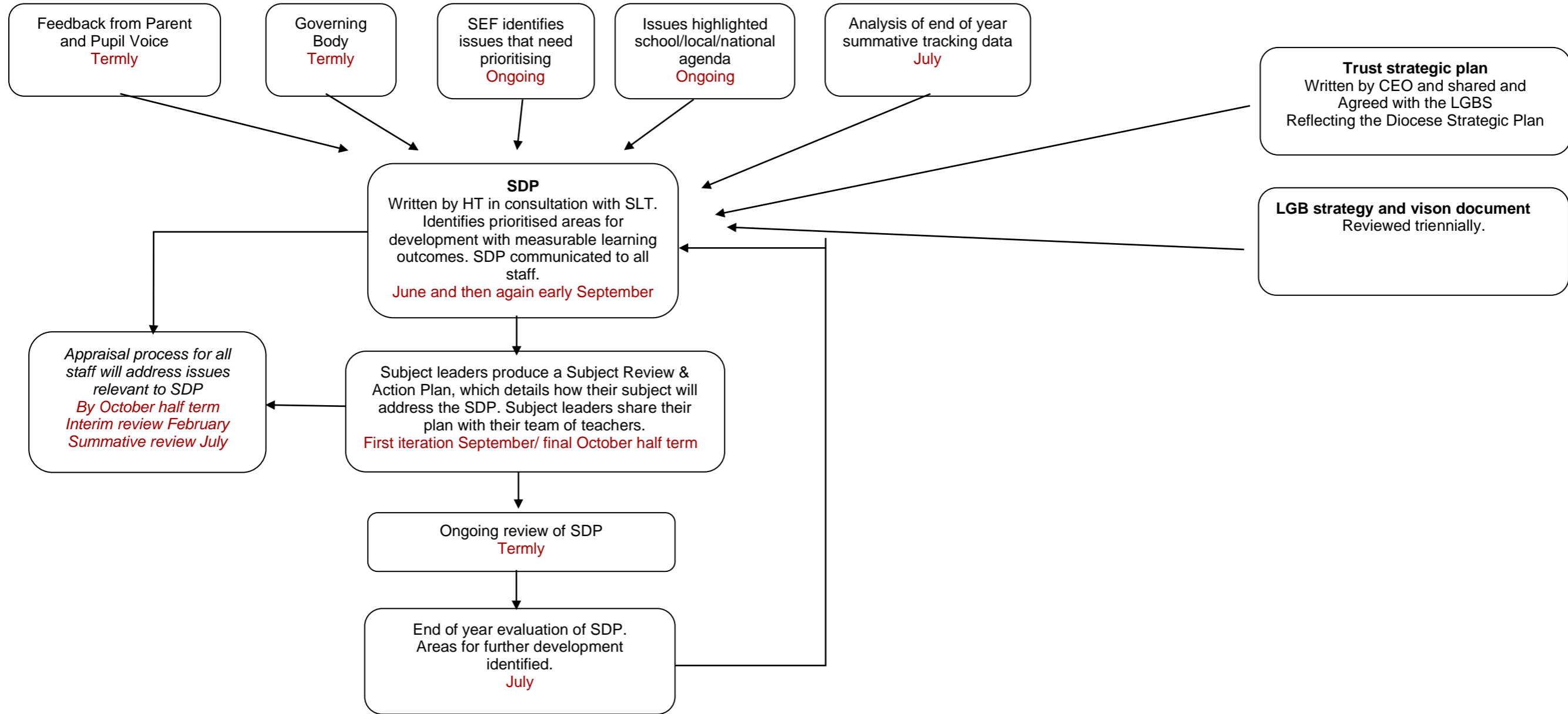




The SDP process at Oaklands: An integrated framework for continued improvement





ACTION 1: Continue to develop the Catholic life of the school

Target	Current position	Strategies/Actions	Impact / Outcome	Progress and Comment	
1.1	Improve the development and formation of students against the context of a changing demographic	<ul style="list-style-type: none"> Reduction in the number of Catholic applications to school Catholic applications largely from non-practicing families Increase of number of students with non-faith commitment at all 	<ul style="list-style-type: none"> (DP) Reintroduction of the school retreat programme (MQ) Increase the number of touch points for prayer, for example start of exams (HOYs) Increase the number of assemblies and liturgies that are authored and delivered by students 	<ul style="list-style-type: none"> More students involved in spiritual extra-curricular <p>Evidence:</p> <ul style="list-style-type: none"> Student engagement in the spiritual life of the school Activities and feedback Section 48 analysis 	
1.2	Improve the iconography and prayers around the school site	<ul style="list-style-type: none"> Some iconography on buildings Not a focus for teaching 	<ul style="list-style-type: none"> (MQ) Prayer stations, prayers in canteen in English and other languages Ensure that iconography and prayers are used as teaching material, particularly for KS3 	<ul style="list-style-type: none"> Increase in spontaneous prayer Environmental <p>Evidence:</p> <ul style="list-style-type: none"> Student engagement in the spiritual life of the school 	
1.3	Improve understanding of the distinctive nature of a catholic school and activities that support the same	<ul style="list-style-type: none"> Reduction in the number of practicing Catholic staff Continue with the delivery of INSET sessions offered in 2024/25 CST becoming imbedded in curriculum 	<ul style="list-style-type: none"> (MB/MS) Half termly inset on distinctive nature of a Catholic school (Chap) Capture essence of Sunday Gospel in Staff Bulletin and in worship (MQ) Publish new prayer and worship resources for meetings. (AB) Oaklands Way used in Tutor Times to have a renewed focus and shared with parents (continuation of pilot) 	<ul style="list-style-type: none"> Understanding of how Catholic Social Teaching can be taught through the curriculum <p>Evidence:</p> <ul style="list-style-type: none"> Values, virtues and CST evident within departmental curriculum information Evidence within learning walks Tracking through departmental meeting minutes 	
1.4	Improve engagement with parishes and local parish communities including clergy	<ul style="list-style-type: none"> High level Priest involvement with sacramental school, particularly Mass Project work in parishes limited Limited availability of priests during holy days of obligation Reconciliation takes place in school but difficult to find priests 	<ul style="list-style-type: none"> (MQ) Co-ordinate priest engagement across Oaklands and feeder primary schools (MQ) Offer Alpha to staff in Spring term (MQ) School to send students to Sacred Heart on Holy Days of Obligation Student school ambassadors (Chap) Move to an alternative rhythm of reconciliation (MQ) Half termly newsletter in the pastoral area, continue with pilot (Chap) Assistance with charity work in parishes (Chap) Presence at Education Sunday or other similar events (MQ) Continue to encourage community to early morning Friday Mass 	<ul style="list-style-type: none"> Closer relationships between parish and school <p>Evidence:</p> <ul style="list-style-type: none"> Activities within parishes Students able to identify parish links Increase number of students involved in parish activities outside school Attendance at events Reports back through SLT Meetings 	
1.5	Prepare application for next phase of Romero Award	<ul style="list-style-type: none"> Successful in achieving Developer October 2022 Currently applying for innovator Level complete by the Autumn of 2025 	<ul style="list-style-type: none"> (MQ) reinvigorate with staff at INSET September 2024 (SW) Romero action group (MQ) To ensure Governor policies reflect the spirit of the Innovator Level. For example, explicitly capturing elements of ethos and Catholic Social Teaching (MQ) Strategic initiatives reviewed and supported by SLT and LGB (MQ) Establish a student-led environmental group (MQ) Use Challenge Week as an opportunity to develop environmental and conservation initiatives (MQ) Use August 2024 summer school as a vehicle to promote CST Involve parents through the OFPA in initiatives Involvement in parish and primary school projects (MQ) Develop CST initiatives in primary schools through leadership programme run at Oaklands Summer 2024 Develop and celebrate options for the poor 	<ul style="list-style-type: none"> Improved understanding of importance of social action in society Improvement in the link between social action and Gospel values <p>Evidence:</p> <ul style="list-style-type: none"> Audit against Romero framework Activities in school Changes in policy to reflect framework Review at SLT meetings 	



