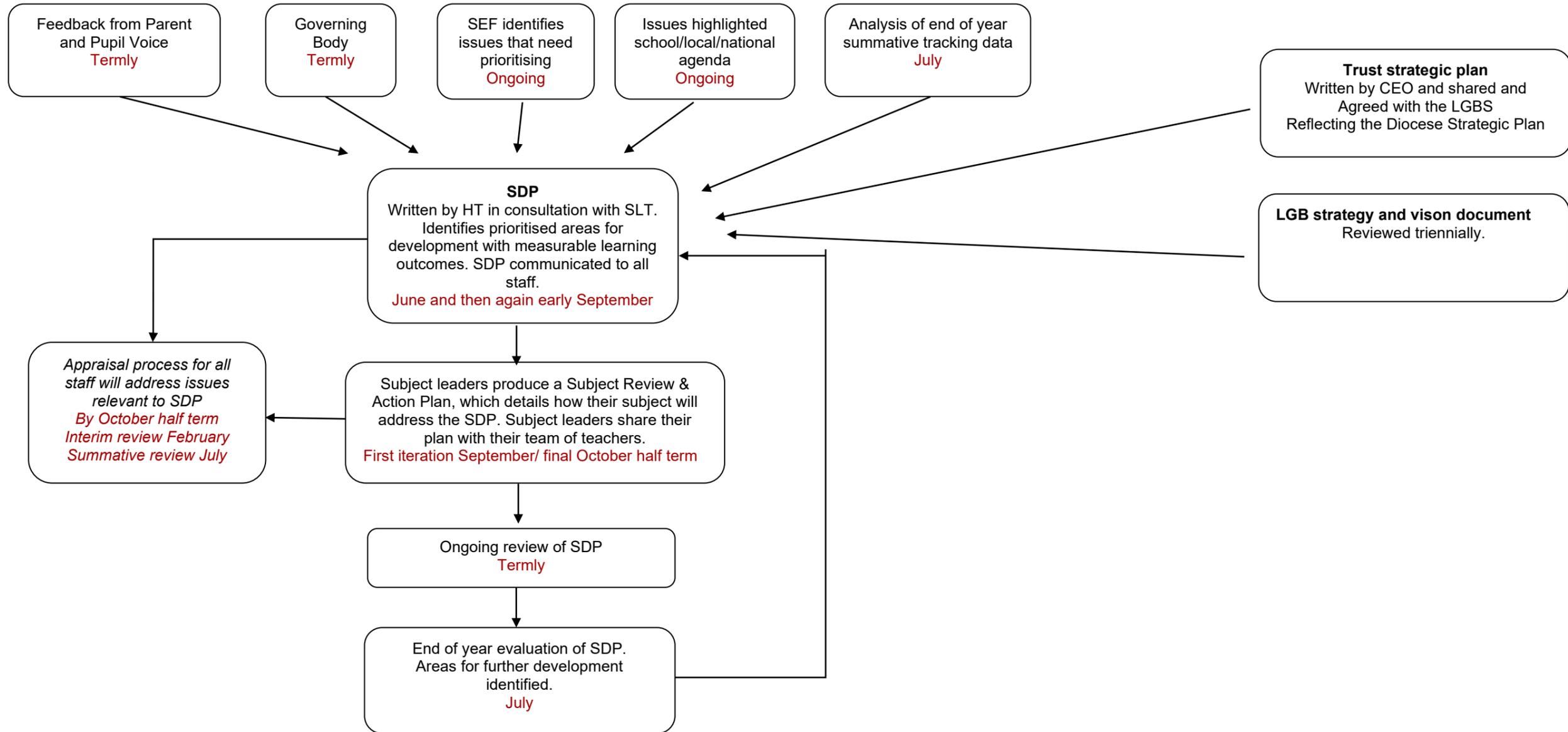




### The SDP process at Oaklands: An integrated framework for continued improvement





## 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"> <li>Reduction in the number of Catholic applications to school</li> <li>Catholic applications largely from non-practicing families</li> <li>Increase of number of students with non-faith commitment at all</li> <li>Re introduced retreats for Year 10 2024-25</li> </ul>	<ul style="list-style-type: none"> <li>(AB) Increase the number of touch points for prayer, for example start of exams</li> <li>(HOYs) Increase the number of assemblies and liturgies that are authored and delivered by students</li> <li>(SLT) Look for opportunities to develop links with feeder school including C of E.</li> </ul>	<ul style="list-style-type: none"> <li>More students involved in spiritual extra-curricular</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Student engagement in the spiritual life of the school</li> <li>Activities and feedback</li> </ul>	
1.2	Improve student prayer evaluation and reflection	<ul style="list-style-type: none"> <li>Point for development following the section 48 inspection in 2025.</li> </ul>	<ul style="list-style-type: none"> <li>(Chap) to create resources for tutors to use in morning worship</li> <li>(SW/MS) work with students leaders to get them to model this for younger students</li> </ul>	<ul style="list-style-type: none"> <li>More students involved in prayer evaluation</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Report back through SLT meetings</li> <li>Tutor time monitoring</li> </ul>	
1.3	Improve engagement with parishes and local parish communities including clergy	<ul style="list-style-type: none"> <li>High level Priest involvement with sacramental school, particularly Mass</li> <li>Project work in parishes limited</li> <li>Limited availability of priests during holy days of obligation</li> <li>Change in parish priest and chaplains on maternity leave.</li> </ul>	<ul style="list-style-type: none"> <li>(DG) Offer Alpha to staff in Autumn term</li> <li>(AB) School to send students to Sacred Heart on Holy Days of Obligation</li> <li>Student school ambassadors</li> <li>(Chap) Assistance with charity work in parishes</li> <li>(Chap) Presence at Education Sunday or other similar events</li> <li>(AB) Continue to encourage community to early morning Friday Mass</li> </ul>	<ul style="list-style-type: none"> <li>Closer relationships between parish and school</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Activities within parishes</li> <li>Students able to identify parish links</li> <li>Increase number of students involved in parish activities outside school</li> <li>Attendance at events</li> <li>Reports back through SLT Meetings</li> </ul>	
1.4	Prepare application for next phase of Romero Award	<ul style="list-style-type: none"> <li>Currently applying jointly with St. Peter's for innovator Level complete by the Summer Term 2026</li> </ul>	<ul style="list-style-type: none"> <li>(SW) Romero action group</li> <li>(SW) To ensure Governor policies reflect the spirit of the Innovator Level. For example, explicitly capturing elements of ethos and Catholic Social Teaching</li> <li>(SW) Strategic initiatives reviewed and supported by SLT and LGB</li> <li>(SW) Establish a student-led environmental group</li> <li>(SW) Use August 2025 summer school as a vehicle to promote CST</li> <li>Involve parents through the OFPA in initiatives</li> <li>Involvement in parish and primary school projects</li> <li>(AB) Develop CST initiatives in primary schools through leadership programme run at Oaklands Summer 2025 and beyond</li> <li>Develop and celebrate options for the poor</li> </ul>	<ul style="list-style-type: none"> <li>Improved understanding of importance of social action in society</li> <li>Improvement in the link between social action and Gospel values</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Audit against Romero framework</li> <li>Activities in school</li> <li>Changes in policy to reflect framework</li> <li>Review at SLT meetings</li> </ul>	



