



School Evaluation Form (SEF)

2024/25

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<p>Introduction</p> <p>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 130 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, Fetal Alcohol Syndrome, Depression, Mental Health Difficulties, visual impaired, hearing impaired, including self-harming and suicide attempts. Many pupils present with anti-social behaviour and are known to the police due to their criminal activities in the community.</p>		<p>Background:</p> <p>The school currently has 129 on roll (as of 14/10/2024). 90% of the cohort are male. 89 pupils (69%) of the cohort are FSM. 19 pupils (15%) are Looked after Children (LAC). 18 pupils are categorised as Children in Need, 3 pupils have Child Protection Plans. Currently 94/127 of the cohort are Pupil Premium; that is 74% 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.</p> <p>All our cohorts have had external agency input in some form throughout their lives.</p>	
<p>Teaching (including SLT):</p>	<p>29 teachers (25 QTS and 4 instructors) – 6 teachers are with non-teaching commitments: Headteacher, Deputy Head, SENDco, and 3, Key Stage Leaders.</p>	<p>By the end of Key Stage 3, we aspire that all pupils have:</p> <ul style="list-style-type: none"> • Increased 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) 	
<p>Non-teaching:</p>	<p>20 Learning & Behaviour Support Mentors (LBSM) – 1 is currently on maternity leave. 7 Curriculum Support Assistants 2 Teaching Assistants</p>		
<p>Number of role:</p>	<p>129 (as of 14/10/202)</p>	<p>By the end of Key Stage 4, we aspire that all pupils realise their ambition about:</p> <ul style="list-style-type: none"> • 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 	
<p>Number of class groups:</p>	<p>4 – The Rowan Building 5 – KS3 4 – KS4 2 – ALP 1 – PLC</p>		

QUALITY OF EDUCATION
(School Evaluation Judgement – Ofsted: Good)

STRENGTHS OF THE SCHOOL	AREAS OF DEVELOPMENT
<ul style="list-style-type: none"> • A broad and balanced curriculum is delivered across both Key Stages. Year 7 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. Year 8 onwards, the pupils follow a ‘mainstream’ secondary school model, accessing lessons taught by subject specific teachers. This enables all pupils to maximise their attainment in Year 11. All pupils study for and gain qualifications in English and Mathematics including Entry Level, Functional Skills, or GCSE’s. <i>In the 2023/4 academic year, 16/19 of the Year 11 cohort (84%) achieved a qualification in English and 16/19 (84%) achieved a qualification in Mathematics. 79% (15/19) achieved a qualification in both in both English and Mathematics.</i> • The teaching staff have excellent subject knowledge and are supported by a coherent programme of training and support of the middle and senior leaders. 30% of the teaching staff were graded as exceeding the teaching standards in 2023/24 (triangulation of work scrutiny, lesson observation, pupils progress and accreditation). • The school’s data continues to show that pupils make most progress when they complete whole key stages or make the transition between key stages. Within the school setting, there are distinct differences between KS3 and KS4 in terms of expectation, responsibility, and experiences. The pupils look forward to KS4, understanding that they will have different opportunities to those they have experienced in KS3. • The school uses assessment to identify pupils’ knowledge and understanding. The school has a qualified teacher delivering Mathematics Intervention on a 1-2-1 basis for identified pupils. 3 pupils access Mathematics Intervention and 15 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 school’s priorities is to ensure that pupils acquire the reading skills and comprehension necessary to read and communicate effectively. <i>In September 2022, the school enrolled on a whole school phonics programme called ‘Fresh Start’. The phonics intervention programme is delivered by an</i> 	<ul style="list-style-type: none"> • To review the current curriculum, offer across all subjects. • To ensure that the quality of curriculum planning, and sequencing is consistent. • To develop a programme to support pupils who need help with reading comprehension and fluency. • To develop links with other schools to encourage CPD/gaps in training or knowledge. • To embed the PLC, offer within the school (identify pupils who are ready for the school environment).

enthusiastic team dedicated to developing pupils' ability to read accurately and fluently and with good comprehension.