Target		Current position	Strategies/Actions	Impact / Outcome	Progress and Comment
1.6	Prepare for next Catholic School Inspection	<ul style="list-style-type: none"> School is Outstanding under S48 SW has carried out inspections as a trained evaluator. Actions already taken around catholic life and mission 	<ul style="list-style-type: none"> (MS) Evaluation document to be authored Key actions identified from evaluation document (MS/MQ) Executive summary (MQ) Website update (MQ) Staff training (MS) Section 48 CSI training for staff and Governors 	<ul style="list-style-type: none"> Oaklands will be in a strong position for the S48 inspection in 2024-25- maintaining outstanding <p>Evidence:</p> <ul style="list-style-type: none"> Mins of meetings Review and report back at SLT meetings 	
1.7	To ensure compliance with curriculum directory		<ul style="list-style-type: none"> Year 8 schemes of work plotted out by HoD, using Book 2 'Source to Summit' as guidance and distributed to variety of experienced RE staff to be written All staff have received feedback given by Year 7 2023-24 and will implement ideas into planning lessons. KSI (KS3 co-ordinator) to write all assessments and be point of contact if staff have queries All lessons include a PowerPoint with task list to ensure all staff are delivering content accurately All classrooms have a set of textbooks to use. This process to be repeated for Year 9 2025-26 	<ul style="list-style-type: none"> RED fully covered through RE syllabus. Assessments develop student knowledge and skills and allow vast majority of students to achieve ARE by the end of the year. Students engaged with course content and delivery which is reflected in student voice which gives positive feedback. <p>Evidence:</p> <ul style="list-style-type: none"> Department minutes 	