**ACTION 2: Curriculum / developing teaching and achievement**

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><b>ALL</b></p>	<table border="1"> <thead> <tr> <th>A Level Headline Measure</th> <th>2023 Result (%)</th> <th>2024 Result (%)</th> <th>2025 Result (%)</th> </tr> </thead> <tbody> <tr> <td>A*-A</td> <td>20.26</td> <td>20.62</td> <td>22.00</td> </tr> <tr> <td>A*-B</td> <td>49.61</td> <td>42.66</td> <td>46.1</td> </tr> <tr> <td>A*-C</td> <td>71.17</td> <td>70.06</td> <td>70.6</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>87</td> </tr> <tr> <td>% 9-4 Maths</td> <td>84</td> <td>77</td> <td>76</td> </tr> <tr> <td>%9-5 English</td> <td>78</td> <td>72</td> <td>72</td> </tr> <tr> <td>% 9-5 Maths</td> <td>65</td> <td>57</td> <td>52</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>26</td> </tr> <tr> <td>Average Att 8 Score</td> <td>5.3</td> <td>5.1</td> <td>5.2</td> </tr> </tbody> </table>	A Level Headline Measure	2023 Result (%)	2024 Result (%)	2025 Result (%)	A*-A	20.26	20.62	22.00	A*-B	49.61	42.66	46.1	A*-C	71.17	70.06	70.6	Headline Measure	2023	2024	2025	% 9-4 English	89	83	87	% 9-4 Maths	84	77	76	%9-5 English	78	72	72	% 9-5 Maths	65	57	52	% 2 x 9-4 Science	76	70	75	% Achieving standard Ebacc	71	20 (MFL optional)	26	Average Att 8 Score	5.3	5.1	5.2	<p><b>Pupil peer working to promote active engagement in learning</b></p> <ul style="list-style-type: none"> <li>KS5 Learning Walks used to identify and disseminate best practice in promoting active engagement</li> <li><b>ALL</b></li> <li>Use of green penning and peer assessment in lessons.</li> <li>Perhaps use of document cameras/ share photos of student exam questions on Teams so they can effectively peer assess/ live-mark together? MB</li> </ul> <p><b>Adaptive teaching / QFT Teaching and learning focus</b></p> <ul style="list-style-type: none"> <li>KS5 Learning Walks used to identify and disseminate best practice in adaptive teaching</li> <li>Specialist training for teachers on trauma informed teaching and teaching students with ND needs.</li> <li>Department review process to focus on adaptive teaching strategies</li> <li>September inset training on adaptive teaching strategies</li> </ul> <p><b>Feedback Assessment, marking and self evaluation</b></p> <ul style="list-style-type: none"> <li>KS5 Learning Walks used to identify and disseminate best practice in assessment and feedback</li> <li>Department reviews to focus on this area. Discussions with staff to ask for self evaluation.</li> <li>Teachers use their departmental feedback policies to best effect to ensure gaps in knowledge are identified and acted upon</li> <li>Assessment and curriculum is effectively planned and reviewed to develop memory and knowledge</li> <li>Homework to focus on teaching revision techniques and skills. All homework must have value and aid learning in the classroom. Will be launched through QFT strategy in September.</li> <li>Tutor will look at revision techniques in tutor time.</li> </ul> <p><b>Low stake testing and retrieval and practice</b></p> <ul style="list-style-type: none"> <li>KS5 Learning Walks used to identify and disseminate best practice in retrieval practice</li> <li>Sixth form student voice</li> <li>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?</li> <li>Use of 'quiz' function on Teams for retrieval</li> </ul> <p><b>Pace and challenge</b></p> <ul style="list-style-type: none"> <li>KS5 Learning Walks used to identify and disseminate best practice in promoting pace and challenge</li> </ul>	<p>By July 2026:</p> <ul style="list-style-type: none"> <li>Majority of students making expected progress</li> </ul> <p>By end of end of Summer term:</p> <ul style="list-style-type: none"> <li>All students have teacher ARE or above</li> <li>Highly effective summative assessment process provides a reliable understanding of student performance for all stakeholders</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Annual subject review (document and meeting with SLT).</li> <li>End of term progress data.</li> <li>Subject review documentation</li> <li>Accurate tracking and improved performance of students in receipt of intervention and/or tutoring</li> <li>Almost all pupils within target groups supported to attain appropriate qualifications and appropriate post 16 destinations</li> <li>Review in department development plans</li> <li>Evidence in departmental reviews reported back through SLT meetings</li> </ul>	
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Target		Current position	Strategies/Actions	Impact / Outcome	Progress and Comment
2.2	Ensure that disadvantaged learners are fully supported by classroom teachers.	<ul style="list-style-type: none"> <li>Number of students with complex learning needs is increasing</li> <li>Department reviews suggest that good progress has been made this year, however some inconsistencies remain.</li> </ul>	<ul style="list-style-type: none"> <li>(AB) Ensure that the most disadvantaged students, particularly at KS4 have an appropriate curriculum where they can experience success</li> <li>(TR) Continue with twice termly Champion briefings intervention sessions to improve reading age and basic calculation skills of all students below ARE</li> <li>(AB) Developing the role of ND Champions to upskill staff to adapt their teaching and interaction with students who are neuro diverse</li> <li>(MD) Developing the adaptive teaching model, including maximising the effective use of support staff, to ensure progress of all vulnerable students</li> <li>(MD) Distributed leadership model to help staff work with SEN students and their families</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged/vulnerable learners start to make expected progress or better</li> <li>Increased independence of vulnerable accessing the curriculum</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Lesson observations, student voice, data, Department minutes</li> <li>Departmental reviews</li> <li>Evaluation from ND training from Include project</li> <li>Progress of SEN/ PP disadvantaged groups</li> <li>CPD resources and evaluations</li> <li>Champions briefings caught in SLT mins</li> </ul>	
2.3	Ensure appropriate provision for More and Most Able (MMA)	<ul style="list-style-type: none"> <li>Staff are able to identify MMA students, but consistency of approach needs to be ensured and formalised</li> <li>Staff provide a range of enrichment to support MMA students, such as Latin, Music theory club</li> <li>There is some variation in provision for MMA students</li> <li>Schoolwide coordination of MMA needs revisiting</li> </ul>	<ul style="list-style-type: none"> <li>Coordination of MMA provision and research through T&amp;L group, led by CG/ EWL</li> <li>Training staff on meeting needs of MMA students via adaptive teaching strategies</li> <li>Monitor consistency of MMA provision via departmental review process and student voice</li> <li>Explore student subject ambassador programme and MMA Teams group to offer MMA enrichment</li> </ul>	<ul style="list-style-type: none"> <li>Clear and consistent process for identification of MMA learners</li> <li>Strategy for MMA to raise aspirations and create a culture of high challenge</li> <li>Feedback from students confirms provision for more and most able</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Lesson observations, student voice, data, department minutes</li> <li>Departmental reviews</li> <li>MMA Student voice feedback</li> <li>Reviewed and reported back through SLT meetings</li> </ul>	
2.4	Ensure SEN students make excellent progress.	<ul style="list-style-type: none"> <li>SEN plans monitored by SENCO.</li> <li>Not enough time to give a personalised approach to the ongoing monitoring and reviewing of plans.</li> <li>Students rarely come off plan or move onto a SEN plan throughout KS3 and 4.</li> </ul>	<ul style="list-style-type: none"> <li>Distributed leadership model.</li> <li>(TR) to assign all Y8 and 10 SEN students to a staff member on the upper pay spine.</li> <li>(TR) provide templates and time frames for review and monitoring.</li> <li>Staff disseminate information to SEN student's teachers to ensure plan is followed and the right support is in place.</li> </ul>	<ul style="list-style-type: none"> <li>SEN students feel supported and able to make the best possible progress.</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Lesson observations, student voice, data,</li> <li>Departmental reviews</li> <li>Documentation of reviews to TR</li> <li>Reviewed and reported back through SLT meetings</li> </ul>	



