

2024



OAKFIELD LODGE SCHOOL

SCHOOL SELF EVALUATION

2024-2025

Updated: September 2024

Context	<p>Oakfield lodge school is a 60 place pupil referral unit who cater for children in Cheshire East who have been permanently excluded from mainstream education. Oakfield lodge does not offer placements for children with an EHCP, but do work to identify where unmet needs may have been a factor in a permanent exclusion for individual students. Oakfield Lodge will progress an EHCPNA for students who need to access support from specialist provision or have additional support in a mainstream setting. In September 2024, 23% of the school population either had an EHCP or were within the statutory timescale for assessment for an EHCP.</p> <p>Oakfield lodge places are commissioned by the local authority and are planned to meet demand in the local area. National and local increases in the demand for places due to increased exclusions has meant that some students are awaiting places at Oakfield Lodge to become available for some time post permanent exclusion. Oakfield Lodge is a short stay provision and as such data and statistics will constantly change due to changes in cohort. The school SEF is accurate as at the 4th September 2024 and any data is subject to change due to changes in students on roll or moving onto their forever school.</p> <p>In the academic year 2024 – 25, the Local Authority has amended its commissioning arrangements with Oakfield Lodge to reflect the increased pressure on KS4 places with places in year 9 – 11 only being commissioned this academic year.</p> <p>Oakfield Lodge is situated in the Cheshire East countryside providing a calm and peaceful environment which supports the mental health and wellbeing of students. Excellent buildings and resources support Oakfield Lodge in delivering a holistic experience to its students.</p> <p>Oakfield Lodge offers a wide and varied curriculum, with a high staff to student ratio. Attendance is above national averages for AP/PRU settings and outcomes are positive compared to other similar settings.</p> <p>In September 2024 85% of the students on roll at Oakfield Lodge were eligible for pupil premium and FSM, this is significantly above national averages. Most students live in areas of social deprivation across the local authority.</p> <p>Whole school attendance data in July 2024 was 60.85%, this was above published national data for pupil referral units in 2023/4 at 59.3%. Breakdown was FSM 63.4%, PP 63.4%, LAC 70%. We are delighted that the school ended the year above national averages, however we must pursue better attendance for our students to meet our aspirational target of 70%. Oakfield lodge have been working alongside Olive Academies Trust, through the DFE attendance hub scheme. We are due to graduate from this in 2024.</p> <p>The schools' capacity for development has significantly improved with further developments in the curriculum and strengthened support from the MAT. The school is governed by a local advisory board, newly formed on conversion to academy status. The school have undertaken a recent governance review (in 2024) working with a NLG and have a robust plan of action to further enhance the work of the LAB.</p> <p>The number of children identified as having special education needs is above national averages. 23% of the current school population either has an EHCP or is within the assessment process for an EHCP. In September 2024, 4% of students on roll had English as an additional language. The school population at Oakfield Lodge is diverse and constantly changing. In September 2024 31% of the cohort were female and 69% male.</p> <p>The school had its last section 5 inspection in 2018 (prior to academisation) as was judged to be RI, the monitoring visit in May 2021 and confirmed that the school was taking effective action against the areas for improvement.</p>
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Outcomes

Year	% Students leaving with E and M qualifications	% students leaving with at least 1 qualification
2024	75%	95.8%
2023	74%	91.3%
2022	69%	87.5%
2021	53%	68.4%
2020	88%	94%
2019	75%	100%
2018	70%	100%

* data from 2020/21 follows closure of all schools due to COVID 19 and the cancelling of all examinations. Centre assessed grades and a DFE algorithm were used to determine outcomes.

School improvement
priorities

See latest SIP report Sept 2024

QUALITY OF EDUCATION – Good

Strengths

Intent.

Oakfield Lodge provides a broad curriculum designed to meet the needs of their students. A combination of traditional secondary curriculum such as Maths, English, Science, Art (Humanities at KS3) and technology and complimented by a safeguarding curriculum (through PSCE and mentoring) and a bespoke personal development curriculum offer (delivered via, PFA; individual intervention and outdoor education) This curriculum blend offers opportunities for GCES, BTEC and AQA unit award accreditation. Cultural capital opportunities provide a golden thread of experiences in all areas of the school's curriculum to prepare students for adult life.

