



School Improvement Plan (SIP)

2025/26



Content	Page
Mission Statement and School Aims	3
Oakfield School Strategic Plan 2025-2028	4
Curriculum & Teaching	6
Achievement	10
Attendance & Behaviours	14
Personal Development & Wellbeing	20
Leadership & Governance	25

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

**Inclusion - all of the pupils at Oakfield have an Education, Health and Care Plan (EHCP) and the school has an identified appointed SENDCo. 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.

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.*

### Oakfield School Strategic Plan 2025-2028

| Strategic Priority                       |                | 2025/26                                                                                                                                                                                                                                                                                            | 2026/27                                                                                                                                                                                                                                                                                                   | 2027/28                                                                                                                                                                                                                                                                          |
|------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Excellent Outcomes for Learners       | Key Milestones | <p>The large majority of learners achieve qualifications in a broad range of subjects.</p> <p>90% sustained and successful transition to appropriate Post 16 destinations</p> <p>Attendance at 86%</p> <p>Persistent absence at 30%</p> <p>Suspensions at 78</p> <p>Physical Management at 400</p> | <p>Other than by exception, all learners achieve qualifications in a broad range of subjects.</p> <p>93% sustained and successful transition to appropriate Post 16 destinations</p> <p>Attendance at 88%</p> <p>Persistent absence at 25%</p> <p>Suspensions at 75</p> <p>Physical Management at 375</p> | <p>All learners achieve qualifications in a broad range of subjects.</p> <p>95% sustained and successful transition to appropriate Post 16 destinations</p> <p>Attendance at 90%</p> <p>Persistent absence at 20%</p> <p>Suspensions at 70</p> <p>Physical Management at 350</p> |
| 2. An Inclusive and Ambitious Curriculum |                | <p>The curriculum is suitable and well planned for each subject and year group. Reasonable adjustments or adaptations to the curriculum for pupils are implemented carefully.</p>                                                                                                                  | <p>The curriculum is consistently high quality across subjects and year groups. The school's approach to the curriculum and teaching is implemented consistently well across the school to remove barriers to achievement.</p>                                                                            | <p>Exceptionally high standards in the curriculum and teaching have been sustained. Standard of inclusion have been sustained over time so barriers to learning/or well being to ensure positive outcomes and experiences for pupils.</p>                                        |

|                                 |  |                                                                                                               |                                                                                                                       |                                                                                                                                                                                       |
|---------------------------------|--|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 |  |                                                                                                               |                                                                                                                       |                                                                                                                                                                                       |
| 3. Engaged and Empowered People |  | Staff work in partnership/ collaboration with colleagues at the Consortium Trust (focusing on core subjects). | Staff work in partnership/ collaboration with colleagues at the Consortium Trust (further roll out of subjects areas) | Coherent professional learning programme for all staff that is rooted in a culture of purposeful collaboration focusing on building expertise.                                        |
|                                 |  | Increase in CPD opportunities for all staff through PM and appraisal cycle.                                   | High quality CPD for all staff enabling sustained and continual improvement.                                          | Staff have access to high quality, evidence informed, sustained and coherent CPD that builds expertise and is in line with whole school improvements, subjects, and individual needs. |
|                                 |  | Continue to support the 'grow your own model'                                                                 |                                                                                                                       |                                                                                                                                                                                       |
|                                 |  | Internal promotions and development opportunities for all increase.                                           |                                                                                                                       |                                                                                                                                                                                       |

