

Effectiveness of Leadership and Management

The school is well led and managed. Leaders have a clear understanding of the school's strengths and areas for development, and they are taking effective action to continue to improve the school.

Leaders ensure that staff receive focused and very effective professional development. They engage with staff in meaningful ways and leaders try to resolve any workload issues. Staff report high levels of support for their well-being – SIP visit Sept24

2024 – 25 focus

2024 focus on succession planning at leadership level for OLS.

Behaviour and Attitudes

Relationships are good at Oakfield Lodge,

Attendance is above national average (59.3% DFE 23/24) but needs to improve further. Review of attendance policy and process in 2024 to reflect new attendance codes.

2024 - 25 focus

Relaunch of the behaviour and rewards system in September 2024, to ensure consistency of application.



Manor Hall
Academy Trust

Oakfield Lodge School School Development Plan Summary 2024-25

(To be read in conjunction with the SEF for evidenced data)

Personal Development

Staff provide a wide, rich set of coherently planned experiences to promote the extensive personal development of all pupils. Pupils are given opportunities to develop their talents and interests, whilst also strengthening their character. British values and SMSC are embedded throughout the curriculum. Pupils are well prepared for life in modern Britain. Staff help pupils to be successful when they leave the school. The Gatsby Benchmarks are used to develop the careers provision and pupils receive unbiased information about potential next steps. Pupils benefit from exposure to the world of work and information from a range of education and training providers. The school provides high-quality pastoral support. Pupils are encouraged to eat healthily and keep physically fit. Staff help to promote pupils' emotional well-being – SIP visit Sept 24

2024 – 25 focus Embedding pupil voice impact on

Quality of Education

The curriculum is ambitious and designed to give all pupils the knowledge and the cultural capital that they need for future learning and adult life. It helps to re-engage pupils with learning. The curriculum is coherently planned and sequenced. Learning journeys clearly identify the important knowledge that pupils are expected to know in each subject. Curriculum plans are adapted appropriately for pupils with SEND. High quality pupil support plans help to inform staff of how to meet pupils' needs. No subjects remain underdeveloped. Leaders have received additional training and support to plan their areas of the curriculum. Leaders hold teachers more fully to account for the implementation of the improved curriculum plans. Pupils study in a positive environment. Staff present information clearly and, in the lessons visited, pupils were focused upon their learning. Pupils value their education, and they are proud of their achievements. The pupils, with whom I spoke, understand how what they are learning now will help them in their adult lives. The books sampled indicated that the intended curriculum is delivered consistently across the school. Pupils produce work of a similar quality in a range of subjects. The activities given to pupils help them to achieve the aims of the curriculum. When pupils leave the school, they are ready for the next stage of their education. They are supported to move onto appropriate and sustained. 2024 – 25 Focus to ensure targeted interventions are data informed and their impact is analysed.

Health and Safety, Premises

2024 - 25 focus

Planning permission and implementation of new school entrance is a key priority this year.

Wellbeing and Safeguarding

2024 – 25 focus

Safeguarding focussed audit in September 2024 to identify a robust action plan for development and improvement throughout the academic year.