The curriculum is reviewed annually and adapted to meet the needs of the cohort. For example, the school has offered opportunities to learn at Reaseheath college (motor vehicle, construction and animal care) when students have expressed a desire to pursue careers in these fields. For some students, who would benefit from extended work based learning in preparation for an apprenticeship route this is also provided. All students receive a personalised intervention curriculum, based on their gaps in knowledge both academic and social. In a very few cases where students are unable to access curriculum in the school environment, leaders offer a bespoke package of tuition either in person or remotely (including elements of PFA) dependent on the needs and capability of students.

All curriculum areas have specific learning journeys for year groups or cohorts. These are reviewed annually to adapt to common gaps for groups of children. These journeys are systematically sequenced to support progress of learners in a logical manner. Given that Oakfield Lodge has students joining and leaving on a consistent basis, individual subject areas will also utilise mechanisms for identifying gaps in knowledge and skills for example My Maths and Accelerated Reader. Careers provision is strong at the school with a dedicated focus on future aspirations and employment and training through our preparation for adulthood curriculum. There are strong links to our local economy and opportunities for students to experience further education providers, employers and workplaces.

The curriculum at Oakfield Lodge is under constant review for individual students, through the use of AQA unit awards every opportunity is an accredited learning experience. Allowing students to experience success in learning in areas of interest to them alongside learning on a par with their peers in mainstream provision to ensure they are able to be competitive in the labour market post 16.

Most students at Oakfield Lodge have barriers to learning. Although most arrive at the school with no identified SEN, we work swiftly to identify where they struggle to learn and use adaptive teaching to enable them to access the curriculum on offer. Where students need extensive support to do this we have experienced support staff, specialists in their curriculum areas to provide opportunities for more intensive measures to secure progress. Teachers have small groups of 8 in a class to ensure that they can plan effectively to deliver curriculum to meet the needs of all learners. SEND learners (those with EHCP's) have specific targets on a termly basis to support them in achieving the expected outcomes in their individual plans. These targets are known and worked towards in all subject areas. To ensure students with SEND are supported effectively, SEND tracking takes place on a regular calendared basis. Feedback to leads for teaching and learning/pedagogy and practice ensures that any further training is identified and actioned.

Implementation:

In order for teachers to provide work that enables pupils to achieve we consider KS2 results, reading age, readiness to return assessments and utilise CAT4 testing to ensure we have a clear picture of their ability. Teachers and form tutors set termly targets for students which are clear and provide students with manageable yet aspirational goals alongside their target grades. Effective CPD on adaptive teaching, memory and recall etc. have supported this work.

Close attention is paid to gaps or dips in data collated 3 times a year and targeted intervention in the areas of greatest need prioritised to support the closing of knowledge gaps for students.

All teaching staff at Oakfield Lodge are qualified teachers in their areas of specialism. Our Outdoor Education lead is an experienced youth service worker who will undertake teacher status in 24 – 26. All staff engage in both trust and local networking to ensure they remain effective in their delivery and are supported in continuous professional development. Teachers in most subjects are members of national associations for their subject areas and undertake training by examination board and through the local teaching alliance where required.

Oakfield Lodge has a clear and consistent approach to ensuring that staff follow the learning journey, provide effective feedback, check understanding of students learning and therefore can adapt swiftly to the needs of individual students. All subject areas utilise the same framework for teaching through bespoke class books that support students to experience a quality learning experience. The effectiveness of this scaffolding is scrutinised through regular work scrutiny and learning walks alongside data analysis.

Students are supported to articulate what they have learnt and what their next steps will be in all subject areas. Each lesson builds on prior knowledge and recall of learning is checked via frequent assessments and 'knowledge checks'.

All remote education is provided using Google classroom. This on line platform mirrors the content of on-site lessons and can be accessed either supported by staff through 'live' teaching or independently if a student needs to do so. Google classroom content is scrutinised in the same way as student books, checking content matches the learning journeys and that which is being delivered in school.

