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## Introduction

We are now into the full swing of the summer term and have just celebrated King Charles' coronation in the inimitable style that only Oaktree School can carry off!

The 1000 mile challenge organised by the student Voice has now raised over a £1000 for the Noah's Ark charity. A fantastic job by Student Voice ably supported by Shika. A Shika will be starting her new career as a classroom teacher with the school, Sejal will resume her position supporting Student Voice (Sejal had recently returned from maternity leave).

Our 2 council members will be discussing with students at school which 2 of the youth council's 6 'Empowering Young Enfield Priorities' pledges<sup>i</sup> should be the priority for the year:  
<https://www.youtube.com/watch?v=y83wCX8DxUw>. Students will vote online for the 2 pledges they feel are most relevant. Democracy in action!

Thursday Art pathway received their certificates and award in a special celebration event of their 'Our Heritage' photography project on Wednesday the 3rd of May at the Council Chamber, Civic Centre, by the Mayor of Enfield. Their work can be seen on the wall outside the Art classroom and a copy of the photograph with all of us and the mayor is in an end note at the end of this report<sup>ii</sup>

Notes for diaries; we have Sports day on Friday 23<sup>rd</sup> June, the summer show will be on Friday July 7<sup>th</sup> (afternoon) and the leavers event with Prom disco will be on July 14<sup>th</sup> with the students leaving address starting at 1:30 pm and the prom starting at 4pm and finishing at 6pm. The summer show will be different from the previous year (and the Christmas show) in that we will have a staged production that will involve the drama pathways and other students that have volunteered to be part of the production. Sarah is deciding between an abridged classic musical such as Matilda or her own written piece! The staff BBQ will be held on Wednesday 19<sup>th</sup> July and governors are of course invited as previously.

I have decided to use the online OFSTED questionnaire to collect parental views (we have 3 responses so far, which means that this will be a recurring request to parents in the headteacher's letter). Other external methods of collecting parents' views have fallen foul of GDPR.

I have contacted Photo Plus at Southgate station re: class photos. They have agreed a total cost of £450 for 13 **digital** class photographs (these would be emailed to parents). I will email parents (and of course the obligatory letter in bags). If we have sufficient numbers of parents/carers interested (50 seems a reasonable number) then I suggest that the school would pay the cost upfront and recover the cost of the photographs from parents via ParentPay (we can divide the individual price of the photographs by the number of parents/carers who want class photographs against the £450 cost).

I spoke to Allen Gibbons this Thursday and he assures me that the project cost has now been agreed (something in the region of £7 million). The entire contract has to go out to tender again and also the original planning application has now expired and will need to be resubmitted. We are looking at summer 2025, in all likelihood, for the first spades in the ground.

Sadly the local authority are now no longer prepared to provide their own in-house meal service (they were losing too much money) and after an intense and robust tendering process, organised by the LA and in which the schools were fully involved, [Stir](#) won the contract to supply meals to Oaktree School, Waverly School, Russett House School and Durants School. West Lea School have resiled themselves from the contract. The cost of the meals is a prohibitive £4.40 which the LA has agreed to subsidise until October half term, keeping the price of a meal to students as it is now. This is clearly not a satisfactory position for us or any of the other special schools and I will be raising this with Bambos Charalambous again on Friday 9<sup>th</sup> June (my email to him re: the school meal issues is reproduced as an end note)

Next week's teacher observations will focus on the progress of pupil premium pupils as well as differentiation of activities for students within lessons.

## Curriculum

As we approach the end of Summer 1, RWI assessments of individual students have been carried out. These have now included the small cohort of Journey 3 KS4/5 young people who have had a Fresh Start intervention to accelerate their progress in decoding and spelling accuracy, as well as the Journey 1 KS2/3 students who formally started RWI at a later time in the school year. The assessments show that our adopted phonics scheme is having a positive impact across the school in both reading and writing. In the next half term students will, for the second time in 22/23, take the New Group Reading Test. This test will complement RWI data as it will reveal the students' reading age, which will then be compared to reading age values measured at the start of the year, giving all parties more insight into the effectiveness of the implementation of our phonics programme and English schemes of work.