Target		Current position	Strategies/Actions	Impact / Outcome	Progress and comment
2.5	Improve outcomes in the Sixth Form (SF)	<ul style="list-style-type: none"> <li>Grade analysis indicates a reduction in U grades and increase students achieving higher grades. The 2025 Yr 12 mock grades are the best on record and this bodes well.</li> <li>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</li> <li>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</li> </ul> <p>Use of 4 Matrix has been developed and is used in combination with the Horsforth Quadrant to good effect to track student progress and to inform intervention</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>(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</li> <li>(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</li> <li>(DPG and SF Enrichment, Academic, Pastoral and SEND Leads) to liaise to continue to re-design tutorial programme and materials to best support KS5 study skills (including revision and exam skills best practice)</li> <li>(DPG, SF Leads and ANM) To further develop the work experience and work-related opportunities provided in the SF. This to include building on the new SF Enrichment Week WEX</li> </ul>	<ul style="list-style-type: none"> <li>KS5 outcomes at or above the national average as a baseline</li> <li>100% A*-E in Y13 external exams</li> <li>Aspirational target of 100% A*-C</li> <li>EPQ programme offers additional opportunities</li> <li>To ensure all KS5 students have undertaken work related learning and that this is documented</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Summer results</li> <li>SF prospectus</li> <li>Annual subject review (document and meeting with SLT)</li> <li>End of term progress data.</li> <li>Assessment Week outcomes</li> <li>Mock Exam results reported to and monitored by SLT</li> <li>LW and PLS feedback</li> <li>Work related learning and WEX records on Unifrog and Enrichment Week record</li> </ul>	

Target	Current position	Strategies/Actions	Impact / Outcome	Progress and Comment
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2.5 6	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"> <li>• KS4 curriculum is predominantly GCSE focused</li> <li>• For a small but growing number of students, this may be inaccessible</li> <li>• Our rationale is that a GCSE grade 1/2/3 represents a level 1 qualification</li> <li>• HODs have begun research into alternative qualifications for example V-cert where PE have had success</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of SEND student results to identify trends and good progress made</li> <li>• Further research into opportunities to develop new curriculum strands such as entry level, functional skills and vocational qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• All students will have an accessible, enjoyable and appropriately challenging curriculum</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• <i>Curriculum area of website</i></li> <li>• <i>Student voice</i></li> </ul>	
2.7	Review and develop strategies in T&L in Maths at KS3 and 4 to close the gap between English and Maths.	<ul style="list-style-type: none"> <li>•</li> </ul>			
2.8	Improve engagement in Year 11 (Year 11 strategy)	<ul style="list-style-type: none"> <li>• Year 10 Examination results</li> </ul>	<ul style="list-style-type: none"> <li>• (SW) Identification of students using the Horsforth Quadrant rule. Continue with master spreadsheet.</li> <li>• All subjects to focus on retrieval practice</li> <li>• (SLT) Continue separate parents' conversation for students causing concern</li> <li>• (AB) Each subject to have a specific strategy</li> <li>• (AB) Continue with Core subjects monthly meeting with AB to look at progress outcomes</li> <li>• Strategies to ensure students are examination ready including the use of the examination rapper</li> <li>• Acceleration in some subjects to provide more revision time</li> <li>• Specific days for pre-examination material</li> </ul>	<ul style="list-style-type: none"> <li>• 40 selected students will improve outcomes compared with performance at the end of Year 10</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• <i>Summer results</i></li> <li>• <i>End of term progress data.</i></li> <li>• <i>Assessment outcomes</i></li> <li>• <i>Mock Exam results reported to and monitored by SLT</i></li> </ul>	
2.9	To be fully compliant with Careers Gatsby benchmarking across the curriculum.	<ul style="list-style-type: none"> <li>• Current Overlay and careers guidance and learning for Key stage 3 co ordinated, presented and led by myself are:</li> <li>• Autumn term (schedules attached). This covered the following: Year 7 - introduction to Unifrog and interests assessment linking to future careers Year 8 - what is a skill and starting to explore their own skills Year 9 - Options for GCSE</li> </ul> <ul style="list-style-type: none"> <li>• Spring Term</li> </ul>	<ul style="list-style-type: none"> <li>• (ALL) careers at the heart of education and leadership so that careers guidance is both a whole-staff and a whole-institution endeavour. Updates emphasise:</li> <li>• (ALL) linking careers and the institution's vision and strategic plans</li> </ul>	<ul style="list-style-type: none"> <li>• Map out where careers is taught in the curriculum.</li> <li>• Student voice and reflection.</li> </ul> <p><b>Evidence:</b> <i>Department reviews.</i> <i>SLT meeting minutes.</i></p>	



		<p>KS4 with CV writing in preparation for mock interviews, work experience placements chasing and admin for year 10</p> <ul style="list-style-type: none"> <li>• Introduction and support for year 12, year 10 professional day, year 11 intended destinations data, National Careers Week talks and PAL talks to meet. Therefore KS3 had the following interactions:</li> <li>• Year 7, 8 and 9 - NCW Alumni talk (schedule attached, 1 lesson each)</li> <li>• Year 9 - careers meetings with 121 advisor to help with options choices (selected students)</li> </ul> <p>Year 9 - PAL talk - what is an apprenticeship and meeting a local apprenticeship provider (1 lesson - PowerPoint attached from provider visit)</p> <p>Year 9 gifted and talented - visit to careers Fair at HSDC on Thursday 3 April (parent letter and list of those who attended attached)</p> <ul style="list-style-type: none"> <li>• Summer Term</li> </ul> <p>Year 7 and 8 - STEM Roadshow on AI and its use in future careers for BAE</p> <p>Year 7 - What is a career and planning for their own career journey</p> <p>Year 8 - Taking control of your career journey</p> <p>Year 9 - Introduction to work experience and finding a placement</p> <p>To further develop the work experience and work-related opportunities provided in the SF. This to include building on the new SF Enrichment Week WEX</p>			
2.10	To explore the use of AI for planning and preparation of teaching resources and adaptive teaching.	<ul style="list-style-type: none"> <li>• A minority of staff have looked at making resources using AI. This was fed back through the T&amp;L group.</li> <li>• Baycroft school have offered to share their research into the use of AI in adaptive teaching to support vulnerable learners.</li> </ul>	<ul style="list-style-type: none"> <li>• (SW) to research and disseminate through HOD meetings.</li> <li>• (AMG) to look at this through T&amp;L group and disseminate findings through CPD.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve wellbeing of staff by reducing workload.</li> <li>• Improve quality of teaching and learning.</li> </ul> <p><b>Evidence:</b>  <i>Department reviews</i>  <i>T&amp;L minutes and training.</i>  <i>HOD meeting minutes.</i>  <i>SLT meeting minutes.</i></p>	
2.11	To plan the move to SIMS next generation.	<ul style="list-style-type: none"> <li>• We use SIMS and multiple other platforms that integrate with it.</li> </ul>	<ul style="list-style-type: none"> <li>• (SLT) to ask for trail and then set up team to look at logistics of the change and also review the need for other platforms with similar functionality.</li> </ul>	<ul style="list-style-type: none"> <li>• Could have cost saving impact.</li> <li>• More streamlined integration and functionality.</li> </ul>	