- Oakfield School works in partnership with Hull College, Bishop Burton College, 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 GCSEs in school. Thus, demonstrating the curriculum is meeting all pupils' needs and aspirations for the future.
- In the Autumn Term of 2023/24, the school introduced the Personalised Learning Curriculum (PLC). PLC is for pupils who struggle to access the full school timetable for various reasons and need a personalised and creative timetable so their individual needs can be met. PLC timetables need careful consideration prior to implementation and should reflect the specific needs of the student. This timetable can be both short and long-term depending on the needs of the child.
- The school uses off-site placements for some pupils who are unable to manage a full-time curriculum in a classroom setting. Offsite placements have improved attendance for some hard-to-reach pupils 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, BTEC Level 1 Certificate in Engineering and English/Mathematics Functional Skills/ELC'S. The school has a team that quality assures the health and safety and safeguarding of our pupils and staff, and this is reflected to the same high standards at our on-site provisions.
- From very low starting points, all pupils achieve and attain through the extensive work we do beyond the classroom. This progress is tracked through our PSP assessment programme, incident/ absenting reporting procedure, online diary chronologies, reward system and the success and attainment of the pupils beyond the traditional GCSE results.

BEHAVIOUR & ATTITUDES
(School Evaluation Judgement – Ofsted: Good)

STRENGTHS OF THE SCHOOL	AREAS OF DEVELOPMENT
<ul style="list-style-type: none"> • Pupils 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. • The school have clear expectations, routines and effective behaviour and attendance policies in place. Pupils 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 they are dealt with quickly, consistently, and effectively whenever they occur. Persistent or extremely serious incidents are passed onto the Police or other agencies 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 2023/24 academic year from 75% in the autumn term, 57% in the spring term and 79% in the summer term. The whole school incident reporting, in addition to the pupil 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 school’s bespoke 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, and 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 2022-23 and 2023-24 data, we have seen a reduction in level 2 and 3 incidents; level 1 incidents have increased by 10%, however, this is our lowest incident level where no physical management has been used. The total number of incidents have reduced by 15% from the previous academic year. 	<ul style="list-style-type: none"> • To reduce the number of pupils ‘vaping’. • To develop increasing awareness and support for a culture of diversity, tolerance, and inclusivity. • To ensure pupils have positive attitudes to learning so that lessons flow smoothly, and all pupils make good progress. • To improve attendance for all groups and reduce the percentage of persistent absentees.

<ul style="list-style-type: none">• Attendance is a high priority across the school. <i>Attendance in 2022/23 was 87.8% and in 2023/24 it was 85.54%</i>. The number of persistent absences has increased by 8% on the previous year. The school sets high expectations for all students. This is positively modelled by staff throughout the school. Good attendance and punctuality are rewarded through the whole school points system. 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 pupils may wish to create are minimized.• The school has worked hard to devise alternatives to fixed term suspensions as a sanction. Suspensions increased from 80 in 2022/23 to 108 in 2023/24 (this coincides with the increase of the school PAN - 15% increase of pupils on roll).• Damage is reported by staff and recorded in the Damage Book. The approach to damage varies depending on the seriousness of it and the circumstances around the specific incident. Damage can come out of the pupils Epraise; if the level of damage reaches the schools benchmark for legal process, then it will be reported to the police. Damage is reviewed at the SLT level fortnightly.	
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PERSONAL DEVELOPMENT
(School Evaluation Judgement – Ofsted: Good)