Formal assessment points three times a year provide an overview of progress of students. Where students are not making expected progress gaps are prioritised and supported via individual intervention plans. Where students have multiple gaps intervention will be focused on their greatest barrier to progress for example, phonics, handwriting or trauma informed support

Assessments prior to entry are used to ensure that the school have a clear a picture as possible as to the students starting point with us. Often students arrive with little accurate or up to date data to support their transition to the school.

The school use FFT data to generate realistic targets for students, we know that KS2 data may not be a reliable data source when children have subsequently experienced trauma or missed significant amounts of time from education. CAT 4 testing on entry, supports us to generate minimum expected targets based on FFT 10% data.

Teaching materials are selected to ensure that students find the accessible and inspire them to learn. Most students at Oakfield Lodge have not learnt effectively in their previous settings. They often arrive with a significant fear of failure and unwillingness to take 'learning risks'. For this reason, staff will support students by providing well scaffolded learning structures where they can focus on the joy of learning and experiencing success. Students are encouraged and supported to take pride in their work and its presentation. This has a significant impact on their engagement and trust in learning again.

Reading is a priority in all subject areas. Students are supported and celebrated when they read in class and resources are adapted to meet the literacy needs of individual students. Opportunities for reading are available through lunch time clubs and form time activities. Drop everything and Read sessions enable students to access books and materials (matched to their reading age and ZPD) on a weekly basis. Key vocabulary is shared in every lesson, supporting development of vocabulary and understanding.

Oakfield Lodge school use REN Learn and accelerated reader as their main reading and assessment tool.

Students reading ages are assessed on a termly basis, excellent progress is celebrated and a 'healthy' competition between students exists. Where students reading age is significantly below their chronological age reading intervention is implemented and other programmes such as precision teaching and beat dyslexia may also be used. A comprehensive phonics intervention is also available for students with reading ages significantly below where we would expect them to be. Often students with a significantly low reading age have used behaviours to mask this in their previous settings and can be reluctant to engage fully, however the use of 1;1 specialist intervention supports this engagement. Teachers are provided with updated reading ages every term and these are recorded in student books to support planning in subject areas.

Phonics intervention is delivered to those at the early stages of reading. Additionally, interventions such as precision teaching and individual support for dyslexia and specific learning difficulties are also delivered by staff. Teachers have received oracy and phonics training to support them in the modelling of good literacy skills. Staff are encouraged to engage in reading for pleasure and whole school events such as world book day are a key feature in the school calendar.

Impact

Student work at Oakfield lodge is often outstanding. Students take pride in their work and subject class books are well presented. Students are proud of showing their work to others and having their work displayed in classrooms.

Examination results for students at Oakfield Lodge enable them to move on to their next stage of education or employment. A summary of results can be found in the summary section.

All students at Oakfield Lodge undertake preparation for adulthood. This programme of study focuses on careers alongside the key skills needed to be an effective member of our economic society. Life skills and careers education go hand in hand at Oakfield Lodge. Specific focus days will reinforce this delivery and the school also use the support of a specific CEIAG provider, changing education, to ensure that students are well prepared for their post 16 journey.

Subject areas work hard to ensure that mathematical silks that have been learnt are used across the curriculum. In some cases, learning journeys are adapted to link learning in Maths with other subject areas e.g. speed distance time in science.

All students at KS4 study functional skills in English and Maths, linking knowledge gained to practical examples of its applications.

Priority area for
development

Ensure targeted interventions are data informed and their impact is analysed.

BEHAVIOUR AND ATTITUDES - Good

Strengths

All students at Oakfield Lodge have a significant history of poor behaviours in their previous settings. Students need time to unlearn these

behaviours and therefore it is essential that the behaviour system supports them to achieve this over time. The school has a very simple system for rewarding behaviour linked to attitudes to learning. Expectations are clear and understood well by students. Every opportunity is given to students to engage with this system and rewards are proportionate and merited. The system is consistently applied by staff and 'lesson scores' are discussed in every lesson. Students are keen to know about their lesson scores and enjoy the rewards for meeting expectations on a daily or weekly basis. Staff follow the PACE approach and work sensitively, fairly and consistently with students to support them to make good choices that lead to success. At times when students make poor behaviour choices, staff work efficiently to disrupt learning of others and return to purposeful learning. Leaders are proactive in supporting staff and students in times when behaviour falls below the levels expected in school. Form teachers complete a readiness to return assessment termly for all students, this supports the school to identify those students who are able to return to mainstream and also to focus for each student on the social behaviours that they need to improve in order to return to a mainstream environment. Oakfield Lodge successfully participated in the Behaviour Hubs programme in 2022-23.