**ACTION 3: Behaviour and Attitudes**

Target		Current position	Strategies	Impact	Progress Comments
3.1	Further development and imbedding of St Christopher's Provision	<ul style="list-style-type: none"> <li>Students who are neurodiverse have a higher rate of sanctions and FPS.</li> <li>Students who are unable to cope in the classroom are not able to access the curriculum fully.</li> </ul>	<ul style="list-style-type: none"> <li>(AB) 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.</li> <li>(AB) Monitor the use of the 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. Look at alternative strategies for those who are using it too frequently.</li> <li>(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.</li> <li>(YN) to work with TR to ensure that students in this provision are given behaviour support where needed and parents invited in for meetings to agree plan to reduce lessons missed and develop resilience.</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in FPS for students with SEN.</li> <li>More detailed behaviour support plans.</li> <li>Students who are on the SEN register or are on the ND pathway will be able to access the curriculum and make progress.</li> <li>Decrease number of students acceding J11</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Increased numbers of students achieving Classcharts rewards</li> <li>Reduction in SLT on call</li> <li>Reduction in use of the Inclusions Room/ students accessing Inclusions</li> <li>Report back to SLT</li> </ul>	Increase EHCP's. CIF
3.2	Improve the effectiveness of the Form Tutor in supporting students so they are seen as the pastoral 'first responders' Distributed SEN leadership.	<ul style="list-style-type: none"> <li>In 2023-2024 work was done to complete a review of tutor time from the tutor and student perspective.</li> <li>MS provided training for staff to help them effectively lead worship in tutor time.</li> </ul>	<ul style="list-style-type: none"> <li>(AB) Further training on the role of the tutor in CPD in September term. Build on research in 2025-26</li> <li>(AB) HOYs direct tutors to complete a 'task' every two weeks and ensure that this is completed and feedback.</li> <li>Introduction of ICONs project in Y7.</li> <li>Increased support and challenge for tutors.</li> <li>Tutors to take more of an active role in the monitoring of behaviour and attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Progress shown in student voice and observations.</li> <li>Improved relationships with parents and carers with form tutors.</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Information from student voice</li> <li>Form monitoring</li> <li>Report back to SLT</li> </ul>	
3.3	Focus on wellbeing and mental health across the school for both pupils and staff. MH first aiders.	<ul style="list-style-type: none"> <li>SW and SJB trained as MH leads</li> <li>There is a draft policy for MH approach at Oaklands</li> <li>Pastoral provision and signposting for those with MH concerns is very effective</li> <li>Work on trauma awareness and neurodiversity was undertaken with staff</li> <li>Thrive approach to mental health investigated</li> </ul>	<ul style="list-style-type: none"> <li>(SW/SJB) Investigate possibilities for developing counselling provision at Oaklands</li> <li>(SW/SJB) Formulate policy and strategy statement for MH provision at Oaklands</li> <li>(SW) Positively promote mental health by engaging in wellbeing weeks, mental health awareness week, anti bullying week etc</li> </ul>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Information from student voice</li> <li>New policy and strategy statement</li> <li>Teaching and learning strategies linked to</li> <li>Report back to SLT</li> </ul>	



**ACTION 4: Personal Development and wellbeing**

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"> <li>• Specific groups exist to support students who identify with protected characteristics</li> <li>• Affinity work led by MS</li> <li>• Cultural week to raise profile of groups</li> <li>• PDC curriculum addresses issues and develops knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• (CLO) Reinvigorate connection with St John’s School in Korogcho, Kenya</li> <li>• (MS) Cultural Week 4.0 to occur in October 2025 with potential opportunity to open it to the wider community.</li> <li>• (MS) Use cultural week to address work previously engaged through Romero.</li> <li>• Continue to work with staff so they feel confident managing conversations and topics related to sensitive issues, information in bulletin and other channels</li> <li>• Coordination across departments where topics most easily addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Students in protected groups feel completely included in the school community</li> <li>• Unkind behaviour is significantly reduced</li> <li>• Teachers confident in discussing issues with students</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• <i>Statistics from sims on prejudicial incidents</i></li> <li>• <i>Student voice</i></li> <li>• <i>Activities undertaken</i></li> </ul>	
4.2	Development of work-related learning programmes KS4/5 KS5	<ul style="list-style-type: none"> <li>• Students can use the Enrichment afternoon to source work related learning</li> <li>• The SF has also piloted a new Enrichment Week which encourages and facilitates work experience</li> <li>• The SF also has a post-18 pathways information evening and careers events</li> <li>• The Careers Lead also works closely with SF Leads to provide external careers speakers and provide apprenticeship guidance</li> <li>• Careers provision in the is PAL compliant</li> <li>• Work experience successful at KS4</li> </ul>	<ul style="list-style-type: none"> <li>• (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</li> <li>• Range of external careers and apprenticeship related speakers and sessions provided in SF</li> <li>• Work-related learning updates and opportunities provided on an ongoing basis via Teams and in SF Tutorials</li> <li>• (MD) Improved understanding of responsibilities at KS4 in relation to work experience</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• There is scope for further developing the apprenticeship guidance and support programme in the SF and this will be a focus in 2024-2025</li> </ul> <p><b>Evidence</b></p> <p><i>Numbers of students on programme at KS4 and KS5</i></p>	
4.3	Improve students’ strength of character through Personal Development Programme	<ul style="list-style-type: none"> <li>• Strength in the PDC curriculum</li> <li>• Many activities both extra-curricular and within subjects</li> <li>• Co-ordination needs to improve</li> <li>• Last audit over six years ago</li> <li>• Ofsted framework</li> </ul>	<ul style="list-style-type: none"> <li>• Audit personal development activities across school both curriculum and extra-curricular</li> </ul>	<ul style="list-style-type: none"> <li>• All staff think about the responsibility they had for personal development and gave them the tools to articulate the same</li> <li>• Identified the best practice to celebrate</li> <li>• Identified areas across the school to refocus.</li> <li>• Ensured continuity between the PDC curriculum and other aspects of school life.</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Audit document</li> <li>• Report to SLT</li> </ul>	



**ACTION 5: Leadership and Governance**

Target	Current position	Strategies/Actions	Impact / Outcome	Progress and comments	
5.1	Nurture and develop EHT and HOS roles. Provide stability for all stakeholders while new leadership team structure is embedded.	<ul style="list-style-type: none"> <li>MQ leaving and moving to CEO of the ESCAT August 2025.</li> <li>RC working at EHT 0.4 at Oaklands.</li> <li>AB taking on interim role as HOS Sept 2025.</li> <li>New AHT for teaching and learning.</li> <li>Two new ASL roles starting in Sept 2025.</li> </ul>	<ul style="list-style-type: none"> <li>(AB) mentor and support new ASL colleagues.</li> <li>(RC) mentor and support AB in role as HOS.</li> <li>Support given to AB/SW as they complete NPQH.</li> <li>(SW) mentor and support AMG in new role as AHT.</li> <li>(AB) monitor and support SLT as they take on changing roles and monitor impact of changes and ensure stability.</li> </ul>	<ul style="list-style-type: none"> <li>School will continue to develop and grow.</li> <li>Staff will feel secure.</li> <li>All stakeholders will see little disruption to the school and ways of working and support for students.</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>SLT minutes</li> <li>Student and staff voice</li> <li>Development plan</li> </ul>	
5.2	Improved understanding of the primary curriculum in Year 5 and Year 6 to ensure KS3 is as challenging as it can be to enable all students to make the best progress.	<ul style="list-style-type: none"> <li>Some engagement with primary schools in core subjects.</li> <li>Evidence that progress made in the primary phase is not always sustained.</li> </ul>	<ul style="list-style-type: none"> <li>(AMG) Visit primary schools to look at curriculum planning implementation and outcomes of work, to go with member of SLT on the visit</li> <li>(AMG) Hods to feed back to SLT</li> <li>(AMG) Action plan in department based upon the visit</li> </ul>	<ul style="list-style-type: none"> <li>Progress made in KS2 continues</li> <li>Improved outcomes at KS3</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Department minutes</li> <li>Department improvement plans</li> <li>SLT minutes</li> </ul>	
5.3	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"> <li>Teaching &amp; Learning Group allows for in depth T&amp;L dialogue each half term to inform and keep CPD relevant</li> <li>Peer reviews as part of department reviews</li> </ul>	<ul style="list-style-type: none"> <li>(AMG) lead T&amp;L group and two year QFT strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in examination outcomes</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Learning audits, appraisal lesson observations</li> <li>T&amp;L feedback shared at SLT meetings</li> </ul>	
5.4	Develop of the departmental self review system responding to the changes in the Ofsted framework	<ul style="list-style-type: none"> <li>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</li> <li>A range of self-review activities are undertaken, including learning walks, book scrutiny and student voice. Departmental staff's views are gathered</li> </ul>	<ul style="list-style-type: none"> <li>The review format will continue with a renewed focus on key school priority areas for 25/26 (SEND, behaviour curriculum and adaptive teaching)</li> <li>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.</li> <li>Supportive development points to be created by the SLT reviewer in liaison with the HOD after each review</li> </ul>	<ul style="list-style-type: none"> <li>Staff will have a clear understanding of the strengths of each department and of the best practice that they can share.</li> <li>Strategies for SEND, behaviour curriculum and adaptive teaching will be monitored and shared as the outcome of reviews is shared</li> <li>Governors visiting their departments will have a clear overview of the ongoing work, strengths and challenges of that department</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li></li> </ul>	
5.5	Develop a school recruitment policy to find the best teachers and support staff	<ul style="list-style-type: none"> <li>School fully staffed</li> <li>Turnover low</li> <li>Number of staff teaching second or third subject</li> <li>Increasingly difficult to find specialist subject staff</li> <li>LSA recruitment problematic</li> <li>Advertising costs high</li> <li>Pool of candidates often poor in quality</li> <li>No specific recruitment and retention strategy</li> <li>Limited use of social media and employment platforms to recruit.</li> </ul>	<ul style="list-style-type: none"> <li>(AB) Develop group to look at how platforms like LinkedIn and others can be used to recruit teachers.</li> <li>(AB) Investigate teacher training in Northern Ireland</li> <li>(AB) Develop systems to keep in touch with ITT Candidates</li> <li>(MB/LAJ) Improve relationships with universities.</li> <li>(AB) Internal advertising for one-year Support Staff posts to Year 13</li> <li>(AB) Revisit packs and how we market positions</li> <li>Enhance development opportunities and look for incentives.</li> <li>Refer a friend scheme (<a href="https://www.gov.uk/expenses-and-benefits-trivial-benefits">https://www.gov.uk/expenses-and-benefits-trivial-benefits</a>)</li> </ul>	<ul style="list-style-type: none"> <li>More applicants to posts</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Greater pool of candidates</li> <li>Fewer re-advertised appointments</li> <li></li> </ul>	



