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## Introduction

Watching our students perform in the Chickenshed Jack and the Beanstalk panto ([Guardian review](#): 4 out of 5 stars), on the 22<sup>nd</sup> November, was a very proud moment indeed. It also spoke volumes about the increased closeness and working together that has occurred between Oaktree School and Chickenshed theatre over the last 18 months.

We will be completing our first student termly reports this year. The intention was for these to be viewed through the parent portal. However a number of the files are too large to be viewed through the portal and will need to be emailed to parents. Staff will be given time to email the reports to parents which are too large

We remain in the “OFSTED window” with an inspection now long overdue. To aid our readiness for inspection, I have contracted David Scott, a lead OFSTED inspector, to support coaching for our middle leadership (subject leads).

We have also now completed a robust review from Challenge Partners which was led by Philippa Holliday, a lead Ofsted Inspector. I have reproduced below the leadership section of the report with comments in italics below each substantive point. I will follow this up with the published report at the next full governing body meeting as well as an in depth look at the Challenge partners evaluation of teaching and curriculum at Oaktree school.

## *“2.1 Leadership at all levels - What went well*

- Leaders’ investment in a positive behaviour support (PBS) approach across the school has led to a calm and welcoming environment for students. Staff respond quickly to any incidents where students need extra support leading to effective de-escalation.

*The behaviour side of this is explored in more detail in LW’s behaviour report to governors*

- Leaders’ passion to underpin their approach to the preparation for adulthood curriculum has led to the development of learning journeys designed to support routes through to employment, independence and wider engagement within the community. One leader described their ethos as ‘making lives bigger for our students’. Please see end note <sup>i</sup>

*Two 6<sup>th</sup> form students are completing a 6 week period of work experience every Friday at the Finchley Arts depot. 1 student (partially sighted) is currently coaching with the PE department at Southgate school*

*From Monday 9<sup>th</sup> January a number of our older Voyages students will be visiting Halo dogs day care centre (Holly Hill Farm, The Ridgeway, Enfield, London) to get to know the dogs first and then progress onto walking with the dogs when the students are fully trained*

- Leaders understand that the school needs to evolve as the cohort changes and as such are willing to adapt the curriculum to meet individual needs. Tutoring and links with mainstream provision have been implemented to support the most able.

*6<sup>th</sup> form students from Southgate school are supporting key stage 4 and 5 students in practicing for their Entry level certificates*

All learners have on-going assessment with the opportunity to move group should their needs change, or they demonstrate a faster rate of progress.

*A range of reading tests have been set and we are seeing real progress amongst all cohorts of students. We have also completed the RWI assessments which link students to their correct book level. Students can move between Voyages and Journey’s 1 and 2 dependent on academic progress.*

Community engagement is a strength of the school, which has been planned to support both academic and social development. Students have regular opportunities to go out of school to engage with the local community. This builds their confidence as well as their understanding of the world around them. There are a range of opportunities to support cultural capital, linked to the pathways, including eight students recently performing in the Jack and the Beanstalk professional play linked to the drama pathway.

- Leaders carefully appoint staff to ensure that they have an excellent balance of gender, age and diversity. Leaders are currently developing a wider leadership team to reflect the composition of the school population. This, alongside a programme of induction, including two early careers teachers, is supporting the development of new approaches across the curriculum.

*Two Teachers are completing their NPQSL leadership course in March 2023 and another is commencing the NPQSL course in January*

- Leaders’ drive to improve outcomes in reading has led to a change in programme for phonics this academic year. This is currently being embedded across the school with clear direction from the

senior leader with responsibility for reading. Leaders are phasing in the different elements by providing weekly training to support implementation.

*Please see curriculum update*

- Governors are well informed by senior leaders. They visit the school regularly to find out for themselves the work of school. This informs their knowledge and understanding of how the preparation for adulthood vision is being implemented.

They have been involved in co-creating the vision and are well aware of where the school is on its developmental journey.

*This was especially apparent after the meeting with Sarah Bocas and Sam Clyders on the Friday morning who impressed the Challenge partner interviewer who met with them both. Also there have been a significant number of governor reports this term which have provided a clear analysis of the Journey the school is on and has been on.*

- Subject leaders understand the vision and direction of school improvement and are clear that the curriculum is preparing students for adulthood. The subject-specific long-term plans for the year keep the vision of the school in mind. Subject leaders aim to link lesson content to real-life experiences.

*See subject leader Long term plans at the Oaktree website, curriculum page:*

<https://www.oaktree.enfield.sch.uk/page/?title=Curriculum&pid=9>

## 2.2 Leadership at all levels - Even better if...

... subject leaders were developed to confidently articulate how their subject area links with the wider curriculum offer and the impact it has on student outcomes.

*The subject leader's confidence in explaining their curriculum area and how it relates to outcomes and the wider curriculum is being strengthened through meetings with David Scott*

## Curriculum

### Pathways

All pathways students will study an OCR Life and living skills qualification or something similar.

