



Oakfield School
The Consortium Academy Trust
Self-Evaluation Summary



School Context	
<p>Oakfield is a residential school situated in the east of the city of Hull. It caters for students, aged 11-16, who have Education, Health and Care Plans for Social, Emotional and Mental Health difficulties. The school can accommodate up to 135 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, visual impairment, hearing impairment, depression and mental health difficulties, 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>Teaching 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>Non Teaching</p> <ul style="list-style-type: none">• 5 EWB Assistants• 1X Parent and Young Person Support Officer• 20 x Learning & Behaviour Support Mentors (LBSM)• 11 x Curriculum Support Assistants• 7 x Offsite Provision Assistants• 1 x L2 Teaching Assistant
<p>Number on roll: 132 - (correct at 25/9/2025)</p>	<ul style="list-style-type: none">• 100 pupils (77%) of the cohort are in receipt of FSM.• 11 pupils (8%) are Looked after Children (LAC).• 11 pupils are categorised as Children in Need, 6 pupils have Child Protection Plans.• Currently 77% of the cohort are Pupil Premium.

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

- 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)

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

Areas for Improvement from the Previous Inspection (May 2024)

- Staff training has not focused enough on developing subject specific knowledge for teachers and subject leaders. Sometimes, teachers do not have clear guidance about the specific subject components that they should teach. Leaders should help teachers to develop subject expertise in the range of subjects they teach.
- The school does not have a clear strategy for pupils that need support for reading comprehension and fluency. This means that pupils do not develop reading skills as quickly as they could and inhibits their ability to access the curriculum. Leaders should develop a programme to support pupils who need help with reading comprehension and fluency.

Self-Grading against the Ofsted Evaluation Areas						
Safeguarding	Inclusion	Curriculum and Teaching	Achievement	Attendance and Behaviour	Personal Development and Well-Being	Leadership and Governance
Met	SS	ES	SS	SS	SS	SS

*Safeguarding is interwoven throughout the evaluation areas, as it is whole school approach, and at the heart of everything the school does.

**Inclusion - all pupils at Oakfield have an Education, Health and Care Plan (EHCP); the school has an identified appointed SENCo. Leaders and staff have a culture of understanding the range of barriers pupils face and ensure correct support/strategies are in place to meet identified needs. The school closely monitors the impact of the Pupil Premium strategy.

Curriculum and Teaching

- The Oakfield curriculum encompasses all opportunities for learning within the school day. Timetabled lessons, recreational times and lunchtimes provide valuable opportunities to develop appropriate interactions between year groups, teaching groups and adults. This is central to the promotion of quality relationships, attitudes, appropriate behaviour and the general quality of life.
- The curriculum is reviewed regularly to ensure it is ambitious, broad and balanced and builds strong foundations for academic success (building on prior understanding towards clearly defined end points), good health and wellbeing for all pupils.
- 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 teaching of specific pupil groups is effective in reducing barriers to learning, enabling pupils to have the best opportunities to succeed. In the 2024/25 academic year, 47% of the teaching staff were graded as exceeding the teaching standards (triangulation of work scrutiny, lesson observation, pupils' progress and accreditation).
- In May 2024, OFSTED identified that 'staff training has not been focused enough on developing specific knowledge for teachers and subject leaders. The school has been proactive in enhancing the CPD offer and focusing on developing the expertise of the teaching staff, to ensure the curriculum is delivered effectively so not to disadvantage the pupils.
- The deployment of Learning Behaviour and Support Mentors (LBSM) is key in supporting pupils to access high quality learning experiences. Currently 7 support staff are enrolled on a CACHE Level 3 Certificate in Supporting Teaching and Learning and an additional 4 support staff are enrolled on the 'Specialist Teaching Assistant Level 5- SEND Pathway' course.
- The school uses both formative and summative assessment to identify pupils' knowledge and understanding. Using this data, staff can adapt their practice to meet pupils' needs. Curriculum time is made available for revisiting content and overcoming misconceptions or gaps in learning.
- The Rowan Building was purposefully re-designed in 2020/21 to create a nurturing environment, suitable for Year 7 pupils and a Key Stage 3/4 nurture class. The dedicated staff team are well equipped at overcoming barriers to learning, and they are building strong foundations for pupils to access the curriculum. As part of our ongoing self-review, we identified that Year 8 pupils were not always ready to follow a 'mainstream' secondary school model, as they transition into the main building; to address this we have identified three qualified teachers who will lead a Year 8 transition year in the main building (following the year 7 model). This enables all pupils to successfully transition into the main building and will maximise their progress (based on their starting points).

- In the Autumn Term of 2023/24, the school introduced the Personalised Learning Curriculum (PLC). The PLC is for pupils who struggle to access the full school timetable, for various reasons, and need a personalised and creative timetable so that 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.
- From 2025/6 academic year, pupils in KS4 have been streamlined in core subjects (school priority area) to ensure that the curriculum is suitably adapted to each group, so that there is a focus on pupils achieving a qualification matched to their working level.