Bullying occurs even in a small school. Leaders and teachers are swift to identify issues and are able to take effective action to address this. Issues involving social media are significantly reduced as students do not have access to mobile devices during the school day. Staff are in contact with parents often and can work with them to resolve issues that arise. Students sometimes arrive at the school having experienced issues previously with existing students. These are identified wherever possible during induction so that plans can be put in place before they start at the school full time. Students know that bullying is not acceptable and that staff and other students will challenge this at the first opportunity. There is a community spirit within the school that clearly tells everyone that bullying is not accepted or tolerated. Students are supported to understand the difference between falling out/ changes in friendships from bullying. Students and parents know who to speak to if they are worried about bullying and have confidence in the school to manage these concerns.

Students come to Oakfield Lodge because their behaviours have led to a permanent exclusion. Violence and aggression are not tolerated at the school and students understand this. There are very few incidents of aggression towards staff and students. Incidents of drug and alcohol related natures are rare. Over time, as students develop a close connection to the school behaviours improve. Attendance for most students improves compared to that in their previous settings. Attendance is mostly improved in students who have less complexities in their lives outside of school. Where students have the most complex behavioural needs we work quickly to identify these and apply for needs assessments to ensure students are placed in the most appropriate setting for their needs. This usually is approximately 5 – 10 % of the school population.

Attendance at Oakfield Lodge is better than in similar settings, although leaders aspire to improve it further. Attendance in 2023-24 was 64%, against a national picture of 59%.

Students are aware of what good attitudes to learning and behaviour look like. There are 8 opportunities each day for staff to discuss these with students as a minimum. These conversations and clear outlines of 'what good behaviour looks like' are embedded in daily routines. Expectations around attendance, behaviour and uniform are well known by students and support them to make good decisions in relation to behaviour. Daily debrief for staff enables leaders to make informed decisions about fair and proportionate sanctions. This supported by the safeguarding and SEND staff allows leaders to ensure that reasonable adjustments are made.

There have been no permanent exclusions at the school for 7 years.

	<p>Suspensions are used, but these are applied fairly and only when alternative cannot be found or are deemed inappropriate for the behaviours demonstrated.</p> <p>Contact and discussion with parents and students is key following a suspension. In most cases these are done over the phone or by Teams due to the distance of students homes from the schools. All suspensions are discussed with the family and other agencies where appropriate.</p> <p>Students say they feel safe. PASS survey results consistently demonstrate this. Parent surveys echo this view.</p> <p>Relationships between students and staff are a real strength of the school and have been widely commented on by outside visitors. The school is safe, physical interventions are very low and violence and aggression low compared to similar settings.</p> <p>At times students struggle with socially acceptable interactions, staff are quick to address this with students and ensure that a need to be respectful is at the core of our ethos.</p>
<p>Priority area for development</p>	<p>Embed the new behaviour and rewards system</p>