ACTION 2: The Quality of Education

Target	Current position	Strategies/Actions	Impact / Outcome	Progress and Comment																																																
<p>2.1 All students are ambitious and actively engaged in their learning, in all lessons, leading to greater pace and challenge in learning and improved attainment</p> <p>ALL</p>	<table border="1"> <thead> <tr> <th>A Level Headline Measure</th> <th>2023 Result (%)</th> <th>2024 Result (%)</th> <th>2025 Target(%)</th> </tr> </thead> <tbody> <tr> <td>A*-A</td> <td>20.26</td> <td>20.62</td> <td>29.51</td> </tr> <tr> <td>A*-B</td> <td>49.61</td> <td>42.66</td> <td>55.21</td> </tr> <tr> <td>A*-C</td> <td>71.17</td> <td>70.06</td> <td>89.58</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Headline Measure</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>% 9-4 English</td> <td>89</td> <td>83</td> <td>84</td> </tr> <tr> <td>% 9-4 Maths</td> <td>84</td> <td>77</td> <td>83</td> </tr> <tr> <td>%9-5 English</td> <td>78</td> <td>72</td> <td>70</td> </tr> <tr> <td>% 9-5 Maths</td> <td>65</td> <td>57</td> <td>66</td> </tr> <tr> <td>% 2 x 9-4 Science</td> <td>76</td> <td>70</td> <td>75</td> </tr> <tr> <td>% Achieving standard Ebacc</td> <td>71</td> <td>20 (MFL optional)</td> <td>22</td> </tr> <tr> <td>Average Att 8 Score</td> <td>5.3</td> <td>5.1</td> <td>6</td> </tr> </tbody> </table>	A Level Headline Measure	2023 Result (%)	2024 Result (%)	2025 Target(%)	A*-A	20.26	20.62	29.51	A*-B	49.61	42.66	55.21	A*-C	71.17	70.06	89.58	Headline Measure	2023	2024	2025	% 9-4 English	89	83	84	% 9-4 Maths	84	77	83	%9-5 English	78	72	70	% 9-5 Maths	65	57	66	% 2 x 9-4 Science	76	70	75	% Achieving standard Ebacc	71	20 (MFL optional)	22	Average Att 8 Score	5.3	5.1	6	<p>Pupil peer working to promote active engagement in learning</p> <ul style="list-style-type: none"> KS5 Learning Walks used to identify and disseminate best practice in promoting active engagement ALL Use of green penning and peer assessment in lessons. Perhaps use of document cameras/ share photos of student exam questions on Teams so they can effectively peer assess/ live-mark together? MB <p>Adaptive teaching</p> <ul style="list-style-type: none"> KS5 Learning Walks used to identify and disseminate best practice in adaptive teaching Specialist training for teachers on trauma informed teaching and teaching students with ND needs. Department review process to focus on adaptive teaching strategies September inset training on adaptive teaching strategies <p>Feedback Assessment, marking and self evaluation</p> <ul style="list-style-type: none"> KS5 Learning Walks used to identify and disseminate best practice in assessment and feedback Department reviews to focus on this area. Discussions with staff to ask for self evaluation. Teachers use their departmental feedback policies to best effect to ensure gaps in knowledge are identified and acted upon Assessment and curriculum is effectively planned and reviewed to develop memory and knowledge <p>Low stake testing and retrieval and practice</p> <ul style="list-style-type: none"> KS5 Learning Walks used to identify and disseminate best practice in retrieval practice Consider starter activities such as the Geography departments 'Geog Your Memory', which includes something from last lesson, a week ago and a few months ago? Use of 'quiz' function on Teams for retrieval <p>Pace and challenge</p> <ul style="list-style-type: none"> KS5 Learning Walks used to identify and disseminate best practice in promoting pace and challenge 	<p>By July 2025:</p> <ul style="list-style-type: none"> Majority of students making expected progress <p>By end of end of Summer term:</p> <ul style="list-style-type: none"> All students have teacher ARE or above Highly effective summative assessment process provides a reliable understanding of student performance for all stakeholders <p>Evidence:</p> <ul style="list-style-type: none"> Annual subject review (document and meeting with SLT). End of term progress data. Subject review documentation Accurate tracking and improved performance of students in receipt of intervention and/or tutoring Almost all pupils within target groups supported to attain appropriate qualifications and appropriate post 16 destinations Review in department development plans Evidence in departmental reviews reported back through SLT meetings 	
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2.2	Ensure that disadvantaged learners are fully supported by classroom teachers.	<ul style="list-style-type: none"> Number of students with complex learning needs is increasing Department reviews suggest that good progress has been made this year, however some consistencies remain. 	<ul style="list-style-type: none"> (AB) Ensure that the most disadvantaged students, particularly at KS4 have an appropriate curriculum where they can experience success (TR) Continue with twice termly Champion briefings intervention sessions to improve reading age and basic calculation skills of all students below ARE (AB) Developing the role of ND Champions to upskill staff to adapt their teaching and interaction with students who are neuro diverse (MD) Developing the adaptive teaching model, including maximising the effective use of support staff, to ensure progress of all vulnerable students (AB) Training on trauma informed practice and teaching continuation into September 2024 	<ul style="list-style-type: none"> Disadvantaged/vulnerable learners start to make expected progress or better Increased independence of vulnerable accessing the curriculum <p>Evidence:</p> <ul style="list-style-type: none"> Lesson observations, student voice, data, Departmental minutes Departmental reviews Evaluation from ND training from Include project Progress of SEN/ PP disadvantaged groups CPD resources and evaluations Champions briefings caught in SLT mins 	
2.3	Ensure appropriate provision for More and Most Able (MMA)	<ul style="list-style-type: none"> Staff are able to identify MMA students, but consistency of approach needs to be ensured and formalised Staff provide a range of enrichment to support MMA students, such as Latin, Music theory club There is some variation in provision for MMA students Schoolwide coordination of MMA needs revisiting 	<ul style="list-style-type: none"> Coordination of MMA provision and research through T&L group, led by EWL Training staff on meeting needs of MMA students via adaptive teaching strategies Monitor consistency of MMA provision via departmental review process and student voice Explore student subject ambassador programme and MMA Teams group to offer MMA enrichment Make PiXL 'stretch and challenge' resources available 	<ul style="list-style-type: none"> Clear and consistent process for identification of MMA learners Strategy for MMA to raise aspirations and create a culture of high challenge Feedback from students confirms provision for more and most able <p>Evidence:</p> <ul style="list-style-type: none"> Lesson observations, student voice, data, department minutes Departmental reviews MMA Student voice feedback Reviewed and reported back through SLT meetings 	

Target	Current position	Strategies/Actions	Impact / Outcome	Progress and comment	
2.4	Improve outcomes in the Sixth Form (SF)	<ul style="list-style-type: none"> Intervention Plans (AIPs) have been introduced and refined based on staff feedback. A review of student progress data indicate these have had a positive impact. However, some variability between departments in how the AIP process is followed and the level of support offered SF is also using its own adapted version of the Horsforth Quadrant to help track and inform additional intervention strategies There has been an overhaul of the KS5 assessment calendar, including a continuation of KS5 Assessment Week and the introduction of an earlier Y12 Mock exam period. These changes have proved a powerful tool for motivating Y12, especially when used in tandem with parental interviews and AIPs There is now also an established, evidence-based process for the awarding of UCAS predicted grades and this closely references the Y12 mock outcomes ('mock grade plus one'). This has again helped motivate Y12 as they approach the mocks and is reflected more realistic UCAS course offers Use of 4 Matrix has been developed and is used by the Director of SF and SF Academic Lead to track and report on student progress. KS5 curriculum is mostly A Level and delivered by an established and experienced KS5 teachers. However, some variability in quality of teaching has been flagged in pupil feedback in some subject areas. The results in some subject areas are also an area of ongoing focus with HoDs and SLT line managers 	<ul style="list-style-type: none"> (SF Academic Lead and HoDs) to support KS5 teachers to carry out assessment using range of strategies to identify where learning has been most impacted (SF Academic Lead and SF SEND Lead) to liaise with HoDs and help co-ordinate identification and support of underperforming SF students. This to include continued use of Horsforth Quadrant (DPG, SF Academic Lead and HODs) to review assessment data and put intervention and new AIPs (Academic Intervention Plan). To include the use of 1:1 support and use of the Horsforth Quadrant (DPG and SF Academic Lead) to continue to monitor the impacts of the revised KS5 assessment calendar (including timing of Y12 mocks) to maximise impact (DPG and SF Academic Lead) to continue with regular progress reports and use of 4 Matrix to allow granular analysis. This to include tasking SF Academic Lead with post assessment summary and creation of SF Horsforth (DPG and SF Academic Lead) to continue to embed SF Supervised Study/AIP sessions and parental contact sessions to support underperforming students (DPG) to build on success of new alternative pathways for those students struggling in Y12. This to include blended offers of AS levels and EPQ for those at consistent grade U in Assessment Week and Mocks (DPG and SF Academic Lead) to continue with regular programme of KS5 Learning Walks (LW) and Pupil Learning Surveys (PLS) to identify areas of strength and those requiring development. The outcomes of these LW and PLS will also inform CPD best practice digests and wider CPD planning (DPG and SF Enrichment, Academic, Pastoral and SEND Leads) to liaise to re-design tutorial programme and materials to best support KS5 study skills (including revision and exam skills best practice) (SF Pastoral Lead and SF SEND Lead) to identify barriers to learning and develop additional support strategies (DPG and SF Academic Lead) use of 4 Matrix to enable a regular and granular analysis of half-termly progress reports, Assessment Week data and Exam (mock and actual) outcomes. This will be used to help HoDs and teachers adapt teaching and learning where necessary (DPG and SF Academic Lead) to promote KS5 teaching CPD and materials 	<ul style="list-style-type: none"> KS5 outcomes at or above the national average as a baseline 100% A*-E in Y13 external exams Aspirational target of 100% A*-C All KS5 courses lead to formal qualification at appropriate level. All pupils can access a range of A-level qualifications across the full curriculum (core, options, enrichment) EPQ programme offers additional opportunities <p>Evidence:</p> <ul style="list-style-type: none"> Summer results SF brochure Annual subject review (document and meeting with SLT) End of term progress data. Assessment Week outcomes Mock Exam results reported to and monitored by SLT LW and PLS feedback 	