| Curriculum and Teaching                                               |                                         |                                                                                                                                                           |                                                                                                                                               |                                                                    |                                                                                                                                                                       |
|-----------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Objectives                                                        | Leadership                              | Intent                                                                                                                                                    | Specific Actions and Responsibilities                                                                                                         | Deadline for Completion/Review Date                                | Success Criteria                                                                                                                                                      |
| To review the school's current curriculum, offer across all subjects. | L. Thompson<br>(Assistant Head Teacher) | Suitable curriculum that's ambitious broad and balanced building on pupils' knowledge and adapted to individual need.                                     | Curriculum team to review the schemes of learning (including subject specific vocabulary) for the subjects they oversee.                      | Autumn term 1 - all schemes to be reviewed/updated if appropriate. | Broad range of qualifications achieved matched to pupils' ability level.                                                                                              |
|                                                                       |                                         | Positive impact in the quality of teaching and learning that will help pupils embed key concepts, use knowledge fluently and develop their understanding. | Introduce NCFE Level 1 Certificate in Essential English in Everyday Life, Pearson Maths Level 1 Award in Number and Measure (to replace F/S). | July 2025 ready for a September 2026 launch                        | 100% positive post 16 destinations                                                                                                                                    |
|                                                                       |                                         | Assessment is used effectively to inform Teaching and Learning.                                                                                           | The teaching time in English and Maths per week (5 lessons instead of 4).                                                                     | July 2025 Timetable ready for a September 2026 launch              | Curriculum leaders assure themselves through QA that the curriculum is taught well and they identify areas for improvement and take effective action to tackle these. |

|                                                                                  |                                                                                |                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                  |                                                                                                                   |
|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
|                                                                                  |                                                                                |                                                                                                                               | <p>Update the school's KS4 options booklet – S. Birch/L Page.</p> <p>Curriculum leaders to attend Trust subject meetings throughout the year.</p> <p>All teaching staff to complete a subject declaration for the 2025/6 exam season.</p> <p>Termly quality assurance of Teaching and Learning - book sampling/lesson observation/learning walks.</p> | <p>Summer term 1 (2026)</p> <p>Maths - 22/9 and 2/7<br/>English - 18/11, 21/2 and 1/7<br/>Non-core - 27/11 and 25/6</p> <p>Week commencing 22<sup>nd</sup> September 2025</p> <p>Work scrutiny- week commencing 19th January and 27th April.</p> |                                                                                                                   |
| To ensure that the quality of curriculum planning, and sequencing is consistent. | Steph Watson<br>Nick Riggs<br>Lisa Page<br>Shaun Birch<br>(Curriculum Leaders) | Subject Leaders to review curriculum to ensure it is suitably rich and challenging, setting high expectations for all pupils. | Half termly subject meetings led by curriculum leaders.                                                                                                                                                                                                                                                                                               | Subject meetings scheduled for 23/9, 2/12, 10/3, 12/5 and 30/6.                                                                                                                                                                                  | Work scrutiny demonstrates clear sequencing of learning and shows that students can recall information over time. |

|                                                                       |                                      |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                    |                                                                                                        |
|-----------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
|                                                                       |                                      | 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.                                                                            | Attendance of Curriculum Leads day at the Consortium Trust (collaboration with colleagues on the development of schemes of work).                                                                                                                                                    | <p>Maths- 22/9 and 2/7<br/>English- 18/11, 21/2 and 1/7<br/>Non-core- 27/11 and 25/6</p> <p>Work scrutiny- week commencing 19<sup>th</sup> January and 27<sup>th</sup> April.</p> <p>Updated subject folders including an action plan for the academic year.</p> <p>Weekly curriculum meeting.</p> | Over time, the difference between the attainment rate between the school and pupils nationally narrow. |
| To implement a primary style curriculum for the three Year 8 classes. | Aaron Wedgwood<br>(Key stage Leader) | <p>Year 8 pupils to have a transition year into the main building following the year 7 model (one class teacher for the majority of the school week).</p> <p>Teachers are expert at checking the pupils understanding and adapting the teaching</p> | <p>To identify three qualified teachers with the correct skill set to deliver the Year 8 curriculum. LBSM who supported pupils in Year 7 to transition into the main school with pupils</p> <p>Leaders ensure that the curriculum is suitable and well planned for each subject.</p> | July 2025 Transition week - class/subject allocation.                                                                                                                                                                                                                                              | Year 8 pupils show high levels of engagement and can access the full curriculum.                       |