PERSONAL DEVELOPMENT – Outstanding

Strengths	<p>The school curriculum is designed to support the significant gaps in Students emotional wellbeing. There are dedicated group mentoring, preparation for adulthood and outdoor education lessons for all students alongside 1:1 mentoring and counselling for those who need it. In addition to this the school offer a range of wellbeing and cultural opportunities through Friday activities, these include Dog Therapy; Music; Boxing and more.</p> <p>Students are supported via intervention sessions for their SEMH needs if they are the main barrier to their learning at the time; support via Trauma informed intervention is a new addition to this for 2024. The school achieved the Acceed accreditation in 2021 and will complete the mental health bronze award in 2024.</p> <p>When students arrive at Oakfield Lodge their resilience and coping strategies are poor. They have often experienced years of educational failure and struggle to be brave enough to attempt success. Students mask this in the behaviour choices they make. Oakfield Lodge staff use the PACE approach to support students decision making and model the behaviours desired. Staff and other students work to build confidence in young people and celebrate success when they achieve their goals, no matter how small they are. Preparation for Adulthood, enables students to see the bigger picture and experience cultural experiences to broaden their horizons. The SMSC elements of the curriculum successfully support students to feel safe to take risks and build resilience.</p> <p>The school has a designated mental health lead, form tutor structure, learning mentors and a large safeguarding team who offer consistent support to students. The RSE curriculum (delivered via PSCHE) enables students to have a good understanding of age appropriate relationships and this is further supported by the work of the mentors in school. Students enjoy PE sessions and healthy eating learning in technology. In addition to this, every students enjoys outdoor education every week, as well as being able to experience the amazing landscape we live in this also supports their physical and mental health. Through outdoor education we also promote positive play, encouraging students to enjoy team games and fun in the outdoors.</p> <p>Through the AQA unit award scheme, students are able to learn about topics and subjects that interest them. Staff tailor the AQA sessions to the needs and interests of the individual. PFA activities are planned and budgeted by groups of students they work as teams to make decisions and practice skills such as negotiation, tolerance and democracy.</p> <p>Where students want to develop knowledge in a particular skill, leaders develop mechanisms for this for example work experience, Reaseheath, Music lessons or adapted AQA and PFA learning journeys.</p> <p>The school use external providers to ensure that all learning experiences are of good quality and delivered by specialists. Work experience, Music, Dog Therapy, Counselling and Careers advice are all delivered by specialist providers. In addition to this the school uses visiting artists, authors, theatre groups and speakers to ensure that students get to hear from and work with professionals in the area being experienced.</p> <p>Oakfield Lodge has a higher than average number of students eligible for pupil premium and with SEND. Leaders are committed to ensuring that all students are able to experience the full learning experience at the school. Visits and trips are fully funded by the school for all students, all school meals and breakfast club are free of charge to ensure that all students are ready to learn every day. Uniform is provided to all students when they join the school and students can access 1:1 music lessons and counselling without cost too. School are confident that they offer significantly more opportunities to students to improve their SMSC than the students' previous settings. Family finances or additional needs are never a barrier to accessing these areas.</p> <p>The school promotes the key feature of life in modern Britain; Democracy, Rule of Law, Individual Liberty; Respect and Tolerance. The school have undertaken focused British values days where we have used art work, museum visits and other mechanisms to expand knowledge of students in 'what it means to be British and what it means to be an Oakfield Lodge student'.</p>
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	<p>Our school population is diverse and tolerance for difference is prevalent throughout our school community. Students are confident to challenge attitudes of others and look to support others who may need it.</p> <p>The school uses CPOMS to record any incidents of racism, homophobic or discriminatory nature. These are monitored closely by the safeguarding team. Staff challenge these incidents and look to understand where discrimination or mis-understanding has arisen from. Where more support is needed the school utilises external agencies and resources to support learning and address any discriminatory views. The school promotes cultural difference through collapsed days, food technology, PSICHE and humanities curriculum areas. As well as through access to reading materials that explore cultural difference. School encourages students to be themselves and have respect for others in their school community. The student voice group are involved in making changes to school that are important to students.</p> <p>Student voice group meet half termly to discuss ideas to improve the school. Students have opportunities to work to make decisions throughout the school curriculum. Leaders ensure that the rewards system is underpinned by the core principals of being ready, respectful and safe. Students enjoy Charity days where they can plan and give back to our wider community. Our students have been supported to work alongside other schools in sport tournaments, anti-bullying conferences and with agencies developing local and national strategy – providing the voice of young people.</p> <p>Careers education at the school is a strength, students in year 11 are well organised and knowledgeable in respect of their post 16 plans. Our NEET figures demonstrate that students who are able to, move onto employment education or training.</p> <p>The school are members of the Skills Builder initiative. Leaders are proud of the excellent progress made towards achieving the Gatsby Benchmarks. We welcome external scrutiny from the Cheshire and Warrington Pledge Team and work with our local business and post 16 education providers to ensure all students have good knowledge of their pathways available post 16.</p> <p>Leaders are confident that the balance of academic and SMSC education at Oakfield Lodge is exemplary. It is a model of good practice when looking at similar settings and students value SMSC learning on a par with the academic. All of our learning experiences are built into a consistent timetable, that provides a strong and consistent framework for learning.</p>
<p>Priority areas for development</p>	<p>To embed the use of pupil voice into school improvement</p>