The schemes of work for Maths, adapted in January to fit a 3-year logic to ensure sequencing and avoid unnecessary repetition, continue to be implemented and assessed for impact. Journey 1 classes have benefitted from the flexibility they afford while focusing on the most relevant functional aspects of Maths. Journey 2 and 3 students have been following the White Rose Maths scheme of work with a view of identifying and bridging gaps in learning and challenging mathematical thinking, which is essential for success in KS4/5 exams. Discussions around potential adaptations for Journey 2 students next year are ongoing to ensure they develop and further both functional Maths skills and the competences required to achieve more formal qualifications towards the final stages of their learning journey with us.

## NSS curriculum

This half-term Circle class in L&C have been reading the story 'Puffin Peter', a story about friendship between the two puffins, the principal themes are kindness, respect and being helpful to others, targets in life, confidence and understanding of our values. The story was linked to the PSED/RSHE lessons where this half-term the topic is 'Things I'm good at'; the students are having an 'introspection' in order to identify their qualities and skills, improve their confidence and learn to positively present themselves building their profile along with their communication and presentation skills.

Circle class are continuing daily with their Phonics & 'See & Learn' groups; In 'See & Learn' the groups have moved to 'Making Phrases' part learning to use 'doing'/action words in phrases, when they describe pictures or communicate their needs.

In C&L this and next half-term they will be learning and participating in experiences about shopping at 'Maths for Life topic – Shopping' (part 1); they have begun by looking at the different shops in the community, products they can buy from each shop, familiarise with language, to move to the concept of exchange products/money.

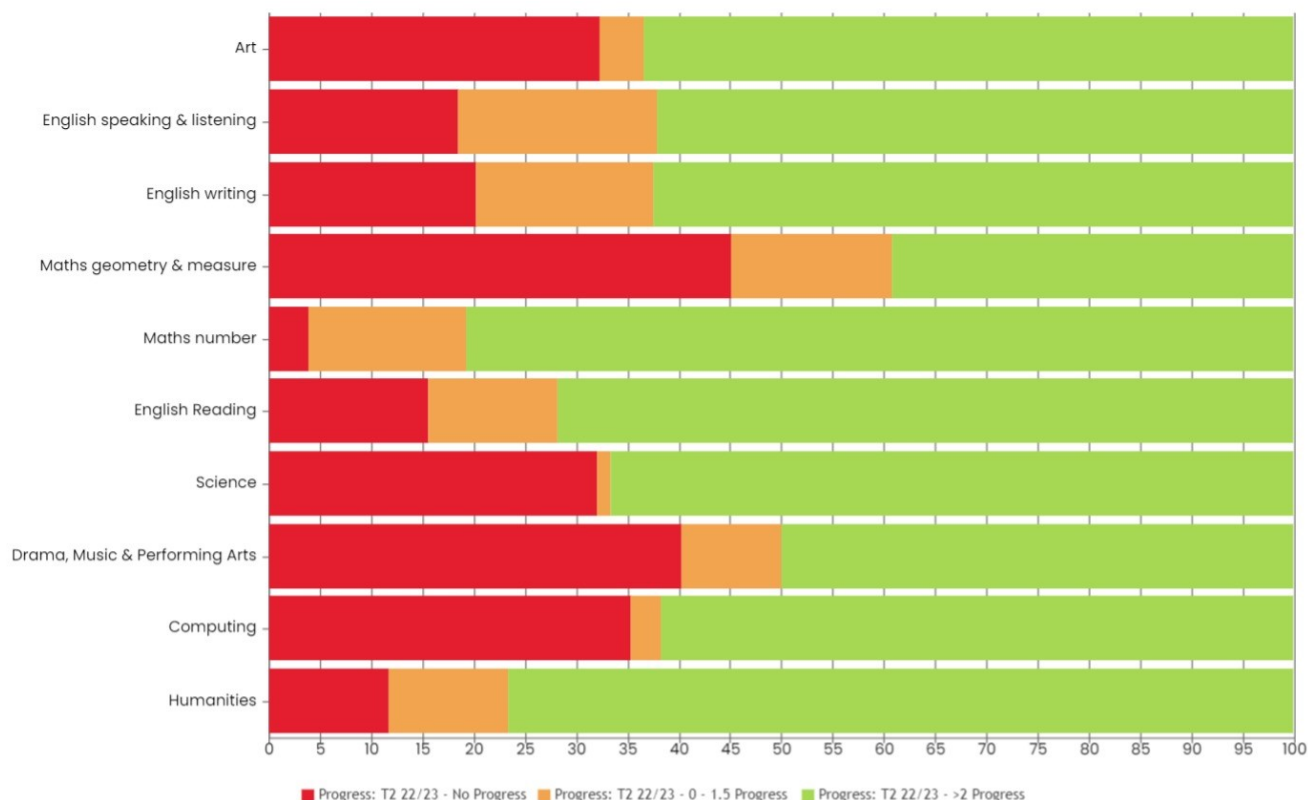
Finally, In Voyages, the Sensory Exploration group having travelled to different continents and places around the world earlier in the year (Egypt, India, Africa, and Antarctica), they have now landed on their magic carpet in Australia for another exciting sensory exploration!