|                                                                                                |                                                       |                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                        |                                                                                                                                      |                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                |                                                       | in the moment to meet pupils needs.                                                                                                                                 | AW to liaise with year 8 staff team through daily debriefs/termly behaviour strategy meetings and adapt/make changes when necessary.                                                                                                                                                                   | Daily debriefs and termly behaviour strategy meetings.                                                                               | Reduction in physical intervention and number of suspensions in Year 8 (comparison on cohorts' Year 7 data, but also historic Year 8 data).                                              |
| Assign pupils to groups based on ability in core subjects (Maths, English and Science) in KS4. | Curriculum Team and John Parkinson (Key Stage Leader) | Teachers 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. | <p>Lessons in KS4 to be timetabled at the same time to allow for pupils to be set by ability.</p> <p>Curriculum team in conjunction with class teachers to decide groupings based on prior attainment/data/teacher input.</p> <p>Termly review meetings with KS4 teaching staff monitoring impact.</p> | <p>June 2025</p> <p>July 2025</p> <p>Week commencing 15<sup>th</sup> September 12<sup>TH</sup> January and 19<sup>th</sup> April</p> | <p>Curriculum content linked to pupils' ability levels (ELC, Functional Skills and GCSE).</p> <p>100% of pupils to leave Oakfield with a qualification in Maths/English and Science.</p> |

| Achievement                                                                                                     |                                                                                   |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                     |                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Objectives                                                                                                  | Leadership                                                                        | Intent                                                                                                                                                                                                                                                                               | Specific Actions and Responsibilities.                                                                                                                                                                                                                                                                                                                                                                     | Deadline for Completion/Review Date                                                                                                 | Success Criteria                                                                                                                                                                                                            |
| To develop an Oakfield annex that can offer vocational courses to meet the growing needs of the pupils on roll. | Lee Thompson (Assistant Headteacher) and Claire Platten (Vocational Pathway Lead) | To have a base that can offer Vocational Pathway 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 (alongside the core subject offer of Maths and English). | <p>To find a suitable venue that would suit the desired requirements.</p> <p>Business plan to be submitted to the Trustee board for approval.</p> <p>All necessary paperwork to be completed- change of use, consultation period and signing of lease.</p> <p>Recruit 2 instructors and 1 additional support staff member.</p> <p>Reduce 3<sup>rd</sup> party placement once base is ready for pupils.</p> | <p>Summer term 2024/25</p> <p>September 2025</p> <p>Autumn term 2025</p> <p>Spring/Summer term 2026</p> <p>Throughout the year.</p> | <p>The opening of a vocational base in the 2025/26 academic year.</p> <p>Leaders make sure that all pupils gain the knowledge and skills to prepare them for the next stage in their life (reduce the number of NEETS).</p> |
| Extend programme to support pupils                                                                              | Stephanie Macarthur-Watson                                                        | Pupils reading attainment is                                                                                                                                                                                                                                                         | Internal redeployment of LBSM to the English                                                                                                                                                                                                                                                                                                                                                               | Summer term 2024/25                                                                                                                 | An increase in the number of pupils leaving Oakfield in                                                                                                                                                                     |