5.6	Review A Level Course Provision to ensure there is a cost effective model in place.	<ul style="list-style-type: none"> <li>Historically we have run small classes with some being 5 or less. This has worked due to other classes being above 20.</li> <li>Certain subjects have been co-taught Y12/13 to minimise the impact and make them more viable.</li> </ul>	<ul style="list-style-type: none"> <li>(RC) Look at what course have historically had low numbers and consider the most cost effective model.</li> <li>(RC) to consider balancing this against lost applications and consult with HODs and DPG.</li> </ul>	<ul style="list-style-type: none"> <li>Sixth form will continue to be full and cost effective.</li> <li>There will be a breath of courses available that offer a broad and balanced curriculum.</li> </ul>	
5.7	Review the shape of the school day and hours taught.	<ul style="list-style-type: none"> <li>Currently have a 25 period week and two week timetable.</li> <li>We teach 30 minutes over the expected allocation each week.</li> <li>Historically travel to learn has stopped us from reviewing the shape of the day but we have now moved to contracting school buses which allows us greater flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>(RC/AB) look at other Secondary schools in the local area and other Catholic Secondary schools to see what shape of the day they offer and how this has worked for them.</li> <li>(SLT) look at various models and their advantages to make an informed decision about any potential change.</li> <li>(RC/AB) go out to consultation with key stakeholders (Trust / LGB / Staff and parents)</li> </ul>	<ul style="list-style-type: none"> <li>A cost effective shape of the day.</li> <li>A shape of the day that delivers high quality education and balances this with staff wellbeing.</li> </ul>	

## ACTION 7: Attendance and Inclusion

Target		Current position	Strategies/Actions	Impact / Outcome	Progress and comments
7.1	Improve school attendance, focussing on specific groups	<ul style="list-style-type: none"> <li>Attendance in 2024-2025 average was 94%.</li> <li>Oaklands was in the top 25% of all FFT schools nationally.</li> <li>Attendance and PA data was always above national average.</li> <li>PP attendance and PA data was above national average.</li> <li>Target was set to reach 96% and this was not reached in 2024-2025</li> </ul>	<ul style="list-style-type: none"> <li>(MCC) Weekly reports produced for students who have not been in school for 3 days or more. ASL and ?? make note of actions next to these and open safeguarding case if there is a concern.</li> <li>Issue FPN for parents and carers and refer to the LIT.</li> <li>Use of Educational Neglect toolkit to help support IARF and actions taken.</li> </ul> <p>Continue to use pastoral meetings to monitor students who are considered PA and discuss actions that need to be taken.</p>	<ul style="list-style-type: none"> <li>Reach school target of 96%,</li> <li>Reduction in PA and severely PA students.</li> </ul> <p><b>Evidence</b> Statistics from SIMS</p>	



	Improvement in punctuality to lessons	<ul style="list-style-type: none"> <li>Poor punctuality by some students to lesson</li> <li>Poor culture of movement</li> </ul>	<ul style="list-style-type: none"> <li>Locking various areas between lessons</li> <li>Greater presence on corridors</li> <li>Staff punctual to lessons</li> <li>Writing to parents more frequently</li> <li>Reinstate the bells</li> <li>Consultation on behaviour working party</li> </ul>	<ul style="list-style-type: none"> <li>Punctuality strategy implemented and there is a significant improvement in punctuality across the school.</li> <li>All stakeholders recognise the importance of attendance and punctuality, this is visible in planners, Form rooms, contact with parents/carers and via social media &amp; the SIMS parent app</li> </ul> <p><b>Evidence</b> Statistics from Classcharts</p>	
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## ACTION 8: Safeguarding

Target	Current position	Strategies/Actions	Impact / Outcome	Progress and comments	
8.1	Evaluate and improve AP systems and monitoring.	<ul style="list-style-type: none"> <li>RA in place for all and visits take place to provisions.</li> <li>Only use places OFSTED registered or approved by Hampshire SEN.</li> <li>Increased numbers of SEN and vulnerable students on AP.</li> </ul>	<ul style="list-style-type: none"> <li>(AB) ensure that ASL is meeting with families and visiting sites every half term.</li> <li>(ASL) logging on centralised system to ensure that all have oversight of the RA and the safeguarding measures in place.</li> <li>(AB) Have ASL and Attendance and AP manager in place with clearly defined job roles and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Students not attending Oaklands but in an AP will be monitored in line with safeguarding policy and families will feel supported by a named person in school.</li> <li>Better collaboration with AP providers.</li> </ul> <p><i>Evidence: AP folder and ongoing updates/ monitoring and meetings logs.</i> <i>Success / results of students making progress in AP.</i></p>	
8.2	Evaluate the lived experience of the students in school and how safe they feel.	<ul style="list-style-type: none"> <li>There is limited student voice through student council and leadership.</li> </ul>	<ul style="list-style-type: none"> <li>(AB) increase student voice and deep dives into safeguarding.</li> <li>(JST) Hold groups within each year group to allow them to talk about safeguarding issues that are currently impacting on them.</li> <li>(AB/JST) Disseminate the findings from these to whole staff through bulletin and briefings.</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in student voice feedback and pulse surveys.</li> </ul> <p><i>Evidence: Survey results. Deep dive reports.</i></p>	



		<ul style="list-style-type: none"> <li>(AB/JLH) Look to address issues that students raise through PDC/ Tutor resources.</li> </ul>		
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**ACTION 9: School Resourcing**