Key Objectives (SIP)

- To review the school's current curriculum, offer across all subjects.
- To ensure that the quality of curriculum planning, and sequencing is consistent.
- To implement a primary style curriculum for the three Year 8 classes.
- Assign pupils to groups based on ability in core subjects (Maths, English and Science) in KS4.

Achievement

- The vast majority of the school's cohort is categorised as lower attainers, based on DfE prior attainment (FFT Aspire- 85% of the 2023/24 leavers were lower attainers compared to 22% nationally); despite these starting points, the school sets high expectations for pupils to be successful (overcoming barriers to their learning) and be well equipped for the next stage of their journey (post 16).
- 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.
- A broad range of qualifications are offered at Key stage 4, ensuring pupils are equipped for the next stage of their education, training or employment. All pupils study for, and gain, qualifications in English and Mathematics, including Entry Level, and/or GCSE's. In the 2024/5 academic year, 22/28 of the Year 11 cohort (79%) achieved a qualification in English and 25/28 (89%) achieved a qualification in Mathematics. 75% (21/28) achieved a qualification in both in both English and Mathematics.
- The 'Creative Arts' department continues to perform strongly in national tests and examinations. Pupils with SEMH can sometimes feel overwhelmed in subjects, but 'Creative Arts' allows freedom of creative expression, enabling them to communicate and express themselves in ways that make sense to them. In the 2024/25 academic year pupils secured grade '8' and '7' and a '5' in Fine Art and grades '8' and '7' in Photography.
- In September 2022, the school enrolled on a whole school phonics programme called 'Fresh Start'. The phonics intervention programme is delivered by an enthusiastic qualified Teacher dedicated to developing pupils' ability to read accurately and fluently, and with good comprehension. From September 2025 the school has deployed one of the exiting LBSM to the English intervention team to assist in overcoming the gaps in pupil reading fluency, allowing them to access the wider curriculum. This coincides with the school's priority of 'extending the programme of supporting pupils who need help with reading comprehension and fluency'.
- Oakfield uses the 'Access Reading Tests' to assess pupils' reading ages and populate a standardised score. The vast majority of pupils' reading ages are below their chronological age. During the 2024/25 year, 45% of pupils improved their reading age by an average 23 months. The school is keen to establish a 'Culture of Reading' which is embedded in the school.
- The Maths department has dedicated time outside of timetabled lessons to provide targeted 121 teaching and practice support to ensure that pupils quickly catch up if they do not have strong foundations to access the Maths curriculum.

- The schools 'Vocational Pathway Curriculum' refers to education or training designed to provide pupils with practical, work-related skills and qualifications in a specific vocational area, to prepare them for future employment or further education. It offers an alternative curriculum to the traditional academic routes and includes hands-on training and development of essential employability and life skills tailored to individual interests and aspirations (alongside the core subject offer of Maths and English). The offsite placements have improved attendance for some hard-to-reach pupils and have re-engaged them in learning. One of the school's key priorities is to open its own 'Vocational Pathway Base' within the city, to accommodate up to 32 students (with the ability to expand to 40, to reduce the use of unregulated 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/ absencing reporting procedure, online diary chronologies, reward system and the success and attainment of the pupils beyond the traditional GSCE results.

Key Objectives (SIP)

- To develop an Oakfield annex that can offer vocational courses to meet the growing needs of the pupils on roll.
- Extend programme to support pupils who need help with reading comprehension and fluency.
- To implement and embed a Maths intervention programme (focusing on tackling and gaps in pupils knowledge or skills).

Attendance and Behaviour

- The school has clear expectations, routines and behaviour and attendance policies in place that are applied effectively and proportionately. 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 school has seen a small influx of pupils using racist language as a behavior response and for effect. To address this, the school's Anti-Bullying Policy has been reviewed, including important changes on how the school will manage incidents of racism from September 2025. The school will now follow a clear step-by-step process, which will effectively monitor and manage racial incidents. Sharpening the focus on developing increasing awareness and support for a culture of diversity, tolerance, and inclusivity is one of the school's key priority areas.
- 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 2024/25 academic year from 69% in the autumn term, 67% in the spring term and 74% in the summer term. The whole school incident reporting, in addition to the pupil tracking for achievement 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 database to micro-track students, to find triggers, and to 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 2023-24 and 2024-25 data, we have seen a reduction in incidents from 608 (23/24) to 403 (24/25), which is a 33.7 % reduction.
- 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.
- Attendance is a high priority across the school. Attendance in 2023/24 was 85.4% and in 2024/25 it was 83.84%. The number of pupils defined as persistent absentees is 43 and severe persistent absentees is 10.
- The school has worked hard to devise alternatives to fixed term suspensions as a sanction. Suspensions have decreased from 108 in 2023/24 to 84 in in 2024/25 academic year (22% reduction).