|                                                       |                                 |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| who need help with reading comprehension and fluency. | (Senior Teacher for Curriculum) | <p>assessed via Access Reading Tests (ART).</p> <p>Reading ages for all pupils shows accelerated progress from their starting points/baselines.</p> <p>Pupils can read with fluency and show an understand of a range of curriculum texts.</p> | <p>intervention team (afternoons).</p> <p>Gaps are addressed through the Phonics programme/ intervention, if required.</p> <p>Year 9 pupils and nurture class have weekly Reading Plus timetabled lesson.</p> <p>KS3 pupils have access to Good 2 learn platform</p> <p>Relaunch of the 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.</p> | <p>Throughout the year- intervention timetable updated half termly.</p> <p>September 2025- timetable</p> <p>Staff training on platform September 2025</p> <p>October 2025- teaching staff meeting.</p> <p>Ongoing review of the schemes of work.</p> | <p>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>Use of challenging subject vocabulary is included in all lessons (evidenced through work scrutiny and lesson observations).</p> <p>Tracker can clearly evidence the impact of intervention session on pupils reading ages-</p> |
|-------------------------------------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                   |                                                            |                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                      |                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                   |                                                            |                                                                                          | <p>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. This then informs the whole school literacy target for the following term.</p> <p>Implement a tacker for evidence and monitor impact of interventions.</p> <p>Additional staff member assigned to deliver English invention in afternoons</p> | <p>Termly collection of extended writing from all curriculum areas (18/11, 10/3 and 9/6)</p> <p>Autumn term 1 2025/26.</p> <p>Staff member identified and timetable amended for September start.</p> | <p>closing the gap to chronological age.</p> <p>Pupils make good or better progress in reading in relation to their starting points.</p>                           |
| To implement and embed a Maths intervention programme (focusing on tackling gaps in pupils' knowledge or skills). | Stephanie Macarthur-Watson (Senior Teacher for Curriculum) | Any gaps in pupils' Mathematical knowledge or skills are identified and tackled quickly. | Allocated time for the KS4 Maths teachers to deliver maths intervention to pupils that require additional support or to provide stretch and challenge.                                                                                                                                                                                                                                                                     | <p>Timetable- July 2025</p> <p>Review of intervention timetable per half term.</p> <p>Subject meetings to identify pupils who require additional support half termly.</p>                            | <p>100% of pupils to leave Oakfield with a qualification in Maths/English and Science.</p> <p>Pupils display a broader and deep subject knowledge of the maths</p> |

|  |  |  |  |  |                                                                                         |
|--|--|--|--|--|-----------------------------------------------------------------------------------------|
|  |  |  |  |  | curriculum -<br>reflected in end of<br>unit test score/<br>ELC/mocks/national<br>tests. |
|--|--|--|--|--|-----------------------------------------------------------------------------------------|

| ATTENDANCE AND BEHAVIOURS                                                                                            |                                                                                                                                                                                         |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Objectives                                                                                                       | Leadership                                                                                                                                                                              | Intent                                                                                                                                                                                                        | Specific Actions and Responsibilities.                                                                                                                                                                                                                                                                                | Deadline for Completion/Review Date                                                                                                                                                                                                    | Success Criteria                                                                                                                                                                                                                                                                                                                                                                                                      |
| Sharpen focus on developing increasing awareness and support for a culture of diversity, tolerance, and inclusivity. | Leanne Smith (Deputy Head teacher), John Parkinson (Key Stage Leader)<br>Leanne Middleton/Jayne Oakley (Designated Safeguarding Leads) and Joanne Jordan (Emotional Wellbeing Manager). | <p>All cases of bullying, racism, discrimination and derogatory language/actions are dealt with quickly and effectively.</p> <p>Notable reduction in the number of reports of racist/homophobic language.</p> | <p>Relaunch procedure for reporting racism and the steps that follow a racist action/language.</p> <p>Leaders and staff explicitly teach and model the correct behaviour and create a positive environment.</p> <p>Humanities/PSHE curriculum offers opportunities to explore different perspectives and cultures</p> | <p>Policy approved by governing body ready for a September relaunch.</p> <p>Theme Days identified for the year and circulated to staff:</p> <ul style="list-style-type: none"> <li>Staying Healthy- 21<sup>st</sup> October</li> </ul> | <p>Reduction in racism and bullying logs term on term and annually (<i>42 Racism logs in 2023/24- increase from previous year</i>).</p> <p>Pupils feel confident in reporting incident of bullying, aggression, unlawful discrimination and derogatory language.</p> <p>Target of 100% of parents/carers feel their child is safe within the school (staff, parents/carers/pupil surveys). 83% agreed or strongly</p> |