Victoria class have been exploring the local community this half term. They continue to go to the All Ability Cycling Hub in Bush Hill Park (please see [Enfield's Local Offer](#) for more details and how one can attend with a child in the holidays), to Halo Dogs to gain work experience (we are looking at

possibly 2 students working every Friday with Halo dogs) and walking to Cockfosters to explore the local area where the students can plan how their journey and use the skills they have built up in class to navigate the local area. They have also participated in a Zumba class locally to support keeping fit.

## Data

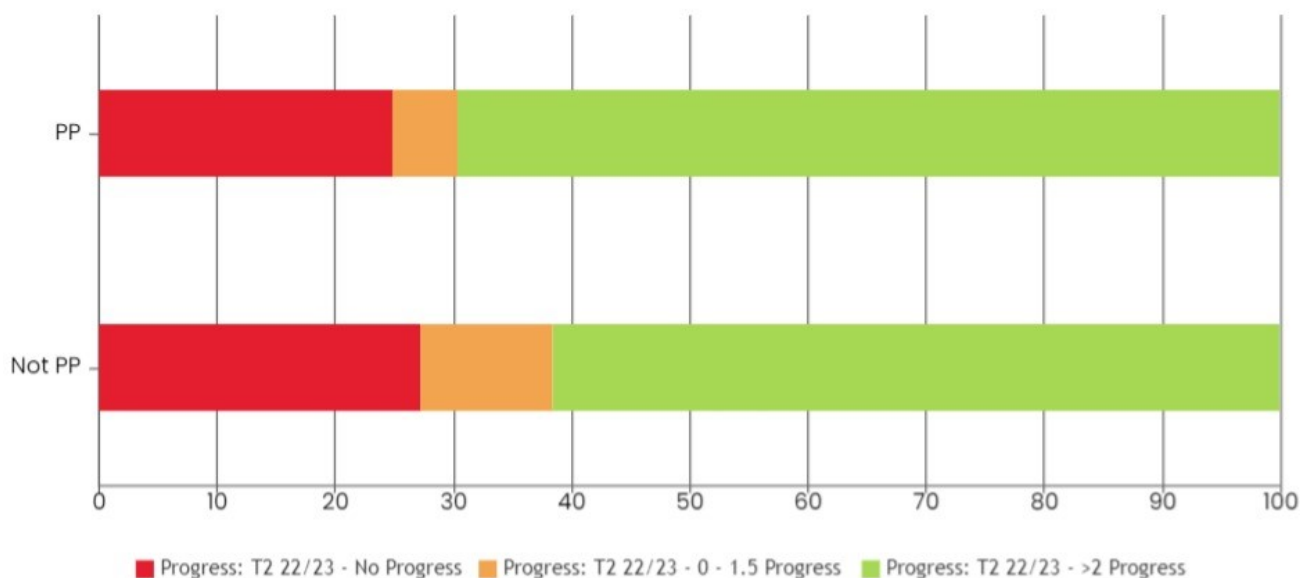
### All subjects graph term 2.