<i>Target</i>	<i>Current position</i>	<i>Strategies/Actions</i>	<i>Impact / Outcome</i>	<i>Progress and comments</i>
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9.1	Ensure that the school reaches its PAN both in Year 7 and Sixth Form	<ul style="list-style-type: none"> <li>School is full for September 2025</li> <li>Decreasing demographic hitting secondary schools in one year</li> <li>There are waiting lists in most year groups</li> </ul>	<ul style="list-style-type: none"> <li>(RC/AB) Understand our current and potential catchment both Catholic, other Christian denominations and those who seek a Catholic education</li> <li>(RC/AB) Use the staff and student experience to tell the Oaklands story</li> <li>(AB) 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)</li> <li>(MB) a range of secondary experiences offered to primary schools</li> <li>(RC/AB) Exploit new and emerging technologies, particularly social media, to constantly refine and improve our marketing and communications</li> <li>(RC/AB) Increase the visibility and presence in our traditional feeder primaries at various key touchpoints across the academic year</li> <li>(RC/AB) Increase our focus on keeping prospective families 'warm' for both Year 7 and Year 12 applications</li> <li>(RC/AB) Ensure our traditional marketing vehicles are better than our competitors</li> <li>(AB) Ensure we are agile and adaptive in our year group cohorts so that year groups do not fall below PAN</li> <li>(RC/AB) Ensure aggressive marketing to other Christian denominations.</li> </ul>	<ul style="list-style-type: none"> <li>Increase number of Sixth Form applications</li> <li>School hits PAN in Year 7 and remains full in all other years</li> <li>Maximise Catholic intake</li> <li>Oaklands is seen as the school of choice for all parents that choose a Catholic primary school</li> <li>Number of Other Christian denominations increased particularly from the family and community churches</li> </ul> <p><b>Evidence</b></p>	
9.2	Implement a financial package to bring the school back into in-year surplus over a 3-year period	<ul style="list-style-type: none"> <li>The school is currently forecasting a small and delicate in year surplus budget for 2025-26 of +£21k, £196k in 2026-27 and £235k in 2027-28</li> <li>2024-25 had an agreed deficit of -£89k, which our current reserves of £287k can mitigate. It was recognised this was unsustainable and great efforts to reduce our spending, whilst protecting Teaching and Learning, have been undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>Remain aware of the new government's plans with regard to spending on education</li> <li>Take every opportunity to lobby for more clarity on education spending in the future</li> <li>Calculate impact of the proposed teacher and support staff salary increases and the recently announced; this needs careful consideration due to the ever-changing landscape of pay awards</li> <li>Await announcement on allocations for Sixth Form grant funding</li> <li>Revisit previous versions of the financial stability plan to see if there are any further savings that can be made</li> <li>Risk remains in certain areas, such as transport (30/31 Hayling School Bus Route, costing circa £25k).</li> </ul>	<ul style="list-style-type: none"> <li>Achieve a balanced budget across all years</li> <li>Informed assumptions are made in reviewing the budget forecast</li> </ul> <p><b>Evidence</b> Monitored through SLT, B&amp;C and LGB meetings</p> <ul style="list-style-type: none"> <li>New pricing strategy for Lettings, increasing our forecast by £16k (+29%)</li> <li>SEN Budget remains a focus, increasing by at least 10% due to SENDCo securing incremental funding above EHCP banding</li> <li>All vacancies reviewed to explore fit-for-purpose. Examples include recruiting Finance Officer instead of a Finance Team Leader, and fulfilling DT Technician role internally with a split site role</li> <li>A comprehensive analysis of the leadership structure has been undertaken, protecting resources further but also giving opportunity to internal staff for progression.</li> </ul>	
9.3	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"> <li>The school will continue to use every opportunity to improve the physical environment, facilities and equipment as resources allow</li> <li>This will be achieved by continuing to submit CIF bids for major projects</li> <li>The continued use of available resources for refurbishment and equipment based on a priority basis.</li> </ul>	<ul style="list-style-type: none"> <li>Submit CIF bids in December 2024 for the White House and the Sports Hall</li> <li>Refurbishment of facilities remain a challenge due to budget constraints; this will be continually reviewed if there can be further opportunities</li> <li>Equipment will be replaced as required and capitalised to reduce the impact on the resource budget.</li> <li>All new works undertaken will be undertaken with accessibility improvements considered.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous improvement in the school's physical environment, facilities and equipment</li> <li>Accessibility for all pupils and especially for those with more complex needs achieved.</li> </ul> <p><b>Evidence</b> Monitored through SLT, B&amp;C and LGB meetings</p> <ul style="list-style-type: none"> <li>CIF Bid input for White House; awaiting a response by end of May / mid-June</li> </ul>	



				<ul style="list-style-type: none"><li>• Refresh of IT equipment reviewed; timelines for laptops and desktops changed (from 3 to 4 years and 3 to 5 years respectively)</li><li>• WIFI upgrade from 300mb to 1gb to facilitate an ever-increasing online infrastructure</li></ul>	
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**Development Plan 2025 – 2026**

Development Plan is divided into the same six strategic actions as in the whole school plan

### ACTION 1: Continue to develop the Catholic life of the Sixth Form

Target	Current position (as at 25/02/2025)	Impact / Outcome	Strategies/Actions	Progress and comment
1.1 Develop ways of engaging students and developing their spiritual identity through curricular and co-curricular life of SF	Liturgical assemblies in the SF and Core RE (PRE) programme established. Feedback from staff and pupils has been positive but scope to adjust aspects of programme and reinforce Catholic message. SF prayer box introduced. Some initial use but this could be improved SF Mass is well attended and students respectful	<ul style="list-style-type: none"> <li>Staff and SF pupils are fully inducted into the Catholic life of the school</li> <li>Maintain opportunities for spiritual development of the whole community.</li> <li>Initiate and deliver an Alpha course of staff and KS5 students</li> </ul> <p><i>Evidence: work of Chaplaincy group and Director of Catholic formation, feedback from students. Observations of activities. Healthy numbers of students participating in worship. Visual evidence of iconography and signage</i></p>	<p><b>DG and MS:</b> To continue to encourage and support liturgical assemblies</p> <p><b>DG and DP:</b> To continue to review the KS5 Core RE (PRE) programme. This to include reviewing and responding to pupil voice</p> <p><b>DG and DP</b> To introduce a KS5 Catholic retreat</p> <p><b>DG and KC:</b> Introduce and host Alpha programme for KS5 students and another for staff Alpha</p> <p><b>KC and JD</b> Develop guest speaker programme and this to include regular Catholic speakers</p> <p><b>DG</b> Arrange to have the SF blessed at start of 2026 academic year and to have this publicly celebrated in SF</p> <p><b>DG and MS</b> Continue to develop SF Community Love and Service programme of putting faith into action. This to include building on links made with Rowans Hospice</p>	
1.2 Continue to develop and implement a rich and rewarding SF Co-Curriculum/Enrichment offer that meets requirements and reflects best practice in PSHE/RSE and that meets the requirement of the Catholic church	Whole-school RSE Policy has been approved Resources for RSE are Diocesan approved RSE/PSHCE needs to be fully reflected in KS5 curriculum New SF Enrichment Lead to be appointed in Sept 2026 (Jack Dawson)	<ul style="list-style-type: none"> <li>SF students will experience a more coherent, engaging and extensive enrichment programme</li> <li>SF RSE/PDC curriculum will be compliant with statutory requirements</li> </ul> <p><i>Evidence: Analysis of parent feedback to online survey, feedback from students, curriculum audit, use of external agencies</i></p>	<p><b>JD</b> Canvass and respond to student feedback on the co-curricular enrichment curriculum to inform the impact of the curriculum.</p> <p><b>JD</b> Re-evaluation and re-design of the SF Enrichment/Co-Curricular programme. This to include appointment of new SF Enrichment Lead to co-ordinator</p> <p><b>JD, RC, KC and AM</b> To develop a fortnightly guest speaker programme (this could be part of Wed PM enrichment and encompass careers and RSE speakers)</p>	

