from their starting points/baselines.</p> <p>Pupils can read with fluency and show an</p>	<p>All pupils to have their reading assessment completed in the Autumn Term 2024.</p> <p>Reading Plus to start from September 2024.</p>	<p>Use of challenging subject vocabulary is included in all lessons (evidenced through work scrutiny and</p>	<p>ART Tests funded by TCAT.</p> <p>£200</p>

		<p>Year 7 pupils to have weekly Reading Plus timetabled lesson.</p> <p>Implement whole group reading in tutor time to improve engagement and vocabulary.</p> <p>Staff to seek challenging subject-based texts to use as resources in lesson across the curriculum. Use of challenging subject vocabulary is prominent in lessons.</p> <p>Continue to encourage the inclusion of extended writing in all lessons/subjects on a regular basis.</p>	<p>understand of a range of curriculum texts.</p> <p>An increase in the number of pupils leaving Oakfield in Year 11 with a qualification within English (100% target).</p> <p>Pupils' Key Worker sessions show termly progress and improvement towards reading accurately and independently.</p>	<p>August 2025 examination/accreditation results.</p>	<p>lesson observations)</p>	
<p>To develop links with other schools to encourage CPD/gaps in training or knowledge</p>	<p>SSLT. Curriculum Team</p>	<p>Teachers to collaborate with other professionals at TCAT 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>	<p>September 2024 to create further links with schools to allow for termly subjects meetings throughout the academic year <i>(To focus on English/Maths from in 2023/24)</i></p>	<p>Governor link meetings.</p> <p>Attendance at subject meetings at TCAT.</p>	<p>N/A</p>

<p>To embed the school's Personalised Learning Curriculum (PLC) offer within the school (getting identified pupils' school /classroom ready).</p>	<p>SSLT, PLC Team</p>	<p>Establish clear policies and procedures for identifying pupils to access the PLC and procedures around when pupils are ready to return to main school.</p> <p>Website page explaining the role of the PLC within the school to meet identified need.</p> <p>Weekly meetings with PLC Lead and Deputy Headteacher.</p>	<p>Proforma for referral both to the PLC and vice versa.</p> <p>Pupils who access the PLC have support on their personal development and individualised pathways.</p> <p>Increased attendance of those individuals who access PLC.</p> <p>Reduction in the number of incidents of negative behaviour.</p> <p>Barriers to the classroom environment are removed over time.</p>	<p>Clear indication on the class list of those pupils who access the PLC at the beginning of September 2024.</p> <p>The PLC timetable to be shared with staff weekly.</p> <p>Termly Governor reports.</p>	<p>Governor reports.</p> <p>Curriculum Meeting minutes.</p> <p>Pupil and parent/carer voice.</p> <p>Case Studies</p>	<p>N/A</p>
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## BEHAVIOUR & ATTITUDES

KEY OBJECTIVES	LEADERSHIP	INTENT	IMPLEMENTATION	TIMESCALE	EVIDENCE	COST
To reduce the number of pupils 'vaping'.	SSLT, Viki Harker.	<p>Inform pupils, parents and carers and school staff about vaping. Focusing on the following:</p> <ul style="list-style-type: none"> <li>• Increase awareness about vapes and the health risk of vaping.</li> <li>• Address the myths and misperceptions around vaping.</li> </ul> <p>Letters to be sent to parents/carers about the dangers of vaping and the school's stance on pupils' vaping on school site.</p>	<p>Notable reduction in the number of pupils using vapes.</p>	<p>Whole school staff training on vaping – July 2024.</p> <p>Workshops delivered by ReFresh to all pupils in year groups 8 to 11 – September 2024.</p>	<p>Notable reduction in the number of pupils using vapes.</p>	N/A
Develop increasing awareness and support for a culture of diversity, tolerance, and inclusivity	SSLT, EWB Tea, John Parkinson, Nick Riggs, and Vicki Harker.	To assign key topics for theme days, projects and initiative that can inform and educate pupils to tackle issues such as homophobic bullying.	<p>Notable reduction in the number of racist/homophobic language.</p> <p>Reduction in racism and bullying logs term on term and annually (20</p>	Theme Days identified for the year and circulated with staff – September 2024.	<p>School Council meeting minutes.</p> <p>Survey Data (via Survey Monkey).</p>	£1,500 (Theme Days).