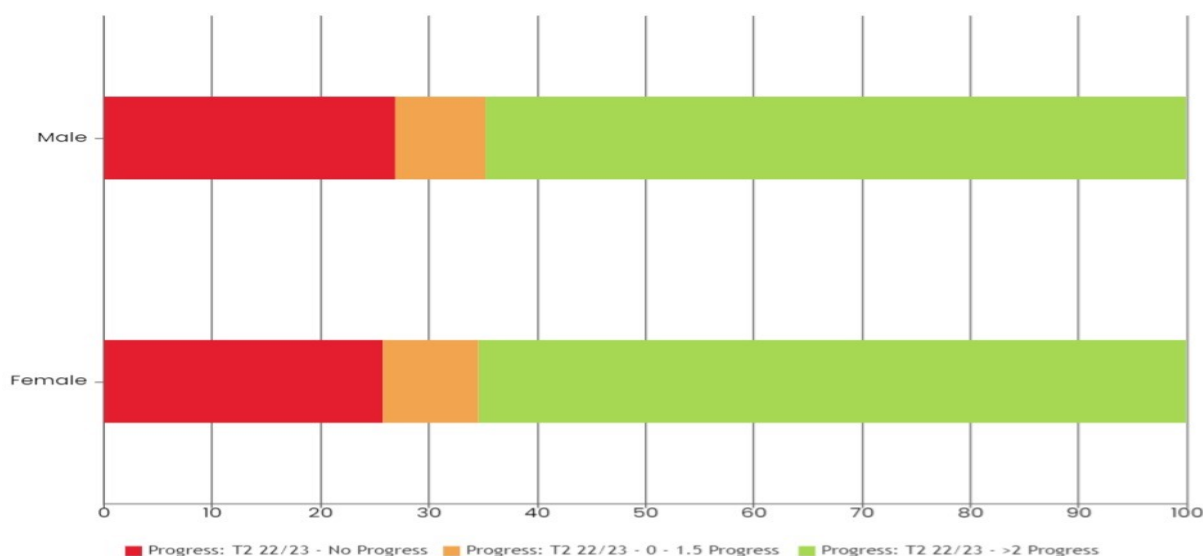
Some context here Maths geometry is taught in some classes in the 3<sup>rd</sup> term and so will not have been taught this term. We should get a clearer picture when we look at the full year's data. English and maths number have shown a significant improvement in student progress over last term, especially in reading (further evidence of the effect of RWI). Science, computing and Drama still include 6<sup>th</sup> form data (they are not taught in the 6<sup>th</sup> form). This has skewed the data, we now have a fix but this is too late for this term's data. The full year results will again give a clearer picture

Pupil Premium students show similar rates of progress to non PP. I anticipate the proportion of students not making progress to decrease when we have a full year of maths and geometry results

We have worked on the gender differences this term and are pleased to see an improvement in