|                                                                                                                                 |                                                                                 |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                             |                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                 |                                                                                 | <p>Opportunities to promote equality and challenge stereotypes are explicitly taught across the curriculum.</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, racist action/language.</p> <p>External visitors (businesses etc.) to emphasise zero tolerance on racism and the repercussions of using such language in the work world.</p> | <ul style="list-style-type: none"> <li>• Careers - 11<sup>th</sup> February</li> <li>• Sport around the World – 7<sup>th</sup> May</li> </ul> <p>Participate in 'Wear Red day- 17<sup>th</sup> October.</p> | <p>agreed in 2024/25 (Q3)</p>                                                                                                                                                                           |
| <p>To ensure pupils have positive attitudes to learning so that lessons flow smoothly, and all students make good progress.</p> | <p>John Parkinson, Aaron Wedgwood and Eleanor Mathieson (Key Stage Leaders)</p> | <p>Leaders and staff establish a culture that is highly conducive to learning, in which all pupils flourish.</p> | <p>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>                                                                                                                             | <p>Key workers identified- September 2025</p> <p>Pupil risk assessments to be updated- week</p>                                                                                                             | <p>A higher percentage of students access the weekly rewards and termly rewards than in the previous academic year (target 80% per term).</p> <p>Target of 100% of parents/carers to agree/strongly</p> |

|  |  |                                                                                                            |                                                                                                                                          |                                                                          |                                                                                                                                                                                                                  |
|--|--|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |                                                                                                            |                                                                                                                                          | commencing 15 <sup>th</sup> September 2025                               | agree that the school has clear routines and expectations for the behaviour of all pupils across all aspect of school life (staff/parents/ carers/pupil surveys). 89% agreed or strongly agreed in 2024/25 (Q9). |
|  |  | Pupils are able to manage their own emotions, overcome conflict and show high levels of respect to others. | To ensure Key Stage Leaders work with members of their team to think strategically about strategies to support pupils (termly meetings). | Termly staff behaviour strategy meeting in key stages - 23/9, 20/1, 19/5 | Positive changes in data benchmarks used to monitor behaviour within the school and individual pupils (reduction in fixed term suspensions- 84 in 2024/25 academic year),                                        |
|  |  |                                                                                                            | Mentoring of newly appointed staff so they can have the greatest positive impact on managing behaviour.                                  | When appointed.                                                          | The number of physical incidents reduce term on term and an overall reduction from previous academic year (403 in the                                                                                            |

|                                                                                         |                                   |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                              |                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                         |                                   |                                                                                                                                                                                                        | Focus on new pupils to the school and the transition.                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                              | <p>2024/25 academic year).</p> <p>Pupils can self-manage their behaviour over time.</p> <p>Reduction in the amount of damage caused (£6,644 in the 2024/25 academic year).</p> |
| To improve attendance for all groups and reduce the percentage of persistent absentees. | Leanne Smith (Deputy Headteacher) | <p>To ensure the importance of good attendance is communicated regularly with parents/carers and pupils.</p> <p>To improve the attendance across all year groups, particularly reducing those with</p> | <p>To ensure weekly data is available for analysis by the attendance team for emerging patterns of absence.</p> <p>Leaders pay close attention to the needs of pupils who are absent because of mental and physical health.</p> <p>All staff communicate their expectations about attendance/punctuality clearly and consistently to pupils.</p> | <p>Weekly Attendance meetings.</p> <p>Initiative to be introduced at key points of the year (e.g. Hull Fair week).</p> <p>Rewarding pupils for 100% attendance at the end of each term.</p> <p>Rewarding pupils for 100%</p> | <p>Attendance target of 86% - Whole School (2.16% increase on 2024/25 academic year)</p> <p>Pupils arrive on time.</p>                                                         |

|                                                                          |                                                                                     |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                       |                                                                |                                                                                                                                                             |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                          |                                                                                     | attendance below 90%.<br><br>To reduce the number of days lost due to suspensions.<br><br>Reduction in the number of pupils persistent absent.<br><br>Track persistent non-attendance and offer personalised incentives/rewards. | Staff complete registers accurately and there is a clear process to follow up on absences.                                                                                                                                                                                                            | attendance for the whole year.                                 |                                                                                                                                                             |
| To create and embed a 'Trauma Informed' culture across the whole school. | Joanne Jordan (Emotional Wellbeing Manager)<br>Eleanor Mathieson (Key Stage Leader) | The SLT and EWB team to support with development and embed a consistent Trauma Informed approach for all staff working with vulnerable students who have or may have experienced trauma.                                         | Understanding Trauma and Trauma informed practice INSET day delivered by Kati Taunt (whole school)<br><br>4 additional staff members to participate in the ARC (Attachment, Regulation and Competency) training (mentored by the school ARC champions).<br><br>The 2 members of SLT (JoJ/EM) who have | September 2025<br><br>January 2026<br><br>Throughout the year. | Staff to feel more confident with approach to trauma informed practice.<br><br>All member of Oakfield staff to be trained and use Trauma Informed Language. |