		<p>Raise awareness of LGBTQ+ within the whole school and to promote tolerance and respect, working closely with pride groups.</p> <p>LGBTQ+ peer group to be established.</p> <p>All cases of bullying, racism, discrimination, and derogatory language/actions are dealt with quickly and effectively.</p> <p>Humanities curriculum offers opportunities to explore different perspectives and cultures.</p> <p>Opportunities to promote equality and challenge stereotypes are explicitly taught across the curriculum.</p>	<p><i>racism logs and ? bullying logs in 2023/24).</i></p> <p>Pupil/Parent Voice - Target of 100% of pupils feel safe within the school.</p> <p>Improved confidence independence and resilience of pupil is evident in discussions and surveys.</p> <p>Pupils feel empowered through positive representation.</p>		Racism/Bullying Log data.	
To ensure pupils have positive attitudes to learning so that lessons flow smoothly, and all students	Attendance Team	All staff make every effort to build and sustain positive relationships with their pupils. The expectation is that students are focussed on learning throughout a lesson with no time lost.	<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</p>	<p>Number of suspensions to decrease term on term and be 10% lower than previous year (108).</p> <p>A reduction of physical incidents over the year (608 in total in 2023/34).</p>	<p>Reward figures.</p> <p>Physical incident data.</p> <p>Suspension data.</p> <p>Pupil Voice</p>	£5,500 (Rewards)

make good progress.		<p>To ensure Key Stage Leaders work with members of their team to think strategically about strategies to support pupils (half termly meetings).</p> <p>Mentoring of newly appointed staff so they can have the greatest positive impact on managing behaviour.</p>	<p>monitor behaviour within the school and individual pupils.</p> <p>The number of physical incidents reduce term on term and an overall reduction from previous academic year.</p> <p>Pupils can self-manage their behaviour over time.</p>	<p>More than 80% of the school's cohort (on average) accessing the End of Term Rewards programme.</p>		
To improve attendance for all groups and reduce the percentage of persistent absentees	SSLT, Attendance Working Group	<p>Implement new government attendance guidance fully from September 2024. Staff training to be provided.</p> <p>Review whole school Attendance Policy.</p> <p>To ensure the importance of good attendance is communicated regularly with parents/carers and pupils.</p> <p>To ensure weekly data is available for analysis by the attendance team for emerging patterns of absence.</p> <p>To reduce the number of days lost due to suspensions.</p>	<p>To improve the attendance across all year groups, particularly reducing those with attendance below 90%.</p> <p>Whole school attendance in 2023/24 was 85.54%. The school's target for 2024/25 is at least 90% (increase of 4.46 %)</p> <p>Reduction in the number of pupils persistent absent.</p> <p>Punctuality – all pupils to be on time for school/lessons.</p>	<p>Attendance data both weekly and termly.</p> <p><b>Attendance targets:</b></p> <ul style="list-style-type: none"> <li>• 88% - Autumn Term 2024</li> <li>• 89% - Spring Term 2025</li> <li>• 90% - Summer Term 2025</li> <li>• <b>90% - Whole School</b></li> </ul> <p>Reduction of suspensions by 10%</p>	<p>Reduced number of Fixed Term Suspensions.</p> <p>Data surrounding Fixed Term Suspensions.</p> <p>Governor reports.</p>	£500

**PERSONAL DEVELOPMENT**

<b>KEY OBJECTIVES</b>	<b>LEADERSHIP</b>	<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>TIMESCALE</b>	<b>EVIDENCE</b>	<b>COST</b>
To reduce staff workload where possible (by streamlining policies and procedures.)	SSLT	<p>To plan a range of staff social events to foster good morale and team spirit.</p> <p>To ensure Staff Wellbeing is at the forefront of all decision making.</p> <p>To consider staff workload and look for ways to reduce it when reviewing all policies and practice.</p> <p>To seek to remove any unnecessary paperwork and or frequency.</p>	<p>Positive feedback in annual staff surveys.</p> <p>Adapt current systems so that they are streamlined (IBEC, PM appraisal).</p>	<p>Ongoing – 2024/25.</p> <p>The school's PSP system review and PM appraisal to be changed September 2024.</p>	Staff feedback from survey.	N/A
To ensure a rich personal development/ character education programme is in place.	SSLT, Curriculum Team	<p>Character education is about developing the wider skills and personal qualities that will help students succeed in their lives.</p> <p>Introduction of 'Life Skills' at KS4 as a subject.</p> <p>To change examination board for KS4 Employability.</p>	<p>To ensure pupils are ready for the next stage in their life (transition to main school, to KS4 or Post 16).</p> <p>The vast majority of KS4 pupils (100%) engaging in the work experience offer (if appropriate).</p> <p>All pupils to have meaningful encounters with employers and local</p>	<p>Termly visits from leader in business.</p> <p>Careers Theme Day – March 2025.</p> <p>Work experience throughout the year depending on availability.</p> <p>Application for Post 16 provision to be sought – Spring Term 2025.</p>	<p>NEET data.</p> <p>A positive Gatsby Audit – external</p> <p>Work experience feedback forms</p> <p>AQA Short Award accreditation</p>	£1,000