### ACTION 2: The Quality of Education in Sixth Form

Target	Current position	Impact / Outcome	Strategies/Actions	Progress and Con
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<p>2.1</p>	<p>Identify and address any SF student progress issues (whole SF, subject specific, and individual pupil) to maximise progress and outcomes</p>	<p>Intervention Plans (AIPs) and SF supervised study – this has had a positive impact on student progress and outcomes. Some variability between departments persists in how the AIP process is followed and the level of support offered</p> <p>Assessment Week introduced and having UCAS predicted grades tied directly to mocks – this has proved a powerful tool for motivating Yr 12, especially when used in tandem with parental interviews and AIPs.</p> <p>Use of 4 Matrix is being developed. This is useful but some delay times impacting ability to act on data in good time.</p>	<p>External exam outcomes:</p> <ul style="list-style-type: none"> <li>• KS5 outcomes at or above the national average as a baseline</li> <li>• 100% A*-E in Yr 13 external exams</li> <li>• Aspirational target of 100% A*-C</li> </ul> <p><i>Evidence: Annual subject review (document and meeting with SLT)</i>  <i>End of term progress data.</i>  <i>Assessment Week outcomes</i>  <i>Mock Exam results</i></p>	<p><b>CAG SF Academic Lead</b> to continue to liaise with HoDs and help co-ordinate identification and support of underperforming SF students</p> <p><b>CAG and HoDs SF Academic Lead and HODs</b> to review assessment data and continue to put intervention, AIPs (Academic Intervention Plan). To include the use of SF supervised study sessions</p> <p><b>CAG and SW</b> Re-introduce half-termly 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</p> <p><b>DG and CAG</b> Continue to offer SF Supervised Study sessions to support underperforming students</p> <p><b>DG, CAG and KC</b> Development of new alternative pathways for those students struggling in Yr 12. This to include blended offers of AS levels and EPQ for those at consistent grade U in Assessment Week and Mocks</p> <p><b>DG</b> External study skills support workshops to be provided (Maximise and Bright Futures)</p> <p><b>CAG, JE, KC and RC</b> New 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)</p> <p><b>CAG and SF Leads</b> To update the SF student handbook to assist in helping students better plan independent study and Enrichment Week work experience</p> <p><b>KC and LS</b> To further consolidate SF rewards and sanctions onto Classcharts.</p> <p><b>DG</b> To propose revised SF admissions ('5 at 5 with Eng and pref Maths') to governing body ready for Sept 2026 entries</p>
<p>2.2</p>	<p>Support HoDs and SLT in the promotion of quality first teaching and assessment at KS5 curriculum ensuring that it continues to fully address needs of all pupils and that there is consistency across the curriculum in the development of skills, knowledge and values</p>	<p>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</p>	<ul style="list-style-type: none"> <li>• All KS5 courses lead to formal qualification at appropriate level.</li> <li>• All pupils can access a range of A-level qualifications across the full curriculum (core, options, enrichment)</li> <li>• EPQ programme offers additional opportunities</li> </ul> <p><i>Evidence: Summer results, Qualifications booklet and SF brochure</i></p>	<p><b>DG and CAG</b> To continue KS5 Learning Walk schedule to help identify and disseminate best practice and flag areas for development</p> <p><b>DG and CAG</b> Continue with student voice and feedback strategies at KS5</p> <p><b>CAG SF Academic Lead</b> to promote KS5 teaching CPD and materials. This to include promotion of more 'flipped learning' and other independent learning strategies. CAG and DG to also continue to explore ways of adapting best practice seen during visits to other SF in the area and beyond</p> <p><b>CAG and SW</b> 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</p>



**ACTION 3: Behaviour and Attitudes**

Target	Current position	Impact	Strategies	Progress Comments
3.1 Develop a range of SF appropriate rewards and sanctions	<ul style="list-style-type: none"> <li>SF Friday Reflection with DG introduced as a sanction but this has not been needed in recent months</li> <li>Supervised Study. Introduced and this used to good effect for those with poor work record and/or on AIP</li> <li>New SF Contract with codes of conduct has been introduced and included in SF enrolment</li> <li>Overall, behaviour in SF is now excellent</li> </ul>	<ul style="list-style-type: none"> <li>Pupil behaviour not impacting negatively upon delivery of high-quality lessons or providing poor role modelling across wider school</li> </ul> <p><i>Evidence: Record of rewards and sanctions in SF, new SF Contract, pastoral support plan and action plan for KS5, Class Charts record, SF Induction programme</i></p>	<p><b>DG, CAG, KC</b> Continue with SF Supervised Study – this to be supervised by DG and SF Academic and Pastoral Leads in rotation</p> <p><b>DG and KC</b> New SF Pastoral Lead to work with DG to develop wider range of SF specific rewards and sanctions and keep record of these on Classcharts</p> <p><b>DG</b> to continue to articulate SF behaviour expectations in SF Contract and induction programme. This to then be regularly reinforced in weekly assemblies, form periods and in the SF bulletin</p> <p><b>DG and MS</b> The Student Leadership Team will also continue to play a role in modelling expected SF behaviours and attitudes</p> <p><b>KC</b> Explore introduction of Class Charts to allow closer monitoring of behaviour and more immediate responses to negative and positive behaviour.</p> <p><b>KC</b> Use Class Charts to help improve home-school communication</p>	
3.2 Continue to develop effective procedures for accurately tracking and reporting in attendance and punctuality	<ul style="list-style-type: none"> <li>Progress has been made in bringing these systems in line with wider school. However, the unique nature of SF provides challenges e.g., students coming on and off site between lessons and absence of daily form period for all students</li> <li>Plan is to further develop use of Classcharts to track and follow up attendance</li> <li>Number of KS5 lessons cancelled has been a concern and this is now being more closely tracked and reported. HoDs are now receiving half-termly tallies of Yr 12 and Yr 13 lessons in their respective subjects which have been cancelled by teachers</li> </ul>	<ul style="list-style-type: none"> <li>Clear, accurate and timely reporting of KS5 attendance and ability to use this to follow up on persistent absence</li> </ul> <p><i>Evidence: Accurate and timely records of attendance, SLT reporting</i></p>	<p><b>KC and LS</b> Pastoral Lead to manage with support from Admin Lead to continue to develop reliable and timely attendance reporting in SF. This to include liaising with Class Charts co-ordinator</p> <p><b>KC and LS</b> Ensuring all KS5 teachers register students in lessons using Classcharts and following absences promptly with students and parents</p> <p><b>DG</b> Reinforcing expectations with students in terms of attendance and punctuality. This to also be codified in new SF Contract</p> <p><b>LS and DG</b> Will continue to track and publish missing KS5 lessons with follow up questions for HoDs</p>	
3.3 Improve the role of the Form Tutor and delivery of SF	<ul style="list-style-type: none"> <li>Most tutors are consistent and ensure tutees are ready to learn</li> <li>Tutors' contact with parents is inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>All SF students in tutor groups to receive excellent pastoral care, regular opportunities for 1 to 1 tutorials and high</li> </ul>	<p><b>DG and SF leads</b> Further tutor support given at induction with support from DG and SF Enrichment Lead</p>	



	Tutorial Programme	<ul style="list-style-type: none"> <li>HOY and SF Leads needs to monitor the quality of tutor time</li> <li>Many tutors are confident to lead prayer and liturgy</li> <li>Many tutors use SF bulletin and follow the fortnightly tutorial programme to embed the ethos and culture of the school with students but there are inconsistencies</li> <li>Greater coherence and development needed in the tutorial programme</li> <li>We will have at least three new SF tutors join the team Sept 2026 and this will necessitate new tutor induction</li> </ul>	<p>quality tutorial programme which meets their needs</p> <p><i>Evidence: HOY's monitoring documents, learning walks in form time and tutorials walks, Unifrog record of 1 to 1, student voice</i></p>	<p><b>JD</b> To review and update a published programme for weekly tutorials</p> <p><b>MS, DG and KC</b> Support for worship given by Chaplain, MS and SF Leads</p> <p><b>DG, KC and JD</b> Staff CPD - Expectations and Guidance for Form Tutors. This to include a new SF tutor induction programme for Sept 2026</p> <p><b>DG and KC</b> Monitoring process undertaken by DG and SF Leads as necessary to evaluate the quality of tutor time. This to include ensuring Thursday tutorials have more structure and include a Unifrog focus</p>	
3.4	Development and implementation of a programme of mental health and emotional wellbeing support.	<ul style="list-style-type: none"> <li>Increasing number of students suffering from mental health issues across the spectrum</li> <li>Strong one-to-one support offered by SF Pastoral Lead and SF SEND Lead. This is also supplemented by weekly one-to-one tutorials.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that mental health and emotional well-being support is available to all</li> <li>To reduce the impact of emotional ill-health on the progress of learners in the school and ensure that emotional ill-health is not a barrier to learning</li> <li>To give mental health a high profile and create a culture promoting positive mental health and being</li> <li>Empower staff and students to identify mental ill health</li> </ul> <p><i>Evidence: outside agencies in to do training, evaluation of class charts data for the students involved. PDC /RSE as part of tutorial programme - lesson plans and resources. Student voice. SF Pastoral Lead's records</i></p>	<p><b>KC and RC</b> of support programmes/groups including anxiety and stress, trauma, resilience, self-esteem, anger-management and drugs and alcohol</p> <p><b>JD, KC and RC</b> SF Enrichment Lead and SF Pastoral Lead to consider tutorial programme and its PDC/RSE content and how to increase emotional wellbeing teaching across SF – this may be developed</p> <p><b>KC</b> SF Pastoral Lead to develop supporting strategies, monitoring and reporting on SF wellbeing</p> <p><b>KC and RC</b> Continue with mental health and wellbeing guest speaker programme</p> <p><b>KC and DG</b> To develop student Alpha programme</p>	