- 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 points; if the level of damage reaches the school's benchmark for legal process, then it will be reported to the police. Damage is reviewed at SSLT level fortnightly.
- The school is committed to embedding Trauma Informed Practice. In 2024/25, two members of the Emotional Wellbeing Team trained as ARC (Attachment, Regulation and Competency) champions, in addition two members of the SLT attending the Trauma Informed Practice Leadership course.

Key Objectives (SIP)

- Sharpen focus on 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 students make good progress.
- To improve attendance for all groups and reduce the percentage of persistent absentees
- To create and embed a 'Trauma Informed' culture across the whole school.

Personal Development and Well-Being

- Oakfield defines 'Personal Development' as the holistic development of pupils, equipping them with essential skills and qualities that go beyond academic achievement. We have developed a rich program of opportunities/experiences throughout the school year, as we recognise that students' personal, social, and emotional well-being is integral to their overall educational experience and future success.
- The schools Personal Development program includes PSHE as a discrete subject across both key stages, which develops pupils' understanding of healthy relationships through relationships and sex education.
- The school provides a rich array of opportunities to nurture and develop pupils' interests and talents through a range of physical activities (including outdoor education), STEM activities (including offsite visits), Music, Duke of Edinburgh Award Scheme, Art and Gardening.
- The school operates 'Extended Days', which is attended by approximately 20% of the school's cohort. It provides an extended learning experience for pupils, offering enriching opportunities, engaging activities and social experiences to help pupils with their development and progress.
- The school is actively involved in ensuring that current issues in national interest are explored and addressed through the school council, PSHE and planned Theme Days. The school's Theme Days are recorded and reflected upon in displays and feedback.
- 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 accredited programmes such as anger management, art intervention, LEGO intervention, time to talk, parent courses, bereavement intervention (referred to MIND if appropriate) counselling and emotional wellbeing. The team works closely with families in crisis and social care to support and advise. Currently, 39 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) and on average there are 22 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 strives to provide pupils with emotional awareness and social skills, so that they can successfully manage their post-school lives.
- 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 calls or home visits. The role involves working

with families who are having difficulties with healthy eating, and with her health care background, she uses her knowledge to assist with healthier lifestyle choices.

- The school provides all pupils with high quality pastoral support 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.
- 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 Year 11 pupils, as it provides an insight into the 'world of work' and prepares them for the responsibilities of adult life.
- Oakfield School works effectively with Connexions to ensure that all pupils have an appropriate pathway on leaving school at the end of Year 11. The school's Parent and Young Person Support Liaison Officer supports Year 11 parents/carers by offering/making post-16 visits, as it can be an anxious time for pupils and parents/carer alike. The data tells us that, as a school, we prepare our pupils well for the next stage in education, training, and employment. In 2023/24 academic year / pupils (15%) were NEET. *Data for 2024/25 has not been released yet (September 2025).*

Key Objectives (SIP)

- Extend and embed a rich development/charter education programme.
- To ensure pupils are ready for the next stage in their life (transition to main school, to KS4 or Post 16).
- Pupils to be able to apply knowledge /skills of STEM subjects in everyday life.

Leadership and Governance

- 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, policies and practice. The school is currently in the process of joining 'The Consortium Academy Trust' (the anticipated conversion date is 1/11/25). Although Oakfield has not officially converted, Leaders and teaching staff have been working in collaboration with colleagues in the Trust over the past two years, with a focus on promoting professional learning and expertise on the curriculum, approaches on delivery and use of resources.
- The school's Senior Leadership Team is committed to working with staff to ensure that their strengths are used effectively within the school's 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 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. In 2024/25, 48% of the teaching staff were graded as exceeding the teaching standards.
- 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. 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 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. 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".
- Staff workload is reviewed regularly by leaders to ensure Teaching staff workload is manageable. In 2024/25, Leaders worked in conjunction with the staff team to improve the target setting process for all pupils, and also reporting procedure on the IBEC document. Leaders have an open-door policy and actively encourage staff workload discussions to take place, to ensure unnecessary burdens are not placed on staff (which allows staff time to be used as effectively as possible to secure the best outcomes for pupils).

- 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 Coordinators/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.
- The school's Designated Governor works effectively with the Safeguarding leads. They keep up to date with 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.

Key Objectives (SIP)

- To continue (and be alert) to staff wellbeing ensuring it is embedding into policy and practice.
- All staff to have opportunities to develop professionally.
- 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.
- For leaders to work with Social Care, Health and other stakeholders to ensure all strategies are implemented to support learners particularly LAC (and Guardianship Care with significant social care involvement) to ensure a greater consistency in attendance and engagement in school.