### Reading

The RWI reading tests have been completed and students are being allocated their correct level reading books. This will be accompanied by a meeting with parents in January to ensure that parents are able to comfortably support their child/children at home. All staff have also been trained on part 2 of RWI; how to teach storybook lessons. We are also completing the New Group Reading Test (NGRT) for all students who are reading within the RWI reading scheme or are older readers. The tests so far paint a very positive picture of reading progress as well as showing areas for development. I will provide a more detailed analysis at the next FGB.

## School Improvement Adviser

David Scott will supplement Dani Lang with our school improvement this year

## Behaviour

Please see Behaviour reports

## Pupil premium rag rated

Please see PP rag rated report

## Training

RWI and fresh Start are now very strongly embedded amongst all cohorts. Bite size communication training will resume in the next year

## Premises and Finance

Please see Brenda's report.

## Health

The school nurse continues to work with Trish and Keisha to update all student health care plans

## HR

We continue to have 1 member of staff off on long term sick. Our recently recruited member of staff started at school this Monday

## Safeguarding

- Number of Children Looked After: 4
- Child Protection (Safeguarding) referrals to social care: 0
- Allegations against staff reported to the Lead Officer for Child Protection: 0
- Reported racial Incidents: 0
- Reported serious bullying Incidents: 0
- Any significant safeguarding issue, whether to do with sexual behaviours, radicalisation or any other form of threat or risk to young people: 0

- Peer on peer abuse: 0

One student has been seriously ill in hospital but is now slowly recovering and is returning to school as part of a phased return to school.

<sup>i</sup> An exemplar of a Victoria class (Voyages) student's leaving programme:

Day	Morning	Afternoon
Monday	Swimming (Edmonton Leisure Centre)	Café
Tuesday	Cinema	Café
Wednesday	Library	Enfield Town
Thursday	Chickenshed support hub	Fitness session (Edmonton Leisure centre)
Friday	Zebras Hub Volunteer work (Lancaster Road)	Train to London.

2 of last year's students' bricklaying work this term (part of their construction course).



Capel manor email to Kyri re: EF start at Capel Manor

"I have just managed to speak to Sue Allen, EF's first week. Sue has said that Emma has been listening and focusing well within her timetabled lessons, she completes all tasks expected of her and she has made a very positive start to her time studying here at Capel Manor College.

Many thanks & kind regards,

Jo Lam  
Learning Support Coordinator"

RM has moved from drama to training to become a chef. She is currently on work experience at a restaurant.  
**Oaktree School Work Experience 2022 to 2023**

Name	Work Experience
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Student A1	Sports coaching (Southgate school)/Chickenshed Theatre
Student A2	Oaktree Café/Grocers
Student A3	Oaktree Café/Grocers
Student A4	Arts Depot
Student A5	Arts Depot
Student A6	Forty Hall Farm/Art Depot
Student A7	Forty Hall Farm
Student A8	Down Syndrome Nursery
Student A9	Chickenshed Theatre
Student A10	Chickenshed Theatre
Student A11	Chickenshed Theatre
Student A12	Oaktree Cafe
Student A13	Oaktree Café
Student A14	Oaktree Café
Student A15	Oaktree Café/Sensory Trail
Student A16	Oaktree Cafe
Student A17	Gardening (Oakhill college)
Student A18	Gardening (Oakhill College)

Work experience:

- Oaktree Cafe
- Arts Depot
- Southgate School
- Oakhill College (Gardens)
- Forty Hall Farm (Capel Manor)
- Chickenshed Theatre
- Nursery (Downright Excellent)
- Marie Curie Charity shop
- Halo Dogs

Victoria, Central and Circle will be working at Jolly's, Halo Dogs and a supermarket during their Voyages sessions.

**Oaktree School Leavers 2022-2023**

Name	College	Course
Student A	Southgate	LLDD College path next steps
Student B	Enfield	Skills for Independence and work in catering and hospitality
Student C	Southgate	LLDD Performing Arts
Student D	PDE (School of Professional development and Education)	Independent skills
Student E	Enfield	ICT and work skills
Student F	Enfield	Entry 3 Vocational studies in Art
Student G	Enfield	Skills for Independence and work
Student H	Enfield	ICT and work skills
Student I	Southgate	Creative Industries (Wood Street)
Student J	Enfield	Construction skills

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Student K	Enfield	Skills for Independence and work
Student L	Enfield	Brickwork Level 1
Student M	Enfield	Public services Level 1
Student N	Enfield	Construction skills

**Oaktree School Leavers 2023-2024**

Name	College	Course
Student 1		
Student 2		
Student 3		
Student 4		
Student 5		
Student 6		
Student 7	Capel Manor	Foundation Learning in Environment and animals
Student 8	West Lea	Internship
Student 9		