Target	Current position	Strategies/Actions	Impact / Outcome	Progress and Comment
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2.5	To develop a KS4 curriculum offer that meets the needs of all learners to ensure students are highly engaged in their learning and maintain a love of learning to underpin their success	<ul style="list-style-type: none"> • KS4 curriculum is predominantly GCSE focused • For a small but growing number of students, this may be inaccessible • Our rationale is that a GCSE grade 1/2/3 represents a level 1 qualification • HODs have begun research into alternative qualifications for example V-cert where PE have had success 	<ul style="list-style-type: none"> • Analysis of SEND student results to identify trends and good progress made • Further research into opportunities to develop new curriculum strands such as entry level, functional skills and vocational qualifications 	<ul style="list-style-type: none"> • All students will have an accessible, enjoyable and appropriately challenging curriculum <p>Evidence</p> <ul style="list-style-type: none"> • Curriculum area of website • Student voice 	
2.6	Further develop of TOW focussing on elements of Catholic Social Teaching	<ul style="list-style-type: none"> • In 2021-22 Oaklands way has had a pastoral focus • In 2022-23 there was more of a focus from subject disciplines and a link with current events 	<ul style="list-style-type: none"> • (AB) to work with MS and EWL to develop a clearer link between the liturgical year and Catholic Social Teaching principles through the Oaklands Way • (MS) to share the liturgical calendar with staff who are TOW champions and EWL to ask teachers to complete one week each half term 	<ul style="list-style-type: none"> • All students will have a deeper understanding of the CST principles and how they are a lived reality in our school. • Tutors will have a greater understanding of the CST principles through their delivery of TOW. <p>Evidence</p> <ul style="list-style-type: none"> • TOW PowerPoints and planning materials. • Student voice 	
2.7	Ensure that literacy for learning is a key element in all department delivery at KS3 and KS4 and becomes part of the shared language for all.	<ul style="list-style-type: none"> • Dialogic talk and high-quality questioning embedded across a number of subjects. - Departments adopting range of reading strategies (e.g. choral reading, paired reading) • Departments include the explicit teaching of key vocabulary within lessons (both tier 2 and tier 3). Key vocabulary lists introduced and used across subjects. • Vocab lists also embedded in each lesson across subjects (ties in with SEND focus – along with task list). • Curriculum vocabulary lists now available on the website for Y7-11 in each subject for student and parental access. • Flying start includes non-fiction subject-specific texts utilising 'The Day' resource' • Lesson starters – especially that of P5 – include a literacy starter focused on vocabulary. 	<ul style="list-style-type: none"> • (CLO) Reciprocal reading strategies (summarise, question, clarify, predict) employed across subjects to develop pupils' ability to read and access academic texts across subjects – key focus for 2024-25 (decoding and comprehension strategies embedded in all subject areas) • (CLO) Continual review and response to action points in Ofsted Inspection (e.g. breaking down complex texts in a multitude of subjects) • (CLO) Continue to identify strategies and approaches for teaching key vocabulary (tier 2 and tier 3) in all subjects – focusing on morphology and etymology to identify patterns and makes connections. • (CLO) Launch cross-curricular literacy initiative to expose students to regular literacy starters (literacy starter conducted once a week with each class). • (CLO) Staff to use a bank of cross-curricular literacy starters to address vocabulary teaching and reciprocal reading (e.g. sample text with RR strategies applied or breaking down etymology and morphology of vocabulary). • (CLO) Staff to use scaffolding and chunking strategies with students and use more reading aloud to identify and address student misconceptions in reading. • (CLO) Continue to meet with Literacy Champions to provide strategies to support departments. 	<ul style="list-style-type: none"> • Students are comfortable using both Tier 2 and Tier 3 vocabulary in ALL lessons/subjects. • Students have access to key vocabulary lists for their year group and for each lesson (either through the website, lessons or lists in exercise books). • Students able to read and access more complex academic texts across subjects. • Students exposed to higher-order vocabulary and regular literacy starters • Improve student outcomes in different styles of answers in assessments and ensure students are confident in identifying these. • Constant review of EEF advice and guidance for Secondary Literacy improvement. <p>Evidence</p> <ul style="list-style-type: none"> • Curriculum programmes/maps, schemes of work, book sampling, lesson observation, learning walks and departmental reviews. 	
2.8	Improve engagement in Year 11 (Year 11 strategy)	<ul style="list-style-type: none"> • Year 10 Examination results • Results were of less concern overall than the 2022/23 picture, but SLT felt that Year 11 intervention after Horsforth Quadrant had been valuable. 	<ul style="list-style-type: none"> • (SW) Identification of students using the Horsforth Quadrant rule. Continue with master spreadsheet. • All subjects to focus on retrieval practice • (SLT) Continue separate parents' conversation for students causing concern • (AB) Each subject to have a specific strategy • (MQ) Continue with Core subjects monthly meeting with MQ to look at progress outcomes • Strategies to ensure students are examination ready including the use of the examination rapper • Acceleration in some subjects to provide more revision time • Specific days for pre-examination material 	<ul style="list-style-type: none"> • 40 selected students will improve outcomes compared with performance at the end of Year 10 <p>Evidence</p> <ul style="list-style-type: none"> • Summer results • End of term progress data. • Assessment outcomes • Mock Exam results reported to and monitored by SLT 	