|  |  |  |                                                                                                                                                                                                                                |                                    |  |
|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|--|
|  |  |  | <p>attended Trauma Informed practice Leadership to embed the culture of supporting pupils (and staff) who have experienced trauma.</p> <p>Carousel training focusing on 'Trauma Informed' research, practice and language.</p> | <p>Tuesday training schedules.</p> |  |
|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|--|

| PERSONAL DEVELOPMENT & WELLBEING                                 |                                          |                                                                                                                                |                                                                                                                                                                                          |                                                          |                                                                                                      |
|------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Key Objectives                                                   | Leadership                               | Intent                                                                                                                         | Specific Actions and Responsibilities.                                                                                                                                                   | Deadline for Completion/Review Date                      | Success Criteria                                                                                     |
| Extend and embed a rich development/charter education programme. | Lee Thompson<br>(Assistant Head teacher) | Personal education is about developing the wider skills and personal qualities that will help students succeed in their lives. | PSHE curriculum to be reviewed and ensure it includes all updated legislation (revised RSHE guidance 15/07/25).                                                                          | September 2025                                           | Pupils develop secure and detailed knowledge of PSHE curriculum.                                     |
|                                                                  |                                          | The programme at Oakfield is well suited to the school's context and pupils ambitions and needs.                               | VH (PSHE teacher) to attend all PSHE/RHSE network events.                                                                                                                                | The first one is scheduled for 25/9. Other dates follow. | Pupils' talents and interests are nurtured, developed and extended through a range of opportunities. |
|                                                                  |                                          | The personal development curriculum meets statutory requirements (includes the DfE updates in July 2025).                      | Develop a 2025/26 personal development calendar of key dates, identifying key lead and circulate with all staff.<br><br>LP to create a system for showcasing all of the events linked to | September 2025<br><br><br>September 2025                 |                                                                                                      |

|                                                                                                             |                                                                                                                                                              |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                           |                                                                                                                                         |                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                             |                                                                                                                                                              |                                                                                                                                                                                                          | <p>personal development.</p> <p>CPD for staff, to ensure all staff have a consistency of understanding of what SMSC and British Values mean.</p> <p>E-safety curriculum to be embedded and interwoven within the ICT scheme of work ensuring all pupils know how to stay safe online.</p> | <p>Spring Term</p> <p>Autumn Term 1</p>                                                                                                 | <p>PSHE policy that meets all statutory requirements.</p> <p>PSHE/ ICT scheme of work.</p>                                    |
| To ensure pupils are ready for the next stage in their life (transition to main school, to KS4 or Post 16). | <p>Lee Thompson (Assistant Head teacher)</p> <p>John Parkinson (Key Stage Leader) and Jackie Stockdale (Parent and Young Person Support Liaison Officer)</p> | There is an appropriate careers programme that meets the Gatsby benchmarks and includes impartial careers advice, opportunities for work experience, engages with employers, college, training providers | <p>Parent/carer 'Coffee Morning' to be held, where various agencies attend (including Connexions and HEY). Raising families' awareness of future transition options.</p> <p>Termly Compass + review meetings (alongside HEY)</p>                                                          | <p><i>Parent coffee morning to be held on the 12<sup>th</sup> February 2026.</i></p> <p>Throughout Year (depending on availability)</p> | <p>90% sustained and successful transition to appropriate Post 16 destinations.</p> <p>A positive Gatsby Audit – external</p> |