STRENGTHS OF THE SCHOOL	AREAS OF DEVELOPMENT
<ul style="list-style-type: none"> • Staff provide positive role models; the teaching staff use it as an opportunity to develop relationships with pupils, which then increases confidence within the pupils 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 the school council and planned Theme Days. The most 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. The school’s Theme Days are recorded and reflected upon in displays and feedback. There has been a significant improvement in engagement and participation of pupils 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. • Oakfield School is one of 50, Hull & East Yorkshire schools/colleges that make up the Hull & East Yorkshire Careers Hub. The school’s link business is Cranswick Foods. 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 is committed to providing work experience opportunities for the Year 11 pupils, as it provides an insight into the ‘world of work’ and to prepare them for the responsibilities of adult life. • 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 Award Scheme, Art, and Gardening. • The school’s ethos, commitment and whole school approach with its complex cohort enables pupils to better manage their mental health. The school has an established Emotional Wellbeing Team, which provides additional support within school to pupils who require specialist intervention. They deliver 	<ul style="list-style-type: none"> • To reduce staff workload where possible (by streamlining policies and procedures). • To ensure a rich personal development/character education programme is in place. • All staff to have opportunities to develop professionally

accredited programmes such as anger management, art therapy, LEGO intervention, time to talk, parent courses, bereavement counselling and emotional wellbeing. The team works closely with families in crisis and social care to support and advise. Currently, 38 pupils have a timetabled 1-2-1 slot during the school week in EWB. 8 pupils at a time access WRAP (3 x 10-week sessions – 24 pupils in total), 6 pupils access the ‘Understanding Me’ programme and on average there are 24 daily drop ins from pupils (including lunchtime). This input positively affects pupil attendance, achievement, and engagement, as they see that the school is helping their families as well as themselves. The school strive to provide pupils with the emotional awareness and social skills so that they can successfully manage in their post-school lives.

- Oakfield School works effectively with the careers service to ensure that all pupils have a pathway on leaving school at the end of Year 11. We encourage the pupils to aspire; pupils understand that there are options ‘Post 16’. The data tells us that, as a school, prepare our pupils well for the next stage in education, training, and employment. *In 2022/23 academic year 3/16 pupils (19%) were NEET. Data for 2023/24 has not been released yet (September 2024).*
- The school provides all pupils with high quality pastoral support through tutor times, via 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 school’s Parent and Young Person Support 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/carer alike. In addition, the Parent and Young Person Support Liaison Officer visits any Year 11 leavers that have not found suitable education or vocational courses since leaving in the June of that academic year.

LEADERSHIP & MANAGEMENT
(School Evaluation Judgement – Ofsted: Good)

STRENGTHS OF THE SCHOOL	AREAS OF DEVELOPMENT
<ul style="list-style-type: none"> • The school’s Headteacher 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 school’s 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 school’s Curriculum Middle Leadership Team is established, and members are clear of their roles and responsibilities. They focus on improving teacher subject pedagogy to enhance the teaching of the curriculum. • The school has a rigorous Performance Management of teaching and support staff. It challenges underperformance and offers appropriate intervention. It also rewards success and high performing staff members. <i>In 2023/24, 100% of the teaching staff were graded as meeting the teaching standards, of which 30% were graded as exceeding the teaching standards.</i> Each term the Governing Body monitors the performance management process to ensure that underperformance is being addressed by the Headteacher. • The school has a proactive and effective Governing Body which challenges and supports the Headteacher and the Senior Leadership Team with many aspects of leadership. The school has 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. 	<ul style="list-style-type: none"> • To Successful convert to The Consortium Academy Trust. • To secure the best possible opportunities for our pupils and staff. The aim is to be in a stronger financial position and/or be getting better value for money from central services. • Oakfield ALP staff (Lee Thompson and Claire Platten) to be the lead for ‘Alterative Learning Provision’ across TCAT. • To ensure the new school website contains all information that is required, including school policies, and is used effectively build on the improved communication with parents/carers. • 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.

- 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 wellbeing 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 school's 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 Support Liaison Officer. The school's Parent and Young Person Liaison Officer works closely with the attendance and multi-agency teams 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. The role involves working with families who are having difficulties with healthy eating. Also, working with health care background, using her knowledge to assist with healthier lifestyle choices.
- The school's 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.

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| <ul style="list-style-type: none">• 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. | |
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