ACTION 3: Behaviour and Attitudes

Target	Current position	Strategies	Impact	Progress Comments	
3.1	Development of a behaviour curriculum	<ul style="list-style-type: none"> 2023-2024 Staff led behaviour working party put in place new systems and practices to combat Low Level Disruption in classes. 2023-2024 we have seen an increase in behavioural concerns at KS3 in girls in particular. Since COVID, we have found that students are struggling with self regulation and conflict resolution. 	<ul style="list-style-type: none"> (AB) All Y7 students to have one hour a fortnight with their tutor to be 'taught' how to behave and what our school expectations are. (AB) Behaviour curriculum will cover self-regulation and zones of regulation to help young people develop skills to ensure they can meet our expectations of behaviour. (AB/HoDs) Departments will be communicating their own non-negotiables in their specialist areas. (MQ) Departments to address behaviour curriculum through development plans (AB) Staff will ensure that the behaviour they expect to see in the classroom is 'taught' and highlighted in the lesson. (AB.HoDs) Deliberate practice and use of the learning behaviour strategies are consistently demonstrated and measured through consistency checks 	<ul style="list-style-type: none"> All students have a clear understanding of the school ethos and expectations. Pedagogy is effectively delivered to ensure the learning cycle develops students' resilience and independence through the "Learning Behaviour Strategy". Students able to regulate their emotions in the moment and therefore access the learning. Fewer behaviour incidents and lower truancy rates. Exceptional behaviour and attitudes demonstrated around the school and in lessons <p>Evidence</p> <ul style="list-style-type: none"> Increased numbers of students achieving class charts rewards Reduction in number of sanctions and behavioural points HODs mins Report back to SLT 	
3.2	Provide an improved mode of behavioural support (St Christopher's Provision)	<ul style="list-style-type: none"> Students who are neurodiverse have a higher rate of sanctions and FPS. Students who are unable to cope in the classroom are not able to access the curriculum fully. 	<ul style="list-style-type: none"> (AB) Creation of the St Christopher's provision, where SEN and Pastoral are all in one place so that there is a safe space for the more disadvantaged pupils to access. (AB) Within this provision, there will be a learning room where students who have been unable to manage their behaviour in the classroom due to be over stimulated and / or unable to regulate can go and complete their work in a smaller and quieter environment. (AB) Students will be given ELSA support and time to reflect on why they had to leave the learning environment so that we can monitor and recognise triggers and adjust plans to reflect these. 	<ul style="list-style-type: none"> Decrease in FPS for students with SEN. More detailed behaviour support plans. Students who are on the SEN register or are on the ND pathway will be able to access the curriculum and make progress. <p>Evidence</p> <ul style="list-style-type: none"> Increased numbers of students achieving Classcharts rewards Reduction in SLT on call Reduction in use of the Inclusions Room/ students accessing Inclusions Report back to SLT 	
3.3	Improve the effectiveness of the Form Tutor in supporting students so they are seen as the pastoral 'first responders'	<ul style="list-style-type: none"> In 2023-2024 work was done to complete a review of tutor time from the tutor and student perspective. MS provided training for staff to help them effectively lead worship in tutor time. 	<ul style="list-style-type: none"> (AB) Further training on the role of the tutor in CPD in September term. Build on research in 2023/24 (AB) Timetabled slot for teachers to complete tutor related planning and preparation. Introduction of ICONs project in Y7. Increased support and challenge for tutors. 	<ul style="list-style-type: none"> Progress shown in student voice and observations. Improved relationships with parents and carers with form tutors. <p>Evidence</p> <ul style="list-style-type: none"> Information from student voice Form monitoring Report back to SLT 	
3.4	Focus on wellbeing and mental health across the school for both pupils and staff.	<ul style="list-style-type: none"> SW and SJB trained as MH leads There is a draft policy for MH approach at Oaklands Pastoral provision and signposting for those with MH concerns is very effective Work on trauma awareness and neurodiversity was undertaken with staff Thrive approach to mental health investigated 	<ul style="list-style-type: none"> (SW) Investigate possibilities for developing counselling provision at Oaklands (SW) Formulate policy and strategy statement for MH provision at Oaklands (SW) Positively promote mental health by engaging in wellbeing weeks, mental health awareness week, anti bullying week etc Trauma informed practice to be further developed via inset in September delivered by SJB 	<p>Evidence</p> <ul style="list-style-type: none"> Information from student voice New policy and strategy statement Teaching and learning strategies linked to Report back to SLT 	



3.5	Improve school attendance, focussing on specific groups	<ul style="list-style-type: none"> Attendance in 2023-24 average was 94%. Oaklands was in the top 25% of all FFT schools nationally. Attendance and PA data was always above national average. PP attendance and PA data was above national average. Target was set to reach 96% and this was not reached in 2023-2024 	<ul style="list-style-type: none"> (AB) Weekly reports produced for students who have not been in school for 3 days or more. AB and BMC make note of actions next to these and open safeguarding case if there is a concern. Issue FPN for parents and carers and refer to the LIT. Use of Educational Neglect toolkit to help support IARF and actions taken. Continue to use pastoral meetings to monitor students who are considered PA and discuss actions that need to be taken. 	<ul style="list-style-type: none"> Reach school target of 96%, Reduction in PA and severely PA students. <p>Evidence Statistics from SIMS</p>	
3.6	Improvement in punctuality to lessons	<ul style="list-style-type: none"> Poor punctuality by some students to lesson Poor culture of movement 	<ul style="list-style-type: none"> Locking various areas between lessons Greater presence on corridors Staff punctual to lessons Writing to parents more frequently Reinstate the bells Consultation on behaviour working party 	<ul style="list-style-type: none"> Punctuality strategy implemented and there is a significant improvement in punctuality across the school. All stakeholders recognise the importance of attendance and punctuality, this is visible in planners, Form rooms, contact with parents/carers and via social media & the SIMS parent app <p>Evidence Statistics from SIMS</p>	