|  |  |                                    |                                                                                                                                                                                                                                                                                                                                                   |                                                       |                                                                                                                                                                                                                                                                            |
|--|--|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | and universities (if appropriate). | <p>Quality work experience placements to be sourced for all pupils.</p> <p>Post 16 placements tours/visits supported by school if parents/carers are unable to facilitate.</p> <p>A selected group of pupils to attend the HEY Careers Pupil Voice sessions throughout the academic year.</p> <p>Termly visits from different business leads.</p> | <p>Throughout the year</p> <p>Throughout the year</p> | <p>All pupils to have meaningful encounters with employers and local providers; at least 2 encounters during the first phase (Years 8/9) and second phase (Years 10/11).</p> <p>100% of pupils (if appropriate) take part in a work experience by the end of Year 11).</p> |
|--|--|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                 |                               |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                  |                                                                                                          |                                                                                                                               |
|---------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
|                                                                                 |                               |                                                                                                                                                                                                               | <p>Careers theme day to be held at the school - all pupils to participate.</p> <p>Connexions Interviews to take place for Year 11 pupils (impartial advice on the type of programmes/courses available at post 16 provisions).</p> <p>Connexions to attend EHCP meetings for Year 11 pupils.</p> | <p>To be held on the 11<sup>th</sup> February.</p> <p>Throughout the year</p> <p>Throughout the year</p> |                                                                                                                               |
| Pupils to be able to apply knowledge/ skills of STEM subjects in everyday life. | Maria Brennan (Class Teacher) | <p>Staff are aware of the STEM subjects and understand how STEM can help to raise attainment and achievement, tackle inequity and develop the young workforce.</p> <p>Provide authentic opportunities for</p> | <p>Staff training session.</p> <p>To create a STEM activity calendar that showcases what</p>                                                                                                                                                                                                     | <p>Autumn term carousel training.</p> <p>Autumn term 1</p>                                               | There is an increase in STEM related learning and teaching, leading to an increase in motivation and engagement for learners. |

|  |  |                                                                                                                                                       |                                                                                                                      |  |  |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--|--|
|  |  | <p>pupils to learn about STEM.</p> <p>Ensure pupils gain knowledge of STEM career opportunities and have the opportunity for business encounters.</p> | <p>activities pupils will be participating in during each year.</p> <p>Embed STEM related extra curricular clubs</p> |  |  |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--|--|

| LEADERSHIP & GOVERNANCE                                                                           |                                                                                                                      |                                                                                                      |                                                                                   |                                     |                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Objectives                                                                                    | Leadership                                                                                                           | Intent                                                                                               | Specific Actions and Responsibilities.                                            | Deadline for Completion/Review Date | Success Criteria                                                                                                                                                                                                                                                 |
| To continue (and be alert) to staff wellbeing, ensuring it is embedding into policy and practice. | Leanne Smith (Deputy Headteacher) Lee Thompson (Assistant Head teacher) and Jo Jordan (Emotional Wellbeing Manager). | Leaders prioritise staff wellbeing, they make sure that staff work is sustainable and proportionate. | Launch of new target setting process using the internal APP system.               | September 2025                      | <p>Leaders make sure that staff feel highly valued and are supported to do their jobs (staff survey).</p> <p>IBECs are completed to a good standard without additional burden on core departments.</p> <p>Review of policy and procedure linked to T &amp; L</p> |
|                                                                                                   |                                                                                                                      |                                                                                                      | Regular 121 wellbeing meeting with Deputy Head                                    | Throughout the year.                |                                                                                                                                                                                                                                                                  |
|                                                                                                   |                                                                                                                      |                                                                                                      | Sickness and week being meetings                                                  | Throughout the year.                |                                                                                                                                                                                                                                                                  |
|                                                                                                   |                                                                                                                      |                                                                                                      | Risk assessment reviews                                                           | Throughout the year.                |                                                                                                                                                                                                                                                                  |
|                                                                                                   |                                                                                                                      |                                                                                                      | Maths and English departments to have allocated time for the completion of IBEC's | September, January and April        |                                                                                                                                                                                                                                                                  |
|                                                                                                   |                                                                                                                      |                                                                                                      | Establish a workload review group.                                                | November 2025                       |                                                                                                                                                                                                                                                                  |