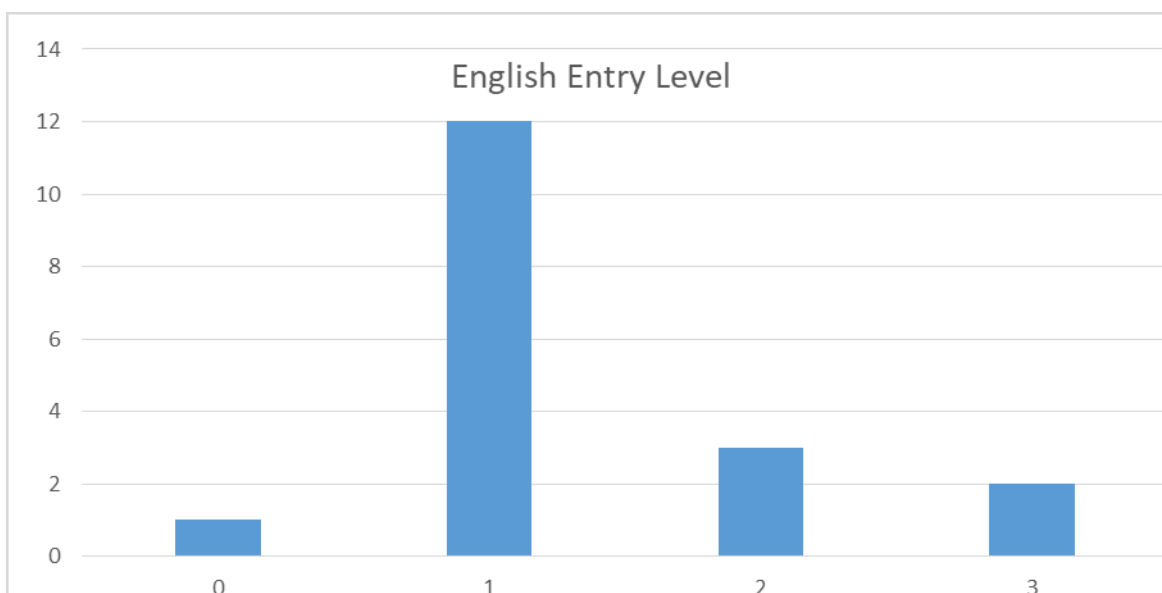
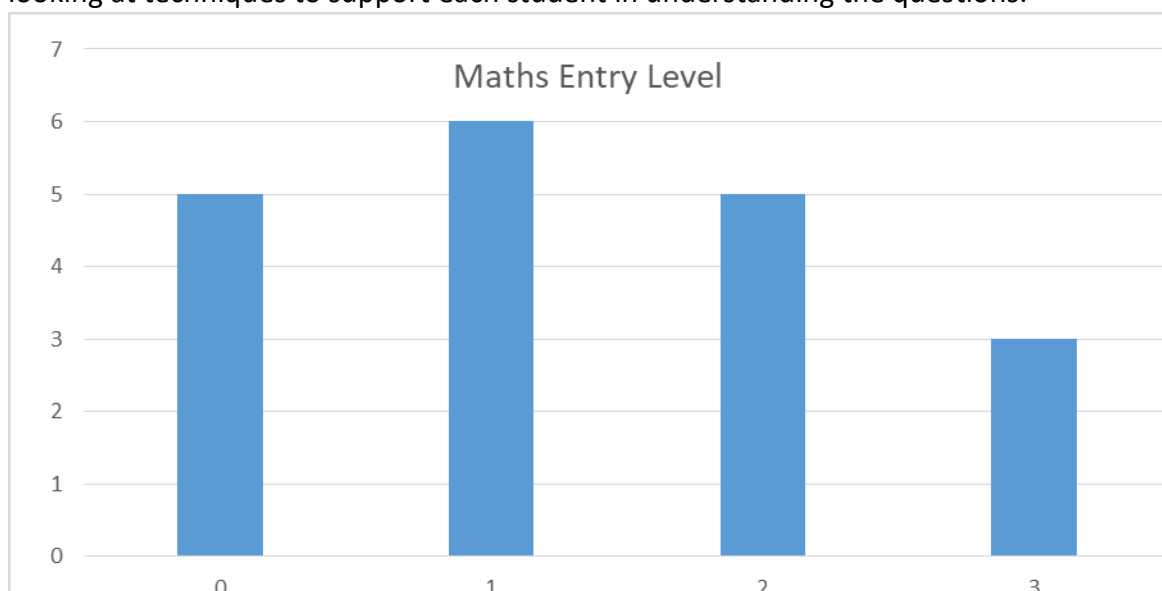
The girl's overall progress performance now matches the boys (and across all subjects). Again with a full year of maths and geometry teaching across all classes I would expect to see the number of students in the red drop.



## 6<sup>th</sup> form

Have been either been preparing for their Edexcel Entry Level functional skills exams or have completed their OCR Entry level exams. The following graphs carry the caveat that these are internally moderated scores and they will need to be externally moderated. Maths has been the weakest subject in terms of performance. This in part appears to be that some students struggle with the way the language of the question is presented. Teachers supported by the SLT are

looking at techniques to support each student in understanding the questions.



Again the distribution for English is skewed to Entry level 1. Students have again found the use of language in these papers confusing. More practice with these papers will be given more time in the curriculum.

CONEL's additional needs pathways very closely link with our Journeys and Pathways curriculum offer. This means that it is possible to support clear links into CONEL for vocational and non-vocational pathways for our students. I have up loaded the HT letter to parents, number 96 for governors to have a look at.

#### [Pathways](#)

Hospitality and retail created their T shirts for the 1000 mile challenge which have sold well and the Café now has a large screen which shows the orders as they are received in real time through Google forms. Students are now also using the Ipads to take orders for the café.