ACTION 4: Personal Development

Target	Current position	Strategies	Impact	Progress and comments	
4.1	Ensure issues and attitudes around the marginalised and those with protected characteristics, in particular ethnicity and LGBTQIA+ are integral to the curriculum.	<ul style="list-style-type: none"> Specific groups exist to support students who identify with protected characteristics Affinity work led by MS Cultural week to raise profile of groups PDC curriculum addresses issues and develops knowledge and understanding 	<ul style="list-style-type: none"> (CLO) Reinvigorate connection with St John's School in Korogcho, Kenya (MS) Cultural Week 3.0 to occur in October 2024 with potential opportunity to open it to the wider community. (MS) Use cultural week to address work previously engaged through Romero. Continue to work with staff so they feel confident managing conversations and topics related to sensitive issues, information in bulletin and other channels Coordination across departments where topics most easily addressed 	<ul style="list-style-type: none"> Students in protected groups feel completely included in the school community Unkind behaviour is significantly reduced Teachers confident in discussing issues with students <p>Evidence</p> <ul style="list-style-type: none"> Statistics from sims on prejudicial incidents Student voice Activities undertaken 	
4.2	Development of work-related learning programmes KS4/5 KS5	<ul style="list-style-type: none"> Students can use the Enrichment afternoon to source work related learning The SF has also piloted a new Enrichment Week which encourages and facilitates work experience The SF also has a post-18 pathways information evening and careers events The Careers Lead also works closely with SF Leads to provide external careers speakers and provide apprenticeship guidance Careers provision in the is PAL compliant Work experience successful at KS4 	<ul style="list-style-type: none"> (DPG) Encouragement and facilitation of work-related learning in SF as part of weekly Enrichment periods and work experience for Y12 in Enrichment Week. Placements are student sourced but SF and Careers Lead also support where necessary/requested Range of external careers and apprenticeship related speakers and sessions provided in SF Work-related learning updates and opportunities provided on an ongoing basis via Teams and in SF Tutorials (MD) Improved understanding of responsibilities at KS4 in relation to work experience 	<ul style="list-style-type: none"> The Careers Lead, along with SF Admin, will be provided with additional administrative support to help facilitate and monitor work-related learning and experience in SF There is scope for further developing the apprenticeship guidance and support programme in the SF and this will be a focus in 2024-2025 <p>Evidence</p> <p>Numbers of students on programme at KS4 and KS5</p>	
4.3	Ensure disadvantaged learners can access extra-curricular activities	<ul style="list-style-type: none"> Particular students targeted where appropriate Disadvantaged learners have had opportunities to access trips where finance has been a concern Concerns from staff running international trips taking certain students due to their behaviour record Number of extra-curricular opportunities has been increasing each year 	<ul style="list-style-type: none"> Close monitoring of students involved in extra-curricular Ensure that school policy provides scope so that high risk activities are not compromised by student behaviour Provide financial support to students finding access difficult Continue sharing extra-curricular opportunities in an accessible format to engage as many students as possible. 5-minute longer lunch time to allow for more extra-curricular activities during the school day, so issue such as cost of travel at the end of the school day is reduced. Listen to what students and families want to be doing outside of school and actively seek to connect them with those opportunities. Improve signposting to activities in school run by external organisations 	<ul style="list-style-type: none"> MB continue to monitor activities Thriving extra-curricular offer for all students published on Teams and website and updated each term. <p>Evidence</p> <ul style="list-style-type: none"> Compare extra-curricular activity schedule offer for 2024-25 v. 2023-24. Are more activities being provided at lunch due to longer lunch break, which could make clubs more accessible for disadvantaged learners? Financial support provided for students through the year 	
4.4	Improve students' strength of character through Personal Development Programme	<ul style="list-style-type: none"> Strength in the PDC curriculum Many activities both extra-curricular and within subjects Co-ordination needs to improve Last audit over six years ago 	<ul style="list-style-type: none"> Audit personal development activities across school both curriculum and extra-curricular 	<ul style="list-style-type: none"> All staff think about the responsibility they had for personal development and gave them the tools to articulate the same Identified the best practice to celebrate Identified areas across the school to refocus. Ensured continuity between the PDC curriculum and other aspects of school life. <p>Evidence</p> <ul style="list-style-type: none"> Audit document Report to SLT 	