		<p>To ensure pupils can listen to external speakers on Post 16 Pathways – apprenticeships meeting on the 18 September 2020, etc.</p> <p>Connexions Interviews to take place for year groups 8 to 11. In partial advice on the type of programmes/courses available at post 16 provisions.</p> <p>Post 16 placements tours/visits supported by school if parents/carers are unable to facilitate.</p> <p>Quality work experience placements for all pupils.</p> <p>Parent/carer ‘Coffee Morning’ to be held where various agencies attend (including Connexions and HEY).</p> <p>A selected group of pupils to attend the HEY Careers Pupil Voice sessions throughout the academic year.</p>	<p>providers, at least 2 encounters during the first phase (Years 8/9) and second phase (Years 10/11).</p> <p>Pupils to achieve a range of short course award qualifications via the ‘Life Skills’ subject area. The number of qualifications will be matched to their ability levels.</p> <p>100% of pupils who are assigned to the ‘Employability’ lessons leave with a qualification.</p> <p>Increase in Compass + evaluation in Gatsby Benchmarks 3 and 7 to 100%.</p>		<p>Employability NCFE qualifications</p> <p>Pupils to articulate their next steps.</p>	
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<p>All staff to have opportunities to develop professionally.</p>	<p>SSLT</p>	<p>All teaching staff to have a performance management objective linked to developing their own practice.</p> <p>Staff who are non-subject specific trained to attend training courses to upskill mathematical knowledge and feedback during department meetings (sharing best practice).</p> <p>New staff to have an effective transition, understand school pedagogy and policies.</p> <p>To develop the use of carousel sessions related to aspects of education/training needs.</p> <p>To move Extended Days from a Tuesday evening, allowing all staff to access the Tuesday Training items.</p> <p>To Develop the Coaching Model using peer-to-peer support for staff identifying areas for development.</p>	<p>CPD audit/survey – June 2024. This is to become an annual event.</p> <p>Target set during the performance management cycle.</p> <p>Tuesday training sessions clearly aligned to the SIP.</p> <p>A robust CPD calendar.</p> <p>Successful completion of induction period for new staff.</p> <p>Best practice from training is shared amongst staff team.</p>	<p>Whole School calendar to be distributed in September 2024, with Autumn Term Tuesday meetings highlighted.</p> <p>Suitable courses to be sought as part of the performance management appraisal process.</p>	<p>Staff CPD calendar.</p> <p>Details of Governor meetings.</p> <p>Upskilling of staff team – positive response on staff survey.</p>	<p>£15,000</p>
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		To ensure that subject leaders have knowledge and skills needed to effectively signpost staff to CPD as appropriate.				
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## LEADERSHIP & MANAGEMENT

KEY OBJECTIVES	LEADERSHIP	INTENT	IMPLEMENTATION	TIMESCALE	EVIDENCE	COST
<p>To successful conversion to TCAT.</p> <p>To secure the best possible opportunities for our pupil and staff. The aim is to be in a stronger financial position and/or be getting better value for money from TCAT central services.</p>	SSLT, Governing Body	<p>To work with TCAT on consultation process of stakeholder.</p> <p>To ensure staff and terms and condition are TUPE over. A meeting with staff and Unions – 10<sup>th</sup> September 2024.</p>	To secure academy status with all stakeholders well informed: ethos, vision and values and ongoing school improvements.	Autumn Term 2024/25	Academy status achieved by the end of the Autumn Term 2024/25	N/A
Oakfield School – Alternative Learning Provision (ALP), Lee Thompson (Assistant Headteacher) and Claire Platten (Offsite Provision Manager) to be the lead for ALP across TCAT	SSLT, TCAT Central Team	<p>To present the ALP proposal at the Trust Headteachers' Board – September 2024.</p> <p>To provide support to the various TCAT school who are using ALP for pupils who are not managing within their current setting.</p> <p>To expand the ALP, offer across TCAT; the development will put</p>	<p>Oakfield School to be the lead for the ALP offer across TCAT, including due diligence for the placements used.</p> <p>To obtain approval of the 'Lodge' by the TCAT Board. The Lodge will be a flagship internal provision based at Cottingham High School.</p>			

		increasing demands on the Assistant Headteacher so will need to add capacity to run the school effectively.	To review roles and responsibilities across the Curriculum Team and the SLT.			
To ensure the new school website contains all information that is require, including school policies, and is used effectively to build on the improved communication with parents/carers	SSLT, Jordan Glenton	To review the school website content to ensure all statutory information etc, is valid and up to date.  To ensure all subject curriculum SOW are available in the consistent format on the school website.  To continue to make good use of social media to promote the achievements of pupils and quality of education.	To ensure the school website is easy to navigate and contains useful information for staff, parents/carers, and students as well as statutory information required by the DfE/Ofsted.	Termly audits.	Parent/carer survey response in relation to the navigation of the school website.  School website audit.	N/A
For the Governing Body to ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.	SSLT, Governing Body	To increase and sustain the number of governors.  To strengthen governor involvement in life of the school.	Governing Body fully involved in aspects of school improvement.  Stronger working relationships between Link Governors and their departments.	Ongoing	Governor reports.  Termly Governor link reports.	N/A