|                                                            |                                                                             |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                           |                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                            |                                                                             |                                                                                                                                                                                                                                                                            | External support offered where appropriate.                                                                                                                                                                                                                                                                                                                                                 | Throughout the year.                                                                                                                      | Consequently, staff morale and retention are high.                                                                                                                                                                                                                                     |
| All staff to have opportunities to develop professionally. | Leanne Smith (Deputy Head teacher) and Lee Thompson (Assistant Headteacher) | <p>Leaders have developed a highly effective professional learning culture, in which staff are keen to continually improve their practice.</p> <p>To ensure that subject leaders have knowledge and skills needed to effectively signpost staff to CPD as appropriate.</p> | <p>Whole School calendar to be distributed in September 2025, with Autumn Term Tuesday meetings highlighted.</p> <p>Suitable courses to be sought as part of the performance management appraisal process.</p> <p>Maths teachers to be signed up to relevant CPD courses delivered by Maths Hub (following successful completion of previous course 'Maths for non-specialist course').</p> | <p>September 2025</p> <p>October 2025</p> <p>Applications submitted June 2025. Interviews July 2025. Course start dates October 2026.</p> | <p>Staff CPD calendar.</p> <p>Details of Governor meetings.</p> <p>Staff surveys reflect they feel they have mostly had their CPD needs identified and met effectively</p> <p>CPD LOG /Matrix reflects that all staff are up to date in relation to their training and development</p> |

|                                                                                                                                                |                      |                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                 |                                                     |                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                |                      |                                                                                                                              | <p>7 support staff to be enrolled and supported on the following course, 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.</p> <p>To develop the use of carousel sessions related to aspects of education/training needs.</p> | <p>September 2025</p> <p>September 2025</p>         |                                                                                                                        |
| 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 | SSLT, Governing Body | <p>To increase and sustain the number of governors.</p> <p>To strengthen governor involvement in the life of the school.</p> | <p>Governing Body fully involved in aspects of school improvement and hold leaders to account.</p> <p>Stronger working relationships between Link Governors and their departments.</p>                                                                                                                                                                          | Governor meetings: 14/10, 2/12, 3/02, 28/04, 30/06. | <p>Governing Body minutes reflect appropriate level of challenge and support.</p> <p>Termly Governor link reports.</p> |

|                                                                                                                                                                                                                                                                                                   |                                                                                                                                  |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| account for the quality of education.                                                                                                                                                                                                                                                             |                                                                                                                                  |                                                                                                                                                                                   | <p>The governing body is effective at supporting leaders' well-being.</p> <p>Review of the paperwork required at Governors meetings.</p>                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                              |
| <p>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.</p> | <p>Leanne Smith (Deputy Head teacher), Sam Hodgson (SENCO) and Leanne Middleton/Jayne Oakley (Designated Safeguarding Leads)</p> | <p>DSL (and leaders) use knowledge of pupil's social care status to inform decisions about promoting welfare, academic support, wellbeing and reducing barrier to attendance.</p> | <p>Identify pupils who have left care through:</p> <ul style="list-style-type: none"> <li>• Adoption</li> <li>• Special Guardianship order</li> <li>• Child arrangement orders.</li> </ul> <p>Implementing a PP strategy that is evidence based and works well to support the achievement of eligible pupils.</p> <p>Leaders work with social workers, virtual school and other professionals to provide multi agency</p> | <p>Letter sent to all new starters re PLAC funding- September 2025.</p> <p>Pupil premium strategy for 2025/26 shared with governing body and published (Autumn term 2). Staff training on PP through carousel model.</p> <p>Multi-agency, safeguarding and Attendance team meet weekly.</p> | <p>Raised standards of education and care to improve the lives of all pupils. Evidenced through:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Outcomes</li> <li>• Suspension data</li> <li>• Rewards</li> <li>• Damage</li> <li>• Incidents</li> </ul> |

|  |  |  |                                                                                                                                                                                                                                                                                  |                      |  |
|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--|
|  |  |  | <p>support for pupils who are known (or previously known) to children's social care.</p> <p>SEND meetings with the commissioning LEA - for funding reviews</p> <p>DSL attend and report back on all external agencies' meetings relating to students with agency involvement</p> | Throughout the year. |  |
|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--|