ACTION 5: Leadership and Management

Target		Current position	Strategies/Actions	Impact / Outcome	Progress and comments
5.1	Provide additional leadership capacity across the school with development of ELT	<ul style="list-style-type: none"> • ELT now meet with SLT • Increased exposure to school related issues, all have had specific responsibility • ELT do an 'On Call' once every two weeks 	<ul style="list-style-type: none"> • (MQ) Develop the concept of an extended leadership team with each member being provided with a specific responsibility • (MB) Use additional leadership capacity in rotas. SLT will do bus duties on Monday evenings, to allow HoYs to meet with their teams. This will allow middle leaders to manage more effectively and it will facilitate an extra staff briefing on a Thursday morning. • (MQ) Establish reporting and monitoring structure for extended leadership team 	<ul style="list-style-type: none"> • Make accelerated progress with school improvement as a result of additional capacity • Improvement in leadership and management • Provide opportunities for future succession planning • Extended team results in more distributed leadership <p>Evidence</p> <ul style="list-style-type: none"> • <i>Outcomes on school improvement plan met</i> 	
5.2	Improved understanding of the primary curriculum in Year 5 and Year 6	<ul style="list-style-type: none"> • Some engagement with primary schools in certain subjects • Evidence that progress made in the primary phase is not always sustained. 	<ul style="list-style-type: none"> • (MD) Visit primary schools to look at curriculum planning implementation and outcomes of work, to go with member of SLT on the visit • (MD) Hods to feed back to SLT • (MD) Action plan in department based upon the visit 	<ul style="list-style-type: none"> • Progress made in KS2 continues • Improved outcomes at KS3 <p>Evidence</p> <ul style="list-style-type: none"> • <i>Department minutes</i> • <i>Department improvement plans</i> • <i>SLT minutes</i> 	
5.3	Capitalize on the subject and other groups meeting through the Havant Federation	<ul style="list-style-type: none"> • Oaklands represented at most subject and other group meetings • Bespoke SF taster visits for students from Federation schools run for first time (3 events, approximately 70 students attended) 	<ul style="list-style-type: none"> • Embed model of student visits to 6th form taster days ('master classes') • Engage in project aimed at improving outcomes for LAC 	<ul style="list-style-type: none"> • Minutes of subject and other group meetings • Number of applicants to SF from Federation schools <p>Evidence</p> <ul style="list-style-type: none"> • <i>Department minutes</i> • <i>SLT minutes</i> 	
5.4	Consultation of significant change on uniform	<ul style="list-style-type: none"> • We currently have two different options for uniform. Although these are not assigned to a gender, it tends to be that those students who identify as male wear one version and those who identify as female wear another 	<ul style="list-style-type: none"> • (AB) Go to consultation with students, parents and carers. • (AB) Take a proposal to the governors. • (AB) Take the proposal to key stakeholders. • (AB) Liaise with Skoolkit so that they are prepared for any change. 	<ul style="list-style-type: none"> • Updated uniform policy. • Presentation to governors • Implementation of any changes by September 2025 <p>Evidence</p> <ul style="list-style-type: none"> • <i>SLT Minutes</i> • <i>Governing Body Minutes</i> • <i>Process shared at SLT meetings</i> 	
5.5	Promote a culture of sharing and discussion re. teaching, learning and leadership strategies such that 'best practice' becomes the norm across school.	<ul style="list-style-type: none"> • Teaching & Learning Group allows for in depth T&L dialogue each half term to inform and keep CPD relevant • Peer reviews as part of department reviews 	<ul style="list-style-type: none"> • (SW) HoDs to attend PiXL conferences in their subject area to gain overview of best practice and strategies • (SW) Core HoDs to attend PiXL subject conferences with their SLT LM where possible 	<ul style="list-style-type: none"> • Improvement in examination outcomes <p>Evidence</p> <ul style="list-style-type: none"> • <i>Learning audits, appraisal lesson observations</i> • <i>PiXL feedback shared at SLT meetings</i> 	
5.6	Ensure all middle leaders and postholders have sufficient support and challenge where there are discrepancies in student achievement or inconsistency in provision	<ul style="list-style-type: none"> • Some evidence that insufficient challenge exists to raise standards 	<ul style="list-style-type: none"> • Line management meetings target and tailor support so that improvement is substantial and sustained where needed • HODS HOYS are provided with sufficient time to undertake the monitoring • Areas of concern identified and named. 	<ul style="list-style-type: none"> • Managers and leaders feel more empowered to challenge colleagues. • Improvement in performance. <p>Evidence</p> <ul style="list-style-type: none"> • <i>Line management meetings</i> 	

Target		Current position	Strategies	Impact	Progress Comments
5.7	Develop of the departmental self review system responding to the changes in the Ofsted framework	<ul style="list-style-type: none"> Departments work with their SLT line manager to review the strengths and areas of development in the department ahead of an SLT reviewer visiting the department twice a year A range of self-review activities are undertaken, including learning walks, book scrutiny and student voice. Departmental staff's views are gathered 	<ul style="list-style-type: none"> The review format will continue with a renewed focus on key school priority areas for 24/25 (SEND, behaviour curriculum and adaptive teaching) Staff will be paired with a peer HOD reviewer to share the best practice that has been gathered during the first two reviews when the undertake the summer term peer review. Supportive development points to be created by the SLT reviewer in liaison with the HOD after each review 	<ul style="list-style-type: none"> Staff will have a clear understanding of the strengths of each department and of the best practice that they can share. Strategies for SEND, behaviour curriculum and adaptive teaching will be monitored and shared as the outcome of reviews is shared Governors visiting their departments will have a clear overview of the ongoing work, strengths and challenges of that department <p>Evidence</p>	
5.8	Deliver a support and CPD programme that addresses needs of all staff particularly ECTS and middle leaders	<ul style="list-style-type: none"> CPD directory reintroduced CPD focused on school improvement priorities 	<ul style="list-style-type: none"> (MB) Publish comprehensive CPD programme. (MB) Ensure ECT lesson observation programme is robust 	<ul style="list-style-type: none"> Team competency and capacity improves Staff have confidence in team Improvement in line management <p>Evidence</p> <ul style="list-style-type: none"> SDP review July 2023. Minutes of meetings. CPD calendar, CPD evaluations. Record of staff attendance on courses 	
5.9	Develop a school recruitment policy to find the best teachers and support staff	<ul style="list-style-type: none"> School fully staffed Turnover low Number of staff teaching second or third subject Increasingly difficult to find specialist subject staff LSA recruitment problematic Advertising costs high Pool of candidates often poor in quality No specific recruitment and retention strategy Limited use of social media and employment platforms to recruit. 	<ul style="list-style-type: none"> (MQ) Develop group to look at how platforms like LinkedIn and others can be used to recruit teachers. (MQ) Investigate teacher training in Northern Ireland (MQ) Develop systems to keep in touch with ITT Candidates (MB/LAJ) Improve relationships with universities. (MQ) Internal advertising for one-year Support Staff posts to Year 13 (MQ) Revisit packs and how we market positions Enhance development opportunities and look for incentives. Refer a friend scheme (https://www.gov.uk/expenses-and-benefits-trivial-benefits) 	<ul style="list-style-type: none"> More applicants to posts <p>Evidence</p> <ul style="list-style-type: none"> Greater pool of candidates Fewer re-advertised appointments 	
5.10	Development of teacher training ITT	<ul style="list-style-type: none"> Finding teachers to fill vacancies has been challenging at times ANW has relinquished his role as ITT co-ordinator Dwindling numbers of teachers on University PGCE courses New ITT training requirements from September 2024. 	<ul style="list-style-type: none"> LAJ (member of the mentoring team) has taken on role as ITT co-ordinator from September 2024 Increase number of trainees at the school, which will give potential candidates in areas such as Science and Maths Ensure that mentors have received / had the time to complete the requisite training (20 hours, although not all have to do this, depending on previous experience). 	<ul style="list-style-type: none"> More ITT trainees Mentors trained LAJ new in post and meet with her to update on progress Trainees potentially filling a vacancy (if required) <p>Evidence</p> <ul style="list-style-type: none"> ITT report 	