## SALTS Training for LSAs

Journeys 1 & 2 (Hall with SO)

Journey 3 (DLR with EO)

Term	Date	Topic
		<b>Bitesize Thursday</b>
<b>Spring 2</b>		
	<b>28/02</b>	<b>Total Communication</b>
	<b>1/03</b>	<b>Online Widgit</b>
	<b>9/03</b>	<b>Social Stories</b>
	<b>23/3</b>	<b>Colourful Semantics Levels 1-3</b> <b>(Level 1: 'who?' - Level 2: 'doing?' - Level 3: what?)</b>
	<b>30/3</b>	<b>Colourful Semantics (Levels 4 &amp; 5)</b> <b>(Level 4: 'where?' - Level 5: 'Describe')</b>
<b>Summer 1</b>		
	<b>20/4</b>	<b>Zones of Regulation (part 1)</b>
	<b>27/4</b>	<b>Zones of Regulation (part 2)</b>
	<b>4/05</b>	<b>Lego Therapy</b>
	<b>25/5</b>	<b>Total Communication/Online Widgit Refresher</b>

## Premises and Finance

Please see Brenda's report.

## Health

Trish is now our new Asthma Champion (a Barnet and Enfield NHS initiative). We are also due an NHS lead clinical audit of our health care provision.

## HR

We have recruited Ruth's placement (I'm not sure that's even possible). She will start after half term to give her a long run in with Ruth and support her getting up to speed. We will be advertising again in the summer term for more LSA's. We do not have any further individuals on long term illness (the member of staff has now left the school having agreed a mutual termination of his contract).

## Safeguarding

3 students have been suspended since March. One for hurting a student (unprovoked attack). One for continual physically challenging behaviour and one for racial abuse on the school bus to a group of other boys. All 3 boys have been reintegrated back into school. The student who has demonstrated physically challenging behaviour has been referred to CAHMS and is part of a case review by the behaviour team

### Open cases (Cheviots short break referrals)

Child	Social worker
Child A	YB Cheviots
Child B	RM (Now closed)
Child C	YB Cheviots
Child D	CJ Passed to EH
Child E	LA
Child F [LAC]	TP
Child G [LAC]	JW



One open referral. Child X demonstrating sexualised behaviour. Additional referral made on 1.2.23

### **Adults Services**

Child H CS has now put in package of support Closed now.

Child I Head of service is looking at this case trying to get Child I support. Currently open with Cheviot however no allocation at the moment. TM has been allocated from Cheviots.

Mash Referrals for the past year:

Child J 24.11.22 and 7.7.22 both NFA

Child K 6.10.22 NFA

Child L 13.7.22 NFA

Child M 17.5.22 NFA

Child F 28.2.23 NFA social worker passed information.

Child X 1.2.23 NFA MASH sign posted family to agencies.

Child O 28.2.23 NFA social worker passed information on case to new SW.

### **Early Help**

Child N 16.1.23 Passed to Cheviots. Cheviots have contacted the family now.

## Priority 1

### Children and young people are empowered, included and respected

- Work together to uphold the rights of every child and young person in Enfield and empower more children, young people and families to share their views to shape their borough
- Improve communication so that children and young people can always access the information they need, when they need it and in a variety of accessible formats
- Work together to tackle inequality and make Enfield a fairer place
- Celebrate the diversity, culture and heritage of our community and ensure that children and young people are supported to participate and make a positive contribution

## Priority 2

### Children and young people can thrive through effective early help, good housing and accessible and inclusive services and public places

- Make sure families can access effective early help and support
- Make sure all children and young people live in a good home in a well connected neighbourhood
- Provide welcoming and relevant youth services to help young people thrive
- Provide inclusive and accessible public spaces and activities for all children and young people

## Priority 3

### Children, young people and their families are supported to achieve the best possible health and wellbeing

- Support every child to have the best start in life
- Work with young people, families and our partners to promote better choices about their physical health, emotional wellbeing and mental health as early as possible
- Deliver healthier neighbourhoods and places where children, young people and families can easily make healthy food choices, stay physically active and maintain a healthy weight