LEADERSHIP AND MANAGEMENT – Good

<p>Strengths</p>	<p>Safeguarding is compliant. Students feel safe at Oakfield lodge and this view is echoed by parents/carers.</p> <p>Leaders are ambitious in the curriculum that is designed and provided for students. There is a relentless drive to ensure that all areas of learning are given equal weighting and importance. Significant investment into curriculum development has been prioritised and seen our offer to students rapidly increase over the last 5 years. Despite the pandemic and budget restrictions, leaders have insured that the offer has continued to be improved year on year.</p> <p>Leaders are committed to the continued professional development of all staff. There is an annual CPD calendar for all staff that incorporates a wide range of statutory and school specific priorities. SLT and Middle Leaders are actively involved in the delivery of this programme. The school utilised the MHAT effective teacher dashboard to create training to target the needs of the staff cohort. The new HLTA tool has also now been deployed. External delivery of CPD has also been in place for priorities such as SEND, GDPR and Wellbeing</p> <p>Leaders actively encourage staff to maintain links with other school both in and out of the trust and also with national networks. Staff are provided with the time and financial support to access quality external training. The school also use the national college to provide training for staff in line with MHAT. The school has a lead for pedagogy and practice in place who oversees the delivery of CPD specifically in the area of teaching and learning to support staff development.</p> <p>Oakfield Lodge is a short stay school. For students who arrive in KS4 they are likely to undertake their final examinations with us. Where students join in KS3 there is a focus on returning to mainstream or securing an EHCP if a specialist or supported provision is needed to support their progress.</p> <p>There are times when student places may be changed at other points, all moves between AP settings or provisions are decided by the Local Authority Inclusion panel. This panel meets weekly with all of the AP providers in Cheshire East and individual student needs are discussed. Currently, like most local authorities, there is a shortfall in AP placements for students who have been permanently excluded. Leaders at Oakfield Lodge are working with the Local Authority to minimise the impact of this shortfall on children. In 2024 19% moved back into mainstream, 14 % to specialist provision and 42% to other AP's in Cheshire East.</p> <p>Oakfield Lodge work hard to develop positive relationships with parents and carers. Regular communication with home is embedded and celebrations shared via the website and X platforms. Parents evening takes place twice per year and due to the geographical location of some of our families we offer these via Teams or telephone if needed. Students engage with members of our wider community a number of times per week, accessing services and businesses. This promotes a good knowledge of the local world around them and enables them to have regular interaction with non-school staff. Formal visits to colleges and employers are provided through our Careers education and PFA curriculum.</p> <p>Leaders prioritise the work life balance of staff. Staff surveys are undertaken twice per year and wellbeing CPD and INSET are calendared to ensure that this is prioritised. Data collections 3 times per year and a clear calculation of teachers 1265 hours is shared annually. Wellbeing Wednesday is well established and is run by staff as well as staff yoga. Leaders, including governors, ensure that there are opportunities throughout the year to listen to staff ideas for reducing workload and supporting wellbeing. Leaders have ensured that access to occupational health, mental health support and counselling are available to all staff. Governors have ensured that supervision is in place for both the Safeguarding team and the Head teacher, acknowledging that the pressures of these roles can need additional external support from specialist services.</p>
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	<p>Oakfield Lodge and Manor Hall Trust have robust and clear procedures in place for supporting staff and protecting them from bullying and harassment.</p> <p>Governors and trustees understand their role well. In 2024 an external review of governance was undertaken by the LAB at Oakfield Lodge. Membership of the LAB has been strengthened over the last 12 months and link roles are well established. Governors attend SIP feedback and visit school often to meet students and undertake link monitoring visits. Governors use Governor Hub as a portal for sharing information. As part of the MHAT, there is a clear scheme of delegation in place. Trustees have attended Oakfield Lodge LAB meetings to observe process and see evidence of LAB scrutiny of school data and developments. Key school data is provided to directors by the Trust via school data dashboard.</p>
<p>Priority areas for development</p>	<p>Senior leadership succession planning</p>
<p>LAB action plan</p>	<p>To be uploaded</p>