5.11	Further revision of the teachers' performance management scheme so it reflects teacher responsibility	<ul style="list-style-type: none"> • New Weekly 10 performance management system piloted in 2024-2025. This system replaced the Bluesky system and included a more streamlined approach • The revised PM system includes a Catholic ethos objective and a centrally generated UPS objective for those colleagues on UPS • The UPS application form has been streamlined and updated • Pay progression approval on MPS also simplified and based on online manager reviews and random sampling of evidence for quality assurance by SLT and Directors • The Weekly 10 is also a Teams based system which encourages regular 'check ins' on progress • DfE have stated removal of PRP for 2024/2025 	<ul style="list-style-type: none"> • (DPG) Working with Weekly 10 to simplify and reset for the start of the new PM cycle for teaching staff in September-October and then for support staff in April • New guidance and additional support to be provided to users in Sept 2024 • Changes to performance related pay policies at a national level to also be monitored to calibrate the new PM system • Staff feedback on the PM system will also continue to be canvassed and this may include the PM Working Party 	<ul style="list-style-type: none"> • New Weekly 10 PM system and templates launched • Feedback from colleagues suggests many like the reduced paperwork, regular check ins and reminders. However, there have been issues with the new Weekly 10 system, and this relates to some confusion over set up and ease of usage. Another issue was the conflation of teaching and support staff templates, workflows and notifications. The help from Weekly10 has also been slow and cumbersome at times. • Ability to record CPD on Weekly10 to be developed • New policy written. <p>Evidence</p> <ul style="list-style-type: none"> • Policy presented to SLT and governors • Revision of PM procedures 	
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ACTION 6: School Resourcing

Target		Current position	Strategies/Actions	Impact / Outcome	Progress and comments
6.1	Ensure that the school reaches its PAN both in Year 7 and Sixth Form	<ul style="list-style-type: none"> School is full for September 2024 Decreasing demographic hitting secondary schools in two years Waiting lists in most year groups. 	<ul style="list-style-type: none"> (MQ) Understand our current and potential catchment both Catholic, other Christian denominations and those who seek a Catholic education (MQ) Use the staff and student experience to tell the Oaklands story (MQ) Develop our internal systems to ensure that all staff and students know and share our values so that our behaviour does not conflict with what we are saying in our communications (reputation) (MB) a range of secondary experiences offered to primary schools (MQ) Exploit new and emerging technologies, particularly social media, to constantly refine and improve our marketing and communications (MQ) Increase the visibility and presence in our traditional feeder primaries at various key touchpoints across the academic year (MQ) Increase our focus on keeping prospective families 'warm' for both Year 7 and Year 12 applications (MQ) Ensure our traditional marketing vehicles are better than our competitors (MQ) Ensure we are agile and adaptive in our year group cohorts so that year groups do not fall below PAN (MQ) Ensure aggressive marketing to other Christian denominations. 	<ul style="list-style-type: none"> Increase number of Sixth Form applications School hits PAN in Year 7 and remains full in all other years Maximise Catholic intake Oaklands is seen as the school of choice for all parents that choose a Catholic primary school Number of Other Christian denominations increased particularly from the family and community churches <p>Evidence</p>	
6.2	Implement a financial package to bring the school back into in-year surplus over a 3-year period	<ul style="list-style-type: none"> The school is currently forecasting a deficit in year budget for 2024-25 of £89k, £140k in 2025-26 and £161k in 2026-27. Our current level of reserves will cover these levels of deficit for the 3-year budget period but cannot be sustained. 	<ul style="list-style-type: none"> Remain aware of the new government's plans with regard to spending on education Take every opportunity to lobby for more clarity on education spending in the future Calculate impact of the proposed teacher and support staff salary increases and the recently announced Core Schools Budget Grant for the Main School Await announcement on additional funding for the Sixth Form Revisit previous versions of the financial stability plan to see if there are any further savings that can be made. 	<ul style="list-style-type: none"> Achieve a balanced budget across all years Informed assumptions are made in reviewing the budget forecast <p>Evidence Monitored through SLT, B&C and LGB meetings</p>	
6.3	Ensure that the school's physical environment, facilities and equipment continue to be fully accessible to all pupils, especially those with more complex needs	<ul style="list-style-type: none"> The school will continue to use every opportunity to improve the physical environment, facilities and equipment as resources allow. This will be achieved by continuing to submit CIF bids for major projects The continued use of available resources for refurbishment and equipment based on a priority basis. 	<ul style="list-style-type: none"> Submit CIF bids in December 2024 for the White House and the Sports Hall Refurbishment of classrooms will be undertaken as resources allow e.g. similar to the re-carpeting of all JP classrooms over the Summer 2024 holiday Equipment will be replaced as required and capitalised to reduce the impact on the resource budget. All new works undertaken will be undertaken with accessibility improvements considered. 	<ul style="list-style-type: none"> Continuous improvement in the school's physical environment, facilities and equipment Accessibility for all pupils and especially for those with more complex needs achieved. <p>Evidence Monitored through SLT, B&C and LGB meetings</p>	



Target		Current position	Strategies	Impact	Progress Comments
6.4	Revise department capitation to ensure that departments have suitable resource	<ul style="list-style-type: none"> • Departmental budgets will be set for this academic year using the normal matrix, which is based on the number of lessons taught, the number of pupils studying each subject, the resource heavy nature of the subject and the key stage • Overspending in 23-24 largely down to increase in printing/copying costs • A curriculum support budget is also set aside to provide additional support to departments as required • Departments can also bid on the OFPA fund for financial support 	<ul style="list-style-type: none"> • Provide monthly monitoring reports to HODs to ensure they are aware of amount of money they have to spend. • Encourage departments to bid on the curriculum support fund through their SLT line manager where required • Encourage departments to bid on the OFPA financial support where appropriate. 	<ul style="list-style-type: none"> • All departments have sufficient resources that help students learn <p>Evidence Monitored through SLT meetings</p>	