## Priority 4

### Children and young people have access to an excellent education, are ready to learn when they start school and leave with the skills they need for life and the world of work

- Support families to access good quality childcare to help all children be ready for school by the time they're five
- Work with all schools to provide an excellent education to all children and young people
- Support and inspire young people to plan for the future and to develop and access the skills they need for life and the world of work

## Priority 5

### Children and young people are safe and protected from harm in all places and spaces

- Deliver excellent social care services to children who need them to improve their life chances
- Work together to protect children and young people from crime and exploitation
- Support looked after children and care leavers to prepare for adulthood
- Support children, young people and their families to live together safely and harmoniously
- Support children and young people to feel safe walking, cycling and using public transport

## Priority 6

### Children and young people have an environmentally sustainable future

- Support youth-led climate action in Enfield

#### <sup>ii</sup> About Williamz

Williamz Omope is a professional photographer, documentary filmmaker, and social entrepreneur with over 12 years of experience working in local authorities. He has run projects all over London with organisations such as The Barbican, Museum of London, Accumulate and Headway across London targeting underrepresented groups and engaging with diverse communities. His experience as a youth worker, learning mentor, university lecturer, and community engagement project manager enables him to use his own consultancy, WO Consultancy CIC, to deliver meaningful participation and social inclusive projects. During Black History Month 2022 he delivered a series of smartphone photography workshops for residents across Enfield; these taster workshops gave the local community an opportunity to learn from a professional photographer and explore their creativity through photographic expression.

#### The Project

This project will explore Enfield's diversity and resilience, as well as the physical and geographical changes in the borough, through the lens of young people living or studying in

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Enfield.

We all have a story to tell and we document our everyday lives through our own memories and social media but The Mayor's "Our Heritages Photographic Award" project is giving those young people of Enfield the opportunity to have their work displayed in a local space and exhibition in Enfield.

Williamz will conduct a number of workshops in selected schools and teach students the basic fundamentals of photography. The workshops will also challenge students to think about heritage, its meaning, and how to capture these emotions or feelings of nostalgia through photography expression.

Students will need to bring a camera phone for the project, and they will be given a prompt worksheet to take home and use as a guide to help them capture their image.

Details

- Invites are sent to schools and dates are confirmed for workshops
- Students to attend workshop at their school
- Students have a deadline to submit their image to a point of contact at their school
- Point of contact will send all images to the Mayor's office by a set deadline
- Images will be displayed in an online gallery
- A panel will vote which school / individuals will get their images displayed at an exhibition TBC
- Those who are chosen will be invited to Mayor's office to receive their prizes and have their picture taken with the mayor

Workshops

The workshops will be a mixture of presentation and practical exercise

Workshops will be between 1.5 to 2 hours long

Topic covered - what is the meaning of heritage

1. Introduction to the workshop 5 mins
2. Housekeeping 2 mins
3. Williamz Omope to introduce himself and his work 5 mins
4. Question: What does heritage mean to you? 10 mins
5. Practical exercise - 10 mins
6. Examples of heritage photography - 10 mins
7. Composition techniques 15 mins
8. Composition practical exercise 20 mins
9. Take home worksheet explanation and how to submit image 10 mins
10. Any questions 10 mins



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iii "Could I also raise an issue of concern with Bambos re: the removal of the local Enfield catering offer to schools in Enfield. I realise that Enfield is unable to continue to subsidise the funding of the Enfield catering offer to schools. This however has left some small schools and especially special schools in something of a quandary. In order to continue to provide meals at close to the existing price that parents are charged at present and cover the new costs of an external caterer will lead to the special schools subsidising the meals to the tune of many tens of thousands of pounds each (and as you are already aware our parents and their children are struggling with the cost of living crisis). This is money we do not have and so this may see during the long term (i.e. next year) all the Enfield special schools no longer be able to provide a hot meal to pupils with some of the greatest need in the borough.

This is an unfolding tragedy for an already significantly disadvantaged group of children. It is also somewhat ironic as the mayor is about to announce a well thought out and compassionate offer of support to all primary aged pupils (sadly this does not support secondary aged pupils), there is a group of pupils who may not be able to take advantage of it.

Bambos' support in this matter would be greatly appreciated."