## ACTION 4: Personal Development

Target	Current position	Impact	Strategies	Progress and comments	
4.1	Improve the enrichment/co-curricular offer available to students within the SF.	<ul style="list-style-type: none"> <li>Enrichment/co-curricular programme has positive aspects but is patchy. The Wednesday PM programme has limited offer and could continue to be developed</li> <li>Difficulties this year with lack of staff and timetabling issues. More staff to be allocated. Quality assurance to be conducted throughout the year for Enrichment to encourage momentum. P5 on Weds</li> </ul>	<ul style="list-style-type: none"> <li>Increase in number of active SF sports teams and opportunities in school</li> <li>Increase in number of 'fringe' extra-curricular activities</li> <li>Increased SF student uptake of activities</li> <li>Improved health of pupils</li> </ul>	<p><b>JD</b> Liaise with MB and PE Department to see what additional SF sports (including competitions) can take place along with training sessions.</p> <p><b>DG and JD</b> Encourage staff to offer additional extra-curricular</p>	



		<p>needs protecting on staff timetables. This has been raised with SLT.</p> <ul style="list-style-type: none"> <li>• Development of SF Events Committee led by students but needs impetus. This has also included formation of a Debating Society</li> <li>• Student feedback suggests this is an area which needs prioritising</li> <li>• Guest speakers – there have been a range of guest speakers and these have had a strong wellbeing and careers slant. This had included membership of the Speakers of Schools. However, scope for greater number and variety of guest speakers in SF.</li> <li>• SF newspaper created this year which celebrated and promoted SF enrichment was well received</li> </ul>	<p><i>Evidence: Enrichment programme and timetable, registers from extra-curricular activities, student feedback</i></p>	<p>activities and opportunities (drama, art, language, politics)</p> <p><b>JD</b> Develop a varied and engaging Wednesday PM enrichment programme</p> <p><b>JD and SF Leads</b> To have a fortnightly catch-up meeting</p> <p><b>JD, KC, RC, DG and AM</b> Increase number and variety of guest speakers to SF</p> <p><b>DG</b> To explore idea of ‘SF Passport’ and maybe the ‘SF 100’ for students to track achievements and wider participation</p>	
4.2	Development of SF work-related learning programmes	<ul style="list-style-type: none"> <li>• SF careers event and speakers in place ensuring SF is PAL compliant</li> <li>• Face-to-face work experience limited</li> <li>• Good progress made in development of Oxbridge group and Medics programme (with links to local GPs). In 2024 the SF had a record number of successful medical and veterinary applicants secure places to study (12 representing over 10% of Yr 13 university applicants that year). The SF also had its first successful Oxbridge applicant who went to study Maths in St Johns, University of Cambridge.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased motivation in SF students</li> <li>• Improved understanding of the work of work</li> <li>• Develop SF student awareness of different routes into work, including apprenticeships</li> <li>• Help SF students develop transferable work place skills</li> </ul> <p><i>Evidence: WRL Yr 12 programme, record of range of speakers, successful Oxbridge and medic applications, Unifrog record, careers and WRL tutorials</i></p>	<p><b>LS, AM and RC (along with tutors)</b> Use of Unifrog to support and record work related learning experiences during Y12</p> <p><b>AM and KC</b> Continued development of careers-based events, tutorials and alumni visits in SF</p> <p><b>AM</b> Continued development of virtual work-related learning experience post-16 e.g. Springpod</p> <p><b>DG and KC</b> Continue to build on the success of the Oxbridge group to support work experiences in Veterinary, Dentistry and Medical spheres</p> <p><b>AM and LS</b> Careers Lead supported by SF Admin to new develop WRL programme for Year 12</p>	

## ACTION 5: Leadership and Management

Target	Current position	Impact / Outcome	Strategies/Actions	Progress and comments
5.1	Continue to keep SF a safe, enjoyable and effective place to work and study by maintaining effective systems for:	<ul style="list-style-type: none"> <li>• SF runs as effectively and efficiently as possible and students making or exceeding expected progress.</li> <li>• Effective systems, policies and procedures are in place to enable sustainable growth of SF</li> </ul>	<p><b>LS</b> Ensure SF risk assessment remain up-to-date in line with Government advice</p> <p><b>DG and SW</b> Systems in place for supporting staff and staff welfare/wellbeing</p>	



	<ul style="list-style-type: none"> <li>Delivering high quality education</li> <li>Keeping the school environment safe</li> <li>Managing staff absence</li> <li>Supporting pupil and staff welfare</li> </ul>		<p><i>Evidence: Day-today observation, formal learning audits, risk assessment, SF policies and documentation</i></p>	<p><b>DG</b> To propose revised SF admissions ('5 at 5 with Eng and pref Maths') to governing body ready for Sept 2026 entries</p>	
5.2	Develop the correct management structure within the Sixth Form to support and improve outcomes	<ul style="list-style-type: none"> <li>Head of Sixth Form and others in key roles</li> <li>Increased capacity to support disengaged learners</li> </ul>	<ul style="list-style-type: none"> <li>All members of Sixth Form team have newly defined roles and responsibilities</li> <li>Improvement in pastoral, academic, enrichment and SEND support</li> <li>Roles have an impact on student outcome</li> </ul> <p><i>Evidence: SF restructure plan, SF Development Plan with positive progress and outcomes come review, student outcomes and feedback</i></p>	<p><b>DG</b> Embed new SF Enrichment Led and monitor impact of wider SF leadership team</p>	

**ACTION 6: Ensure that the SF can operate within the resources available and sustain itself for the long term**

Target	Current position	Impact / Outcome	Strategies/Actions	Progress and comments	
6.1	Continue to build numbers across SF and work towards financial self-sufficiency	<ul style="list-style-type: none"> <li>Current uptake at just below 230. High number of provisional applicants for 2025-2026 but actual number uncertain until August enrolment</li> <li>Good progress made in attending external recruitment events – high levels of external interest</li> <li>Strong competition from larger and better resourced post-16 providers in area</li> <li>As numbers grow space and resource constraints likely to increase in SF.</li> </ul>	<ul style="list-style-type: none"> <li>To have a minimum of 250 total in SF in 2023-2024</li> <li>Aspirational target of 300 by 2024-2025</li> </ul> <p><i>Evidence: SF enrolment, student and parent feedback, promotional materials and marketing strategy</i></p>	<p><b>DG and LS</b> Continue to develop a range of marketing and recruitment strategies to boost both internal and external applicants</p> <p><b>DG</b> Tap into wider school marketing expertise and resources. This to include development of new SF prospectus</p> <p><b>DG, RC, KC and CG</b> Continue to attend wide range of post-16 information and recruitment events</p> <p><b>DG, KC and LS</b> Develop initiatives such as Yr 10 and Yr 11 taster days, promotional events and assemblies</p> <p><b>DG with SLT</b> Continue to identify and tap into possible sources of additional funding e.g., 16-19 tuition fund, OFPA bids, fundraising, EU students</p>	



				<p><b>DG with SLT</b> To monitor and safeguard SF facilities and avoid excessive de facto SF room usage for non-SF events, especially during critical times. However, it is understood there will at times need to be a compromise to help wider school where possible</p>	
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